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ABSTRACT

This document includes volumes 2-18 (November 1978 through August 1995) of the newsletter of the National Association for Bilingual Education. Individual issues contain news and information about a wide range of issues in bilingual education, including: international, national, and state trends; multicultural education; legislation concerning bilingual education; public policy and policy formation; classroom teaching techniques; program design and administration; program types; parent involvement; current research; instructional and reference materials; program descriptions; teacher training and role; program philosophy; and conferences. Book reviews and professional and association news are also included. (MSE)

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NABE NEWS

VOLS 2-18

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VOLUME II, NUMBER 1 - NOVEMBER, 1978

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

JOSUÉ GONZÁLEZ NAMED OBE DIRECTOR

NABE HEADS FOR SEATTLE

by Juan D. Solis, President

The Seattle Center will be the site of the 1979 NABE Conference to be held May 4-9.

The NABE Executive Board met in Wash., D.C. on October 1 to discuss plans with conference committee members Juan Juarez, Chairman, Phillip Gonzales, Program Chairman, and Diane Collum. Over 100 volunteers have been working diligently with the committee on the program and plans for NABE 1979 are ahead of schedule.

Hotel Accommodations

Pre-conference events will take place at the Washington Plaza and Olympic Hotels while the main conference will be held at the Seattle Center. Additional hotels are: Mayflower Park, Roosevelt, Hilton, Camlin, America West 6th Ave., and Kennedy.

For college students and classroom teachers, NABE has requested a list of youth hostels and inexpensive rooms. This list is available upon request from Chairman Juan Juarez.

Travel Arrangements

Travel arrangements will be handled individually although NABE State Affiliates may decide to develop package trips for affiliate members, thus providing substantial savings for their members.

Program

During the first two days of the Conference there will be 18-20 pre-conference workshops (May 4-5). In addition, a parent group from Yakima plans an all-day session on Saturday, May 5. Sunday will be open for cultural activities and informal meetings as well as possible Affiliate and SIG Group meetings. Monday will be the start of the regular conference session (May 7-9). There will be 3 concurrent sessions per day with the first keynote speaker scheduled for Monday evening.

(Cont. p. 2 col. 3)

On August 26 Vice President Walter F. Mondale announced the appointment of Dr. Josue Gonzalez to the position of Director of the Office of Bilingual Education (OBE). Dr. Gonzalez' official title is Director Designate until sworn in as Director in December. NABE NEWS editor Carolyn Ebel interviewed Dr. Gonzalez at the Title VII Management Institute in Washington on October 2.

Dr. Josue Gonzalez has been named by President Carter to head the Office of Bilingual Education. The new Director, a native of Texas, received his B.A. and M.A. degrees from Texas A & I University and his doctorate from the University of Massachusetts in Amherst in educational administration with a specialization in bilingual/bicultural education. He was formerly Director of the Lau Center/Institute for Bicultural Education at Chicago State University; Director of Bilingual Education at the William Randolph Hearst Foundation; Director of the Bilingual Center for the San Antonio Schools; and Director for Special Studies for the Select Committee on Equal Educational Opportunity of the U.S. Senate.

MAINTENANCE BILINGUAL EDUCATION

It was good to hear the Director of Bilingual Education speaking as a parent of a potential bilingual child:

> **"As a parent and as a professional educator, I favor a type of education in which the child can develop in all of the languages he comes to school with. Title VII doesn't allow us to pay for that; but there is no restriction against a school doing this."**

This was the recurrent theme in much of our discussion - **"Title VII cannot be expected to do everything that needs to be done,"** stated Dr. Gonzalez emphatically. For instance, on the question of maintenance versus transitional bilingual education, the intent of the law, as defined by Congress, is to use the native language until English has been mastered - a "transitional" program. The local school then has the opportunity to *maintain* the child's native language if school administrators believe in "maintenance" bilingual education. Otherwise the child will gradually lose many of his native language literacy skills in the academic environment.

According to Dr. Gonzalez, the polarization between maintenance vs. transitional bilingual education should not exist. Both can coexist peacefully. Dr. Gonzalez makes it clear that as a parent he would hope his local school would continue to encourage his child's bilingual development with or without Title VII funds.

IS THE NEWLY PASSED BILINGUAL EDUCATION LEGISLATION MORE ESL CENTERED?

According to Dr. Gonzàlez, it's about the same as before but much more realistic; it broadens the definition to include limited English skills and *proficiency*. This means the child will receive help, beyond oral language training, until he can compete successfully with his age group in subject areas in English. (Ed note: See Article on pg. 4 of NABE NEWS for details on new legislation)

PARENT INVOLVEMENT

With a touch of humor, Dr. Gonzalez stated: **"If it weren't for the parents, teachers wouldn't have any work. Why not recognize it?"** Parents should have a decision in their child's program, according to Dr. Gonzalez. Unfortunately, all too many schools are afraid of minority parents. He adds that Title VII legislation encourages parent involvement: **"We've seen great success with parent aides in our programs. Parents got involved in the school and realized they weren't dumb. Some have gone on to obtain college degrees.....I encourage additional community training."**

READING IN THE NATIVE LANGUAGE

"Instructional direction in bilingual education should be determined on the basis of sound educational research results. We should recognize what neurophysiological research is telling us about language learning." Dr. Gonzalez emphasized that people learn differently at different ages and reading in the native language depends upon the age of the child. He favors teaching reading at a very early pre-school age in the home language — perhaps in a collaborative arrangement in the home.

(Cont. p. 3 col. 1)

NATIONAL ASSOCIATION
FOR
BILINGUAL EDUCATION

OFFICERS: 1978-9

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President-Elect: Carmen A. Perez, Chief, NYS Bureau of Bilingual Education, Albany, New York

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NABE NEWS Editor: Carolyn Ebel, BESL Center

NABE NEWS is published five times per year: Nov., Jan., Mar., May and Sept. It is available through membership. For advertising rates contact the editor at:

NABE NEWS
IU-13 BESL Center
100 Franklin St.
New Holland, Pa. 17557
Tel: 717-354-7737

News and feature articles may be submitted to the editor at the above address. The deadline for the next issue is Monday, Dec. 4.

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FOR RATES

WE APOLOGIZE

for the lack of photographs in this issue of NABE NEWS. Photos for the feature articles on Josue Gonzalez and the Title VII Management Conference have regrettably become donations to the U.S. Postal Service, c/o "Registered Mail."

Carolyn Ebel Named NABE NEWS EDITOR

by Juan D. Solis, President of NABE

It gives me great pleasure to announce that Dr. Carolyn Ebel, Director of the IU-13 Title VII BESL Center in Pennsylvania, was named editor of NABE NEWS at the NABE Board meeting in Washington, D.C. on October 1. Carolyn comes to us with vast experience in this area through her position as editor of the BESL Reporter. A foreign language major who speaks Spanish and French, she received her B.A. in French from Wells College, her M.Ed. in Teaching English as a Second Language from Temple University and her Ed.D. in TESL from Temple with a specialization in teaching reading to children of limited English proficiency and skills. She presently directs a bilingual program for Spanish and Pennsylvania German children.

FROM THE EDITOR—

With this issue, NABE NEWS, takes another step toward becoming the fullfledged official publication that the organization merits. In addition to serving as the communications link between the President and NABE members, NABE NEWS will contain information from State Affiliates and SIG's, timely news articles, book reviews, letters to the editor, articles on classroom teaching, and news of the convention.

Each NABE NEWS issue will feature information from our Special Interest Groups (SIG), beginning with Elementary Education, Vocational Education and Adult Education. In the future we'll hear from the chairpersons of other SIG groups: Research and Evaluation, Secondary Education, Higher Education, Legislation, Special Education, Early Childhood Education, and Parent and Community Involvement. Many of these groups met for the first time at the NABE Convention in Puerto Rico; we'll follow their progress throughout the year in NABE NEWS.

NABE NEWS will be published regularly five times a year: November, January, March, May and September. Frequent issues, however, mean more articles. For those of you who are thinkers *and* writers, feature articles are needed. Won't *you* please pick up your pencil and become the author you've always intended to be? We're looking for articles that will answer academic questions, questions on classroom instruction, testing, program evaluation models, etc. And don't forget the "bi" in bilingual; we need information on the English as a Second Language portion of bilingual programs too.

Send in your contributions to NABE NEWS and I assure you they will be appreciated. Articles are due one month in advance of publication dates.

NABE HEADS *(cont. from p. 1)*

Proposals for Presentations

Proposal forms are in the mail to members of NABE. They are also available from Dr. Phillip Gonzales, 122 Miller Hall, DQ-12, Univ. of Wash., Seattle, Wash. 98195. Proposals for workshops and presentations are due by Dec. 15.

This year there will be no two-day workshops, only half-day and full-day workshops on May 4 or 5. Presentations during the conference will be limited to forty-five minutes or to one and one-half hours on May 7, 8, or 9. Final selection of papers will be made by Jan. 15 with notification by Feb. 1.

The conference committee has issued a special plea to presenters: Please consider seriously your equipment needs. Only request what you absolutely need.

SIG Presentations

Each NABE Special Interest Group will have one session reserved for its business meeting and a second one for a SIG presentation. SIG chairpersons should send Phillip Gonzales a description of the presentation by January 15.

As additional details of the Seattle Conference become available, they will be published in NABE NEWS. Meanwhile, start making your plans now. May 4 is just around the corner and NABE 1979 looks exciting.

BILINGUAL READING CONFERENCE

"The Teaching of Reading in Bilingual Classrooms: Issues, Approaches and Materials"

Friday, December 8 - 4:30 - 10
Saturday, December 9 - 8:00 - 5

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Sponsored by THE MERIT BILINGUAL CENTER and the GRADUATE TESOL Program of Temple University. It is possible to obtain one graduate credit for this course through special arrangements with the TESOL department: 215-787-6207

For information contact:

Dr. Vuong G. Thuy
The MERIT Center
Ritter Annex, Room 995
Temple University
Philadelphia, PA 19122
215-787-6258

JOSUE GONZALEZ (*Cont. from p. 1*)

PRE-SCHOOL EDUCATION

Dr. Gonzalez feels that we should move in the direction of pre-school education. He is very interested in pre-school programs with immersion in the home language through the beginning reading stages. He would then phase in English reading in kindergarten and first grade.

PUBLIC RELATIONS - HOW TO COUNTER MISCONCEPTIONS ABOUT BILINGUAL EDUCATION

Dr. González was asked to react to the following editorial comments which appeared in a local newspaper recently (Lancaster, Pa. New Era. July 12, 1978)

> "The United States uses English as its language, and those who are citizens, and live here, should learn to understand it, speak it, and write.....But we do a disservice if we fail to encourage the use of English. The language one speaks in the home, whether it be Pennsylvania Dutch, Spanish, Greek or Urdu, is part of family life and should not be affected. It is different in school, in business, in registering to vote, or in many other activities. English prevails, and should continue to prevail. The U.S. should not become a bilingual nation — whatever the language that would be the alternative."

His reaction to this was:

> **"That's the kind of misconception a lot of people have, both at the local and federal level. They miss the "bi" part of bilingual. There is a real misunderstanding as to what bilingual education is. Every such editorial ought to have a response."**

Because of staff limitations, Dr. Gonzalez does not see OBE playing a big role in helping local school districts counter such misconceptions. Instead Title VII district staff could be the key to better understanding of what bilingual education really is.

But at the federal level, the new Director Designate does list this issue of communications as his main goal - to raise the level of confidence between OBE, fellow bureaucrats in HEW, and Congress. He admits that OBE staff has great complexity: **"There is no program like it anywhere in the government."** According to Dr. Gonzales, **"Everything we do is looked at by many people, not only because the program involves minority issues but because the original legislation did not come from administrative initiative *within* the government; the idea for the program in 1966-7 came *from the field*."**

COMPLACENCY

> **"One of the biggest dangers at the present time is complacency about the future. We are here to stay but there is an incredible amount of work to do to improve."**

He feels there is a need for advocacy but not just on the part of people working in bilingual education in Title VII:

> **"For political action we need more than one focal point; we need to have someone here who is not federally funded, someone who is willing to lobby. Our people have not been impressed with the need to continually fight."**

There is an opportunity coming up for people interested in bilingual education to really help, emphasized the new Director Designate. He feels people ought to take full advantage of the public reaction period to the new Title VII regulations which will be published in December:

> **"Urge NABE membership to respond to these proposed regulations during the 60 day period following publication. Urge them to respond even if they don't disagree. People who disagree *will* respond but those who agree *should* respond. The future of Title VII Bilingual programs for thb next five years will depend largely on these regs. Changes are *so* major that we need widespread public comment."**

I came away from the interview feeling that the new Director Designate is a warm, open, knowledgeable, competent individual with a sincere commitment to bilingual education. He is not unaware of the mammoth task ahead of him but he seems to have mapped out strategies for dealing with old problems and for sidestepping future complications. In spite of the difficulty in selecting a viable candidate from among so many excellent ones, the final selection has been felicitous.

IMPORTANT ANNOUNCEMENT

NABE STATE AFFILIATES

A reminder that every state affiliate must send NABE a $25 yearly maintenance fee. If your affiliate has not paid this fee for 1978-9, please send a check immediately (together with an up-to-date annual affiliate report form) to the NABE Treasurer.

SIGnificant

SIG's (Special Interest Groups) are a very important part of the NABE organization. There are presently ten such groups, three of which are featured in this issue of NABE NEWS: Elementary Education, Vocational Education, and Adult Education. Information contained in this issue's articles on SIG's came from minutes of organizational meetings at the San Juan Conference. If you are interested in joining one of these SIG's, contact the chairperson directly. Future issues of NABE NEWS will feature contributions from other SIG's.

VOCATIONAL EDUCATION SIG

Chairperson: Mary Galvan, 607 Spurlock
Valley Dr., Austin, TX 78746
Co-Chairperson: John P. Tsu

Twenty persons attended the Bilingual Vocational Education SIG meeting on April 26 in San Juan. Presiding over the meeting was Doris Gunderson who quickly led the group to the election of officers and a lively discussion of the following issues:

1. Position on Bilingual Vocational Education

A position on bilingual vocational education should be developed and presented to the executive committee. This position would be used for several purposes. One purpose would be to encourage more sessions on bilingual vocational education/training at the annual NABE convention. Another would involve legislative matters.

2. Definition of Bilingual Vocational Education

Bilingual vocational training is defined in the Education Amendments of 1976, Public Law 94-482. Members of the group felt that this definition could be used as a starting point and conceivably be expanded for purposes of the special interest group. John Tsu will mail the definition to members for comment. The definition will be examined in terms of program goals and special populations.

3. Bilingual Vocational Education vs. Bilingual Career Education. Several members of the special interest group expressed uncertainty as to the difference between bilingual vocational education and bilingual career education. Since they are disparate areas, the suggestion was made that perhaps a special interest group on bilingual career education should be established by NABE.

4. Newsletter

Members expressed a desire to maintain communication via a newsletter. Any mailing would necessitate some funds to cover mailing costs. It was suggested that members be assessed a minimum fee to cover the costs of postage. However, the suggestion was not accepted since it was felt that any funds needed for the special interest group should be requested from the NABE executive committee.

(*Cont. p. 5 col. 1*)

TITLE VII MANAGEMENT INSTITUTE ——A WINNER!

EXCELLENT was the rating given the Second Annual Title VII Bilingual Management Institute held on October 2-4 on Capitol Hill. A wide range of topics was covered in this year's conference, including: Grants and Business Management (Janice Avery); Evaluation and Testing (Dr. Ross Goldsmith); Management Initiative Tracking System (Dr. Charles Miller); and Bilingual Education Legislation (Barbara Wells). Because of the timeliness of the topic, NABE NEWS has chosen to cover the session on Bilingual Education Legislation led by Barbara Wells, Chief, Support Services Branch, Division of Program Development of OBE with assistance from Paquita Biascoechea and Terry Sullivan. The article below was written for NABE NEWS by Joseph Beard of the National Bilingual Training Resource Center of the University of Washington.

TITLE VII BILINGUAL EDUCATION LEGISLATION

by Joseph W. Beard

The Bilingual Education amendments of 1978 are now a reality as far as the efforts of Congress are concerned. If signed into law, the compromises reached between the Senate and the House versions will continue Federal leadership and funding in Bilingual Education for the next five years. Persons from the field have been given an opportunity through efforts of the National Advisory Council on Bilingual Education to provide input to the significant task of establishing regulations and will be given further opportunity to respond as the process moves toward publishing new rules by April 28, 1979.

The new legislation focuses on tightening requirements, achieving greater accountability, providing more discretion to grantees in moving toward institutionalization, and emphasizing the demonstrative nature of programs. The goal is the development of programs that work in local areas and become part of established responses to the education of children from culturally and linguistically different backgrounds. At the same time the government wants to be assured that the federal dollar is being used for the purposes specified by law and regulation. This summary of the legislation was taken from presentations at the Workshop on Legislative Amendments to the Bilingual Education Act at the Management Institute for Bilingual Education Directors, Washington, D.C., October 3, 1978.

Highlights of the amendments for elementary and secondary programs include identifying the children to be served as not only those who have difficulty speaking and understanding English but also *those who have difficulty reading or writing English.* Also included are those who are American Indian and Alaskan native students who come from environments where a language other than English has affected their English language capability. The program can provide instruction in English and in the native language of the children to the extent necessary to allow a child to achieve competence in the English language. It can provide instruction on topics directed toward the appreciation of the cultural heritage of other children in American society. Parental participation is strengthened in the new legislation and staff development will be based on the expenditure of adequate funds rather than a fixed 15%. Guidelines for evaluation will be prescribed through regulations, and school districts must build a capacity to provide such programs on a regular basis when federal assistance is reduced or no longer available.

To assure that children most in need will be served, entry and exit criteria are to be developed, individual evaluations are to be conducted every two years, and follow-up services from state and local sources must be provided to sustain achievement of children after they have left the programs. Federal funds are to supplement and not supplant local funds and can be used for activities carried out under court order. Personnel, to the extent possible, are to be bilingual and priority can be given to applications which propose to assist children that have historically been underserved. For the first time, programs in Puerto Rico can be for limited English or limited Spanish language children. Participation of children in non-public schools is further assured, and the Bureau of Indian Affairs is to assess Indian children in schools operated or funded by the Department of the Interior according to the purposes of the Bilingual Education Act.

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In the area of *higher education programs*, the new focus is on the impact of recipients of fellowships on the field of bilingual education. Research will be disseminated and fellowship recipients shall agree either to repay the assistance or to work for an equal period of time in an activity related to the training of teachers and related personnel for bilingual education. New regulations are authorized for the auxiliary and supplementary training of bilingual personnel, non-profit organizations are now eligible applicants for staff development programs, and joint consultation can occur with LEAs and/or SEAs.

Programs administered by State Departments of Education and supported by federal bilingual education funds will not be affected by new legislation but the refinement of regulations related to continuing legislation is expected. In order to facilitate coordination of bilingual programs within a school district, the bilingual set-aside of the Emergency School Aide Act (ESAA VII) has been transferred to the Bilingual Education Act. The transfer included existing activities and authorizations.

The amendments on Research and Development are totally new and different. The focus is on a coordinated effort with the Director of the Office of Bilingual Education involved in providing financial assistance through contracts for research and development proposed by IHEs, private, non-profit organizations and individuals.

The program of research in bilingual education to be conducted by NIE shall occur after consultations with OBE. The Assistant Secretary of Education shall coordinate all research activities of NIE with OBE, NCES and other agencies. A specific list of research activities is also authorized in the legislation.

The new legislation also makes changes in administration and in the National Advisory Council. The Director of the Office of Bilingual Education (OBE) will be appointed by the Commissioner of Education who will be responsible for coordinating bilingual education aspects of all programs in the U.S. Office of Education. Reports on the condition of bilingual education and the number of fellowships needed for the next two years shall be submitted biannually. Models for bilingual education programs and evaluation will be published in six months, and *reports on need*, by language and State, *methods for identifying children in need*, and *evaluation* and *data gathering models* will be submitted by September, 1980.

Membership of the National Advisory Council on Bilingual Education shall consist of 15 persons, including 8 professionals with at least 2 teacher trainers, at least 2 generalists from elementary and secondary education, at least two classroom teachers, at least two parents, at least one State Education Agency person, and at least one member-at-large.

This review of amendments to the Bilingual Education Act of 1978 focuses on changes from previous legislation. The goals and focus of the legislation as they will be reflected in rules and regulations leave the future of bilingual education as a viable force in the hands of the implementors. The scrutiny of the next five years will result in an impact on future legislation.

SIG (*Cont. from p. 3 col. 3*)

5. **Checklist**

A checklist of suggestions for activities of the special interest group on bilingual vocational education will be prepared by the Chairperson and distributed to all members. This will aid the group in establishing priorities which the special interest group feels it should undertake in the conduct of its activities.

ELEMENTARY EDUCATION SIG

Chairperson - Felicia D. Gil, SCDC, 7100 N.W. 17th Ave., Miami, Fl 33147

Co-Chairperson - Margarita Muñiz, Boston Public Schools.

The overall concern of members attending the Elementary Education SIG meeting in San Juan was for greater teacher participation in NABE. The following suggestions were made by the group:

1. More NABE members should be recruited among teachers.
2. Communication between NABE and bilingual teachers should be improved.
3. NABE Conferences should be more teacher oriented and less administrator oriented.
4. Procedures should be set to make it easier for teachers to attend NABE conferences. Teacher scholarships and free registration could be considered by the NABE Board. Perhaps Lau Centers could pay for teacher participation in the conference. To keep expenses to a minimum, Convention planners might search for inexpensive boarding homes for teachers.
5. The National Clearinghouse for Bilingual Education could take on the responsibility for disseminating NABE Conference information to classroom teachers.

ADULT EDUCATION SIG

Chairpersons: Carolyn Ebel, IU-13 BESL Center, 100 Franklin St., New Holland, Pa. 17557
Jose Oliva, N.J. Office of Adult Basic Education, 3535 Quakerbridge Rd., Trenton, N.J. 08619

Membership: Gene Madeira, Adult Enrichment Center, School District of Lancaster, Lancaster, Pa

News Letter Editor: Judith Murphy, Project Persona, Provident, RI

The Adult Education SIG meeting on April 26 was attended by 37 persons who quickly proceeded to elect four officers and arrive at a common definition of bilingual education for adults:

> "Bilingual education is the use of two languages, one of which is English, the other, the native language of the individual, as mediums of instruction for the same adult population in a well-organized program which encompasses part or all of the curriculum." (Based on Title VII definition)

Because of interest shown in several specific issues to be studied by the SIG during the coming year, the officers met two days later to draw up a list of issues to be circulated to members in the Adult Education newsletter:

1. Selection of Bilingual Adult Education topics for the 1979 Seattle NABE Conference
2. Alternative delivery systems for chosen papers for the NABE Conference (joint presentations, panel discussions, etc.)
3. Dissemination of successful Bilingual Adult Education Programs
4. Links with other NABE-SIG's as well as with TESOL, NAPCAE, AEA, etc.
5. Membership drive for Adult Bilingual Education within and outside of NABE. It was suggested that a survey be made by NABE to locate NABE members interested in joining the Bilingual Adult Education SIG.
6. Newsletter sent to SIG group members on a regular basis.
7. Advisement of National NABE Conference Planning Committee on such issues as:
    - call for papers dealing with SIG areas of expertise
    - Recommendations on prospective speakers, panelists, etc.
    - Arrangement of sessions (bringing similar topics together, providing duplicate sessions of special interest, assigning more time for SIG's to meet, etc.
    - SIG locations (booths, rooms, etc.) where SIG members can easily identify each other, meet and share similar concerns

Note: The Executive Board of NABE wishes to thank the Special Interest Groups for submitting their minutes and suggestions so promptly. The Board was able to act on several of the suggestions regarding the Convention at their October meeting.

NABE **National Association for Bilingual Education**

Seattle, Wash. May 4-9

For information:

Dr. Phillip Gonzales
122 Miller Hall, DQ-12
University of Washington
Seattle, WA 98195
(206) 543-4203

TESOL **Teachers of English to Speakers of Other Languages**

Boston - Feb. 27 - March 4

For information:

Dr. James Alatis
TESOL Office
455 Nevils Building
Georgetown University
Washington, DC 20057
(202) 625-4569

WANTED

If you have any information leading to the apprehension of these individuals, please contact Ramon Santiago, NABE treasurer, BESL Center, 100 Franklin St., New Holland, Pa. 17557, immediately. Your reward will come from knowing that the NABE mailing list is up-to-date because of your extraordinary effort.

Texas

1. Deborah B. Eldridge
1507 Lupine Lane
Austin, TX 78741
"Moved, left no address"

2. Alicia Jimenez
6310 Skillman, #112R
Dallas, TX 75231
"Not deliverable as addressed"

Wisconsin

1. Delia Espinoza
MMDC Project
1228 W. Mitchell
Milwaukee, WI 53204
"Moved, left no address"

Illinois

1. Monty L. Dixon
26 Adeline Ct.
Belleville, IL 62221
"Moved, left no address"

California

1. Mario S. Stincer
P O Box 197
Hollister, CA 95023
"Undeliverable as addressed"

SABE CONFERENCE

February 9-11 1979

The New York State Association for Bilingual Education will hold its annual conference on February 9-11 at the New York Sheraton Hotel, 57th Street, New York City.

For information, contact:

Sonia Rivera
Louis Brandeis HS
145 West 84th St.
New York, NY 10024

212-799-1570

THE JOB COLUMN

Note: A fee of $20 is charged for each listing of positions available at institutions. Send check to NABE NEWS c/o the Editor, BESL Center, 100 Franklin St., New Holland, Pa. 17557. The editor reserves the right to edit all position descriptions.

UT SAN ANTONIO seeks applications and nominations for the post of Director of the Division of Bicultural-Bilingual Studies. Qualifications include earned Doctorate in one of the following areas: education, linguistics, social sciences, bilingual-multicultural studies, foreign or second language; significant teaching and administrative experience in higher education; evidence of commitment to scholarship. Salary and rank are open. Contact Dr. Frank Pino, Director, Division of Bicultural-Bilingual Studies, The University of Texas at San Antonio, TX 78285. Application Deadline is Dec. 15, 1978.

Title VII MERIT Bilingual Center, Temple Univ., seeks two bilingual (Spanish/English) teacher educators. Qualifications include earned Doctorate experience teaching at the public school and college levels. Responsibilities include teaching bilingual courses and/or workshops, advising bilingual teachers, development of bilingual resource sheets for teachers, collection and interpretation of international evaluation data. Appointment will be at the adjunct or visiting professor level at a salary of $20,000-$21,000 per year. Contact Dr. Frank Sutman at The MERIT Center, Ritter Annex 995, Temple Univ., Philadelphia, PA 19122. 215-787-6258

Chester Upland School District seeks two teachers for Bilingual Education program, one elementary and one middle school. Requirements: elementary certification; bilingual: Spanish/English. Contact Dr. John Vaul, Superintendent, Chester Upland School District, Chester, Pa. 19013. Tel: 215-TR4-4271.

News from the NABE Treasury

Here's an update on what's been happening at the NABE treasury since April of 1978:

1. Funds as of Sept. 30: slightly over $26,000 (not including the proceeds from the 1978 San Juan convention)
2. Verifiable paid membership stands at 1600 (with more than 500 renewal notices still outstanding)
3. The number of state affiliates has reached 19.
4. New membership forms and a new NABE brochure have been distributed in the hopes of increasing the membership rolls.
5. Answering members' letters has been a pleasure because the correspondence has been very supportive and understanding.

Please urge old members to renew and nonmembers to join. Dues are $10 a year and membership inquiries should be addressed to:

Ramon L. Santiago, Treasurer, IU-13 BESL Center, 100 Franklin St., New Holland, Pa. 17557, (717) 354-7737

BOOK REVIEWS - A CRACK IN THE MELTING POT

Cultural Challenges to Education. The Influence of Cultural Factors in School Learning. Rembeck, Cole S.; Hill, Walker H. D.C. Heath and Co. 125 Spring St., Lexington, MA 02173 $14.00. This book could easily serve as an excellent text for a course on cultural diversity in the classroom. The idea behind the volume came from a seminar sponsored by the East-West Center in Hawaii. Seminar participants, all internationally known scholars, had earlier been invited to examine the role of the schools in a period of rapid social and cultural change; as a result many of the participants later continued developing the ideas generated in the meeting and wrote articles which formed the basis for this book.

A tantalizing introduction sets the stage for the reader. Drawing one's attention to the fact that schools have been quick to accept psychological differences in learning, the editor reminds us that cultural characteristics are treated quite differently in schools. "We do not ask how cultural aptitudes might be used to support and enhance a child's classroom learning; instead, we tend to ignore or suppress these differences."

Why are psychological characteristics looked upon so much more positively than cultural characteristics? According to the author, psychological characteristics can be easily studied in the controlled setting of the psychology lab and classroom whereas cultural variables go beyond classroom walls to the family, neighborhood and racial group. Secondly, much more is known about the nature of psychological differences than about cultural differences. "The individual within the school setting has been the focus of scholarship and research, rather than the person as an integral part of a larger environment of family, community, race, or social class."

Still another reason lies in the fact that psychological differences are less value laden than cultural differences and are "safer" to deal with. Finally, the author suggests that the most dominant reason for treating psychological aptitude and cultural aptitude differently is that "we tend to regard cultural differences as transitory, on their way to being assimilated in the great American melting pot. Indeed, one function of education traditionally was to help stir the pot. Thus cultural differences did not have to be taken seriously or be reckoned with as major factors in a child's learning. They would in time go away, and meanwhile they were to be endured and put up with."

The articles in the book are based on the assumptions that cultural characteristics 1) are as much a part of a child's endowment as psychological characteristics; 2) are influential in his learning; 3) are persistent and continuous; 4) melt very selectively and some may actually elaborate over time; and 5) are just as available for use in the improvement of teaching as are psychological characteristics. Among other authors, John Watson contributes "Schooling for Minority Children," discussing the problems of providing adequate education for New Zealand's minority, the Maoris; Henry G. Burger, in "Adapting Education Cross-Culturally," suggests ways of matching cultural variables with educational practices to increase student motivation; and Ralph Stueber, in "Schools and Cultural Assimilation" traces the development of Hawaiian schools through the island's history while at the same time focusing on the segregating and assimilating functions.

Teaching in a Multicultural Society. Perspectives and Professional Strategies. Cross, Dolores E; Baker, Gwendolyn C; Stiles, Lindley J.(eds). The Free Press, 866 Third Ave., N.Y. 10022. $11.95.

The authors of this book propose that because teachers have been called "carriers of culture" and are the primary professional agents responsible for passing culture from adults to the next generation, they and other educational personnel must assume the professional mandate to "initiate and maintain a multicultural approach in their professional practice." Teachers have a responsibility to foster learning situations that preserve the cultural traditions of all groups. The book provides a potpourri of information on initiating such an approach into the school system.

Meyer Weinberg's article, "A Historical Framework for Multicultural Education" focuses on the plight of the one large group of minorities incorporated originally within American society by force: blacks, Mexican-Americans, native Americans, and Puerto Ricans. Today this group makes up a fifth of all public school children in the U.S. Weinberg reviews the educational experiences of each of these four minorities.

Another chapter of the book gives the reader a close look at teacher attitudes in two desegrated schools, schools having vastly different attitudes toward their minority students. The approach toward introducing multicultural curriculum would have to differ between these schools and the author describes why.

Finally many practical ideas to implement multicultural education into the class lesson can be found in "Modifying Curriculums to Meet Multicultural Needs" (Baker, Browely, Beecher & Ho). Discussed are suggestions for science, reading, and social studies classes.

HOW MULTICULTURAL IS YOUR SCHOOL PROGRAM?

Reprinted from *Teaching Strategies for Ethnic Studies*,
by James A. Banks. Permission to reprint granted to NABE NEWS by publisher.

Ethnic studies content and materials should be an integral part of the total school program and environment. When completed this scale will give the staff a rough estimate of the general quality of the school multicultural program. This information will better enable the staff to identify recommendations to guide actions to make the school environment more culturally pluralistic. In areas where the school program is already outstanding, the findings derived by using the scale can provide the staff with needed positive reinforcement.

EVALUATING THE TOTAL MULTICULTURAL PROGRAM

Directions for using this rating scale: Check "na" if the answer to the question is "not at all." Check "1" if the answer is "yes but very little." Check "5" if the answer is "yes, that aspect of our program is outstanding." Check the numbers from 2 to 4 if the response is somewhere between the extremes. By adding the points when you have finished rating your school, you can get a rough estimate of the general quality of your total multicultural educational program. "na" = 0 points. 80 is the total number of points possible.

1. Is information about American ethnic groups included in all of the courses in the school, including the social studies, English, literature, physical education, home economics, and science?	na	1	2	3	4	5
2. Is there a procedure for evaluating the treatment of ethnic groups in textbooks before they are adopted for use in the school? If so, to what extent is it effective?	na	1	2	3	4	5
3. Are there pictures of minority groups in the classrooms and in the halls of the schools?	na	1	2	3	4	5
4. Do the calendars in the school include information about ethnic holidays and outstanding Americans of ethnic origin?	na	1	2	3	4	5
5. Do the foods that are served in the school cafeteria reflect the ethnic diversity of American life? If so, in what ways?	na	1	2	3	4	5
6. Do school assemblies and plays reflect the ethnic diversity of American life? If so, to what extent?	na	1	2	3	4	5
7. Are the teachers and administrators provided in-service workshops and activities where they can acquire content about American ethnic cultures and ways to teach about them?	na	1	2	3	4	5
8. Does the school's professional library include books about American ethnic groups and ways to teach about them?	na	1	2	3	4	5
9. Does the school's library include an ample number of books about American ethnic groups for all grade levels? If so, have the books been evaluated for their sensitivity to ethnic groups?	na	1	2	3	4	5
10. Does the school library subscribe to ethnic magazines such as **Ebony**, **Indian Historian**, **Amerasia Journal** and **El Grito**?	na	1	2	3	4	5
11. Is there, or has there been, a curriculum committee created to devise ways to integrate the entire school curriculum with ethnic content? If so, did the committee solicit the help of specialists in ethnic studies?	na	1	2	3	4	5
12. Are individuals from the various ethnic organizations within the community or in nearby communities frequently invited to speak to classes and in school assemblies?	na	1	2	3	4	5
13. Does the school offer elective courses in ethnic studies? If so, what are they? Do they provide the student with a range of courses that include information about all American ethnic groups, including Puerto Rican Americans, Filipino Americans, Cuban Americans, and Korean Americans?	na	1	2	3	4	5
14. Do school holidays and celebrations reflect the ethnic diversity of American life? If so, what specific ethnic holidays are celebrated? How are they celebrated?	na	1	2	3	4	5
15. Do bulletin boards and other displays in the school reflect the ethnic diversity of American life? If so, in what ways?	na	1	2	3	4	5
16. Does the school district have an ample supply of films, filmstrips, records, and other multimedia resources on American ethnic groups? If so, have they been evaluated for ethnic sensitivity?	na	1	2	3	4	5

TOTAL SCHOOL SCORE:______

RECOMMENDED ACTIONS:

1.
2.
3.
4.
5.

Taken from James A. Banks, TEACHING STRATEGIES FOR ETHNIC STUDIES (Allyn and Bacon, Inc. Dept 898-LC Link Dr.; Rockleigh, N.J. 07647) 1975. pp 454-56. $12.95. This book has excellent teacher resource material for virtually every American ethnic group.

DEAR BILINGUAL EDUCATOR. . . .

1978 is an important year for the bilingual education movement. The Bilingual Education Act (Title VII) reached its tenth anniversary and was recently extended for another five years. The number of inhabitants in the United States who came from non-English backgrounds stood at more than 28 million (or 1 in 8), and an estimated 2.4 million residents were labelled as not speaking English at all. From this it appears that bilingual education will be on the upswing in the years to come, because there is a substantial population in this country who will obtain a meaningful and effective education only through bilingual bilcultural programs.

1978 is also of crucial importance to the National Association for Bilingual Education. Going into its fifth year as an officially constituted professional organization, NABE has been growing steadily and coming into its own, and the impact it is making on the field of bilingual education is significant. However, this growth must be accelerated. Many more of those engaged in the various aspects of bilingual bicultural education programs (including ESL) must be convinced that they have much to gain from belonging to NABE, and that NABE in turn needs their support and active participation in its endeavors and activities.

If you are a "NABE person," you can help our organization first by renewing your 1978-9 membership immediately; and secondly by urging colleagues, neighbors, acquaintances, co-workers, office mates, roommates, and friends to jump on the NABE bandwagon. If you are not yet a "NABE person," come on and find out what NABE is all about.

Affiliate presidents, SIG chairpersons, bilingual project directors, teacher training coordinators, curriculum supervisors, community organizers—please join us in this concerted effort to enroll more members, to fortify our organization, and to make NABE more representative of all the different groups that are involved in the bilingual education movement.

(Ed. Note: for membership information, see p. 6)

VOLUME II, NUMBER 2/3 - JANUARY, 1979

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Seattle Conference Moves Ahead

Convention Committee members reviewing proposals in Seattle: L to R, Allen Jaworski; Diane Collum; Dr. Philip Gonzáles, Program Committee Chairman; Enrique Medina.

It's called NABE fever. Everyone has it, but the epidemic is especially severe in Seattle, Washington this time of year. Symptoms?.... no sleep, jangled nerves, telephonitis, lost weekends, and a craving for mountains of crumpled paper. Ask NABE Convention Chairman Juan Juárez how things are progressing and he will very quickly slide from a feeble sigh to "We're really excited! We have a huge committee just working their heads off and their efforts are tremendous! Can you believe that we're actually ahead of schedule?" Here's the latest news from NABE '79 headquarters:

Conference Workshops and Presentations

Over 500 proposals for presentations were received by the NABE Convention Committee in Seattle. One week before Christmas proposals were in the mail to be reviewed by a screening committee of 107 professionals in bilingual education from across the country. Faced with the directive, "You have one week to review the proposals and rate them for inclusion in the program," reviewers rose to the occasion. By January 12, not only were all 500 rated, but letters of acceptance were in the mail to 167 main conference presenters (May 7-9) and to 44 workshop presenters (May 4-5). Look for highlights of these presentations in the next issue of NABE NEWS in March.

Parent Pre-Conference Workshop in Yakima

During a parent pre-conference workshop on May 5 in Yakima, there will be a variety of sessions especially for parents, students, and bilingual school personnel. These sessions, scheduled throughout the day, will include the following topics: 1) parental involvement in bilingual school programs, 2) parents' and students' rights and responsibilities, 3) definition of bilingual education, 4) bilingual education: day-care through high school, and 5) bilingual programs in Washington State. In addition, for those persons interested, an afternoon tour of the Yakima Valley will be conducted; you will have a chance to enjoy the beauty of this agricultural area, as well as partake in its festivities of Cinco de Mayo.

SIG Presentations

Two times have been set aside on the program for Special Interest Group (SIG) meetings: May 7 and May 8 from 5 - 6 p.m. One will be used for the business meeting, the other for an academic presentation. Your SIG Chairman will be getting in touch with you concerning these times and topics, either through SIG newsletters to members who attended last year or through bulletin board announcements at the convention site. And hopefully, SIG chairmen will take advantage of SIG SPACE in the March issue of NABE NEWS to report to the entire membership on their plans. Please get information to NABE NEWS by March 5.

Hotel Accommodations

Pre-conference events will take place at the Washington Plaza and Olympic Hotels, while the main conference will be held at the Seattle Center. Additional hotels are: Mayflower Park, Roosevelt, Hilton, Camlin, America West 6th Ave., and Kennedy. Conference and hotel registration forms will be mailed to you in February. NABE Conference Headquarters and the Seattle Visitor's Bureau will not accept hotel reservation requests at Conference rates until this time.

For additional information on the NABE Convention, contact Juan Juárez, Chairman, at 122 Miller Hall, DQ-12, University of Washington, Seattle, Wash. 98195. Tel: (206) 543-6636.

NATIONAL ASSOCIATION
FOR
BILINGUAL EDUCATION

OFFICERS: 1978-9

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NABE NEWS
IU-13 BESL Center
100 Franklin St.
New Holland, Pa. 17557
Tel: 717-354-7737

News and feature articles may be submitted to the editor at the above address. The deadline for the next issue is Monday, March 5.

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Please submit your articles and news items regularly. NABE NEWS is published every two months.

From The President

Changes in NABE are occurring at a rapid rate this year. I feel fortunate to be serving as President in a year when NABE is leaping beyond its initial organizational phase into a period of expansion to reflect academic and professional wishes of the membership. The NABE Board has indeed been busy. So far we have met five times this year and we hope you are beginning to see some of the changes:

Juan Solís

- Special Interest Groups (SIG's) have been organized. Some are very active, some are not so active but at least they are off the ground and we look forward to increased membership input through these groups.
- The names on the membership list have been meticulously scrutinized one by one and we take pride in the results. Members have been a big help in reporting "lost" members and changes of address. The list is now computerized and all that remains is for members who haven't indicated their SIG preference or professional area of interest to do so.
- A current Membership Directory will be sent to the members in early spring - a first for NABE.
- The organization's newsletter, NABE NEWS, is now published on a regular basis, five times a year, and serves as the main link between the Board and the membership.
- By-laws of the organization, which were revised at last year's San Juan Conference, have been mailed out to all members in good standing.

And I am happy to announce one additional change of great interest to members: Richard Light of SUNY at Albany has been named editor of the NABE JOURNAL. The search for an editor was no easy task, for editing such a publication requires not only a background in publishing, but an extensive background in the academic areas of bilingual education. Dick Light has served as review editor of the TESOL QUARTERLY, consulting editor of MODERN LANGUAGE JOURNAL and FOREIGN ANALS, and editor of the TESOL QUARTERLY. He served as Director, Bilingual Education Project of SUNY at Albany for four years and is presently Assistant/Associate Professor in ESL in SUNY's School of Education. Among his publications are: "Preparing Educators for Bilingual Education: Needs and a Response," The Bilingual Review; Teaching English as a Second Language: Perspectives and Practices; Bilingual, ESOL, and Foreign Language Teacher Preparation: Models, Practices, Issues; and, Collected Papers in Teaching English as a Second Language and Bilingual Education: Themes, Practices, Viewpoints. He received his undergraduate degree from Colgate University and his M.S. and Ph.D. in Applied Linguistics from Georgetown University.

Working with Dick will be Genis Meléndez (SUNY at Albany) and Gloria Zamora (Intercultural Development Research Association, San Antonio). They have agreed to serve as Associate Editors and will provide expertise and additional perspectives from East and West on the content of the Journal.

Meanwhile, keep sending your suggestions to any of the Board Members: myself, Carmen Pérez, Hank Oyama, John Correiro, Ramón Santiago or María Swanson. NABE is moving — with your help!

OFFICE OF BILINGUAL EDUCATION STAFF PROFILE

According to a recent study conducted by the staff of the Office of Bilingual Education, 82% of the OBE staff are bilingual or multilingual and 10 languages are spoken by staff members. In addition, 23% have a Ph.D., 47% have a Master's degree, and 27% have a B.A.

NABE BOARD MEETING IN WASHINGTON: (L to R) María Medina Swanson, Carmen Pérez, Juan Solís, Henry Oyama, Ramón Santiago, John Correiro

Matemáticas Y La Educación Bilingüe

by Dr. Gloria García Castellanos

This article makes some remarks about the importance of mathematics in the context of bilingual education, how important it is that teachers and instructional aides be well prepared in mathematics so that they can provide students in the bilingual programs with a solid foundation on which these students can build science-related careers. Then the article takes note of some special areas in mathematics where students who have started their education in countries other than the United States may use methods that differ from the ones used in this country. These areas are subtraction, division and substitution.

La matemática es una de las áreas más descuidadas en la educación bilingüe. La verdadera discriminación hacia nuestros estudiantes ocurre al nivel universitario cuando ellos se dan cuenta de que muchas carreras no están a su alcance porque su preparación matemática ha sido deficiente.

La base necesaria para poder matricularse en, y completar con buen éxito, cursos en matemáticas y ciencias en general no se puede improvisar en uno o dos semestres.

Por eso es que debemos prestar especial atención a la preparación de nuestros maestros bilingües en el área de las matemáticas de manera que ellos puedan ser instrumentos en la adecuada preparación de nuestros estudiantes.

A propósito de estas ideas he pensado que sería interesante mencionar algunos hechos curiosos que tal vez confundan a algunos de nuestros maestros que reciben en sus clases a estudiantes de habla española que han empezado su educación fuera de este país.

El primer hecho tiene que ver con la operación de restar o sustracción. El método de restar más generalizado en este país es el método de pedir prestado o reagrupamiento. Por ejemplo, restemos 3,674 de 4,023. Llamamos a 4,023 el minuendo y a 3,674 el sustraendo.

Para hacer nuestra explicación más clara, vamos a separar por medio de comas las columnas de las unidades, de las decenas, de las centenas y de las unidades de millar. De manera que escribiremos:

$$\begin{array}{rrrr} 4, & 0, & 2, & 3 \\ 3, & 6, & 7, & 4 \\ \hline \end{array}$$

Cuando en una columna en particular el número que aparece arriba es menor que el número que aparece abajo, no podemos llevar a cabo la resta. En ese caso, cambiamos la forma del minuendo sin cambiar su valor, usando el hecho de que 1 decena es equivalente a 10 unidades, 1 centena es equivalente a 10 decenas, etc.

En nuestro ejemplo haremos los siguientes cambios de forma en el minuendo:

$$\begin{array}{rrrr} 4, & 0, & 1, & 13 \\ 3, & 6, & 7, & 4 \\ \hline \end{array}$$

$$\begin{array}{rrrr} 3, & 10, & 1, & 13 \\ 3, & 6, & 7, & 4 \\ \hline \end{array}$$

$$\begin{array}{rrrr} 3, & 9, & 11, & 13 \\ 3, & 6, & 7, & 4 \\ \hline \end{array}$$

Ahora podemos restar en cada columna

$$\begin{array}{rrrr} 3, & 9, & 11, & 13 \\ 3, & 6, & 7, & 4 \\ \hline 0, & 3, & 4, & 9 \end{array}$$

y encontramos que la diferencia es 349.

En muchos países de habla española el método empleado para restar es el método de adiciones iguales, basado en el principio invariante de la sustracción que dice que si añadimos la misma cantidad al minuendo que al sustraendo, la diferencia permanece constante.

Restemos otra vez 3,674 de 4,023, usando esta vez el método de las adiciones iguales. Ahora, cuando en una columna el número de arriba es menor que el número de abajo, añadimos diez al número de arriba y compensamos añadiendo uno al número de abajo en la siguiente columna a la izquierda. Es decir, añadimos 10 unidades a las 3 unidades en el minuendo y compensamos añadiendo 1 decena a las 7 decenas en el sustraendo, ya que 1 decena es equivalente a 10 unidades.

(Cont. p. 13 col. 2)

BEST COPY AVAILABLE

An Open Letter To Puerto Rico

by
Harvey Nadler, N.Y.U.

Dr. Harvey Nadler has been an annual visitor to Puerto Rico for the past eleven years as professor of ESL in NYU's TESOL program on the island. This address was delivered to the annual Puerto Rico TESOL Convention on November 4, 1978, in San Juan.

As of this moment, I am uncertain as to what title to give to this presentation.....I have some ideas but, for the time being, I prefer merely to call it: *An Open Letter to Puerto Rico*.

Dear Friends: It is eleven years now since I have been in charge of the TESOL program at NYU and ten years since the first time I came to Puerto Rico as a teacher, one who had no special love for Puerto Rico or Puerto Ricans, for I had had little contact with them as a group. Ten years later, I feel I am coming home for a visit each time I come to the Island, for you have always welcomed me into your hearts, your minds, and your homes, and today—in front of so many of my friends—I would like to say that in some ways *Yo Soy Puertorriqueño*—at least in part, not in all these years I have still not learned your language. Be assured, however, that I do not say that proudly—in fact—I say it with shame: but I cannot speak it, your language. I would caution you, however, not to speak Spanish in front of me in the hope that you can conceal your thoughts—for, like all good ESOL teachers, I can read faces—and I do understand more than a little of your language.

Language, speaking of language, I suppose that mine—yours, too—is really what I should be speaking about: it is a problem on this Island today, as it has been in all the years I have been coming here, and for a long time before that. I know that I do not have to describe for you the political history of the English language policy on the Island, but I would like to share with you some of my observations over this ten year period—in keeping with the theme of this conference—The Context of ESL Instruction in Puerto Rico—past, present and future—or BAD, GOOD and BETTER.

In my typical grammar-oriented fashion then, perhaps I can help you envision my paradigm for this talk: On the left are the time relationships: past, present and future. Across the top, there are two aspects that I shall deal with, Personnel and Curriculum, each of course, will be sub-divided. Unlike a grammatical paradigm, however, I cannot offer you consistency since this is one man's impression—and it will be impressionistic, expressing my opinions and, sometimes, alas, my ignorance. Bear with me, then, as I try to go back ten years and share my first impressions of ESOL in Puerto Rico.

Personnel

1. **Many of the teachers I met then in my first classes did not speak English very well themselves. Some of them did not really want to teach English, and, as a result, many of the ESOL teachers of the day taught English in Spanish.** As much as 75% of the ESOL class time might have been conducted in Spanish. Please realize that I am not saying that Spanish was used occasionally for clarification purposes. I am saying that the major part of the class period was in Spanish.

2. Of even greater concern to me, however, were those teachers who had a **good command of English, but still lacked confidence in themselves**, and worse yet, in their ability to teach English to their students. At the time I thought that this was a reflection on the limited amount of teacher training in ESOL that was then available on the Island. But I came to learn that it was even more than that. **It was part of a pattern of what I consider a lack of self-esteem that I found the teachers felt not only about their teaching, but, for some, even pervading their attitude towards their own ability to learn. This I believe is a result of centuries of being a nation which is part of another nation—with and without equal rights, privileges and responsibilities, depending on various factors. It is what I would call, at the risk of being offensive (and I do not mean to be), a colonialist mentality.**

3. **Politics and political parties seemed to control education policies and practices—a new party in power meant an almost automatic change in the directors of programs**—in supervisors—and a resulting change in policies affecting the classroom.

4. Many of the teachers I met then did little reading outside of course assignments. According to Kal Wagen[illegible]'s *Puerto Rico: A Profile*, there were few libraries and those that existed had few books. People did not seem to read even newspapers on the buses I rode. This was shocking to me, for in New York, everyone is reading something on the bus or subway—newspaper, magazine, novel, all the way up to high-falutin' non-fiction and professional journals. International TESOL was then in its third year but few of my students knew about the *TESOL Quarterly*.

5. **Neo-Rican was not a swear word, then**—in fact, there's a good chance that the word had not even been coined. Puerto Ricans who had grown up on the mainland and returned from the Diaspora were, it seemed to me, welcomed with open arms; and finally

6. The teachers seemed to be interested in learning only about new techniques and strategies—to the exclusion of the theoretical underpinnings that led to them, and the value such basic understandings might hold for them to continue to develop new directions on their own. **They seemed eager to follow and to learn, but seemed to fear to accept the opportunity to lead.**

(cont. p. 7 col. 1)

NABE MOVES

Hernán LaFontaine, Director of the New York City bilingual-education program since 1972, will be moving to Hartford, Conn. as new Superintendent of Public Schools.

María Medina Swanson, Director of the Midwest Resource Center, has been named by Secretary of HEW, Joseph Califano, Chairman of the National Advisory Council on Bilingual Education.

Gladys Valcourt, formerly Director of Bethlehem, Pa.'s Title VII program, has moved to the Temple University Title VII Teacher Training Center (MERIT) as Teacher Trainer and Resource Specialist.

From The Title VII Office

Ed. Note: Because of favorable response from readers concerning the interview with the Director of Bilingual Education, Josué González, in the November issue of NABE NEWS, this column will appear frequently. This interview took place on January 13, 1979.

PUBLIC RELATIONS

Q- Since the last interview in November, there have been several articles written in national magazines and newspapers about bilingual education (Time Oct. 16; Harper's Magazine Dec. 17; N.Y. Times Magazine Dec. 17). Do you see an increase in attacks on bilingual education?

> **"It is steady but I don't know if it is increasing. There is certainly an increase in discussion and this may be a positive sign. Our bilingual education community has not done an adequate job. We need to get the word out about successes of programs, about what we have accomplished. Reacting to a negative press is not enough. Yes, we do need "Meet the Press" types of appearances and I would be more than willing to engage in this.**
>
> **The local programs can do much to disseminate information about educational opportunities for bilinguals. Under the new law parents *must* be adequately informed of the Title VII program and this the local program can do. NABE, too, can play a big role in this area."**

NATIONAL ADVISORY COUNCIL

Some NABE members have expressed confusion over the role of the National Advisory Council on Bilingual Education and Dr. González was asked to clarify the Council's role as it relates to the Title VII Office.

> **"The National Advisory Council on Bilingual Education is appointed by the Secretary of HEW. It advises the Title VII Office—on Rules and Regulatons, on program policy—but it has a broader function. It is charged by law to prepare an annual report on the status of bilingual education in the nation. This report goes to Congress, to the Secretary of HEW and to the President. In order to carry out this task, the Council looks at state laws, NIE, ESEA and other agencies. The Title VII Office provides support staff for the Council and a delegate from our office is present at their meetings.; but essentially the Council is autonomous.**

VOCATIONAL BILINGUAL FUNDS

Q- What can you tell us about vocational funds for bilingual education programs for 1979-80?

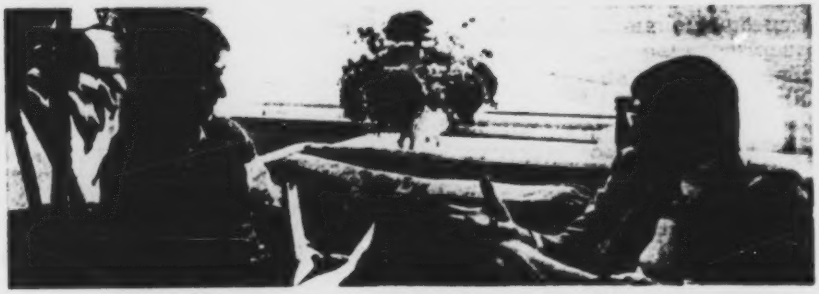
> **"Vocational bilingual programs do not come under the Title VII Office (Vocational Part J). They are presently administered through Adult Education programs. This issue of bilingual funds coming out of several different offices has been the subject of much discussion. The new legislation strongly suggests coordination of all bilingual activities. THIS COORDINATION WOULD COME UNDER THE TITLE VII OFFICE. How to bring it about, however, is quite another matter. Bilingual programs are spread throughout the bureaucracy."**

Dr. González explained that there are probably anywhere from six to twenty programs involved with bilingual education: ESEA, ACYF (which isn't even in OE), Part J Vocational, Library Construction Act, Lau (Office of Civil Rights), etc. **"Lau is an important one and will probably be the first to work with us. Our futures are closely tied together. We would like to begin by defining our populations the same way and by working together on revisions of the Lau Remedies."**

MIGRANT EDUCATION

Q- What about Migrant Education? The Migrant program has earned a reputation for being responsive to bilingual education needs of the children it serves. Do your two offices work closely together?

> **"Again, Migrant Education is a separate office. Their funds go through the states, unlike the other programs I mentioned earlier. Because of this, we won't be starting with the Migrant program in our coordination efforts, simply because it is more efficient to begin with programs that are administered at the federal level."**



NABE NEWS editor Carolyn Ebel interviewing Josué González

VIETNAMESE FUNDS

When asked if there were any set-aside funds for Vietnamese this year, Dr. González emphasized that there are never any set-aside funds for any specific language group receiving monies from the Title VII Office. The special monies made available by Congress for Vietnamese did not come out of the Title VII Office. The Director added that under consideration is the possibility of set-asides to fund programs to communities and language groups that have historically been underserved. Because of isolation and small numbers, they have just not

(Cont. p. 14 col. 1)

Fishman Asks For Help For NIE Bilingual Educational Study

The National Institute of Education has authorized a leading American sociolinguist to find out about bilingual education conducted by language groups, organizations, or communities in the U.S.A. "Hundreds, perhaps thousands, of bilingual schools are conducted partially in English and partially in the ethnic mother tongues of the parents or communities that maintain these schools," said Professor Joshua Fishman, Distinguished University Research Professor of Social Sciences at Yeshiva University, New York, "and NIE has asked me to find out where these schools are, what languages are involved, and how successful they are. A lot of bilingual education under public auspices is not overly successful; perhaps we can learn from the schools maintained by our non-English mother-tongue groups how to improve public bilingual education."

First task: To find the schools

"My first problem is to find these schools. No one has kept a list of them. I appeal to principals, teachers, community leaders or parents who are associated with or who know of non-public bilingual schools (whether they be weekend schools, afternoon schools or all-day schools) to send me the names and addresses of these schools. Just sent me a postal card or letter care of 'Language Resources II, Yeshiva University, 55 Fifth Ave., New York, NY 10003'. I will then write to the schools and include them in my study."

Safeguarding language resources

"Everyone is more aware now of the importance of our language groups and their mother tongues for the country's well-being. I hope that my new study of the schools maintained by and for our ethnic mother tongue groups will be advantageous to bilingual education as a whole and to these schools in particular," Fishman said, "but in order to accomplish this I first need everyone's help to find these schools!"

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An Open Letter ....

(*Cont. from p. 4 col. 3*)

Curriculum

1. **I was surprised to learn that English was being taught as a second language on the Island and not as a foreign language. At least, that is what it was called.** Unlike the rose, however, **it is not what it was.** The fact is that English was being taught as a foreign language in the great majority of circumstances, that is, **the students studied it in school and had little or no additional opportunities to practice or use the language outside the classroom.** In a second language situation, the language is also used in the community at large, even if it may not be used in the home. For this reason, we could say, even today, that **there are places in New York City where English is taught as a foreign language, for it is not the language of the community, the home, or even the TV for many youngsters. In Puerto Rico—it is clearly a foreign language.**

2. At the time, there was an overwhelming loyalty to the works of Charles Carpenter Fries. Now loyalty, to me, is a fine sentiment, but the question must be asked, "Why this loyalty to Fries?" Was it because his materials were superior? Was it because they had been developed here? Or was it possibly because they were familiar and everyone seemed to know how to use them. In other words, were they safe? You answer the question.

3. The focus on the curriculum and by the teachers was on the primary and secondary grades. I do not remember seeing many teachers who were employed by institutions of higher education or who were working in adult education. There may have been some, but my memory is clearly of teachers concerned with the elementary and secondary levels.

4. Politics and political parties had the same impact on the curriculum as they did on personnel matters—a newly elected party meant change—having little or no idea at the time, I did not know if change was designed to do better things, or whether it was to be change for the sake of change.

5. Finally, and most distressingly, **the curriculum had little or no relationship to life in Puerto Rico and less relevance to the students.**

Before I continue, let me thank you for bearing with me as I recited these mostly negative impressions; of course the good things that were happening—just as in the newspapers, get lost to memory. So even though my focus has been on the *PROBLEMAS* (for as an educator I like to think of myself as an agent of change—and we do not change what is good) I want you to know that I know that there was much that was good that was happening—which is a good lead in to ESOL in Puerto Rico today.

ESOL IN PUERTO RICO TODAY

Personnel

1. **Most of the ESOL teachers in Puerto Rico whom I meet today are quite fluent in English and could easily qualify to teach ESOL on the mainland.** Almost all, too, have chosen to enter this field out of a sincere desire based on their own integrative orientation to the American English language and culture. **This does not mean that they want to replace the Puerto Rican language and culture. On the contrary, they wish to add the American English language and culture to the Puerto Rican.** Furthermore, I have the impression that at least 95% of them are conducting the ESOL lessons in English and utilizing Spanish only when it helps in solving a problem.

The lack of self-confidence, which I alluded to earlier, continues to exist but to a far lesser degree. Perhaps this is a tribute to the turmoil of the sixties when various groups across the nation and the world looked at themselves and saw values they had not seen before. Still the problem has not disappeared. How do you help qualified people realize they are capable of assuming the responsibility for leadership?

2. Politics and political parties seem to continue to maintain their control of educational policy with no end in sight. Personnel changes resemble a revolving door.

3. Puerto Rican teachers, once unfamiliar with professional organizations and journals are now celebrating the 5th, 7th or is it 10th year of their own professional organization, attending the meetings of International TESOL in New York, Miami, Mexico City, Boston (in February) and San Francisco (in 1980), and reading diverse theoretical and practical articles in the professional journals. Too, there is a major effort being made through PRTESOL to have members share their expertise—which, as I suggested above, may aid in bridging the gap between teachers and supervisors. [Ed. note: A chapter of NABE is currently being formed in Puerto Rico. Persons interested should contact: Nydia Flores, Multilingual and Cultural Institute, UPR]

4. Unfortunately, **Neo-Rican is a word today—one which many who bear the label find intolerable—and I refer to both pupils and teachers. I find it difficult to understand how people who make a "Gringo" like me feel so welcome treat their own, not only without tolerance, but with abuse. The Neo-Rican is a person between two worlds, linguistically and culturally, who undoubtedly suffers from Anomie and who finds himself/herself, to a large degree, rejected by both regardless of the causes.** I do not believe that this condemnation applies to anyone here, **but if it should—I am ashamed for you. Efforts must be made through this organization to change the lot of the Neo-Rican and provide him/her with, at least, equal opportunity. Does this suggest a need for changes in the curriculum? for the use of qualified Neo-Rican teachers? If so, what kinds and how?**

5. **Finally with respect to personnel matters, your presence here today strongly suggests that your professional concern does not end with the practical strategies which you might be able to take back to the classroom, but suggests instead that you have professional concerns beyond the immediate classroom need.** Kenneth Johnson, in the anthology ***Viewpoints on ESL: in Honor of***

(*Cont. p. 18 col. 1*)

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González Answers Harper's Magazine

The December, 1978 issue of Harper's Magazine contained an article by Tom Bethell entitled "Against Bilingual Education." The following is a response to this article sent by Josué González, Director of the Title VII Office of Bilingual Education.

Mr. Lewis H. Lapham
Editor
Harper's Magazine Company
Two Park Avenue
New York, New York 10016

Dear Mr. Lapham:

I can hardly believe the venom in Mr. Tom Bethell's recent article on bilingual education. It practically bursts with vituperative sarcasm and misrepresentations. This man is totally and irredeemably opinionated, and his story is a cheap appeal to the baser instincts of social darwinists.

Your writer has chosen to do the very same thing that he accuses supporters of bilingual education of doing: fomenting social mistrust, discord and tribalization. His innuendoes about those of us who are supposed to be creating a "death wish" for U.S. society are sadly reminiscent of the McCarthy era. If it weren't so painfully obvious that he is serious, one might assume that he was simply needling the federal government again.

Had Mr. Bethell taken the time to investigate his topic in earnest, he might have had a credible story. He didn't. Instead of substantive research, he relied on a five-year old *Washington Post* editorial and a highly controversial monograph by a non-specialist in the field. This secondhand reporting might explain the multiplicity of errors and falsehoods that he presented; e.g.,

1. that the U.S. Supreme Court regards an immigrant's language as a right and not an impediment,
2. that bicultural education supporters uniformly condemn all American cultural values,
3. that "almost anyone" is eligible for bilingual education,
4. that in Congress the term *authorization* is synonimous with *appropriation*, (your Washington Editor surely knows better!),
5. that "85% of the students are kept in bilingual classes after they are capable of learning in English."

I must stress that these are not mere differences of opinion or editorial viewpoints. They are pure distortions and leaps of logic that defy explanation.

Bilingual education has a proud and worthy goal: to help children learn more effectively. It is a logical and humane approach to educating children who do not have sufficient English skills to function in English-only school environments. It came about because the "old ways" that Mr. Bethell seems to admire were failing miserably. How pathetic it is that a successful journalist should feel so threatened by children speaking their home languages as they struggle to adapt to their school settings.

President Carter has recently appointed a commission to make recommendations to improve the teaching of foreign languages. Our ethnic and linguistic minorities already possess resources in this area. Why should these advantages be denied? And why should this fact conflict with the process of teaching English? It shouldn't and it doesn't. The only explanation for Mr. Bethell's acrimony is either perverse ethnocentrism or paranoia. In either case no amount of explanation will help. It should be noted however that bilingual instruction is neither new nor unique to the U.S. Other progressive nations use it. West Germany is setting up bilingual classes for the children of its guest workers, and in France many Breton and Corsican children receive bilingual instruction. There are many other examples.

In the U.S., bilingual education is a concept supported by educators, parents and most communities that have tried it. It is unfortunate that Mr. Bethell has done nothing to help your readers understand its beauty, virtue and merit.

Sincerely yours,

Josué M. González
Director Designate
Office of Bilingual Education

REQUEST FOR ARTICLES AND REVIEWS

The **Journal of the National Association for Bilingual Education** needs your help. You can assist by submitting articles or reviews of books related to bilingual education for us to consider for publication in the **Journal**, or by suggesting to us writers we may contact for articles or reviews. We also solicit your suggestions concerning other aspects of the **Journal**.

Please send your articles, reviews and ideas to:

Richard L. Light
Editor, **NABE Journal**
School of Education, ED 110
SUNY at Albany
Albany, N. Y. 12222

Manuscripts for reviews and articles should be typed double-spaced and submitted in the original with two zeroxed copies. They should be written on 8 ½ x 11 paper, following the format suggested by any internationally recognized style manual. All graphics should be submitted ready for the camera, and photographs must be printed on glossy paper. Articles in languages other than English are welcomed. Please submit an abstract in English of from 250 to 1,000 words or an English translation or parallel version. The name, address, and affiliation of the author must be included on a separate page and there only, in order to assure anonymity during the process of selecting the articles.

NABE Constitutional Amendment. 1978

The following Constitutional Amendment was proposed through unanimous vote of the members of the NABE Executive Board present at the Sunday, April 23, meeting in San Juan, Puerto Rico. The proposed amendment was endorsed by the State Affiliates at the NABE Affiliate meeting on Tuesday, April 25, 1978, in San Juan. This notice will serve to comply with the constitutional requirement that members be notified 30 days prior to voting. Ballots for ratifying the amendment will be sent by the NABE secretary subsequently.

ARTICLE V

A. NABE shall have a Delegate Assembly composed of one delegate from each affiliate state or territory. Each delegate (and an alternate) shall be selected annually by the appropriate body of each state or territory affiliate. Delegate Assembly members shall not be eligible to serve consecutive terms.

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NEWS FROM THE NABE TREASURY

by

Ramón L. Santiago, Treasurer

I am pleased to report excellent progress in the accomplishment of two short-range goals that I had set for myself after becoming NABE treasurer. The first goal had to do with increasing the membership rolls by distributing information about NABE along with application blanks through the various outlets. The first step was to design an attractive and informative brochure that would convey to potential members the benefits of NABE membership and that would contain a handy detachable application blank. The second step was to distribute as many of these brochures as possible through the groups and organizations that would be most likely to have access to our type of constituency. The brochure was produced in the fall, and so far over 10,000 copies have been distributed at professional conferences in Harrisburg, Philadelphia, Fairfax, New York City, Miami, Washington, DC, and Albany; through the mails accompanying Seattle convention materials; and through entities such as the National Clearinghouse for Bilingual Education, state affiliates, special interest groups, Title VII programs, and teacher training programs at colleges and universities. So far the campaign has added about 200 new members to our rolls, and more are expected as a result of the upcoming NABE elections.

The second top-priority objective was the mailing list. Because NABE lacks the services of a permanent Executive Secretary, keeping an up-to-date, adequate mailing list has been a continuous problem year after year. Through meticulous cross-checking, follow-up correspondence with individual members, and "wanted" notices in the NABE NEWS, we have been able to significantly reduce the number of duplications, incorrect addresses, misspelled names, and missing entries. As was mentioned recently, NABE members have been wonderfully responsive during the whole process, exhibiting a great deal of patience, tolerance, understanding and support. The net result has been that we now have our mailing list stored in a computer format and should be able to reduce or totally eliminate most of the mailing problems.

But in the final analysis the efficiency of any membership operation depends on the cooperation of individuals. We urge all NABE members to please inform us immediately of any changes of address or status that would affect their membership, and to please examine the membership forms carefully to make sure that all the information requested has been provided before mailing them to us. This is especially important with regard to type of membership, level of employment, and position (data which will be utilized for statistical reports about the membership), but it is crucial with respect to the special interest groups. SIG chairpersons need to have exact counts of their members, for which reason NABE needs to have on file a SIG preference (but ONLY ONE) for each member. So please take a look at the application blank which appears in this issue of our newsletter and use it to bring us up-to-date on any information which you feel we don't have about you, but particularly if you have not selected a special interest group or have changed affiliation. Your SIG chairpersons will be eternally grateful.

Our thanks to NABE members for their supportive attitude, and we urge every individual NABE member to become our ambassador in our quest for increased growth.

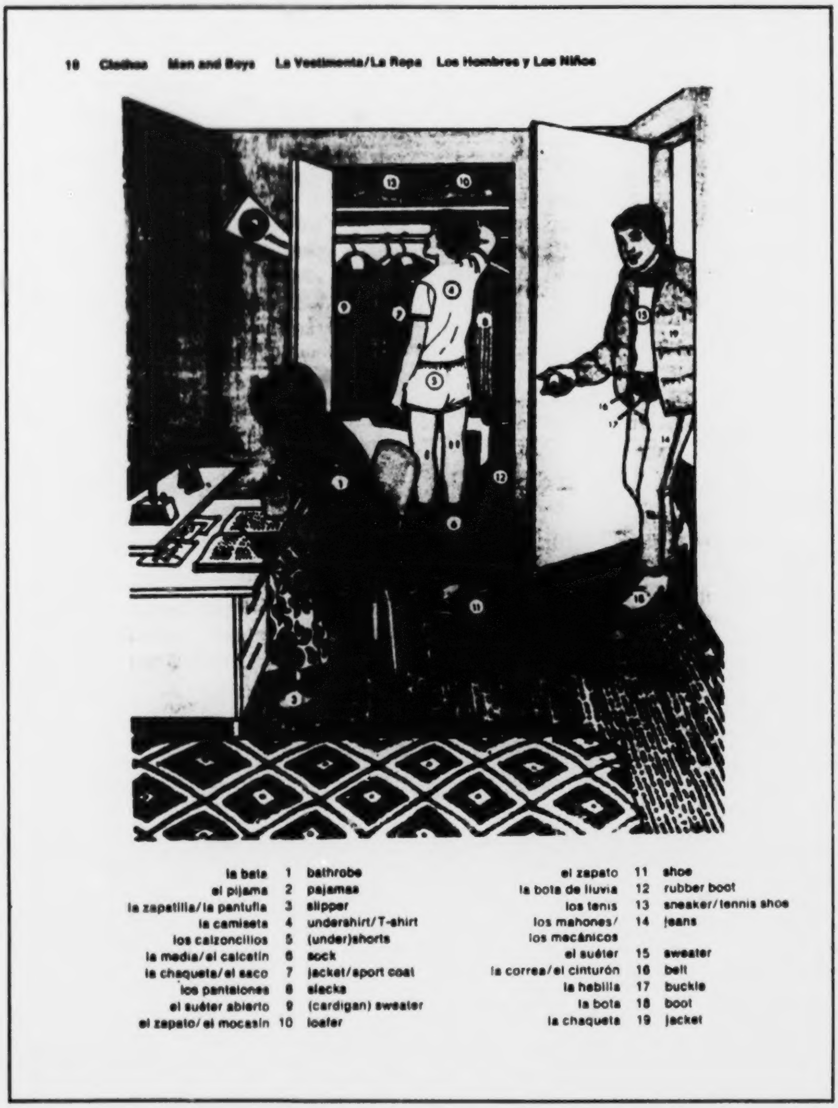
SENABEC II

The Second Annual Southeastern Native American Bilingual Education Conference (SENABEC II) will be held in Jackson, Mississippi March 5, 6 and 7, 1979. Symposia on ESL in Bilingual Education, Reading in Bilingual Education, Muskogean Languages, Measurement and Evaluation in Bilingual Education, and Community Involvement are planned. Individuals or institutions interested in participating or attending are invited to contact the Program Committee for SENABEC II, in care of BECOM, Mississippi Band of Choctaw Indians, Rte 7, Box 21, Philadelphia, MS 39350 for further details.

Oxford Picture Dictionary of American English

E.C. Parnwell

Spanish Linguistic Consultants: Migdalia Romero de Ortiz, Efraín Barrera, Eduardo Ordoñez, and Ricardo Otheguy



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la media/el calcetin	6	sock
la chaqueta/el saco	7	jacket/sport coat
los pantalones	8	slacks
el suéter abierto	9	(cardigan) sweater
el zapato/el mocasin	10	loafer
el zapato	11	shoe
la bota de lluvia	12	rubber boot
los tenis	13	sneaker/tennis shoe
los mahones/ los mecánicos	14	jeans
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ESL IN BILINGUAL EDUCATION SPECIAL INTEREST GROUP PLANS FOR TESOL CONVENTION IN BOSTON

The ESL in Bilingual Education Special Interest Group has decided to devote one of its sessions at the Boston TESOL Convention to changes in the new Title VII legislation and implications of the legislation for ESL. According to chairman Ramón Santiago, Dr. Josué González, the new Director of the Office of Bilingual Education in Washington, and the Honorable Baltasar Corrada del Río, Resident Commissioner of Puerto Rico in Washington who was instrumental in the passage of the bill, will address the subject. Members are urged to attend this very important and informative session.

In addition, Valentina Flores and David Turner are chairing a two-day colloquium entitled: ESL IN BILINGUAL EDUCATION: IMPLEMENTATION AND OTHER PRACTICAL CONSIDERATIONS. The colloquium will be a gathering of experts from throughout the nation who are engaged either in implementing bilingual bicultural education policies or the implementation of some theoretical research for the teaching of English as a Second Language within a bilingual bicultural education program. It will focus on four topics: legal aspects, testing, materials, and methods of instruction. Twelve 20-30 minute papers will be presented during the two day period with 20 minutes allotted for discussion between papers.

THE ROLE OF VIETNAMESE PARENTS IN AMERICAN SCHOOLS

VAI TRO CUA PHU HUYNH VIET NAM TAI HOA KY

Author: Dr. Vuong G. Thuy
Temple University

This important book in Vietnamese includes a contrastive analysis of the Vietnamese and American education systems in terms of basic educational philosophy, content, learning style and organization. The booklet was written with clearly spelled-out objectives: to encourage Vietnamese parents to contribute to the education of their children and to work with their children's schools, and furthermore, to show them how this can be achieved. After taking into consideration the tremendous difficulties facing a great number of Vietnamese refugee parents because of adjustment processes including the culture shock, the emotional strain, the uphill struggle for decent employment and standard of living, and particularly the English language barrier, the author suggests 10 necessary steps that Vietnamese parents can take to insure a successful education for their children in American society.

All Vietnamese parents should read Dr. Thuy's book. If you wish to get copies and mail them to the parents of Vietnamese students in your school or school district as a part of your **PARENTAL INVOLVEMENT PROGRAM**, you can order them from the following distributor:

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AFFILIATE NEWS

The Texas Association for Bilingual Education (NABE Affiliate) held its Annual Fall Conference at the Henry B. González Convention Center in San Antonio, Texas on December 9, 10, and 11, 1978.

Dr. Albar A. Peña, President-Elect of TABE, served as the Conference Co-ordinator for the two-and-a-half day conference. The Conference, judging by the many comments received from the participants, was judged to be highly successful. Despite inclement weather (freezing - unusual for this time of the year in San Antonio), the Conference established a new record in attendance.

Highlighting the Conference were keynote addresses from Dr. Josué González, Director of the Office of Bilingual Education, U.S.O.E., Representative Irma Rangel, Texas House of Representatives, and Mr. Juan D. Solís, President, National Association for Bilingual Education. Twenty-two major sessions and sixty-three concurrent sessions provided excellent presentations on the following areas of interest: oral language development, curriculum development, parent involvement, language assessment, reading, ESL, reading methodology and individualized instruction. One of the important developments arising from the Conference was the involvement of Senator Carlos Truan, Co-author of the Texas Bilingual Education Law, encouraging the membership to express its continued support for Bilingual Education during the forthcoming legislature. Continuous input is necessary if bilingual education is to survive.

Contributing to the success of the Conference was the representation of participants from other states such as Illinois, California, Louisiana, Virginia, Arizona, and Washington, the excellent presentations and, of course, the uniqueness of San Antonio.

WANTED

One of our past NABE members wrote us that since publication of the November issue of NABE NEWS, he had received several telephone calls from friends informing him of his special status, "Wanted - Dead or Alive!" And so, he is now "updated" on the NABE NEWS membership/mailing list. Won't you help us out with this more extensive list of missing persons:

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7940 E. Hawthorne
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Anita L. Suazo
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Estella Morris
BABEL Resource Center
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Berkeley, CA 94707

OR

Felipe Sánchez Paris
14467 SW Arabian Dr.
Beaverton, OR 97005

Judy Jean Graves
951 Parrish NE
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MA

Roberto M. Soto
37 Lawrence St.
Boston, MA 02116

Yolanda López
370 Summer St.
East Boston, MA 02128

CT

Patricia J. Sandacata
186 Edwards St.
West Haven, CT 06516

NJ

Lynn A. Liptak
211 Harding Avenue
Clifton, NJ 07011

Charles P. Mitchel
78 Webster St.
Irvington, NJ 07111

Lourdes Mitchel
78 Webster St.
Irvington, NJ 07111

Carmen Puigdollers
165 West End Ave.
Apt. 27-B
Bronx, N.Y. 10023

Rosa Escoto
63 Little Clove Rd.
Staten Island, N.Y. 10301

Lucy V. Pagán de Alicea
4118 Wilder Ave.
Bronx, N.Y. 10466

Richard Michael Lang
1 Strawtown Rd.
West Nyack, N.Y. 10944

Raymond Negrón
9 Saddle Lane
New City, N.Y. 10956

María del Carmen García
26-27 28th St. #LR
Astoria, N.Y. 11102

Lourdes Rivas
130 B. Quentin
Brooklyn, N.Y. 11235

Barbara Lo Vano
Apt. 6-10 Wilshire Ln.
Oakdale, N.Y. 11769

Olga M. Rico
145 Prospect St.
Fredonia, N.Y. 14063

D.C.

Mariano Vega Jr.
201 Eye St. S.W.
Washington, D.C.

FL

Mildred M. Rivera
85 N.W. 47 Ave. #6
Miami, FL 33126

MI

Jesse Thomas
1616 McIntyre
Ann Arbor, MI 48105

Evelyna Jiménez
1015 Ferdinand
Detroit, MI 48209

Mauricio Jiménez
1015 Ferdinand
Detroit, MI 48209

Isabel S. Saben
11725 Farley
Redford, MI 48239

WI

Arnold C. Vento
2750 N. Murray
Milwaukee, WI 53211

MN

Sebastian J. Hernández
2813 Lake Elmo Ave., N. Apt. 3
Lake Elmo, MN 55042

MT

Henrietta V. Whiteman
2204 E. Vista Dr.
Missoula, MT 59801

IL

Anne M. Kiefer
725 Shepard St.
Gurnee, IL 60031

Teresa B. Rodríguez
831 Crane Drive, #110
DeKalb, IL 60115

Claudine W. Jordan
1501 Dempstar
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Irma M. García
312 Mainer Road
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Juanita Lupita Reyna
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Caésar J. Gómez
500 E. Riverside #255
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Manuela Juárez
Ed. Serv. Center
3413 A. Willow Run. Dr.
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Alicia Garza
1200 Broadmoor, #208
Austin, TX 78723

Gloria H. Garza
1200 Broadmoor, #208
Austin, TX 78723

Quintin Vargas III
7607 Tisdale
Austin, TX 78752

Sara Almendarez
900-A Parkfield
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Matemáticas

(*Cont. from p. 3 col. 3*)

Añadimos 10 decenas a las 2 decenas en el minuendo y compensamos añadiendo 1 centena a las 6 centenas en el sustraendo, ya que 1 centena es equivalente a 10 decenas. Y así sucesivamente.

Haciendo los necesarios cambios en el minuendo y en el sustraendo, tendremos:

$$\begin{array}{r} 4,\ 0,\ 2,\ 13\\ \underline{3,\ 6,\ 8,\ \ 4} \end{array}$$

$$\begin{array}{r} 4,\ 0,\ 12,\ 13\\ \underline{3,\ 7,\ 8,\ \ 4} \end{array}$$

$$\begin{array}{r} 4,\ 10,\ 12,\ 13\\ \underline{4,\ 7,\ 8,\ \ 4} \end{array}$$

Ahora podemos restar en cada columna

$$\begin{array}{r} 4,\ 10,\ 12,\ 13\\ \underline{4,\ 7,\ 8,\ \ 4}\\ 0,\ 3,\ 4,\ \ 9 \end{array}$$

y la diferencia es 349.

Otra área de confusión tiene que ver con la posición relativa de los diferentes términos de la división y la manera en que nos referimos al problema. Si queremos dividir 23 entre 7 diríamos en inglés: "Let's divide 7 into 23", no "23 into 7" como pudiera traducirse literalmente del español. Además, en este país, esta sería la manera en que dispondríamos los diferentes términos de la división:

$$\begin{array}{rr} & 3\\ \cline{2-2} 7 & \big)23\\ & \underline{21}\\ & 2 \end{array}$$

23 es el dividendo, 7 es el divisor, 3 es el cociente parcial y 2 es el residuo, y todos esos términos están relacionados por la ecuación

$$23 = 7 \times 21 + 2.$$

En muchos países de habla española, los términos se dispondrían de esta manera:

$$\begin{array}{r|l} 23 & 7\\ \cline{2-2} \underline{21} & 3\\ 2 & \end{array}$$

Por supuesto, el concepto es el mismo, pero toma cierto tiempo al estudiante para acostumbrarse a la nueva disposición de los términos de la división.

La idea de sustitución también se presta a confusión. Si en español decimos: "Vamos a sustituir x por 3", queremos decir que en lugar de x vamos a usar 3. Si decimos en inglés: "Let's substitute x for 3", queremos decir que en lugar de 3 vamos a usar x.

Las matemáticas pueden usarse en la clase bilingüe como un excelente vehículo para enriquecer el vocabulario de nuestros estudiantes en los dos idiomas en cuestión, al mismo tiempo que proveemos nuestros alumnos con una sólida base matemática en la que puedan edificar sus futuros estudios académicos.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Application for ☐ New ☐ Renewal Membership: June 1, 1978 - May 31, 1979

Last Name ____ First Name ____ Initial ____

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LEVEL OF WORK (Check one)

☐ Early Childhood
☐ Elementary School
☐ Secondary School
☐ College or University
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—Para-Professional
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Membership includes subscription to NABE JOURNAL and NEWSLETTER and is valid June 1, 1978 - May 31, 1979. Back issues will be sent to new members June - May.

IMPORTANT: FILL OUT BACK

From the Title VII Office

(Cont. from p. 5 col. 3)

had the knowledge or power to develop programs and submit proposals. This option is only under consideration and no decision has been made nor will be until 1980.

If there are no set-aside funds for any specific language groups, the interviewer wondered if allocations by state reflect concentrations of language speaking populations. A chart in Time's October 16 issue, for instance, showed that Texas, California and New York receive the largest fundings with over $1 million in each of these states. States receiving $100,000 to $1 million are: Pennsylvania, Illinois, Arizona, New Mexico, Colorado and Florida.

"Certainly California, Texas and New York have the largest concentrations of Hispanics. They receive the largest amounts from our office due, however, to submissions of proposals. Of course, usually the more people there are the more likely the local schools will have the expertise to develop proposals. A second factor is parent involvement. The more political power a parent group has the more it is likely to push local schools to submit proposals. By population, however, Hispanics do not reveive a proportion of funds comparable to other groups.

RESEARCH MONIES

Asked about research monies, the Director explained that two million dollars has been set aside for research in bilingual education this year. Of this, $400,000 has already been awarded for a teacher competency study (UCLA). The remaining $1.6 million will go toward areas of research identified by the Title VII Office. Contracts will be awarded through the Part C Bilingual Coordinating Committee made up of representatives of Title VII, NIE, NCES, OED, and other offices in OE.

NEW RULES AND REGULATIONS

Dr. González has been in office approximately three months and in that time the bulk of the staff's efforts has gone toward developing new regulations for Title VII proposals. He sees the regulations being published around March 20. Continuation projects will probably have only 30 days to submit proposals so he advises Directors of such projects not to go on vacation soon after March 20. Continuation applications will be more complicated than in the past because the law they are presently funded under no longer exists. While they will not compete, they must comply with the new regulations of the law.

"As for new proposals, no schedule has been set yet. They probably will not be granted until August, however."

With that pessimistic but not unexpected note to veterans in this field, the interview came to a close.

Ed. Note: If you as a subscriber to NABE NEWS have a particular question for the Director of the Office of Bilingual Education which you think would be of interest to the general readership, please feel free to submit it to the editor.

NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

Second Annual Conference —
Feb. 9-11
Statler Hilton Hotel, New York

This conference will feature topics on research, curriculum development, evaluation use of materials, bilingual vocational education, education of gifted bilingual students, parent involvement, and effective methodology. For additional information, contact: Oswaldo Malave, Center for Bilingual Education, 66 Court St. — 15th floor, Brooklyn, N.Y. 11201

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MAKE CHECK PAYABLE TO NABE AND MAIL TO:

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SPECIAL INTEREST GROUPS

Please check the group below which represents your **main** interest: (check only one)

— Research and Evaluation
— Secondary Education
— Higher Education
— Vocational Education
— Parent and Community Involvement

— Adult Education
— Elementary Education
— Legislation
— Early Childhood Education
— Special Education

Selected Bibliography for the Bilingual Specialist

Compiled by Staff of the BESL Center

Bilingual education is not one thing (field, discipline, area). It is composed of many factors (concepts, fields, disciplines, areas): sociology, psychology, linguistics, anthropology, pedagogy, law, etc. The following bibliography is a list of books in different fields which may be of interest to the bilingual specialist.

A. GENERAL SOURCEBOOKS

1. Andersson, Theodore and Boyer, Mildred. BILINGUAL SCHOOLING IN THE UNITED STATES, 1976 (Vol. 1: "History, Rationale, Implications, and Planning" and Vol. 2: "Appendices"). Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $6.00 per set (2 vols.)
2. Cordasco, Francesco. BILINGUAL SCHOOLING IN THE UNITED STATES: A SOURCEBOOK FOR EDUCATIONAL PERSONNEL, 1976. McGraw-Hill Book Co., 1221 Avenue of the Americas, NY 10020 $16.50

B. EARLY CHILDHOOD

1. Bernbaum, Marcia (comp.). EARLY CHILDHOOD PROGRAMS FOR NON-ENGLISH SPEAKING CHILDREN, 1971. (ERIC Clearinghouse on Early Childhood Education). College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, IL 61801 $1.20
2. Mackey, William F. and Andersson, Theodore. (eds.). BILINGUALISM IN EARLY CHILDHOOD, 1977. Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, MA 01969 $11.95

C. SOCIOLINGUISTICS

1. Cohen, Andrew D. A SOCIOLINGUISTIC APPROACH TO BILINGUAL EDUCATION: EXPERIMENTS IN THE AMERICAN SOUTHWEST, 1975. Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, MA 01969 $9.95
2. Fishman, Joshua A. BILINGUALISM IN THE BARRIO, 1971. Bilingual Publications, 1966 Broadway, New York, NY 10023 $22.00

D. EVALUATION

1. Dissemination and Assessment Center for Bilingual Education. EVALUATION INSTRUMENTS FOR BILINGUAL EDUCATION (An Annotated Bibliography), 1975. Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721 $1.50
2. Pletcher, Barbara P. et al. A GUIDE TO ASSESSMENT INSTRUMENTS FOR LIMITED ENGLISH SPEAKING STUDENTS, 1978. Santillana Publishing Co., Inc., 575 Lexington Ave., NY 10022 $9.95
3. Silverman, Robert J. et al. ORAL LANGUAGE TESTS FOR BILINGUAL STUDENTS: AN EVALUATION OF LANGUAGE DOMINANCE AND PROFICIENCY INSTRUMENTS, 1976. Northwest Regional Educational Laboratory, 710 S.W. 2nd Avenue, Portland, OR 97204 $9.50

E. MODEL PROGRAMS

1. Mackey, William F. BILINGUAL EDUCATION IN A BINATIONAL SCHOOL, 1972. Newbury House, 54 Warehouse Lane, Rowley, MA 01969 $6.95
2. Lambert, Wallace E. and Tucker, G. Richard. BILINGUAL EDUCATION OF CHILDREN: THE ST. LAMBERT EXPERIMENT, 1972. Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, MA 01969 $11.95
3. Mackey, William F. and Beebe, Von Nieda. BILINGUAL SCHOOLS FOR A BICULTURAL COMMUNITY: MIAMI'S ADAPTATION TO THE CUBAN REFUGEES, 1977. Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, Ma 01969 $10.95

F. LAW

1. Geffert, Hannah N. et al. THE CURRENT STATUS OF U.S. BILINGUAL EDUCATION LEGISLATION ("Papers in Applied Linguistics, Bilingual Education Series: No. 4"), 1975. Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 $3.50
2. Center for Applied Linguistics. BILINGUAL EDUCATION: CURRENT PERSPECTIVES: LAW, 1977. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 $7.95

G. PROGRAM CRITIQUES

1. Epstein, Noel. LANGUAGE, ETHNICITY, AND THE SCHOOLS: POLICY ALTERNATIVES FOR BILINGUAL-BICULTURAL EDUCATION, 1977. Institute for Educational Leadership, The George Washington University, 1001 Connecticut Avenue, Washington, DC 20036 $4.00
2. Zappert, Loraine Testa and Cruz, B. Roberto. BILINGUAL EDUCATION: AN APPRAISAL OF EMPIRICAL RESEARCH, 1977. Bahia, Inc., PO Box 9337, Berkeley, CA 94704 $9.00

H. CLASSROOM ACTIVITIES

1. Baker, Jean M. et al. THINGS TO DO: ACTIVITIES FOR A BILINGUAL CLASSROOM, 1975. Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, TX 78721 $2.12
2. Saville-Troike (ed.). CLASSROOM PRACTICES IN ESL AND BILINGUAL EDUCATION, Vol. 1, 1973. TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20007 $1.75

I. MATERIALS

1. EPIE REPORT: NUMBER 73 —SELECTOR'S GUIDE FOR BILINGUAL EDUCATION MATERIALS (Vol. 1: Spanish Language Arts), 1976. Educational Products Information Exchange Institute (EPIE), 463 West Street, New York, NY 10014 $10.00
2. EPIE REPORT: NUMBER 74 —SELECTOR'S GUIDE FOR BILINGUAL EDUCATION MATERIALS (Vol. 2: Spanish "Branch" Programs), 1976. Educational Products Information Exchange Institute (EPIE), 463 West Street, New York, NY 10014 $10.00

Candidates For NABE Offices 1979-80

BALLOTS WILL BE SENT OUT AT THE END OF FEBRUARY TO ALL MEMBERS IN GOOD STANDING

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HENRY OYAMA, Director, Bilingual and International Studies, Pima Community College, Tucson, Ariz. M.Ed., Univ. of Ariz.

Professional Experience: Vice President, NABE, 1978-9; Secretary, NABE, 1977-8; Member, Board of Directors, American Assoc. of Community and Junior Colleges, 1972-4; Member, Board of Directors, Congreso Nacional de Asuntos Colegiales, 1971 - present; President, League of United Latin American Citizens, Tucson Chapter, 1970-1.

ARTURO LUIS GUTIERREZ, Director, Instructional Services, Education Service Center, Region 20, San Antonio, Texas. M.Ed., North Texas State Univ. Ph.D., Early Childhood Education, Univ. of Texas at Austin

Professional Experience: Teacher in Texas public elementary schools, 1953-66; Chief Consultant, Migrant Education, San Antonio, 1968-9; Supervisor, ESL, Laredo, Texas 1969-70; State Program Director, Bilingual Education, Texas Education Agency, Austin, 1972-3; Director, Bilingual Education, Texas Education Agency, 1973-6; Deputy Assoc. Superintendent, Dallas Independent School District, Dallas, 1976-8.

RICARDO R. FERNANDEZ, Director, Midwest National Origin Desegregation Assistance (Lau) Center, Univ. of Wisconsin-Milwaukee. M.A. Spanish, Marquette Univ., M.A., Princeton Univ., Ph.D. Romance Languages and Literature, Princeton Univ.

Professional Experience: Project Director, Survey of Vocational Education Needs of Migrants in Wisconsin, Univ. of Wisconsin, 1974-5; Ass't. Professor of Education, Univ. of Wisconsin-Milwaukee, 1972-77; Director, Spanish Speaking Outreach Institute, Univ. of Wisconsin-Milwaukee, 1970-1; Assistant Professor of Spanish, Marquette Univ., 1968-70; Instructor, Inter-American Univ. of Puerto Rico (Spanish), 1966.

VICE-PRESIDENT

DAVID J. THERIOT, Research Assistant, Teacher Trainer, National Bilingual Resource Center, Univ. of Southwestern Louisiana. M.A., Administration and Supervision, Univ. of Southwestern Louisiana

Professional Experience: Teacher in public elementary schools in Louisiana, 1973-6; University of Southwestern Louisiana Faculty, 3 years; Consultant with parishes in Acadiana on implementation of new bilingual programs; Co-Coordinator of Sixth Annual Bilingual Bicultural Conference, 1977.

RAMÓN L. SANTIAGO, Director, BESL Teacher Training Library; Ass't Director, Title VII Program, New Holland, Pa. M.A.T., English and Education, Yale Univ. Ed.D., ESL and Applied Linguistics, Teachers College, Columbia University

Professional Experience: Instructor of ESL, Univ. of Puerto Rico, 1963-6; Instructor of conversational and business English, Univ. of Puerto Rico, 1967; Research Assoc., Psychological Corp., NY, 1967-70; Assoc. Professor of English, Univ. of Puerto Rico, 1970-75; Instructor and teacher-trainer, Imperial Iranian Air Force Language Training School, Tehran, 1975-6; Adjunct Professor, Temple Univ. and Immaculata College: linguistics and bilingual education, 1976-present; Treasurer, PABE, 1977-8; Present Treasurer of NABE

JOHN R. CORREIRO, Director, National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass., M.P.A. Public Administration, Univ. of RI

No Photo Available

Professional Experience: News Reporter, Fall River News and Providence Journal and Evening Bulletin, 1961-3; Elementary Teacher, 1962-3; Research Ass't. to Superintendent of Schools, Fall River, MA, 1964; Director of Neighborhood Youth Corps, Fall River Public Schools, 1965-7; Director of ESL, Fall River Public Schools, 1967-70; Director Portuguese Bilingual Program, Fall River, 1971-75. Adjunct Faculty, Bristol Community College (Sociology), 1971-present. Present Secretary of NABE.

SECRETARY

AUREA E. RODRÍGUEZ, Director, Northeast Center for Curriculum Development, Community School District 7, Bronx, N.Y., M.S., Science and Mathematics, Univ. of Puerto Rico. M.Ed., Human Relations, New York Univ.

Professional Experience: Elementary School Teacher, Puerto Rico, 1962-4; High School Teacher of Mathematics, Puerto Rico, 1964-66; Ass't Director of ASPIRA, Manhattan Center, 1968-9; Coordinator, Puerto Rican Heritage Program, South Bronx, 1969-71; District Coordinator of Bicultural Education Program, 1971-2; Regional Director of CANBBE, National program developing materials for bilingual education, 1972-4; Adjunct Professor, Saint John's Univ., and Lehman College, 1976-78.

ROSA CASTRO FEINBERG, Associate Director, University of Miami General Assistance Center for Bilingual Education (Lau Center). M.A., Curriculum, Florida State Univ. Ph.D., Educational Administration, Univ. of Miami.

Professional Experience: Public school teacher of Spanish, ESL, 1960-8; Bilingual Consultant, Florida School Desegregation Consulting Center, Univ. of Miami, 1973-5; Consultant to U.S.A.I.D. Guatemalan Mission on Bilingual Education and Spanish as a Second Language, 1978; President, Latino Caucus, Assoc. for Supervision and Curriculum Dev., 1976-8.

PIO DeCANO II, Director, Bilingual Education Technical Assistance Center, Tacoma, Wash. M.Ed., Counseling and Guidance, Univ. of Wash. Ph.D., High Education, Washington State Univ.

Professional Experience: High School Spanish Teacher, 1966-70; Research Ass't, Univ. of Wash., 1970-1; Specialist, Washington State Board for Community College Education, 1971-3; Teaching Ass't., Wash. State Univ., 1973-5; Director, Title IV, Multi-Cultural Teacher Training Institute, Central Washington Univ., 1975-6; Adjunct faculty, Central Wash. Univ., 1976-present.

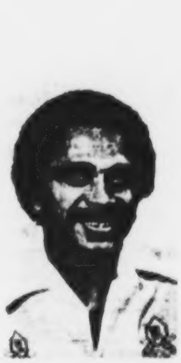
TREASURER

SONIA M. RIVERA, Assistant Principal, Supervision Bilingual Education/Foreign Languages, Louis D. Brandeis H.S., NYC. M.A., Spanish Language/Literature/Education, Hunter College, New York

Professional Experience: Teacher of Spanish, N.Y.C. Public Schools, 1962-7; Coordinator, ESL, 1967-72 and Director Title VII Bilingual Program, 1972-77, Louis D. Brandeis H. School, NYC.; Adjunct Instructor, Bilingual Intern Program, City College, N.Y., 1976; Executive Board, NYS Teachers of English as a Second Language and Bilingual Educators Assoc., 1971-3; Chairperson, National TESOL ESL in Bilingual Educ. Special Interest Group, 1976-7; Executive Board, Puerto Rican Educators Assoc., 1972-5; Founding Member, President, NYS Assoc. for Bilingual Education, 1977-8.

BERNARD H. COHEN, President Bernard Cohen Research & Development, Inc., N.Y.C. M.Ed., Reading, Columbia University

Professional Experience: Curriculum developer, staff trainer, public school teacher at elementary, junior high, secondary and adult levels in N.Y.C.; ESL instructor and remedial reading specialist; supervisor of Basic Education; reading coordinator; presently external evaluator and educational consultant.



- **AUGUSTO BRITTON-DEL-RIO**, Director, Institute for Bilingual Crosscultural Studies, California State Univ. M.A., Experimental Psychology, Cal. State, Los Angeles. Ph.D., Psychobiology and Educational Psychology, Univ. of Southern California

Professional Experience: Associate Professor, Educational Psychology, California State University, Northridge.

INDOCHINA REFUGEE CHILDREN ASSISTANCE ACT of 1976 REAUTHORIZED BY CONGRESS

by David Campbell, Director, Bureau of Curriculum Services, Pa. Department of Education

Public Law 94-405, Indochina Refugee Children Assistance Act of 1976, was reauthorized by Congressional action September 28, 1978. Appropriations committees of both houses of Congress must decide the level of funding when Congress reconvenes in January.

The act is extended for three years. An amount not to exceed $450 per child is provided by the law. Only Indochinese children who were, or will be, paroled into the U.S. after January 1, 1977, will be eligible to be counted.

Monies may be used only to meet the cost of providing supplementary educational services necessary to enable those children to achieve a satisfactory level of performance including, but not limited to: 1) English language instruction; 2) other bilingual educational services; and 3) special materials and supplies; 4) additional basic instructional services which are directly attributal to the presence in the school district of Indochinese refugee children; and 5) special in-service training of personnel who will be providing instruction.

It should be emphasized that the term "Indochinese children in refugee status after January 1, 1977" includes only VIETNAMESE, CAMBODIAN AND LAOTIAN NATIONALS. It should also be emphasized that Congress has yet to decide the level of funding. Funds will again be administered through State Education Departments.

CONVENTION NEWS
TESOL

Teachers of English to Speakers of Other Languages

Boston: Feb. 27 - Mar. 4

For Information, contact:
Dr. James Alatis
TESOL Office
455 Nevils Building
Georgetown University
Washington, D.C. 20057
(202) 625-4569

AFFILIATE NEWS

PABE, the Pennsylvania Association for Bilingual Educators, will be holding a two-day conference (March 16-18) for all bilingual educators throughout the commonwealth, at Host Farm in Lancaster, Pennsylvania.

The focus of the conference will be on methods and materials. Presenters for the session will be bilingual classroom teachers who will give actual demonstrations of techniques which have proven effective in their bilingual classrooms.

Besides the many sessions on classroom methodology, the conference will also feature general sessions on Puerto Rican Art and Music, Linguistics, Counseling, The Culture of the Pennsylvania Dutch.

Organizing the conference is Dr. Frank Sutman, Chairperson of the Program Committee of PABE. (Tel: 215-787-6258) Assisting Dr. Sutman in this activity are Dr. Annette López, Mrs. Cindy Bilotta, and Mr. John Scott.

An Open Letter ....

(*Cont. from p. 7 col. 3*)

James E. Alatis, **states that the more attention teacher training programs give to cross-cultural interaction, the psychology of learning, the study of the target language, and theories of language learning and acquisition, the less need there is for a straight methods course to tell the teacher or prospective teacher what to do and how to do it.** Armed with a sound theoretical base, the teacher can develop implementational strategies on his or her own, which is what a good teacher-training program should strive to do.

Curriculum (today)

1. English is recognized as a foreign language on the Island today except perhaps here in the Condado strip and in certain commercial situations. **Some fear that it will become a second language and, eventually, the first or only language to be used on the Island—a fear I find unfounded.**

2. Fries is almost gone—to be replaced by another series, although other texts are used in some places. This loyalty to a series reflects a misunderstanding or confusion about the meaning of curriculum and curriculum goals. For a curriculum to be established so that it exists throughout the Island does NOT mean that each class at that grade level must have the same text. It should mean that the goals are clear and that the steps to achieving them are consistent. Here, too, the idea that all students in the same grade level are at the same proficiency level in English and should be learning the same thing is irrational. **Students learn at different rates and the curriculum should be designed to allow for varying proficiency levels, perhaps across grades so as not to necessitate additional costs to the system. All of which raises the additional problem of utilizing test instruments that provide meaningful information.**

Text selection should reflect the trained ESOL teacher's recommendations based on his/her knowledge of the needs of *these* pupils in *this* class.

3. Unlike ten years ago, there is a growing ESOL population at the higher education levels. Whether this means that the elementary and secondary schools are not doing the job, or the colleges are making decisions based on inaccurate data, or whether the problem always existed but went unrecognized is open to serious research. Nevertheless, there is now a need for trained ESOL teachers at the college level with **an emphasis away from the relatively traditional emphasis on oral skills and towards reading and writing.**

4. **Most textbooks used on the Island still have little relevance to life in Puerto Rico** (which is particularly important at the elementary level—why teach both a new language and new contexts simultaneously? The new language should be taught through familiar contexts.) Nevertheless, many teachers are now producing their own materials reflecting life in Puerto Rico and the particular needs and interests of Puerto Rican students. This is also a reflection of the increase in confidence and self-esteem by the teachers who feel comfortable developing materials even in their own SECOND language.

All of which leads us to what I see as a brightening future provided certain changes can be affected. This last phase of my presentation will deal with a major recommendation in which *you* as individuals and as members of this organization may play a major role.

RECOMMENDATIONS FOR THE FUTURE

A. That educational policy as it relates to ESOL be conducted through the auspices of a permanent Board of professionals, disconnected from party politics. Puerto Rico TESOL should be the medium for establishing such a Board and should have an active if not the major role in determining ESOL policy on the Island. This would give you the responsibility you claim you deserve and the opportunity to prove that you do. Let me caution you, however, that it will no longer be possible to blame THEM for whatever happens, for THEM will be YOU.

B. That this Board be responsible for:

1. **Establishing a curriculum relevant to Puerto Rico and Puerto Ricans—to motivate learners of all ages to want to learn English, for it is AN if not THE international language and there are good reasons for learning it,** even without the political considerations which are usually associated with it. **Curriculum should be forged based on realistic goals relevant to Puerto Rico and Puerto Ricans,** an adequate placement procedure based on meaningful measurement instruments, various texts which work toward the goals of the curriculum and are selected by a cadre of professional teachers and supervisors working together in a common cause: to make the teaching of this foreign language, English, as great a success as possible. **If this cannot be done—then remove the mandatory status of English study and make it an elective as you do with any other language.** And do not

(*Cont. on p. 19, col. 1*)

NATIONAL ADVISORY COUNCIL ON BILINGUAL EDUCATION TO RECOGNIZE OUTSTANDING DISSERTATIONS

The National Advisory Council on Bilingual Education will be presenting awards at the Seattle NABE Conference for three outstanding dissertations in the field of bilingual education. This year's competition (deadline February 5, 1979) was open to those who completed doctoral dissertations between June 1, 1975 and August 1, 1978. Studies using any research approach (historical, experimental, survey, etc.) are eligible for the award with each study being assessed in light of its approach, the scholarly qualifications of its report, and the significance of its contribution to knowledge in the bilingual education field. In addition to receiving an award, the National Advisory Council will pay travel expenses and two days per diem to the convention for each of the three winners. For additonal information on the competition, contact: Alfredo G. de los Santos Jr., Chairman, Maricopa Community Colleges, 3910 East Washington St., Phoenix, Arizona 85034. Tel: 602-244-8355.

An Open Letter ....

(*Cont. from p. 18 col. 3*)

leave the burden of being motivated to learn it on the shoulders of youngsters too young to know the difference.

2. Monitoring teacher-training programs on the Island to see that they are responsive to the needs of the teachers and supervisors in training and that they provide an open forum for teachers and supervisors based on knowledge of the profession: of the language to be taught, of the cross-cultural affects attached thereto, of current learning theories and the research that relates to second/foreign language acquisition, and of the theoretical base that gives substance to a program—any program. **Teacher-training programs must *educate* not *indoctrinate*.** They must educate professionals capable of understanding and dealing with new problems, and NOT sponges who can show how well they can do what they have been taught. **Funding must be provided for the continuing education of the teachers and supervisors—and for libraries stocked with the latest texts and reports on research—NOT because newer is better, but because NEW may add an additional dimension to an already dynamic program,** even when one already exists.

3. Assimilating Neo-Ricans

a. **The Neo-Rican students must be made to feel welcome. Part of that feeling might suggest the need for a bilingual program for those youngsters who are English dominant, at least on a transitional basis until they can function well enough in Spanish, through a Spanish as a second language program, to move into the mainstream of Puerto Rican life and compete with their compadres.**

b. The Neo-Rican teachers can be employed to function in such bilingual programs, and, of course, the English-dominant ones can certainly act as models of English in ESOL programs. Those who are Spanish-dominant can be an asset at every level throughout the Island's schools.

4. Establishing some kind of continuous liaison with the NYC Board of Education to align the curricula so that two-way migrant children do not continue to suffer that ANOMIE—that feeling of existing between the two cultures in a no man's land—the way they are now suffering. Such joint effort, perhaps, could be initiated through liaison with the NYSESOLBEA and NYSABE organizations.

5. Encouraging Puerto Rico to join the Interstate Certification Project so that certified teachers from Puerto Rico who move to the mainland are automatically certified to teach in the 36 states that are currently members of the program, and so that mainland teachers who come to Puerto Rico would also be automatically certified to teach here—provided of course there are jobs available.

6. Finally, the lack of self-confidence, which is declining anyway, should disappear altogether as each of you become an active partner in the future of education and educational policy on the Island.

BUT the paradigm is incomplete because the thread which winds its way across and within the categories is the LEARNER—for whom all of this exists—and who, too often—is forgotten completely. Thus, if we are to provide the best education in Puerto Rico, our primary concern MUST be the LEARNER—and NOT the power bases established by a political party, a department head, a supervisor, a classroom teacher.

Well, you have heard my open letter and the many questions I have raised. The recommendations I offer may take years to accomplish but the challenge is yours.

Perhaps now you can choose a title you prefer from among these I will offer, or maybe a better one of your own:

1. ESOL in Puerto Rico: Impressions
2. ESOL in Puerto Rico: Yesterday, Today and Tomorrow
3. ESOL in Puerto Rico: Problems, SI; Solutions, NO
4. ESOL in Puerto Rico: Food for Thought
5. One Man's Opinion—or—What Does He Know Anyway?
6. Nadler GO HOME!
7. Hay un Gringo Loco!

You choose, and let me know, for I expect to return to your, no, OUR Island.

Harvey Nadler

PABE

Pennsylvania Association for Bilingual Education

CONVENTION

March 16 - 18

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Lancaster, Pa.

For Information Call:

Dr. Frank Sutman, Chairman
Dr. Gladys Valcourt, President
215-787-6258

U.S. Said to Stand Alone in Neglect of Languages

by Fred M. Hechinger, New York Times, Jan. 9, 1979

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[Ed. Note: On Sept. 15, 1978, President Carter named 21 persons as members of the President's Commission on Foreign Language and International Studies. The Commission also includes four members of Congress: Senator Mark Hatfield, of Oregon; Rep. Millicent Fenwick, of New Jersey; Rep. Leon Panetta, of California; and Rep. Paul Simon, of Illinois. S. Frederick Starr of the Kennan Institute for Advanced Russian Studies, has prepared a background paper on foreign languages in American schools for the Commission. The following excerpts from an article on that background paper appeared in the N.Y. Times on January 9. It was written by a member of the President's Commission, Fred M. Hechinger.]

The high point of modern-language study was reached just before World War II, when 36 percent of all secondary school students were enrolled. By the mid-1950's, the figure had declined to 20 percent. Despite all the publicity and subsequent spending, the educational competition sparked by the first Soviet Sputnik in 1957 raised the total by a mere 4 percent, only to have it plummet to its present all-time low, when schools and colleges surrendered in the 60's to an adolescent revolt against all requirements.

Today, 15 percent of all high school students study a modern language, a slightly smaller proportion than did so in 1890. The difference is that 89 years ago more than half of all high school students studied Latin, compared with only 1 percent today. Mr. Starr says, "it is difficult to overestimate the value of this lost resource" — the advantage with which students of a highly structured classical language come to the study of modern languages, including their own.

It is true, of course, that vastly more young people, both as a percentage of the age group and in actual numbers, attend high school today than at the turn of the century, thus making secondary education much less elitist. But it is difficult to believe that there are so few among the new clientele who are able to cope with foreign-language study.

And even these dismal statistics paint too rosy a picture. Attrition is enormous. Of all those 15 percent of the nation's high school students who study a foreign language, fewer than 2 percent ever reach the third year. And, in spite of the talk about Polish-American ethnic pride, a nationwide search turned up only 81 high school students who are taking Polish beyond the second year.

"The most common experience for American students of foreign languages," says Mr. Starr, "is to endure the most difficult and least rewarding phase without gaining access to the natural rewards that make such study tolerable . . . Quitting after a year or two, their experience is marked by understandable bitterness and frustration. Later, when such students find themselves on local school boards, they act upon this unsuccessful learning experience, to the detriment of foreign-language programs."

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VOLUME II, NUMBER 4 - MARCH, 1979

NABE NEWS

Convention Issue

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Erik Estrada Speaks Out On Bilingual Education

by Carolyn Ebel

This exclusive interview with NABE NEWS took place in Washington, D.C. on March 26.

I AM PUERTO RICAN. AND I AM A LATIN AT HEART, WAY DOWN IN THERE I AM A LATIN AT HEART. This is Erik (Enrique) Estrada talking, the Erik Estrada of the Saturday night TV program CHiPs, the Erik Estrada who has announced that he wants to be a spokesman for bilingual education.

Why this intense interest on the part of a star who has made it to the top without bilingual education, a Puerto Rican born in New York City? Well, for one thing, according to him he would have better understood biology and math in school if they had first been taught to him in Spanish. And for another he would have been happier learning English if he'd been able to use his own language in school. Did anyone ever discourage him from speaking Spanish in school?

> **Well, put it this way...No-one ever hit me across the face to get me to stop speaking Spanish in school but I had difficulty being an A student and being able to concentrate on what was going on because I didn't understand half the language. I didn't understand their language and if it had been told to me in Spanish I probably would have gotten it down.**

When Erik Estrada talks about things important to him, there is no hesitation, there is a gentle rambling of thoughts and there is a sincerity seldom expressed to an interviewer. And bilingual education is important to him. He hopes that by speaking out people will take note, people who decide what happens to kids in schools.

Ironically the school he attended, Louis Brandeis High School in New York, is now a model for bilingual education; when Erik attended, there was no opportunity to learn to read and write Spanish. He speaks the language but he readily admits he doesn't read and write it well. And he doesn't see how reading and

(*Cont. on p. 3 col. 3*)

Erik Estrada with Dr. Josué González and Editor Carolyn Ebel

TESOL PRESIDENT RUTH CRYMES PROPOSES JOINT ACTION BETWEEN NABE AND TESOL

Ruth Crymes, President of TESOL

The Boston TESOL Convention in February brought many surprises to attending bilingual educators. A plenary session was devoted to a bilingual issue with Merrill Swain speaking on "Bilingual Education: Research and Its Implications." A two-day preconvention workshop was held on "ESL in Bilingual Education: Implementation and Other Practical Considerations" featuring such topics as Problematic Applications of Language Proficiency (Ernest Bernal), Legislative and Judicial Backdrops to Bilingual Education and ESL (Dr. Josué González), ESL in American Indian Bilingual Education (Anita Bradley Pfeiffer), and Subsidizing Bilingual Education Programs: Federal vs Local Funding (Dr. Albar A. Peña). Several major sessions also treated the topic of bilingual education: ESL Speaking Skills in the Elementary Bilingual Classroom (Anna Uhl Chamot), Cultural Bias in Reading Comprehension (Bernard Mohan), and Developmental Patterns in Native and Non-Native Reading Acquisition (Joanne Devine).

(*Cont. on p. 12 col. 1*)

NATIONAL ASSOCIATION
FOR
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News and feature articles may be submitted to the editor at the above address. The deadling for the next issue is Monday, May 14.

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Commercial	50

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From The President

Juan Solis

My term as President ends in the not too distant future, at the Seattle Convention of NABE. It has been a year of many changes in the organization, not the least of which is a noticeable increase in involvement of NABE members at the local level. This is reflected in the many reports from SIG and Affiliate Chairmen in this issue of NABE NEWS. I am particularly pleased with this development, for we have so many talented people at the local level and it is they who with a little encouragement will really be the ones to make worthwhile changes in bilingual education. It is for the incoming President, Carmen Pérez, to realize the accomplishments of the "new actives" in NABE. With some degree of envy, I sincerely wish her the best in her new position as President, for a spirit has been unleashed and there are no limits to what can be accomplished now in bilingual education.

LETTERS TO THE EDITOR

February 17, 1979

Dear Ms. Ebel:

The reprinting of Mr. Hechinger's *New York Times* article with Mr. Starr's remarks on the present state of second-language instruction in the U.S. (*NABE News*, vol. II, no. 2/3, January, 1979) reminded me how far off-base establishment types in second-language education can be on some matters. Through Hechinger's reportage, expert S. Frederick Starr tells us that there are no bright spots in the profession.

If Starr is writing from his viewpoint of a Russian-studies specialist and if he is looking at the fate of 'establishment' languages like French and German, he is right. Enrollments in Russian, French and German continue to fall, as they have fallen for the last decade. But when he dismisses the new phenomenon of ethnic awareness as contributing much to the study of languages like Polish, he shows a serious flaw in his appraisal of the facts.

Since the study of Polish is a recent phenomenon in this country, it is likely that enrollments would drop suddenly after the second year. The reasons range from lack of qualified teachers and good teaching materials to the unwillingness of some school authorities to support advanced study in that language. Similar problems beset other languages such as Portuguese, Japanese and Arabic.

The old arguments about the 'practicality' of learning a second language fall by the wayside for Anglophones. We must remember that English is presently the world's most important LWC, or 'language of wider communication'. As such, it is used as a second language by more people and for more purposes than any other language. Fewer and fewer native speakers of English are likely to be convinced that they must learn any other language for scientific or business reasons.

Spanish, on the other hand, is ubiquitous and a strong candidate for study by any English-speaking American who wants to communicate with the millions of people who speak the language and live around him or her. Although to a much smaller extent, the same holds true for Italian.

I hope that the President's Commission will be able to look past the efforts of the losers to explain their plight and find the very human reasons now apparent in motivating English-speaking Americans to study another language.

Until that time, there will be no solutions to bolstering enrollments in French, German and Russian. Nor will there be any real understanding of the value of bilingual education in promoting communication among linguistically diverse people who live in the same community.

Sincerely,
Robert J. Di Pietro

Dr. Robert J. Di Pietro is Chairman of the Department of Languages and Literature at the University of Delaware.

March 23, 1979

Mr. Lewis H. Lapham
Editor
Harper's Magazine
Two Park Avenue
New York City, NY 10016

Dear Mr. Lapham:

How truly tragic it is to continue to witness in our midst the pre-

(Cont. on p. 7 col. 1)

NABE CONFERENCE UPDATE
SEATTLE, WASHINGTON
May 4 - 9, 1979

Keynote and Major Session Speakers

Josué González, Director, Office of Bilingual Education, United States Office of Education, Washington, D.C.

Protase Woodford, Assistant Director, International Office of Educational Testing, Princeton, New Jersey

Lily Wong Fillmore, Assistant Dean, College of Education, University of California at Berkeley

Samuel Betances, Professor of Sociology, Northeastern Illinois University, Chicago, Illinois

Robert Underwood, Director, Bilingual Bicultural Training Program, University of Guam

Attorneys Richard Hiller and Herbert Teitelbaum, Teitelbaum & Hiller, New York

Francesco Cordasco, Montclair State College, Montclair, New Jersey

James Banks, Professor of Education, University of Washington, Seattle, Washington

Rudolph Troike, National Clearinghouse for Bilingual Education, Rosslyn, Virginia

Manuel Ramirez, Professor of Education, University of California at Santa Cruz

Courtney Cazden, Havard University, Cambridge, Massachusetts

Consuelo Nieto, Assistant Professor, School of Education, California State University at Long Beach, National Commission on Foreign Languages

Rosa Feinburg, Ass't. Director, LAU Center, University of Miami

Ricardo Fernández, Director, LAU Center, University of Milwaukee

Hernán LaFontaine, Superintendent of Schools, Hartford, Connecticut

James Alatis, Executive Director of TESOL, Dean of School of Language and Linguistics, Georgetown University, Washington, D.C.

Steve Aiello, Commissioner and President, New York Board of Education

Tomás Arciniega, Dean, College of Education, San Diego State University

Maria Ramirez, Assistant Commissioner, New York State Department of Education, Albany, New York

Panels

-Asian American Bilingual Educators, Coordinated by Nilda G. Joven and Lori Tom Chinn, Bay Area Bilingual Education League

-National Clearinghouse for Bilingual Education, coordinated by Joel Gómez

-Richard Tucker, Center for Applied Linguistics

-Wallace Lambert, McGill University

-Josué González, Office of Bilingual Education

-Rodolfo Stavenhagen, Mexico

-Benjamin Tsou, East-West Center, Hawaii

-Native American Bilingual Educators, coordinated by Willard Bill, University of Washington

-George Adams, Lummi Education Center, Ferndale, Washington

-Pete Azure, Tacoma, Washington

-Rose Bassett, Yakima Tribe, Toppenish, Washington

-Jerry Brown, Office of Minority Affairs, University of Washington, Seattle

-Bill Demmert, Graduate School of Public Affairs, University of Washington, Seattle

-Larry George, Yakima Tribe, Toppenish, Washington

-Tom M. Hess, Department of Linguistics, University of Victoria, British Columbia

-Shirley Kendall, Anchorage, Alaska

-Marie Mike, Window Rock, Arizona

-Anita Pfeiffer, University of New Mexico, Albuquerque, New Mexico

-Bernice Tanewasha, Muckleshoot Tribe, Auburn, Washington

-Hazel Umtuch, Yakima Tribe, Toppenish, Washington

*** *** ***

CORRECTION

The January issue of NABE NEWS inadvertently listed NABE Journal editor Richard Light as former editor of TESOL Quarterly. This should have read "Editor, TESOL Newsletter "

ESTRADA

(Cont. from p. 1 col. 2)

writing in Spanish can be learned by children without school instruction.

> **Most of the children who come here speak the native language in the home. On the street they speak English. In that process they lose their language. The only reason I remember so much of my Spanish is that I spoke it in the home, used Spanish all the time at home, but when I hit the street it was all in English. And since I was taught entirely in English in school, I lost the ability to write and read Spanish well, and even speak it well... which is most important. It's a part of me...it's my heritage.**

There is an air of confidence about TV Estrada. Recently quoted in the cover story of US magazine (April 3, 1979) as appearing arrogant, Estrada says, **Everybody is put off by me at first, even the males. Once you get to know me though, knowing me is liking me. I'm the type of guy who looks arrogant, cocky, conceited. And I'm not. I'm ambitious and confident.** And with that same air of confidence, he adds:

> **Because I'm a star, man, I can give bilingual education attention. And when I say because I'm a star, all I mean is that my being there can bring anything here attention. And bilingual education is one important thing here. I talk like one of the kids who should have had bilingual education. They (the kids) will listen to me because I was there.**

"Ambitious, confident, warm and wonderful" ...Those are the words he uses to describe himself. How did that happen with his start on the streets of Spanish Harlem? Is there something that mainstream America doesn't see in the Spanish culture of Harlem, something missing from the image of those streets? **Spanish Harlem is just a place. It's**

(Cont. on p. 4 col. 1)

For additional information on the NABE Convention, contact Juan Juárez, Chairman, at 122 Miller Hall, DQ-12, University of Washington, Seattle, Wash. 98195. Tel: (206) 543-6636.

ESTRADA

(Cont. from p. 3 col. 3)

an address, a location. But the Spanish culture is a tradition.

The reason Erik considers himself to be a wonderful, warm, confident and ambitious person is because he was given that as a kid. The fact that he came from Spanish Harlem just meant that he didn't have money. While rich kids were going to the ballet and theatre, Erik was out there in Spanish Harlem seeing junkies on the street shooting up. He could spot a hooker from four blocks away. **That's what I was exposed to, only because of financial situations. I was poor, financially.**

But he prefers to remove the dollar sign from the terms rich and poor. To him there is only one main difference between rich and poor.... and if kids lack this one thing that he didn't lack as a kid, then they're poor whether they have money or not. What saved Erik, according to him, and made him into a wonderful, warm and good person is because he was exposed to a lot of love and affection "which is very heavy and very freely done in any Latin culture. **To me it doesn't bend me out of shape to take a man and hug him.... That's just the way they are in Latin cultures....**

My grandfather gave me a lot of affection as a kid when we used to sell snow cones in the streets. I was nine years old when he did this thing I'm going to tell you about, but I didn't understand then...I was too young. We spent a whole day in the streets of Harlem selling snow cones. He had his own cart and his own bottles of stuff, ripping the ice off, selling it for nickels and dimes. We were going home and we saw this little girl sitting on the stoop, sucking on her finger. She had dirty hands, dirty knees, dirty panties, her dress was dirty...My grandfather went over and reached in his pocket and took out a bunch of change, took her finger out of her mouth and said, 'Here, go get something to eat.' I didn't understand then but it stuck with me and now my interpretation is that you can't be selfish. He showed me how to give with both hands. That's what I got from my grandfather.

Love in the old Latin traditional way is what carried him through Spanish Harlem and went along with him when he moved to California. "Only a location," he repeats of Spanish Harlem, "but the culture goes with you."

> **Because I had my grandfather's and mother's love I am able now to recognize and spot who loves me and who doesn't and I can sense what people really want of me. I surround myself with people who will pull my collar if I get too cocky and who will remind me who I am among people.**

People often ask Erik what a star like him does with the world now that he has it in his hands. **Do you freak out and run into a grocery store and fill the basket with fruit and just hand it to people? asks Erik. No, that's fake, that's flip, you do that only if you've flipped out. People will listen to me now as a star, kids will listen to me and they're the most important ones. And I'm happy I happen to be the hero now, a hero who used to always play the Spic with the knife and the gun and the brick.**

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BILINGUAL EDUCATION AND SCHOOL BOARD SUPPORT: THREE TEXAS CASE STUDIES

Dr. Moisés S. Chapa

Three case studies were conducted as a follow up to a main study for the purpose of determining what other factors, if any, such as new personnel, funds, etc., within the school districts, affected the attitudes of teachers and principals toward bilingual education. The scope of the investigation of the main study included two hundred and fifty elementary school bilingual teachers and forty-six elementary principals in ten school districts from various sections of the state of Texas. The purpose of this study was to discover whether positive and negative attitudes of elementary bilingual teachers and principals in a sample of school districts were related to certain biographic factors present in teachers and principals in the respective school districts. **The results of the main study seem to indicate that elementary principals and teachers who had positive attitudes toward disadvantaged children are inclined to have more favorable attitudes toward bilingual education. Therefore, we can conclude that in the overall planning of bilingual programs, we need to take into consideration the complexity of feelings of principals and teachers toward disadvantaged children in order to determine the effect of their attitudes on the acceptance of bilingual education.**

The follow up of the main study was conducted in three of the ten school districts. Two of the three school districts selected (hereafter referred to as A and B) were districts of comparable size located in different parts of Texas. The third school district (hereafter referred to as C) was a larger district that had been selected nationally by the Department of Health, Education, and Welfare as having an exemplary bilingual education program.

Three authorities in the field of education administration evaluated a thirty item questionnaire designed to elicit information concerning teachers' and principals' attitudes toward bilingual education. These authorities were in complete agreement on fourteen of the items. All other items were discarded. The fourteen items were written by the investigator so that when used as an interview instrument, it would yield information concerning such factors as personnel, funding, staff development, staff and school board commitment. More explicitly, teachers and principals were asked to express their opinions as to whether or not bilingual education is really necessary for the bilingual child. They were also asked about personnel changes that had positive or negative effects on their programs. And finally, they were asked about school board, community, and school personnel support for the bilingual program.

In February 1976, letters were written to the superintendents of the school districts selected, requesting permission to make on-site visits during the month of March and to interview four teachers, one principal, one board member, and the superintendent of each of the three school districts. Persons who were interviewed were given fictitious names in order for them to remain unidentified throughout the study. Interviews with school personnel were tape recorded, with their permission, in order to have a more accurate account of what was said. In instances in which discrepancies in the responses were found, the writer used the answer that was given by a majority of the interviewees. Most of the interviews were summarized but a few were written verbatim in order to have a closer comparison of what was said by key personnel.

SCHOOL SYSTEM A

School System A has a student population of approximately 3,000 and is located in South Texas. The school population is approximately 75 percent Mexican American. The school board consists of five Mexican Americans and two Black members. The superintendent of schools is Mexican American and has served in this capacity for the past three years. The school system consists of the three elementary schools, one junior high school, and one senior high school. Three of the five principals are Mexican American and two are Anglo American. The assessed property valuation for the 1975-1976 school year was $46,000,000 and tax rate per $100 of assessed valuation in 1975-1976 was $1.43 for maintenance tax and $0.53 for bond service tax. The scope of the bilingual program when bilingual education was first introduced by the Director of Federal Programs in 1973 was grades K-2. The scope of the program in 1976 was grades K-6. The total budget from local, state, and Title VII funds for bilingual education in the school district was $328,000.

SCHOOL SYSTEM B

School System B has a student population of 6,400 of which 69 percent are Mexican American. Five of seven members of the school board are Mexican American. There are nine elementary schools (seven public and two parochial) participating in the bilingual program. The scope of the program when it was initiated in 1970 was K-1; the scope of the program three years later was K-6. The total budget for bilingual education in the school district from local, state, and Title VII in 1973 was $380,000. At the time of the study the cost of the program exceeded $400,000.

There were over 650 students who participated in the bilingual pro-

(Cont. on p. 9 col. 1)

STUDY IN PUERTO RICO

The University of Puerto Rico, Division of Continuing Education and Extension, in Río Piedras, Puerto Rico offers a wide variety of language and culture courses each summer. Currently the Institute offers courses in French, Greek, Arabic, Spanish, English, Italian, Portuguese, German and Russian. The regular session begins June 11 and ends July 20 with 1-1/2 hours of language instruction a day; the intensive session runs from July 2 - July 23 with 3 hours of language instruction per day.

Courses cost $90 each without credit, with credit students paying an additional $45. Room and board is available at the Student Center of the University of Puerto Rico for $6 per day for a single room. For further information, contact Nydia Flores, Multilingual and Cultural Institute, Division of Continuing Education and Extension, University of Puerto Rico, Río Piedras, Puerto Rico 00931. Tel.: (809) 764-0000 x 3161

Affiliate

NJTESOL/NJBE

NJTESOL/NJBE IS unique among NABE affiliates because it is the only group that is also affiliated with International TESOL. It is the general belief among the Executive Board and membership that this official union among bilingual and ESL educators increases understanding among the two groups, as well as the organization's political strength.

The Officers for 1979-80 are: President: Roberta Kanarick, Vice President: Carole Shaffer-Koros, Secretary: Donatila Legnosky, Treasurer: Linda González, and Liaison Officer: Eileen Hansen. Additonal members of the Executive Board are Aida Vega, Lolita Lounsbury, Sharon Russell, Gail Rottweiler, Ana Maria Schuhmann, Alfonso Hernandez, Fernando Lopez, Diamond Navarro, and Agnes Manger, as well as Janet Susi and Angela Caruso, Editors of the **NJTESOL/NJBE Newsletter**. The members of the Executive Board are representative of bilingual and ESL interests, particular geographic needs, and the Special Interest Groups-elementary, secondary, university, adult education, and bilingual special services.

An activity undertaken by the organization for the first time this year has been the sponsorship of regional meetings, which have provided opportunities for the Executive Board and general membership to share information and ideas. In addition, a working session for SIGs and a party for the membership were held during the NJEA Convention in Atlantic City in November. (NJTESOL/NJBE is also the bilingual/ESL affiliate of the New Jersey Education Association.) NJTESOL/NJBE also actively participated in the recent International TESOL Convention in Boston.

The major event during the current school year will be the NJTESOL/NJBE Spring Conference, which will be held at Rutgers University, New Brunswick, on May 17th. Activities will include plenary sessions, workshops, exhibits, cultural performances, lunch and a late afternoon buffet and cash bar.

Membership in NJTESOL/NJBE is $10.00 per calendar year. Dues may be sent to Mrs. Diamond Navarro, 173 Walnut Street, Newark, New Jersey 07105.

NABE Special Education

Special Interest Group

Submitted by: Ed Rich, Chairperson

The 28 people who attended the Special Education S.I.G. organizational meeting in San Juan last year not only represented ten states (from Massachusetts to California) and Puerto Rico, but also represented many of the varied areas of Special Education: learning disabilities, mental retardation, and speech pathology (to name just a few). As varied as the geographical and Special Education areas were the professional backgrounds of the participants, which included: program coordinators, university professors, classroom and resource teachers, consultants, and speech pathologists.

As a result of the discussion which took place at the S.I.G. meeting, the following motions were unanimously supported by the participants:

1. A task force will be established to exchange ideas about the bilingual exceptional child.
2. A recommendation will be made to NABE that S.I.G.s become a permanent part of the NABE organization and conference, and that the Chairpersons become members of the NABE Executive Board.
3. A statement of purpose will be drafted which will include the goals for the 78-79 year to be addressed by the Special Education Special Interest Group.

The following statement of purpose was endorsed by the Special Education S.I.G.:

> "WE who are involved in the Special Education Special Interest Group are extremely concerned that the needs of the bilingual exceptional child have not been met to the extent that is necessary. Therefore, our goal for the 1978-1979 year is to increase the awareness of the members of the National Association for Bilingual Education, as well as of other organizations, about bilingual special education through dissemination of information related to the current status of this growing field and to the issues and concerns which face us."

Before the S.I.G. meeting ended, elections were held for the 1978-79 YEAR. Elected to the position of Chairperson was Edward Rich, ESEA Title VII Project Director, Bureau for Children with Retarded Mental Development, New York City Board of Education. José Xavier Martinez was elected to the position of Co-Chairperson. Mr. Martinez is Director of Bilingual and Migrant Education for the Toledo Public Schools.

Mr. Rich and Mr. Martinez, are planning the two Special Education S.I.G. sessions scheduled for this year's NABE Conference in Seattle. One of the one-hour sessions will be a business meeting; the other one-hour session will consist of an academic presentation involving members of the S.I.G. and other interested persons.

NEW YORK STATE PRODUCES PUBLIC SERVICE ANNOUNCEMENTS ON BILINGUAL EDUCATION

The New York State Education Department, Bureau of Bilingual Education, has initiated a large scale television campaign to inform the public about bilingual education. In the Department's first effort, a series of twenty-four public service announcements were produced for television to inform the general public about the nature and benefits of bilingual education. The announcements feature television stars Antonio Fargas (from "Starsky and Hutch") and Liz Torres (from "All in the Family") and Louise Matteoni, a member of the New York State Board of Regents. The second program produced by the Bureau of Bilingual Education is "Two Ways to Understand and Be Understood." Erik Estrada, star of the NBC series "CHiPs" narrates the program which combines Estrada's narration, classroom scenes and expert commentary to form an overview of bilingual education.

Copies of either program are available on a loan basis in either 3/4" video-cassette or 16mm film. Written requests should be addressed to: Robert Reilly, Bureau of Educational Communications, Room 321 EB, State Education Department, Albany, New York 12234.

LETTERS TO EDITOR

(Cont. from p. 2 col. 3)

ponderous degree of affliction displayed by your Washington editor in his article titled "Why Johnny can't speak English." By the same token, how utterly disenchanting it is to note that such a magazine as Harper's, for so many years held in such high esteem for its journalistic quality and integrity could have fallen so miserably in its standards for acceptable journalism, to have published such a cheap and cowardly attack upon a program of instruction which, when properly implemented, becomes the very key to the intellectual growth and superior English proficiency of children whose first learned language is one other than English.

I should like to prevail upon you to permit me to walk you through some of Mr. Bethell's remarks; that you may better understand the magnitude of his ignorance in his ill-fated attempt to discredit an otherwise sound and highly promising approach toward equal educational opportunity for language minority children of the United States.

Mr. Bethell initiates his infamous attack by admonishing the United States government for having performed such a grievous deed as to permit Hispanic Americans and members of other linguistic minorities, the luxury of working for the federal government; flagrantly depicting them as "Those who never did think that the idea of a United States of America was a particularly good one to begin with." Now I know not how well read Mr. Bethell might be; nor the extent of his capacity for professional research, but for the record only, just about any public librarian should be more than happy to provide him with adequate documentation of the true love of Hispanic Americans for their country, as reflected by their eagerness to defend it during World War II, Korea and the War in Vietnam. Perhaps Mr. Bethell does not know that proportionately, during World War II, the highest number of Congressional Medal of Honor recipients were indeed Hispanic Americans, given their numbers in the service of our country.

Mr. Bethell attributes bilingual education to "the thinking of righteous activists within government who believe the old method of teaching English to immigrants does not work for the new huddled mass of yearning victims, discriminated against the moment they arrive at these teeming, wretched, racist, ethnocentric shores!" Had this poor unfortunate man properly researched his topic, he might have learned that according to a 1978 bulletin from the National Center for Education Statistics, of the total number of persons in the United States identifying themselves as being of Hispanic origin, three out of every four of these were native-born Americans, and certainly not "immigrants arriving at these ethnocentric shores."

Tom Bethell claims that bilingual education is being placed in the hands of teachers who do not speak English. Perhaps he did, in point of fact, observe a class conference conducted in Spanish. Perhaps he is alluding to the fact that a number of Hispanic teachers have yet to attain clinically pure, non-accented use of the English language. He somehow fails however, to point out that bilingual programs of instruction do indeed utilize the teaching expertise of monolingual English speaking teachers. Obviously the latter do not threaten Mr. Bethell.

FIRST ANNUAL BILINGUAL READING TEACHER OF THE YEAR AWARD

Santillana Publishing Company has announced an award for research in bilingual education, an award which places a new emphasis on research carried out by classroom teachers. Any elementary teacher who is teaching Spanish and English Reading in a Bilingual Program in any grade from K through 4 is eligible to enter the competition. To quote Sam Laredo, Executive Vice President of Santillana, "We believe it is time to recognize and reward the efforts made by the bilingual teacher at the classroom level. Publishers can play a important role in encouraging quality bilingual instruction by joining forces with NABE to further needed research. We are sponsoring this award as a beginning step in this direction."

First prize will be a trip to the NABE Convention of 1980 and publication of the winning teacher's biography in **Teacher Magazine**. Second prize will be a $500 scholarship for continuing education at any college or university. Third prize will be a complete set of "La Enciclopedia Ténica de la Educación. Three additional honorary awards may be designated by the judges.

To register and receive the necessary forms, contact Dra. Estela Barandiarán, Santillana Publishing Co., Inc., 575 Lexington Ave., New York 10022.

Further, Mr. Bethell anxiously cites the AIR research as highly critical of bilingual education. Once again, had Mr. Bethell shown some semblance of concern for properly documenting his work, he would have acquired a veritable education through the multiple, fully documented refutations of the AIR study in the work of Tom Gray of the Center for Applied Linguistics, Dr. José Cárdenas, Intercultural Development Research Association and the Journal of the National Association for Bilingual Education.

Bilingual education alleges Mr. Bethell, is a "new found pacifier used by a scared U.S. Congress in dealing with the recently acquired power of linguistic minorities in the United States." Bilingual education, for Mr. Bethell's enlightenment, is as old a concept as education itself and, in one way or another, has been the preferred form of education of the European elite. The mastery of two or more languages has been for centuries, an important determinant of social position, economic mobility and positive international relations. This is precisely why civic-minded congressmen, minority group activists and majority, as well as minority group educators have joined hands in their advocacy for the National Bilingual Act to be an Act for bilingualism echoing the observation made by Joshua Fishman: "Only the Bilingual Education Act has been saddled with undercutting its own domain, with expunging bilingualism as much as with initiating it."

Mr. Bethell bemoans the existence of militant Chicanos who "are ready to pour a bucket of guilt over any old-fashioned, demurring Yankee who might raise a voice in protest of the Bilingual Education Act." How devastatingly threatening all of this seems to Mr. Bethell. Bilingual Education, in actuality was the result of the combined efforts of "Yankee empathizers and militant Chicanos as well as many other linguistic minorities deeply concerned with

(Cont. on p. 11 col. 2)

Reading in Two Languages offers bilingual reading with vigorous English skill development

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BILINGUAL EDUCATION ....

(*Cont. from p. 5*)

gram in grades K-6. Most of the students were Spanish dominant. About 70 percent of the students came from low-income families.

SCHOOL SYSTEM C

School System C has a student population of 3,000 which includes 11.15 percent Black students, 52.46 percent Mexican American students, and 36.49 percent other. The school board consists of six Anglo Americans and one Mexican American. The superintendent of schools is Anglo American and has served with the school district for three years. School System C has never had a Mexican American or Black superintendent or principal.

School System C consists of one kindergarten school, two elementary schools, one junior high school, and one high school. All schools are fully accredited by the Southern Association of Colleges and Schools. The population of the small town in which School System C is located is 7,000. The assessed valuation of property for the 1975-1976 school year was $48,000,000 and the tax rate per $100 of assessed valuation was $1.47 for maintenance tax and $0.36 for bond service tax. The total budget for bilingual education is $2,800, which is provided by the state. The bilingual program was initiated in 1969 by the local Region Education Service Center. The program was funded under Title VII, and the scope of the program was grades 1-6. The scope of the program now is K-3 and is funded only by the state.

CONCLUSIONS AND SUMMARY

The present state of bilingual education in representative school districts of Texas can be viewed through an array of illuminating factors.

The major and essential factor identified was in the degree of support and commitment by school board members. Evidence of school board commitment was revealed by the policy of the board in School System A, which expanded the bilingual program from a K-2 sequence to a K-6 sequence. According to the Director of Federal Programs, there had been only two parents who had requested that their children be moved from the bilingual program since the program became functional. School System B also expanded the program from K-2 to K-6. The majority of the persons who were interviewed from School Systems A and B felt that they had the support of the people in the community. School System C, on the other hand, reduced the scope of the program from grades 1-5 to K-3. Most of the persons interviewed did not feel that they had the support of the community or of the board members. Evidence of staff commitment (for bilingual education in School System A) was revealed by the questionnaire administered to teachers and administrators. It was found that only one percent of the professional staff had a negative attitude toward the bilingual program. In School System B, 90 percent of the teachers volunteered to be in the bilingual program. The majority of the persons interviewed in School System A and B believed that they enjoyed the support of the staff for bilingual education. On the other hand, School System C appeared to have a high turnover of bilingual teachers and the majority of the bilingual personnel interviewed did not feel that they had the support of the staff.

The first sub-factor under school board and staff support is ethnicity. For instance, both School Districts A and B, in which the majority of the people in the community and on the board were Mexican American, were more supportive of the bilingual programs than School System C, in which the majority of the people and board members were Anglo Americans. Ethnicity also appeared to be an important sub-factor in this staff support of bilingual education. For example, both School System A and B, in which most of the teachers and principals were Mexican American, were most supportive of the bilingual programs in their districts than the teachers and principals of School System C, in which the majority of the teachers and principals were Anglo American.

In considering the sub-factor of ethnicity, it would be inappropriate to say that all Anglo Americans failed to support the concept of bilingual education. It cannot be concluded that because a person is Mexican American, he will automatically support bilingual education.

The second sub-factor analyzed was the funding of bilingual programs. This factor seemed to be dependent on the community and school board commitment to bilingual education. For example, many school districts, like School System

(*Cont. on p. 10*)

A FIRST! WORKSHOP ON BILINGUAL ADULT EDUCATION

The National Association for Public Continuing and Adult Education (NAPCAE) convened the first National Invitational Workshop on **Bilingual and English as a Second Language Approaches to Academic and Vocational Programs for Adults**, in Brownsville, Texas, February 21-23, 1979.

The fact that NAPCAE sponsored the workshop is already a remarkable event! The fact that such an ambitious task for the conference (see title) was achieved makes the workshop really remarkable!

General sessions and workshops dealt with the four topics mentioned in the conference title: bilingual and English as a second language approaches for academic and vocational programs for adults. Over 200 participants had the opportunity to select from 50 concurrent sessions that filled the two-day workshop. About 25 NAPCAE members decided to join NABE's Special Interest Group on Bilingual Adult Education and pursue the topic of Native Literacy Materials in Seattle, May 4-9, 1979.

Four Texan institutions co-hosted the convention which coincided with the Charro Days Festival jointly celebrated by the sister cities of Brownsville and Matamoros (Mexico). Participants enjoyed the typical Tex-Mex hospitality. Muchas gracias, amigos!

José Oliva, Ed.D. Supervisor, A.B.E.
Department of Education Trenton, N.J.

BILINGUAL EDUCATION ....

(Cont. from p. 9)

C, do not apply for Title VII funds because of a lack of support from the community and from members of the board. The tendency in this type of school district is to do as little as possible to comply with the Texas mendate for bilingual education. Thus, School System C had only state funds totaling a mere $2,800. On the other hand, School System A had a budget for bilingual education totaling to $328,000. School System B had about $400,000 for bilingual education. Therefore, School Systems A and B appeared to have adequate funds to buy materials, supplies, and equipment and to provide in-service training for teachers.

A third sub-factor identified was the economic status of the community. In 1975, School System C had an assessed valuation of $48,000,000. There is a tendency in small school districts like School System C to lose their Mexican American bilingual teachers to larger, more affluent, less conservative school districts which can afford to pay more for their services.

A fourth sub-factor identified was leadership. Both School Systems A and B had adequate leadership from their bilingual directors who were paid through Title VII funds. School System C, on the other hand, did not have a bilingual director.

A fifth sub-factor identified was morale. In both School Systems A and C there appeared to be some resentment, especially among the monolingual teachers, at being required to be in the bilingual program. This meant that they had to go back to school to study Spanish, and some had to be moved from a lower grade to an upper grade in order to make room for bilingual teachers. School System C was having difficulty in recruiting "qualified" Mexican American teachers despite the fact that it had over 65 percent Mexican American students in the school district. School System C was therefore concentrating on sending Anglo American teachers to the Texas Education Agency's sponsored workshops for one hundred hours of instruction in Spanish, which, given the teachers' lack of real commitment, was in most cases a waste of time and money. The great disparity in the number of Mexican American students and the number of Mexican American teachers and administrators means that the school district was either having a difficult time in finding Mexican American teachers and administrators or that it was practicing discrimination in hiring, or both.

A sixth sub-factor was time devoted to bilingual education. In both School Systems A and B, bilingual education was a fulltime program of instruction, but in School System C, bilingual education consisted of only forty-five minutes of instruction per day. In examining the instructional components of the three school districts, one can infer that School Systems A and B were following more closely than School System C the components of instruction recommended by the Texas Education Agency:

1. The basic concepts initiating the child into the school environment are taught in the language he brings home.
2. Language development is provided in the child's dominant language.
3. Language development is provided in the child's second language.
4. Subject matter and concepts are taught in the child's dominant language.
5. Subject matter and concepts are taught in the second language of the child.
6. Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

The time factor may be one of the crucial reasons why in School System B the bilingual students were scoring higher in the SRA tests in English than the regular students and were, in addition, learning a second language, while in School System C the bilingual students were doing less well than the regular students. The regular students in School System B and C were getting more time in English instruction than the bilingual groups of these two school districts. However, the bilingual teachers from School System B were able to spend a full day instructing the children bilingually, while in School System C bilingual teachers were only allowed forty-five minutes of instruction.

The seventh sub-factor was the concept of maintenance in the bilingual program. It appears that an honest effort was being made on the part of School Systems A and B to expand their bilingual program in order to provide their students with a continuous bilingual experience. On the other hand, School System C reduced the bilingual program from grades 1-5 to grades K-3. Therefore, the transitional nature of the program was very apparent in School System C.

An eighth and final sub-factor was the mode of instruction. For example, in School System C, bilingual instruction was delivered through a resource teacher, which is recognized as the least acceptable method, according to the Texas Education Agency. In School System A and B, where there was adequate public support, the self-contained classroom mode of instruction was employed.

(Cont. on p. 11 col. 1)

NABE RESOLUTIONS

Resolutions for adoption by NABE will be presented during the last two business sessions at the annual NABE Conference in Seattle.

Makers and seconders of resolutions must be NABE members in good standing. Provisions will be made at the conference for typing of resolutions.

Resolutions should include the issue to be addressed and rationale, the action to be taken and by whom, and any time requirements.

Appropriate resolutions are those that promote the enhancement of the Association and those that specify actions to be taken on matters or issues related to the goals of NABE. All adopted resolutions will be referred to the NABE Executive Board as action items for the ensuing year or for immediate implementation.

Chairing the Resolutions Committee will be Helen E. Diaz. Miss Diaz has previously chaired the Resolutions Committee of the California Association of Mexican American Educators and has served as a member of the National Education Association Resolutions Committee. Miss Diaz requests that NABE members who wish to serve on the committee contact her at 4384 Bancroft St., San Diego, CA. 92104, phone (714) 282-2076 (res.) or (714) 293-8303 (bus.).

10

Bilingual Education .....

(Cont. from p. 10)

In conclusion, it appears that the key and dominating factor in this array of factors is support by the school board. If the bilingual program has this decisive factor in its favor, then all the other factors seem to fall into place. For example, School System C did not apply for Title VII funds because it did not have school board support. On the other hand, School System A and B did have school board support; therefore, they applied for and received Title VII funds. Another example is that because School System A and B had school board support, they received Title VII funds, and because they had Title VII funds, they were able to hire bilingual directors who gave them needed leadership. Because School System C did not have school board support for the bilingual program, the persons who were working in the bilingual program were working under very difficult circumstances. Therefore, the Texas Education Agency would be well advised to identify these types of school districts and provide more assistance in terms of funds and personnel, and in selling the program to school board members, staff, and community.

Dr. Moisés S. Chapa is Assistant Superintendent of Robstown, TE public schools

Letters to Editor

(Cont. from p. 7, col. 3)

the miserable waste of human resources, as the result of our educational system's inability to provide an equal educational opportunity for all children. These very same groups I might say, are perfectly willing and able, to educate any paranoic, opinionated yellow-page journalist who, abusing a national audience, accuses the United States government of creating a "death wish" simply because this government is, at long last, responding to the educational needs of its future citizens; that they may thus make a greater contribution to American society and to the continued greatness of this nation.

Through a closer, more careful analysis of Mr. Bethell's article, I have tried to determine his source of motivation. This has led me to conclude that he is indeed a man with a problem. His problem is one of fear and frightful insecurity. And why not? With a steady increase in the educational, social and economic mobility among minority populations of the United States, Mr. Bethell is faced with an equally disproportionate loss of self-importance. This he finds no doubt, a rather disturbing situation. The numbers on which he might otherwise continue to look down upon will steadily diminish.

What Mr. Bethell must understand however, is that "the chosen heroes of this earth have been in a minority. There is not a social, political or religious privilege that he enjoys today that was not bought for him by the blood and tears and patient suffering of the minority. It is the minority that have stood in the van of every moral conflict, and achieved all that is noble in the history of the world."

And thus, because two fools do not one wise man make, rather than condemn, I choose to challenge Mr. Bethell to dispel his ill-conceived fear and insecurity and gather about him the courage to try "the beat of a different drummer."

Sincerely,

Juan D. Solis
President, NABE

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TESOL PRESIDENT ....

(Cont. from p. 1 col. 3)

But behind the scenes lurked another surprise in the form of newly elected TESOL President Ruth Crymes who granted an interview to the NABE NEWS editor. Ruth Crymes hails from the University of Hawaii and readily volunteered that her experiences with bilingual settings in Hawaii did not prepare her for the political and philosophical issues surrounding bilingual education in the states. It is complicated, she admits, but not any less challenging to educators. And it must be faced. As a starter Dr. Crymes proposes that TESOL and NABE work more closely together. To show how seriously she takes this suggestion, she came to the interview prepared with a list of five points of action:

1) **Joint State Affiliates of NABE and TESOL organizations** such as New Jersey presently has. As a member of the Hawaii affiliate of TESOL, which is incidentally a joint affiliate of NCTE, she personally encourages this. If Hawaii TESOL were to join with NABE now, it would become a triplicate organization.

2) **Speaker Exchange**. As Vice President of TESOL, Dr. Crymes served as liaison with other organizations. She suggested, and it was approved by the TESOL Executive Board in February, that the speaker list of TESOL be enlarged to include not only the present Executive Committee consisting of twelve members, but also the TESOL Newsletter and TESOL Quarterly editors and special interest group (SIG) chairpersons. These people will now be available as speakers to other organizations; they will be especially available to affiliates and if newly formed affiliates can't afford to pay expenses, then national TESOL will do so. Dr. Crymes suggests this might be considered seriously by NABE; NABE speakers might be made available to TESOL affiliates and vice versa. This would lead to joint financial support to promote the sharing of expertise from both organizations.

3) **Joint Affiliate Conferences.** Dr. Crymes strongly favors regional or area conferences between neighboring states and has gone to the TESOL Board to suggest this.

4) **Joint Resolutions.** Some action was begun by TESOL on this topic at the San Juan NABE Convention, with a **draft** of a resolution being presented by TESOL to NABE on competency-based testing. TESOL has since redone the draft and issued a detailed document on the issue (Presented on page 21 of this issue of NABE NEWS, it is still a draft, not a resolution). In the future resolutions on such issues of common concern to both organizations might be considered.

5) **Joint Support at the Local, State and National Level of Issues** affecting both organizations. Such issues as teacher qualifications, content of teacher training programs, requirements for graduation, ideas for promoting cooperation between ESL and Bilingual teachers and classroom teachers, dissemination of information to people working with curriculum, are all of interest to professionals in both organizations. Dr. Crymes sees a need for closer cooperation between people who have dealt with these issues successfully. Every year TESOL sends out a questionnaire to affiliates asking for a yearly report on what they have done of interest to others in the field. For instance, a Texas TESOL affiliate got together with NABE to support bilingual education in the state. The Affiliate Executive Committee testified before the State Board of Education when the Board was considering the new plan for bilingual education. One way of cooperating, then, is to join together to testify before State Boards of Education.

The interview did not end with these five suggestions by the new President, for she was asked about her experiences with language requirements for TESOL teachers. At the University of Hawaii for instance, two years of college language instruction is required for an ESL teaching certificate. At the Master's level in TESOL from the University of Hawaii, one semester of a language at the college level is required even if the person already knows many languages. The student teacher can thus reflect on TESOL courses while having a language learning experience. But Ruth Crymes sees a need for more in the sociolinguistics area for language teachers, courses on Understanding Other Cultures, as well as Communications Across Cultures and Psycho-Sociolinguistics.

With the realization that neither bilingual nor ESL instruction is an entity onto itself in the public schools, more and more professional organizations are weaving ESL and native language teacher training sessions into their national convention programs....IRA, NCTE, TESOL, ASCD, etc. The 1979 TESOL Convention was no exception to this and the strong stand for cooperation between TESOL and NABE expressed by TESOL President Ruth Crymes shows a very realistic view of what is needed to best provide for the needs of bilingual children.

*** *** ***

INTERNATIONAL READING ASSOCIATION RECOGNIZES BILINGUAL EDUCATION

Bernard Cohen has received permission from the International Reading Association, an organization with more than 72,000 members, to recruit participation in a Special Interest Group for Bilingual Education and Reading. To join this group, one must first be a member of I.R.A. (800 Barksdale Rd., P.O. Box 8139, Newark, Dela. 19711).

Bilingual educators who are I.R.A. members and wish to ensure I.R.A.'s continued awareness of bilingual education and also participate in this group's planning phase, should contact Bernard Cohen; 66 S. Main Street, New City, New York 10956. The SIG will be given an opportunity similar to that afforded NABE SIG's: journal notices, sessions at conferences, and jointly sponsored activities such as interim meetings and workshops.

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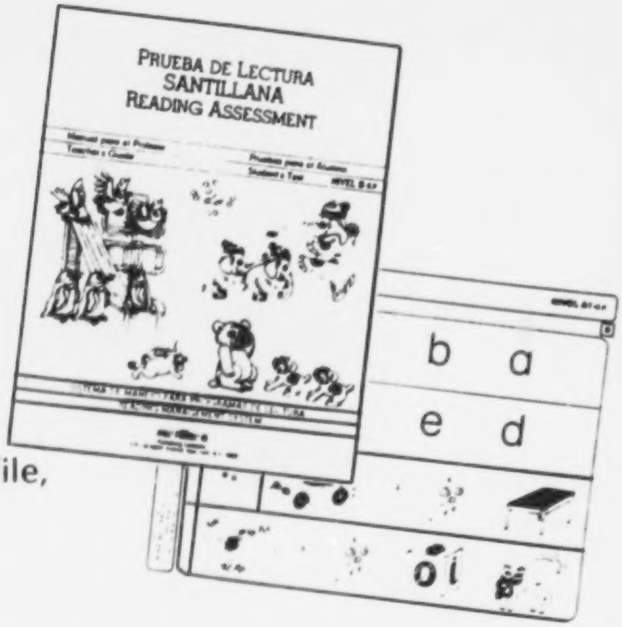

Each level contains approximately 32 pages of instructions in Spanish and English, scope and sequence chart, a classroom profile, and fourteen spirit masters.

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Individual Student's Skills chart 25 1/2" x 11" $2.50

Santillana's new Spanish Reading Assessment provides those essential reading skills which are unique to reading placement instruments.

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1	if passed	A-1	4301	Assign	Estrella
1	if passed	A-2	4302	Assign	Cascabel
1	if passed	B	4309	Assign	Trampolin
1-2	if passed	C	4304	Assign	Umbral
2-3	if passed	D	4305	Assign	Rayuela
3-4	if passed	E	4306	Assign	Adelante
4-5	if passed	F	4307	Assign	Imágenes

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¡LA LENGUA ESPAÑOLA VIVE EN ESTADOS UNIDOS!

EL NIÑO HISPANO HABLA EN USA.

Por: Dr. Estela Barandiaran

- "Veamos, muchachos. ¿Qué es ésto?
- ¡Es una chamarra! dijo Juancho.
- ¡No! Es una chaqueta - dijo Chela.
- ¡No, chamacos! ¡No es una chaqueta, es una chamarra!
- ¡No se dice chamacos, se dice chicos! dijo Chela.
- Ustedes siempre discuten - dijo el maestro.
- ¡Sí. Cada vez que digo china, Chela dice naranja; y si digo chiringa, ella dice papalote! dijo Ana.
- ¡Bueno, niños, todos tienen razón! Juancho dice chamarra porque es chicano. Chela es cubana y dice chaqueta. Ana es de Puerto Rico y dice chiringa.

¿Qué es esto? se preguntarán muchos. Pues nada menos que el texto de un libro de lectura de primer grado de primaria, diseñado especialmente para niños hispanohablantes en los EEUU para enseñarles las sílabas que llevan la letra "ch", pero a su vez para introducirlos a la realidad de la lengua que comparten.

No pretendo desarrollar el tema de la riqueza de la lengua castellana. Doy por descontado y aceptado ese aspecto. Quiero abordar, en cambio, la importancia de las llamadas "variaciones léxicas", sobre todo en el caso específico de los programas bilingües en los EEUU.

A raíz del movimiento de los Derechos Civiles en la década del 60 en este país, formado principalmente por inmigrantes de los más variados orígenes, se aceptó también el derecho a la iniciación del niño en la escuela a través de la enseñanza en su lengua materna. En 1969 se aprobó la primera disposición legislativa del Título VII que establecía la Educación Bilingüe.

Con ello surgieron una serie de problemas a resolver en las escuelas: dotación de maestros con capacidad para enseñar en otras lenguas, materiales adecuados y algo que inicialmente no fue definido claramente: qué lenguas enseñar. Evidentemente la enseñanza del castellano cobró importancia por la gran población de origen hispánico. Contabilizando únicamente a los hispanohablantes que han ingresado legalmente a este país, la cifra llega a 12 millones según el Censo oficial de marzo del 1978; es decir 5% del total de la población, y se estima que el número de "ilegales", (aquellos que ingresaron ilegalmente o que se han quedado sin contar con el permiso de la oficina de Inmigración) debe llegar a una cifra de 20 millones.

Siendo indiscutible la necesidad de implantar la enseñanza del "español", como llaman aquí al castellano, se tropezó con un segundo escollo: la gran diversidad idiomática entre este grupo de hispanohablantes. Mexicanos, "puertorriqueños", cubanos, sudamericanos y centroamericanos, todos trajeron consigo sus formas propias de hablar, no sólo acento y entonación (su propio "canto", como decimos en confianza) sino sus expresiones típicas y su vocabulario vernacular. Resultados: una comunidad humana con raíces culturales, valores y estructura de lenguaje comunes, pero con manifestaciones verbales disímiles. Cuando por primera vez se acepta y respalda el derecho de un niño hispanohablante en tierra extranjera de ser instruído en su lengua materna, no es el momento para ponerse a discutir sobre la pureza de la lengua, sino para iniciar el arduo trabajo que conduzca a la afirmación de la enseñanza del castellano en las escuelas norteamericanas y a la creación de una auténtica forma de comunicación entre los diversos grupos de hispanohablantes que viven en medio de una población multiligüe. Ante ello surge como solución el concepto de las "variaciones léxicas". Estas representan un aporte en este último sentido. Viene a ser una forma de integración lingüistica que recoge y acepta los diversos vocablos empleados por los diferentes grupos hispanos para denominar algo. Pero su importancia supera por largo el mero campo lingüistico y se extiende incluso al campo político, al constituirse en un vehículo de unificación entre estos grupos.

Las "variaciones léxicas" presentan una postura valiente que respalda el habla de diversas minorías. Probablemente estas "variaciones léxicas", que incorporan inclusive anglicismos "castellanizados" por estos grupos, provocarán la iras de algunos tradicionalistas; pero a su vez, estoy segura, despertarán el interés de muchos lingüistas. A decir verdad, algunas de ellas, personalmente, me resultan aún extrañas al oído. Van unos ejemplos para que ustedes lo experimenten "en carne propia". ¿Cómo les suenan los siguientes sinónimos o "variaciones léxicas"?

- Cometa, papalote, chiringa, barrilete, pizcucha, volantín y huila.
- Maleta, valija, veliz
- Naranja, china
- Billetes, tickets, (del inglés "tickets") boletos, pasajes
- Verduras, vegetables, grocerías (del inglés "groceries")
- Mercado, marquetta (del inglés "market")
- Camión, troca (del inglés "truck")
- Autobús, guagua, camión, bus, ómnibus
- Bizcocho, torta, tarta, pastel, queque.
- Enagua, refajo, fondo, combinación, rayuela, fuste, fustán.

Algunas de éstas son asombrosas, por decir lo menos. Todas son testimonio fehaciente de que el castellano es una lengua viva que sigue transformándose. El proceso que se inició hace siglos en España cuando el latín se mezcló con lenguas ibéricas y dio origen al castellano, y que con el correr de los tiempos incorporó palabras árabes, francesas, inglesas, y las llevadas desde nuestras tierras, las llamadas "Indias" por Colón y los demás conquistadores; ese proceso continúa hasta hoy. Y es quizá aquí, en los Estados Unidos de Norteamérica, donde se hace más evidente ese síntoma de vitalidad al confrontar la

(Cont. on p. 15 col. 1)

¡ LA LENGUA ESPAÑOLA ....

(*Cont. from p. 18 col. 3*)

fusión de las múltiples versiones del castellano en una lengua que aún se continúa denominando "español".

Es interesante comprobar que el mayor número de "variaciones léxicas" se da en el vocabulario del círculo familiar relativo a los quehaceres de la vida diaria, los juegos de los niños, alimentos, etc. Conforme se avanza a otras áreas de tipo académico o técnico, hay una mayor uniformidad en el lenguaje empleado por los diferentes grupos.

Desde el punto de vista pedagógico, el concepto y aporte de las "variaciones léxicas" es decisivo.

Por un lado es muy importante para el desarrollo de la personalidad, auto imagen y establilidad emocional de un niño el sentirse aceptado en el medio escolar. Una forma de aceptación del niño como persona es el respeto por su lenguaje. No quiero decir con esto que no se le enseñen nuevas formas de hablar, sino que no se le subestime o rechace porque no se expresa en lo que algunos llaman injustamente "la forma correcta de hablar". No quiero entrar a debatir aquí la superioridad de una forma de expresión frente a otra, pues ello es sólo reflejo de la cultura dominante que logra imponer sus patrones linguísticos sobre los demás. En un rezago de imperialismo, en este caso idiomático.

Por otro lado, actualmente una de la estrategias de enseñanza de la lectura es interesar al niño en el proceso lector. Hacerlo que se sienta cómodo y que quiera leer. Y en lo posible facilitarle el aprendizaje, eliminando todo aquello que represente un obstáculo en la fase inicial de decodificación de símbolos. Bastante complejo es en sí el proceso de leer, reconociendo letras, asociando sonidos a las mismas y extrayendo un significado del conjunto de ellas, para que se agregue además un vocabulario desconocido al niño. El incorporar las "variaciones léxicas" en los textos escolares aun en los primeros años, no es por tanto una exquisitez linguística, sino una auténtica necesidad, por las razones expuestas.

La primera serie de libros de lectura que ha desarrollado este enfoque es producida por la Editorial Santillana para los programas escolares bilingües de los EEUU. Es el primer intento de superar provincialismos linguísticos. Tiene la valentía de presentar la realidad del habla de estos grupos a la par con las formas establecidas y ratificadas por académicos. Es un reconocimiento y aceptación de la diversidad de la lengua castellana en estas tierras. Y es un aporte al enriquecimiento del vocabulario de estos niños.

Un texto de la misma serie se lo explica a los niños en la siguiente forma:

¡Muchos nombres para una cosa!
Cada cosa tiene su nombre
cada nombre no es igual.
Todo depende de dónde vienes,
todo depende de dónde vas.
¿Es lo mismo carro que coche?
¿Pueden la chiringa y el papalote
volar?
Dime como tú los llamas.
Yo te digo los demás.

Esta nueva fase en la enseñanza de la lengua castellana o española, si cabe aún llamar así esta forma de castellano no "standard" resultado de la fusión de diversos "castellanos", considero que va a tener

(*Cont. on p. 19 col. 2*)

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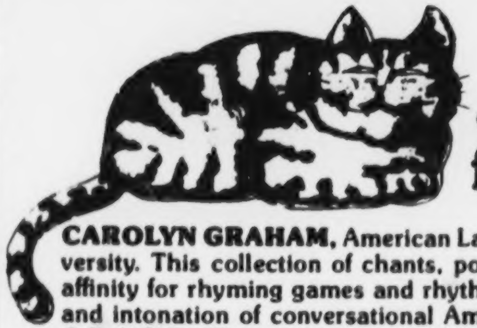

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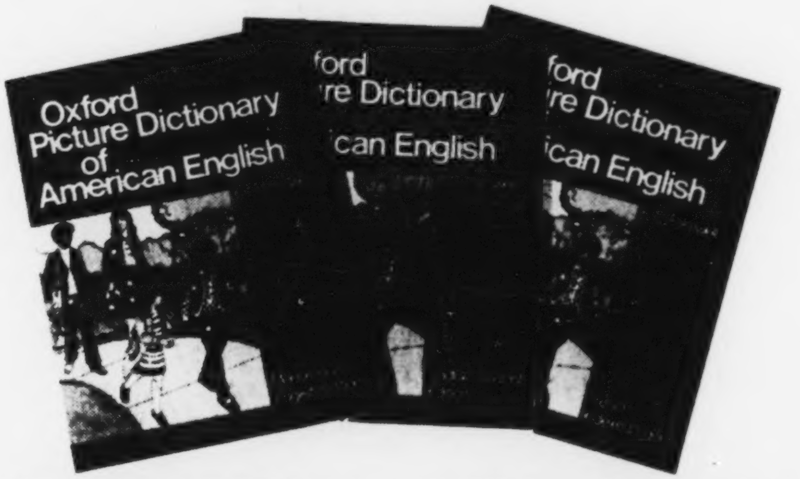

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SIG NEWS

Special Interest Groups

RESEARCH AND EVALUATION SIG: Dr. Luis M. Laosa, Chairman

Luis Laosa

Luis received his Ph.D. in Educational Psychology at the University of Texas at Austin. He did post doctoral work at the University of Texas Medical School, San Antonio, Department of Psychology, in Community and Clinical Psychology. Formerly Chief Psychologist at Edgewood Independent School District in San Antonio, he is now a Research Scientist in the Division of Educational Research and Evaluation at ETS.

The NABE SIG on Research and Evaluation is planning two major sessions for the 1979 NABE Convention. On May 7 from 5:00 to 6:00 there will be a business meeting. On May 8 from 5:00 to 6:30 there will be a Special Symposium Session.

The session will consist of formal addresses by invited speakers. The invited speakers, experienced and active researchers, will discuss selected perspectives on bilingual research of current interest and will advance projections for future directions in the areas of research covered in their presentations. These presentations will be the vehicle for discussions with audience participants about research procedures and research findings that may extend beyond the topics covered by the invited speakers.

Presentation Titles and Presentors:

1. Introduction to the Symposium

   By Luis M. Laosa, Ph.D. Research Scientist Division of Educational Research and Evaluation Educational Testing Service, Princeton, New Jersey and Chairman, NABE Special Interest Group on Research and Evaluation

2. Bilinguals and Monolinguals in Contact: Some Cognitive Determinants of Miscommunication

   By Roy O. Freedle, Ph.D. Senior Research Scientist, Educational Testing Service, Princeton, New Jersey and Editor, Discourse Processes: A Multidisciplinary Journal

3. Bilingualism: A Developmental Psycholinguistic Approach

   By Eugene E. Garcia Associate Professor of Psychology and Chairman, Chicano Studies Center, University of California, Santa Barbara

ADULT BILINGUAL EDUCATION SIG

José Oliva, Co-Chairman

José has his Ph.D. in Adult Education from Teachers College, Columbia. He is presently Supervisor of Bilingual Adult Education with the New Jersey Department of Education and Latin American Educational Consultant for international agencies.

Carolyn Ebel, Co-Chairman

Carolyn has her Bachelor's in French from Wells College, Master's in TESOL from Temple University and Ed.D. in TESOL from Temple with a specialization in teaching reading to non-native English speakers. She has taught or directed programs in K-12, Adult Education and Migrant Education and is presently Director of the Title VII BESL Center of Lancaster-Lebanon IU-13 in Pa. and Editor of NABE NEWS.

The Adult Bilingual Education SIG will meet twice at the NABE Convention, May 7 and 8 from 5 - 6 pm. The May 8 meeting will be a business meeting for discussing plans for next year. The May 7 (Monday) meeting will feature materials for teaching adults bilingually with an emphasis on:

1) native language materials
2) literacy materials in the native language and in English

Persons who belong or intend to join this SIG are asked to bring along the best of their materials in these areas for a display and short talk on the strong and weak points of the materials. Please contact Carolyn Ebel in advance if you plan to do this so that adequate space and time will be allotted for the activities (717-354-4601). Members are also asked to bring bibliographies or lists of already proven materials in adult bilingual education; these will be disseminated to the SIG membership.

Much time has been spent in the past few weeks getting together an accurate mailing list of the SIG members. From the original list of approximately 100 members, only 2 had officially joined the SIG through the NABE treasurer/membership records. Thanks to a special mailing in February, the list now stands at 40 and additional membership cards are arriving daily. Please remind those interested in joining the SIG that they must be a member of NABE to do so and that the SIG newsletter will be distributed only to members in good standing. (To join NABE, see page 2 of this newsletter)

NABE NEWS DEADLINE

The next issue of **NABE NEWS** will go to press on **May 14.**

Affiliate News

WABE

Washington Association for Bilingual Education

The State Legislature took a big step toward approving the Bilingual education Law in the state of Washington on March 2 when the House of Representatives approved a $4.87 million dollar bilingual program to begin next school year. The Senate had already approved a very similar bill. The bill is called "the Transitional Bilingual Instruction Act of 1979." Members of the Washington Association for Bilingual Education, the Governor's Commission on Asian American Affairs, Northwest Rural Opportunities, and other agencies within the state had worked for some time for the approval of a bilingual bill in this state. While it is not ideal (for example, it underplays the role of culture and clearly is a transitional rather than a maintenance bill), we view the bill as an encouragment for those who support bilingual education. The fact that funds are attached will also be of some assistance in promoting bilingual programs within the state.

The Washington Association for Bilingual Education is also active in sponsoring a formal request that the Office of the Superintendent of Public Instruction in the state of Washington approve a set of teacher competencies for the certification of bilingual education teachers within the state. WABE is working with numerous other individuals and agencies in the development of these criteria. WABE's Research Committee, headed by Dr. Beatriz Apodaca, will be instrumental in identifying these competencies.

The Washington Association for Bilingual Education would like to announce that its Third Annual Meeting will be held during the NABE Conference in Washington. The date is Sunday, May 6 from 1:00-4:00 p.m. in the Williamsburg Room of the Olympic Hotel. We would like to encourage all members of WABE to attend the meeting. Our basic activity will be to elect new officers for the coming year. We invite those residents of the state of Washington who are not members of WABE to attend the meeting and join WABE in order to take part and support the Association.

WABE will also sponsor a no-host reception for state affiliate presidents and VIP's (hors d'oeuvres will be provided) at the NABE Conference. This will take place on Monday, May 7, from 4:00 to 7:00 p.m. at the Olympic Hotel in the Williamsburg Room. All state affiliate presidents are invited and those who believe they are VIP's. See you there.

James A. Vásquez, President
Washington Association for
Bilingual Education

AABE

Arizona Association for Bilingual Education

The Arizona Bilingual Education Conference will be held at the Adams Hotel in Phoenix, Arizona April 19-21. The Conference theme is BILINGUAL EDUCATION: A FUTURE TWICE AS BRIGHT. Seven specific strands will be discussed: 1) Administration, 2) Teacher Aides, 3) Parents, 4) Native Americans, 5) Legislation, 6) Asians, 7) IHE Research and Evaluation.

Keynote Speakers will be:

Dr. José Cárdenas,
Director of Intercultural Development Research Association, San Antonio, TX

Dr. Juan Aragón, President
Highland University
Las Vegas, NM

Mr. Jack Jackson, Director of Native Healing Science for the Navajo Health Authority

Dr. Josué González, Director
Office of Bilingual Education, HEW

Dr. Edward Steinman,
Lawyer and Attorney for LAU Plaintiff,
Lau vs. Nichols Decision

For further information, call
Stan Paz, Chairman of the Conference, University of Arizona, Tucson, AZ 85730 (602) 626-4539

KABE

Kansas Association for Bilingual Education

Contributor: Debra Broxterman, Advisory Committee on Mexican American Affairs, Topeka, Kansas.

On April 19 - 21 KABE will be holding a meeting at Washburn University, Topeka, Kansas: THE HIDDEN AGENDA IN BILINGUAL EDUCATION. For further information, call Debra Broxterman or Ruben Corona at 913-296-3465.

FABE

Florida Association for Bilingual Education

Contributor: Ana D. Weiss, President of FABE

The Bilingual Association of Florida sponsored a one-day free seminar on March 28 entitled: NON-DISCRIMINATORY TESTING OF CULTURALLY RACIALLY DIFFERENT STUDENTS, IMPLICATIONS FOR CURRICULUM, SPECIAL EDUCATION PLACEMENT, AND COUNSELING. The purpose was to provide skills in assessing, placing, and providing individualized curriculum for culturally-different students.

Dr. Yvette Morgan has been appointed Project Director of Project BABE (Bilingual Alternative for Bilingual Education). Dr. Ray Miller, Treasurer of FABE made a presentation on Competency Based Education at the Detroit, Michigan Conference on March 5. Dr. Luis Martínez has been appointed chairperson of the Bilingual/Multicultural Consortium, Inc. Dr. Rosie Feinberg is a candidate for the office of Secretary of NABE. Dr. Gabriel Valdes has been appointed Foreign Language and Bilingual Education Consultant of the State of Florida Department of Education.

TABE

Texas Association for Bilingual Education

Submitted by Ramón Viésquez

The Texas Association for Bilingual Education will caucus at 10 am on Sunday, May 6 at the NABE Convention. Watch for the meeting room announcement at the Convention. For additional information, members may call Dr. Albar Peña at the Sheraton Plaza Hotel or Ramón Viésquez at the Camblin Hotel.

TABE has just elected new officers who were installed at the March 23 spring meeting:

Dr. Albar Peña of San Antonio is the Incoming President

Richard Zamora of Houston is the President Elect

Dr. Richardo Pérez from Edinburg is Secretary

Dr. Arcaria López of San Antonio is Treasurer

PABE

Pennsylvania Association for Bilingual Education

The Host Farm Resort Motel in Lancaster, PA was the site of the first convention to be held by the Pennsylvania Association for Bilingual Education. Over one hundred persons from across the state attended the March 16-18 event which featured fifteen presentations and workshops. Main speakers included Dr. Ives Thillet, Psychiatrist with the U.S. Navy in Philadelphia, who spoke on "Understanding Cultural Differences in the Delivery of Human Services;" Mario César Romero, Puerto Rican artist from New York, whose topic, "The Art of the Tainos," was especially well-received by classroom teachers in search of cultural material for lesson plans; Fannetta Gordon, Coordinator of Bilingual Education for the PA State Department of Education, and Norma Varisco de García, Bureau Chief/East of the Title VII Office of Bilingual Education in Washington, who gave participants an update on new Title VII rules and regulations; and Dr. Eleanor Sandstrom, Director of Bilingual Education for the Philadelphia School District, who spoke on "Parents and Children Together."

The major emphasis of the convention was on practical classroom teaching techniques with workshops led by teachers in Pennsylvania Bilingual programs. To plan the event PABE President Dr. Gladys Valcourt worked with Title VII Directors and five major bilingual organizations: Immaculata College Bilingual/Bicultural Center, Migrant Education, the BESL Center, the MERIT Center and the General Assistance Center for Bilingual Education. "As a result of this event," states Dr. Valcourt, "we look forward to much more involvement on the part of our Pennsylvania teachers in both PABE and NABE activities. We think they have become more aware of the pertinent issues in bilingual education and are anxious to become involved in fostering change."

BE REGULAR.....

WE ARE!

Please submit your articles and news items regularly. NABE NEWS is published every two months.

¡LA LENGUA ESPAÑOLA ....

(Cont. from p. 15 col. 3)

especial resonancia por el factor de unificación entre los hispanohablantes de este país y por el espaldarazo que representa para estos grupos aún minoritarios en los EEUU, el ver impresas sus formas propias de hablar. Pues, por mucho que se discuta y a pesar de la gran fuerza y cobertura de los nuevos medios de comunicación, la letra impresa todavía confiere status.

Estas "variaciones léxicas", aunque suene pretencioso, forman parte de la historia de esta comunidad hispana en constante proceso de expansión en tierra norteamericana.

Dr. Estela Barandiaran is Editorial Director for Research and Development for Santillano Publishing Company

If you've been wondering who has been primarily responsible for the frenzy of activity in the NABE Treasury this year, meet Olga Iris Otero from Lancaster, Pa.

Olga has been in charge of processing new and renewal membership applications, mailing out membership cards and back issues of the NEWS and the JOURNAL, keeping track of changes of addresses and ferreting out hidden information to help solve membership problems. Ramón Santiago, NABE Treasurer, says that if Olga were taken away the whole operation would fold the next day.

HACIENDO PUNTO EN OTRO SON BEGINS U.S. TOUR AT PABE CONVENTION

Haciendo Punto en Otro Son, a top music group in Puerto Rico, performed at Franklin and Marshall College in Lancaster on March 17 for the Pennsylvania Association for Bilingual Education. Translated literally the group's name means "making a point with another sound." The point they hope to make is Puerto Ricans must take pride in their Hispanic heritage and culture. Taking this same message to students in bilingual programs supported by the BESL Center, the group earlier in the week gave workshops/concerts to 1400 Lebanon and 500 Lancaster students. Shown above are Haciendo Punto musicians Silverio Pérez, Jorge Arce Santiago, Iván González, José (Paché) Cruz, Ileana Latorre Rodríguez, Nena Rivera, José Vallejo, and Ramón (Moncho) Díaz.

The group can be contacted through Walter Wagoner, Jr. Attorney at Law, P.O. Box 7187, New Haven, CT. 06519.

Hispanic Parents and the Local Education Agency

by Norma Varisco de García

Studying the interaction that exists at the present time between Hispanic parents and the local school authorities, it is obvious that there are certain gaps in knowledge on both sides that it is necessary to close if better understanding is to flourish among them:

- Puerto Rican, Mexican American and other Hispanic parents and community leaders need to establish mechanisms to attain maximum communication between them and the local schools.
- They need to know how to provide the means to establish a power base to share in the development of the local school district educational policies and programs.
- Hispanic parents and the community need help to develop expertise in providing the local education agency and other interested groups with specialized knowledge about the Hispanic community.
- Training institutions should provide teachers and administrators specialized knowledge for planning and establishing courses in Hispanic community organizations and cross-cultural group relations.
- Institutions of higher education in the area must establish degree-oriented bilingual programs for teachers, administrators and community members.

It is essential that the Hispanic parents and the community establish as their objectives to:

- Obtain clear awareness of goals and objectives of school programs for the Hispanic children.
- Learn essential school regulations, policies and rules.
- Learn how to serve as resource persons on Hispanic heritage.
- Learn to assess training courses for effectiveness (from the community point of view).
- Learn the process of cooperatively developing grievance procedures.
- Learn the process of recruitment (from the community) and methods of training educational aides.
- Know how to develop effective solutions to conflict situations.
- Know how to report to the community.
- Obtain accurate perceptions of self, community and school.
- Establish cross-cultural activities.
- Increase community-school relationships by promoting joint ventures.

There are training methods and techniques that can be used to achieve the objectives previously outlined.

The Hispanic parents and the community must:

- Conduct meetings and participate in advisory groups.
- Conduct and participate in multicultural seminars with school personnel.
- Create school oriented subcommittees within the community.
- Develop community-based questionnaires on educational needs.
- Organize and conduct campaigns to elect Hispanics as members of the Board of Education.
- Learn Board of Education and school system structure.

The local education agencies must:

- Provide education aides.
- Use existing community organizations.
- Cooperate and establish adult and college courses for the Hispanic parents and the community.
- Establish career orientation centers for Hispanic parents.
- Conduct parent teacher conferences.
- Provide educational visual aides.
- Review efforts to increase the participation of Hispanic parents in the PTA.

As a result of this training the rapport between the Hispanic parents and the local education agency will improve and the Hispanic parents and the community will acquire knowledge necessary to relate to persons having a role in the education of their children.

The following are indicators to be used as a basis for the evaluation of the success of parent training sessions:

- Have the number of parent-teacher contacts increased?
- Have the conflicts and negative actions against the students decreased?
- Are the Hispanic parents meeting on school problems?
- Have decisions been made that benefit the Mexican American, Puerto Rican and other Hispanics?
- Has there been increased participation by Puerto Rican, Mexican American and other Hispanic community members in school related elections?
- Has a widely representative advisory committee been established?
- Has a survey been made of school administrators' and teachers' knowledge of the community?
- Has a survey been made of parent knowledge of school and board of education functions?
- Is there an increase in teaching materials describing community needs?
- Has there been an increase in the number of parents and community people attending meetings?
- Has there been greater participation on the part of both Hispanics and school personnel from the English community in cultural activities and affairs of both communities?
- Is there an increase in number of qualified Puerto Rican, Mexican American and other Hispanic group teachers and administrators hired?

*** *** ***

Norma Varisco de García is Bureau Chief, Eastern Area Office of Bilingual Education, USOE, Washington, D.C.

CONCERNS ABOUT STATEWIDE COMPETENCY TESTING - A MESSAGE FROM TESOL

by Darlene Larson, Chairman of the Socio-Political Concerns Committee of TESOL

The following is a statement approved by the TESOL Executive Committee at the TESOL Convention in March, 1979, in Boston. It was drawn up originally by the Socio-Political Concerns Committee of TESOL and is being distributed to organizations and individuals concerned with mandating and implementing standardized tests of minimal competence in the basic skills.

More than 60 % of the States of the United States have mandated programs of competency testing in the basic skills during the last few years, and several more are about to do so. Because the insights gained from recent movements of competency-based program design and of individualized instruction have made us increasingly aware of the complex nature of this kind of measurement, we would like to bring to your attention the following considerations to bear in mind when planning a testing program.

A. The professional organizations and academic departments specializing in the teaching of English to speakers of other languages provide expertise and should be consulted when decisions are made concerning competency testing of students whose home language or dialect is other than standard English.

B. Parents of the groups being tested and the students themselves need to be consulted. Questions about relevance and appropriateness of topics, the language to be tested, and the purposes of the tests all need student and parent input.

C. The development of effective measurement instruments is time consuming and costly, but we warn against any cost saving shortcuts that might be considered.

   1. Translating existing tests from one language to another does not result in a reliable instrument.
   2. Tests developed for or normed on native speakers of a language are not valid or reliable indicators of the language knowledge or skills of a person who is not a native speaker of that language.
   3. Tests of proficiency in the modern foreign languages designed for English-speaking students in the U.S. are scaled inappropriately to measure the talents and knowledge of students who are native speakers of those languages.

D. No single instrument can adequately measure students' competency in the basic skills. We urge, therefore, that a variety of opportunities be given to students to demonstrate what they know and that decisions regarding competency never be made on the basis of a single test.

E. Sound objectives and precise goals are essential to any effective testing program. Therefore, the starting point must be to reach agreement on the meaning of "basic" in "basic skills." (For example, specialists in the area of reading know that different reading skills are "basic" to different purposes. What is the purpose of the reading test in your state? To assure success in an academic career? To assure success in a vocation? To document that a student can read directions? a manual? a novel? an application form?)

F. Knowledge of language must be separated from knowledge of subject matter. A test of one should not be used to measure competency in the other.

It is particularly important that, as a student is acquiring a second language or dialect and is concurrently adding to his knowledge in subject matter areas, the testing of the latter be conducted in the first language.

(Cont. on p. 22)

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IMPORTANT: FILL OUT BACK

SOCIO-POLITICAL ***(Cont. from p. 21)***

Further, it is of utmost importance that students who are acquiring knowledge of the language and the content areas simultaneously receive the benefit of considerable instruction in both areas before being tested in either.

G. Because students whose home language is other than standard English may enter a curriculum late in its progression, it is imperative that alternative measures be provided for the testing of late-arriving students.

H. We support a program of assessment which periodically measures the progress of each student, a program of assessment which helps ensure educational success for all students by providing a measurement of what the school needs to do to help the student, e.g., offer remediation or programs of career guidance. We oppose an assessment program to weed out students, to end their academic advancement.

TESOL SIG FEATURES BILINGUAL EDUCATION

One of TESOL's Special Interest Groups (SIG), "ESL in Bilingual Education," devoted its program at the annual TESOL Convention in Boston this March to the new Title VII legislation and its implications for ESL in bilingual education. The SIG, which this year was chaired by NABE Treasurer Ramón Santiago, has been making great efforts to become the active link between NABE and TESOL. In this spirit, it put together a program aimed at acquainting TESOL members with the most important aspects of the new Title VII legislation and the consequences for ESL teachers who participate in bilingual programs. Dr. Josué González, Director of the Title VII Office, was invited to address the topic and the reaction of the convencionistas took everyone by surprise, including the TESOL program planners. The session had been assigned to a room set up for 60 people, and over 300 showed up to hear Dr. González, causing the program to be shifted to the much larger Grand Ballroom when it became evident that even the guest speakers could not make their way to the front of the room because of the huge crowd.

NABE President Juan Solís had the opportunity to address the audience about NABE's present and future plans and to strike a note of cooperation between the two sister organizations. Also present at the session were Immediate Past President María Medina Swanson, President-Elect Carmen Pérez, and NABE NEWS Editor Carolyn Ebel. Secretary of Education from the Commonwealth of Puerto Rico, Carlos Chardón, also spoke briefly about Puerto Rico's efforts on behalf of bilingual education.

The SIG's attempts to bring NABE and TESOL closer together did not end with this presentation. At the business meeting later that day, SIG members discussed future strategies to be implemented. Among the ideas proposed figured a well-orchestrated campaign to recruit NABE members for TESOL and TESOL members for NABE; to encourage SIG members to submit proposals for presentations on bilingual education and ESL for TESOL and NABE conventions respectively; to prepare preconvention workshops, colloquia or mini-courses sponsored by the SIG and dealing with ESL in bilingual education; and to urge the NABE Board to make the "ESL in Bilingual Education" SIG its official link with the TESOL organization.

SIG Chairperson Linda Schinke and Associate Chairperson José Javier Martínez are very receptive to any suggestions from NABE members designed to help our SIG foster closer relations between personnel in ESL and bilingual programs. Plans are already under way for next year, including a concerted effort to support Ramón Santiago's candidacy to a slot as Member-at-Large on the TESOL Executive Board. Ramón was nominated by his SIG at the Boston convention, and mail balloting will take place in January 1980.

NABE members who may wish to contact Chairperson Linda Schinke may do so at: 8319 Keating, Skokie, IL 60076, (312) 677-0494.

MAKE CHECK PAYABLE TO NABE AND MAIL TO:

Ramón L. Santiago, Treasurer
IU-13 BESL Center
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VOLUME II, NUMBER 5 - JUNE, 1979

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

CARMEN PÉREZ TAKES OFFICE

MESSAGE FROM THE PRESIDENT OF NABE

As I assume the many responsibilities as president of NABE, I can't help but note that I am only the fifth person to fill the office, and that NABE, in its fifth year, is just entering the "kindergarten stage" of development. I strongly believe that in the tradition of the precocious bilingual child, much has been accomplished by our past leadership, and I am optimistic about the continued rapid progress for future direction and actions.

Events in Seattle, in the world of the old (1978-79) and new (1979-80) executive boards were especially significant in the forward thrust which NABE will take. While we continue to streamline our procedures, we are also planning and implementing new activities which will be of great interest and benefit to our members.

Election Process

As you know, the election process was revised last year, resulting in a smoother operation. Ballots are mailed to members in good standing sixty days before the annual meeting and mailed votes are cast twenty-five calendar days from the date when the ballots were mailed. Candidates

[Cont. on p. 2 col. 2]

Carmen Pérez

JOSUÉ GONZÁLEZ OPENS NABE CONVENTION

REMARKS MADE BY DR. JOSUE GONZALEZ
DIRECTOR, OFFICE OF BILINGUAL EDUCATION
U.S.O.E.

BEFORE
THE NATIONAL ASSOCIATION OF BILINGUAL EDUCATION
8th ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

Monday, May 7, 1979
Seattle, Washington

Before coming to Washington, it had not occurred to me just how important a job the Directorship of the Office of Bilingual Education really is—perhaps even more so than Cabinet Secretaries. The Secretary of HEW, Mr. Califano, has an important job in looking after our Health—particularly in getting everyone to quit smoking. The Secretary of Labor wants jobs for everyone; the Commissioner of IRS wants some of the money that you earned from the job that the Secretary of Labor got for you, while the Attorney General wants to sue us to get what IRS doesn't. All of these seemed very important — and indeed they are, but I realize now that it's my job as Director of the Office of Bilingual Education to see to it that youngsters learn enough English to argue with all of the above. Who knows... maybe some day those same youngsters will be Cabinet Secretaries and we will be able to argue with them not only in English, but in several other languages....!

Dr. Mary Berry, the Assistant Secretary for Education, has asked me to use this occasion to release to the public the findings of a U.S. Office of Education study.

"an estimated 2.4 million children with limited English language proficiency aged 5-14 years were living in the United States in the Spring of 1978. This number represents 63 o/o of all children aged 5-14 years living in households where a language other than English was spoken. In addition, there were estimated to be as many as 1.2 million children of limited English proficiency who were younger or older than the study group but who were also of school age. The number of children aged 5-14 was estimated from the first study ever conducted in the United States to determine the number of language minority children with limited English proficiency."

I want to especially note the difference between those of non-English language background and those with limited English proficiency. The announcement I read, in essence, says that there are 3.6 million school age children who are of limited English proficiency. There are additional youngsters—nearly half as many again—who are from a home where a non-English language is present.

I'd like to use this announcement as a point of departure from my presentation today. It is demonstrative of how far we've come since 1969, where we are today, and where we have to go.

It's true that bilingual education has come under attack from some quarters in the past few years (and what education hasn't). It might seem like empty words from a self-serving optimist, but we've come a long way in the past ten years. We started in 1969 on a small scale experiment in 70 districts with 7.5

[Cont. on p. 5 col. 1]

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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Carolyn Ebel, Editor
NABE NEWS
IU-13 BESL Center
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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

NEXT
NABE NEWS DEADLINE
AUGUST 1

NABE MEMBERSHIP INFORMATION

Membership in NABE includes subscriptions to the NABE Journal and NABE NEWS and is valid June 1 - May 31.

Regular	$20
Associate (Student)	10
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Institutional	50
Commercial	100

Send fees to NABE Membership Chairman Ramón Santiago, BESL Center, 100 Franklin St., New Holland, PA 17557.

CARMEN PÉREZ

[Cont. from p. 1 col. 1]

are notified of election results fourteen days prior to the opening of the annual conference. Therefore, 1980 elections will adhere to the following schedule:

January 15, 1980—cut off date for persons to certify membership status for election purpose. Must be in NABE membership office (BESL Center) by Jan. 15.

February 16, 1980—ballots are mailed to members in good standing.

April 2, 1980—candidates are notified of election results.

NABE Resolutions

While we did advance considerably in this area last year, there is much that remains to be done to improve the operation. Helen Díaz has agreed to prepare a set of improved procedures, based on our experiences in Seattle, for the executive board. She would appreciate receiving suggestions from our members. I am also pleased to report that Ms. Díaz has agreed to serve as resolutions committee chairperson for 1980.

Committee Chairpersons

Although all committee chairpersons have not yet been named, I am delighted to report that Dr. Richard Light will continue as NABE JOURNAL editor, Dr. Carolyn Ebel will again edit NABE NEWS, and that Dr. Anthony Vega will be the 1980 conference chairperson. With such talent and commitment working for us we will move, and fast!

New Activities

Although the 1980 Executive Board has not met as of this printing, let me give you a preview of some of the activities we are planning:

Affiliate presidents in Washington, D.C. We intend to impact on D.C. in many ways. Sometime during the year, I plan to call a meeting of all affiliate presidents. Visits to legislators and HEW officials will take place along with a serious review of NABE's long-range goals.

Visits to Bilingual Programs in Russia. You read correctly! We are planning a trip to visit bilingual programs in Russia - for our members. The activity is being chaired by Ernest Mazzone from Massachusetts. It should be an exciting learning experience for those who participate. Specific information on arrangements, fees, etc. will follow shortly.

Constitutional Admendments. As was explained at the Seattle business meeting, the Executive Board has prepared a constitutional amendment which will increase the board by adding 4 members-at-large. Three members-at-large will represent the eastern, central and western parts of the United States and one member-at-large position has been earmarked for a parent representative. The proposed amendments will be mailed to all members in good standing in the fall of 1979.

In four short years NABE has made a difference . . . in its fifth year, NABE should make a difference. In the next decade, NABE will make a difference . . . in the education of all children.

THE JOB COLUMN

Note: A fee of $20 is charged for each listing of positions available at institutions. Send check to NABE NEWS c/o the Editor, BESL Center, 100 Franklin St., New Holland, Pa. 17557. The editor reserves the right to edit all position descriptions.

SCHOOL OF EDUCATION, STATE UNIVERSITY OF NEW YORK AT ALBANY seeks an experienced educator to take leadership in the development of bilingual options within the context of established doctoral programs. The person is expected to advise doctoral students and teach one or more graduate courses. It would be important for the individual to maintain a high level of scholarly activity in a well-defined field of professional interest. Desired qualifications include the doctorate in an education-related area, fluency in Spanish, and competence in Hispanic bilingual education. Appropriate teaching/administrative experience would be an asset. Contact Dr. J.R. Tibbets, Assoc. Dean, School of Education, ED 210, SUNY at Albany, 1400 Washington Ave., Albany, NY 12222.

PA. DUTCH DIALECTS ARE THRIVING

The following article appeared in the Lancaster, Pa. New Era on January 1, 1979 and is reprinted with permission of the editors.

By TIM MEKEEL
New Era Staff Writer

UNIVERSITY PARK-Some observers fearfully see a bleak future for two Lancaster County cultural minorities, the Old Order Mennonites and Amish, worrying that "progress" is encroaching upon the sects' land and customs.

But a least one researcher voices confidence that one custom—speaking Pennsylvania Dutch—will prevail, as long as there are Old Order Mennonites.

"It separates them from the rest of society. It isolates them. That is, of course, what they prefer," said Penn State professor Willard Martin

Martin has done linguistic field work in the Old Order Mennonite communities of Lancaster County and Waterloo County, Ontario, starting in 1975.

These two groups were selected because they offer a rare opportunity for dialect comparison. Both descended from the same stock but have had little interaction since settling in different countries.

Also on the project was professor Keith Anderson, a linguist formerly of Penn State who has since gone to St. Olaf College in Minnesota.

Martin grew up in an Old Order home in Ontario. He still speaks fluently the German dialect known as Pennsylvania Dutch.

He never joined the Old Order church, switching to a more progressive one at age 17. Still, he has Old Order friends and family. And a visit with them is conducted often in Pennsylvania Dutch.

This gives Martin constantly firsthand and fresh information on the Old Order experience. He is optimistic that the community and its lifestyle is healthy.

"They like to have certain things, often visible, that separate them from the rest of society. It's a very clear-cut matter.

"I can't think of anything in their total culture more effective in maintaining their identity than the dialect. We found no one among the plain people alarmed or even concerned they were losing it."

The dialect's preservation partly is assured by the Old Order's reliance on their past. "When they make decisions," Martin explained, "they tend to look back rather than ahead.

"They feel whatever 'was' should be 'now.' They love an expression similar to, 'That's the way it used to be, so that's the way it should be."

Anderson and Martin found the dialect continues to be the regular means of oral communication at home. In the classroom, though, it's almost never heard. English is the language there, which acknowledges the English-speaking world surrounding them.

Church is another matter. It is conducted strictly in a mixture of High German and Pennsylvania Dutch. The Bible's Standard German translation is used exclusively, said with a Pennsylvania Dutch pronuniciation.

Why not use a Pennsylvania Dutch version?

"Sell waer die Biewel in da Wadaags Gleeder,"a Mennonite replied. (That would be the Bible in workday clothing.")

Church services absolutely must remain German if the Old Order Mennonites are to retain their language, according to the professors.

Their report says, "It seems obvious that the dialect is inseparably connected with the religion and culture of the Old Order Mennonites. Theirs is a folk culture and if English were forced on these people or if they would choose to make it their first language, their culture would be altered considerably. The dialect fits the people.... "For them to give it up would be to renounce an extremely significant tradition; it might even be sinful...Several said that pride would be the only cause for their switching to English, and pride, of course, is one of the greatest of sins, according to them."

In both communities, the researchers found all Old Order Mennonites fluent in the spoken language. But reading skills are limited and writing skills nearly nil.

There have been some gradual changes in the dialect; like all living languages, it becomes altered with use.

The professors found several differences have evolved over the past 175 years. The most distinctive variation was found in "a-sounds" in words where an "r-sound" had been lost.

An example would be the German verb "lernen" (to learn). It's pronounced "laene" in Ontario and "lah-ne" in Pennsylvania.

The local Old Order Mennonites showed more English influence in pronouncing certain consonants such as "l" and "r".

Grammatical Difference

The Penn State study was the first to document a grammatical difference in the dialect, the widespread loss of the dative case, a language change where accusative forms replace dative ones.

An English translation would be identical from either form. The cases affect only the dialect.

Martin gave this illustration. "He is going with me" properly should be said "Er geht mit mir" (dative case). Instead, Mennonites often would say "Er geht mit mich" (accusative case).

This is known technically as dative case leveling. It's occurring faster in Lancaster County due to greater contact with the English language, Anderson and Martin supposed.

Martin called the dative case leveling "the only shocker" he discovered.

"Just about everything I found was what I knew to be the case 25 years ago," Martin said from his Penn State office recently.

"That in itself is a significant point. They change, but very slowly."

There still are several potentially threatening trends.

"In Waterloo County, they have a longstanding practice of having teenagers go work for another Mennonite farmer if they're not needed at home. This is so they don't get all their experience at home. The young people stay on the farms much more.

"In Lancaster County, the young people are much more likely to work away from the (Mennonite) farm, particularly in the trades. This

[*Cont. on p. 6 col. 1*]

CHOCTAW INDIAN FAIR

July 11-14, 1979 Philadelphia, Mississippi

The Mississippi Band of Choctaw Indians wants to invite you to join them again this year at their 30th annual Fair...This year's theme is "Chahta Untoklo Okla Ayasha," dedicated to the Seven Choctaw Communities.

1979-80 NABE BOARD OFFICERS TAKE POSITIONS AT SEATTLE CONVENTION

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PUBLIC POLICY GOALS FOR INSTRUCTION OF HAITIAN CHILDREN IN THE USA

by Charles R. Foster, U. S. Office of Bilingual Education

When Haitian immigrants began coming to the United States in large numbers after Francois Duvalier's dictatorship came into power, American teachers in New York, Boston and Florida were faced with a culturally different immigrant whose first language was, almost without exception, Haitian Creole. Since the official language of Haiti is French, school systems tended to assume that Haitian children spoke some variety of French[1] Indeed only two years ago the official U.S. government designation was "Haitian French." Haitian children are still included as French speaking in a number of bilingual education plans, hence we do not have any reliable statistics on the number of Haitian children in American schools. On the basis of scattered inquiries I would estimate that in New York State we have about 15,000 Haitian children of which about 80% are in the New York City metropolitan area. In South Florida, there are probably about 2000 Haitian children enrolled in both public and private schools[2]

A lack of teachers with a knowledge of the Haitian language is one problem facing school administrators. The assumption on the part of the general public that Haitian children speak some French patois is also shared by the student and his parents, who often will insist that the child's native language is French. With the Haitian population we in the United States are faced with an important sociological element, i.e. the prestige factor in the dynamics of bilingualism. The prestige of the French language overrides the acceptance of their own culture and language by many Haitians. Soon the teacher finds out that the Haitian child not only speaks Creole, but that the child does not make the same mistakes in French grammar as speakers of French[3] This is because Haitian Creole shares with French only some vocabulary and parts of the sound system but differs in grammar and syntax. The teacher soon learns that he is dealing with language that differs from French. Thus the language which will have a bearing on the child's learning of English is Creole, not French. Since there are in the United States very few (perhaps 15) certified teachers who are familiar with the structure of the Creole language (which is necessary if the child is to master English rapidly), we are dependent for instruction of the Haitian-speaking child on either Haitian teacher aides from the local Haitian community or on regular ESL instructors[4]

Another difficulty in creating effective bilingual programs for Haitian children is the lack of materials in Creole. In an effort to solve this problem, the Dade County (Miami) school district and the New York City Board of Education have each hired a Haitian curriculum developer to produce materials and criterion referenced tests in Creole. Likewise the Federal Office of Bilingual Education has recently allotted $10,000 to be used in the New Hampshire Franco-American Materials Development Center for the development of Haitian materials. We do not have a Creole-English dictionary although Professors Racine and Valdman are developing one. We do not even have an adequate test for determining the level of fluency of Haitian Creole. We can only test the level of English proficiency. Today, if a Haitian child is not fluent in English he may, in many schools, be classified as French-dominant or even Hispanic. We must assume that Haitian children will continue to be enrolled in schools in the United States. We must realize that the Haitian culture is deep-rooted in the Haitian immigrants because of their many ties to Haiti. This makes it difficult to ignore the existence and relationship of the two Haitian languages, French and Creole. The Haitian child, under our public policy goals, must be taught in the language he brings to the classroom and in English.

The Haitian immigrant differs from most of our linguistic minorities in his strong cultural cohesion and ties to the home country. In most of our linguistic minorities there is a strong tendency toward Anglicizing the language and culture of the immigrant. Hence we speak of a "Tex-Mex" or even "Spanglish" Chicano culture in the Southwest. Most Chicano writers and intellec-

[Cont. on p. 13 col. 3]

JOSUÉ GONZÁLEZ

[Cont. from p. 1 col. 3]

million dollars. We learned by trial and error to develop curriculum in programs that had no materials and few trained staff. All of that has now blossomed into a major service program. Today nearly 300,000 youngsters are participating fully in an instructional program meaningful to them in 600 districts and in 70 languages throughout the country. What's more, the concept and the program have started to melt into the fabric of institutions throughout the U.S.—not only in school districts, but in colleges and universities. We have seen the growth of professional organizations, such as NABE which has grown from literally a few dozen people into the many of you that sit here today.

Appropriations have grown steadily each year. For 1980, the administration requested $173.6 million for Title VII—a 15 million or 10 o/o increase. At the same time, many programs were reduced or stayed the same. Congress is now acting upon the Administration's request.

I believe that we've come a long way not only in quantity but also in the quality of our efforts. It might seem that in 10 years we could have done more, but 10 years is really a short time in the broad historical sense.

Think about how long it takes for an idea to be realized and generally accepted. In browsing through the Book of Lists, I was struck by the length of time between the conception of an idea or invention and its full-blown application in modern society. Did you know that it took 30 years from the conception of a zipper to its realization. Thirty Years! Similarly, it took 18 years for minute rice, 7 years for roll-on deodorant, and seven years for the ball point pen. We take all of these for granted now—routine trappings of modern life.

If we view bilingual education as having a ten year history (in its present form), it is a short time for such a phenomenon to have taken hold. I would be happy to see that in the year 2000 edition of the Book of Lists, that Bilingual Education is listed as having a 20 year interval from conception to realization and that it is likewise taken for granted as simply another aspect of modern life. That would mean that we're half of the way there now.....

I could point out many other indicators of increased acceptance—funds that local communities and states are committing to bilingual education are obvious examples—but I think you would agree that we have done fairly well considering the controversial nature of what we do...

1978 AMENDMENTS TO TITLE VII

The 1978 amendments to Title VII strengthen many aspects of the program. Eligibility of children is broadened. Teachers are required to be bilingual as much as possible. No longer are we restricted by the 15 o/o training requirement. Training can be tailored to the individual needs of each project. Evaluation requirements are tighter. These changes present opportunities for improvement that we must take advantage of. The amendments also use the phrase "capacity building." It is an emphasis I take seriously.

Capacity building can be thought of in two ways. The first is that we build the capacity of each and every school district that applies for Title VII funds. Recognizing that federal funds are limited, we cannot serve every child in need directly. With the proper use of Title VII funds, each district can develop all the staff and curriculum it needs. At the termination of a grant it should be able to provide a program for all LEP youngsters in the area served by the district. We will be closely monitoring projects during the life of a grant to make sure that progress is being made toward that objective. We will make sure that resources and committment on the part of the district are evident so as to assure continuation of the program when federal funds are no longer available. It is our job to make sure this happens during the life of the Title VII grant. It is your job to make sure it happens afterward. In this endeavor we have a significant division of labor in which we need your help during the life of the project to assure maximum impact. In this regard, I enlist your support for a partnership between each of you and the Office of Bilingual Education whereby our roles are mutually reinforcing. In fact our roles can be thought of as symbiotic in that if the Office of Bilingual Education does its job well, your job will be easier in the end. And of course, if you do your job well, we at OBE have a much easier time surviving our own pressures....

POSITIONS AVAILABLE IN GOVERNMENT

HEW-OCR is committed to recruiting qualified Hispanic applicants for employment. Positions are available in policy formulation and compliance and enforcement. The positions are at the GS 12 ($25,000) through GS 14 ($32,000) levels, for educators, psychoanalysts, statisticians, and attorneys. Those interested should contact:

Tony Califa
Room 5317-HEW North Building
330 Independence Ave. SW
Washington, D.C. 20206

The second approach to capacity building is a more general one—a kind of market place phenomenon where sufficient human, material, and institutional resources and capabilities are developed and in which school districts have a "buyer's" access. In this area, future teachers and college faculty are being developed and are seeking employment; classroom instructional materials are also being developed and are subject to market place discipline as well as educational value judgements; and the capabilities of various institutions like states and colleges are being developed to better administer funds and train personnel.

FIVE POINT PROGRAM

I suggest a FIVE POINT PROGRAM that will insure, in the next 10 years, the continued progress made to date:

POINT ONE: Accountability

We must hold ourselves, our teachers and our administrators accountable for quality programs. We must see to it that teachers are bilingual and if they aren't—train them. We must know enough about technical matters like evaluation to be knowledgeable and to be convincing to the community, to our peers in education, and to the society at-large. To do so we must undertake serious scholarship and be aware of the work of others in the field.

[Cont. on p. 8 col. 1]

PA. DUTCH DIALECTS

[*Cont. from p. 3 col. 1*]

brings them into contact with English-speaking people more."

Martin's eye caught another pattern. "We found quite a few girls of marriageable age are still single. They do lose quite a few young people to other churches. But it's much easier for the fellows to leave.

"They deny this. They say they guess there were more girls born. Id doubt it. I have no research to back me up but I know it (the departure rate) was true when I was a teenager.

"Girls who do leave do so after marriage. To strike out on their own imposes a much greater risk."

Believes Numbers are Growing

Surprisingly, Martin believes the Old Order is growing in size. Despite losing many to more liberal churches, the population is increasing due to large families.

Like the young Old Order Mennonites, the animal-powered farming continues to slip away.

"It's very hard for them to continue to use the old machinery. More and more are tempted to, almost forced to, use modern machinery.

"Almost no one is making the horse-drawn machinery anymore."

Besides these internal pressures there are the external ones, obvious to even the non-Old Order members.

Soaring Land Prices

Skyrocketing land prices and heavy traffic, overflowing onto the backroads, are just two factors which make it difficult to lead a rural, isolationist existence.

Martin's background makes him especially sensitive to the Old Order community's needs. Now 44, he grew up in an Old Order home, worshipping in an Old Order church until age 17. He left school at eighth grade. "I never went to high school. I had no desire to at the time. If I had the desire, I wouldn't have been able to."

By age 23, the desire had become strong. He took some exams which qualified him for admission to Goshen College, a Mennonite institution in Indiana from which he got his bachelor's degree. He continued his education, earning his master's degree from Penn State in 1966, his Ph.D. degree from there in 1973.

Being a German professor with an Old Order rearing, and working with linguist Anderson, the two made a natural team. Their research went smoothly, aided by Martin's knowledge of the dialect and the community. "Many (Mennonites) do not like to speak the dialect in front of people who do not understand it. They consider that impolite.

"Not very many researchers know the dialect. Old Order Mennonites tend to be suspicious, at least wary, of outsiders, particularly outsiders asking questions about their beliefs.

"It's always easy to talk about the weather or their cattle."

Sometimes Martin's visits went too smoothly. "I never felt rejected by any Old Order Mennonite in Waterloo County. They seemed very glad to talk to me."

Martin explained simply how to deal with Old Order members. "If you're honest with them, level with them, respect them for what they are, you'll find they are very fair."

He went on to give an Old Order Mennonite's view. One sentence sufficed.

"They resent being exploited."

That weighed heavily on the professors' approach. Some tape recordings were made, none secretly, all discreetly.

"We tried to raise our research well above the popular tourist curiosity. We tried to be more sophisticated, with more educational value.

"We would not want to write anything that would embarrass them. We wouldn't hesitate to share this (the study) with them."

His Old Order upbringing has instilled a powerful reverence for the lifestyle in Martin.

Calling them a "peace-loving, God-fearing, humble people," Martin noted Old Order Mennonites feel the contemporary world would benefit from their attitudes. Drugs, violence and crime are not daily concerns for them.

"I have a trememdous respect for that culture," Martin said fondly. "I hope the things I learned as a child and youngster always stay with me."

NABE MEMBERS ADOPT RESOLUTIONS AT ANNUAL CONFERENCE

At the last business session of the NABE 8th Annual Conference held in Seattle in May, 1979, resolutions received and reviewed by the NABE Resolutions Committee were presented for action to the membership in attendance. The NABE Resolutions Committee was chaired by Helen E. Diaz, California. Ramón Santiago, Pennsylvania, Inéz Pérez, New York, and Ramón Billescas, Texas, served on the committee.

Dr. González' speech on page 1 of this issue is available in Spanish from the BESL Center, 100 Franklin Street, New Holland, Pa. 17557.

A summary of the actions requested or urged in the resolutions passed by the NABE membership consists of the following:

That officers and members of NABE advocate for adequate and continuing federal fiscal support for bilingual education. That immediate congressional contacts be made for this purpose.

That efforts be made to resolve conflicts and misunderstandings between those racial/ethnic groups promoting bilingual education and those promoting desegregation. That NABE seek quality integrated bilingual education.

That local educational agencies develop and implement Lau Education-Master Plans consistent with Lau guidelines to ensure equal educational opportunities for all children in the United States and especially those of limited English proficiency and those who were limited English-speakers and are presently underachieving based on district standards of proficiency for non-minority students.

Among the sixteen resolutions proposed by the parents caucus: That NABE involve and better utilize parents in its conference planning and presentations, make provisions for parent caucus meeting rooms and pre-conference sessions, and disseminate information to parent groups in language understandable to them. That NABE aggressively engage in support efforts for protection of civil rights of children of undocumented workers or persons residing within the United States and its territories. Further, that provisions for bilingual education be instituted in the special education field.

[*Cont. on p. 7 col. 1*]

NABE RESOLUTIONS

[*Cont. from p. 6 col. 3*]

That educational matters relating to American Indian peoples remain the responsibility of the Bureau of Indian Affairs. That the Bureau of Indian Affairs with the support of Congress carry out its full responsibility with respect to the right of American Indians to self-determination. Further, that the educational functions of the Bureau of Indian Affairs not be transferred to the new (proposed) Department of Education or any other executive department or the states.

That speaker presentations at the NABE Conference follow procedures as proposed. That the site of the annual NABE conference be rotated to the different geographic regions of this nation.

That NABE conference proceedings, actions, and developments be disseminated to appropriate media, governmental agencies and officials, professional groups, and community groups.

That, by administrative regulations, standards, and guidelines of the Office of Civil Rights/HEW shall not be revised to exclude the utilization of native language instruction as a part of a district obligation to assure that effective programs are implemented in accordance with the rights of students under the Lau v. Nichols Supreme Court decision and Title VI of the Civil Rights Act of 1964.

It has been recommended by the NABE Resolutions Committee that the full text of adopted resolutions be printed in a governance document and that these and all past resolutions passed be reviewed annually as continuing resolutions and for updating, revision, simplification, or other action as appropriate according to the needs and wishes of the membership and NABE leadership. Procedures for the submission of resolutions and the criteria to follow will be reported in future issues of this newsletter.

NABE CONVENTION STATISTICS

by Katie Spangler, Seattle Conference Committee

Participants at the 1979 NABE Conference, held in Seattle, May 4-9, 1979, might be interested to know that they were among some 3,000 conferees. Forty pre-conference workshops had sell-out crowds, 200 people traveled to Yakima, Washington for the first special parent pre-conference in NABE history, and all 200 sessions during the Seattle conference were well-attended. Conference evaluator, Bernard Cohen, reported that 75 % of the sessions received positive evaluations, a significant increase over former NABE conferences. Two thousand people turned out at 8:30 a.m. on Monday, May 7 to hear Dr. Josué González, director of the Office of Bilingual Education HEW, give the opening address of the conference. Ninety exhibitors gave conferees plenty to look at in their free time. Social events were also well-attended: 1,200 people at the Cinco de Mayo dance with Little Joe y la

[*Cont. on p. 9 col. 3*]

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JOSUÉ GONZÁLEZ

[Cont. from p. 5 col. 3]

We must be better managers of people and programs. Learning to make the most of existing resources—whether people or money—has always been a good management practice, but it is now a particularly critical one in the public sector. Citizens don't mind paying taxes for programs that work. It is the bane of taxpayers to pay for programs that don't. We must all be better managers than most to retain the resources now at our disposal. The next few years will be years of tight budgets everywhere....that is clear.

POINT TWO: Public Information and Outreach

We must tell the world when we succeed. No one else will. We must do twice as well in telling success stories about bilingual education as the detractors have done about its shortcomings. There is an advantage in being an underdog—in being number two. As the AVIS commercial says, "we try harder" and so we must. It is not enough to say that generally all education has come under fire in the past few years and why should bilingual education be singled out for standards not being met by other programs? I ask, "Do you really want to meet those other standards?" T-shirt grafitti is often not only humorous but on occasion, incisive. I once saw a woman whose T-shirt on one side said "Women Have to Work Twice As Hard As Men, Just To Stay Even" The other side said "Fortunately, that's Easy." So it is with Bilingual Education versus "regular" education.

This brings me to two pet peeves I have. I'm tired of the dichotomy between bilingual programs and regular programs. **We must remember that bilingual education came about because the regular program wasn't very regular.** If it were, it would have produced results and it didn't. If there is one message I'd like to leave with you today, it is to stop talking about the **regular** program. It is an **irregular** program.

My second pet peeve is the use of the terms **maintenance** and **transitional**. These are polarizing terms and their callous use does not benefit or advance bilingual education. I believe we can teach English without removing the home language and that is the intent of Title VII. The degree to which emphasis is placed on the continued development of the home language is a local prerogative and we would never attempt to discourage communities from placing such emphasis. **Title VII funds should be used for additive rather than subtractive bilingualism.**

Getting back to public outreach, we must acknowledge that what constitutes good PR for the public is not necessarily good PR for the education establishment. In telling the world about our success, the public likes to hear "human interest" stories about a particular child or family's success, but these stories cannot withstand the scrutiny of evaluators and generally the education establishment. We must generate hard evidence about success. In short, there is a place for both human interest type PR as well as the hard evidence that is our bread and butter.

Dealing effectively with the media is particularly critical since it is, in many respects, the formulator of public attitudes. While it is our job at OBE to deal with the national media, you must take up the battles on the local front. We might never see an editorial from your local paper opposed to bilingual education, but you'll see it and you must deal with it. At the local level, you must be knowledgeable about the formulation of public policy and how it impacts your areas. Educating the media about policies and about your programs might be a major precautionary tool for you that will minimize or deter negative stories or editorials. They are difficult to deal with after they've appeared. That one ounce of prevention can go a long way. Only you can do this, but let us know how we can help.

POINT THREE: Parent and Community Involvement

We must mount an intensive parent involvement campaign to get parents more actively involved as partners in the education of their children. It is axiomatic that in programs that work, parents are involved and cooperative, not antagonistic. Project directors in the basic program must be sensitive to that. I'm glad to see at this conference that there was a special pre-conference day set-aside for parental involvement and we recognize NABE for taking that decisive step. The amendments to Title VII strengthen the parent and community involvement aspects of our programs. **We at OBE, have set-aside training funds to operate short-term institutes or conferences for parents.** We will also be awarding a contract in the coming months to test the feasibility of having conferences for parents outside the home district—much like Title I or Head Start Parent Conferences. We will also be developing a guide for project directors and a guide for parents. We hope these will help you in this critical area.

POINT FOUR: Improved Climate

The attitudinal environment in which our programs operate has to be comfortable. **Programs nurture themselves not only on the skills of the people who run them but in the psychological nutrients that surround them. School administrators must be particularly supportive.** When we seek to evaluate programs in a given school building, I want to know how supportive is the principal? **If the principal is not supportive of bilingual education or does not believe that people in this society can or should speak a language other than English, then I can guarantee you that the program will have trouble.** The attitude of the principal is conveyed to the teacher and in turn, the children. I still hear cases where children, aides, or teachers are forbidden to speak Spanish outside the bilingual classroom; that is not only ridiculous but dangerous....

We must educate administrators and support personnel about what we do and why we do it. We must also recognize that in many cases attitudes are not changed. With the assistance of civil rights legislation, we can change behaviors albeit grudgingly. After behavior takes a different track, then ultimately it becomes acceptable—much like desegregation in the South where people are now saying that it's not as unpalatable as anticipated. In cases where neither attitude nor behavior changes, then we need to change people.

The ultimate test for a program to me is to ask the question "Is the program good enough to put your own children in it?" José Cárdenas tells the story about Abraham Lincoln, who in listening to arguments for and against slavery remained unconvinced about the pro-slavery arguments because no one was volunteering to be a slave. I suggest a similar test be put to teachers and administrators about the participation of

[Cont. on p. 11 col. 1]

OUTSTANDING DISSERTATION AWARDS

The National Advisory Council on Bilingual Education presented three awards at the Seattle NABE Conference for outstanding dissertations in the field of bilingual education. Third prize was awarded to Dr. Virginia Reyes-Kramer whose dissertation is entitled, "The Effect of Auditory Discrimination Training of Spanish Speaking Children on Auditory Discrimination and Sound-Letter Association." Dr. Reyes-Kramer received her doctorate from Kansas State University and is a freelance consultant. Second prize was awarded to Dr. Ramanand Durga whose dissertation is entitled, "A Comparative Analysis of the Semantic Distance and Semantic Judgement of English Monolingual and Spanish/English Bilingual Students." Dr. Durga received his degree from Fordham University and is with the New Jersey State Department. First prize was awarded to Dr. Susan Schneider of the Department of Health, Education and Welfare in Washington for her dissertation entitled, "Revolution, Reaction or Reform: the 1974 Bilingual Education Act." Her acceptance speech is printed below.

Dr. Susan Schneider

I want to thank Maria Medina Swanson for her kind words, NABE, as well as Alfredo De Los Santos, Chairman of the Outstanding Dissertation Committee, for this high honor. I want to express my sincere gratitude to the panel which has selected my dissertation to receive the first place award in the Outstanding Dissertation Competition.

The 1974 Bilingual Education Act did mark a certain threshold point in the Federal role in bilingual education. In a very real sense, the concept of Federally supported bilingual education was faced with a serious threat at that time. At one point a budget was even proposed which would have done away entirely with Title VII and the Federal program. The 1974 Act not only preserved but strengthened and expanded various aspects of the Federal program, particularly in the areas of training and resource development. It also spelled out in unmistakable terms the Federal requirement for bilingual, as opposed to ESL, programs.

In researching this dissertation, I also found myself exploring the sometimes arcane and sometimes intriguing corridors of the legislative process. Frequently one has to be a linguist merely to understand those senators, congressmen, staff, and lobbyists, who speak in acronyms, bill numbers and statutory sections. For those who want to understand the way in which the political process unfolds, I recommend the kind of case study examination of a bill which I undertook.

I recently have written a brief summary of the 1978 Bilingual Education Act, which extended Title VII for another five years and expanded its funding. Far less thorough a reform than the 1974 Act, the 1978 Act was essentially legislative tinkering. However, in the process, some elements of conservative reaction to bilingual education were apparent—in a not altogether futile effort to restrict the focus of the program objective more narrowly toward English language competence, in a requirement for English language competence on the part of teachers, and in the effort, again not altogether futile, to place some form of time-limit on Federal funding for local school districts. Nevertheless, the basic structure of the program remained intact and in some ways was improved, particularly in the research areas.

However, there was a singularly important legislative provision, one which could constitute a revolutionary innovation. The new law requires the U.S. Commissioner of Education to report to the Congress on how to turn the Federal program from one of discretionary grants into a mandatory entitlement program. It would require that Federal services be made available for every child with a need for bilingual education.

By 1981, the U.S. Commissioner has to report not merely whether he thinks it would be a good idea but he must tell the Congress how to put such a change into place. Much of the decision-making as to whether or not such a change will be made depends on the kind of research findings which are available to the Congress by that time period.

I believe we are looking at a major political battle looming distantly in the future, a battle which will raise questions of Federal versus State and local responsibilities for education, of the Federal responsibility for insuring equal educational opportunity to all children, of the legitmacy of bilingual education as the dominant tool for educating limited English-speakers, and of the political relationship between ethnic and linguistic minorities and the majority population. The outcome is unclear. If the same budgetary constraints which now exist, last into the early 1980's, then the final decision is likely to be less than positive.

About the Author: Dr. Susan Gilbert Schneider is working for Secretary Califano in the Department of Health, Education, and Welfare in Washington, D.C. Dr. Schneider is the author of a major work on bilingual education legislation entitled, **Revolution, Reaction or Reform: The 1974 Bilingual Education Act**, published by Las Américas of New York (37 Union Square West, N.Y. 10003 -$12.95), and her new book on the 1978 Bilingual Education Act soon will be forthcoming.

[*Cont. from p. 7 col. 3*]

familia; 1,200 at the luncheon; and 1,600 at the annual NABE awards banquet. The most startling statistic to many visiting conferees was that it rained only 1 day out of 6 during the conference. The 3 hour shower, as per recommendation, was conveniently scheduled for Wednesday, May 9, the morning after the banquet.

AFFILIATES

NABE affiliates are urged to return the affiliate annual report form which was mailed to every affiliate president by Rámon Santiago recently. The information is needed to update NABE'S affiliate records so that communication between the Executive Board and each chapter can continue uninterrupted during the year. Please mail the form to Rámon Santiago, NABE Membership, IU-13 BESL Center, 100 Franklin St., New Holland, PA 17557 (717) 354-7737.

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JOSUÉ GONZÁLEZ

[Cont. from p. 8 col. 3]

their children. I am heartened by increasing reports that teachers are putting their own children in the programs. A reporter recently asked me "Isn't bilingual education bad because the kids aren't learning enough English?" My response was to cite some of the reports about teachers putting their children in the program and suggest that either they must know something good is going on or want to hold their children back. I can't believe the latter.

There must be a reason why people want to keep their children in the program. The reflex of wanting to maintain the home language is often cited, but I believe the real reasons are that children in bilingual problems are nurtured and appreciated unlike the programs in the so-called mainstream curriculum.

POINT FIVE: Conserved Progress

We must be strong advocates of affirmative action. We must encourage those with experience in bilingual education to move into positions of greater responsibility. We should be supportive of those who wish to leave for schools where the program doesn't exist because we know they will be supportive when the program gets there. We should encourage young people to join us—to be bilingual. The teaching field may be crowded generally, but there are many opportunities in the bilingual education field. In a few months, a study will be released on the supply/demand of bilingual education teachers. That study will tell us that the need is so great that at the present rate of production, it will be the next century before the supply/demand parity is reached.

In summary, I enlist your support for this Five Point Program—**Accountability, Public Information and Outreach; Parental and Community Involvement; an Improved Climate; and Conserved Progress.** Only you can accomplish these goals; and OBE can help by being a facilitator of your work. We recognize however, that Title VII is just one part of a larger worldwide movement. I noted in the Clearinghouse newsletter, that under the leadership of Ambassador Esteban Torres, UNESCO adopted, at its Twentieth General Conference, the position that people within countries have the right to be educated in their mother language as a means of transition to the dominant culture. The Helsinki Agreements also commit us to the study of languages and cultures. Various foreign language associations are now circulating a resolution to develop existing language resources. In short, bilingual education has a lot of friends around the world and is indeed a part of a much broader movement. This movement recognizes and respects indigenous minority languages and cultures within the sphere of the dominant ones. It is a movement that promises a more humanitarian outlook among the people on the planet Earth. We should be proud and eager to be a part of this, the most significant educational development of our generation and perhaps of the twentieth century.....

SYMPOSIUM on SPANISH and PORTUGUESE BILINGUALISM
UNIVERSITY of MASSACHUSETTS at AMHERST
NOVEMBER 16-18, 1979

Sponsored by: Department of Spanish and Portuguese, and Bilingual - Bicultural Education Professions Program, University of Massachusetts at Amherst; and Bilingual Education Program, Boston University.

Abstracts of papers on linguistic aspects of bilingualism (including psycholinguistics, sociolinguistics, contrastive analysis, and dialectology), and on bilingual education (including curriculum, methodology, testing, evaluation, counseling, and community involvement), should be sent by October 1, 1979 to Professor Juan C. Zamora, Department of Spanish and Portuguese, University of Mass, Amherst, MA 01003. Reading time for each paper may not exceed 25 minutes.

Program

Friday, November 16, 1979

8:30 a.m.-2:00 p.m.
Registration

9:00-10:30
Special Interest Discussion Groups

a) The Prestige Standard and U.S. Spanish and Portuguese
Coordinator: Francisco Fagundes, UMass, Amherst
Discussants: William J. Cline, Eastern Michigan; Jorge Guitart, SUNY Buffalo; Gary Keller, William Patterson, College and CUNY; Julio Torres, Five College Radio, UMass

b) Educational Policies for Bilingual Education
Coordinator: Gloria Guevara, UMass Amherst
Discussants: Marcell Ringawa, Juan Rosario, Roame Torres, UMass Amherst

10:30-12:00
Special Interest Discussion Groups

c) Portuguese Minority Language, Literature and Culture
Coordinator: Jose Ornelas, UMass Amherst
Discussants: Onessimo Almeida, Brown; Larry King, Cornell; Colin Pierson, Nebraska-Lincoln; Antonio Simoes, Boston University

d) Code-Switching
Coordinator: Guadalupe Valdes-Fallis, New Mexico State
Discussants: Paul Anisman, Maryland; Florence Barkin, Arizona SU; Beatriz Lavandera, Stanford; Shana Poplack, CUNY; Joseph M. Wilson, UMass Amherst

12:00-2:00
Lunch Break

2:00-6:30
General Session I
Papers on linguistic aspects of bilingualism, and on bilingual education

Saturday, November 17, 1979

8:30 a.m.-2:00 p.m.
Registration

9:00-10:30
Special Interest Discussion Groups

a) Sociolinguistic Aspects of Bilingualism
Coordinator: Fritz Hensey, Texas-Austin
Discussants: Paloma Garcia-Bellido, UMass Amherst; Lee Ann Grace, SUC Buffalo; James P. Lantolf, Texas-San Antonio; William G. Milan, Institute for Social, Education and Linguistic Research; Wolfgang Wolck, SUNY Buffalo.

b) Spanish for Native-Speakers at the College Level
Coordinator: Gloria Bernabe, UMass Amherst
Discussants: Wilma Feliciano-Foster, SUNY Albany; Jose L. Monserrate, UMass Amherst; Margarita M. Zamora, Yale.

10:30-12:00
Special Interest Discussion Groups

c) Hispanic Minority Literature
Coordinator: Julio Hernandez-Miyares, CUNY Kingsborough
Discussants: Bruce-Novoa, Yale; Isabel Hernandez de Norman, CUNY Queensborough; Orlando Hernandez, CUNY Hostos; Luis Pinto, CUNY Bronx.

d) Bilingualism and Cognition
Coordinator: Louraine Obler, Neurology, VA Hospital, Boston
Discussants: Mary Ellen Bruce-Hanrahan, UMass Amherst; Marie Lombardo, Charlene Rivera, Boston University

12:00-2:00
Lunch Break

2:00-6:30
General Session II
Papers on linguistic aspects of bilingualism, and on bilingual education

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Los Niños que no Eran Niños/ The Children Who Learned to Smile
Illustrated by Karin Schubert

The right to full opportunity for play and recreation.

The children of a certain country are very good and very, very dull — until a stranger teaches them to laugh and misbehave at least part of the time.

Los Niños que No Tenían Escuelas/The Children and the Silly Kings
Illustrated by Nella Bosnia

The right to free education

King Albert and King Humphrey are constantly competing in fighting battles and building palaces — until the children persuade them to outdo each other in building bigger, better free schools.

El Pueblo que Se Quedó sin Niños/A Town without Children
Illustrated by Karin Schubert

The right to be among the first to receive relief in times of disaster

When fire and flood strike a village the people learn — the hard way — that they must look after their children first.

El Niño Llorón/The Child Who Cried in the Night
Illustrated by Carmen Sole

The right to adequate nutrition and medical care

While his parents sleep soundly in their tent in the forest, a crying child is fed, warmed and entertained by deer, wolves and bears.

El Niño y el Robot /The Boy and His Robot.
Illustrated by Asun Balzola

The right to affection, love and understanding

An orphaned boy's best friend and surrogate father is his Robot, until nosey people interfere. But love and wit triumph over social pressures.

El Niño que Tenía Dos Ojos /The Boy with two Eyes
Illustrated by Ulises Wensell

The right to special care, if handicapped

Far out in space on a planet just like Earth, all of the people have only one eye. Then a boy with two eyes is born an outcast, until his special way of seeing makes him famous.

El Niño Gigante /The Giant Child
Illustrated by Carmen Sole

The right to protection against all forms of neglect, cruelty and exploitation.

He is a giant but he is also a lost and lonely child, and cruelly overworked by grownups until their children come to his rescue.

La Niña sin Nombre /The Girl with no Name
Illustrated by Azun Balzola

The right to a name and nationality

The little girl, found at sea, cannot tell who she is or where she came from. When she helps make the king's son well again, a worldwide search uncovers her family.

La Niña Invisible /Annie, The Invisible Girl
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National Association For Bilingual Education - Treasury Fund

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For the Period June 12, 1978 to March 31, 1979

Fund Balance as of June 12, 1978		$61,814.71
Receipts		
Membership Dues	$11,250.00	
Affiliate Dues	300.00	
Sales of T-shirts, buttons, etc.	356.50	
Advertising revenue	195.00	
Miscellaneous income	37.57	
Total Receipts		$12,139.07
Total Income		$73,953.78
Disbursements		
Purchase of Certificates of Deposits	$20,000.00	
NABE JOURNAL	13,560.00	
Seattle Convention	9,055.97	
Printing (includes NABE NEWS)	6,142.32	
Personnel	5,996.99	
Transfer to NABE HQ	5,000.00	
Travel expenses	4,809.31	
Postage	1,570.19	
Telephone	1,267.84	
Petty cash reimbursement (travel, supplies, postage, etc.)	1,100.00	
Loan to affiliates	1,000.00	
Dues and registrations	500.00	
Supplies	206.99	
Miscellaneous	28.84	
Total Disbursements		$70,238.45
Cash Balance - 3/31/79		$ 3,715.33
Investments		
Certificates of Deposit		20,000.00
Fund Balance as of March 31, 1979		$23,715.33

PUBLIC POLICY ......HAITIAN

[*Cont. from p.4 col. 3*]

tuals write in English, not Spanish, and most of the Hispanic curriculum materials in the United States, even fables and folk-tales are adapted, simplified and edited in this country. The Haitian, however, still has strong ties to his island culture. It may be possible to use the few Haitian Creole materials that are available in this country without too much adaptation. In any case, many more such materials are needed, as are curriculum developers with a background in the Haitian-Creole language and culture.

Bilingual programs should use Haitian Creole as the first language of instruction as all Haitian children speak it fluently. The second language in our programs will, of course, be English. To add a third language in the elementary school would be too complicated. Even in the newly independent nation of the Seychelles, which has recently switched to the use of Creole in its elementary schools and where education minister Jacques Hodoul has enunciated a trilingual official education policy, the third language (French or English) is introduced only in the fifth or sixth year of school.[5] At the same time local school systems must undertake an educational campaign in the Haitian communities to make Haitian parents understand the benefits of Creole-English bilingual instruction. Opportunities must be offered to Haitian children in the upper grades to take French as an elective since it is the official language of Haiti and part of its culture. English, of course, is the target language of our bilingual programs but since Haitian Creole is the language that best reflects Haitian culture, and is the language in which the average Haitian immigrant functions, instruction should be provided in Creole until the child transfers to classes conducted in English.

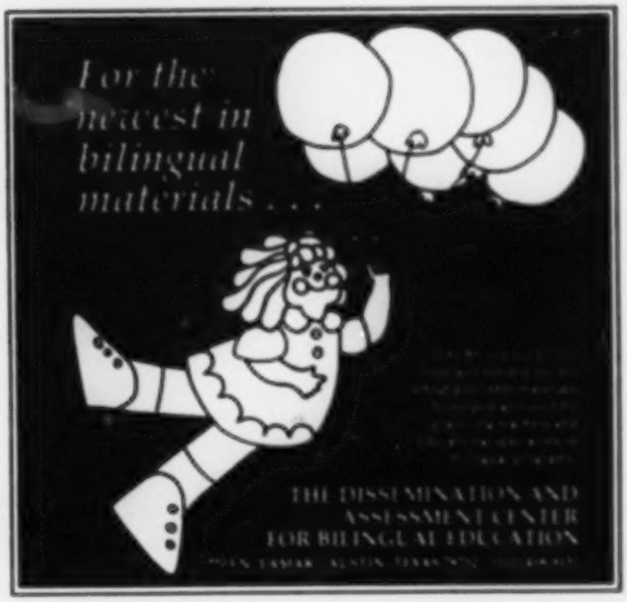
[*Cont. on p. 14 col. 1*]

THIRD LOS ANGELES SECOND LANGUAGE RESEARCH FORUM

The third Los Angeles Second Language Research Forum will be held at UCLA from the evening of Friday, February 28th until Sunday, March 2, 1980. This is the weekend before the TESOL convention, to be held in San Francisco. Preregistration (due by December 15) will be $5 for students and $10 for others. For further information, write:

Jeannine Gerbeault, Chairman
Los Angeles Second Language Research Forum
English as a Second Language
UCLA, Los Angeles CA 90024 USA

Abstracts (200 word maximum, 4 copies without name) plus one 3x5 card with author's name, affiliation, and title of paper, are due by October 1, 1979, and should be sent to Michael H. Long, Program Chairman, at the same address. The same abstract should not be submitted to the 1980 TESOL convention. Acceptance or rejection of abstracts will be communicated by November 15. A selection of papers from the conference will be published.



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PUBLIC POLICY...HAITIAN

[*Cont. from p. 13 col. 3*]

The purpose of this brief paper is to encourage linguists to take a stand and contribute to the formulation and implementation of public policy in this area. At a time when bilingualism is under attack, when bilingualism is seen by some as being chauvinistic rather than as a bridge between two languages and cultures, we need linguists to participate in the formulation of public policy and in carrying out pedagogical tasks. Theoretical linguists who are involved in research on the acquisition and development of language must also become involved in the application of the results of this research in improving instructional strategies and materials in the bilingual classroom. Even more importantly they must help in the development and implementation of programs in Creole—convincing often hostile boards of education of their importance, involving parents, recruiting and training teachers, searching for and developing materials and speaking out for bilingual programs in Haitian Creole. What better place to begin than in helping to create an improved environment for learning for Haitian children so that they may derive the maximum benefits from the education offered by their adopted country.

FOOTNOTES

[1] The best standard handbook on Haiti has been published in the American University Department of the Army series in 1974.

[2] For an account of the recent 1978 illegal migration to Florida of Haitians from the Bahamas, see the articles by W. Hiassen, in the Sunday supplement (Tropic) of the **Miami Herald**, November 12 and November 19. Haitian children of these illegal immigrants face difficulties in being admitted to public schools in South Florida. See also the article by John Nordheimer in the **New York Times** of July 18, 1978.

[3] For a discussion of Haitian Creole's impact on English see R. and B. Hall, "A contrastive Haitian Creole-English Checklist" in **The English Record**, New York, April, 1971.

[4] For a good discussion of Haitian Creole and bilingual education in the U.S. see Yves DeJean, "Le Bilinguisme et les Enfants Haitians" in **Perspectives on Bilingual-Bicultural Education**, No.1, Vol. 1.

[5] See **Demain L'Afrique**, December 18, 1978 for an interview with M. Hodoul.

CANDIDATES FOR NABE OFFICES FOR 1980-81

The delegate assembly of the National Association for Bilingual Education selected the following candidates at the NABE Convention in Seattle for office in 1980-81:

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Ramón Santiago, New Holland, Pennsylvania
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NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE EFFORTS PREVENT MASSIVE TITLE VII BUDGET CUTS

by Laurie Wellman, Bureau of Bilingual Education, New York State Education Department

Just as the 1979 school year ended, and bilingual educators looked forward to summer activities, word suddenly came from Washington that the Senate Subcommittee on Appropriations had voted to slash funding for bilingual education.

The proposed budget cuts would have eliminated all monies for Materials Development Centers (authorization was $10,000,000), and would have reduced funding for basic programs from an authorization of $102,350,000 to a proposed $90,000,000 for FY 1980.

NABE President Carmen A. Pérez was notified of the impending budget cuts by Pepe Barrón and Mike Cortez and quickly called NABE affiliates across the country into action.

Materials Development Centers, State Affiliate Presidents and SEA Coordinators were all contacted within days, and a major effort to restore the funding was underway, with telegrams, letters and phone calls sent to each member of the Sen-

[Cont. on p. 7 col. 1]

Senator Warren Magnuson (State of Washington) - Key Figure in Senate

SHAPING THE FUTURE OF BILINGUAL-MULTICULTURAL EDUCATION

by James Banks

Noted author and authority on multicultural education Dr. James A. Banks, of the University of Washington, Seattle, was a major presenter at the Seattle NABE Convention. The editor has chosen to print the sections of his speech dealing with levels of cross-cultural competency, and effective cross-cultural functioning within the administrative framework of a school system.

I
CROSS-CULTURAL COMPETENCY: A TYPOLOGY

Most of us working in the areas of multiethnic and multicultural education would probably agree that we should help students to develop cross-cultural competency. However, we have not clarified, in any adequate way, the minimal level of cross-cultural competency we consider appropriate and/or satisfactory for teacher education students or for students in the common schools. Nor have we developed valid and reliable ways to assess levels of cross-cultural competency. Most of our discussions of cross-cultural behavior have focused on levels of awareness of different cultures. I think we know what questions to raise about cross-cultural functioning. However, we need to devote considerable time and intellectual energy to resolving these questions as we shape the future of multicultural education.

Is the Anglo-American student, for example, who eats a weekly meal at an authentic Mexican-American restaurant, and who has no other cross-ethnic contacts during the week, functioning cross-culturally? Most readers will probably agree that the act of eating at an ethnic restaurant, in and of itself, is not an instance of very meaningful cross-cultural behavior. However, if the Anglo-American student, while eating at the Mexican-American restaurant, understands and shares the ethnic symbols in the restaurant, speaks Spanish while in the restaurant, and communicates and interacts positively and comfortably with individuals within the restaurant who are culturally Mexican American, then he or she would be functioning cross-culturally at a meaningful level.

Levels of Cross-Cultural Functioning

We need to develop a typology which conceptualizes levels of cross-cultural functioning. We also need to determine which of these levels are desirable and practical for most of our teacher education and common school students to attain. The skeletal outline of such a typology follows:

LEVEL IV

The individual is completely assimilated into the new ethnic culture

LEVEL III

The individual is thoroughly bicultural

LEVEL II

The individual begins to assimilate some of the symbols and characteristics of the "outside" ethnic group

LEVEL I

The individual experiences superficial and brief cross-cultural interactions

[Cont. on p. 4 col. 1]

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Carolyn Ebel, Editor
NABE NEWS
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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

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NABE NEWS DEADLINE
OCTOBER 1

NABE MEMBERSHIP INFORMATION

Membership in NABE includes subscriptions to the NABE Journal and NABE NEWS and is valid June 1 - May 31.

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Associate	10
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Send fees to NABE Membership Chairman Ramón Santiago, BESL Center, 100 Franklin St., New Holland, PA 17557.

From The President

Carmen Pérez

The NABE Executive Board has established the following goals for 1979-1980. They are not ranked in order of priority and we hope to work on each with the assistance of the membership at large, the Special Interest Groups, and the Committee Chairpersons. Our success in the effective accomplishment of these ambitious goals will depend on the cooperation of all friends of NABE and bilingual education.

Ideas, reactions, suggestions and comments are welcomed. Please send them to Carmen A. Pérez, President.

NABE EXECUTIVE BOARD GOALS

Membership and Members

- Double the number of paid members in good standing.
- Maintain NABE members informed of the operating procedures and policies of the National Association for Bilingual Education.
- Increase the involvement of all language and ethnic groups within NABE.
- Increase activities addressing parents' needs.
- Plan for the establishment of a permanent NABE headquarters.

Public Relations/Linkages

- Enhance the national image of the National Association for Bilingual Education.
- Strengthen and/or establish formal procedures for linkages with State Affiliates and Special Interest Groups.
- Increase collaboration and strengthen linkages with the Office of Bilingual Education and other government agencies.
- Initiate dialogue with leadership of the Black community.

Publications

- Establish NABE publication procedure and print at least one publication.
- Publish three issues of Volume IV of the NABE Journal.
- Publish five issues of NABE News.

Scholarship

- Plan for the development of a variety of NABE sponsored study groups.
- Sponsor a National Conference on Bilingual Education.
- Plan a trip to bilingual programs in Russia for Fall 1980.
- Plan a study trip to Cuba for Winter 1979.

Political Arena

- Increase lobbying efforts in Congress and the White House.
- Establish and strengthen linkages with the Executive and Legislative Branches of Federal and State government.
- Plan a White House Conference on Bilingual Education.

NABE Constitution, By Laws and Administration

- Obtain ratification for the proposed amendments designed to ensure broader representation on the Executive Board.
- Establish the following NABE Standing Committees and appoint chairpersons for each:
  - a) Committee on Socio Political Concerns
  - b) Membership Committee
  - c) Publications Committee
  - d) Fund Raising Committee
  - e) Public Relations Committee

NABE NEWS ADVERTISING INFORMATION

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TOP HISPANICS IN GOVERNMENT HONORED

The three top Hispanics in the Carter administration, **Armando Rodriguez, Commissioner U.S. Equal Employment Opportunity Commission, Louis Nuñez, Staff Director, U.S. Commission on Civil Rights, and Josué González, Director of the Office of Bilingual Education of USOE,** were honored at a reception on April 27 in the U.S. House of Representatives Rayburn Office Building in Washington. Sponsors of the event were twenty Hispanic organizations: Latin American Manufacturers Association (José Aceves, President); ASPIRA of America (Mario Anglada, Director); National Hispanic Cultural Commission (Pepe Barrón, Director); National Puerto Rican Forum (Manuel Bustelo, Director); National Conference for Puerto Rican Women (Angie Cabrera, President); Latino Institute (María Cerda, President); Operation SER/Jobs for Progress (Pedro Garza, Director); IMAGE (Baltazar Luna, President); Mexican American Legal Defense and Education Fund (Vilma Martínez, President); Labor Council for Latin American Advancement (Alfredo Montoya, Director); American G.I. Forum (Donald Pacheco, Chairman); National Economic Development Association (José Carlos Gómez, President); League of United Latin American Citizens (Eduardo Peña, President); Cuban National Planning Council (Sergio Pereira, President); National Association of Cuban American Women (Ana María Perera, President); Mexican American Women's National Association (Elisa Sánchez, President); Mexican American Political Association (Eduardo Sandoval, Director); Secretariat for Hispanic Affairs (Pablo Sedillo, Director); NABE (Juan Solís, President); and National Council of La Raza (Raúl Yzaguirre, President).

ARMANDO RODRÍGUEZ

COMMISSIONER, U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Dr. Armando M. Rodríguez was appointed by President Carter to the Equal Employment Opportunity Commission on September 11, 1979, for a five-year term. Dr. Rodríguez served as President of East Los Angeles Community College from 1973 until accepting the Commission appointment.

Dr. Rodríguez was Assistant Commissioner of Education and Director of the Spanish Speaking Affairs Office of the U.S. Office of Education from 1967 to 1973. Prior to joining the Office of Education, Commissioner Rodríguez was an administrator and teacher in the San Diego City Schools and Chief of the Bureau of Inter-group Relations in the California State Department of Education.

Born in Gómez Palacio, Durango, Mexico, Commissioner Rodríguez came to the United States at age 9 and was educated in San Diego, California, receiving a B.A. and M.A. from San Diego State College. He and his wife, Beatriz, now live in Alexandria, Virginia. They have two married children, Christina and Rodrigo, and three grandchildren, Armando, Emiliano and Miguel.

LOUIS NUÑEZ

STAFF DIRECTOR, U.S. COMMISSION ON CIVIL RIGHTS

President Carter appointed Louis Nuñez as staff director of the U.S. Commission on Civil Rights in March 1979. The appointment made Nuñez one of the top Hispanics in the Carter administration. Nuñez had previously served as acting director of the Commission since January 1978 and as deputy staff director since 1972.

The Commission on Civil Rights is a bipartisan agency with Federal fact-finding and monitoring responsibilities. Reports of Nuñez' findings and recommendations are used by the Congress and the President in evaluating and planning actions which impact on civil rights.

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JAMES BANKS

[Cont. from p. 1 col. 3]

LEVEL I of cross-cultural functioning consists primarily of superficial and brief cross-cultural encounters, such as eating occasionally at a Chinese-American restaurant or speaking to the Jewish neighbor who lives across the street when you meet her on the street. LEVEL II of cross-cultural functioning occurs when the individual begins to have more meaningful cross-cultural contacts and communications with members of other ethnic and cultural groups. He or she begins to assimilate some of the symbols, linguistic traits, communication styles, values, and attitudes that are normative within the "outside" culture group. LEVEL III of cross-cultural functioning occurs when the individual is thoroughly bicultural and is as comfortable within the adopted culture as he or she is within his or her primordial or first culture. Each of the two cultures is equally meaningful to the bicultural individual. The bicultural individual is bilingual and is adept at cultural-switching behavior. LEVEL IV of cross-cultural functioning occurs when the primordial individual has been almost completely resocialized and assimilated into the "foreign" or host culture. This process occurs, for example, when the Afro-American individual becomes so highly culturally assimilated (in terms of behavior, attitudes and perceptions) into the Anglo-American culture that he or she is for all sociological purposes an "Afro-Saxon."

I think that most of us working in the field of multiethnic-multicultural education do not see LEVEL I or LEVEL IV of cross-cultural functioning as desirable goals of multicultural education. Most of us would probably opt for LEVEL II or LEVEL III or some point between these two levels. I should quickly point out that this typology of LEVELS is an ideal-type conceptualization in the Weberian sense and that continua exist both between and within the levels.

[Cont. on p. 5 col. 3]

BILINGUAL EDUCATION: A CLOSE LOOK AT ITS EFFECTS

Heidi Dulay and Marina Burt
Bloomsbury West

In the wake of Proposition 13, bilingual education, like most innovative programs, is being closely scrutinized by budget slashers in federal, state and local government. They want to know: Does bilingual education deserve taxpayers' support? Does it help children learn to read, solve math problems and speak English?

EPSTEIN

No Evidence? According to **Washington Post** journalist Noel Epstein, virtually no evidence exists to support the educational effectiveness of bilingual programs. Epstein (1977) based his assertions on extensive interviews with nationally known politicians and administrators in bilingual education.

While it is appropriate to interview politicians and administrators, one cannot expect them to have technical research information on program effectiveness at their fingertips, as they are not researchers. Since Epstein was investigating program effectiveness, it is unfortunate that he did not ask those who might be expected to know — educational researchers. Fairly substantial research is available. Recent surveys have brought to light some 24 statistically sound studies on the effect of bilingual education on student academic achievement, including oral English, English reading and language arts, social studies, science, and math achievement. (The research is summarized below).

THE AIR STUDY

The study conducted by the American Institutes for Research (AIR) on the impact of ESEA Title VII Spanish/English programs is the first and, to date, the only evaluation of bilingual education in the United States that is national in scope. It encompassed 38 projects and over 11,500 children in 10 states at a cost of nearly $1 million. It thus merits, and has received, much attention.

The AIR Study reports that students in Title VII funded Spanish/English bilingual programs performed at a lower level in English Language Arts than non Title VII students, and at the same level in Mathematics as non Title VII students (AIR, 1978b). At first glance, such conclusions might appear to suggest that bilingual education does not work — that the use of a student's dominant language for instruction does not make a difference, and may even be detrimental to academic achievement.

Who were the Students? A fact that is seldom highlighted when the AIR effectiveness findings are mentioned is that the findings do NOT refer specifically to Spanish dominant LES/NES* students, but to a heterogeneous group of students who were largely English dominant or English monolingual) 65%-81% depending on grade level[1]). According to AIR Project Director Malcolm Danoff (1978), although some separate analyses of the Spanish dominant and Spanish monolingual student data were conducted (AIR, 1978a), the numbers of such students were too small to allow comparisons between Title VII and non-Title VII programs with respect to their impact on these students.[2] If one wishes to learn, therefore, whether non-English dominant LES/NES students benefit from basic skills instruction through their primary language, one cannot look to the AIR study for answers.

Different Groups, Different Outcomes. There are at least four different student consumer groups for bilingual education in the United States: **non-English dominant LES/NES students, balanced bilingual linguistic minority students, English dominant linguistic minority students,** and **English dominant majority students.** Bilingual education for the latter groups has functions that are very different from those for LES/NES students. Balanced

---

*LES - Limited English Speakers; NES - Non English Speakers

[Cont. on p. 5 col. 1]

BILINGUAL EDUCATION .....

[*Cont. from p. 4 col. 3*]

bilingual and English dominant students, for example, do not need (non-English) primary language medium instruction to survive academically; for them, the exposure to the non-English language serves to maintain their bilingualism or reactivate a lost or never quite developed primary language; for the English dominant majority student it provides exposure to a foreign language and culture early in life. At the same time, these students are expected to grow conceptually at the same rate as they might have in an all-English program. LES/NES students, on the other hand, need primary language instruction to survive academically — to be able to acquire concepts and skills through a language they understand; at the same time, they learn English. (See López and Cervantes, in press, for detailed discussion.)

Given such markedly different uses of the primary language for these different groups, one would expect to see the unique program outcomes for each group in different places. For LES/NES students, for example, one would look for major effects in conceptual and basic skills achievement, since that is where the primary language would be used while English is being learned. (If the English instructional component is sound, one would also expect to see English language development for LES/NES students comparable to that in an all-English program.) On the other hand, one would look for the unique outcomes of bilingual education for English dominant students in the development of the primary/foreign language and culture, not in the acquisition of basic skills and concepts (which should proceed at the same rate as in an all-English program).

What Have We Learned? The AIR Study has shown that Title VII funds have been used to provide bilingual education for the different student groups just mentioned, with LES/NES students comprising only a small minority. Since it had been expected that LES/NES students would be the primary Title VII beneficiaries, however, the major critieria used by AIR to measure impact were those appropriate for LES/NES students, not English proficient students. It is not clear, therefore, what can be definitely concluded from the AIR Study with respect to bilingual program effectiveness for Spanish dominant LES/NES students. This is not to say that the AIR Study is without merit; rather, that its major focus could not be Spanish dominant LES/NES students since these comprised a minority of students in Title VII programs.

THE RESEARCH FINDINGS

Looking elsewhere, one can find fairly substantial research evidence which speaks to the effectiveness of bilingual instruction for LES/NES students who are dominant in their primary language. A review of the existing literature (Dulay, et al 1976; Dulay & Burt, 1977, 1978) has brought to light a number of sound studies that address the effectiveness of bilingual instruction in terms of student academic performance variables, including English reading and language arts, science/math, and social studies achievement.

Some 38 research projects and 175 project evaluations were reviewed, first to determine whether they met minimum research design standards, then to examine their findings. Studies showing any of the following critical weaknesses in research design were excluded;

(1) No control for subjects' socio-economic status;
(2) No control for initial language proficiency or dominance;
(3) No baseline comparison data or control group;
(4) Inadequate sample size;
(5) Excessive attrition rate;
(6) Significant differences in teacher qualification for control and experimental groups; and
(7) Insufficient data and/or statistics reported.

Only 9 research studies and 3 bilingual demonstration projects survived the selection process; their findings are summarized in the table below.

[*Cont. on p. 15 col. 1*]

JAMES BANKS

[*Cont. from p. 4 col. 1*]

II

THE IDEOLOGICAL CONFLICT: IMPLICATIONS FOR BILINGUAL-MULTICULTURAL EDUCATION

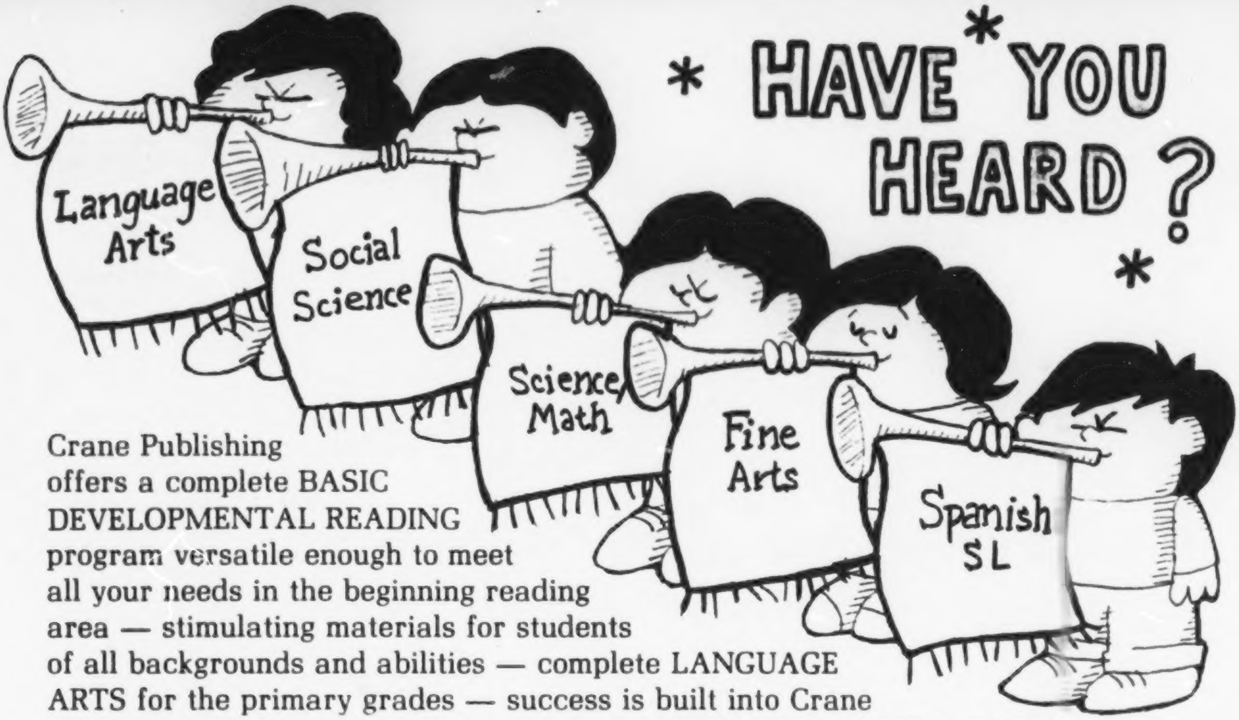
A major implication of my analysis for bilingual-multicultural education is that "personal contact" situations and dialogue must be established between Mainstream and Pluralistic educators so that they can resolve their philosophical conflicts and disagreements. However, resolving the conflict between Pluralistic and Mainstream educators will involve more than contact and dialogue. Assimilationist educators also oppose pluralistic education because they perceive it as a threat to the power which they exercise within the American educational system and consequently within American society.

Before ethnic pluralism can be institutionalized within the American educational system, power must be shared by currently powerful groups with ethnic groups who are now powerless. In a simplified typology developed by Sol Tax, A represents groups with power; B represents groups without power. I have added "C" groups to this conceptualization; "C" groups are those groups without power but who have an illusion of power and who identify with A groups.

Historically in the United States, educational policy for B groups, such as Hispanics and Blacks, has been made by powerful Anglo groups. This kind of education tries to turn Blacks into Afro-Saxons and Chicanos into Anglo-Americans. B groups must participate in forming educational policy for B groups if bilingual-multicultural education is to become institutionalized within the American educational system.

The ethnic groups who exercise power in American education design the schools to reflect their ideologies, assumptions, perspectives and world views. The assimilationists are still in control of the schools. They perceive ethnic pluralism as a threat to the survival of America as they envision it. Strategies must be devised for currently excluded ethnic groups to gain power in American education

[*Cont. on p. 13 col. 3*]



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NABE EFFORTS

[Cont. from p. 1 col. 1]

ate Subcommittee, urging them to reconsider their decision. But the NABE effort went still further—our voices had to be heard in Washington.

Dr. Josué González, Director of OBE and Carmen Pérez, President of NABE, discuss Appropriations

Special meetings were set up in Washington, and Carmen A. Pérez with NABE officers Ramón Santiago, Aurea Rodriguez and Sonia Rivera obtained a promise of full support from Beth Abromowitz of Vice-President Mondale's staff. Senate Subcommittee members were visited in person, with several Senators responding to NABE's urgent need for help.

By the end of the week long effort, Senator Warren Magnuson (State of Washington) had expressed his willingness to negotiate to restore some of the bilingual funding; Senator Dennis DeConcini (State of Arizona) agreed to present an amendment to the full Senate to restore $5,000,000 to the Materials Centers and $12,500,000 to Basic Programs; and Senator Ted Stevens (State of Alaska) expressed his willingness to propose restoration of all Materials Center monies.

The results: The full Senate Subcommittee accepted Senator DeConcini's recommendation, and approved it. As planned, it passed in the Senate with no difficulty.

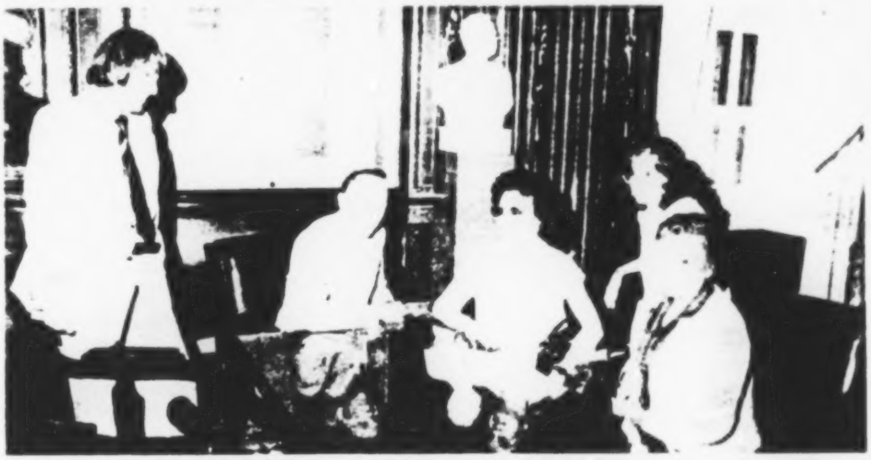
The next hurdle was to attempt to restore additional funds in the House and Senate Conference Committee. Here Congressman Edward R. Roybal (State of California) led the movement in behalf of bilingual education.

Congressman Edward R. Roybal (California) - Key Figure in House and Senate Conference Committee

Following the House and Senate Conference Committee meeting on July 30, the following was appropriated for FY 80. Thanks to the efforts of NABE *members through the country, spear-headed by the NABE Executive Board* and supported by the NABE Washington, D.C. affiliate, a crisis was averted. Special recognition and appreciation should go to Marcelo Fernández, President of District of Columbia Association for Bilingual Education (DCABE) and Nancy Zelasko, DCABE Secretary, for their effort to make NABE's voice heard in Washington, D.C. The advice and support given by Pepe Barrón and Mike Cortez was also appreciated.

Bilingual Education:	'79 Appropriation	'80 Conference Agreement
Regular grants to school districts	$102,150,000	$107,262,500
Training grants	29,625,000	30,325,000
Support services:		
Materials development	10,000,000	10,000,000
Grants to State agencies	4,875,000	5,000,000
Advisory Council	150,000	150,000
Information clearinghouse	1,000,000	1,000,000
Research and studies	2,000,000	4,625,000
Bilingual desegregation grants	8,600,000	8,600,000
SUBTOTAL, Bilingual Education	$158,600,000	$166,962,500

Once again NABE has made a difference.



John Mulki, Aide to Senator DeConcini, Senator Dennis DeConcini (Arizona), Carmen Pérez, NABE President, Nancy Zelasko, DCABE Secretary, Aurea Rodriguez, NABE Secretary.

Some Observations Made While in Washington: Title VII Appropriations Action:

NABE members should be alerted to the following facts that could have resulted in the first of many budget cuts:

FACT: Many legislators and aides were poorly or incorrectly informed about bilingual education.

FACT: The proposed budget cuts were based on outdated data from a Development Associates Report on Materials Centers (completed after only one year of the Center's operation.)

FACT: Funding practices in Washington need to be examined.

Some recommendations from NABE President Pérez:

1. We must be prepared to answer "studies" such as the one that was used, with one-page fact sheets that get into the right hands. We have one. Ask for it.
2. Our continued visibility in Washington is essential.
3. We should have files on all Senators and Representatives with their history of support for bilingual education.
4. We should contact legislators who are not necessarily "friends" of bilingual education, and attempt to work with them.

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TOP HISPANICS IN GOVERNMENT HONORED

[Cont. from p. 3 col. 3]

Prior to joining the Commission, Nuñez served as executive director of ASPIRA of America, a national, non-profit organization serving Puerto Rican youth through programs in the field of education and leadership development. He has been active in civic and educational affairs in New York City, as well as in the Washington area. He has been a member of the New York City Board of Higher Education, and a member of the Board of New York's Mt. Sinai Medical Center; in addition he was a founder and first president of the Hispanic First Federal Credit was a founder and first president of the Hispanic First Federal Credit Union in Washington, D.C. In 1972 he was one of the recipients of the 125th Anniversary Medal given to distinguished alumni of City College.

JOSUÉ M. GONZÁLEZ

DIRECTOR OF THE OFFICE OF BILINGUAL EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Dr. Josué González was sworn in as Director of the Office of Bilingual Education (OBE) on March 5, 1979. He administers the Bilingual Education Program authorized by Title VII of the Elementary and Secondary Education Act.

Dr. González received his Doctorate in Education from the University of Massachusetts at Amherst in 1974, with a specialization in Bilingual/Bicultural Education. He received his M.A. in Education and B.A. from Texas A&I University in Kingsville. A prominent participant in numerous conferences, symposia, seminars and lectures in his field, he has served as a consultant to federal agencies, Congress and other organizations, and has given expert testimony before several government commissions, Congressional committees and other bodies. His published work covers a wide range of topics concerning education of Chicanos in the U.S., as well as several pieces of poetry. He is well-known among Hispanics as both an accomplished expert in the field of education and a dedicated advocate for equal educational opportunity for "nuestra gente."

A NEWSLETTER FOR RESEARCHERS AND TEACHERS

SLANT is a newsletter for researchers and teachers working in the field of second language acquisition. Its goal is to inform its readers of the most recent developments in the field of second language research around the world. To encourage researchers and teachers to share their work, SLANT publishes resumes of research in progress. All second language researchers are invited to submit resumes of their research in progress describing their subjects, data collection procedures, analysis and language involved — 200 words maximum. Please include your complete mailing address so that others interested in your work can contact you directly. Send resumes to:

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Please address all other correspondence to: Judith Chun, Box 2651, Stanford, California 94305, USA

BIG PLANS UNDERWAY FOR NABE '80 CONFERENCE

APRIL 16 - 23, 1980

Summertime and the living is easy . . .but not for the NABE Executive Board and the Planning Committee for the 1980 NABE Conference. On August 3-5 NABE Officers Carmen Pérez, Juan Solís, Ramón Santiago, Aurea Rodriguez, and Sonia Rivera were hard at work with the Convention Committee in Anaheim, California, the site of next year's conference.

The group toured the Anaheim Convention Center and the surrounding convention hotels—all within walking distance of each other (and Disneyland). Planning meetings, chaired by conference chairperson Tony Vega, included reports on last year's conference presented by Juan Juárez, and progress reports on NABE '80 from each committee chairperson.

Six hotels are reserved, more than 5,000 participants are projected, and tentative plans for keynote speakers include certain "high-up" political figures. Top performers will be selected for entertainment, dances will be held to suit everybody's musical tastes and good weather has been guaranteed!

Plan now on stepping into the 80's with NABE—in Anaheim, California—April 16-23, 1980. Mark your calendars and watch for the call for papers. NABE NEWS will carry up-to-date information on the conference in the November issue.

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- **A HANDBOOK OF BILINGUAL EDUCATION,** revised. By Muriel R. Saville and Rudolph C. Troike. $2.00 Non-members, $1.75 TESOL Members
- **CLASSROOM PRACTICES IN ESL AND BILINGUAL EDUCATION.** Edited by Muriel Saville-Troike. $2.00 Non-members, $1.75 TESOL Members
- **POSITION PAPER ON THE ROLE OF ENGLISH AS A SECOND LANGUAGE IN BILINGUAL EDUCATION.** Single copies, no charge. Multiple copies, $.10 each.
- **BILINGUAL ESOL AND FOREIGN LANGUAGE TEACHER PREPARATION:** Models, Practices, Issues. Edited by John F. Fanselow and Richard L. Light. $9.00 Non-members, $8.25 TESOL members.

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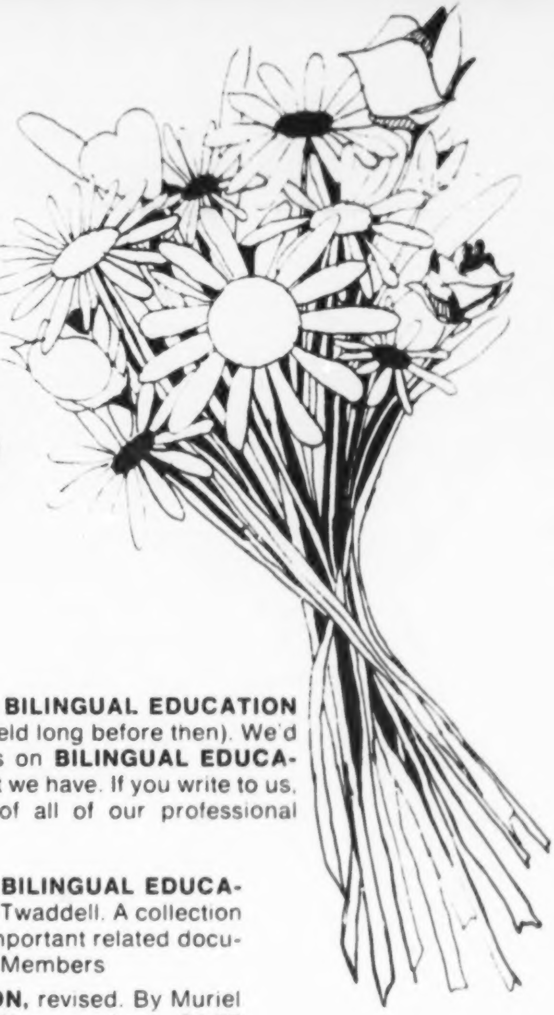

MEMBERSHIP REPORT

A recent membership report indicated that between the period of the Seattle NABE convention and August 1, a total of 900 people had become NABE members for 1979-80. These were almost evenly divided between renewals (458) and new memberships (431). Many of the new members were picked up at the Seattle convention as a result of a special recruiting campaign. NABE welcomes the new members and appreciates the continuing support of those who renewed.

But the above figures also reflect a rather slow-moving trend in renewals for 1979-80. Part of the reason may be that many of our members have been away for the summer and haven't had a chance to go through their mail (although the renewal forms were sent out in May). Whatever the reason, members are urged to send in their '79-80 renewals as soon as possible. NABE needs your dues to meet current expenses and to avoid having to make expensive and time-consuming changes in the membership lists. The two NABE publications, the JOURNAL and the NEWS, are available as benefits of membership; thus members who are not current in their dues have to be removed from the mailing list until they renew. So please help us to maintain a healthy treasury and a stable membership list by renewing promptly.

Another thing to remember is that voting privileges are available only to bonafide NABE members. As previously indicated, the mailing of ballots will be guided by strict and carefully-kept membership records. So if you want to exercise your voting privilege, renew your NABE membership at once.

Finally, in the last month NABE has become even more active in fighting proposed cuts in allocations and in supporting legislation that benefits the bilingual education movement (see article in this issue). Many members have contributed to NABE's efforts by writing, cabling, or visiting their congressional representatives; others can make an equally valuable contribution by renewing their memberships.

If you want to help your organization with a minimum of effort, you can do the following:

1. Renew your 1979-80 membership immediately.
2. Inform us of any change in address immediately.
3. Urge your friends and colleagues to join NABE and continue to spread the good word about NABE.

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IMPORTANT: FILL OUT BACK

WANTED

All correspondence to these former NABE members has been returned by the post office. If you have any information concerning the correct address of these individuals, please contact Ramón Santiago, NABE Vice President and Membership Chairman, at the BESL Center, 100 Franklin St., New Holland, PA 17557.

CA

Cynthia D. Prince
795 Pine St. Apt. 46
San Francisco, CA 94108

Joseph P. Santana
CSULA
1515 University Dr.
Los Angeles, CA 90024

Curtis Cooper
1041 Corvette Dr.
San José, CA 95129

Estella Morris
Babel Resource Center
3168 Shattuck Pkwy.
Berkeley, CA 94707

Pak Bor Wu
765 Fifth Ave.
San Francisco, CA 94118

CT

Maria C. Sánchez
51 Huntley Place
Hartford, CT 06120

IL

Maria T. Jaimes
1646 W. 46th St.
Chicago, IL 60609

LA

Robert L. Kastner
4742 Margue Dr.
New Orleans, LA 70127

MA

Ellen F. Goodale
816 Centre St.
Cambridge Terr., MA 02140

Yolanda López
370 Summer St.
East Boston, MA 02128

NY

Nydia Novoa
515 W. 59th St. 33W
New York, NY 10019

Victoria Manero
104 W. 96th St. Apt. 16
New York, NY 10025

Modesto Aguayo
39-10 108th St. 2
Corona, NY 11368

Harvey Zeichner
84-50 164th St.
Jamaica, NY 11432

Gladys Ramirez
2776 Jerome Ave.
Bronx, NY 10468

Joan G. Goodman
16 Washburn Ave.
New York, NY 10010

Ursula Piñero
48 Bershire St.
Rochester, NY 14607

Elizabeth Román-González
470 Ocean Pkwy.
Brooklyn, NY 11218

Zonaida Díaz
3749 83rd St. 22
Jackson Hgts., NY 11372

OH

Lucretia S. Carlisle
3628 Seabrook Ave.
Columbus, OH 43227

Francisco E. Rodriguez
5101 Madison Rd.
Cincinnati, OH 45227

TX

Gordon L. Gidley
4807 B Shoal Creek
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SPANISH UNEMPLOYMENT RATES - U.S.

Submitted by: Rick Hernández, White House Staff

The Carter Administration has made significant strides in providing more jobs, and increased economic opportunity for all citizens. 8.1 million more Americans are working now than when the President was elected. Overall unemployment is down 26%. Employment gains for Spanish Speaking Americans have been even greater with the unemployment rate down 29%. (Note that the rate of decrease has slowed appreciably, with much smaller gains being registered in all categories during the last calendar year.)

Non-white unemployment is still significantly higher than white unemployment. Many of the Administration's Labor programs are targeted to help put these Americans to work, e.g. Youth Employment Training Programs, Youth Incentive Employment Pilot Programs, and programs retraining workers with new marketable skills, like CETA.

DATE	NATIONAL RATE	SPANISH	ALL NONWHITES
11/76	7.8	11.7	13.2
04/78	6.1	8.8	12.0
04/79	5.8	8.2	11.8
% change			
04/78 - 04/79	–5%	–7%	–2%
% change			
11/76 - 04/79	–26%	–29%	–10%

JAMES BANKS

[Cont. from p. 5 col. 3]

and to participate in major educational decisions. Only in this way will a philosophy of ethnic pluralism become institutionalized within the American educational establishment. Until an ideology of ethnic pluralism is institutionalized within American education, educational reforms such as bilingual-bicultural education, multicultural education, and multiethnic education will remain primarily on the periphery of the American educational establishment.

The following books by Professor James Banks are available for loan by mail from the BESL Library, 100 Franklin St., New Holland, PA 17557:

Multiethnic Education: Practices and Promises (1977). Phi Delta Kappa. $.75

Teaching Strategies for Ethnic Studies (1975). Allyn and Bacon, Inc. $12.95

Teaching Social Studies to Culturally Different Children (1971). Addison-Wesley Publishing Co. $7.25 Editors: James Banks and William W. Joyce.

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BILINGUAL EDUCATION ....

[*Cont. from p. 5 col. 1*]

NUMBER OF RESEARCH FINDINGS ACCORDING TO EFFECT OF BILINGUAL EDUCATION ON STUDENT PERFORMANCE

Student Performance Variables	Positive Effect	No Effect	Negative Effect	
First Language Reading and Language Arts				
Demonstration Project Evaluation (DPE). Alice. Texas. 1973-74 (gr. 1-4); DPE. Corpus Christie. Texas. 1973-74 (gr. 1-3); Cohen. 1972 (gr. 2).	6	2		8
Second Language Oral Proficiency				
Taylor. 1969. (gr. 4-5); Cohen. 1972. (gr. 2)		3		3
Second Language Reading and Language Arts				
DPE. Alice. Texas. 1973-74. (gr. 1-4); DPE. Corpus Christie. Texas. 1973-74. (gr. 1-3); Ramos. et al.. 1967. (gr. 4-6); Modiano. 1968. (gr. 1); Balasubrumonian. et al.. 1973. (gr.K. 2. 3); Cohen. 1972. (gr. 2)	6	7	1	14
Social Studies Achievement (measured in the second language)				
Ramos. et al.. 1967. (gr. 4-6)	1	1		2
Science/Math Achievement (measured in the second language)				
DPE. Houston. Texas. 1972-73. (gr. 1-4); DPE. Corpus Christi. Texas. 1973-74. (gr. 1-3); Trevino. 1968. (gr. 1-3); Cohen. 1972. (gr. 2)	10	4		14
Cognitive Function (measured non-verbally)				
Cohen. 1972. (gr. 2)	1			1
Cognitive Function (measured through the first language)				
DPE. Alice. Texas. 1973-74. (gr. K-4).	3	2		5
Cognitive Function (measured through the second language)				
DPE. Alice. Texas. 1973-74. (gr. K-4); DPE. Houston. Texas. 1972-73. (gr. K-4).	6	4		10
Attitude Toward Self and Own Culture				
Cohen. 1972. (gr. 2)		1		1
School Attendance				
Cohen. 1972. (gr. 2)	1			1
	34	24	1	59
	(58%)	(41%)	(1%)	

In interpreting the table,

- **Positive Effect** means either that:
  (1) The experimental group performed significantly better than a comparison group;
  (2) Pre-post gains during treatment were significantly greater than gains before treatment; or
  (3) Results of comparison to district or national norms were significantly better after treatment than before treatment.
- **No Effect** means no significant differences were found in one of the conditions (1), (2), or (3) above; and
- **Negative Effect** means subjects performed significantly worse in one of the conditions (1), (2), or (3) above.

The numbers in the boxes represent the number of findings in the category. As the table shows, out of a total of 59 findings, 34 (58%) were positive; 24 (41%) were neutral; and only 1 (1%) was negative (Dulay, et al, 1976).

This research summary reflects results of bilingual education programs that were in operation during the first ten years of the experimental operation of bi-

[*Cont. on p. 16 col. 1*]

NABE AFFILIATES 1979-1980

1. ARIZONA
Estanislao Paz
Arizona Assn for Bil. Education
PO Box 43381
Tucson. AZ 85733
(602) 790-3132

2. CALIFORNIA
B. Roberto Cruz
California Assn for Bil. Educ.
2168 Shattuck Avenue
Berkeley. CA 94704
(415) 549-1820

3. COLORADO
Joe Hernández
Colorado Assn for Bil. Educ.
Larimer Co. S/P R-1
2407 La Porte Ave.
Fort Collins. CO 80521
(303) 483-7420. x30

4. CONNECTICUT
Leonor Toro
Conn. Assn for Bil. Bic. Educ.
1120 Kossuth St.
Bridgeport. CT 06608
(203) 281-3343. x1; 333-7389

5. DISTRICT OF COLUMBIA
Marcelo Fernández Zayas
DC Assn for Bil. Education
Room 314. Gordon Center
35th and T Streets
Washington. DC 20007
(202) 282-0173

6. FLORIDA
Ana D. Weis
The Bilingual Assn of Florida. Inc.
PO Box 431983
South Miami. FL 33143
(305) 235-6708

7. IDAHO
Jay R. Fuhriman (Temporary Chrm.)
Idaho Assn for Bilingual Education
1923 Fourth St. South
Nampa. ID 83651
(208) 466-6215

8. ILLINOIS
Maria P. Walker
Illinois Assn for Bil. Bic. Education
Chicago Board of Education
228 N. La Salle St.
Chicago. IL 60601
(312) 641-7396

9. KANSAS
Alfonso López
Kansas Assn for Bilingual Education
535 Kansas Ave., Room 1202
Topeka. KS 66612
(913) 296-3465. (816) 221-7565 (0)

10. LOUISIANA
Elaine Rand
Louisiana Assn for Bil. Education
ABRC. PO Box 4-3410. USL
Lafayette. LA 70504
(318) 233-3850

11. MASSACHUSETTS
Ernest J. Mazzone
Mass. Assn of Bilingual Educators
31 St. James Ave., Room 540
Boston. MA 02116
(617) 727-8300

12. MICHIGAN
Theresa K. Gilbert
Michigan Assn for Bilingual Education
PO Box 12005
Lansing. MI 48901
(517) 374-4256

[*Cont. on p. 16 col. 3*]

BILINGUAL EDUCATION ....

[Cont. from p. 15 col. 1]

lingual education programs in U.S. public schools. Despite the recentness of this complex innovation, more than half of the findings show that bilingual education worked significantly better than monolingual programs for LES/NES students. Another recent survey has revealed 12 more research studies conducted since 1976 which demonstrate the effectiveness of bilingual instruction for LES/NES students. (Troike, 1978).

Pinpointing the reasons for the success of some programs and the ineffectiveness of others is unfortunately not possible, as none of the studies undertook designs sophisticated enough to allow such fine-grained analysis. Nevertheless, the research conducted to date gives us reason to be optimistic about the potential of bilingual education.

Bilingual education is a complex educational approach serving different types of students through a variety of programs. Given the current research, we know at least that it has worked well for non English dominant LES/NES students. This fact must not be overlooked, especially during discussions about the appropriateness of using public funds to provide bilingual programs for English proficient students. Differing positions on this controversial issue must not be allowed to interfere with the vigorous implementation of bilingual education for non English dominant LES/NES students, for whom it has been shown to work.

---

[1] 65% in Grade 2; 70% in Grade 3; 71% in Grade 4; 81% in Grade 5; and 73% in Grade 6 (See AIR, 1978 B, p.10)

[2] Danoff (1979) points out, however, that "the overall comparisons between the gains shown by Title VII and non-Title VII Hispanic students took into account a number of factors so that the findings would be appropriate for students with different levels of achievement at pre-test and who were different in their use and preference for English and Spanish. Included in the factors taken into account were student social economic status level, student pretest score, student preference for and use of English and Spanish, and the number of schooldays between pre-testing and post-testing. Because of this procedure and the use of a variety of statistical methods during the analyses, the findings of the AIR study are considered appropriate for students who were at different levels of achievement at pre-test time and who differed in their use and preference for English and Spanish."

[3] The two foreign studies reported (in the Philippines and in Mexico) also reflect early program development.

[4] See, however, Cervantes, R.A., Jones, E. et al. (1976) for a comprehensive analysis of independent and intervening variables hypothesized to affect the academic achievement of Mexican American students enrolled in bilingual programs.

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NABE AFFILIATES

[Cont. from p. 15 col. 3]

13. NEW JERSEY
Roberta Kanarick
NJTESOL/NJBE
Elizabeth Board of Ed.
500 Broad St.
Elizabeth, NJ 07207
(201) 353-2200, (609) 771-0012

14. NEW MEXICO
Ernelina D. Pacheco
New Mexico Assn for Bil. Educ.
PO Box 2004
Albuquerque, NM 87103
(505) 883-0441

15. NEW YORK
Angelo Gimondo
NY State Assn for Bil. Educ.
PO Box 1033
Brooklyn, NY 11201

16. OHIO
Gloria Gutierrez
Ohio Assn for Bil. Multic. Educ.
Lorain City Schools
1020 7th Ave.
Lorain, OH 44052
(216) 277-9007

17. OKLAHOMA
Agnes Cowen
Oklahoma Assn for Bil. Education
PO Box 769
Tahlequah, OK 74464
(918) 456-6177

18. PENNSYLVANIA
Gladys Valcourt
Penna. Assn for Bil. Education
Box 5166
Bethlehem, PA 18015
(215) 691-0321 (H)
787-6258 (O)

19. PUERTO RICO
Pedro Algarin
PR Assn for Bilingual Education
c/o Nydia Flores, VP
Box 21816, Estación Universidad
Rio Piedras, PR 00931
(809) 764-0000, x

20. TEXAS
Albar Peña
Texas Assn for Bilingual Education
University of Texas at San Antonio
San Antonio, TX 78285
(512) 691-4426, 342-3583

21. VIRGINIA
Ronald Saunders
Virginia Assn for Bilingual Education
c/o Jack Levy, Education Department
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 323-2691

22. WASHINGTON STATE
Irene Bowie
Washington Assn for Bil. Education
Bilingual Resource Training Center
406 Health Hall, GS-25
University of Washington
Seattle, WA 98195
(206) 543-9424

23. WISCONSIN
Fermin Burgos
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VOLUME III, NUMBER 2 - NOVEMBER, 1979

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

CARTER'S FOREIGN LANGUAGE COMMISSION SUBMITS FINAL REPORT

by Pepe Barrón, Executive Director, El Congreso Nacional de Asuntos Colegiales

STRENGTH THROUGH WISDOM - A CRITIQUE OF U.S. CAPABILITY. A report to the President of the USA from the President's Commission on Foreign Language and International Studies, November 1979. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Document 017-080-02065-3, $4.75.

The President's Commission on Foreign Languages and International Studies presented its final report in October which proposes a network of 125 to 155 national and regional centers for international studies. A 25-member Commission, led by James A. Perkins, Chairman of the International Council for Educational Development, issued a series of recommendations primarily concerning teaching of foreign languages at all levels, international exchanges, international studies in elementary and secondary schools and the necessary governmental and academic structures to support such foreign languages and international studies.

Outlined are two types of national centers to be supported with federal dollars:

Between 45 and 55 centers will focus on geographical region in relatively traditional area-studies programs. Those already in existence will be opened up to a much broader group of students and faculty members from other institutions and to leaders from government, business and labor. From 20 to 30 other national centers will focus on world problems which transcend geographical boundaries, such as energy, food, arms control, or environmental pollution. Both the area-studies and "topical" centers are not new to the educational arena; however, such centers have suffered financial problems since the late 1960's when support from federal sources and the Ford Foundation both declined substantially.

(cont. on p. 15 col. 1)

TITLE VII MANAGEMENT INSTITUTE KEYNOTE ADDRESS

IMPLICATIONS OF CANADIAN RESEARCH FOR U.S. BILINGUAL EDUCATION: SETTING THE RECORD STRAIGHT

by G. Richard Tucker, Director, Center for Applied Linguistics

G. Richard Tucker

During the past year or so, it has become increasingly clear that, despite explicit warnings to the contrary, many American educators have interpreted the abundant Canadian research data (summarized by Lambert & Tucker, 1972; Swain, 1974; Swain, 1976; Swain, 1978) as offering empirical support for the immediate submersion or mainstreaming of limited or non English-speaking youngsters in monolingual English-medium classrooms. They have claimed that the Canadian research has demonstrated that a child—any child, English Canadian, Mexican American, ethnic Chinese—can learn a second language and content material simultaneously. Although this assertion in its most general form is, in all probability correct, this does not mean that the most effective way to educate every child—regardless of the demographic, sociopolitical or other circumstances—is by submersion in a second language.

The Canadian Experience

Let us consider for a moment the circumstances under which the Canadian immersion programs were undertaken and from which the data were collected.

1. The French-immersion programs were designed for anglophone youngsters in response to continued parental dissatisfaction with the level of French attainment by children participating in English instructional programs with French as a Second Language component. The participants—for the most part, English-speaking youngsters — spoke as their mother tongue, English, the language of higher prestige and higher ascribed status. Within the North American setting, the target language, French, has relatively lower ascribed social and economic status even though it too is, of course, an important world language and benefits are likely to accrue to the individual who adds French to his repertoire, particularly in Canada.

2. The participants in the immersion programs throughout Canada have, for the most part, come from families of middle to lower middle socioeconomic backgrounds.

3. Participation in such programs has always been voluntary and parents have always had the alternative of sending their children to traditional schools within the immediate neighborhood which offered instruction via English.

4. Parents have, from the very beginning of the program, played an extremely strong, salient and catalytic role in all aspects of program design, development and implementation. In fact, it was parents—rather than school board officials, teachers or university scholars—who relentlessly pressured school board officials to develop this innovative approach to second language teaching.

5. The (early) immersion approach most typically implemented and described involves introducing children to school via French, the second language from the very beginning. French is used for all initial readiness activities and is the language of initial reading instruction. For the most part, the language skills of entering children are uniform. All speak English as their mother tongue and live in neighborhoods populated by English-speaking playmates. They speak virtually no French upon entrance.

(cont. on p. 4 col. 1)

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

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LETTERS

ASSISTANCE FROM NABE TO CABE

Ms. Carmen A. Pérez
New York State Education Dept.
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Dear Carmen:

Muschísimas gracias for the support that NABE has given the California Association for Bilingual Education in the battle against anti-bilingual education legislation in California. Thanks to the statewide and national support, we have won a temporary battle through January 1980. We have sent to defeat Assembly Bill AB800, AB690, AB1254, and a score of attacks that have been leveled against bilingual education by a racist press.

We are only too cognizant of the fact that if bilingual education falls in favor of ESL—only instruction in California, the other major states with large populations of limited proficient students will follow suit. We are all in this together and are grateful for the unity which has come about nation-wide on this issue.

We are gearing up for the next attack in January when Senate Bill 220 which contains all of the negative language of AB800, AB690 and AB1254 will be coming up for a vote. (Mangers has incorporated the latter bills in an existing Senate Bill (220) when his last ditch effort AB1254 went up in smoke on September 12, 1979.) On 16 de Septiembre, we celebrated our first victory and are marching towards the capitol to head off SB 220. We will need your continued help as well as all of our brothers throughout the country. Governor Jerry Brown and House Speaker Leo McCarthy must continue to receive your correspondence to let them know of the importance of bilingual education which has qualified bilingual teachers vs. an English-only curricula taught to LEP students by mono-lingual English teachers!!

De nuevo, thank you for the NABE support and keep those cards and letters coming in.

Juntos Venceremos,

Dr. Robert Cruz, President
California Association for Bilingual Education

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Institutional	50
Commercial	100

Send fees to NABE Membership Chairman Ramón Santiago, BESL Center, 100 Franklin St., New Holland, PA 17557.

From The President

Carmen Pérez

I appreciate your kind letters in response to the NABE goals published in the September NABE NEWS. Activities are well underway for each of the 21 goals. Let me summarize just some of those for you.

Membership and Members

Doubling the NABE membership is really ambitious, but not impossible, if everyone helps. We are conducting a strong membership drive and I urge you to assist by reminding your friends to renew their membership and by recruiting at least 5 new members in the coming months.

We are quite adamant about maintaining NABE members informed of the operational procedures and policies of the organization. NABE NEWS, mailed regularly to all members in good standing, is being used for this purpose.

Several steps have been taken to promote greater involvement by more language and ethnic groups within the organization. I have appointed Gloria Emerson (New Mexico) as chairperson of the Public Relations Committee whose primary goal this year is to examine ways in which we might increase the involvement of greater numbers of members of our multi-ethnic and multilingual NABE family.

We are very excited about our progress in the establishment of a permanent NABE headquarters. The plan includes a year of fundraising, followed by the opening of an office in Washington, D.C. Abdin Noboa, (Washington, D.C.) newly appointed chairperson of the Fundraising Committee, has committed himself to raising a minimum of $100,000 during the first phase of the plan. Preliminary reports from him indicate that we just might be able to get ahead of our schedule. So you can look forward to the realization of a NABE headquarters in the very near future.

Public Relations/Linkages

We have been very active in our goals of creating a positive national image for the Association both among legislators as well as elected and appointed officials in Washington. In the last few months NABE has been represented at meetings in the White House, at OBE, and at various other agencies in the Nation's capital. We will continue to make our voice heard and our presence felt.

Publications

Our plans for a publication this year, although somewhat modest, do represent a start. Philip González, (Washington) Chairperson of our Publication Committee, is currently editing papers presented in the Seattle 1979 Conference. These will be published and available for dissemination by late winter. Dick Light, (New York) our NABE JOURNAL Editor, is busy collecting articles for Volume 4 of the NABE JOURNAL. Dick needs your help in identifying quality articles for the JOURNAL. Please be sure to encourage all talented authors to submit manuscripts to Dick. As you know, NABE NEWS has been published on schedule. Carolyn Ebel has earned our deepest appreciation for an excellent and timely newsletter. However, Carolyn also needs your assistance with articles.

Scholarship/Conference

Tony Vega (California) and company are very busy these days planning our '80 Conference in Anaheim. All kinds of creative innovations are being planned. Information on the Conference scheduled for April 16-23, will be published in NABE NEWS regularly. (Info.: 714-870-5481)

The trip to Russia for the fall of 1980 has been worked out by Ernie Mazzone (Massachusetts). Specific information on the trip has been mailed to you. I hope you are saving your pennies so that we can all meet in Russia.

Political Arena

Our involvement in the political arena has been increased considerably. On November 6, 1979 we held a dance in Washington, D.C. when for the first time, we honored some of those legislators who have supported us in the past. The honorees included: Senator Alan Cranston, (California); Senator Dennis De Concini, (Arizona); Senator Pete Domenici, (New Mexico); Senator Edward Kennedy, (Massachusetts); Congressman Baltasar Corrada del Río, (Puerto Rico); Congressman Roberto García, (New York); Congressman Edward Roybal, (California).

We are still pushing for a White House conference on bilingual education. Letters have been written to several friends in the White House and we are awaiting their reply.

NABE Constitution, By-Laws and Administration

Shortly you will be receiving a copy of the proposed amendments to the Constitution. We hope to have our decision made on these amendments before we go to Anaheim. As you know, the primary purpose of the amendments is to ensure broader representation on the NABE Executive Board. The proposed amendments call for one parent slot on the NABE Executive Board as well as three regional representatives.

Chairpersons to all of the NABE standing committees have been appointed. By way of introducing them to you, we have included pictures of each chairperson in another section of this issue. Write to them if you are interested in serving on their committees or if you wish to share ideas or suggestions.

Although I can't seem to find enough hours in a day, I'm truly enjoying my work as NABE President. I've been very encouraged by the fantastic cooperation I've gotten from the membership. Keep those letters coming! !

NOTICE FROM NABE EXECUTIVE BOARD

At the August 1979 meeting, the NABE Executive Board established a policy that NABE News and the NABE Journal would be available only through membership to the organization. Although we will meet all subscription obligations for the 1979-80 year, we will no longer accept subscriptions only.

IMPLICATIONS OF CANADIAN EXPERIENCE

(*cont. from p. 1 col. 3*)

6. Despite the fact that French is used as a major medium of primary instruction, an English language arts component is nevertheless added to the curriculum during grade two or grade three at the option of the principal. This addition serves to mark explicitly the continuing importance or status of English as a valued language and helps to solidify formal language skills.

7. The federal government provides financial support for innovative second language teaching. In fact, in FY 1979, it provided $170 million vs. approximately $150 million in the U.S. (for Canadian population of 22 million vs. U.S. population of 220 million). The important difference, however, lies not so much in the amount of the support but in the way the government of Canada allocates the funds. They do so on a per capita basis to the provinces who then distribute funds to the local educational agency—a format quite different from that followed in the U.S.

These general features characterize the programs which now exist in many communities throughout all ten Canadian provinces. It is not appropriate in this paper to reiterate in detail all of the research results reported to date. However, by way of summary, it can be noted that the consensus of researchers who have worked with large groups of different children participating over a long period of time in programs in different schools, school boards and provinces is that, for these youngsters, an innovative approach to second language teaching in which the target language is used as the sole or major medium of classroom communication facilitates second language acquisition without causing any detrimental effects whatsoever to native language development. In addition, the youngsters perform as well as their English-taught peers on achievement tests in content areas such as math, science or social studies (cf., Lambert & Tucker, 1972; Swain, 1976; Cziko, Lambert, Sidoti & Tucker, 1978).

Conclusions from the Canadian Experience

On the basis of evidence such as this, we have argued (Lambert & Tucker, 1972; Tucker, 1977a; Tucker, 1977b) that **in settings where the home language is highly valued by all members of the community, where parents do actively provide encouragement and support for the acquisition of literacy in the mother tongue and where it is "known" that the children will succeed,** it would seem fully appropriate to begin schooling in the second language. These inferences also find support in the research and theorizing of Skutnabb-Kangas and Toukomaa (1976) and of Cummins (1978) who proposed that a child must attain a threshold level of competence in the target language to be able to profit from instruction in that language and that the development of second language skills is dependent upon the adequate development of mother tongue skills—something which, we believe, can occur in school or in a stimulating non-school environment.

We have not previously and we would not in the future recommend, on the basis of these careful, critical and longitudinal studies, that Mexican-American, Franco-American or other non or limited English-speaking youngsters be submerged in English medium programs. We believe that the appropriate inference to be drawn is exactly the opposite. The implications of the Canadian research for U.S. educators will be discussed later.

ETHNOPERSPECTIVES IN BILINGUAL EDUCATION RESEARCH 1979-80: THEORY IN BILINGUAL EDUCATION

CALL FOR PAPERS

Interactive Forum:
March 27-29, 1980
Ethnoperspectives Forum:
June 12-14, 1980

Twenty-six papers will be selected. 13 will be presented during the Interactive Forum and 13 during the Ethnoperspectives Forum. All papers must relate to theory in bilingual education, which includes bilingual and bicultural pedagogy. Examples of topic areas of interest include: 1) language and linguistics, 2) culture, biculturalism and multiculturalism, 3) bilingualism, biculturalism and cognition, 4) bilingualism/biculturalism and personality, 5) neuropsychology as related to bilingual phenomena.

Travel expenses within the U.S. and an honorarium will be provided to the individuals selected. Participants are expected to attend both Forums. All papers accepted will be published. For more information: Dr. Raymond Padilla, 106 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197. (313-487-1035).

Abstract Due Date: Jan. 11, 1980

The United States

Various facets of the contemporary American experience with bilingual education have been described and it is not the intent of this paper to repeat those descriptions (see, for example, Andersson & Boyer, 1978; Schneider, 1976; Troike, 1978b). It is relevant to note, however, that despite more than ten years of federal support for bilingual education, very little critical, empirical and longitudinal research has been conducted. (One notable exception is the evaluation of the Navajo-English bilingual program at Rock Point community school. Troike (1978) provides a good summary of the scanty but relevant research as does Paulston (1977).)

The intent of this section is not to bemoan the paucity of American research; but rather to attempt to identify some of the salient characteristics of American bilingual education programs. In the final section, the implications of the Canadian and the international research for American bilingual education will be presented. Who are these children, then, who comprise the participants of American bilingual classes?

1. Present-day American Title VII or other government-supported bilingual programs have been designed, in a sense, as compensatory or remedial programs for limited or non English-speaking youngsters who seem unable to profit from instruction in English. Separate programs have been designed for children from diverse ethnolinguistic backgrounds. In 1978-79, more than 500 Title VII projects were funded providing bilingual education in literally dozens of languages plus English, the language of higher ascribed social status. Typically, but not always, the mother tongue of the participating child is a language of lower ascribed social or economic status.

2. Many of the participants in bilingual programs come from families in which the parents have not completed the local equivalent of the compulsory cycle of American education.

(*cont. on p. 5 col. 1*)

IMPLICATIONS OF CANADIAN EXPERIENCE

(*cont. from p. 4 col. 3*)

3. Despite the provision in Title VII legislation for parental advisory committees, many parents are sadly uninformed or misinformed about the purpose, structure or content of bilingual education programs in their communities. A survey conducted by staff at the Center for Applied Linguistics during academic year 1978-79 revealed that many parents feel cut off from school happenings and that many schools make no attempt whatsoever to communicate with parents in their mother tongue—even though they may speak no English whatsoever.

4. The entry-level language skills of participating children are extremely heterogeneous. A Spanish-English class may include, for example, Spanish monolingual children, Spanish dominant children, children of questionable dominance in either language, English dominant and English monolingual children. Needless to say, it is extremely difficult for any—even the most talented—teacher, to reach such a diverse clientele. Likewise, many of the children live in linguistically heterogeneous communities. They often fail to receive encouragement or support from parents or peers to pursue extra curricular academic interests.

5. Unfortunately, in many communities it appears as though negative stereotypes characterize the minority-group child and it is "known" that a disproportionately high number will not be academically successful.

6. Federal legislation explicitly encourages transitional bilingual education. This legislation seems on the one hand designed to nurture the child's mother tongue and to encourage conceptual development via the strong language while introducing a second language; but on the other hand to abruptly withdraw recognition and credibility for the mother tongue as soon as possible—and, in most cases, **before** the building blocks of the mother tongue have been solidified.

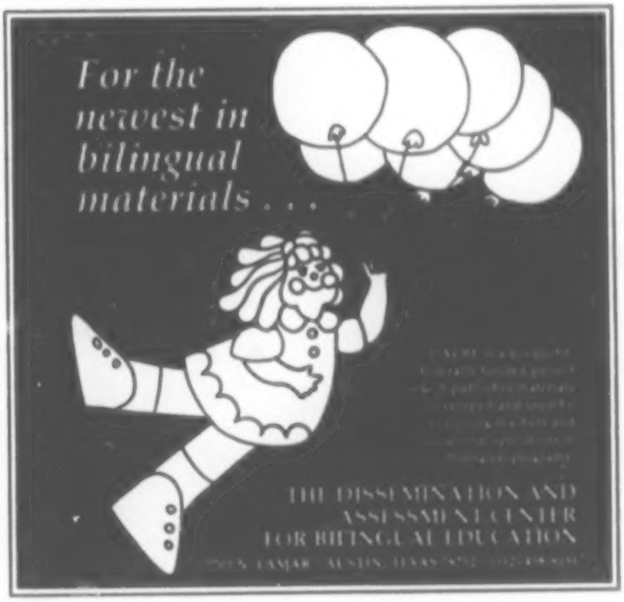
7. To date, there continues to be a paucity of teachers trained explicitly to work in bilingual programs. Waggoner (1979) notes the discouraging fact that fewer than one half of teachers teaching through a non-English language, teaching ESL or doing both had had even one bilingual education course, and only 14% had had relevant training for teaching non-English language arts, etc. Likewise, there exists a serious need for the continued development and improvement of curricula, materials and testing instruments.

At this point, it is appropriate to reiterate that the scanty research evidence alluded to earlier (Rosier & Holm, in press; Troike, 1978a) does suggest that children will thrive when they are educated initially via their mother tongue and then later bilingually in carefully designed and well implemented programs by sensitive teachers working in communities where there exists widespread knowledge and support for bilingual education.

Implications for U.S. Bilingual Education

The information summarized above including a description of some of the salient and criterial attributes of Canadian, selected third-world, and American bilingual programs, leads to the following general conclusion: in settings such

(*cont. on p. 7 col. 1*)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IMPLICATIONS OF CANADIAN EXPERIENCE

(*cont. from p. 5 col. 3*)

as the various ethnic communities in the United States, in multilingual developing countries, and in parts of Canada where groups of non-English-non-French-speaking residents have congregated and where the home language is one of lower ascribed social or economic status; where there does not exist uniformly high pressure within the home and community to encourage literacy and language maintenance; where many teachers in the educational system are unaware or insensitive to the values and traditions of the minority-group pupils, it would seem desirable to introduce children to schooling in their home language. This schooling should take the form of a carefully developed language arts program integrated into a general curriculum in which content material is also taught via the mother tongue. The purpose is to sustain and to nurture youngsters' linguistic and cognitive development while teaching English as a second language and gradually introducing content material via English. This approach is consistent with the earlier suggestions of Lambert and Tucker (1972), Cummins (1978), Skutnabb-Kangas (1975) and Ojerinde & Cziko (1978).

(Furthermore, it should be added that there is no indication whatsoever from the research literature that transitional bilingual programs are pedagogically more effective than maintenance programs.)

The claim that the results from studies of Canadian immersion programs lead to the conclusion that minority group youngsters in the United States (or in Canada) or that third-world pupils should be immersed or submerged in the target language is **false**. These results do, however, suggest that in settings where the home language is highly valued, where parents and peer group do actively encourage literacy and mother tongue maintenance and where it is "known" that the children will succeed, that schooling can appropriately and without detriment commence in the second language. In fact, it has been argued elsewhere that the central problem facing us is to reach the "dominant-group" American in an attempt to drive home sensitivity to cultural diversity for this large group of Americans who have never heard of TESL, much less bilingual education.

OFFICE OF BILINGUAL EDUCATION REORGANIZES

As promised by Director Dr. Josué González when he took office less than a year ago, big changes are being made in internal organization and in staff assignments in the Office of Bilingual Education. Of greatest significance to NABE NEWS readers is the coordination of all basic instruction, training and desegregation assistance centers within a designated area. There will be five so-called "direct programs branches" and each will be responsible for the following:

- —3 to 5 Training Resource Centers (TRC's)
- —the basic, training and desegregation assistance programs served by the above TRC's
- —State Education Agencies (SEA's) in the specific TRC regions

This reorganization is not regional in nature and staff assignments will not be regional in nature, either, ie: each direct program branch will have designated areas (3-5) in different parts of the country, thus exposing OBE officers to regional differences (or similarities). But no longer will the right hand (Basic Programs) not know what the left hand (Training Resource Centers, Training, and Desegregation Assistance Programs) is doing. **Reporting to the same person** will make a difference; **managing by the same officer** will also make a difference.

Dr. González is adamant in keeping his attention focused on the basic instructional program. "**All programs,**" according to him, "**should have as their ultimate focus supporting the success of basic programs administered by local school districts.**"

> **We are interested in supporting activities which will increase the achievement of students of Limited English Proficiency. Training projects which train teachers and others to work with LEP students should be coordinated with an understanding of the needs of the local districts within which those teachers will be employed. Training Resource Centers which provide services to local projects likewise should be coordinated in light of all the activities taking place in the service area. Grants to State Education Agencies, which are also administered by these five direct programs branches, will be managed to assure that all parties are focused on the ultimate goal of school success for Limited English Proficiency (LEP) students.**

In addition to establishing these five direct branches to coordinate all activities within a region, entering the picture will be a "developmental programs branch" to support the needs and activities of the "directs." Fellowships for teacher trainers, materials development, research, development and dissemination will all be managed in this branch. These are activities which are one step removed from the bilingual classroom and its teacher. Their focus is more national in scope and the lead times for delivery are longer term.

The organization supports Dr. González's two-pronged capacity building emphasis at both the local and national levels. The aim here is to leave behind a residue of trained personnel and adequate materials which can be used by LEA's and other concerned entities to continue the work begun by bilingual education programs. The developmental program branch will be able to work at the national level on this aim and the direct programs branch will emphasize this at the local level.

The organization is still evolving and rough spots need to be smoothed

(*cont. on p. 11 col. 2*)

Deadline:
Jan. 15-
Membership

Candidates For NABE Offices 1980-81

Deadline:
March 12-
Vote

PRESIDENT-ELECT

RAMÓN BILLESCAS, Director, Title One Migrant Education Program Pharr-San Juan-Alamo Schools Pharr, Texas. B.A. Elementary Education, Pan American University, Edinburg, Tx. M.S. in Elementary Education Supervision, Texas A & I, Kingsville, Tx.

Professional Experience: Director, Bilingual Project - PSJA Schools - 1977-78 Principal; PSJA Schools - 1970-1974; Assistant Principal, Jefferson Jr. High, Pharr, Tx. 1969-1970; Fellow - Experienced Teacher Fellowship Program, University of Texas at Austin - 1969; Assistant Principal, PSJA Schools 1967; Supervisor, McAllen, Tx. Public Schools, 1966; Teacher, McAllen, Tx. Public Schools 1960-1966; President: Texas Assoc. for Bilingual Education 1978-1979; President - Rio Grande Valley Chapter of TABE 1974-1975.

RAMÓN L. SANTIAGO, Director, BESL Teacher Training Library; Ass't Director, Title VII Program, New Holland, Pa. M.A.T., English and Education, Yale Univ. Ed.D., ESL and Applied Linguistics, Teachers College, Columbia University.

Professional Experience: Instructor of ESL, Univ. of Puerto Rico, 1963-6; Instructor of conversational and business English, Univ. of Puerto Rico, 1967; Research Assoc., Psychological Corp., NY, 1967-70; Assoc. Professor of English, Univ. of Puerto Rico, 1970-75; Instructor and teacher-trainer, Imperial Iranian Air Force Language Training School, Tehran, 1975-6; Adjunct Professor, Temple Univ. and Immaculata College: linguistics and bilingual education, 1976-present; Treasurer, PABE, 1977; Treasurer of NABE, 1978-9; Current Vice President of NABE; Current Vice President of Puerto Rican Tri-State Congress.

ANTHONY M. VEGA, Associate Professor, Education, california State University, Fullerton; Director, National Resource Center California State University, Fullerton.

Professional Experience: Assistant Professor, Chicano Studies California State University, Fullerton 1969-72; Director, National Bilingual Education Process Study, Development Associates Inc., 1972-73; Assistant Dean, Educational Opportunity Programs, (EOP) California State University, Fullerton 1973-76; Associate Professor, Education, and Director National Training Resource Center, California State University, Fullerton 1976-1979; President, California Association for Bilingual Education (CABE), 1976; Vice President, California Association for Bilingual Education (CABE) 1977.

VICE-PRESIDENT

PEPE BARRÓN, Executive Director, El Congresso Nacional de Asuntos Colegiales, Wash. D.C.; M.A. Spanish/Anthropology, University of Arizona, Tucson; Doctoral Studies - Education/International - College, South Bronx, NYC-VP and Special Assistant to President; District of Columbia Bilingual Association-VP; 1975-77-Co-Director International Program Development; Ad Hoc Committee for a Cabinet Department of Education, Washington, D.C. 1979 - Chairman/Secretariat; Transition Team-Reorganization of new Department of Education, 1979; Education Consultant for Department of State; Conducted evaluations for migrant bilingual programs-Ca., Az., Md., and Tx.; Has taught social sciences, Spanish and ethnic studies at post secondary, high school and elementary levels.

JOHN R. CORREIRO, Director, National Assessment and Dissemination Center for Bilingual Education, Lesley College, Cambridge, Mass.; M.P.A., University of Rhode Island; Certificate in Bilingual Education, Brown University Bilingual Institute 1972.

Professional Experience: News Reporter, Fall River Herald News and Providence Journal and Evening Bulletin 1961-3: Elementary Teacher, 1962-3: Research Assistant to Superintendent of Schools, Fall River, MA, 1964: Director of Neighborhood Youth Corp, Fall River Public Schools, 1965-7: Director ESL, Fall River Public Schools, 1967-70: Director Portuguese Bilingual Program Fall River 1971-75. Adjunct Faculty, Bristol Community College (Sociology), 1971-present: Former Secretary of NABE 1978-9: Clerk, Portuguese Cultural Foundation, Inc.

ANGELO GIMONDO, Deputy Director, Office of Bilingual Education, New York City Board of Education; M.A., Spanish, Brooklyn College; Ph.D., Education, Walden University.

Professional Experience: 1961-68 Teacher of Spanish, NYC Public Schools; 1968-71, Foreign Language Chairman, Mark Twain J.H.S.; 1971-73, Supervisor of Foreign Languages and Bilingual Programs, Community Sch. Dist. No. 21, Brooklyn; 1973-79, Director, Program Planning and Implementation, Officer of Bil. Ed., NYC Bd. of Ed.; 1965-75, Lecturer of Spanish, Brooklyn College; 1976-P, Adjunct Assoc. Professor, Bil. Ed./Supervision and Administration Long Island University; 1978-P Adjunct Assoc. Professor, St. John's Univ.; 1974-P, Dir., Italian language and culture courses, Italian American Committee on Ed.; 1974-76, President of Italian Bil. Ed. Assn.; 1978-79, Pres. NYS Assn. for Bil. Ed.; 1975-79, Coordinator, Italian Culture Week, NYC Bd. of Ed.

SECRETARY

BERNARD H. COHEN, President Bernard Cohen Research & Development, Inc., New York; M. Ed. Reading and Reading Disorders, Columbia Univ.

Professional Experience: Elementary school teacher, reading specialist, ESL instructor and program administrator at all educational levels in New York City; Program evaluator of more than 100 bilingual projects in New England, Mid-Atlantic and West Coast districts since 1967; Founder of International Reading Association's Special Interest Group on Bilingual Reading; Authored *Models and Methods of Bilingual Education* and *Evaluating Bilingual Education* (Teaching Resources Corp., Boston, 1979); also currently serving as a teacher trainer at St. Thomas Acquinas College, New York.

ROSITA E. COTA, Project Director Title VII and BISET Bilingual Programs, Tucson Unified School District No. 1, Tucson, Arizona; M.Ed. in Elementary Education and M.Ed. in School Administration, University of Arizona.

Professional Experience: Elementary School Teacher, 1959-61; TV Spanish Teacher program 1962-64; Dir. of Spanish Program, U.S.C.'s Isomata Summer Program 1965-71; Project Dir. Model Cities Bil. Multicultural Project and Exec. Dir. of TV Program, "Chiquitines" 1970-74; Project Dir. of State and Federal Bil. Programs 1974-79; Chairman of the Title VII National Advisory Council for Bil. Ed. 1975-76, Member 1973-76; Member of Title III Presidential Advisory Council 1963; Secretary of TEA (Tucson Ed. Assn.) 1964-65; Recipient of the 1977 Award for Bil. Ed. at the Annual Arizona Bil. Ed. Conference.

IVETTE ARTEAGA MORGAN, Dir. Bilingual Alternative for Secondary Education (BASE); M.S. Ele. Ed. & Guidance Hofstra Univ.; D.A. Curriculum & Reading Univ. of Miami; Post Graduate, Clinical Diagnosis in Reading, Univ. of Miami; Hunter College, 1 yr. towards M.S.W.; Post Graduate, Admin. & Super Middle School, Fl.; Atlantic Univ.

Professional Experience: 1954-56 Public School Teacher, NYC; 1956-57 Caseworker Catholic Welfare, Foster Care NYC; 1957-59 Administrator Lennox Hill Settlement House NYC; 1965-67 Univ. of Wisc. Modern Language Dept.; 1968-70 Caseworker/Counselor Ele. Sch. Dade County, Miami; 1970-73 Spanish Curr. Develop. Center, Coordinator for Dade Cty. Public Schools; 1973-79 Adjunct Prof. Miami Dade Comm. College, Intl. Univ.; 1974-78 Chairperson Ele. Ed. & Bil. Institute Biscayne College, Miami; 1973-79 Bil. Consultant, Univ. of Miami Lau Center.

TREASURER

EGLA RANGEL, Parent, mother of six children, grandmother of four children, graduated from Whittier High, attended E.L.A. Community College and Rio Hondo Community College.

Professional Experience: Chairperson Title VII Advisory Comm., Rowland Unified Sch. Dist.; Chairperson Affirmative Action Committee, Mt. San Antonio Comm. College, 1959; Census enumerator, 1959; Member Advisory of Mt. S.A.C. Satellite, 1960; Ad. member for B.C./T.V. (Villa Allegre); Field Service Coordinator (L.A.) to pilot test Villa Allegre; Member La Puente Coordinating Social Service Council; Proposal reader Title VII and Title IV, Cal. State Dept. of Ed.; Chairperson Resource Tr. Center at Fullerton Univ.; Coordinated planning of N. California para/professional training through BABEL; Member C.A.B.E. Exec. Bd. from 1971 to present.

URSULA SOLER URBIZTONDO, Dir., Bilingual Teacher Training Program, World Univ., Hato Rey, P.R. Ph.D. in E.S.L. and M.A. in Speech Education from New York University.

Professional Experience: K-12 Teacher (1944-1950) of English, Spanish, Social Studies. Univ. of Puerto Rico (1957-at present), English, Reading, Drama, Literature and Methods, E.S.L.. Univ. of Illinois, Univ. of Hartford, City College of NY, and N.Y. Univ. (Summers 1974-78); Methods Courses in Bil. Programs, Administrative Experience at Reading Center at U.P.R., Bil. Institute for N.Y. teachers in Puerto Rico, Bil. Teacher Tr. Program at World Univ. Coord. of 7th Annual Bil. Bic. Conf. of NABE in Puerto Rico (1978). Past president of Intl. Reading Assn. (Puerto Rican Chapter) and currently member of the Board of Directors of P.R.A.B.E.

Maria Providencia Walker

NO INFORMATION AVAILABLE

ELECTION UPDATE

The June 1979 issue of NABE NEWS carried a notice about the 1980 elections as part of President Carmen Pérez' message. For the convenience of NABE members these procedures are summarized below.

January 15, 1980: deadline for members to be certified as eligible to receive ballots. Certification will be done by NABE Treasurer Sonia Rivera on the basis of membership applications on file at membership office.

February 16, 1980: ballots are mailed to members in good standing by independent accounting firm 60 days before annual convention.

March 12, 1980: cast ballots must be postmarked by this date in order to be counted, and must be returned to the independent accounting firm handling the election.

April 2, 1980: candidates are notified of election results.

Any questions about the elections should be addressed to:

María Medina Swanson, Chairperson
Elections Committee
Illinois State Bilingual Office
188 W. Randolph St., No. 1400
Chicago, IL 60601
(312) 793-3850

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TITLE VII MANAGEMENT INSTITUTE

November 4-8, 1979

Close to 1000 Title VII directors attended the Bilingual Education Management Institute in Washington, D.C. on November 4 - 8. Co-sponsored by the U.S. Office of Bilingual Education and the Title VII National Dissemination and Assessment Centers, this third annual training workshop proved to be highly technical and comprehensive. Pulling on specialists from across the country, the Institute featured eight presentations and fourteen workshops and covered such diverse topics as non-public school participation in a Title VII project, the use of accounting systems for better fiscal management, leadership and personal effectiveness, congressionally mandated research in bilingual education, and managing programs serving small language groups. The strong direction OBE has taken in this Management Conference in providing specialized training and information for directors of all Title VII programs — basic instructional, training, curriculum development, and dissemination—was heartily welcomed by the professionals attending. Below are listed major presentations at the Institute along with their session leaders and Title VII moderators:

Management of Program Information to Parents, Staff, and the General Public: Rudy Martinez, Session Leader; Moderator, Manuel Nieto

Office of Civil Rights: The Lau Remedies Revised: Antonio Califa, Session Leader; Terry Sullivan, Moderator

Improving the Discretionary Grant Programs in USOE: Charles Hansen, Session Leader

Inter-Institutional Linkages: Coordination Among Programs Serving Limited English Proficiency Populations: Richard Fairley, Session Leader; Petraine Johnson, Moderator

Managing Programs Serving Small Language Groups: Ardys Clarke, Session Leader; Karl Li, Moderator

Non-Public School Participation in a Title VII Project: Elizabeth Triana Conner, Session Leader; Maria Ariza, Moderator

What Do SEAs Do For You?: Ernest J. Mazzone, Session Leader; Rudy Muniz, Moderator

Part C Coordinating Committee on Congressionally Mandated Research in Bilingual Education: James J. Vanecko, Session Leader; Gil Garcia, Moderator

Managing Community/Parent Participation in a Title VII Program: Nap Dufault, Session Leader; Bob Trifiletti, Moderator

The Newly Mandated Staff Development Plan: Assessment, Implementation, and Evaluation: Rosa Castro Feinberg, Session Leader; Elizabeth Keesee, Moderator

Managing and Conducting Valid Needs Assessment for Student, Teacher, and Materials Identification: George P. DeGeorge, Session Leader; Ramón Chavez, Moderator

Strategies for the Institutionalization of a Bilingual Education Program in School Districts: Raffael DeGruttola, Session Leader; Peggy Kerske, Moderator

The Use of Accounting Systems for Better Fiscal Management: Carolyn Ebel, Session Leader; Olga Harper, Moderator

Management of the Student Assessment Component of the Title VII Bilingual Program: Ross Goldsmith, Session Leader; Luis Catarineau, Moderator

Identification, Selection, and Acquisition of Materials for Bilingual Programs: Joel Gómez, Session Leader; Barbara Wells, Moderator

Strategies for Establishing Programs: Native American and Alaskan Natives: Tupou L. Pulu, Session Leader; Evelyn Dwimoh, Moderator

The Entry/Exit Study: A Report from Southwest Regional Laboratory: Masahito Okada, Session Leader; Charles Miller, Moderator

EAST COAST ASIAN EDUCATION CONFERENCE

January 18-19, 1980
Loew's Warwick Hotel,
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Development and Adaption of Materials for Asian Students
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Stereotypes and Racism in Instructional Materials
Asian Experiences in America
Parental and Community Involvement
Visits to Asian Bilingual Programs

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AFFILIATE NEWS
TABE

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SPECIAL INTEREST GROUPS

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— Secondary Education
— Higher Education
— Vocational Education
— Parent and Community Involvement
— Adult Education
— Elementary Education
— Legislation
— Early Childhood Education
— Special Education

Ruth Crymes

Ruth Crymes, warm and human, and President of TESOL, died in the October 31 plane crash in Mexico City, enroute to speak at the Sixth Annual Convention of the MEXTESOL affiliate. A gentle person, a friend, a respected scholar, one who was interested in what others had to say and in helping others do what they had to do, there are no words to describe the loss we now feel.

With her interest in bilingual education, Dr. Crymes was featured in the March 1979 issue of NABE NEWS outlining her five-point plan for cooperative ventures between TESOL and NABE.

OFFICE OF BILINGUAL EDUCATION REORGANIZES

(cont. from p. 7 col. 3)

out. Training of new staff and retraining of existing staff are key steps in the process of reorganization. New information systems need to be developed and new perspectives need to be encouraged. And Dr. González expects further modifications as a result of the establishment of the new U.S. Department of Education which is to include an Office of Bilingual Education and Minority Language Affairs (OBEMLA).

This is an interim period at the Office of Bilingual Education while the Office of Bilingual Education and Minority Language Affairs becomes a reality; but this interim organization installed to carry out the program for the present time has very positive aspects for bilingual educators in the field. NABE NEWS will bring NABE members up to date on future changes in the Office of Bilingual Education as they occur.

OFFICE OF BILINGUAL EDUCATION ANNOUNCES CLOSING DATES FOR NON-COMPETING CONTINUATION GRANTS

Closing dates for non-competing continuation grant awards under the Bilingual Education Act were announced in the **Federal Register**, Monday, November 19. Eligible applicants are current recipients of basic, training, fellowship, or desegregation assistance grants who are operating bilingual education projects with an approved project period in excess of one year. Applications for basic, training and desegregation assistance projects should be mailed or delivered by January 11, 1980. Applications for Fellowships should be mailed or delivered by February 15, 1980. Application packages, with copies of the closing date announcement, were scheduled to be mailed to eligible applicants on November 26, 1979. Closing dates for the new competition will be announced later.

NATIONAL ASSOCIATION FOR VIETNAMESE AMERICAN EDUCATION

CALL FOR PAPERS

1980 NAVAE Conference
March 28-29, 1980
Washington, D.C.

The National Association for Vietnamese American Education (NAVAE) will hold its First National Conference on March 29, 1980 in the Washington, D.C. area to address the cultural, educational and social needs of Vietnamese in America. The theme of the conference is "The Vietnamese in America: New Challenges, Opportunities and Directions." There will be twenty 1 1/2 hour workshops dealing with the following major topics: Culture, Education (Bilingual, ESOL, Parental Involvement, Teaching the Content Areas to Vietnamese Students, etc.) and Social Services (Mental Health, Placement and Training, Community Development etc.) We invite your proposals dealing with the above topics or any other topics related to the Vietnamese in America. We invite proposals from all people who have been or are involved in the education and/or resettlement of Vietnamese in the United States. Please submit items I and II before January 1, 1980 to: Vuong G. Thuy, Associate Professor, MERIT (Bilingual) Center, RA Room 995, Temple University, Philadelphia, Pa. 19122, Tele: (215) 787- 6258, 6259, or 6998.

I. Abstract: Four copies of your typewritten, double-spaced abstract with your name and the title of your presentation. The abstract may not exceed 100 words and should summarize or briefly describe the purpose and/or content of your presentation.

II. Personal Information Statement. Prepare three (3) copies on a separate sheet which contains:
  A. preferred name, professional title (only one), school, university or other affiliation, mailing address, telephone number with area code.
  B. If your proposal is accepted, would you be willing to make presentations two times during the conference?

We look forward to receiving your proposals and having you at the First National Conference of the National Association for Vietnamese American Education. We welcome your ideas and suggestions for the program and other features of the coming conference.

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BILINGUAL PARENTS GET INVOLVED IN PROGRAM EVALUATION

by Bernard H. Cohen

At the last National Conference on Bilingual Education, parents and parent activists complained that bilingual parents had not been given direct involvement in conference planning, bilingual education programming and policy making via NABE and bilingual programs in general. For the most part, their complaints and criticisms of bilingual education programs were accurate. Many projects have active parent advisory counsels and provide regularly scheduled parent workshops for parents of youngsters who are participating in bilingual classes. However, many programs have not succeeded in getting parents involved in community-oriented activities. Still others have not even made attempts due to their lack of concern or expertise in this area.

Unfortunately, the complaints related to parent involvement become too generalized, causing all bilingual education projects to be labeled by vocal criticisms of this nature. It is important to know that many programs have failed to meet their commitments to bilingual parents. However, it is just as important to note that many programs have succeeded in getting parents involved in local educational activities. Among the more exciting processes related to parent involvement have been those developed with the goal in mind to actually get bilingual parents directly involved in program evaluation procedures. Bernard Cohen Research and Development has been actively involved in encouraging such parent involvement: Projects such as those in Haverstraw and Middletown (New York), New Haven and New Britain (Connecticut) and Pittsfield and New Bedford (Massachusetts) have used these parent-oriented activities to promote one of the most fulfilling set of parent involvement activities, processes which actually get parents into the classrooms to complete data collection activities, testing, teacher interviews and classroom observations.

The parent involvement activities are divided into different levels of involvement, the first of which has parents evaluating only the parent involvement component of the local project. In this capacity, the evaluators train parents to conduct interviews of other program parents. They collect data related to parent awareness of program services as well as data related to parent attitudes toward education, bilingual education and the community-oriented activities developed and implemented by the project. Training and a set of standardized procedures are essential to the success of this activity.

Level 2 of the parent involvement activities gets the parents more directly involved in traditional research processes. In this regard, they are trained to administer some of the individualized tests used by evaluators. All too often, the evaluators can not provide as comprehensive an evaluation as they can provide with the assistance of parents. As an evaluation team, we have found that "parent power" usually enables us to collect more individualized test data because we can expand our manpower capabilities after parents have been trained to administer such tests as the Walker Readiness Test in Spanish, Bilingual Syntax Measure, the L.A.U. and other individually administered tests. As with other parent involvement activities, training is a critical element.

The third component of the parent/evaluation activities is that which sees parents directly involved in classroom observations and teacher interviews. Training activities need to involve teachers if the parents are going to become less nervous about their involvement in classrooms and if teachers are to become less threatened by parent involvement. BCR&D has found it useful to involve a local representative of the teachers association in the actual training of parents. In this way, the union or the teachers, themselves, can see that parents are going to be involved in evaluating the implementation of a program rather than an evaluation of a teacher and his/her teaching ability.

The last level of parent involvement in evaluation is called "parents as writers." After parents have been given an opportunity to collect data related to parent attitudes and to get directly involved in testing students and observing classrooms, they should be trained to outline and write an official chapter of the evaluator's evaluation report. The chapter can be entitled "Parent Assessment of the Bilingual Education Program," and should be included as a chapter of the official document that gets disseminated locally and through state and/or federal channels.

These parent involvement activities have resulted in the development of some of the more supportive parent organizations. All too often, parents have negative feelings about a program, particularly bilingual education, only because they are not familiar with the day-to-day program activities. When parents are involved in collecting data related to the program evaluation and are directly involved with the school processes (e.g. testing) they can see how difficult it is to develop and implement bilingual classes. They learn about the daily problems with which teachers, aides and administrators are confronted.

In one New England city, the local parents were continuously criticizing the coordinator of bilingual education and were also opposed to the fact that he/she was not a native speaker of Spanish. After getting involved in the parent involvement activities which had them conducting evaluation procedures with the project evaluation team, these parents nominated the local project director for the Hispanic community's "Educator of the Year Award." Perhaps this is a dramatic and graphic representation of the degree to which parent attitudes can be affected by exclusion or inclusion in local educational processes. However, we have seen literally dozens of projects utilize these parent activities and provide parents with a more meaningful form of parent involvement.

Again, we do not think it is meaningless to involve parents in Advisory Council Meetings, ESL lessons, literacy classes and homemaking activities. However, we have seen parents express more personal fulfillment when they are involved in evaluation processes which enable them to make statements about the educational program provided to their own children.

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CARTER'S FOREIGN LANGUAGE REPORT

(cont. from p. 1 col. 1)

In addition, the proposal calls for the creation of 60 to 70 state-based centers with an "outreach" focus, fulfilling a wide range of regional and local functions. Approximately $250,000 a year for the national centers and $150,000 a year for the state centers are the suggested appropriations. Thus somewhere between $20-million and $30-million annually of federal funds will be requested, as opposed to the $8-million now going to centers under the National Defense Education Act.

The Commission was first proposed by Rep. Paul Simon, Democrat of Illinois; President Carter appointed the members on September 15, 1978. The idea for the study grew out of the Helsinki Accords of 1975, a far-ranging agreement to improve international relations, starting by the revitalization of foreign-language study domestically. One of the Commission's major problems has been trying to compromise over the "elitist" vs. the "populist" role of the Commission. The Commission urges de-emphasizing the problems of colleges and universities and focusing greater attention on foreign language education at the secondary and elementary levels.

The chief task which the Commission now faces, given President Carter's approval of the final report, is putting into effect its recommended first steps which attempt to change the attitudes toward international education and foreign languages in a country where nine out of ten of its citizens cannot speak, read or effectively understand any language but English.

AFFILIATES

"NABE affiliates are urged to return the affiliate annual report form which was mailed to every affiliate president by Rámon Santiago recently. The information is needed to update NABE's affiliate records so that communication between the Executive Board and each chapter can continue uninterrupted during the year. Please mail the form to Rámon Santiago, NABE Membership, IU-13 BESL Center, 100 Franklin St., New Holland, PA 17557, (717) 354-7737."

RESPONSE TO PRESIDENT'S FOREIGN LANGUAGE COMMISSION

by Charles R. Foster,
U.S. Office of Bilingual Education

To remedy what it called the "scandalous incompetence in foreign languages" among Americans, a Presidential commission has urged a return to more stringent language requirements in schools and colleges and has proposed an array of new programs to encourage more study of language and international affairs.

The report was written by the Commission Chairman, James A. Perkins, a former President of Cornell University who heads the International Council for Educational Development in New York. The commission was created in partial response to a provision of the 1975 Helsinki agreements calling for increased foreign language study.

Although useful as a critique of the status of foreign language learning (only one in seven high school students studied a foreign language last year as against one in four in 1965), the report unfortunately does not provide a systematic analysis of successful approaches in this field nor does it conceptualize goals and objectives in language and international education. It is a potpourri of unrelated recommendations which does not identify priorities for realistic legislative proposals.

There is no attempt to propose imaginative ways in which to utilize resources and structures already in place in the United States. As we know, there are large numbers of bilingual students and teachers in this country. At a time when Congress has mandated the gradual removal of English-dominant students from bilingual classes this report urges broadside per capita grants for language teaching to schools without any standards of achievement. It also recommends 20 expensive new language centers—without mentioning the existing bilingual training resource centers.

There was neither NABE representation on the Commission nor that of any other major language association, such as MLA, AAAL, or ACTFL. The result is a rationale for language teaching that is heavily strategic and economic and is based on a few vaguely described needs. There is hardly any mention of language needs in terms of building bridges of understanding across cultures, both at home and abroad.

In reading this shopping list of recommendations, the average reader will not really obtain a systematic understanding of the importance of international studies, much less any analytical insights. The report is totally ahistorical; there is no mention of the International Education Act of 1966 nor of the American Council on Education's Report which resulted in the adoption of Section 603 (Citizen Education for Cultural Understanding). Its worst feature is the lack of policy sophistication. There are few if any concrete implementable legislative proposals. What is the public agenda? What current resources can be utilized?

There is no attempt to propose imaginative ways in which to utilize resources and structures already in place. Instead of recommending from 124 to 155 national and regional centers for area and issue studies (such as hunger and pollution), the Report should have focused on the use of existing structures, and clearly defended relationships between these and proposed centers. Instead of urging the establishment of a $20 million Federal Council on International Research and Training to monitor funding for policy-relevant international affairs research, why not expand direct funding to universities for language and area research?

The self-perpetuation of this Commission into a Council may tend to become a lightning rod for criticism rather than a focal point for exercising leadership within the existing structures. The Report hardly addresses itself to utilizing other existing language resources such as the large number of foreign students in this country and the large number of Peace Corps persons and others with vast experience abroad.

What is needed now is a determination of the steps that should be taken to increase our literacy in foreign languages and cultures together with recommendations for legislative action. This cut and paste job unfortunately does not fill this need.

(This article reflects only the views of the author and not that of the U.S Office of Education)

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JUAN D. SOLIS SPOKESMAN SAYS BILINGUAL EDUCATION HERE TO STAY

by Terrence Stutz,
The Dallas Morning News

Editor's Note: Permission has been granted to NABE NEWS by the Dallas Morning News to reprint this article which appeared on October 21, 1979.

Juan D. Solis

The hispanic community in Texas will "not permit" any interference with bilingual education programs from the new Texas commissioner of education or any other critics who feel the programs have not shown their worth yet, a national bilingual spokesman said Saturday.

Juan D. Solis, immediate past president and current executive board member of the National Association for Bilingual Education, criticized Texas Education Commissioner Alton O. Bowen for remarks earlier this month in which Bowen called for a halt to expansion of bilingual programs until there is proof they are working.

"It would be a drastic mistake (for him) to continue to display fear and apprehension and a threatening type of attitude toward this concept," Solis said. "There is no way the hispanic community of Texas would permit this concept to die—there is no way."

Solis also said Bowen's remarks, delivered to school administrators from more than 1,000 districts in the state, might encourage more negative feelings toward bilingual education on the part of many administrators already unsympathetic to the concept.

"Many of these administrators would rather not be saddled with this responsibility and he has used his very important position to convey to these administrators an endorsement of their feelings. He has led them to feel that they need not be supportive of these programs. He should instead have taken the lead in helping improve bilingual programs."

Solis said Bowen's "highest responsibility" is to help provide education for "all" children in Texas. Any attempt to curtail bilingual instruction "would be a disservice to in excess of 2 million children in the state" who are receiving such instruction, he said.

Bowen, who became education commissioner Sept. 1, told the Texas Association of School Boards and the Texas Association of School Administrators that bilingual programs should be held in limbo until their value is demonstrated. "The jury is still out on bilingual education. In my opinion, we should adhere to the present statutes until accurate data on the effects of bilingual education are determined," he said.

The education commissioner said bilingual programs should be "transitional" and aimed at moving children into the mainstream rather than trying to preserve their native language or culture.

Solis said while he agrees minority group children should be assimilated into the mainstream of society, "no one has the right to deprive these children of educational opportunities. You are infringing on the civil rights of a child when you tell him...he ought to forget the cultural background and language he has learned from his parents."

He disputed Bowen's statements that there is insufficient evidence that bilingual instruction is working. "There are no less than 12 research studies which attest to the viability and effectiveness of bilingual education for children of limited English proficiency."

Solis, who also directs a federally funded program to develop bilingual curricula for the Dallas school district, acknowledged some bilingual programs in the state have not been very effective, but he cited faulty implementation as the primary reason. "If a program is properly implemented, it cannot fail and there is a great deal of evidence to show this."

One key objective of bilingual instruction is to make the student more proficient in English, and Solis said the only way to bring such children to English proficiency is through the dual system of instruction, where their education progresses normally in their native language while they learn English.

Texas will spend about $4.5 million during the 1979-80 school year on bilingual educational programs, with about 2 million children participating. Bilingual education is mandatory from kindergarten through the 3rd grade in districts with 20 or more limited-English students in the same grade level. The state-funded program is optional in grades 4 and 5, while no state funds are provided for bilingual instruction beyond the 5th grade.

NORMA VARISCO DE GARCIA

Moves From OBE To Inter-American Commission of Women

Ms. Norma Varisco de Garcia, Branch Chief, Eastern Area, Division of Elementary and Secondary Education, Office of Bilingual Education has moved on a two year detail to the Inter-American Commission of Women, a permanent, specialized agency of the Organization of American States created to promote the advancement of women in the Hemisphere.

Ms. Varisco De Garcia will be Special Assistant to Ms. Carmen Delgado Votaw, the United States delegate and President of the Commission. She will bring to the Commission her expertise in management, planning, program development and implementation and will help the Commission to establish the kinds of educational programs that are needed for women throughout the Americas.

This experience will provide Ms. Varisco de Garcia an excellent opportunity to better understand the education systems of other countries in the Hemisphere and to gain additional management experience with an international organization.

In the national scene her long experience in education and with the Federal Government will assist the Commission in identifying programs within the United States through which the Commission will be able to increase its effectiveness nationally on behalf of women.

Her office is located now at CIM, OAS, Administrative Building, 19th and Constitution Avenue, Room 211 - Washington, D.C. (202) 789-6084.

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VOLUME III, NUMBER 3 - JANUARY, 1980

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NIE ESTABLISHES NATIONAL CENTER FOR BILINGUAL RESEARCH

The National Institute of Education (NIE) recently announced the award of a major contract to Southwest Regional Laboratory in Los Alamitos, California, to establish a National Center for Bilingual Research at that site. The Center, funded at approximately six million dollars over a five-year period, represents the only federally-sponsored organization conducting inquiry on a national scope into bilingualism in the United States.

The work of the Center will provide a direct basis for improvement in bilingual classroom procedures and materials, information to legislators and other policy-makers faced with questions of equity of education for other language minorities, and opportunities for members of bilingual communities to participate in research which seeks to benefit their communities.

A nation-wide network of researchers has been assembled to provide both initial and on-going direction to the work of the Center. A group of these researchers met on December 30, 1979, at the Center's facilities in Los Alamitos with current Center staff and NIE representatives to begin the research planning process.

Cándido de León has been named as the director of the Center. A New Yorker of Puerto Rican heritage, Mr. de León has served on many educational policy boards and founded Hostos Community College, the only bilingual community college in the New York City University system.

Víctor Rodríguez, a native Californian of Mexican background, has been named the Associate Director of the Center. Mr. Rodríguez worked

(cont. on p. 7 col. 2)

THE 80's AND BEYOND NABE CONFERENCE - ANAHEIM, CA.

"The 80's and Beyond" is the official theme of the Ninth Annual International Bilingual Bicultural Education Conference being planned for Anaheim, April 16 - 24, 1980. Mr. Anthony M. Vega, Conference Chairman and the NABE Planning Committee have been working to create an exciting and motivating conference. This year's conference has definite goals and these goals have been formulated to provide all groups of individuals involved with bilingual bicultural education an opportunity for learning. The goals for the conference include: providing teaching personnel with bilingual bicultural strategies and techniques, providing an opportunity for participants to review commercial and teacher-made bilingual bicultural materials, provide management team members with new problem solving approaches for planning and implementing bilingual bicultural programs, and placing a special emphasis on the importance of community involvement and participation.

The Conference program has been designed so that aides, parents, teachers, administrators, superintendents and school board members will have an opportunity to participate equally. Another feature of this conference is the participation of higher education agencies.

Transportation for the conference may be arranged by calling toll free (800) 792-1160. Special reduced rates for conference participants may be arranged. American Airlines has been designated as the official conference airlines. Pedroza Travel Center, Inc. is handling arrangements. In addition, National Rent-A-Car has arranged a special rental packet and rate for participants.

Housing arrangements may be made by filling out the housing forms being mailed to you or by writing directly to NABE Conference Housing Bureau, P.O. Box 4270, Anaheim, California 92803. All hotels are centrally located and are within walking distance of the Anaheim Convention Center. For further information on the conference, call (714) 870-5481.

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

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NABE SPECIAL INTEREST GROUPS 1979 - 1980 CHAIRPERSONS

NABE NEWS Editor asks that chairpersons of Special Interest Groups (SIGs) please put NABE NEWS on their newsletter mailing lists and make a strong effort to send in up-dated news to the general membership. Your activities are of interest to other NABE members who might wish to join your SIG. The names, addresses, and telephone numbers of this year's SIGs are listed below so that they may be contacted directly.

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BE ACTIVE IN YOUR ORGANIZATION. JOIN A SIG!

From The Editor

NABE NEWS EDITORIAL STAFF AND ADVISORY BOARD TO BE NAMED

NABE NEWS NEEDS HELP TO BE MORE RESPONSIVE TO MEMBERSHIP'S VARIED INTERESTS. As a start, two Assistant Editors and an Advisory Board will be named to add depth and expertise to the newsletter. The Assistant Editors will have to have newspaper writing and editing skills, plus wide experience in the field of bilingual education so as to be able to seek out news pertinent to our membership. The newsletter is printed five times a year and the estimated time per issue for each assistant editor is 20 hours. If you are interested in volunteering your help to NABE, please send in your qualifications to the Editor.

Secondly, a NABE NEWS Advisory Board will be appointed to gather news from different regions of the country and from different interest groups. The Advisory Board will be made up of approximately ten "reporters" who will each have a special area of interest to report on, such as topics suggested by our readers: classroom teacher hints, bilingual education abroad, SIG and Affiliate activities, etc. Articles will be submitted on a regular basis and carry a byline. Names of interested candidates should be submitted to the Editor.

HELP NABE NEWS REACH THE MEMBERSHIP!!

EDUCATIONAL TESTING-LINGUISTIC AND CULTURAL BIASES AGAINST HISPANIC AMERICANS

by Gary Keller

This article contains testimony by Dr. Gary Keller on H.R. 4949 presented to the Subcommittee on Elementary, Secondary and Vocational Education, House Committee on Education and Labor, October 11, 1979.

My name is Gary D. Keller, and I am testifying as the spokesperson for the Hispanic Higher Education Coalition concerning the topic of educational testing, particularly with reference to H.R. 4949 (the Weiss Bill).

The Hispanic Higher Education Coalition (HHEC) is comprised of individuals representing 11 national Hispanic organizations interested in improving educational conditions for their constituencies. The HHEC has as its central purpose to increase participation of Hispanic populations in higher education in the nation. The 11 national organizations which comprise the HHEC are:

ASPIRA of America
El Congreso Nacional de Asuntos Colegiales
League of United Latin American Citizens
Mexican American Legal Defense and Educational Fund
Mexican American Women's National Association
National Association for Equal Education Opportunities
National Council de La Raza
National IMAGE, Inc.
Puerto Rican Legal Defense and Education Fund, Inc.
Secretariat for Hispanic Affairs, U.S. Catholic Conference
Spanish American League Against Discrimination

Support for Most of the Provisions of H.R. 4949

The Coalition supports H.R. 4949 in all but two of its aspects. We wish to make two suggestions concerning this bill:

1) That data be gathered by linguistic and cultural minority groupings and that these data be normed by such groupings;
2) That the provisions for disclosure of test items be deleted.

Hispanic communities have long been victimized, we believe, above and beyond any other identifiable population, by certain kinds of tests, including the principal standardized assessment instruments such as the SAT, GRE, LSAT, MCAT and others, because of the well-recognized linguistic and cultural biases against Hispanic Americans that those tests have built into them. The testing services have not done enough to counter or control for these non-validating, non-predictive distortions of the test scores when applied to Hispanic American populations, and we believe that the proposed HR 4949 as well as at least one additional feature in HR 3564 represent a first and long-needed step in improving the situation of our community. Our remarks will primarily focus on HR 4949, although we recognize the need for greater public accountability in occupational testing as required by HR 3564.

The Weiss bill will go a long way in protecting the Hispanic American consumer of tests, in making the test services accountable for their product, in facilitating more equal access to education for Hispanic Americans, in more accurately defining the appropriate use of specific tests, in correcting the unwarranted mystique surrounding standardized testing, and in significantly increasing the awareness and sophistication of the general public and the Hispanic communities with respect to the nature of standardized and other tests.

We feel that HR 4949 provides legal requirements that will encourage more openness on the part of the testing services. These requirements have become essential because of the current climate of mistrust within large sectors of the public—including the Hispanic American sector—with respect to the services now provided by the testing agencies. At this time we are very concerned about the charges that various supporters of truth-in-testing legislation have made that certain reports with negative implications for standardized tests have not been reported, for example, a major internal study produced by and at the Educational Testing Service, entitled, "Cultural Bias in Testing: Challenge and Response," prepared by Dr. David Loye of the ETS staff at the request of ETS president Turnbull. The seriousness and substance of charges such as these have led to a critical situation. The necessary trust that is essential for the proper use of standardized tests has eroded to such a degree in the general public, and within the Hispanic communities, that federal action is required. We feel that the test subjects and postsecondary education institutions will welcome the provisions of the bill requiring the disclosure of information (reports, statistics, and other information) and will restore the public confidence in standardized tests.

In sum, the Hispanic Higher Education Coalition endorses the general goals of the truth-in-testing movement, most of the specific goals of HR 4949, and most of the provisions by which this bill proposes to attain these goals.

Need to Strengthen the Anti-Discrimination Provisions of H.R. 4949

The first aspect of the proposed Weiss bill for which we are suggesting modifications is one of the methods by which the bill attempts to monitor the "continuous need to ensure equal access for all Americans to educational opportunities of a high quality." [Section 2. (a) (2).] The bill requires that each test agency shall provide "a comparison of the average score and percentiles of test subjects by major income groups." [Section 3. (a) (B).] We believe that in order to better attain equality of educational opportunity,

(cont. on p. 4 col. 1)

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The University of Texas at San Antonio will offer a Bilingual Education Institute during July (July 8 - July 26). Courses offered are the following:

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*Title VII Bilingual Teacher Training Grants are available. For more information contact the Division of Bicultural-Bilingual Studies, The University of Texas at San Antonio, Texas 78285. Phone (512) 691-4426.

EDUCATIONAL TESTING

(*cont. from p. 3 col. 3*)

the requirements of the Weiss bill can and should be strengthened in the following manner:

> We propose that HR 4949 not only require disclosure, but in addition require affirmative action to counter linguistic and cultural biases in the content by means of appropriate modifications in the norming procedures of tests. The testing services should not be merely required to provide information concerning the average score according to income, but should also be required to report scores by major discernible linguistic and cultural groups and to scale the test scores within these groups. In other words, we propose that scoring be based on the achievement of a student using his or her language and culture groups as the norm or the control.

As John Garcia ("Intelligence Testing: Quotients, Quotas, and Quackery," in Joe L. Martínez, Jr., Chicano Psychology, N.Y.: Academic Press, 1977, p. 207) has noted, there is already a well established precedent within the Graduate Record Examination for this procedure:

> ...in the GRE...for example, the verbal score of any given woman is converted to a percentile score based on group scores of women. Men are given a percentile score based on male performance. Since men, as a group, score lower on the verbal GRE, each man is assigned a higher percentile score than any woman who does as well as he on the test, and he receives a higher percentile score than many women who do better than he does. (The converse is true of the quantitative component of the GRE). This procedure candidly admits that men, as a group are 'disadvantaged' compared to women, in the verbal component of the GRE and that normalized scores increase their chance to get into graduate school.

This precedent needs to be extended to all of the pertinent standardized tests that affect identifiable language minorities such as the Hispanic American communities. Only in this way can we remove the essential Anglocentric bias of our standardized tests, if not from the content, then from the scoring procedures and the interpretation of the results.

Lest it be argued that the number of Hispanic students who take standardized tests is too small a population to adequately perform the norming procedure that we are suggesting, we observe that according to Table 10 of California: College-Bound Seniors, 1979, published by the Admissions Testing Program of the College Board, in the state of California alone, 7,287 Mexican-Americans and 311 Puerto Rican students took the SAT test. This student population base is more than ample to provide separate norms for Hispanic students.

The Coalition believes that the grouping categories for both disclosure and norming requirements should also include "linguistic and cultural minorities." It can be clearly established that standardized tests are biased for both income groups and for linguistic and cultural minorities and we believe that the degree of bias is more acute for linguistic minority groups. We wish to cite statistical evidence of such biases:

a. In the document, California: College-Bound Seniors, 1979, produced by the Admissions Testing Program of the College Board, Table 11 breaks down mean and median incomes as a function of SAT average. The pertinent data is as follows:

	Mean Income	Median Income
Below 350	$19,500	$15,400
350-399	25,000	20,500
400-449	27,100	22,100
450-499	28,700	23,700
500-549	30,200	25,000
550-599	30,900	25,500
600-649	32,400	27,200
650 or over	33,800	28,800

There is a clear, direct, manifest, correlation between income level and SAT scores. The more the income level of the parents, the better the SAT score for all income groups.

(*cont. on p. 7 col. 3*)

SIG NEWS
BILINGUAL EDUCATION TO BE HIGHLIGHTED AT TESOL CONVENTION

A full schedule has been planned for the ESL in Bilingual Education Special Interest Group at the upcoming TESOL conference to be held at the San Francisco Hilton, March 4 - 9. Mark these sessions on your conference calendar:

Tuesday, March 4	
7:00 - 9:00/Lassen	**Rap session**
Thursday, March 6	
11:45 - 12:45/Imperial	**Special Session:"Mini Plenary"** "A Contextual Look at Bilingual Education and ESL Instruction" Joel Gómez, Director, National Bilingual Clearinghouse, Rosslyn, VA
3:30 - 4:30/Cypress	**SIG Program** "Teaching for Socio-Cultural Awareness in the ESL Component of Bilingual Education" Frederick L. Jenks, Director, Center for Intensive English Studies, Florida State University, Tallahassee, FL
4:30 - 5:30/Cypress	**SIG Program** (continued) "The Changing Role of ESL in Bilingual Education: State and Federal Perspectives" Rosa Castro Feinberg, Assistant Director, University of Miami Desegregation Assistance Center for National Origin, Miami, FL Brian Bethke, Assistant Manager, Illinois Office of Education — Bilingual Section, Chicago, IL
5:30 - 6:30/Cypress	**Business Meeting**
Saturday, March 8	
3:30 - 5:30/California	**SIG Forum**
Sunday, March 9	
10:00 - 11:00/Toyon A	**Planning Meeting**

In addition to these Special Interest Group presentations and meetings, numerous other concurrent sessions concerning bilingual education have been scheduled throughout the conference. Why not plan to attend?

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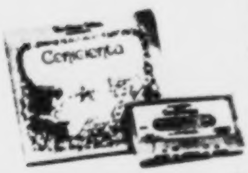

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

Editor's Note—A random sampling uncovered the fact that many bilingual teachers and support staff thought the National Clearinghouse was not available to them. Many stated they had never heard of its publication, the FORUM. Since bilingual program administrators across the country receive the FORUM with its high quality content on a regular basis, this points up the fact that administrators may not be passing valuable information to their staff. With this in mind, NABE NEWS asked NCBE to publicize their services to our readers, especially for the benefit of teachers and support staff, "the ones who make the difference" in the classroom.

The National Clearinghouse for Bilingual Education, authorized by Congress and established in 1977, is the national information center for bilingual education. Our primary purpose is to answer questions—from teachers, students, project directors, administrators, researchers—anyone who has an interest in bilingual education. All of their activities are designed to assist the individual who wants to know more about bilingual education.

- **Toll-Free Hot Line (800) 336-4560:** If you have a question about any aspect of bilingual education, give them a call. Their trained team of information specialists will answer your inquiry right away or send you a written response to your question.
- **Information Resources:** NCBE identifies and maintains current information about organizations which are involved in bilingual education, including government agencies, Title VII projects, publishers, professional organizations, and other information clearinghouses.
- **Information Products:** Each year the Clearinghouse commissions and publishes a series of information analysis products which address the specific needs of the bilingual education field. Well-known and highly respected authors address critical topics, providing new insight about issues of particular concern. A list of NCBE publications is available upon request. *FORUM, our monthly newsletter, contains current news articles and items concerning bilingual education; it is distributed at no charge. Ask us to add your name to our mailing list.*
- **Information Processing:** To manage the current information explosion in bilingual education, the Clearinghouse is creating a computerized information database designed to provide replies to queries, referral to primary sources, or particular kinds of bibliographic references. The goal is to develop and maintain a complete and up-to-date record of information relevant to bilingual education.
- **On-Line Search Services:** Limited on-line search services are available free of charge. We have access to many databases which are searched for information on bilingual education and related topics. Call or write for a search request form.

NOTICE FROM NABE EXECUTIVE BOARD

At the August 1979 meeting, the NABE Executive Board established a policy that NABE News and the NABE Journal would be available only through membership to the organization. Although we will meet all subscription obligations for the 1979-80 year, we will no longer accept subscriptions only.

Are You Taking Full Advantage of National Clearinghouse Services?

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NIE ESTABLISHES

(*cont. from p. 1 col. 1*)

in the Technical Assistance Unit at Southwest Regional Laboratory prior to being assigned to his new position. "We here at SWRL at the National Center for Bilingual Research are very excited about this award. It gives us the opportunity to do urgently needed work in the little-understood area of bilingualism. We are confident that our work will eventually have an impact on the education of people in the United States whose first language is not English," said Rodriguez when contacted in his office at the Center.

Three major areas of research are outlined for the Center: Language Acquisition, Language Functioning, and Bilingual Education. The first area investigates the processes by which people acquire different levels of skill in two languages. The second, Language Functioning, focuses on the effect of dual language skill on communication, thinking and learning, especially in tasks necessary to success in school. The third, Bilingual Education, will focus research on ways to increase the effectiveness of bilingual education programs.

Further information may be obtained by contacting Dr. Rodriguez, National Center for Bilingual Research, 4665 Lampson Avenue, Los Alamitos, CA 90720, or by calling (213) 598-7661.

EDUCATIONAL TESTING

(*cont. from p. 4 col. 3*)

b. In Table 10 of the same report, Annual Parental Income by Ethnic Group, the relationship between ethnic origin and income level is reported:

	Mean Income	Median Income
Mexican-American	$16,200	$13,600
White	30,500	25,100

A comparison of the statistics reported in a. and b. reveals that the mean and median income of Mexican-Americans is below the smallest income category reported (below 350 on the SAT) while white students average in the 500-600 range on the SAT. By comparing the two tables (Table 10 and Table 11 in the report), we find what would appear to be an interaction effect between income and linguistic minority origin. Mexican-Americans do poorly on the SAT because they have low incomes. The combination of factors interact so that the bias effect is made extremely acute for Hispanics.

Apropos of the above analysis, the following comment is in order: Why was it necessary to make such indirect comparisons? Why didn't the Admissions Testing Program of the College Board give us a table which directly compared SAT scores in California with ethnic group status? Perhaps because such data cast the SAT in a very negative light. Hopefully, the HR 4949 provisions will require the clear and sys-

(*cont. on p. 9 col. 1*)

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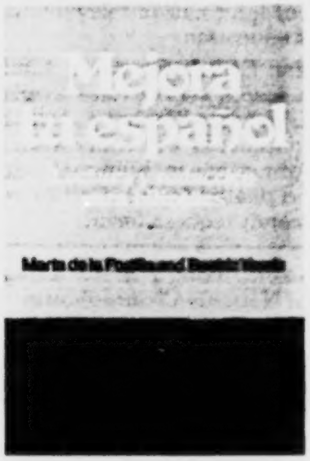

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EDUCATIONAL TESTING

(cont. from p. 7 col. 3)

tematic presentation of such data, as well as the norming provisions to control for the biases which such data point out.

Just as men and women are normed differently in verbal and quantitative scores, respectively, we suggest the same process be used for linguistic minority groups. We wish to emphasize both the purpose and the practicality of the suggestion that we offer to have test scores normed according to identifiable linguistic minority groups. Hispanic Americans should be normed separately, not in accordance with any philosophy of educational separatism, but on the contrary, so that Hispanic students can be permitted access to the prestigious American institutions of higher education in the numbers that their capabilities warrant. The norming procedures that we suggest would control for biases in the testing content that hold back significant numbers of Hispanic youngsters from equality of educational opportunity and access. We want more of our children in the mainstream of American education, and that is why we propose these corrective norming procedures.

Moreover, let no testing agency claim that it is impossible or impractical to norm in the fashion that we have suggested. In addition to the precedents that we have described, Jane R. Mercer, one of the best-known and most respected assessment experts in the United States, has developed, in collaboration with a number of colleagues, an assessment instrument called: System of Multicultural Pluralistic Assessment. This instrument, published by one of the largest test organizations, The Psychological Corporation (a division of Harcourt Brace Jovanovich), among other procedures, evaluates a child's performance relative to others from the same sociocultural background, thereby taking into account the cultural specificity of tests and the distance between the student's sociocultural space and the culture of the school.

Modeling H.R. 4949 on Public Law 94-142 (Education of Handicapped Children)

In further support of our position, it should be noted that there is at least one law in force which establishes the requirement for what we are suggesting. In section 121a.530 (b) (Protection in Evaluation Procedures) of Public Law 94-142 (Education of Handicapped Children), it is stated that "testing and evaluation material and procedures used for the purpose of evaluation and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory."

The problem has been to enforce this requirement. We believe that the procedure that we are suggesting, requiring of the test agencies that they normalize test scores for identifiable linguistic minorities, would bring us one step closer to meeting the legal requirement of PL 94-142, and the intentions of HR 4949.

Concerns About the Disclosure of Test Questions and Answers.

The second aspect of HR 4949 with which the Hispanic Higher Education Coalition has reservations is those portions of Section 5 which require the disclosure of all test forms, including all questions on the test, together with the correct answers.

It is the contention of the testing agencies that systematic disclosure of test questions and test answers in itself will lead to a general deterioration of test quality because it will make pre-testing very difficult and repeated use in future tests impossible. Moreover, its restrictive effect on the testing agencies' efforts to both isolate and reject culturally biased test items and to include those items which do have high correlations not only with the mainstream population, but with all identifiable linguistic and cultural minority populations, will be very greatly hindered, further promoting bias in the content of tests which have been revealed to be biased in the first place. In other words, it is the contention of the testing agencies that the proposed requirements we have alluded to in Section 5 of HR 4949 will further increase the Anglocentrism of standardized tests and cause the collapse of the ongoing partial progress that the testing agencies and assessment researchers have made over the last 20 years, to create "culture fair" tests.

To the extent that the testing agencies can provide convincing proof of the validity of their contentions, we are in concurrence with their argument that the test items and test answer disclosure provisions in HR 4949 should not be enacted. Our position is that in addition to the suggestions that we have offered to modify scoring and norming of standardized tests, the test services should be made more accountable for reducing the current biases of standardized test item content.

The provisions of the Weiss bill ought to be strengthened along the lines of section 121a.530 of PL 94-142 which we have cited earlier, so that testing agencies are required to provide evidence that the testees are evaluated in a fashion not to be racially or culturally discriminatory. We don't think that this requirement would be aided by a test disclosure provision because the creation of "culture fair" test items is a difficult task to perform in the establishment of standardized tests. Questions which have proven reliability with respect to identifiable linguistic minorities need to be carefully husbanded. If they were to be revealed, we don't think that they could be effectively substituted. Therefore, the Coalition is concerned that the good intentions of the Weiss bill might be hindered by the actual disclosure provision so that instead of the purported goal of the legislation to ensure equality of educational access, an undesired side-effect would occur: a deleterious weakening of the validity of standardized tests with respect to controls for linguistic and cultural bias. Instead of providing

(cont. on p. 11 col. 1)

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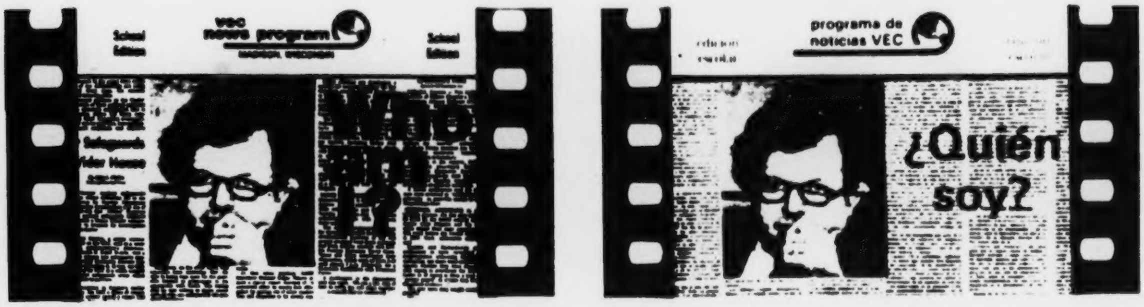

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EDUCATIONAL TESTING

(cont. from p. 11 col. 3)

general test disclosure, it is more in the interest of educators concerned with equality of educational access that the test services be required to provide timely, periodic evidence of the non-discriminatory nature of their tests, both with respect to the scaling and scoring procedures and with respect to the actual content of the questions themselves.

The Hispanic Higher Education Coalition wishes to close this testimony with one last observation. The intent of our suggestions is not to put roadblocks in the way of the testing agencies with a view to ultimately destroying the testing industry. Far from it, we see important benefits to be derived from objective tests, including standardized tests. For example, Hispanic educators have been involved with bilingual education for the last 20 years, and longer. Most Hispanic educators readily acknowledge the extremely important contribution that the development of assessment procedures has made to bilingual education. Hispanic educators are usually leary of assessment procedures, and rightly so, because of their potential for bias. And yet, in point of fact, bilingual education as we know it today would not have been possible without the massive, —often court ordered, as in the Aspira Consent Decree—development of assessment procedures to determine the language competencies of non-native English-speaking children. Contemporary bilingual education is irrevocably tied to the good services of assessment procedures in determining placement of children within bilingual classrooms. This is all to the good, for bilingual educators often have many sad experiences to recount in witnessing the illegitimate subjective placement of minority youngsters in special education classrooms often for the mentally retarded or learning disabled, simply because of their lack of experience with the English language. Bias among educational personnel is just as real as content bias in tests. Disclosure of test items in the area of bilingual education will serve no useful purpose. Indeed, to cite one example, it is generally acknowledged in the city of New York, that the Language Assessment Battery, the test used to implement the Aspira Consent Decree, is in urgent need of additional, secure versions because a result of the current policy to readminister it over several grades causes children to become "test wise." Because of repeated exposure to the test, children receive a higher paper score than their language competency warrants, and therefore are removed from bilingual education classrooms.

In conclusion, we fully support the movement toward more accountability in testing. We endorse most of the provisions of the Weiss bill. We think that the bill should be modified and strengthened, however, in the particulars that we have described above, in order to better attain its provision for equality of educational access for linguistic minority students. It is because the Hispanic educator probably more than any other minority-group professional has been privy to the worst, most biased aspects of the testing process, as well as its potential for accurately

(cont. on p. 12 col. 1)

ESL GUIDE AND WORKSHOP

Submitted by:
Resa Fremed, Project Director,
Bilingual Program, BOCES -
Yorktown Heights, NY

A guide to help teachers of limited English proficiency students has been prepared and is being distributed by the Bilingual Education Project, BOCES Putnam/Northern Westchester. The Guide, which sets forth a means of infusing English language teaching throughout the elementary and secondary curricula, was prepared in response to teachers in schools which do not provide bilingual education but are faced with the need to educate limited-English proficiency students. Funding for the project was provided under Chapter 720.

In addition to curriculum suggestions, the guide enumerates a number of ideas for meeting special needs faced by the LEP student, including how to ease the student's first contact with the school, how to effectively design a program for the student and how to insure that all the student's education needs, not just language, are being addressed by teachers.

The guide was written by David Holdzkom, a BOCES consultant with wide experience in bilingual education, ESL, curriculum writing and teacher training. To obtain a copy of **A Guide for Teachers of Children of Limited English Proficiency**, please contact Resa Fremed, Title VII Project Director, BOCES, Yorktown Heights, New York 10598.

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IMPORTANT: FILL OUT BACK

REPORT FAVORABLE TO COLORADO BILINGUAL PROGRAMS

According to a recent report, Colorado state-funded bilingual education programs are effectively educating linguistically students. The evaluation was conducted by the National Dissemination and Assessment Center for Bilingual Education (DACBE) in Austin, Texas, at the request of the Colorado state Bilingual Education Unit. Authors Goldsmith and Babcock reviewed the 1977-78 evaluation reports of the 28 programs funded under the 1975 Colorado Bilingual Education Act. They concluded that state programs had generally been quite effective in improving the English reading skills of participating students. Moreover, program participants had a high rate of attendance, being present 90-94% of all possible school days. As a group they demonstrated adequately positive self-concepts and attitudes. Parental involvement in a wide variety of bilingual program activities was also frequent.

One of the four state objectives is to improve the performance of linguistically different students in comprehending, reading, writing, and speaking the English language. When addressing this group's English skill development, pre- and post-test scores on standardized achievement tests were analyzed in order to see how much learning had taken place. Among the 56 grade units examined, 36% cited significant gains in language achievement for linguistically different pupils. Another 54% were successful in preventing these students, largely Mexican American, from falling behind while participating in the program. The evaluators stressed the importance of this latter statistic, since it breaks the traditional, progressive decline in achievement so common among children in this minority group. The DACBE report concluded that the state programs had been quite effective in improving English skills. There was encouraging evidence of both many more student gains than losses as well as maintenance of achievement level for a goodly number of pupils.

The evaluators also looked at data pertaining to the other three state program goals: improved school attendance, more positive self-concept and attitude, and greater parental involvement. Since there was no baseline data in any of these areas for comparative purposes, the report summarized and briefly discussed project figures for each objective.

In the area of school attendance, bilingual program students were found to have attended school 93% of all school days, a record nearly equal to the 94% level of attendance of children from the same grades and districts who were not in the program.

The development of a positive self-concept and attitude was the most difficult objective to define, measure, and interpret. Nevertheless, the data indicated that the self-concept of students in bilingual education programs was acceptably positive. Further, the group maintained a positive self-concept throughout the year.

Parental involvement in the bilingual education programs appeared extensive. Eighty-three percent of the Parent Advisory Committees reported that they had participated in all seventeen categories of activities listed on the state evaluation form. In addition, they documented numerous other events supported by parents of bilingual program pupils.

This evaluation of Colorado's bilingual education programs offered positive and encouraging findings, reporting general effectiveness in all four mandated-goal areas. Given the apparent quality and success of many state-funded programs, Dr. Goldsmith, senior author of the DACBE report, urged continued support of bilingual education and sound documentation of program results.

Jacqueline Hansen
Research Assistant

Charles Stansfield
BUENO/Training Resource Center
Evaluation Specialist

BILINGUAL JOKES

Let's get some humor into NABE NEWS. Please, readers, send in your bilingual jokes (No, not the bilingual cat again!!) for the March issue of NABE NEWS. There will be a prize awarded at the NABE CONVENTION in Anaheim for the best bilingual joke.

EDUCATIONAL TESTING

(cont. from p. 11 col. 2)

assessing competencies and determining placement, that these suggestions are entered in the spirit of a thoroughgoing reform of a service that needs to regain public trust in order to continue to be productive and beneficial to society.

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THE CALIFORNIA BILINGUAL SITUATION - LEGISLATIVE ACTION OVER THE PAST TWELVE MONTHS

by Janice Pahl, BABEL Lau Center Education Specialist

In the California political arena, a reactionary campaign against the principles and foundations of bilingual education has been in motion during the past year. Could this activity be a national indicator of general reaction against programs designed to meet the needs of ethnic minority students? A closer look at the legislative and political action surrounding bilingual education during the past twelve months may help us in analyzing the implications on a national level.

In 1976 the California State legislature passed the Chacon-Moscone Bilingual-Bicultural Education Act, Assembly Bill 1329. This strong legislation has provided the framework for California bilingual programs requiring each limited-English-speaking pupil, K-12, to receive instruction in a language understandable to the pupil. In the K-6 span, where concentrations of such students exist, a program of partial, full, or bilingual-bicultural instruction must be offered. The Act also requires all other of such students must be prescribed a Bilingual Individual Learning Program. All principal teachers in bilingual programs must be bilingual cross-cultural teachers, however the Act authorizes school districts with a shortage of bilingual teachers to request renewable one-year waivers which expire no later than September 1, 1980.

With only two and one-half years for California school districts to implement AB 1329, various legislation has been introduced to repeal and totally change the educational program for limited-English-proficient (LEP) students. All but one of the proposed bills (Assembly Bill 507-Chacon) would allow school districts more options, reduce bilingual teacher certification requirements, emphasize English language skills, and therefore, dilute the program.

As an example, one of the bills, Assembly Bill 800 introduced last Spring and subsequently killed in committee, was entitled the "English Language Skills Development Act."

Assemblyman Richard Alatorre (D-Los Angeles), a member of the Chicano Caucus, sponsored Assembly Bill 690 early in the Spring, 1979. Many organizations including the California Association for Asian Bilingual Education, the Luso American Portuguese Foundation and many others felt that AB 690 would essentially result in an E.S.L. program under the name of bilingual education. They believed it was designed to limit the legal requirements of bilingual education in order to curtail the mandate for bilingual teachers.

Also in the Spring, 1979, the California legislative leader for bilingual education, Peter Chacon, sponsored Assembly Bill 507, which amended the existing law, AB 1329. Additions and changes were made to make the programs more flexible without reducing the impact of bilingual education. This proposed bill was approved by organizations representing almost all of the NES/LES population in the state.

Recipe for a
Bilingual Teacher

Contributed by the National Assessment and Dissemination Center, Cambridge, MA.

Select a sympathetic personality.

Trim off all prejudices,
superiority complexes,
intolerance and haughtiness.

Pour over it in generous portions
a mixture of
the wisdom of Solomon,
the knowledge of Socrates,
the courage of Daniel,
the strength of Samson,
the craftiness of Delilah, and
the patience of Job.

Season with
the salt of experience,
the pepper of animation,
the oil of sympathy,
a dash of humor and
add a sizable amount of
the knowledge of
two languages
and an understanding of
two cultures,
a cup of the good wine of
empathy.

Stew for about four years
in non-airconditioned
portable classrooms,
testing occasionally with
the fork of sharp criticism
thrust in by a principal,
superintendent or
bilingual program coordinator.

When thoroughly done,
garnish with a meager salary
and serve hot to
the community.

-Anonymous

As the political action became more and more heated, it seemed one of the two bills would succeed out of the two houses, either AB 690 or AB 507. A compromise was then proposed in the Senate Committees to allow school districts to choose the mandates of either bill. Both authors, Alatorre and Chacon, knew this proposal would result in the total destruction of bilingual programs and subsequently withdrew their bills. The Chicano Caucus, led by chairman Joseph Montoya (D-Los Angeles), joined efforts demonstrating a united front to rescue bilingual programs from becoming English-as-a Second-Language programs taught by monolingual English-speaking teachers.

A "hijacked" bill then appeared, carrying the number of a totally unrelated issue, Assembly Bill 1254. Seen as a combination of AB 800 and AB 690, this bill removed a mandated bilingual program. Choices and waivers were built into the bill enabling districts to decide if LEP students in California would get an equal educational opportunity.

AB 1254 didn't make it to the senate floor because of a parliamentary objection by the Chicano Caucus member, Senator Alex García (D-Los Angeles), to its sudden "hijacked" appearance. AB 1254 rests now in the bill file and the legislature may act on it during the second session beginning in January 1980.

Finally, as the legislature recessed in September 1979, Senate Bill 220, previously introduced and shelved in the Spring, passed the Senate. This bill when first introduced called for voluntary bilingual education only. The new SB 220 awaits legislative action in January as it has been passed to the House committees.

In SB 220, districts are provided a choice between implementing AB 1329 or AB 220. The differences are significant as this new legislation would allow monolingual English-speaking teachers to instruct some LEP students. Standards for reclassification procedure would be left entirely to the discretion of school districts, thus resulting in differential standards throughout the state. In essence, districts would be given an option to provide a diluted, in-

(cont. on p. 18 col. 3)

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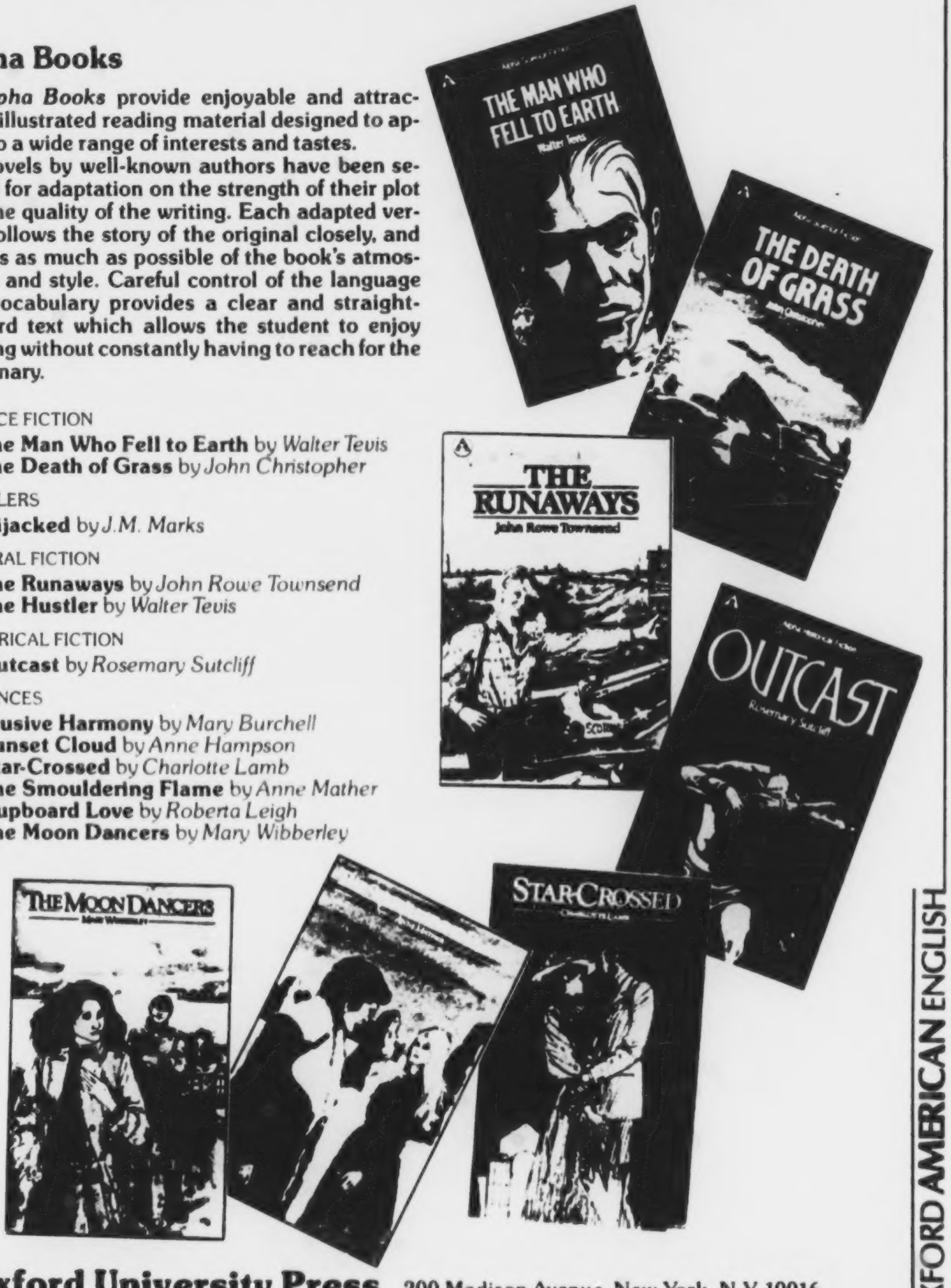
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AATSP POLICY
ON
DEVELOPMENT OF LANGUAGE SKILLS IN SPANISH AND/OR PORTUGUESE

Madrid - 1977

Contributed by Adela Martínez, CA

The AATSP recognizes that:

1. Language is universal and the culture of a people is inextricably bound with its language.
2. All languages are equally valid tools of communication.
3. This nation possesses a substantial bilingual population, a rich human resource which must be preserved and developed.
4. As one acquires the language and culture of another, one's own world becomes richer, broader and more meaningful.

Therefore, we hereby declare:

1. In a pluralistic and democratic society such as ours, individuals contribute greatly to the whole by maintaining and developing their first language as they add a second.
2. All individuals shall be encouraged to know and use the language of others as a vehicle of intercultural communication.
3. Since the Hispanic and Portuguese cultures are so integral a part of the American heritage, opportunities for development of skills in these languages shall be available to all interested students through appropriate programs designed to meet their needs.
4. These programs shall recognize that language is a dynamic and fluid instrument reflective of the social context in which it exists.
5. The Spanish and/or Portuguese language programs shall strive to develop effective oral and written skills for personal, social, academic and career advancement.
6. The primary goal of a well coordinated first and second language program is to develop a balanced bilingual biliterate individual able to function effectively in the cultural environment of both languages. Such an individual will be an exceptionally endowed member of society and a valuable resource to the nation at large.

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RECENT INNOVATIONS IN LEGISLATION

by Pepe Barrón, Executive Director, El Congreso Nacional de Asuntos Colegiales

I

RECIPIENTS OF CETA PROJECT FUNDS

So that migrant and seasonal farm workers or their dependents might have access to more education, 16 colleges and universities have been selected to share more than $6.8 million. The funds are awarded under the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). Both of these programs receive funds under Title III of the Comprehensive Employment and Training Act (CETA).

According to the arrangement, the enrollment of 2,858 people, from groups of 130 ranging to 295, will be financially supported at each particular institution. Those participating in the HEP program will receive remedial education in order to obtain the General Education Development (GED) high-school equivalency certificate. CAMP, in conjunction with the institutions, will provide tuition assistance, tutoring and counseling for these migrant and seasonal farm workers and dependents.

The Pan American University at Edinburg, Texas will receive both HEP and CAMP funds. Those receiving grants from HEP only are the University of Oregon, University of Houston, Nebraska Human Resources Institute, University of Miami, University of Texas at El Paso, California Polytechnic Institute, Northern New Mexico Community College, Catholic University of Puerto Rico, Washington State University, Southern Colorado State University, University of Wisconsin at Milwaukee, University of the Pacific, and Eastern New Mexico University. Those receiving CAMP funds only are St. Edward's University, and Adams State College.

II

GOOD REVIEWS FOR THE PROPOSED EDUCATION AMENDMENTS OF 1980

Eighteen Congressman introduced an education bill in September, 1979 considered a "landmark" in legislation which will embody the priorities set for the upcoming decade in the field.

The Education Amendments of 1980 (HR 5192), was put forth by the chairman of the House of Representatives Subcommittee on Postsecondary Education, William D. Ford, Democrat of Michigan.

The 1980 Amendments are by far the most comprehensive in meeting the needs of students and institutions as compared to the major amendments of 1972 and 1976 to the original Higher Education Act of 1965. The Ford Bill has proposed a new loan program for parents without eliminating the existing loan programs. Some of the outstanding proposals will:

-Increase the present $1,800 maximum on Basic Educational Opportunity Grants (BEOG) and the present limitation on awards to half the cost of college to a $2,700 maximum and a 75-percent limitation by the 1985-86 academic year.

-Allow institutions more flexibility in determining who needs assistance under the Supplemental Educational Opportunity Grants program and increase the maximum award from $1,500 to $2,000 a year. Students are eligible for five, rather than four, years of support.

-Extend the currently existing Guaranteed Student Loan and the National Direct Student Loan programs for students. On the former, annual limits will be raised from $7,500 to $12,500 for undergraduates, and to $15,000 for self-supporting students. Graduate students can borrow up to $25,000, instead of $15,000.

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SOUTHWEST REGIONAL LABORATORY, NATIONAL CENTER FOR BILINGUAL RESEARCH, Greater Los Angeles Metropolitan area, Orange County, Ca. Three positions are open for research coordinators in the National Center for Bilingual Research. The Center is operating exclusively in the public interest to conduct research in all aspects of bilingualism in order to improve practice and policy in bilingual education through advances in knowledge of teaching and learning in bilingual settings. The three positions require the conducting of planning, supervision, and reporting of a range of projects related to language and to bilingual education. All require a Ph.D. or highly qualified ABD. Personal native bilingual experience preferred, but not required. Positions open immediately. Send resumé to Ms. Elizabeth Martinez, National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.

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THE CLASSROOM TEACHER PAGE

The Editor of NABE NEWS has received many requests to publish articles of particular interest to the classroom teacher - practical information on teaching the bilingual pupil. The Editorial Staff is in total agreement with this suggestion. Beginning with the next issue (March, 1980), space will be set aside on a regular basis for "CLASSROOM IDEAS - THE TEACHER PAGE." But to do this, we need your ideas and tips. Remember that NABE NEWS is published frequently - every two months - so don't worry about deadlines, just send in your contributions and we'll promise to include them.

CALIFORNIA BILINGUAL

(cont. from p. 13 col. 3)

effectual program for their LEP students if they found it more easily facilitated and less costly for them to implement.

What can be a rational explanation for this wave of anti-bilingual education legislation apparent in California? Bilingual education is a $150 million-a-year item in the 1979-1980 California budget. There are an estimated 289,000 LEP students in California and the numbers are increasing dramatically.

What is the force that desires to terminate or impair the continuation of bilingual education? Perhaps the California populace is reflecting a general malaise or discontentment with institutions and excessive centralized control. The effects of reduced financial resources due to Proposition 13 cutbacks and declining enrollment are certainly contributing to the compelling need to closely examine programs. It is interesting, however, that the closest scrutiny possible is afforded bilingual education over other state mandated programs.

The special needs of the linguistic minority students must be met and it will be the responsibility of California bilingual educators and community groups to see that a debilitated and weakened program to meet those needs does not leave Sacramento in 1980. It is perhaps more than coincidental that at a time when ethnic minorities are soon to become the majority population in California, such strong, adamant resistance is seen.

The second half of the legislative session, beginning January 1980, will once again address the issues of bilingual education. Many possible outcomes exist as one or more bilingual education bills may successfully pass both houses and be signed by the Governor. One thing for certain is that the opposing forces will actively be supporting legislation to defeat the fundamental principles of bilingual education.

On the other hand, bilingual educators and community organizations in California will make their opinions known. They will be individually committed to ensure that the safeguards built into present laws on bilingual education will remain to protect the California LEP students in the future.

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VOLUME III, NUMBER 4 - MARCH, 1980

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

A Message from NABE'S President

Affiliate Presidents' Meeting

by Carmen A. Pérez

This past weekend, February 17-20, I participated in one of the most personally rewarding experiences I have had since assuming the office of NABE President, with the assistance of Marcelo Fernández (D.C.), Nancy Zelasko (D.C.), Mary Destefani (N.Y.), and Pepe Barrón (D.C.). The NABE Executive Board held the first affiliate presidents' meeting in Washington, D.C. Eighteen of twenty-six affiliate presidents and the Executive Board enjoyed an intensive three days of meetings with HEW officials, White House representatives, and Congressional aides. It was a truly heartwarming and extremely satisfying experience through which state and national NABE leadership learned to better understand each other's problems and concerns, develop strategies to improve communications, became better informed of current national issues, and increased skills in the political action process.

Nancy Zelasko (D.C.)
Conference Planner

Although an emotionally, intellectually and physically draining experience, the obviously positive impact on D.C. and the products resulting from the meeting once again demonstrated the rapid maturation of our five-year-old NABE. Once again we demonstrated that working together does make a difference for us and our students.

Left to right, Aurea Rodriguez, NABE Secretary; Albar Peña, Texas; Sonia Rivera, NABE Treasurer.

Besides developing a draft of a political action network for NABE and affiliates, the group was briefed on the new Office of Bilingual Education and Minority Languages Affairs and the Lau Remedies. Ambassador Estéban Torres joined us for the Sunday banquet and we enjoyed a surprise visit from Dr. Wallace Lambert.

The affiliate meeting, however, is only one of the many activities which NABE has undertaken this past year. A full report will be disseminated to all members describing our accomplishments, and indeed our failures in accomplishing the twenty-one NABE goals listed earlier in NABE NEWS. Regretfully we have failed miserably in some, but we have also successfully accomplished and even surpassed our expectations with many others.

Public Relations and Linkages

The Executive Board is very proud of our accomplishments in this important area. Some very firm and positive linkages have been established with key legislators and their aides, the White House, HEW, and the new Education Department as well as other professional organizations such as NEA. NABE has worked with NEA officials including a meeting with President McGuire and Jack Kleinman, director of the National Foundation for the Improvement of Education, who contributed $500 to the dance in D.C. honoring six senators and five congressmen.

Coalitions have been built through our membership to the Committee for Full Funding, and the Joint National Council on Languages (JNCL), as well as our continued support of our sister organization, Teachers of English to Speakers of Other Languages (TESOL). We expect that these coalitions will continue to gain strength and momentum.

Membership and Members

While we have failed to double our NABE membership this year (there is still time to recruit new members), we have maintained the membership informed of NABE actions through the regular publication of NABE NEWS. Carolyn Ebel, our NABE NEWS Editor, must be congratulated and thanked for providing us with this vehicle of communication to the NABE membership. We have taken several firm steps and actions to increase the involvement of our multi-lingual and multi-cultural membership, as well as increase regional representation. Besides securing a broad-based geographical and ethno-linguistic representation on the various NABE committees, we have also been in communication with the leadership of many ethno-linguistic communities to explore ways in which NABE might better serve all ethno-linguistic communities. For example, Stephen Thom, Director of the Asian and Pacific Concerns staff, and Gilbert Chávez, Director of the Hispanic Concerns staff, both HEW, have agreed to work closely with NABE by advising us of issues as these develop. NABE participated in the first Asian Education Conference held on the east coast in January and has provided assistance to the Indochinese Conference which will be held in Washington, D.C. in March.

Stephen Thom

Ambassador Estéban Torres,

[*Cont. on p. 2 col. 2*]

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FOR
BILINGUAL EDUCATION

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Carolyn Ebel, Editor
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NABE's PRESIDENT

[Cont. from p. 1 col. 3]

Assistant to the President on Hispanic Affairs, and Steve Aiello, Assistant to the President on Ethnic Affairs, have agreed to work closely with NABE on matters affecting our many ethno-linguistic communities. These two gentlemen are sincerely committed to bilingual education and to the welfare of the many communities NABE serves.

Ricardo Fernández, President Elect of NABE; Carmen Pérez, President; Ambassador and Mrs. Estéban Torres.

Gloria Emerson and her committee are working on ways in which NABE might better serve all of our ethno-linguistic groups, with special emphasis on the native American community.

Appointments of NABE NEWS reporters have also been made of persons representing our multi-ethnic and multi-lingual constituency. It is hoped that this group will help us keep NABE members informed of activities, concerns and developments. Tony Vega, Conference Chairperson, and the NABE Executive Board, have worked very closely to insure that all activities at the Conference in Anaheim reflect our many special interests, languages, and cultures.

Publications

The manuscript of the proceedings for the Eighth Annual NABE Conference in Seattle has been completed by Publications Chairperson Philip González. It is a beautiful 350-page document. We are optimistic that the publication will be ready for distribution in Anaheim. Look for it at the NABE booth.

NABE Administration

The constitutional amendments will be mailed out shortly for the review of the membership. We have to be able to share the results with you in Anaheim. We have also prepared and will distribute very shortly a NABE manual for members. The manual describes the policies and structure of the organization as well as the procedures for affiliation and affiliates, special interest groups, nomination, elections, resolutions, and conferences.

Informed members make productive and involved members. Productive, involved members make a strong, healthy organization. We will continue to look for ways to keep you informed of what we do and how we do it. Communication, however, is most effective when it flows two ways. We need to hear from you, our members. Please let us know your reactions to the directions we have taken, continue to share your thoughts and your ideas with the Executive Board or any of our committee chairpersons. The Executive Board cannot and should not do it alone. Your input is critical and does count.

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NABE JOURNAL CHOOSES NEW EDITOR

NABE JOURNAL EDITOR Richard Light has been notified of selection or a Fulbright University Teaching Award at Peking University in the Peoples Republic of China. During the time that Dick is in Peking (February to June of 1980), Edna Acosta-Belén will be assuming the duties of editor:

Dr. Edna Acosta-Belén
Department of Puerto Rican Studies

SUNY at Albany
Albany, NY 12222
Tel: 518-457-8873

NABE AFFILIATE PRESIDENTS' MEETING
WHO WAS THERE .....

Ricárdo Fernández

Rosie Feinberg

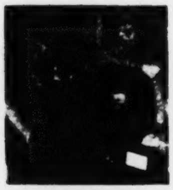
Paquita Biascoechea

Dr. Wallace Lambert

Fermin Burgos
Sister Mary Reap

Gil Cháves

Terry Gilbert


Marcelo Fernández
Carmen Pérez

Research Studies on the Approaches to Beginning Reading for Bilingual Students*

by Maria Lombardo, Boston University School of Education, Bilingual Resource and Training Center

World-wide concern has centered on whether reading should be taught in the native language (L_1) with students then transferring skills to the second language (L_2), whether students should be immediately immersed in L_2, whether L_1 and L_2 should be a simultaneous process, or whether there is no difference between the teaching of reading in L_1 or L_2 first. (Table 1)

Proponents of the L_1 to L_2 method have emphasized the attaining of literacy in the native language first, because they contend that one becomes literate only once and this process should occur in the language with which the individual is most familiar. Colombani (1977) emphasized that for this method to be effective, one must go a step further and teach pre-reading or readiness skills in the student's dialect and standard L_1, before attempting to teach him/her to read in L_1. Research in Peru (Ratto, 1955; Burns, D., 1968; Wise, 1969; and Burns, N., 1970) found that when students learned to read in their Indian language (L_1), they transferred skills to Spanish (L_2) and the drop-out rate of students was decreased. Mexican studies (Vasquez-Barrera, 1953; Castro de la Fuente, 1961; and Modiano, 1968) and a Philippine study (Orata, 1953) found similar positive results. In addition, USAID (1967) found increased enrollment when students were taught in their Highland language (L_1) before Vietnamese (L_2).

In examining U.S. studies on the existing bilingual programs, results varied. For the Harlandale School District in San Antonio, Texas, Pryor (1968) found that Mexican-American students learning to read in L_1(Spanish) first performed as well as the control group that was submersed in all L_2 (English) instruction, whereas, Arnold (1968), Taylor (1969), and John and Horner (1971) found that the students receiving L_1 first performed slightly better than the control group in reading English.

For the Dade County Program in Florida, Inclan (1971) found that Cuban and Anglo students receiving L_1 then L_2 performed as well in English reading as students submersed in English. Rosier and Farella (1976) observed Navajo students instructed in L_1 before L_2 (English) at Rock Point, Arizona, and found that the reading ability of these students was .5 years below the national norm, whereas, that of Navajo subjects submersed in English (L_2) was 2.1 years below the national norms.

In Madawaska, Maine, Dube and Hebert (1975) found that native French speakers, instructed initially in French and continuing 1/3 of their curriculum in French for five years performed better in English, content area (math), and grade placement than students submersed in English.

Ehrlich (1971), in New York City, compared a group who received reading instruction in Spanish and then English with a group directly submersed in English and found that the L_1 to L_2 group performed better in English. Golub (1978) found similar results with his Hispanic students in Pennsylvania and added that students performed better in English than Spanish because they found it functionally necessary to learn English. From a

[Cont. on p. 4 col. 1]

(*) For a compilation of reference in this paper, refer to Maria Lombardo, The Construction and Validation of the Listening and Reading Components of the English as a Second Language Assessment Battery, unpublished doctoral dissertation, Boston University, 1979.

RESEARCH STUDIES READING

[*Cont. from p. 3 col. 3*]

study conducted with Mexican-Americans in Corpus Christi, Texas, Hillerich and Thorn (1969) reported that the transition from Spanish to English appeared to be a natural process. Other proponents of L_1 before L_2 reading (Blossom, 1970; Gudschinsky, 1971; Herbert, 1972; Hatch, 1974; and the Texas Education Agency, 1976) have advocated the initial use of L_1 in order to minimize the cultural shock that students encounter upon entering L_2 schools. Still others (UNESCO, 1953; Spolsky and Cooper, 1969; Fishman, 1972; Gardner and Lambert, 1972) claim that learning in L_1 first helps individuals develop a positive self-attitude and it motivates them to learn a second language. This is extremely crucial since attitudinal-motivational factors correlated with reading achievement (Gardner and Lambert, 1959).

It seems that instructing students to read in L_1 before L_2 is a sound notion because they can match their oral language and model of the world to print and thus learn to read more easily. In turn, they develop their self-concept and it motivates them to learn not only L_1 but L_2 as well (Downing, 1978). The issue appears resolved until one examines studies dealing with L_2 immersion for initial reading instruction.

In Canada, Lambert and Tucker (1972) and Barik, Swain, and McTavish (1974) found that when students from English (L_1) background were totally immersed in French (L_2) for the first several years of school and were later taught in English as well as French the students performed better in L_2 than French monolinguals and performed as well as L_1 monolinguals.

In the Philippines, the Department of Education, Manila (1953); Davis (1967); and Revil et. al. (1968) found that students who were immersed in L_2 (English) and later taught Philipino as a subject performed better in L_2 than subjects who were taught Tagalog (L_1) before L_2.

MacNamara (1966) in Ireland, and Bezanson and Hawkes (1976) in Ghana also found that the immersion groups who were immediately instructed in L_2 were superior in reading and language to the ones instructed in L_1 then L_2.

In the United States, Cohen (1974) found that when Anglo students were immersed in Spanish, they performed better in reading than control groups (Anglos receiving all English instruction, and Hispanic students receiving all English (L_2) instruction). Strum (1976) found that high school drop-outs in New York City who were immersed in L_2 (English) could not only perform successfully in L_2, but could also transfer skills to L_1.

Although the mentioned results are positive for students immersed in L_2, previous surveys for the U.S. indicated negative results when non-English speakers were submersed into English (L_2) (Coleman, 1966; "Task Force on Children Out of School," 1970; Lau vs. Nichols, 1974). The reason, assuming that all variables were controlled and students had received aural/oral instruction prior to reading English (L_2), may be that in the Canadian, Ghanian, Irish, and American (Anglo)studies, students were from a dominant prestigious L_1 learning L_2. Other essential reasons could be politics in Canada; the necessity of learning English (L_2) in Ghana because all written material is in English; the necessity of learning English (L_2) in the Philippines since higher education is given in English; and the prestige Spanish enjoyed among Anglos in the U.S. In each case, the L_1 was the national prestigious language, and they were secure in that they would not lose it, in other words, a subtractive situation would not occur.

Bowen (1969) attributes the failure of L_2 submersion in the U.S. to the problem of status, i.e., minority students have to learn English, the national prestigious language, and put aside their own native language if they expect to achieve economically. In the other studies cited, students were confident that they could function by just knowing L_1. L_2 learning became an enrichment rather than compensatory process. Also, students in these studies were usually from middle classes and received a great deal of familial support, whereas, in the U.S. they were from low socio-economic classes (Tucker, 1979).

At this point, the linguistic issue becomes obscured by social, economic, and political issues. However, these have been the confounding factors in determining whether L_1 should precede L_2 or L_2 be taught immediately. Given appropriate environmental conditions, it seems that either method is successful. However, before accepting either, further investigation on programs utilizing L_1 and L_2 simultaneously should be examined.

Malherbe (1946) noted that his subjects in South Africa achieved the greatest degree of bilingualism in Afrikaan and English when they were from bilingual homes or English homes. These bilingual students were more advanced in content areas than their monolingual counterparts. Other successful results of simultaneous L_1 and L_2 instruction in reading were found in the U.S. by Trevino (1968) for the Webb County, Texas Program and Goodman and Stern (1971) for the Compton, California Program. Yet, other studies revealed inconclusive results: Cohen (1975) for the Redwood City Program in California, and the San Francisco Unified School District (1974) in California. Another study, Hartwig (1971) of the Sacramento, California Bilingual Program revealed that the bilingual Hispanic students performed as well in L_2 reading as the control group that was immersed in English.

The reason that these studies are inconsistent is that in most cases the reports involved observational rather than experimental data; students may not necessarily have attained the "threshold level" in L_1 and L_2 (Cummins, 1977); they may not have received equal amounts of instructional time in L_1 and L_2; and they may have had dialectal problems (Lombardo, 1979).

Researchers have compared whether one methodology is better than another (L_1+L_2 vs. L_1-L_2 vs. L_2-L_1). Barik and Swain (1974) compared English control subjects instructed solely in English with English students instructed in English (L_1) and French (L_2) simultaneously. The latter group had better results at the end of grade 3 possibly because skills were transferred from one language to the other. Cowan and Zoreh (1967) in Tehran, Iran, compared Persian and English students receiving L_1 and L_2 simultaneous instruction with all English (L_2) and Persian (L_1) taught as a subject of instruction (L_2-L_1) with English and Persian monolingual control groups. The latter monolingual groups performed better in reading than the bilingual group. The reason may have been that the oral Persian language has no relation to Persian print and also

[*Cont. on p. 18, col. 1*]

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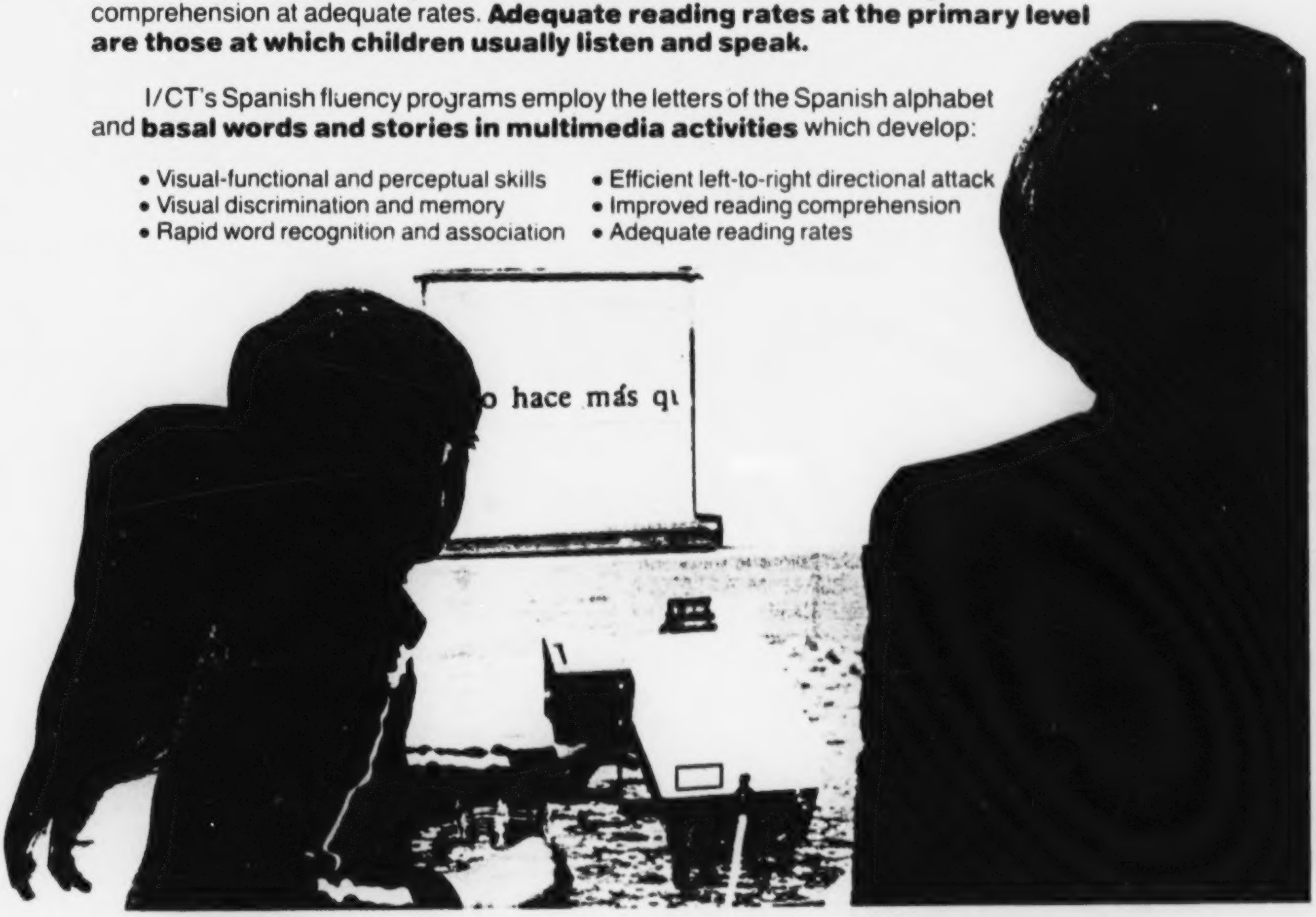

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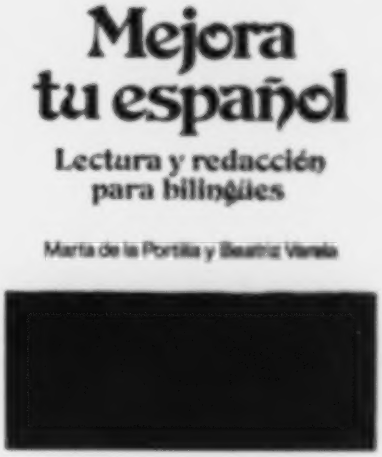

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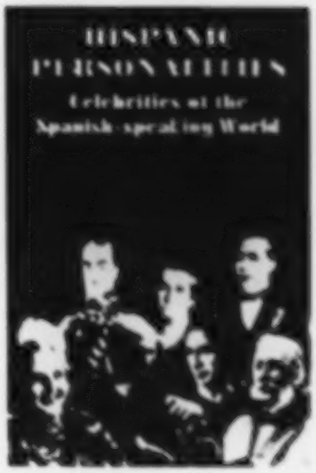

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HOW THREE BILINGUAL TEACHERS FROM THREE SCHOOL DISTRICTS IN TEXAS FEEL ABOUT BILINGUAL EDUCATION

by Dr. Moisés S. Chapa Ph.D., Assistant Superintendent, Robstown Independent School District, Robstown, Texas

Three bilingual teachers from three school districts in Texas were interviewed to determine what factors such as new personnel, funding, etc. within the school districts, might be related to the attitudes of teachers toward bilingual education. Two of the three teachers selected came from districts of comparable size located in different parts of Texas. The other teacher came from a school district that was larger and that was slected by the Department of Health, Education and Welfare as having an examplary bilingual education as compared with other programs in the U.S. Interviews with the bilingual teachers were tape recorded, with their permission, in order to have a more accurate account of what was said.

NABE NEWS has chosen to reprint one of the three interviews below. This particular interview gives a teacher's perspective on administrative support for a Title VII program, school board commitment, integrated team teaching versus pull-out programs, and job-related issues facing minorities considering running for school board positions. The complete report can be requested of Dr. Moisés S. Chapa Ph.D., Assistant Superintendent, Robstown Independent School District, Robstown, Texas 78380 (512-387-2511).

Bilingual Teacher
Sandra Zuniga

Sandra is approximately twenty-six years old. She has taught in this school system for three years. The school system has a student population of 3,000, which includes 11.15 percent Black students, 52.46 percent Mexican American students and 36.49 percent other. The ethnicity of the school board consists of six Anglo Americans and one Mexican American. The superintendent of schools is Anglo American and has served with the school district for three years. There is one kindergarten school, two elementary schools, one junior high, and one high school.

Do You Feel You Have The Support of The Principal Toward Bilingual Education?

"Personally, I don't really think we do. I think maybe it's because I don't trust too many people, but I just don't feel our principal or any other principal in this district is supportive of bilingual education. It's a matter of the reflection of the community and the way you were brought up. He knows you need to have a bilingual program and he's going to tell you he's doing what he can, but then again, he's only a principal and he has to tell me what I'd like to hear and he tells the other thirty-four teachers who are not supportive of bilingual what they would like to hear."

Do You Prefer To Work In A Bilingual Program That Is Funded By Title VII?

"Yes. If I had my choice I'd prefer the Title VII program because you have so much flexibility in scheduling. You have the feeling that you're doing something with your children that's going to benefit them and you're providing an enrichment for them, whereas in a regular monolingual classroom I personally feel they don't benefit. You can do more in a team teaching situation through Title VII. Children benefit more than in a regular resource set-up like we have now."

What Personnel Changes Have Occured In Your School Or At Central Office That Have Had Some Positive Or Negative Effects On Bilingual Education?

"I think the positive changes is that we've gotten a Mexican American administrator. When you find out you're supposed to have a director and then you get a Mexican American director, you feel that's something positive. It will show progress. A minority director will support the program."

Do You Feel That There Is Community Support For Bilingual Education?

"Well, I feel there are people in the community that support bilingual education, but that's just like anything else, the people who support it support it silently. They don't come up and tell the board we support the program and we want it. We have very few members of the community who actually come out and say we want to continue the program. Maybe it's because the people involved in bilingual education are Mexican American and that's the way they are. That's the way they've been. This community is so small and they just accept the way things are. You don't ask for anything else."

Do You Feel You Have The Support Of The Central Office And Members Of The School Board?

"No, because this district is in its seventh year. You would think that everyone would be so aware of bilingual education and what it involves. This district by now should be running a real smooth bilingual program, but this is the seventh year and we have the least desirable method of teaching bilingual. It doesn't make any sense. If the school board were so supportive of it, you would think the program would be running smooth, and it's not. The program is in its seventh year and really it's just beginning. It shouldn't be that way. It's something we should have and the kids need. Children would benefit from it for enrichment."

What Is The Best Way To Improve Bilingual Education At Your School

"I think you need to enforce it. If people don't like it, it's too bad. It should be here and it should be scheduled the best way that it can. People should be moved around to different positions."

Do You Favor Resource Classes Or Team Teaching?

"As a team, everything you do throughout the day you decide as a team because you're interested in trying to meet the needs of the children. In resource it's not that you meet the needs of the children, but you don't have any freedom to do anything. You're limited to reading only. Reading you can use in any area such as science or social studies. Team teaching works a lot better because you have the freedom of scheduling and you don't have to be that set, that at a certain time you

[Cont. on p. 9 col. 1]

ON TESTING

The following editorial appeared in the N.J. TESOL/NJBE Newsletter, Vol. 8, No. 4, December, 1977. It was contributed by editors Mona Scheraga, Passaic High School and Jean Maculaitis, Morris Plains, N.J.

Testing, Yes. Crucifying, No.

Assessment time is here: assessment of who is testing whom, with what instruments, and for what purposes.

Because of the apparent lack of specific or uniform tests from the State Department of Education's Bureau of Bilingual Education, a free-for-all hodge podge of testing programs has become the nightmarish reality in New Jersey's schools. Too often, ESL and bilingual coordinators responsible for selecting tests to be administered by their teachers have not been trained in proper test selection and interpretation. Left to their own devices and told to produce test scores, they, like their teachers, become victims of guidelines and mandates, and often unwittingly inflict great psychological harm on even more innocent victims, viz., the students.

For example, recently in one Passaic County high school, ESL teachers were instructed by the system's bilingual coordinator to administer the New York City Board of Education's LAB (Language Assessment Battery) Test to all current ESL students for ESL class placement. However, the purposes for the test, as specified in the examiner's manual, do not include placement. The LAB Test that was administered is the English version of a two-part English-Spanish language instrument to determine language dominance. An examination of the test and its manual produced the following objections by the ESL teachers:

1. The instrument is being used for a purpose for which it wasn't devised.

2. The population for whom the test was designed is not comparable to the population now being tested.

3. The listening test is not a listening test but a minimal pairs distinction device for native Spanish speakers.

4. The lack of a sample test or appropriate number of sample test items and sample answer sheet prior to actual test administration created unnecessary anxieties and stacked the test against the students. For example, in one section, only five minutes is allotted for students to: (a) look at 18 frames containing four pictures each, (b) choose the correct picture in each frame as the test administrator reads from a list of words, and (c) transfer the correct number response onto the grid answer sheet.

5. Furthermore, the appropriateness of the words themselves is questionable. The source of the vocabulary is not discussed. How were these words (nasal, geyser, flask, maze, eclipse, hurdle) chosen?

6. It is not clear how the reading content is determined. For example, what is the rationale for reading comprehension paragraphs based on Sun-Yat-Sen walking down a street in London in the early 1900's!

7. Time limitations for administering the tests are completely unrealistic for the population now being tested.

8. As the United Federation of Teachers points out, socio-economic differences are built into the exam in such a way that the English material is broader and less familiar to the child of a poor background.

In addition, neither the school nor the bilingual coordinator made any provision for:

[*Cont. on p. 9 col. 2*]

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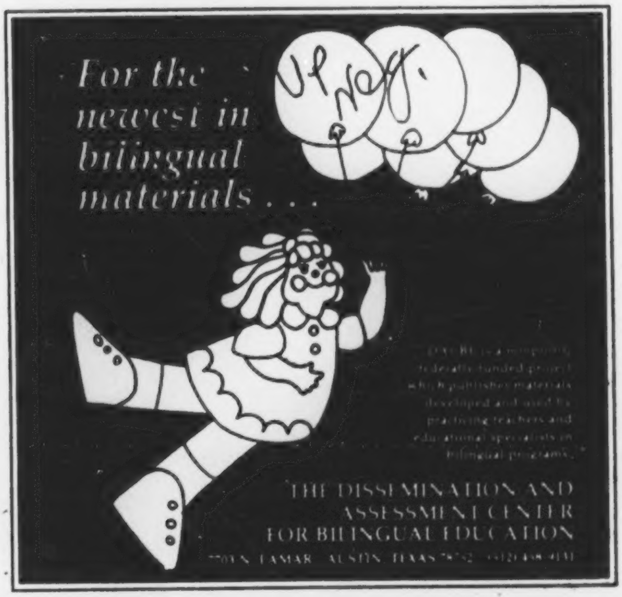

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How Three Bilingual Teachers . . .

[Cont. from p. 7 col. 3]

have to stop what your're doing because you're getting a different group to do something else. In the resource method things are set this way. You don't have any flexibility. You can't adjust kids because you have to go talk to individual teachers. When you have your own classroom, you are the teacher and you have the freedom to change. If I want to work with a different group first I can do that because my schedule will allow it. In resource you can't. Team teaching is more effective than the resource method. If you want reinforcement, if a certain group didn't get a concept, in the afternoon I can reassign them to work with that again. In resource I have them for forty-five minutes and that's it. I can't call those kids back that are having trouble because I have to go through the teacher and she's got her own scheduling to do. The children might be working on something else that't important and might not be able to come back for the reinforcement they need."

Do You Think The School District Is Going To Apply For Title VII Funds Again?

"I don't really know; I have my doubts. They might, but I don't know if it will be accepted or approved by the board. Recently, they were applying for an ESAA program. They were so up in the air about everything. People were so unhappy and upset about applying for a program that had only been here for a year. If they're going to be so upset about applying for an ESAA program that is doing so much for the kids in reading, math and English then they would really be upset about applying for another grant to help Mexican Americans. I think they will be upset. We have only one Mexican American in the school board."

Why Do You Think There Are So Few Mexicans Interested In Running For The School Board?

"I don't think it's a matter of interest. There are a lot of Mexican Americans who are interested. It's a matter of who you are employed by, how many children you have and if you're taking a risk because you are a minority. You have to think about your employer; he might not like an employee running for any office when there's plenty of qualified Anglos running. Right away they make it a racial issue. People feel that because there is already one Mexican American on the school board, they are already being represented. The employers might not like for any employee to be involved in elections or positions in politics; therefore they do not get involved. They fear that if they run they might get fired. They think in terms of survival. Most of them have children they have to provide for. Where will they get the money for this if they do not have a job? They are interested in what goes on in the community, but their first responsibility is to their family."

Summary: Factors Identified by this Bilingual Teacher

1. Sandra feels that there is a lack of support from the principal and central office staff.
2. Sandra believes that there is a lack of support from the board members.
3. There appears to be a lack of adequate time for the instruction of bilingual education.
4. Teachers are using the resource method of instruction for bilingual education, which is the least effective.
5. There appears to be a lack of adequate funds.

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On Testing . . . .

[Cont. from p. 8 col. 3]

1. training test administrators.
2. adhering to time allotments as specified in the test manual.
3. providing for a proper testing site, one free of interruptions and where all students could be tested under the identical conditions.
4. using a scoring machine to mark the test. (Teachers were compelled to grade the tests manually during their professional planning period with no released time.)
5. reporting the test results to the ESL teachers or to the test candidates and their parents.

To compound this already dismal situation, the school system's coordinator of testing and research designed a 20 word spelling test of dubious validity. Why, for example were words such as "beneficial," "edge," "appropriation," "recognize," and "familiar" chosen to be assessed? (*The 1974 American Psychological Association's Standards For Educational and Psychological Tests and Manuals describes a test as being valid insofar as it measures what it purports to measure. Validity is dependent on the particular purpose(s) of the test as specified in the test manual; it is not an all-or-nothing phenomena but rather a matter of degree.*) The testing coordinator's directions for grading the tests were astounding: "1/2 point each; spelling score to be included with writing score to produce one *normal* score." (Italics ours.) Also, locally-devised, oral questions for individual response (to children who have come here from other countries as recently as a week ago) included such items as "Have you ever been on a trip to *your* country? (Italics ours.) If yes, what was it like? If not, what do you think it would be like?"

A valid testing program for determining placement of non-English speaking students in appropriate ESL classes is an absolute necessity. However, the LAB test is simply not designed for this purpose.

Artificially inflated ESL classes have become a reality, with locally-born and educated youngsters being segregated from the mainstream because they are Spanish-surnamed. Some know no Spanish at all. For the first time, students in this particular Passaic County school are complaining about being put in the "Dummy" class and a once model program of beginner, intermediate, and advanced ESL is turning into a remedial class for Spanish-surnamed students who feel discriminated against and whose requests to be placed back in the mainstream have been refused. These children are being denied compensatory education classes under T & E because they are in ESL classes. They are, therefore, being denied the remedial help other non-Spanish-surnamed students with similar state test scores are receiving.

Laws and grants deal with regulations and guidelines. We in the classroom deal with children, children who count on us to teach them survival skills and adjustment, not to make them feel inferior, segregated, and "dumb."

[Cont. on p. 18 col. 3]

Important New Publications for ESL/EFL Educators

The Adult Basic Education-TESOL HANDBOOK 272 pages

Anyone associated with teaching Basic English ESL or EFL or teacher training, should have the ABE-TESOL Handbook as a primary resource/reference tool. It is a compendium of scholarly articles, practical methodology and down-to-earth strategies for language teaching and learning. In fact, it is the first complete ESL methodology book geared for teacher training in Adult Basic Education.

Thirty six of the top people in ESL/EFL and ABE have contributed articles in the field of their specialties. The book is divided into four sections. Section I includes descriptions of the profession and the professional associations now existing in the field. Section II Methodology, which gives a generous cross section of teaching ideas for dealing with the problems most frequently met in the classroom. It is written by both administrators and teachers with direct experience. Section III presents research results which offer basic information for educators at all levels. Section IV deals with research and evaluation, and teacher training. The text is liberally illustrated with charts and includes extensive notes and bibliographies.

Not only does the book provide immediate practical help, but it is designed to stimulate ABE-TESOL practitioners to develop other techniques and strategies for further development of these programs.

Contributors are a "Who's Who" of ABE-TESOL

Editor: Diana E. Bartley • Foreword: Gary A. Eyre • Preface: Mary Galvan

James E. Alatis, Robert A. Avina, Jean Bodman, Joel Birdwell, Jean Berglof Chapman, Vincent De Sanctis, Robert Di Pietro, James Dorland, Carl English, Joanna Sculley Escobar, Irwin Feigenbaum, Jack Ferver, Katherine A. Gansherhoff, Barbara Gonzalez, Dorothy Gonzalez, Deborah Hickok, Gladys H. Irish, Robert M. Katrein, Mary Lou Koran, Huey B. Long, Robert C. Mason, Kenneth Mattran, Denise McKeon, Norvell Northcutt, Carol K. Papierski, James T. Parker, Joseph L. Picogna, Elizabeth L. Salse, Robert St. Clair, Harvey M. Taylor, Maida Watson-Espener, Don Williams, Joyce G. Zuck, Louis V. Zuck, Walter W. Zwirner.

New EFL Readers

The newest readers in the CM ESL/EFL library are graded on six levels ranging from beginning to high intermediate. They are designed for the young adult and adult student who wants high-interest material at his or her level of study. As an added advantage, the readers are keyed grammatically to the **New English 900** basal program, but may be used independently.

Each reader consists of seven or eight stimulating fiction and non-fiction topics. While appropriately simple in structure, the context of these stories is mature.

1. **Choices**—600 word vocabulary
2. **Whales Can Sing**—750 word vocabulary
3. **Rivers & Potatoes**—600-850 word vocabulary
4. **One Giant Step**—1,000 word vocabulary
5. **Take Five**—1,500 word vocabulary
6. **Double Vision**—2,000-2,500 word vocabulary

All readers have reading comprehension and word study exercises using the latest methodological innovations. Each story is handsomely illustrated.

These readers have been written by Michael Lanzano, co-author (with Jean Bodman) of **No Hot Water Tonight** and its soon-to-be- published sequel, **No Cold Water Either.**

For more information contact

COLLIER MACMILLAN INTERNATIONAL,
866 Third Avenue, New York, N.Y. 10022

THE CLASSROOM TEACHER PAGE

Topic: HOW TO DESCRIBE GEOMETRIC FIGURES WITH BREVITY AND PRECISION

Contributed by Aida Graupera, BESL Center Title VII Resource Specialist

This article contains a series of exercises from which are derived sentences that go from the simplest to the most complicated structures.

These exercises are based upon geometric drawings which tend to guide or train the mind of the student in observing their details or parts and to relate one to another by describing them in a single sentence with the utmost clarity, precision, and elegance of speech.

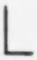
The use of independent sentences and of conjunctions (especially **and**) should be avoided as much as possible.

The lines or parts of the drawing should be described in their relation to the rest of the drawing or as its cause or effect. This will force the student to make a greater use of words in their various inflections as well as have control of prepositions required by each structure. For example: **A circle divided into two equal parts by a vertical line.**

When the student freely describes a drawing, he usually tends to fragment the paragraph, to make use of words at times unnecessary, and to repeat the same structure in each sentence. In this way, he avoids the grammatical forms which are most difficult for him.

The descriptions of landscapes as well as of concrete figures do not give the student the opportunity to use many words. It should not be permitted therefore to describe the figure or drawing in one word. Let us see the difference when the student gives the name of the figure and when he describes it relating its parts or elements:

a. **An "I"**

b.  **A vertical line at the left end of a horizontal line**

The teacher may prepare his own series of exercises but before the student starts working, the teacher must inform him that the objective of this training is to achieve **clarity, brevity, and precision** as well as elegance of speech.

The best way to convince the student of the effect that the incorrect use or omission of a word may have in the interpretation of an idea is for the teacher to make the drawing following the instructions written by the student and comparing it on the board with the model.

Through personal experiences in this respect, it has proven very effective to show with drawing how the veracity of the model may be altered by the improper use of a word or the omission of a certain word. The difference between the drawing which the teacher has made following the instructions of the student and the model itself is a practical and convincing way of showing the teacher's objectives.

Fellowships Available

The Department of Linguistics at the University of Illinois at Chicago Circle offers work leading to the MA in theoretical and applied linguistics, including an MA in TESOL (Teaching English to Speakers of Other Languages).

Beginning in the Fall Quarter, 1980, the Department of Linguistics will offer a generous number of Fellowships to Qualifying graduate students — which will include a Tuition and Fee Waiver, plus a tax-free stipend of $1,000 at minimum. In addition, other kinds of financial aid are available to prospective students.

For applications and information, write to:

Andrew Schiller, Head
Department of Linguistics
University of Illinois at Chicago
Circle
Box 4348
Chicago, Illinois 60680

Allow us to illustrate what was said previously when the student was asked to describe this drawing:

Here is the first sentence written by the student: **A circle divided into two parts.** The sentence lacks accuracy since these other drawing might have been derived from it which in no way resemble the original:

The second sentence: **A circle divided into two equal parts** is still incomplete as it may also be interpreted this way:

or this other:

The third sentence: **A circle divided into two equal parts by a vertical line** is the correct description of the original.

The reason why the teacher must insist on the accuracy of the description and the succession of words in one single sentence is for the student to acquire use of the right prepositions or conjunctions as well as the proper use of adjectives or participles. a) **A circle divided into two equal parts "with" a horizontal line** is not the same as b) **A circle divided into two equal parts "by" a horizontal line:**

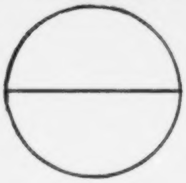
a) b)

The drawings on the next page have been prepared to that the student may acquire a vocabulary related to geometry and math (e.g. horizontal, vertical, etc.), and make sure more use of opposites (e.g. equal - unequal; upper - lower, etc.), prepositions, etc. The teacher may prepare his own drawings in order to obtain through them a certain vocabulary or structure.

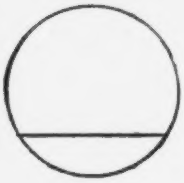
Worksheet for Students

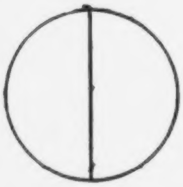
Name: ______________________

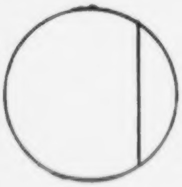
Instructions: Observe these geometric figures carefully and describe them briefly and accurately in a single sentence. (Remember the words you learned in Math)

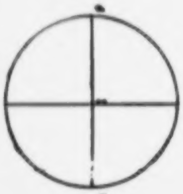


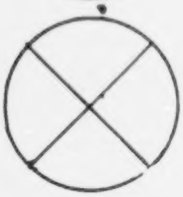
A circle divided into two equal parts by a horizontal line.

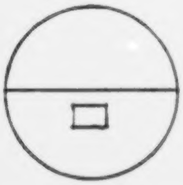


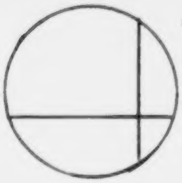


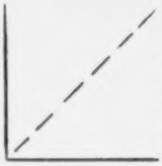


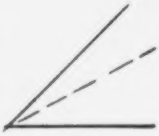


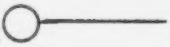


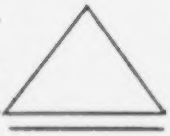


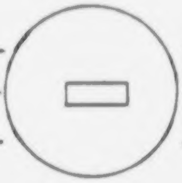


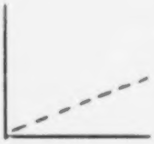


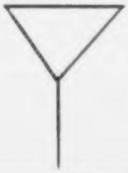












CALL FOR PAPERS

The Japan Association of Language Teachers (JALT), an affiliate of TESOL, will sponsor the JALT INTERNATIONAL CONFERENCE ON LANGUAGE/TEACHING—1980, from **November 22 to 24. The conference will be held at Nazan Junior College, Nagoya. Over 600 participants from near and abroad are expected to be in attendance.**

Papers, demonstrations, and workshops are encouraged in areas relevant to second language teaching and learning. The topics with particular interest would be concerned with the "newer methodologies", and practical instructional techniques.

When submitting a conference proposal, please observe the following procedures:

a) Prepare two copies of a 200 word typewritten abstract, one with your name ON, and one with your name OFF.

b) Immediately below the abstract, and on the same page, indicate the primary audience/s for whom your presentation is intended. Also, list all the equipment that may be necessary (from blackboards to complex equipment).

c) On a separate sheet of paper include a 50-75 word bio-data statement.

d) The abstract and bio-data statement should be prepared as you wish it to appear in the program.

After the above procedures have been observed, send your proposal to the following address, no later than **August 1**: Paul G. La Forge, English Department, Nazan Junior College, Showa-Ku, 19 Hayato-Cho, Nagoya, Japan 466.

ANNOTATED ESL BIBLIOGRAPHY AVAILABLE

A new twenty page annotated bibliography has been developed by BESL Title VII Resource Specialist Carol Blanck for ESL teachers who have students in the elementary and/or high school grades. Specific materials have been selected and annotated so the teachers may have a general idea as to the content, publishing information and cost. The bibliography is divided into three major sections: 1) Suggested Textbooks and Materials for ESL Students; 2) Suggested References for Teachers; and 3) Suggested Handouts from the BESL Library.

The first section has been divided by grade levels: K-3, 4-6, and 7-12. Each division has been subdivided into materials for specific areas: General Series, Oral/Aural Skills; Writing/Composition, Vocabulary and Idioms, Structure, and Readers.

In the second section, there are four divisions: 1) General Books on ESL, which includes general reference books covering all aspects of teaching ESL; 2) Books on Specific Aspects of ESL, which includes references for testing, reading, pronunciation, etc.; 3) Books on American Culture; and 4) Books on Other Cultures and on the Teaching of Children from Other Cultures.

The third section of the bibliography lists some specific handouts which may be particularly useful to the ESL teacher. It is divided into three areas: curriculum, instructional tips and ideas, and bibliographies. This section is not annotated because most of the handouts are brief and the titles are self-explanatory.

To order the bibliography (free) write: The BESL Library, 100 Franklin St., New Holland, PA 17557.

NOTICE FROM NABE EXECUTIVE BOARD

At the August 1979 meeting, the NABE Executive Board established a policy that NABE News and the NABE Journal would be available only through membership to the organization. Although we will meet all subscription obligations for the 1979-80 year, we will no longer accept subscriptions only.

— — — — — — — — — — — — — — — — — —

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Application for ☐ New ☐ Renewal Membership: June 1, 1980 - May 31, 1981

Last Name First Name Initial

Mailing Address

City State Zip Code (Area Code) Phone

LEVEL OF WORK (Check one)

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☐ College or University
☐ Adult Education
☐ Community Involvement
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Type of Membership (Check)

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- ☐ College Instructor
- ☐ Other ....

REGULAR ☐ $20.00
- ☐ Teacher
- ☐ College Instructor
- ☐ Other ....

INSTITUTIONAL ☐ $50.00

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Please make your check payable to NABE and remit US funds only. Add $2 mailing fee for foreign address.

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Membership includes subscription to NABE JOURNAL and NABE NEWS and is valid June 1, 1980 - May 31, 1981.

IMPORTANT: FILL OUT BACK

BILINGUAL ELEMENTARY EDUCATION SIG NEWS

Diamond Navarro, Chairperson

As we begin a new decade, it behooves us, bilingual educators, to re-examine carefully and objectively our past successes and failures. Those ideas, theories and concepts which have proven to be successful should receive further and continued support, while on the other hand our failures should not be taken lightly. One constant in education is change and past failures might revert into future successes.

Bilingual education has finally become for many communities an integral part of the school systems' educational philosophy and organizational structure. However, we must continue to develop and implement programs designed to achieve our long range educational goals and to conduct sound educational research that will answer so many of the perplexing questions still unanswered.

The 80's, I'm sure, will serve to clarify many of the doubts we may have had and offer a basic bank of information from which to strengthen our previous educational convictions.

At the scheduled bilingual elementary education SIG meetings to be held at this year's NABE Convention several topics presently affecting bilingual education programs across the country will be discussed. An attempt will be made to submit written recommendations to NABE'S Executive Board so that our organizaton can take a leadership role in the specific areas.

Some of the basic issues which will be up for discussion are: how can bilingual and ESL educators effectively service the limited - English proficient handicapped student? What procedures should exist to ensure the proper evaluation and placement of these students? Will the LAU REMEDIES finally become an official federal document which can be used to guide and support the local school districts in implementing sound, viable bilingual educational programs. Will worthwhile research be conducted which will address many of the major concerns in the field of bilingual education?

I am looking forward to spending as many hours as necessary at the Convention discussing these and many of the other issues that concern so many of us in the field of bilingual and ESL education.

Please write to me or the co-chairperson of the bilingual elementary education S.I.G. group if you have some concerns, ideas etc. you wish to share with us prior to the Convention.

Diamond Navarro, Chairperson
Bilingual Elementary Education S.I.G., Bilingual Field Coordinator, Newark Board of Education, 2 Cedar Street, 7th Floor, Newark, New Jersey 07102. (201) 733-8319.

BESL Center Conference May 17, 1980

The BESL Center and the Pennsylvania Department of Education will sponsor a one day state-wide conference on May 17, 1980 at the BESL Center, New Holland, PA. This conference will focus on the recently published report by the President's Commission on Foreign Languages and the relationship between foreign languages and bilingual education. A special focus will be placed on what two specific native culture groups of the U.S. can offer the foreign language teacher: the Pa. German and the Puerto Rican. Specialists in language and culture (music, art, history, sociology, language) from these two cultures will give presentations. For further information, contact Dr. Carolyn Ebel, Director, at 717-354-4601.

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NABE AFFILIATES 1979-80

1. ARIZONA

Estanislao Paz (Until March, 1980)
Arizona Assn. for Bil. Education
PO Box 43381
Tucson, AZ 85733
(602) 790-3132 H
(602) 626-2745 O

Gene Chavez (Effective March, 1980)
[illegible]. Hall, Room 209
Arizona State University
Tempe, AZ 85281
(602) 965-6051

2. CALIFORNIA

Roberto Cruz
California Assn. for Bil. Educ.
2168 Shattuck Avenue
Berkeley, CA 94704
(415) 549-1820

3. COLORADO

Joe Hernńdez
Colorado Assn. for Bil. Educ.
Larimer Co. S/P R-1
2407 La Porte Ave.
Fort Collins, CO 80521
(303) 482-7420, x30

4. CONNECTICUT

Leonor Toro
Conn. Assn. for Bil./Bic. Educ.
1120 Kossuth St.
Bridgeport, CT 06608
(203) 281-3343 x1; 333-7389

5. DISTRICT OF COLUMBIA

Marcelo Fernández Zayas
DC Assn. for Bil. Educ.
Room 314, Gordon Center
35th and T Streets
Washington, DC 2007
(202) 282-0173

6. FLORIDA

Rosa Castro Feinberg
The Bilingual Assn. of Florida, Inc.
Lau Center, Box 8065
School of Education
University of Miami
Coral Gables, Florida 33124
(305) 284-3213

7. IDAHO

Valdemar Elizondo
Box 603
Marsing, Idaho 83639
(208) 896-4476 (O)

8. ILLINOIS

Maria P. Walker
Illinois Assn. for Bil./Bic. Educ.
Chicago Board of Education
228 N. La Salle St.
Chicago, IL 60601
(312) 641-7396

9. KANSAS

Virginia Reyes Kramer
1725 Denholm Drive
Manhatten, KS 66502
(913) 539-5975

10. LOUISIANA

Sandy Hebert
St. Landry Parish Bilingual School
PO Box 310
Opelousas, LA 70570
(318) 942-2331

16. NEW YORK

Mike Vega
NY SABE
Office of Bil. Educ.
66 Court Street, 15th Floor
Brooklyn, N.Y. 11201
(212) 596-8038 (O)

11. MASSACHUSETTS

Ernest J. Mazzone
Mass. Assn. of Bil. Educators
31 St. James Ave., Room 540
Boston, MA 02116
(617) 727-8300

12. MICHIGAN

Theresa K. Gilbert
Michigan Assn. for Bil. Educ.
PO Box 12005
Lansing, MI 48901
(517) 374-4256

13. MINNESOTA

Alfredo González
1941 Ewing Avenue
Minneapolis, MI 55416
(612) 348-3379 (O)
(612) 295-3041 (H)

14. NEW JERSEY

Carole Schaffer-Koros
NJTESOL/NJBE
Kean College of N.J.
Dept. of English
Union, N.J. 07083
(210) 527-2174

15. NEW MEXICO

Ray Rodriguez
New Mexico Assn. for Bil. Educ.
1001 Solano Drive, S.E.
Albuquerque, New Mexico 87108
(505) 255-5350

Ray Rodriguez
Dean of Students
New Mexico Highlands Univ.
Las Vegas, NM
(505) 425-7511 (O)

17. OHIO

Dr. Jean Nye
528 Center Street
Findlay, OH 45840
(419) 422-8313 x229 (O)
(419) 422-2895 (H)

18. OKLAHOMA

Joe Méndez
Education Department
Federal Correction Institution
El Reno, Oklahoma 73036
(405) 524-1183 (H)
(405) 262-4875 x48 (O)

19. PENNSYLVANIA

Sister Mary Reap
Penna. Assn. for Bil. Educ.
Marywood College
Scranton, PA 18509
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Ciudad Universitaria
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(809) 761-2664 (H)

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Rhode Island Assn. for Bil. Educ.
Rhode Island College
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(401) 456-8280

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Albar Peña
Texas Assn. for Bil. Educ.
University of Texas at San Antonio
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(512) 342-3583

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Arlington, VA 22204
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Wash. Assn. for Bil. Educ.
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(414) 281-7029 (H)

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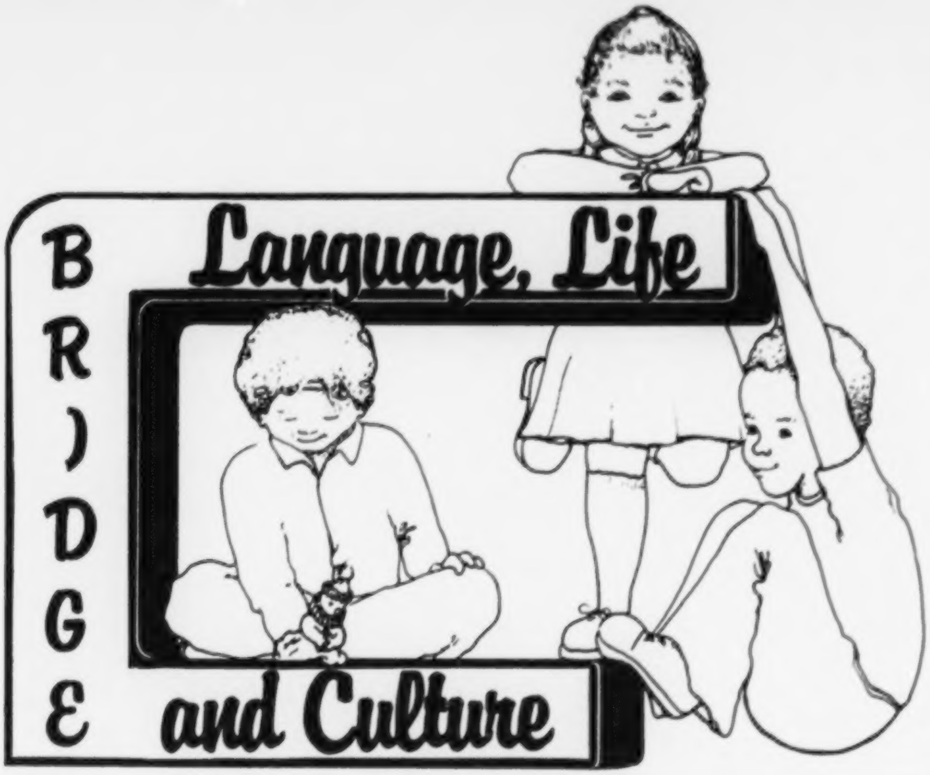
Anne Gardetto
Wyoming Assn. for Bil. Mult. Educ.
3200 West C
Torrington, Wyoming 82240
(307) 532-7111 (O)

NIE Considers New Regional Institutions

The National Institute of Education (NIE) is considering how to best provide coordinated R&D services in areas of the country not served, or only partially served, by the eight existing regional educational laboratories. Generally, these areas are the Northeast, the Southeast, and the upper-Midwest. Possible courses of action—which depend upon the availability of sufficient funds as well as specific needs in the regions under consideration—include the establishment of new NIE-sponsored regional R&D institutions, the expansion of existing laboratories' regions, or both.

The Institute would like to hear from all persons and groups having an interest in this activity. A guide to the specific issues on which NIE seeks views and advice is available from the NIE Task Force on Nationwide R&D Services, Mail Stop 11, National Institute of Education, Washington, D.C. 20208.



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USC PROGRAM

LOS ANGELES TRAINS NATIVE SPEAKERS FOR THE CLASSROOM

by John Willis and Nancy Boyarsky, USC

USC's Accelerated Bilingual Teacher Program was designed as a quick means of putting bilingual teachers into California classrooms with children who do not speak English or whose command of the language is limited:

The three-year-old program, which allows a person with a college degree and fluency in a foreign language to begin a paid teaching position after only four to six weeks of teacher training, is serving another purpose: It is giving many a chance at a second career if they happen to speak Korean, Spanish or another needed language.

Among 135 participants in the program, a sampling of former occupations includes work as: a hostess at Trader Vic's; a social worker; a private detective; a chemist; a Korean university professor; the proprietor of the Los Angeles restaurant, Paul's Duck Press; a reporter for **La Opinion**; several Ph.D.s; a well known artist; a checker at Ralph's; an attorney; and an Ecuadorean plantation owner.

The accelerated program was started after enactment of a 1976 state law mandating that an elementary or secondary teacher be able to speak the language of students when teaching a class with ten or more who do not speak English or fifteen who speak only limited English. This law, along with the 1974 Supreme Court Lau decision, created the need for 8,000 bilingual teachers in California classrooms. Subsequently, accelerated programs were set up at a number of universities to hurry qualified teaching candidates into classrooms without the usual academic preparation and teacher training classes.

The decision of whether or not to hire a particular trainee for a paid position comes after the first four to six weeks of training and is up to the master teacher and principal of the school involved. Once the trainee passes this test, he receives a temporary credential, but remains in USC's program, taking about ten units a semester for an average of four semesters. At this time, he is eligible to apply for a full Multiple Subject Instructorship or Single Subject Instructorship Credential. The average of the trainees is 28 to 32, but some are into their fifties.

What is the difference between training these new teachers, compared to the usual teaching candidate straight out of college? "Many have trouble because they think that if they were students once, iFmeans they can be teachers, and that's not necessarily true," explained Coordinating Training Teacher Linda Mora Meyerowitz. Another problem is that the trainees, used to working in the adult world, are often too reserved. "They may think children will learn because they're supposed to. But a teacher almost has to put him or herself into the minds of the children taught."

One example of this problem occurred when a former language instructor at UCLA began his teachers training, at his own request, at kindergarten level. His supervisors noticed that the children didn't seem to respond well to his serious and dignified personality, which better befitted a university professor than a kindergarten teacher. However, once a program supervisor suggested that he smile more, the children's reaction to him changed dramatically. He's now pointed out as one of the program's most successful participants.

"For most of our trainees, it's not just a job and a salary," said George Gonzales, coordinating training teacher with the program. "It's hard work." You need special commitment or you won't survive. Most of our trainees are idealistic and want to serve in jobs that will help others. But the number of strong applicants is also a reflection of problems in the current job market."

Despite the fact that USC's tuition is higher than some of the other institutions offering the accelerated bilingual program, enrollment in USC's program has always been high, sometimes with a waiting list. For one thing, financial aid is available for some students. Another reason is that USC offers some advantages that other programs do not, including careful supervision and support for the program participants right up until they are ready to apply for their regular credentials.

"We feel responsible for their performance in the classroom," Gonzales explained. Another advantage to USC's program is that, unlike others, it can be combined with work toward a masters degree or an advanced credential.

To ensure a high rate of success for trainees who have been accepted, admission to the program involves a careful screening process. Applicants must pass a fluency test, health examination, and personal interviews. In addition, they must also meet requirements for acceptance into USC's graduate School of Education.

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RESEARCH STUDIES READING

[*Cont. from p. 4 col. 3*]

skills taught in English did not transfer to Persian.

In Canada, Cziko (1976) compared two L_2 to L_1 groups of monolingual English and French backgrounds. French students were immersed in English for several years with a later introduction of French as a subject and vice versa for the English students. Results in reading achievement found the groups to be equal, with the students immersed in L_2 (English) and then taught French as a subject performing slightly better than the all French group.

There is no clear evidence that one method is significantly better than another for language (reading) instruction. Although the L_1—L_2 studies tend to indicate that initial native language instruction with later transfer to (L_2) produced more positive results, it is difficult to attribute success to the L_1 factor alone because students did not receive all L_1 instruction in the United States since such a program is not fundable (Anderson and Boyer, 1970). Along with L_1, students received L_2 aural/oral instruction and in many cases L_2 was the medium of instruction for content areas. The contributing factors which motivated students to achieve may have been the acceptance of the native language in the school; the reinforced self-concept and attitude toward L_1 and L_2.

Many L_1—L_2 studies were not clear about their experimental designs—the procedures for instruction and the means for reading assessment. Others did not administer tests at all, but reported observations "transition seemed natural" (Hillerich and Thorn, 1969). Some reported a reduction of drop-out rates (Vásquez-Barrera, 1953; Burns, D., 1968; Burns, N., 1970). Some results were inconclusive and others found that subjects in L_1—L_2 did as well as (L_1) subjects immersed in L_2 (Pryor, 1968; Engles, 1975).

Further research as to whether one method is superior to another should be conducted with firm control of the following variables:

1. Home languages, whether students are from a monolingual (majority of cited studies), dialectal (USAID, 1967; Bradley, 1970; Lombardo, 1979), or bilingual homes (Cowan and Zoreh, 1976).

2. SES background because subjects of middle or upper SES backgrounds contributed to the success of immersion programs (Davis, 1967; Lambert, 1972; Cowan and Zoreh, 1967; Cziko, 1976).

3. Parental attitude, examined in the St. Lambert study (Pearl and Lambert, 1962) indicated that parents from middle to upper SES groups considered the status of L_2 equivalent to that of L_1, thus possibly affecting the student's attitude toward L_1 and L_2. Student and parental attitude should be measured before and after a bilingual program (Lambert and Tucker, 1972).

4. The school language is important only insofar as it is congruent or incongruent to the students' home language. This can occur naturally or the situation can be created. In most cases, school programs are pre-determined by legislation and educators. However, in cases that parents expressed their wish for a particular program type, they intended to be more supportive, and as a result, students were more receptive (Pearl and Lambert, 1962; Colombani, 1977).

5. Development of the self-concept is essential. If the home language is accepted by the school, then a positive self-concept and thus normal achievement occurs (Modiano, 1968). If students' L_1 is rejected and they are not assured hope of returning to the L_1, a negative self-concept develops and students drop-out of school.

6. Initial language in beginning reading instructions has an important effect because students learn reading more readily in a language that has regular phoneme/grapheme correspondence and can transfer skills to L_2 (Modiano, 1968; Barik and Swain, 1974; Lambert, 1972).

7. Early medium of instruction is important because every student taught in L_1 reading received L_2 instruction through the content area subjects and this may have influenced their performance in L_2.

8. Late medium of instruction is extremely crucial because students may react to the end goal or whether L_1 and/or L_2 will eventually be used, i.e., the language(s) that will predominate are treated with a positive attitude.

9. The community, its reality, and its ultimate wish (Colombani, 1977) is another intervening variable in the way a student reacts toward language(s). The paradox here is that although certain communities lend themselves to a maintenance program, their wish may be transfer or assimilation into the L_2 language and often times culture (Mackey, 1972). A conflict arises if a bilingual program does not enact the goals of the community. On the other hand, when the community reality and wish match as in the Canadian studies, then immersion seems to function.

10. The nation's reality and wish must also be considered. In the Canadian, Philippine and African studies, the goal was to maintain pluralism. Yet in the U.S., where pluralism exists, the goal of many bilingual programs as in Massachusetts, tend to be transitionally aimed at mainstreaming students into an all L_2 curriculum with the native language used only as a stepping stone, to be left behind.

11. Other factors that influence L_1 and L_2 reading performance are: age (Lennenberg, 1967, speaks of a critical period for language acquisition); IQ (Lambert and Pearl, 1977); educational setting and language acquisition (Lambert, Havelka, Crosby, 1958); and the variables of motivation (Gardner and Lambert, 1959).

Although empirically further evidence is needed in support of one method over another, from a reading educator's point of view, it seems logical to begin initial reading in L_1 since all that is required is that the student learn a strategy of "cracking the written code" and matching it to his/her already existing oral code.

ON TESTING . . .

[*Cont. from p. 9 col. 3*]

No one can deny the importance of testing. Since the New Jersey Bilingual Law mandates a K-12 testing program, it is incumbent upon the Bureau of Bilingual Education to: (1) provide appropriate uniform tests, (2) train personnel in the proper administration of tests (3) provide workshops for developing appropriate ESL and language dominance measurement devices and accompanying examiner's manuals, and (4) train ESL and bilingual coordinators and/or other appropriate personnel in the proper interpretation and dissemination of test scores. We must work together to insure that N.J. TESOL/NJBE students are getting equal treatment and equal opportunities in all schools, starting with a fair, realistic, equitable testing program.

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Voluntad will continue to operate separately as a subsidiary of National Textbook. Orders for Voluntad materials should continue to be sent to its present location in Texas. However, in future weeks, you will begin to notice that Voluntad and National Textbook materials will be displayed side-by-side at regional and national bilingual meetings. Though sales representation will continue through the Voluntad marketing organization as before, Voluntad products will now also be available through your National Textbook sales representatives.

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Feel free to call us on our WATS lines (Voluntad: 800/531-5211; National Textbook Company: 800/323-4900) in the event you want additional information. And please be sure to allocate a little extra time when your National Textbook or Voluntad representative calls on you. You will find we have a lot to talk about.

Sincerely,

Bill Pattis

S. William Pattis, President

NABE NEWS
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VOLUME IV NUMBER 1 - SEPTEMBER, 1980

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE Opens National Headquarters in Washington, D.C.

NABE President Ricardo Fernandez, President of NABE, has announced the opening of NABE headquarters in Washington, D.C. effective October 1980. Located in the National Education Association (NEA) building on 16th Street, the office will be staffed with an Executive Director (half time) and a full-time secretary. Named by the Executive Board of NABE in September to fill the position of Acting Executive Director is Dr. Carolyn Ebel, formerly Director of the BESL Center in Pennsylvania.

President Ricardo Fernández

The establishment of a national headquarters provides NABE for the first time with a central office for business, educational, and legislative efforts. Previously, NABE has had to transfer all records and efforts from one group of officers to the next with each new election year. Membership will be permanently located in the Washington headquarters with the organization taking advantage of the NEA computer facilities within the building. The NEA

(Cont. on p. 6, col. 3)

LAU HEARINGS:

Comments on Proposed Rules — 34 CFR Part 100 "Nondiscrimination Under Programs Receiving Federal Assistance Through the Department of Education"

Chicago, Illinois September 17, 1980
by Dr. Ricardo R. Fernandez
President, National Association for Bilingual Education

The National Association for Bilingual Education, which I as current President represent here today, is pleased with the publication of proposed rules to implement provisions of Title VI of the Civil Rights Act of 1964 to prevent national origin discrimination in elementary and secondary education. Six and a half years after the **Lau v. Nichols** decision of the U.S. Supreme Court and five years after the issuance of the "Task Force Findings Specifying Remedies Available for Eliminating Past Education Practices Ruled Unlawful Under **Lau v. Nichols** (Lau Remedies)", the U.S. Department of Education has moved to officially promulgate standards which prohibit recipients of federal financial assistance from denying equality of access to any student because of that student's limited proficiency in English. We support Secretary Hufstedler's decision to establish uniform minimum standards and urge the Department to meet its proposed goal of publishing final rules by the end of December, 1980.

There are several positive aspects of the proposed regulations. First, there is enough flexibility built in to allow school districts latitude in selecting ways of coming into full compliance. Secondly, there is room for experimentation, on a limited basis, to allow professional educators to test out alternative approaches to reach the twin goals addressed by the proposed rules:

a) acquisition of English language skills to allow every LEP student to function in all-English classrooms, and
b) prevention of retardation in the student's cognitive and academic growth.

Thirdly, parents of LEP children are likely to become more directly involved in the education of their children as a result of the school informing them, in a language understandable to them, about the progress their children make and the special services they will receive.

In addition, the regulations expressly require (section 100.49) that services be provided to handicapped students with special recognition being given to their language characteristics. For too long have the needs of a significant population of children with exceptionalities been ignored or, at best, received minimal attention, and this requirement will address this area squarely.

The clarification made pertaining to avoiding racial and ethnic isolation is very useful in defining what constitutes segregation and what does not in programs which group LEP and other children for instructional purposes. The ambiguity which has existed heretofore is eliminated and the presumed inherent conflict between desegregation and bilingual education, which in some instances has prevented both strategies from being implemented, should be put to rest.

The role of the cultural backgrounds of eligible students in educational programs is highlighted in 100.45, and NABE fully supports their inclusion in a significant manner in the school's entire curriculum. A pluralistic American society, which these children are part of along with their English-speaking peers, requires no less.

(Cont. on p. 3, col. 1)

NATIONAL ASSOCIATION
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Decade 80 — Epoca Nuestra: Beyond Bilingual Education

by Connie Casasola,
Redwood City School District, CA
and
Tino Noriega,
East Side Union High School

We will never win the battle for bilingual education alone! As long as bilingual education is perceived in a dichotic relationship to general education, or survival is doubtful. We cannot continue to defend the concept of bilingual education from within and remain an isolated entity from the whole. In this second decade we must channel our energies and efforts into creating the bridges that will bring bilingual education and general education together ... after all, our goals are one and the same ... to enable children to succeed cognitively, linguistically, and affectively. A strategy of polarization will eventually weaken us to succumb to the wishes of the anti-bilingual advocates whose voices and words are reaching the public every day through the mass media.

The Right to Read Office of the California State Department of Education recently held its annual conference in Anaheim, California. This office is intended to increase the functional literacy within California in grades K-Adult by providing exemplary staff development activities statewide. However, of the sixty-two workshops addressing the topics of its theme, "Oracy, Literacy, and Numeracy", only one workshop addressed the needs of LES/NES students. Capacity attendance at this workshop clearly reflects the interest and growing concern of classroom teachers with the ever increasing number of LES/NES students. This is evidence that we in bilingual education need to make a concerted effort to deliver our message at conferences other than A.M.A.E., C.A.B.E., and N.A.B.E. in order to maximize our capacity to influence the majority of educators who desperately need the awareness and understanding of the concept of bilingual education and how it fits into the total instructional process.

One strategy, simple and basic, yet viable and effective to infiltrate the educational establishment is to join, participate in, or simply attend the meetings, conferences, workshops, and in-service training activities of those established and respected groups whose foundations are rooted in language and reading pedagogy. The political influence and power on curriculum decisions made at all levels of education by these established groups must certainly be recognized. If anyone should comprehend the justification of bilingual education based on second language acquisition and the translinguistic nature of language, it is those individuals and groups whose primary interest deals with language and the reading process. Some organizations that should be targeted are the International Reading Association (I.R.A.), the California Association of Teachers of English (C.A.T.E.), Teachers of English to Speakers of Other Languages (T.E.S.O.L., C.A.T.E.S.O.L.), and the Association of Supervision and Curriculum Development (A.S.C.D.).

A second strategy involves efforts that should be made to open bilingual in-service training to the total school staff. This also includes the dissemination of any information pertaining to the bilingual program to all staff members.

Furthermore, bilingual educators must publish articles regarding bilingual educational research, philosophy, rationale, and methodology in the periodicals and pamphlets disseminated by associations other than A.M.A.E., C.A.B.E., and N.A.B.E. Finally, each one of us must make it a point to invite at least one non-bilingual teacher and/or administrator to attend a future A.M.A.E., C.A.B.E., or N.A.B.E. conference.

These tactics are simple, but they are crucial if the educational system is going to effectively meet the needs of students whose primary language is not English. We can no longer wait for them to come to us. We must develop a good offense and cease to operate from a defensive position. We can reverse our present strategy by each and everyone reaching out. We are few and they are many. We are young and they are experienced. We are bilingual and want them to be bilingual too.

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ROSITA E. COTA

Rosita E. Cota, NABE Secretary and Director of Title VII Bilingual Education for the Tucson School District #1, died Friday, September 19, 1980.

Rosita was a native of Cananea, Sonora but had lived most of her life in Tucson, Arizona. In 1958 she earned an M.Ed. in elementary education from the University of Arizona and in 1974 an M.Ed. in educational administration. At the time of her death she was working on her doctorate in bilingual education administration.

During her undergraduate years, Rosita was a classroom teacher in Tucson and in Hawthorn, California. In 1962 Mrs. Cota returned to Tucson to direct and produce a TV Spanish pilot program for Tucson School District #1. From 1965-1971 she served as a teacher-director of music and the arts at the University of Southern California in Los Angeles. In 1970 she was named Project Director for the bilingual multicultural project as well as Executive Director for the TV program, "Chiquitines." In 1974, she was appointed Director for Bilingual Education for the Tucson School District #1, which is the largest school district in the state of Arizona.

Rosita was appointed by President Johnson in 1969 to serve on the Presidential Advisory Council for Title III ESEA. In 1973 she was appointed to serve on the first National Advisory Council for Bilingual Education and was the chairperson for the Council for the year 1975-76. She was part of the team which conducted a survey of the Spanish speaking youngsters in the Southwestern states in 1965, and a co-author of the **Invincible Minority**, the document which was utilized to establish the very first bilingual program in this country. She was a recipient of the 1977 award for Bilingual Education presented during the 1977 Arizona Bilingual Education Conference.

Rosita, a member of NABE since the inception of the organization, was deeply involved in educational and community activities in the Tucson area. She will always be remembered for her tireless efforts and contributions to education and her vivid and refreshing personality.

Her survivors include her husband Froilan and her two daughters, Rossana, nineteen years old and Claussa, eight years old, all residing at 8620 N. Genematas, Tucson, Arizona 89704.

Lau Hearings . . .

(Continued from p. 1, col. 3)

Finally, language discrimination in the U.S. is not limited to the fifty states of the union. Thousands of children in Puerto Rico, the U.S. Virgin Islands, Guam, the Northern Marianas, the Trust Territories and American Samoa are given entitlement to understandable instruction under Section 100.53 of the rules. This is not only proper but long overdue, and we strongly support the forceful implementation of these regulations in those geographic areas.

Recommended Changes

There are several areas, however, where the proposed regulations should be modified in order to make them more effective. Without getting into an extensive, point-by-point analysis, there are four major issues which I should like to highlight and discuss below, to wit:

1. types of services required for LEP students (100.39)
2. modification of required bilingual instruction (100.40)
3. minimum length of time for required services (100.41)
4. definition of a qualified bilingual education teacher (100.33)

Regarding Section 100.39, there are two recommendations to be made. First, English superior students should receive assistance in improving English language skills so that they too, and not just the primary-language-superior or comparably limited in English and the primary language can work towards full proficiency in speaking, understanding, reading and writing English. Secondly, Alternative B should be adopted. The basic criterion for providing bilingual instruction is the student's proficiency in English, and the degree to which the primary language is used for instruction should be determined by a comprehensive assessment which can only be done by the classroom teacher, with assistance if needed, as allowed in Section 100.44. (For a comprehensive analysis of the theory, research and experimental data available to support this recommendation, please refer to the article by Jim Cummins, Professor at the Ontario Institute for Studies in Education, Toronto, Canada, "The Entry and Exit Fallacy in Bilingual Education," **NABE Journal**, Vol. IV, No. 3, Spring 1980, pp. 25-29)

With regard to section 100.40, students in or above grade nine should be entitled to a bilingual instructional program. The difficulties that LEP students face in high school are certainly no less, and probably greater, than those of students in the elementary grades. English proficiency, especially in reading and writing, becomes an absolute pre-condition for the student's academic progress at this level. Delayed education rates and low motivation characterize potential dropouts, and LEP students who receive little or no assistance are more likely to fall into this category than those who do.

The proposed two-year minimum (Section 100.41) for services to be provided to students is too low and should be raised to three years. If this change is adopted, not only will federal requirements be the same as requirements in states with mandatory transitional bilingual education programs for LEP children such as Massachusetts, New Jersey, Illinois, and Texas, but, more important from a pedagogical standpoint, the rules will be based on the latest available and reliable evidence gathered by experts in the field of linguistics and related academic areas. (See Cummins' article, mentioned above, for more information.)

Finally, the proposed definition of a qualified bilingual education

(Continued on p. 11, col. 1)

U.S. Committee for Refugees Report

REFUGEES...Haiti...Afghanistan...Cuba...Indochina... Somalia — all are in today's news. Because of your interest in international affairs, you have undoubtedly read of these tragedies.

These situations and others throughout the world which had produced over 16 million refugees by January 1 of this year are documented in USCR's 1980 WORLD REFUGEE SURVEY. This year's refugee total results from an increase of nearly 3 million refugees in two years (up from 13.2 million in 1978). The peak total in 16 years of USCR's Surveys was 17.5 million in 1970.

The 1980 Survey contains up-to-date articles on Haiti, Africa, Cambodia, Soviet Jews, and an explanation of Indochinese resettlement in the United States.

By region of origin ("Statistics," pages 32-34), the 1980 totals are:

- Asia, 7.3 million, including 4 million displaced Cambodians;
- Africa, 4 million;
- Middle East, 3.3 million;
- Latin America, 1 million;
- Eastern Europe, 230 thousand.

The U.S. Committee for Refugees was originally formed to promote the UN's World Refugee Year in 1959. It has continued with a program of education and advocacy on behalf of refugees. Since April 1979 the Committee has been affiliated with the American Council for Nationalities Service, umbrella agency for International Institutes in 31 U.S. cities. In terms of refugees resettled, ACNS is second among 11 organizations assisting Indochinese refugees. Should you have any questions about the material in the 1980 WORLD REFUGEE SURVEY, or interests in refugee matters not covered in the Survey, please write or call Pamela Wilson:

U.S. COMMITTEE FOR REFUGEES
20 West 40th Street, 7th Floor
New York, New York 10018
(212) 398-9142

NABE NEWS
Reporters Named

The NABE Board has named the following persons to positions of **NABE NEWS** Reporters for the 1980-81 year. The reporters will help broaden the news coverage by submitting articles on a regular basis from different regions and ethnic groups across the country.

Judy Franklet - Juneau, Al.
Felicia Gil - Miami, Fl.
Linda Chin - New York, N.Y.
Agnes Cowen - Tahlequah, Ok.
David Theriot - Lafayette, La.
Rosa Palomo - Agana, Guam
Vuong Thuy - Philadelphia, Pa.
Sandy Hebert - Opelousas, La.
Deni Leonard - Berkeley, Ca.
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Psycho-Educational Variables In Second Language Learning and the Puerto Rican Students

Joseph O. Prewitt Diaz
Assistant Professor of Education and Coordinator of the Bilingual Teacher Training Program
The Pennsylvania State University

Introduction

The purpose of this paper was to discuss some psycho-educational variables which affected the second language learning of the Puerto Rican students. The emphasis of most bilingual programs in the United States today has been on the elementary grades. The assumption that bilingual education was not necessary at the high school level has proven wrong.

Six years ago, the writer was asked to articulate a bilingual program for adolescents. During the past year many questions have been proposed with regards to bilingual programs at the secondary school level. This paper, then, attempted to provide an answer to the question: What were some of the differences between Puerto Rican elementary children and adolescents learning a second language?

Psycho-Educational Variables in Second Language Learning

In the bilingual classroom the teacher became the link between the language to be learned and the student who decided to learn (Peck, 1979). The learner was a complex and changing organism (Cummins, 1976). It was, therefore, important in educational planning to consider the intrinsic differences of both the learning and the language to be learned.

Each language was a multiple system of communication. Mackie (1976) suggested there appeared to be structural differentiations within language systems in terms of levels of refinement and complexity in usage. There were few students who were not able to assimilate the whole of a language system (Mackie, 1967), although language was acquired at different degrees of proficiency (Cummins, 1976).

Other psycoeducational variables were also discussed in terms of their relation to the acquisition of second language. Ritchie (1978) suggested that the student's personality was a complex network of different traits and assets, all of which required careful and flexible adaptation of instructional strategies. It was important to understand that second language learning was not only the function of instructional methodology and materials but even more, was the function of each student's individual predisposition (Swain, 1975).

Age had also been considered as a variable in learning several abilities, both cognitive and behavioral in nature. Ervin-Tripp (1973) suggested that differences existed between language learning in infancy and adolescence. One of the significant differences in adolescent language development was that learning a second language actively involved the learners, whereas initial language acquisition was rarely planned or controlled. In second language learning the child relied on comparatively weak reinforcement such as a smile, approval, or a grade, whereas, the child learning the mother tongue was conditioned and supported by primary reinforcers, such as food, affective relations with parents, and the need to communicate in vital matters. Age differences were also evidenced in that an adolescent learning a second language began with a highly articulate verbal repertoire. This may be constituted as both an asset and liability in that the two systems may be partially complementary to each other, yet at the same time, often conflict.

A further age difference of equal importance was the nature of discrimination learning. The second language learner does not follow a gradual process in attaining the ability to discriminate sounds or structures. Unlike the child, the adolescent had extensive discrimination training and was essentially faced with the task of concept development, along with the process of transferring the discrimination behavior acquired earlier. Therefore, antecedent language learning represented an important promise to all successive learning.

Another age difference to consider was the higher developed cognitive structures of the older learner, which possibly enhanced conscious assimilation of the second language. Finally, the degree of social development and cultural fixation of the learner could determine the positive or negative attitudes toward second language development, as well as the acceptance of the second culture (Gardner and Lambert, 1972).

Moreover, in addition to the variable of age, Gardner and Smythe (1974) suggested some positive factors in second language acquisition during adolescence — motivation, aptitude, and time. Motivation seemed to be the primary factor. However, the utilitarian value of the achievement of proficiency in the second language, and the tendency toward self-identification with the members of language community, were also keys to success in second language learning.

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MEMBERSHIP

This issue of NABE NEWS has been sent to 1980-81 members only, the membership year beginning June 1, 1980. Please help us to remind interested past members to renew immediately. And give your membership application blank printed in this issue to a friend who has never joined. To be eligible to vote, you must be a paid-up member by December 31, 1980. Send applications and inquiries to NABE Washington, D.C. office: **NABE, Room 405, 1201 16th St., N.W., Washington, D.C. 20036. Telephone (202) 833-4271.**

Bilingual Education In American Schools

A Guide to Information Sources

BILINGUAL EDUCATION IN AMERICAN SCHOOLS: A Guide to Information Sources. Edited by Francesco Cordasco, Professor of Education, Montclair State College, New Jersey, with George Bernstein, Associate Professor of Education, Montclair State College. Published by Gale Research Co., Detroit, 1979. CIP: L.C. Card No. 79-15787. ISBN 0-8103-1447-9. $24.00. Volume 3 in Gale's Education Information Guide Series is *Bilingual Education in American Schools: A Guide to Information Sources* (307 pp./$24.00).

American educators generally agree that the purpose of bilingual education is to help children who have little or no command of English to succeed in school. It is currently supported by federal funding under the federal Bilingual Education Act of 1968 and through the U.S. Office of Bilingual Education. Actually, the practice is not new in the United States, a fact which should not be surprising when one considers the ethnic origins of our nation.

An annotated bibliography of resources on bilingual education, *Bilingual Education in American Schools* cites materials on the history, program, curricula, administration, staff and teacher training, and the federal and state legislation which has governed its evolution. Also covered are tests, evaluations, and measurements of the practice. Although technically not bilingual education, the teaching of English as a second language is also covered in this selective guide.

Altogether, nine chapters cover the following sources and areas of interest: Bibliographies and general references...General and miscellaneous ...Historical and sociocultural perspectives...Curriculum, programs, guidance, and counseling...English as a second language...Teacher education, staff training, and administration...Legislation: Federal and state roles...Linguistics, language, and multi-lingualism... Tests, measurement, and evaluation. Within each chapter, entries are listed in chronological order by publication date. Nearly all entries refer to English-language materials, and in a few cases entries have been included on bilingual education outside the United States.

The first of two appendixes is a directory of the National Network of Centers for Bilingual Education. The second covers the National Clearinghouse for Bilingual Education. Author, title and subject indexes complete the guide.

NABE Opens Office...

(Continued from p. 1, col. 1)

has donated the space for the NABE operation.

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BISEP
Bilingual Special Education Project of Massachusetts

Submitted by Patricia Landurand

The Bilingual Special Education Project was created in October 1977, in response to the concern for the lack of services for bilingual special education students. Both the Massachusetts Advisory Council of Bilingual Education for the Department of Education and the Bilingual Special Education Training Group Task Force within the Division of Special Education's Manpower corroborated the lack of services for bilingual special education students. On January 20, 1977, the group met for the first time, in order to discuss Massachusetts' Bilingual Special Education definition, issues, problems, needs and personnel roles. It identified and clarified a number of state and local level needs and served as an impetus for the subsequent funding and staffing of the Bilingual Special Education Project which became operative on October 1, 1977. The Bilingual Special Education Project is managed by a Director and an Assistant Director, and it employs one part-time Administrative Assistant.

Prior to the Project BISEP there was an inadequate reliable data base of students needing services, of the number of fully trained personnel and of the number of bilingual/special education training programs. There was also a lack of awareness of the availability of needed resources for nondiscriminatory testing. After October, 1978, BISEP statistically determined that approximately 5,200 bilingual children statewide required special education services. This figure was derived from applying the minimal special needs incidence figure (12%) to a bilingual population in Massachusetts of 43,464.

In addition, according to the approximate figures that the Bilingual Special Education Project compiled using a voluntary (52% return rate) completed by local special education directors in Massachusetts, only 1,955 children or 4.5% of the total bilingual population have either been placed in special education prototypes or have been identified as children with potential need of special services. Furthermore, of those students classified as special needs, most were in more restrictive programs (more than 60% of the time is spent outside of the classroom), where little mainstreaming occurs.

In looking at the P.L. 94-142 State Plan for Personnel Development, the following specific findings relative to implementation for limited English proficiency students were cited by BISEP after conducting a 9 month comprehensive needs assessment. Among the major problems related to the provision of services to the above children are:

- The uneven geographic distribution of the population and consequently the logistics of providing services to language minority children who are low-incidence.
- The varieties of languages and (within language groups) national/cultural backgrounds involved.
- The lack of training programs and personnel for bilingual special education.
- The wide variations of needs of different local educational agencies.
- The ethnocentric attitudes towards students of other cultures and languages.
- The lack of sufficient integration of language minority special education students and language minority students in regular classrooms.
- The lack of information about nondiscriminatory instructional and assessment materials.
- The inadequate early identification screening and assessment instruments for use with language minority students.
- The lack of information about existing bilingual special education model programs.
- The lack of fully trained bilingual special education personnel.
- The lack of research in Bilingual Special Education.
- The lack of intertown and intratown collaboration.
- The lack of 766, 94-142, and IEP Design and Development inservice training for bilingual and bilingual special education staff.
- The lack of College/University involvement in the development of pre-service and in-service programs in this area.
- The lack of communication between Special Education and Transitional Bilingual Education Administrators and staff.

During special planning workshops, local school personnel analyzed the above problem areas and cited the following major categories of concern:

- The need of effective bilingual special education programs and models.
- The need for staff inservice and teacher consultation.
- The need for fully trained bilingual special education teachers, counselors, social workers, specialists, and teacher aides.
- The need for increased parental involvement, materials for public communication and programs for parent training and education.
- The need for culturally and linguistically appropriate screening and assessment approaches and materials.

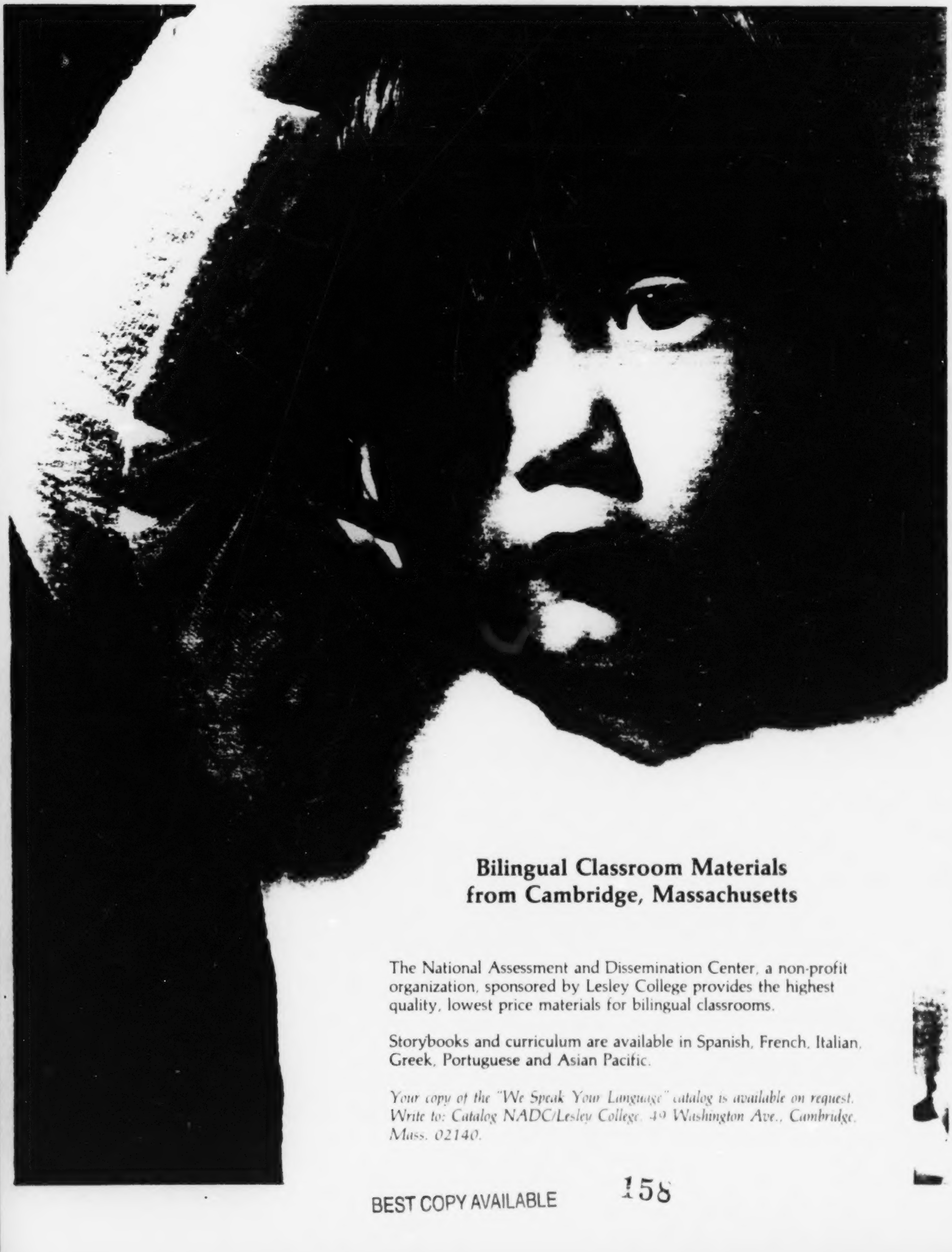
(Continued on p. 9, col. 1)

NABE Amendment To Constitution Passed

Under the supervision of Fermin Burgos, President of the Wisconsin Association for Bilingual/Bicultural Education, the ballots received on the NABE constitutional amendment were opened and counted at the NABE presidential office in Milwaukee. The results were as follows:

YES - 478 or 95.79%
NO - 21 or 4.21%
Returned as undeliverable - 57

In addition to changes in the wording of some of the sections of the Constitution, four persons will be added to the NABE executive board by this amendment. Three regional representatives (East, Central, West), selected by affiliates in each designated area of the country, as well as a parent to be elected by the membership along with the other officers in the yearly election will be added to the NABE Board beginning in 1982.



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BISEP of Massachusetts . . .
(Continued from p. 7, col. 3)

In addition to conducting a comprehensive needs assessment, Project BISEP has undergone extensive efforts to address these needs through developing publications and holding conferences on Nondiscriminatory Assessment, conducting regional workshops on issues in bilingual special education, and delivering statewide inservice training to speech therapists and psychologists in assessing limited English proficiency students. In addition, the Project has developed and provided teachers the opportunity to participate at no cost to the teacher, in two three credit courses on *Methods and Materials in Bilingual Special Education* and *Understanding Cultural Awareness.*

A leading advocacy group in Boston, Massachusetts Advocacy, published a well documented study entitled "*Double Jeopardy*" in 1978. The study cited 15 towns in Massachusetts for prima facie denial of appropriate special education services to linguistic and racial minority students. After analyzing the data from the State Department of Education, the study concluded that in Massachusetts there exists a situation involving both overenrollment and underenrollment of minority youngsters in special education. Of the limited English proficiency students enrolled in the communities cited for prima facie denial, a very low percentage of these students were receiving special education services. On the other hand, of the racial and ethnic minorities with some degree of English proficiency there was found an overenrollment of these students in special education classes and particularly in more restrictive programs. Mass. Advocacy's study further corroborated many of BISEP's findings and resulted in a year long continuing involvement between the Division of Special Education and towns cited. The Bureau of Program Development and Evaluation has coordinated and monitored the investigations, the development of local school system plans to remedy the existing situations, and the ongoing negotiations and technical assistance needed to implement the remedies.

In addition to the above efforts, BISEP responds yearly to approximately 400-500 individual requests, within and outside Massachusetts, for information regarding child placement, programs, and resources available for limited English proficiency students, and consults with school districts on special education procedures, guidelines, assessment and instruction in relation to minority students in special education. A third major function of BISEP is to initiate and participate in workshops and conferences for school personnel on local, regional, statewide, and national level. In order to help school systems meet the needs of limited English proficiency students, BISEP developed a Bilingual Resource Directory for Massachusetts and participated in the development of the Bilingual Special Education Interview Guide to be used in 766 Audits. As a component of the Resource Directory, the Project has developed files of resumes of candidates for different positions in Bilingual Special Education and a listing of jobs available in different LEA's throughout the state. In September of 1977, BISEP delivered packets of materials to those LEA's working with limited English speaking students. Included in those packages were: Spanish and Portuguese translations of 766 regulations and forms; listings of Bilingual Special Education personnel in public schools and social service agencies.

In May of 1978, people met in Worcester in order to participate in the first statewide attempt at addressing the issue of the assessment of children who speak a limited amount of English and have special needs.

In June of 1978, BISEP planned and implemented two summer courses, one at Bridgewater State College and another at Regis College, Weston, MA. The first course involved screening of children who speak a limited amount of English. This course was designed to help teachers detect their special needs, measure language proficiency, and design and evaluate Individual Educational Plans. The second course, at Regis College, involved cultural awareness and the understanding of non-verbal communications and involved 20 bilingual school personnel.

In June of 1979, two one day mini inservices were delivered throughout various regions in Massachusetts. One inservice was designed to help teachers screen for language proficiency and special needs problems. The second inservice focused on assessing learning problems and styles of limited English speaking children between ages 3 and 7.

Since September 1979, BISEP has initiated and funded 2 model graduate bilingual special education graduate programs. One program is at Regis College, Weston, MA, and the second program is at Fitchburg State College with a site at Westfield State College. Of the 162 certified bilingual teachers in Massachusetts who applied to participate in this licensure program, only 60

(Continued on p. 10, col. 2)

Joint National Council on Languages

On October 3-4 NABE President Ricardo Fernández traveled to Wichita, Kansas to attend the fall meeting of the Joint National Council on Languages (JNCL) of which NABE is a member along with the major professional language organizations - ACTFL, TESOL, AATSP, AATS, AATT, and others. The purpose of JNCL is to promote policies and legislation which foster language learning and international studies. The efforts of this coalition of organizations, which opened an office in Washington, D.C. last April, will focus on supporting legislation introduced by Representative Paul Simon and others to implement the recommendations contained in the Report of the President's Commission on Foreign Language and International Studies which was issued in November 1979. The spring 1981 meeting of JNCL is scheduled for March in Washington, D.C.

2ND ANNUAL NATIONAL CONFERENCE ON INDOCHINESE EDUCATION AND HUMAN SERVICES

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Committee on Representation Named

NABE President Ricardo Fernández has appointed an ad hoc committee on representation following a suggestion by the California Association for Bilingual Education. The purpose of the committee is to explore the question of how to provide more adequate representation in the decision-making process of NABE for state affiliates with large memberships. The committee's task is to analyze the issues involved and present alternative approaches to address the concerns which have been raised. Dr. Joe Bernal, Texas, has agreed to chair the committee which has four other members: Dr. Rosa Castro Feinberg, FL; Dr. Salomon H. Flores, WI; Miss Sonia M. Rivera, NY; and Dr. Rolando A. Santos, CA. The committee's deliberations are expected to be completed by February 1, 1981.

BISEP of Massachusetts . . .

(Continued from p. 9, col. 3)

were selected. These teachers are now enrolled in a part-time two year licensure program and have been awarded this opportunity tuition free. The model used at Fitchburg State College is the Teacher of Children with Moderate Special Needs Model, and at Regis College it is the Generic Teacher Model.

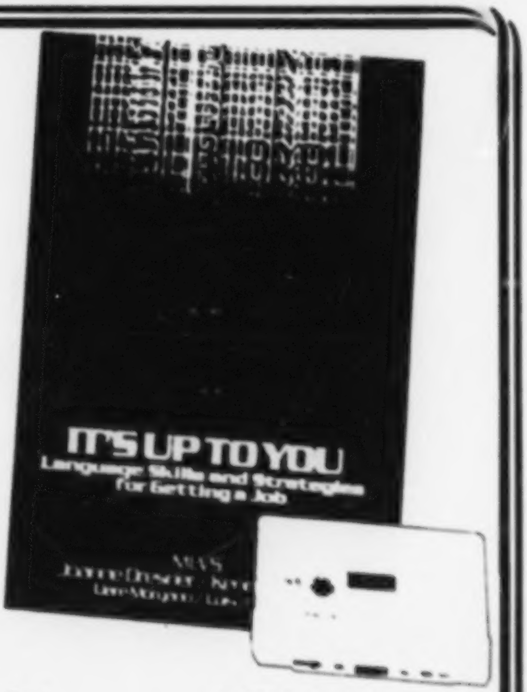
In recognizing the need for both inservice training to local school personnel and the need to develop alternative local models for service delivery in target city schools, the Division of Special Education submitted to the U.S. Office of Education, as part of its new Program Assistance Grant for academic year 1979 - 1980, an inservice training component entitled *Consulting Bilingual Special Educator Training*. In this grant 20 teachers (bilingual special educators, bilingual teachers, and monolingual special education teachers), servicing limited English proficiency students in four school systems in the Northeast Educational Region of Massachusetts, will receive training in bilingual special education.

At present BISEP is continuing to update research and program models in bilingual special education, to deliver local and regional inservice training on bilingual special education, to write proposals for additional funding in this area, and to deliver daily technical assistance to school systems, agencies, and parents in the area of linguistic minorities and special education.

For additional info, contact Patricia Landurand,
Project Director
The Commonwealth of Massachusetts
Department of Education
Bureau of Program Development and Evaluation
31 St. James Avenue, 6th Floor
Boston, Massachusetts 02116
(617) 727-5770

NABE Joins Independent Sector

The National Association for Bilingual Education has become a member of the Independent Sector, an organization which serves as an umbrella group of non-profit and charitable national organizations. The organization keeps organizations abreast of both fiscal and legislative developments that may affect their funding levels.



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Lau Hearings...
(Continued from p. 3, col. 3)

teacher (Section 100.33) allows standards to be set "by the State, recipient, or other lawful authority responsible for establishing such standards." In our estimation, standards should be established rightfully by the State, as has happened already in over fourteen states which have enacted certification requirements for bilingual teachers and ESL teachers. Recipients should not be allowed to set arbitrary local standards on the qualifications of bilingual teachers since this will result in a dilution or requirements in each state that does not now have such standards.

Concluding Remarks

NABE is aware of the objections which have been raised in many quarters against the proposed rules. Oppositions to civil rights regulations against discrimination comes as no surprise, be it related to the rights of the handicapped, special education or race and sex equity. National origin or language discrimination is no exception, although perhaps it is unique in that opposition to it is also based on ideologies of assimilation which have been accepted and internalized by many Americans. Nevertheless, I would like to address some of the objections that have been voiced against the proposed rules.

The cost to districts in implementing the rules is cited as an important factor. Given the limited budgets within which school systems must work, it is claimed that money will have to be diverted from other educational programs in order to serve adequately all LEP children. A valid question to be asked here is where have the funds which the district has been receiving for its LEP population of the students been spent if they have not been used to provide services geared to their needs. Clearly it will cost money to implement these programs, especially in districts that have not done much to meet the instructional needs of LEP students. However, most major districts have established programs voluntarily or as a result of having been reviewed by OCR and found out of compliance with Title VI. Expansion of programs and services will be required in these districts but since many programs are already in place, expenditures will be at a relatively low level.

Perhaps the most serious objection to the proposed rules is that they represent a federal encroachment upon state/local rights, that Washington is requiring a specific way of teaching and that curriculum issues should be left up to the district. Civil rights laws and regulations which require that certain types of services be provided (e.g. P.L. 94-142 or Section 504) or that certain types of discriminatory practices be eliminated (Title IX) may be regarded as an intrusion by the federal government into "local matters." However, the history of American public education clearly reveals that it has taken extensive federal intervention to safeguard the civil and constitutional rights of minorities. States and school districts have not always voluntarily exercised their rights (and concomitant responsibilities) in a manner that provided equal educational opportunity for all the children entrusted to them. The protection of the civil rights of persons under the Civil Rights Act of 1964 must be enforced by the federal government, as required by law. The proposed regulations, which have been issued by the Department of Education in a proper exercise of its authority under law, do not require a new curriculum. Rather, a basic methodological approach (bilingual instruction or ESL) is prescribed, based on the dual premise that LEP children must learn English as quickly as possible and they should not fall behind in school while doing so. Understandable instruction is the key as well as the paramount goal of the proposed rules.

Rosalynn Carter's Statement In Support of National Foreign Language Week

Since I have come to Washington, I have been impressed by the need for greater understanding among the peoples of the world. We are all members of the global community and we share a common responsibility to pursue those activities that promote world peace.

One of the most important efforts that we as individuals can undertake is the study of foreign languages. I know from personal experience how tremendously exciting it is to be able to communicate with Spanish-speaking people in their native tongue. And I am convinced that this ability greatly enhances feelings of friendship and goodwill.

Foreign Language Week provides the opportunity to focus needed attention on the benefits of developing language skills—for ourselves and for the cause of world peace.

ROSALYNN CARTER

There are other objections, to be sure, such as the lack of qualified teachers, the problems of linguistic diversity à la Québec, tribalism, etc. but they are minor. The fact remains that there are hundreds of thousands, possibly millions of children who are unable to take part fully in the programs and services which school districts offer because they are not proficient in English. It will take years of dedicated effort by parents, teachers, students, and administrators to change this situation, but it can be done. NABE is sympathetic to the financial plight of districts and will work toward increased appropriations by Congress and state legislatures to assist school disticts in developing programs to meet their legal obligations to LEP children. At the same time, NABE urges the Department of Education, through its Office for Civil Rights, to carry out its responsibilities to enforce and to monitor compliance with the rules, once they become final.

Finally, let us not lose sight of the fact that the proposed rules represent minimum standards for districts to abide by, and thus mark only the first step towards providing LEP students with equal access to and equal benefits from educational programs in our nation's public schools. Much more will have to be accomplished before we can rest in the assurance that a child's linguistic abilities will not be made a barrier to his/her personal growth and educational development.

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Socio-Political Concerns Committee Report

Submitted by Marcelo Fernández-Zayas
Committee Chairman

Since the month of June, the Socio-Political Concerns Committee has been working around the clock, directing its efforts to help the passage in Congress of the Administration's request of a $192,000,000 for FY-81.

While in Washington, D.C., several members of this committee visited Congressmen, others contacted members of the House and Senate through letters. This was quite a successful campaign and produced more than 2,000 letters to both the House and the Senate.

At the same time others in the Socio-Political Concerns Committee met with a group of Senators and Representatives from their respective states, to further explain the issues involved in Bilingual Education.

Furthermore, the chairperson of the Native American Caucus for Bilingual Education, Ardy Sixkiller Clarke, came to Washington during the summer to meet with key Congressmen and Senators in the Appropriations Committee.

Since the first meeting of the Appropriations Committee of the House we realized we were facing an uphill battle. I have enclosed the following accounts of these meetings in order that we are all kept up to date on these very crucial issues.

On Wednesday, August 27, 1980, the U.S. House of Representatives voted to prohibit the use of Department of Education funds to enforce recently proposed Lau regulations (August 5, 1980).

This provision was contained in an Amendment to H.R. 7998, the House, Labor, Health, Human Services and Education Appropriations bill, which was introduced by Representative John M. Ashbrook (R-17-Ohio). The vote was 213-194 in favor of the Amendment, which reads:

"None of the funds appropriated by this Act . . . shall be used by the Secretary of Education to enforce regulations which would require a State or local educational agency (school district) . . . to address the educational needs of students of limited English speaking ability by a program other than one of intensive instruction in English."

If adopted by the Senate, the bill as amended would prevent federal funding of education programs other than "intensive instruction in English" in school districts facing compliance with the Law. The clear intent of the restriction is to bar requiring bilingual education in circumstances where such education is appropriate for teaching language minority children.

On Tuesday, September 23, 1980, the Senate Appropriations Committee met to discuss the continuing resolution and debated during the meeting the issue of the proposed Lau Regulations. Senator James A. McClure (R-Idaho) introduced an amendment to the bill which reads:

"None of the funds appropriated by this act shall be used by the Secretary of Education to promulgate or enforce regulations which would require a state or local education agency, as a condition of eligibility for receipt of funds appropriated under this act, or other-

(Continued on p. 13, col. 1)

From Marcelo Fernández-Zayas . . .

I would like to thank the following members of the Socio-Political Concerns Committee for all their hard work:

Ardy Sixkiller Clarke
Agnes Cowen
Barbara Crane
Myrna Delgado
Rosita Castro-Feinberg
Carolyn Ebel
Nydia Flores
Arnhilda González-Quevedo
Jean D'Arcy Maculaitis
Bert Pereira
Mona Sheraga

Let me once again remind every one that the battle is still on. We hope that members of the Socio-Political Concerns Committee who did not participate with us in our efforts this summer will do it now.

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Socio-Political Concerns Report . . .
(Continued from p. 12, col. 3)

wise, to address the educational needs of students of limited English ability by any particular method, program, curriculum, personal requirement or classification."

Fearing that the Department was about to issue the potentially controversial new rules while Congress was out of town during its campaign recess, the Committee put the delaying provisions into the huge stopgap funding resolution for the Government that Congress must adopt before October 1."

The Members of the Committee voted on the Chiles' Amendment as follows:

Against

Warren G. Magnuson (D-Washington)
William Proxmire (D-Wisconsin)
Daniel K. Inouye (D-Hawaii)
Birch Bayh (D-Indiana)
Dennis De Concini (D-Arizona)
John A. Durkin (D-New Hampshire)

Abstention

John C. Stennis (D-Mississippi)
Robert C. Byrd (D-West Virginia)
Jim Sasser (D-Tennessee)
Lowell P. Weicker, Jr. (R-Connecticut)

In Favor

Ernest F. Hollings (D-South Carolina)
Thomas F. Eagleton (D-Missouri)
Lawton Chiles (D-Florida)
J. Bennett Johnston (D-Louisiana)
Walter D. Huddleston (D-Kentucky)
Quentin N. Burdick (D-North Dakota)
Patrick J. Leahy (D-Vermont)
Dale Bumpers (D-Arkansas)
Milton R. Young (R-North Dakota)
Mark O. Hatfield (R-Oregon)
Ted Stevens (R-Alaska)
Charles C. Mathias, Jr. (R-Maryland)
Richard S: Schweiker (R-Pennsylvania)
Henry Bellmon (R-Oklahoma)
James A. McClure (R-Idaho)
Paul Laxalt (R-Nevada)
Jake Garn (R-Utah)
Harrison H. Schmitt (R-New Mexico)

It is important to point out that the amendment introduced by Senator Chiles, as a compromise, does not rule out the adoption of the rules as did the amendment proposed by Senator McClure's. It just delays the implementation of such regulations until further consideration and debate. At the same time, it should be noted that the Senators who voted in favor of the amendment do not necessarily oppose bilingual education. The vote simply reflects their position concerning the substitute amendment.

On the 30th of September the Senate and the House Conference on Continuing Resolution voted on the Chiles Amendment which changed the wording to neither adopt nor enforce any resolutions until June 1, 1981.

Announcement of the 1981 TESOL Conference

The 15th annual conference of TESOL (Teachers of English to Speakers of Other Languages) will be held at the Renaissance Center in Detroit, Michigan March 3-8, 1981. Members and friends of TESOL are invited to participate by making a presentation and/or attending. Proposals for presentations are solicited from all people (teachers, teachers-in-preparation, graduate students, researchers) who have fresh insights to communicate to the profession or who have tried-and-true approaches to share. For further information contact:

Mary Hines
Program Chairperson, TESOL '81
Box 960
Teachers College, Columbia University
New York, New York 10027

Full details on registration procedures will be available after December 1, 1980 from the TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057

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CEC Sponsors Twin Topical Conferences on Culturally Diverse Exceptional Children in New Orleans

While the passage of P.L. 94-142 insured the right of a free and appropriate education for handicapped children, two landmark Supreme Court decisions have had a similar impact on Black and bilingual children. *Brown v. Topeka Board of Education (1954)* and *Lau v. Nichols* (1974) guaranteed Black and bilingual children the right to a meaningful education.

The disproportionately large numbers of Black and other culturally diverse children in classes for the handicapped as well as the large drop out rate have made these children a concern of educators for many years. It was estimated in 1976 that as many as 45% of the Mexican American children in schools drop out before completing high school. The estimated drop out rate for American Indians is even higher.

Many special educators are not trained or equipped to provide adequately for the educational needs of exceptional Black or bilingual children. Likewise, many educators who have specialized in working with culturally and linguistically different children have not had the training to work with exceptional children. Thus, in some instances, the right to a free and appropriate education has not always been synonymous with guaranteed access.

CEC has scheduled two national topical conferences to address these concerns. A conference on the Exceptional Black Child will be held on February 15-17, 1981, in New Orleans. It will be followed immediately on February 18-21 with a conference on the Exceptional Bilingual Child, which will also be held in New Orleans.

Exceptional Black Child

LaDelle Olion and Arthurlene Towner have been named cochairpersons of the Exceptional Black Child Conference. Olion is Chairperson for the Department of Special Education at the University of Arkansas at Pine Bluff. He is also President of the Black Caucus of Special Educators. Towner is Assistant Professor of Special Education at San Francisco State University and became the Chairperson of the CEC Minority Groups Committee on July 1, 1980.

Olion and Towner and their Program Advisory Committee have identified the following key topics as they relate to the education of the exceptional Black child:

- Identification, assessment, and/or placement alternatives.
- Curriculum and instructional methodology.
- Impact of being disabled and Black in our society.
- Career and vocational education.
- Linguistic differences and needs.
- Teacher education programs.
- Due process and advocacy.
- Strategies for effective communication across cultural barriers.
- Information and programing related to specific disabilities and the gifted and talented.
- Interdisciplinary roles of professionals.
- Perspectives of Black exceptional individuals and/or parents.

Special attention will be given to innovative strategies, practical applications, and demonstrations in the delivery of services to exceptional Black children.

Exceptional Bilingual Child

Leonard Baca and Patricia Peterson have been named cochairpersons of the Exceptional Bilingual Child Conference. Both Baca and Peterson are bilingual educators as well as special educators. Baca, a member of CEC's Minority Groups Committee, is Director of the Center for Bilingual/Multicultural Education Research and Service at the University of Colorado. Peterson is an Assistant Professor of Special Education at Florida International University in Miami.

Baca and Peterson and their Program Advisory Committee have suggested the following key topics to be covered at the conference:

- Nondiscriminatory assessment.
- Methods and materials.
- Legal aspects.
- Model programs.
- Mainstreaming.
- Teacher training.
- The severely handicapped bilingual student.
- Inservice training approaches for teachers.
- Working with parents.
- Teacher certification.

In addition to the session meetings, there will be informal cracker barrel sessions with experts. Suggestions for these activities will be welcomed.

Participants

A wide range of agencies, disciplines, programs, and training institutions employing personnel with an interest in culturally diverse exceptional children are being invited to participate in the conferences. A strong effort is being made to bring special educators, bilingual educators, and multicultural educators together to share ideas and common problems.

Olion says, "CEC is becoming more sensitive to the needs of *all* exceptional children and, thus, I would like to encourage all professional persons who work with or teach Black or bilingual exceptional children to participate in these two conferences, which promise to be both fruitful and productive."

Baca says, "These conferences represent a milestone in the education of exceptional children. They will be the first national conference on exceptional Black and bilingual children. Both conferences should attract a large number of participants and presenters who are among the most recognized authorities in their respective fields."

Guidelines for Submitting a Program Proposal

- Complete all items on the Program Proposal Form.
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Foreign Language Study in the U.S. Today: Frill or Fundamental?

by Peter A. Eddy

This article is reprinted from COMPACT XIV No. 1, Spring 1980

The state of foreign language teaching and learning in this country has deteriorated alarmingly in recent years. There are some signs, however, that this decline has "bottomed out," and that we Americans are realizing that it is neither in our collective interest nor in our individual interests to be unable to communicate with the rest of the world in any language but English.

> *This nation is alone in the world in taking the attitude that foreign language is not important.*

The proportion of Americans studying foreign languages in secondary schools and undergraduate education, the total enrollments in foreign language study at these levels, and the length of time spent in foreign language study by individuals have been decreasing for a decade. For example, in 1968 the public secondary school enrollments in all foreign languages amounted to 27.1 percent of total public secondary school enrollments. By 1976 (the most recent year for which national secondary enrollment statistics in foreign language study are available), enrollments for all foreign languages had declined to 17.9 percent of the total public secondary school enrollment. It is likely that the percentage is even smaller today. In higher education, the trend has been similar. In 1968, enrollments in the five most commonly taught languages (French, German, Italian, Russian and Spanish) were 15.2 percent of the total undergraduate student population. By 1977, this proportion had dropped to 8.2 percent.

Not only are fewer students studying foreign languages in high school and college, but, at least at the secondary level, those who *do* take foreign languages appear to be studying them for a shorter length of time. In the "1979 National Report on College-Bound Seniors," the College Entrance Examination Board noted that the "...study of foreign languages remained at an alltime low." For the sixth straight year (data were first gathered in 1973), the average number of years of foreign language study per student has declined at both the elementary/secondary and postsecondary levels. Some languages have been affected much more than others.

Considerable anecdotal evidence and some regional and state survey data show that enrollments in foreign languages have leveled off and may even be increasing slightly nationally. The fact remains, however, that the proportion of secondary and undergraduate students enrolled in foreign languages is less than half of what it was in 1968. Why has this happened?

Requirements are Down

The single most important factor in the foreign language enrollment drops in the early 1970's was the abandonment of the foreign language requirement in many colleges and universities. The dropping of foreign language requirements was motivated by student demands for a "relevant" curriculum. On many campuses, the foreign language requirement was portrayed by students as typifying a curriculum that did not speak to the "real needs" of the students.

During the late 1950's and the first half of the 1960's, foreign language study had assumed a position of legitimacy in American education. During the early 1960's, because of the National Defense Education Act (NDEA) of 1958, colleges and universities reinstated abandoned foreign language requirements to the point where, in 1965, approximately 91 percent of American institutions of higher education had either a foreign language entrance requirement, a foreign language graduation requirement or both. By 1974, the proportion of institutions having both requirements had fallen to 61.2 percent. The proportion is probably somewhat less than that now, despite the well-publicized reinstatement of foreign language requirements at several prestigious institutions of higher learning.

While a recent survey did not show that large numbers of institutions were emulating the examples of Harvard and the University of California at Berkeley with respect to language and culture requirements, there is considerable interest in strengthening or reinstating foreign language requirements in American colleges and universities.

Negative Attitudes Responsible

The move to abolish language requirements and the concomitant reduction in foreign language study nationwide may be interpreted as the re-emergence of an underlying attitude of a large proportion of the American population toward foreign language study, an attitude that was submerged but not eradicated during the "NDEA era." This attitude holds that foreign language skill is ultimately not useful to Americans in our society here, and therefore is essentially irrelevant. Proponents of this outlook maintain that we need only English on this continent to lead successful lives, and that we all know that everybody outside our boundaries is rushing to learn English as fast as they can. Therefore, it really is a waste of time to put in the hours necessary to communicate with a foreigner in another tongue. A corollary to this basic attitude holds that foreign language study is very nice if one can fit it into the education program. However, foreign language study is basically an "elective" and exists primarily to "provide an option for the most academically inclined students."

This nation is alone in the world in taking the attitude that the study of at least one foreign language over a considerable number of years is not important to a majority of students in its secondary and higher education system. One can see how this attitude would develop in a country that so clearly dominated world affairs in so many respects as did the United States during the middle decades of this century. As we enter the 1980's, though, the news media demonstrate every day how important it is that the inhabitants of this globe speak each others' languages and understand each others' ways of looking at the world. Americans must learn to speak with others in their own tongues, not because they don't know English, but because we know it is in the interest of world peace to show them that we care enough to make that effort.

Renewal of Interest

Is it reasonable to think that the American people, many of whom appear to hold attitudes such as those

(Continued on p. 17, col. 1)

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Foreign Language Study in U.S. . . .

(Continued from p. 15, col. 3)

outlined above, will support a renewed emphasis on foreign language study in American schools and colleges? A recent national survey conducted for the President's Foreign Language and International Studies Commission by the University of Michigan's Institute for Survey Research and the Center for Applied Linguistics, discovered that attitudes of Americans are surprisingly *positive* toward the study of foreign languages. For example, when asked about foreign language study in the elementary school, slightly more than 75 percent of the respondents indicated that they feel that foreign language should be offered in the elementary schools of this country. About 40 percent of the total think that foreign languages should be *required* in American elementary schools. More than 93 percent of the survey respondents think that foreign language should be offered in the junior and senior high schools of the United States, and approximately 47 percent feel that learning a foreign language should be *required* in junior or senior high schools in this country. In response to the question, "Are you encouraging your children to study a foreign language in school?" 84 percent of the parents with children age 16 or younger indicated that they are doing or have done so. Of this same group, 73 percent indicate that they expect their children someday to have the opportunity to use a foreign language outside the classroom.

Commission Recommendations

One could conclude from these results that the American public might rally behind an education establishment which at all levels (elementary, secondary, postsecondary education) reaffirmed the importance of foreign language study. In essence, this is what the recent report of the presidential commission is asking to do.

The President's Commission on Foreign Language and International Studies was established in fall 1978 by President Carter at the request of Congressman Paul Simon (D-Illinois) to inquire into the adequacy of the United States' compliance with the section of the 1975 Helsinki Agreement which calls for strengthened foreign language study. After a year of investigation into the status of foreign language and international studies in the United States, the Commission reported that "our gross inadequacy in foreign language skills has become a serious and growing liability." Their final report, issued in November 1979, recommends a series of initiatives at institutional, state and federal levels. Several of those which, in this author's view, are potentially valuable are:

". . . study of foreign languages remained at an all-time low."

- The establishment of regional centers "to organize and disseminate programs to improve foreign language and international studies nationwide in our schools, community colleges and four-year institutions." Staff of the centers would be drawn from both secondary and postsecondary education; the centers would be housed in already-existing institutions and would be funded by federal, state and local monies.
- The establishment of a national criteria and assessment program for foreign language knowledge. The mandate for this program would be to measure the foreign language proficiency of a nationally representative sample of secondary and collegiate students on a periodic basis, much as the National Assessment of Educational Progress now samples levels of attainment of selected skill areas. Based upon the results of such a testing program, guidelines could be established describing what foreign language competence is reasonable to expect, for example, from a student of average language learning ability after two years of high school Spanish.
- The re-establishment of the foreign language requirement by individual institutions of higher education. A weakness of the report is that it does not justify this recommendation. An extremely cogent rationale for the requirement was written 25 years ago by William Riley Parker of the Modern Language Association of America.[1]
- Federal incentive funding on the elementary, secondary and higher education levels to encourage the study of language for a longer period of time than in the recent past. The amount received by an institution per student in a foreign language class would depend upon the education level, the language being studied (more money per student for the "hard" languages), and the year of language being studied (more money per student in advanced courses).
- **The establishment in each state of an Advisory Council on Foreign Language and International Studies to "advise the governor, the chief education officer and the state legislative body on foreign language and international studies in the state, and make recommendations for their improvement."** The state of Illinois is a considerable distance ahead of the rest of the nation in this regard, and has provided an excellent model. An Illinois Task Force on Foreign Language and International Studies, convened in November 1978, submitted its final report in the fall of 1979, which resulted in a series of planning seminars (begun in December 1979) to "develop a local plan for expanding and improving instruction programs in foreign language and international studies."

"Our gross inadequacy in foreign language skills has become a serious and growing liability."

But a recent survey shows that the American attitude toward foreign language is very positive.

In conclusion, the American public and our education establishment have ample cause to be alarmed at the state of foreign language study in our education system. However, there is reason to believe that the situation can be turned around. But to repair the damage done by more than a decade of neglect, support from education leaders at the local, state and federal levels is absolutely necessary. The American education system must join those of the other nations of the world in recognizing that learning at least one foreign language is fundamental to the education of our citizenry.

---

[1] *"Why a Foreign Language Requirement?"* College and University, *Vol. 32, Winter 1957, p. 189-203*

Peter A. Eddy is director, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Arlington, Virginia.

The final report of the President's Foreign Language and International Studies Commission, Strength Through Wisdom: A Critique of U.S. Capability, *is available from the American Council on the Teaching of Foreign Languages, 2 Park Avenue, New York, New York 10016, telephone (212) 689-8021. Single copies $3; less in bulk.*

Photo by Joe Di Dio, NEA

Department of Education Opens

On May 7, 1980 the U.S. Office of Education achieved full Cabinet status as the new Department of Education. The new organization combines more than 150 programs from five departments, most of which were formerly a part of the Health, Education and Welfare which has been renamed the Department of Health and Human Services. Shown above are officers of NABE and representatives of Hispanic organizations invited by President Carter to attend the opening ceremonies for the Department of Education at the White House.

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Those Little Voices Still Whisper About Hispanics

by Armando Rodriguez, Commissioner, Equal Employment Opportunity Commission

The following appeared in Hispanic Link Col. No. 68, July 7, 1980

The doctor aimed his flashlight into my ears the other day and reassured me that there's absolutely nothing wrong with my auditory system. So why, I ask, do those little voices persist?

They occur mostly when I'm traveling. Over the past few months, I've heard them in San Diego, in Denver, in Phoenix, in Chicago, in half a dozen other cities.

Sometimes they affect a throaty baritone; other times, they come through in melodious soprano.

But they always say the same thing:

We'd really like to hire more Hispanics, but our requirements are somewhat specialized. Frankly, we just can't find enough Hispanic candidates to fill the kinds of openings we have.

I experienced a remarkably similar hearing irregularity 10 or 20 years ago. Then the little voices were more metallic, more direct:

We can't find any qualified Mexican Americans.

Or Puerto Ricans, or Latinos, depending on where I was visiting.

In 89.99 percent of the cases then, I didn't believe what I was hearing.

In 99.99 percent of the cases now, I don't believe what I hear.

And I am prepared to bite the bullet.

I challenge any employer to provide me with details on positions for which he or she can't find a qualified Hispanic.

I will locate not one, but more than one. That's my offer.

We are here. We number between 12 and 20 million. In spite of the barriers which we have had to hurdle over the years, we have worked and edged our way into every field and profession. We are engineers, doctors, actors, athletes, bankers, brokers.

We even, at last, have an astronaut in training.

In California alone, there are now more than 150,000 of us attending degree-granting colleges. But while 17 percent of the men and women in the national civilian labor force are employed in professional and technical worker positions, only 8 percent of the country's Hispanics enjoy such prestigious, challenging and well-paying jobs.

We have a well-documented habit of migrating to those regions where job opportunities are greatest. Seven of the nation's eight states with the greatest growth rate in non-agricultural employment over the past 30 years have large and growing Hispanic populations: Nevada, Arizona, Florida, New Mexico, Colorado, California and Texas.

Yet the national Hispanic unemployment rate in May was 9.8 percent and climbing, in contrast to 6.2 percent for Anglo-Americans.

In the first quarter of this year, white males took home a median weekly paycheck of $324; Hispanic men had $236 in their pay envelopes; Hispanic women, $175.

The problem today isn't education, location, lack of mobility, or language. It's access.

By affirmative action or any other means, qualified Hispanics aren't connecting up with willing employers. We're unemployed and underemployed.

A year ago, a Milwaukee management firm surveyed 3,000 corporate officials — mostly white males — and asked them who they felt had the best chance to progress under their affirmative action programs in the next five years.

Fifty-one percent said women; 21 percent said blacks, 10 percent said Vietnam veterans, 10 percent said the handicapped, and 8 percent said Hispanics.

It's a reflection of the odds Hispanics face in their effort to gain an equal economic footing in this nation.

You've heard my offer.

Just don't ask me for a Hispanic nuclear scientist who'll work for $3.95 an hour. If you can't recruit a non-Hispanic at the wage you're offering, you're probably not offering a competitive wage.

National Association For Bilingual Education Membership Committee

1980 Convention Report — Ramón Santiago, Membership Chairman

As of April 1, 1980, NABE membership stood at 2351 paid-up members. The breakdown, in descending order by state, is as follows:

1.	California	609	27.	Ohio	9
2.	New York	262	28.	Delaware	9
3.	Texas	235	29.	Hawaii	8
4.	Pennsylvania	141	30.	Vermont	6
5.	Illinois	109	31.	Georgia	5
6.	Washington State	81	32.	Mississippi	5
7.	Massachusetts	70	33.	Nebraska	4
8.	New Jersey	70	34.	Oklahoma	4
9.	Michigan	68	35.	Guam	3
10.	Puerto Rico	66	36.	Mariana Islands	3
11.	Florida	59	37.	Iowa	3
12.	Arizona	47	38.	Kansas	3
13.	Alaska	43	39.	North Carolina	3
14.	Wisconsin	37	40.	South Dakota	3
15.	Oregon	32	41.	Missouri	2
16.	Virginia	28	42.	Kentucky	2
17.	Colorado	27	43.	Nevada	2
18.	New Mexico	27	44.	Maine	1
19.	Connecticut	25	45.	New Hampshire	1
20.	District of Columbia	25	46.	North Dakota	1
21.	Louisiana	22	47.	Montana	1
22.	Maryland	21	48.	South Carolina	1
23.	Idaho	18	49.	Tennessee	1
24.	Indiana	16	50.	Utah	1
25.	Rhode Island	12	51.	Wyoming	1
26.	Minnesota	9	52.	Foreign	17

Breakdown of Statistics*

New Members	1583
Renewals	768
Associate Members	842
Regular	1406
Joint	48
Institutional	55
Commercial	0
Early Childhood	117
Elementary	588
Secondary	243
College	387
Res. + Eval. SIG	227
Secondary Ed.	278

Higher Ed.	291
Vocational Ed.	29
Parent + Community	428
Adult Ed.	93
Community	392
Administration	250
Publishing	25
Other	154
Adult Ed.	109
Elem. Ed.	661
Legislation	71
Early Childhood	113
Special Ed.	44

*Totals may not add up to 2351 because of insufficient data provided by members.

ETHNOPERSPECTIVES IN BILINGUAL EDUCATION
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VOLUME IV, NUMBER 2 - NOVEMBER, 1980

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

WHAT ARE THE LAU REGULATIONS?

A SYNOPSIS ON THE PROPOSED LAU REGULATIONS AND CHRONOLOGY OF THE MICHAEL McCLURE, ASHBROOK AND CHILE'S AMENDMENTS AFFECTING THESE REGULATIONS

by Pepe Barrón, CONAC

The Lau regulations were issued in proposed form on August 5, 1980 (45 Federal Register, 52052)[1] providing standards for the implementation of nondiscrimination under programs receiving Federal financial assistance.

The Education Department's new regulations mandating services to students with limited English proficiency, offered as a forum for public comment and discussion, have been criticized by some as an instrusion upon local control over education and by others as an inadequate guarantee of the rights of a minority group.

The rules would require schools to provide services to students who have limited proficiency in the English language. These services are: compensatory education, assuring access to such programs on the same basis as other students; English language training, to improve their skills; and bilingual instruction.

Qualified Personnel Required

Schools providing bilingual instruction under proposed rules, would have to employ qualified bilingual teachers and maintain a comparable pupil-teacher ratio to similar classes taught in English. For schools with small student populations (fewer than 25 children needing services in two consecutive grades), bilingual services may be provided through magnet schools, traveling tutors or other effective methods.

The rules are an elaboration on remedies devised by the Office of Education in 1975, after the Supreme Court decision in the Lau v. Nichols case. Education Secretary Shirley M. Hufstedler, announcing the publication of the regulations

(Continued on p. 3, col. 1)

UNDERSTANDING THE TEACHER — RIGHT OR PRIVILEGE?

Ricardo R. Fernández, President, National Association for Bilingual Education

Peter D. Roos, Director, Education Litigation, Mexican American Legal Defense and Educational Fund

Since early August, a battle has been quietly raging in Congress which has the potential of jeopardizing the right to understand instruction for more than 3.6 million limited English proficient children in our nation's schools.

On August 5, the Department of Education issued a proposed regulation which reaffirms ten years of federal involvement in bilingual education and establishes minimal standards for addressing the needs of these students. The draft regulation rests on two basic premises. First, children who are language limited must be provided intensive instruction so that they can learn English as soon as possible. Secondly, since English can not be learned overnight, these children in the interim must, whenever possible, be provided subject instruction in an understandable language. Even though opponents say that these rules will serve to maintain languages other than English, this is clearly not the intent of the proposed regulations.

The Department established a 75-day comment period. It also held six hearings around the country to receive live testimony. However, before this process had barely begun, the House of Representatives approved a rider to the Department's appropriations bill which precludes the Secretary from requiring understandable instruction while children are learning English. The Senate will consider the matter when it returns in November. In the meantime, both houses of Congress have approved language which bars the Department from issuing final regulations before June, 1981.

Sadly, much of the debate about these regulations bears little relationship to what is best for these children. Even the most ardent opponents rarely argue that these children would be better off sitting idly in a classroom while they learn English. Predictably, they argue that notions of "local control" preclude issuance of the regulation; or they argue that if the federal government wants children to understand what occurs in a classroom, it should pay for it. For example, opposition from the American Federation of Teachers is based on the perceived threat of teacher displacement, rather than on consideration for the needs of the students. On the other hand, the National Education Association supports the regulations. Finally, much of the opposition in Congress can be seen as more generalized opposition to the Department of Education or to regulations as such. Limited English speaking children get caught in the squeeze.

Ricardo Fernández

One obvious question that has been raised is whether teaching children in their dominant language while they learn English is likely to improve their educational chances. While this question is entirely appropriate, it is important to recognize the limitations of educational and linguistic research. Countless hours of testimony in courtrooms listening to educational experts lead one to draw but one conclusion about their art: It can rarely, if ever, provide absolutely

(Continued on p. 4, col. 1)

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Letters to the Editor

LAU HEARINGS/REGULATIONS

Submitted by: Nancy S. Dunetz, 770 Anderson Avenue, Cliffside, N.J. 07010 and
Fay Pallen, 2809 Avenue L, Brooklyn, N.Y. 11219
Co-editors, Elem/SIG News, Official publication of ESOL in Elementary Schools special interest group of TESOL international.
October 3, 1980

Comments on Proposed Regulations for Nondiscrimination Under Programs Receiving Federal Assistance Through The Department of Education, Effectuation of Title VI of The Civil Rights Act of 1964

We are offering our testimony as elementary school ESOL teachers of many years experience, and as co-editors of ELEM/SIG News, the official publication of ESOL in Elementary Schools special interest group of TESOL International.

We are deeply chagrined that public school teachers, those most intimately involved in the educational process, were not given the opportunity to comment or to testify on the proposed regulation for Bilingual Education Programs as announced in the Federal Register on Tuesday, August 5, 1980. We personally were denied the opportunity to testify due to the unavailability of the information through our school system, and subsequently, to the scheduling of the New York hearings on Rosh Hashanah Eve, 5741.

Shirley M. Hufstedler, Secretary of Education, states in her news release of August 5, 1980 that, "The proposed regulations emphasize two principles. First, students must be taught English as quickly as possible. Second, they should not be permitted to fall behind their English-speaking classmates while they are learning English."

Yet a close look at the regulations reveals that there is no provision for the teaching of English to speakers of other languages by qualified personnel. Furthermore, the addition of mastery of a new language while continuing to require mastery of all the traditional academic subjects, without provision for an extended school day, places an impossible burden on the student.

Perhaps one of the most important points to note is that without financial federal support of these regulations, they are simply an exercise in rhetoric.

And finally, we strongly believe that bilingual education will neither succeed nor become a reality in the United States until all children, monolingual English speakers and English as a second language learners alike have equal access to bilingualism.

NABE BOARD NAMES NILDA GARCIA SECRETARY

The untimely death of Rosita Cota in September left a vacancy in the NABE Executive Board. In November Nilda Lerma García of Texas was named to fill this vacancy. Nilda is currently Director of the Evaluation, Dissemination, and Assessment Center for Bilingual Education (EDAC) in Austin, Texas. She comes to the NABE position with an extensive background in the bilingual education movement; a member of the National Advisory Council for Bilingual Education for 1980-2; delegate to the National Association for Bilingual Education in 1977; member, Advisory Committee on Bilingual Education to the Texas State Board of Education 1973-5. She is presently working on her Ph.D in Bilingual Education at Texas A&I University.

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Barron: LAU Regulations . . .

(Continued from p. 1, col. 1)

said, "We're taking all the fuzz out of the Lau remedies." She claims the policy memorandum establishing the remedies was poorly written, hard to understand and did not have the benefit of public comment.

Hufstedler maintains that the rules are not really new, they simply require something the states were supposed to be doing anyway. Equal access to education, she said, "is a state responsibility." She also said that the administration does not plan on requesting more funds for bilingual education, although she admitted that the cost may be substantial for districts that are clearly out of compliance.

The LAU regulations are not to be confused with the LAU remedies, which were issued by HEW during the summer of 1975 in response to the U.S. Supreme Court decision of Lau v. Nichols.

How Are the Regulations Associated With Bilingual Education?

There are ten Federal education programs which provide specific authority for bilingual education programs. (The most familiar one of these is Title VII-E SEA.) The LAU regulations apply to all school districts, however, whether or not they receive any Federal bilingual education assistance.

What Was the Holding in the U.S. Supreme Court in Lau v. Nichols?

There was a denial of the civil rights of 1,800 school children who were non-English speaking. The Supreme Court reversed and demanded a decision of the U.S. Court of Appeals (9th Circuit), where then-Judge Shirley Hufstedler ruled there was not a violation of the equal protection clause of the 14th Amendment and §601 of the Civil Rights Act of 1964.

The U.S. Supreme Court reversed that decision, stating that there was, in fact, a violation of the civil rights of some 1,800 students of Chinese ancestry when San Francisco Unified School failed to provide supplementary courses in the English language to these non-English speaking students.

What Remedies Did the Court Provide in Lau v. Nichols?

No specific remedies were provided. In fact, the Court's opinion cited the fact that there were many different remedies that could be applied.

What Has Been the Impact of the Lau Decisions?

First, the Office for Civil Rights issued the LAU remedies as guidelines for compliance with the ruling in the LAU case. The remedies were criticized as vague and often difficult for school districts to comply with.

Even so, OCR was successful in negotiating some 400 agreements with school districts throughout the nation to address the problems of non-English speaking students attending those schools under the LAU remedies.

What Is the Problem With the Lau Regulations?

First, they go beyond the statutory authority delegated to the Education Department.

Excerpt from Department of Education Act. (Sec. 103 (b)):

> No provision of a program administered by the "Secretary (of education) or by any other officer of the department (of education) shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational installation, school or school system. . .except to the extent authorized by law."

Second, they are more specific than was the Supreme Court in the decision Lau v. Nichols. The Court gave no specific remedies for the problems school districts would face in providing equal educational opportunity to non-English speaking students.

DIRECTORY OF VIETNAMESE RESOURCE PERSONNEL

The National Association For Vietnamese American Education (NAVAE) is pleased to announce the availability of the National Directory of Vietnamese Resource Personnel, the first of its kind ever published in the U.S. The National Directory is a result of a one year national survey under the auspices of the NAVAE. Since only a limited number of copies are printed, priority is given to NAVAE members, institutions, agencies, and organizations responsible for the resettlement of Vietnamese refugees. To obtain copies of this directory, please fill out the order form below and send it along with a check/M.O. (no purchase order, please) in the correct amount and payable to NAVAE, 1123 Beverly Rd., Jenkintown, Pa. 19046. ($3.70 members; $4.70 non-members)

When Will Final Regulations For Lay Be Issued?

The proposed regulations were published on August 5, 1980. The Department of Education will issue final regulations "sometime before the close of the year."

When Will Final Regulations For Lau Be Issued?

At the earliest, OCR is estimating the implementation of LAU at the beginning of the 1981-82 school year.

What Is the Estimated Cost of Implementing the Lau Regulations?

OMB (Office of Budget and Management) requires all Federal agencies to publish an estimated cost of compliance if such cost would exceed $100 million. The recently released cost estimated for the LAU regulations indicate that costs of implementing could range from $29 million to $400 million.

The new bilingual education rules just announced by the Education Department (ED) will cost schools an additional $190-$360 million a year, according to an analysis prepared by ED. If some of the more restrictive options in the proposed rules are finally adopted, the cost will go above $400 million a year.

Federal agencies are required to compile a cost estimate of important new regulations, but ED officials were hampered by not knowing how many students would qualify for bilingual instruction and how many are already served.

A 1978 survey by the Office for Civil Rights estimated the extra cost per pupil for bilingual education between $203 and $391. If those figures are applied to the current estimate of bilingual students, the national cost will range from $169 million to $325 million. ED estimates 831,000 students with a limited ability to speak English are now receiving some special language instruction. The regulations published August 5 proposed two alternatives for classifying children. Alternative A includes those with a "superior" ability in a language other than English who score below the 40th percentile on a test of English. This would total about 1.4 million students and cost between $176 million and $389 million a year.[3]

(Continued on p. 5, col. 2)

Understanding the Teacher . . .

(Continued from p. 1; col. 3)

definitive answers to those who must make policy decisions. It can give us guidance, but it can not give us incontrovertible answers. In the area dealt with by these regulations, that guidance clearly points to a rule mandating intelligible instruction. Commenting on the research, Dr. Courtney Cazden, Professor of Child Development and Language at Harvard University, recently testified in a trial in Texas that "the theory is a very simple one and straightforward one, that children must be taught in a language they understand, and that is the only kind of equal education."

For children first entering school, Dr. Cazden articulated the findings that reading, the very "foundation of all future education," must be introduced in a child's first language. As she explained: "If children learn to read in a language that they know, then they are facing one task at that time, namely figuring out the written system; but if a teacher attempts to teach a child to read in an oral language that is not familiar, then the children face the double task of trying to figure out the written system; but even if they figure out and pronounce a word, it has no meaning, so that is clearly an unequal education system."

A myth that needs to be given a decent burial is that teaching a child in his or her primary language somehow interferes with English language learning. The opposite is ordinarily the case. In a recent review of current research, Professor James Cummins of the Ontario Institute for Studies in education, was able to conclude that "maintaining and developing (the child's first language) through using it as a medium of instruction for a major part of the school day has no negative effects both on the development of (English) and on other academic skills." This occurs in part because of the fact that once a child learns to read and write in one language, it is relatively easy to successfully transfer that skill to a second language.

It is argued by some that the federal government, by mandating understandable instruction while English is being learned, is choosing between "alternative" strategies when there is no clearly superior approach for meeting the needs of these children. The short answer to this contention is provided by professionals in the field of English as a Second Language. The National Teachers of English as a Second Language organization (TESOL) recently testified concerning the regulations. In their testimony, they made clear that English as a Second Language, and other intensive English programs alone are an inappropriate response to the needs of those children, but must be part of a broader program of understandable instruction. In other words, these programs can not and should not be viewed as an "alternative" to the program proposed by the regulations, but rather as an integral part of the effort to provide children with equal educational opportunity.

The "local control" argument is usually accompanied by intimations that, if left alone, local school officials will meet the needs of limited English proficient students. This assertion is belied by history. There was little affirmative state or local activity before the federal government developed the guidelines which preceded the issuance of these regulations. New York City has a program because it was compelled by a court order. Chicago has a program because the Office for Civil Rights (OCR) took that city to a hearing. Although 43% of the students in Los Angeles are Hispanic, it took state law as well as a Title VI ("Lau") plan to bring the district into compliance. Each of the approximately 500 plans negotiated by the Office for Civil Rights with major districts in the country was preceded by a finding that the district was not fully addressing the needs of those children. Manifestly, a firm but fair federal presence is necessary if these children are to receive understandable, bilingual instruction.

Why is this so? It is worth reiterating the testimony related to the proposed regulations that Hernán La Fontaine, Superintendent of Hartford, Connecticut gave in New York. As Superintendent La Fontaine observed, school officials with multiple, diverse, and oftentimes overwhelming demands made upon them, will ask what is the minimum that they have to do? If there is not a minimum, such as imposed by these regulations, they will do nothing. Although the minimum usually becomes the maximum, often it constitutes the only response to the needs of Limited English Proficient students.

Too, we must not forget the traditional antagonism that language minority children have suffered in the schools, as part of the greater discrimination suffered by ethnic minorities. Our lawbooks are filled with civil rights cases on behalf of Hispanics, Asians, and Native Americans necessitated by a shameful history of discrimination. While some of that antagonism has abated over the years and progress has been made in securing equal opportunities for groups discriminated against on the basis of race, sex, age or handicap, discrimination on the basis of national origin, especially language, is still present and is not likely to disappear. Thus, there are additional reasons for continuing a strong federal presence in this area. Giving in to pleas couched in the rhetoric of "local control" would, in many instances, foreclose the provision of understandable instruction for these children.

Some have argued that national regulations can not be sufficiently sensitive to local differences. New York City is clearly not Pocatello, Idaho. The proposed regulations go a long way toward providing the necessary flexibility to deal with the differing problems of diverse communities through the use of waivers, classroom aides when qualified bilingual teachers are unavailable, and well developed experimental programs. In any event, the proper response to this problem is not to preclude the issuance of needed regulations, which establish broad.

(Continued on p. 5, col. 1)

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Dr. Aida C. Monares, Assist. Director Public Affairs Office and International Relations, writes: We desperately need sponsors for the remaining Cuban entrants. We at Fort Indiantown Gap urge you to assist us in this effort. For more information call toll free: 1-800-233-7545.

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Understanding the Teacher . . .

(Continued from p. 4, col. 3)

equitable principles to be followed, but rather to assure that they have the sensitivity needed. That, of course, is one of the primary purposes of the hearings and comment period.

In some sense, the entire battle is puzzling. These proposed regulations merely restate in clear language what has been federal policy for the past ten years. Indeed, these proposed regulations are more flexible than most state laws which require bilingual instruction. Presumably most school districts have come in to compliance with state and federal requirements in the past five years. If so, these new regulations are unlikely to impose major new obligations or costs. Only those districts which have resolutely refused to make good faith efforts to meet the needs of these students will have to materially alter their practices. It is they who are out of step by refusing to adjust to the reality of their rapidly changing student populations. In doing so, they are denying equal opportunity to thousands of limited English proficiency children. Clearly they need the nudge of these new regulations.

Let us hope that the issues will be aired fully and that the long-term impact of not providing comprehensible instruction to these students is recognized and weighed by policy makers. Politically expedient solutions to educational equity issues will ultimately result in greater financial as well as human costs to the nation. If equal educational opportunity means anything, it must mean an opportunity to understand the language of instruction.

November 11, 1980

MEMBERSHIP

Membership to NABE requires prepayment. Please remember to fill in your application completely, double checking your address, zip code and readability of your name. If you do not know if you have renewed for the 1980-81 year, you may check with your state affiliate president who has the up-todate list as of November 17; or write the NABE office: Carolyn Ebel, Room 405, 1201 16th St. NW, Washington, D.C. 20036. Tel: 202-833-4271.

OPPORTUNITIES ABROAD FOR TEACHERS

For the first time in its history the Exchange Teacher Program of the U.S. Department of Education is offering a summer seminar to Mexico for Bilingual Spanish Elementary School teachers. The summer seminars are free to teachers selected, paid by a grant under the Fulbright-Hayes Act. Other seminars include visits to Belgium, Brazil, Canada, People's Republic of China, Denmark, Egypt, France, Germany, India, Italy, Kenya, New Zealand, Switzerland, and United Kingdom. Application deadline is November 1, 1980. RIABE/ESL members (IGS) may receive an application by contacting Peter Sclafani at home, 751-6740. All others please write: Office of International Education, U.S. Department of Education, Washington, D.C. 20202, requesting form: 356, 8/80.

Barrón: LAU Regulations . . .

(Continued from p. 3, col. 3)

The more stringent alternative B, would require bilingual programs for children with limited ability in English and their native language. This would come to 1.8 million children and cost between $289 million and $592 million.

The ED analysis makes no attempt to break down the cost as to who will pay what. The assumption, however, is that most of the costs will fall on local school districts. ED officials say some costs could be defrayed by Title VII (Bilingual Education Act) or Title I. The Teacher Corps and the Teacher Centers programs could help with inservice training for teachers. But Secretary Hufstedler also said ED would not ask Congress for more money for bilingual education because it is considered a civil right, not a program imposed by ED.

Who Is Responsible For Absorbing the Cost of Implementation?

Any of the 16,000 local educational agencies across the nation, if it has a non-English speaking child enrolled.

If the Education Department Publishes Final Regulations Prior to the Election, Can't Congress Disapprove Them?

No, The LAU regulations receive their authority from the guarantee for civil rights found in title VI of the Civil Rights Act of 1964. The authority for the disapproval of education regulations by the Congress is found in the General Education Provisions Act (GEPA). An exclusion of all titles of the Civil Rights is contained in GEPA, thus, exempting the LAU regulations from the disapproval process.

Chronology of Legislative Actions Related to Title VI of the Civil Rights Act

August 21, 1980 - HOUSE

The House Appropriations Committee reported H.R. 7998, the FY 1981 Appropriations Bill for the Departments of Labor, Health and Human Services, and Education. The Committee amended the report of its Labor, HHS, ED Sub committee by adopting the following report language, as proposed by Representative Michel:

> The Committee is concerned about regulations proposed by the Department which would dictate to local school districts the methods and procedures by which they are to educate non-English speaking children, at a potential cost of hundreds of millions of dollars to such districts. The law creating the Department of Education prohibits the Department from interfering with local decision-making in the areas of curriculum, administration, and personnel. The Committee believes that any final regulations should leave it up to local school districts as to how they provide equal educational opportunities to non-English speaking children. Specifically, such regulations should not require schools to teach basic courses in languages other than English, should not prescribe requirements for staffing, teacher qualifications, or teacher training, should not prescribe specific methods and procedures for identification and assessment, and should not prescribe class size or composition. -(House Report 96-1244 at p. 112)[4]

August 21, 1980 - SENATE

Senator McClure introduced S. 3049, the "Local Schools Option Protection Act." The Bill provides:

> That the Secretary of Education is directed to immediately withdraw those proposed rules relating to limited-English proficient students published August 5, 1980 in Volume 45, No. 152 of the Federal Register.[5]

August 27, 1980 - HOUSE

Representative Ashbrook offered the following amendment to H.R. 7998:

> None of the funds appropriated by this Act (other than those specifically appropriated to fund authorizations for bilingual education programs) shall be used by the Secretary of Education to enforce regulations which would require a State or local education agency, as a condition of eligibility for the receipt of funds appropriated under this Act, or otherwise, to address the educational needs of students of limited English-speaking ability by a program other than one of intensive instruction in English.[6]

Speaking in favor of the amendment were Representatives Ashbrook and Hyde. Speaking in opposition to the amendment were Representatives Roybal, Corrada, Garcia, and Weiss. The amendment was adopted by a roll-call vote of 213 to 194 with 26 Members not voting. (Congressional Record, August 27, 1980, pp H7968-H7971.

H.R. 7998, was passed by the House on August 27, 1980.

September 10, 1980 - SENATE

Senator McClure in a letter to the Senate Appropriations Committee Chairman Magnuson, proposed to "improve and clarify" the house passed Ashbrook Amendment which read:

> None of the funds appropriated by this Act shall be used by the Secretary of Education to promulgate or enforce regulations which would require a State or local education agency, as a condition of eligibility for receipt of funds appropriated under this Act, or otherwise, to address the educational needs of students of limited English-speaking ability by any particular method, program, curriculum, personnel requirements or classification.[7]

(Continued on p. 7, col. 1)

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Barrón: LAU Regulations ...

(Continued from p. 5, col. 3)

September 18, 1980 - HOUSE

The House adopted H.J. Res. 610 making continuing appropriations for FY 1981. As adopted by the House, the continuing resolution did not contain any provisions respecting the NPRM.

September 19, 1980 - HOUSE

Representative Ashbrook introduced H.R. 8167 which was referred to the Committee on Education and Labor. The bill would amend the General Education Provisions Act (GEPA) so as to subject the Department's final Language Minority regulations to the Congressional review process otherwise authorized by section 431 (d) GEPA.[8]

WHAT IS THE ASHBROOK AMENDMENT?

The Ashbrook amendment restricts the authority of the Secretary in enforcing regulations. Only funds specifically earmarked for bilingual education may be withheld for noncompliance with the regulations.

September 23, 1980, - SENATE

The Senate Appropriations Committee considered H.J. Res. 610, the House passed continuing resolution for FY 1981. Senator McClure offered his ammendment concerning the NPRM. Senator Chiles offered the following substitute to the McClure Amendment:

> Not withstanding any other provision of law, no funds available to the Secretary of Education shall be used to promulgate or enforce any final regulations which replace the current "Lau Remedies" for use as a guide line concerning the scope or adequacy of services to be provided to students of limited -English-language proficiency, or for defining entry and exit criteria for such services, before October 1, 1981.

Senator Chiles modified the date in his amendment to June 1, 1981.

September 24, 1980 - SENATE

Senator McClure accepted the aforementioned amendment and it was passed by the Senate Appropriations Committee. The following is the manner in which the Members voted:[9]

NO 6	YES 18	Not Voting 4
Magnuson	Hollings	Weicker
Proxmire	Eagleton	Sasser
DeConcini	Chiles	Byrd
Byah	Johnson	Stennis
Inoyue	Huddleston	
	Burdick	
	Leahy	
	Bumpers	
	Young	
	Hatfield	
	Stevens	
	Mathias	
	Schweiker	
	Bellmon	
	McClure	
	Laxalt	
	Garn	
	Schmitt	

September 30, 1980 - HOUSE & SENATE

House and Senate Conferees met on H. J. 610, the continuing resolution for FY 1981. The Conferees agreed with Senator Chiles and the June 1, 1981 date was retained. Representative Natcher asked that the term "promulgate" be dropped. After discussion, the Conferees agreed to replace the term "promulgate" with the term "adopt."[10]

Finally,

Senator Chiles asked that the substance of his colloquy on the Senate floor with Senator Danforth be included in the Report of the Committee of Conferees; a request that was agreed to. Accordingly, the following language is contained in the Conference Report on H. J. Res. 610:

Any reference in the conference agreement to the "LAU REMEDIES" should not be interpreted as either ratifying or prohibiting the current LAU REMEDIES. The conference committee strongly maintains that the "LAU REMEDIES" are only suggestions from the Department of Education to school districts for methods of complying with the equal educational opportunity requirements under Title VI of the Civil Rights Act of 1964.

All politicians talk about equal rights for all, the U.S. Constitution specifically protects those rights. The President-in search for more votes uses the equal rights issues consistently. However, in this case in the attempt to protect the rights of the linguistically distinct children to obtain equal educational opportunities, the aforementioned politicans are now giving the Constitution a different interpretation.

It is my feeling that those amendments are not against bilingual education; these are amendments against offering equal educational opportunity to all and a violation of the civil rights of more than three and one half (3½) million children/students who would be the recipients of these educational programs, thus a direct attack against the Constitution of the United States.

In 1974, in the significant case Lau v. Nichols, in the Petition of **Writ Of Certo Rari** to the Supreme Court, the attorneys based their case on the Due Process and Equal Protection Clauses of the 14th and 1st Amendments guarantee of free speech, a right which is vitiated by the lack of knowledge of the English language which effectively prohibits Chinese-speakers from participation in the political process. This decision was unanimously upheld by the SUPREME COURT IN Lau v. Nichols. The decision was in favor of the children of limited English proficiency. The SUPREME COURT further stated, "there is no equality of treatment merely by providing students with the same facilities, for students who do not understand English are effectively foreclosed from any meaningful education."

The proposed LAU Regulations simply reflect past federal court decisions and policies of the Department of Education, and are designed only to protect all students of their civil rights according to the law.

Due to the aforementioned, it is imperative for all interested in bilingual education to become politically involved. It is the responsibility of all of us to make certain that our congressional representatives at the local, state, and federal levels know what bilingual education is all about and to provide them (our representatives) with all the facts and data necessary in order that we insure positive informed and just representation in the halls of justice.

The political inactivity of the majority of all individuals now in bilingual education, have been detrimental to the entire bilingual educational movement and it is indeed EVIDENT in the present legislation.

Only with our active and consistent participation can we bring about the representation needed in the courts and it is the only way that justice will ever come about for all the 3½ million bilingual children in this country.

Therefore, I urge all bilingual administrators, directors, teachers, parents, students, and other interested individuals to become actively involved NOW because the child you may save today may be your very own tomorrow.

RAY RODRIGUEZ

Ray Rodriguez, Past President of the New Mexico Association for Bilingual Education, died in a tragic auto accident on September 19, 1980. At the time of his death, Ray was Dean of Students of New Mexico Highlands University. He was the first Director of the Lau Center at the University of New Mexico in Albuquerque and prior to that worked in public schools for twenty six years. He is survived by his wife, Emma Lou, and five children, Bernadette, Francisca, Ray Jr., Matthew, and Leticia.

SUBSCRIPTIONS

NABE does not accept subscriptions to its publications. Publications are available only through membership in the organization. Back issues of the NABE Journal (if in stock) are available at $5.00 each from the Washington, D.C. headquarters. Prepayment is required.

Bibliography

1) 45 Federal Register - 52052, August 5, 1980
2) Department of Education Act, (Sec. 103 (b)).
3) Education - USA, August 18, 1980 (p. 379).
4) House Report, 96-1244, (p. 112), August 21, 1980.
5) Congressional Record, Senate, August 21, 1980.
6) Congressional Record, House, August 27, 1980.
7) Committee Report, September 10, 1980.
8) H. R. Bill, 1967 - House of Representatives, Sept. 19, 1980.
9) Congressional Record - Senate, September 24, 1980.
10) Conference Report - September 30, 1980.
11) Race Relations Reporter - September, 1973.

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ILLINOIS TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES/ BILINGUAL EDUCATION

Submitted by Lucille Grieco

Illinois TESOL/BE is happy to announce that its Ninth Annual State Convention, A TOAST TO TESOL, will be held on the campus of the University of Illinois at Champaign-Urbana on Friday and Saturday, April 3 and 4, 1981. With the cooperation of nine other midwest state affiliates of the international organization, this event shall also serve as the First Midwest Regional Convention of TESOL.

The planned activities of these two days feature visits to local ESL (English as a Second Language) and BL (Bilingual) programs, concurrent sessions, meetings of state affiliates, publishers' exhibits, and plenary sessions. The keynote speakers are: **John Fanselow**, Professor, Teachers College, Columbia University, and First Vice-President and President-elect of International TESOL; **Earl W. Stevick**, Professor, School of Language Studies, Foreign Service Institute, Department of State; and **Carolyn Ebel**, Acting Executive Director of National Association for Bilingual Education.

Illinois TESOL/BE extends an invitation to all persons interested in ESL, bilingual education, adult education, culture, testing, applied linguistics, and other related fields. Please join us in Champaign-Urbana for an interesting and informative conference.

Illinois TESOL/BE and participating midwest state affiliate members will receive preconvention registration information by mail. Non-members may receive pre-registration information by contacting: Mary Kennedy, Conferences and Institutes, University of Illinois at Urbana-Champaign, 116 Illini Hall, 725 South Wright Street, Champaign, Illinois 61820, telephone (217) 333-2883.

PUERTO RICO HOLDS JOINT CONFERENCE WITH NABE

In September, PRABE hosted a joint conference with NABE entitled "Highways of Bilingual Education." Over 400 educators attended the conference, banquet, and one day workshop sessions. Opening the main session was Secretary of Instruction María Socorro Lacote who gave the keynote speech. Honored guests at the banquet were six Puerto Ricans who had contributed significantly to bilingual education in Puerto Rico and the mainland:

Carmen Pérez

Paquita Bioscoechea

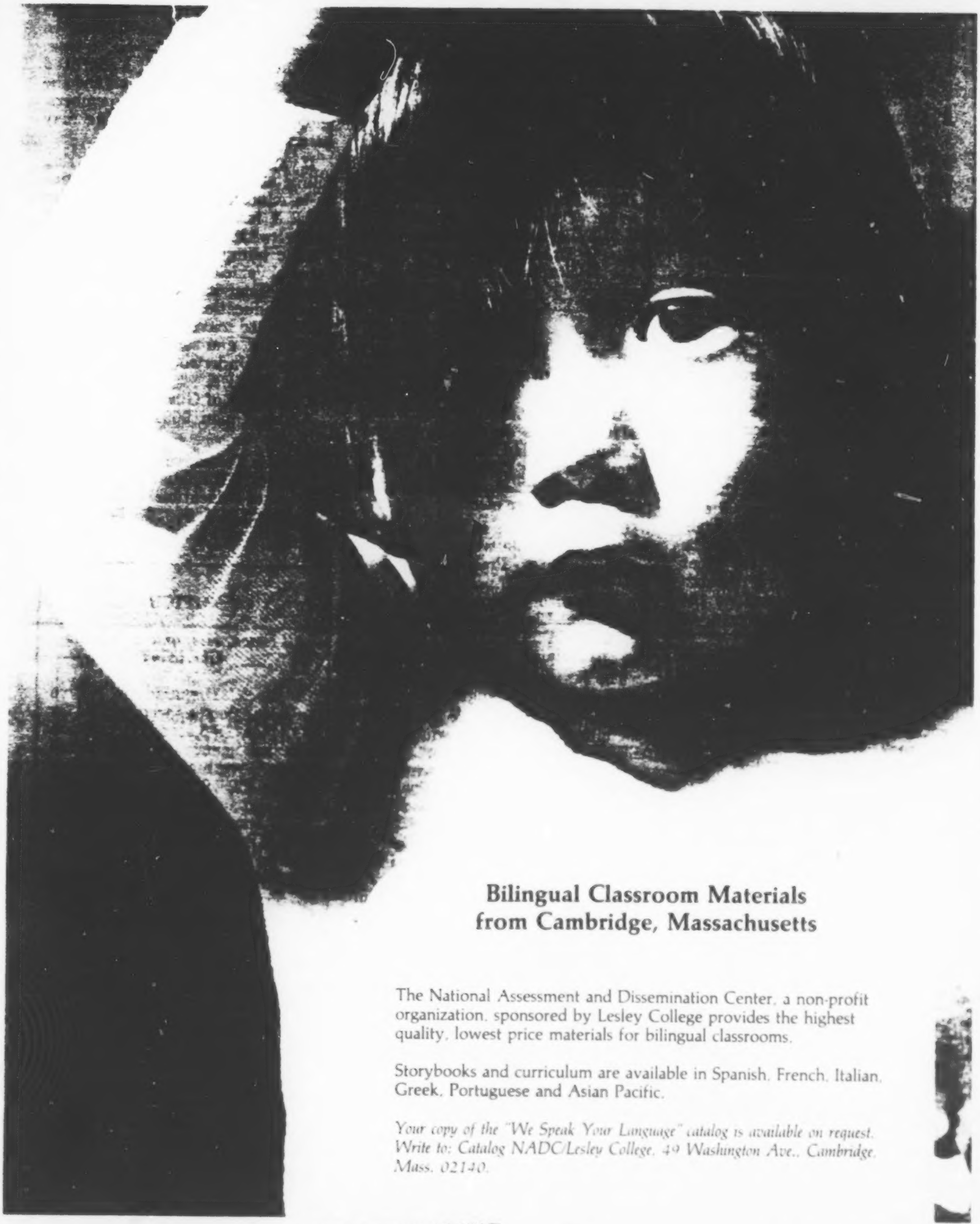
Paquita Ayala

Mirium Colón

Ricardo Alegría

María Swanson

Representatives of the following groups attended the conference: Juan Solís - Mexican Americans; Deni Leonard - Native Americans; Ramón Santiago - NABE; Tony Báez - Parental Involvement. Conference Coordinators were: Ursula Urbiztondo, Nydia Flores and Paquita Ayala. Newly elected at the conference to the position of President of PRABE was Milagros Carrero, with María Irizarry becoming Immediate Past President.



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1981 TESOL Summer Institute to be at Teachers College, Columbia University

The Executive Committee has approved the selection of Teachers College, Columbia University as the site for the 3rd Annual TESOL Summer Institute. The Institute will be held at Teachers College in New York City from July 6 through August 14, 1981. Participants may enroll for either the entire six weeks or come only for the first three weeks from July 6 to July 24 or the second three weeks from July 27 to August 14. The TESOL Summer Meeting will be held on the weekend of July 24, the midpoint of the Institute.

The initial planning for the Institute is now underway. If any group of nine or more individuals would like to work on a specific curriculum project to meet specific needs, or plan a research project related to questions the group wants to investigate, or learn a method of teaching, or develop an examination at the Institute, a proposal would be welcome. Send in the name of the person you would like to work with, the topic and an outline of the task. We will try to arrange that project. Of course, it would be easier to invite the individual a group has in mind to the site where the group is; but then the individuals in the group would not be able to participate in the other activities of the Institute nor attend the TESOL Summer Meeting nor enjoy an unconventional summer in New York City!

Individual suggestions for staff or topics for the Institute too are welcome, as are proposals from individuals who may wish to teach in the Institute. Early proposals -before October 1, 1980 - will have priority.

John F. Fanselow will direct the Institute and Ann M. Frentzen will be the assistant director. They can be contacted at Box 66, TESOL Summer Institute, Teachers College, Columbia University, New York, New York, 10027, U.S.A.

Stanford Child Language Research Forum 1981: The Thirteenth Annual Child Language Research Forum will be held on April 24-26, 1981, at Stanford University. The Keynote Speaker will be Melissa Bowerman. Abstracts should be sent to the address below by January 10, 1981. For further information, write:

Coordinators, SCLRF-81
Department of Linguistics
Stanford University
Stanford, CA 94305

Pacific Islands Bilingual-Bicultural Association

At the recent Pan Pacific Bilingual Conference on Guam, the participants decided to formalize the Pacific Islands Bilingual-Bicultural Association. By-laws were adopted and officers were elected.

The new officers of PIBA are:

Robert Underwood, University of Guam - President
Masa-Aki Emesiochel, Trust Territory Dept. of Ed. - President-Elect
Carmen Taimanao, Northern Marianas - Secretary Treasurer

The purposes of the organization were defined as being:

A. To represent people involved in bilingual-bicultural education in the Pacific in order to:
   (a) lobby for policies which promote bilingual-bicultural activities at the regional and national level
   (b) promote the unity of the Pacific in matters relating to bilingual-bicultural activities
B. To establish channels of communication for disseminating information relevant to bilingual activities in the Pacific
C. To promote bilingualism in the Pacific
D. To foster community involvement in the development and implementation of bilingual policies in the Pacific
E. To serve as a forum for the development of a bilingual-bicultural philosophy in the Pacific

In order to accomplish these tasks, (and to produce a regular newsletter), it is necessary to charge membership dues. It was decided that a $5.00 ($2.00 for students) annual membership fee was reasonable. The by-laws also indicated that only those individuals with permanent residence in American Samoa, Hawaii, Guam, Northern Marianas, Federated States of Micronesia, Palau and the Marshalls can be voting members. Individuals from other areas may become associate members.

If you are interested in supporting bilingualism in the Pacific, especially in educational institutions, then P.I.B.A. is for you. It will put you in touch with others interested in Pacific bilingualism and provide a forceful vehicle for the expression of Pacific Islander sentiments in bilingual education circles. Please take the time to make out a $5.00 check to P.I.B.A. and send it to either:

Robert Underwood
P.O. Box EK
University of Guam
Agana, Guam 96910

or

Carmen Taimanao
Chamorro Bilingual
Dept. of Education
Saipan, CNM 96950

NOTICE

All Black, Hispanic or Native Americans

All Black, Hispanic or Native American persons who applied for a GS-5 or GS-6 secretary position with an agency of the United States Government between September 22, 1972 and March 31, 1978 and failed the written test which was administered by the United States Civil Service Commission as part of the application process.

A lawsuit challenging fairness of the tests is being settled. You may have a right to share in the settlement money. For further information, contact IMMEDIATELY:

Terrance R. Kelly, Esq.
Kelly/Haglund/Garnsey/Kahn & Donnell
230 Equitable Building
730 Seventeenth Street
Denver, Colorado 80202

—or—

Kenneth A. Wohl, Esq.
Mexican-American Legal Defense and Educational Fund
Suite 308
250 West Fourteenth Avenue
Denver, Colorado 80204

Report From TESOL'S ESL In Bilingual Education SIG

At its business meeting during the 1980 TESOL conference in San Francisco, the ESL in Bilingual Education Special Interest Group elected officers for 1980-81. They are:

Chairperson: Linda Schinke,
Northwestern
University

Associate Chairperson:
Guadalupe Hamersma
Chicago Board of Education

Advisory Council Delegate:
Helena Anderson
Milwaukee Public Schools

Alternate Delegate:
Lorayne Clavijo
Provo, Utah

Newsletter Editor:
Mike Travis
Alaska State Dept. of Ed.

Among the other items discussed at the business meeting, two are particularly important for bilingual educators. First, it was brought to the attention of those assembled that the revised Lau guidelines had still not been published in the *Federal Register.* Thus, a letter was sent on behalf of the 850 SIG members to Shirley Hufstedler of the Department of Education urging publication. Frederick Cioffi, Acting Director, Division of Elementary and Secondary Education, Office of Legal Standards, Program Support and Litigation responded. He indicated that as of early July officials within the Department were reviewing the NPRM (Notice of Proposed Rulemaking) drafted by the Office for Civil Rights, as well as the preliminary study assessing the cost of compliance with the standards proposed in the NPRM. Cioffi wrote,

> We will soon make a final decision about the compliance standards and the form in which these requirements will be presented to the school districts. The proposal will be published in the *Federal Register* at the earliest possible time.

The second item concerns NABE directly. SIG members present expressed concern that while TESOL had both an ESL in Bilingual Education SIG and a position paper on the role of ESL in bilingual education, NABE had neither. Thus, another letter on behalf of SIG members was sent to Ricardo Fernández requesting that the NABE Executive Board consider creating both. In his response, Fernández was receptive to the idea and provided the procedural information and other suggestions necessary to initiate the process. Any NABE members interested in assisting in the development of either the rationale and goals for a NABE ESL in Bilingual Education SIG or the NABE position paper on the role of ESL in bilingual education should contact:

Linda Schinke
8319 Keating
Skokie, IL 60076

Also, anyone wishing to submit articles or announcements to the TESOL SIG newsletter should write:

Mike Travis
R.R. 3 Box 3288
Juneau, AK 99801

Finally, persons having suggestions for the SIG sessions at the 1981 TESOL conference in Detroit should contact:

Guadalupe Hamersma
2425 N. Geneva Terrace
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Please direct inquiries to:
Thomas [illegible], Ph.D.
Xavier Hall
Fairfield University
Fairfield, Connecticut [illegible]
Telephone: [illegible]

Candidates For NABE Offices 1981-82

PRESIDENT-ELECT

PEPE BARRÓN, Executive Director, El Congreso Nacional de Asuntos Colegiales, Wash. D.C.; M.A. Spanish Anthropology, University of Arizona, Tucson; Ph.D., Post Secondary Administration and Intercultural International Education, University of Southern California.

1976-1980 Hostos Community College, South Bronx, N.Y Vice-President and Special Assistant to the President 1978-1979 District of Columbia Bilingual Association; 1979-1980 Chairman/Secretariat: Transition Team Reorganization of Department of Education: Migrant Education program Evaluator; 1979-1980 Assisted in writing the draft for establishment of OBEMLA; 1980 LAU Regulations working committee (member); 1980 OBLEMA Reauthorization committee (member); Has taught social sciences, Spanish and Ethnic studies at post-secondary, high school, and elementary levels, as well as parent and civic education.

B. ROBERTO CRUZ, Executive Director, Bay Area Bilingual Education League (BABEL), Inc., Oakland, California. B.A. in Languages at Wichita State Univ.; M.A. and Ph.D. at the Univ. of California, Berkeley in Policy Planning, and Administration.

Professional Experience: Teacher and Chairman of the Language Department in Stockton, California's schools 1964-67; Consultant for the California State Department of Education in Title 1, 1968-70; Assistant Professor in Bilingual Education, Stanford Univ., 1973-79; Executive Director, Bay Area Bilingual Education League (BABEL), Inc., 1971 to present; President of the California Association for Bilingual Education, 1978-80; President, California Coordinating Council for Bilingual Education, 1976-77; President, California Coordinating Council for Bilingual Staff Development, 1979-80; Vice-President, Phi Delta Kappa, U.C. Berkeley; Currently serves on the National Advisory Council on Bilingual Education.

DENI LEONARD
2474 Prince St.
Berkeley, CA 94705

No Information Submitted

VICE-PRESIDENT

AUREA E. RODRIGUEZ, Director, Center for Curriculum Development, Office of Bilingual Education, New York City Board of Education, M.S., Science and Mathematics, Univ. of Puerto Rico, M.Ed., Human Relations, New York Univ., M.A. Administration and Supervision, Teachers College, Columbia Univ.

Professional Experience: Elementary School Teacher, Puerto Rico, 1962-4; High School Teacher of Mathematics, Puerto Rico, 1964-66; Ass't Director of ASPIRA, Manhattan Center, 1968-69; Coordinator, Puerto Rican Heritage Program, South Bronx, 1969-71; District Coordinator of Bicultural Education Program, 1971-2; Regional Director of CANBBE, National program developing materials for bilingual education, 1972-4; Executive Board, Puerto Rican Educators Association, 1972-4; Adjunct Professor, St. John's Univ., and Lehman College, 1976-8; Secretary of NABE, 1979-80; President, Hispanic Educators Association, New York, 1979-80; Director, Northeast Center for Curriculum Development, Community School District 7, Bronx, New York, 1973-1979, developing materials in Greek, Italian, Russian and Spanish.

GLORIA ZAMORA, director 1974 to present: Desegregation Assistance Center for National Origin (Lau Center), Intercultural Development Research Association, San Antonio, Texas. Ph.D., Curriculum and Instruction, focus on Bilingual and Early Childhood Education from the Univ. of Texas (Austin). M. Ed., Our Lady of the Lake Univ.; B.S. El.Ed., Incarnate Word College.

Professional Experience: Bilingual elementary school teacher, 1956-1968; bilingual program supervisor and staff development specialist: 1968-1970; Director of Bilingual Education, 1970-1973; lecturer in bilingual education, Our Lady of the Lake Univ.; Assistant Professor of Education, the Univ. of Texas at San Antonio, 1974-1979; Program Chairperson for 5th International Bilingual Education Conference, 1975; named an Outstanding Educator of America, 1974-1975; Texas Association for Bilingual Education, Legislative Committee, 1978-present; Editorial Board -NABE Journal, 1978-1979; Associate Editor-NABE Journal, 1979 to present; Steering Committee- Project for Minorities and Women in Research, 1978 to present; nominated to the Texas Advisory to the U.S. Commission on Civil Rights, 1980; appointed to the Title VII National Advisory Council on Bilingual Education, 1979 to present.

SECRETARY

ILDEBERTO "BERT" PEREIRA, Associate Director, National Assessment and Dissemination Center, Lesley College, Cambridge, Mass. B.A. in Spanish - Univ. of Mass; M.Ed. in Bilingual Education - Boston State College; Certificate in Bilingual Education - Brown Univ.; Ed.D. Candidate - Boston Univ.

Professional Experience: Teacher, New Bedford Non English Speaking Program, 1969-72; Spanish Instructor, New Bedford Evening High School and Police Dept., 1970-71; Master Teacher, EPDA Bilingual Institute, Southeastern Mass. Univ. 1971; Senior Supervisor in Bilingual Education, Mass. Department of Education, 1972-75; Adjunct Professor, Boston State College, Bilingual Education, 1974-79; Board of Directors, MATSOL, 1974; Member Mass. Advisory Council on Bilingual Education; Member Mass. Association for Bilingual Education; Member NABE Socio-Political Concerns Committee; Coordinator of National Title VII Bilingual Management Institutes, 1978 and 1979; Co-Chairman, NABE '81 Conference in Boston; Bilingual Education Consultant to L.E.A.'s and S.E.A.'s.

MACARIO SALDATE IV, Associate Professor, Educational Foundations and Administration, Univ. of Arizona, Tucson, AZ. Administrator Bilingual Education, Director of Mexican American Studies Research Center, Univ. of Arizona, Tucson, AZ.

Professional Experience: Assistant Professor, Educational Foundations and Administration, Assistant Director, Multicultural Education Center, Director of EPDA Project, Univ. of Arizona, Tucson, AZ 1972-74. Coordinator of Bilingual Education, Univ. of Arizona, Tucson, AZ 1974-78. Chairman, Arizona Association for Bilingual Education Conference, 1974-76. Chairman, Arizona State Coordinating Committee for Bilingual Education 1976-Present. Chairman, Board of Governors for Pima Community College, Tucson, AZ, 1972-79. Project Director of the Bilingual Education Developmental Degree Program. Director of the Doctoral Program for Bilingual Education Teacher Trainers, 1975-Present. Associate Professor, Educational Foundations and Administration. Director of the Bilingual Education Administrative Training Program, 1979-Present; Administrator of Bilingual Education, Director of Mexican American Studies Research Center, 1980.

MICHAEL A. VEGA, B.S. in Mathematics, M.S. in Education City College.

Professional Experience: College Discovery Program, cooperating teacher to student teachers, chairman of a J.H.S. mathematics department, a curriculum developer for high school equivalency programs in mathematics. Title VII Coordinator for a bilingual program : New York City Office of Bilingual Education liaison to the Office of the Chancellor.Officer on the executive committee of his local parents association and parish council. Elected to the governing boards of the Puerto Rican Educators Association and the New York State Association for Bilingual Education -immediate past-president. Co-founder of the New York State Council On Languages. Deputy Director at the New York City Office of Bi-lingual Education.Re-elected member to Community School Board District No. 12 in the Bronx.

on the executive committee of his local parents association and parish council. He has also been elected to the governing boards of the Puerto Rican Educators Association and the New York State Association for Bilingual Education where he is the immediate past-president. He is a co-founder of the New York State Council On Languages. At the present time, he is a Deputy Director at the New York City Office of Bilingual Education and is a re-elected member to Community School Board District No. 12 in the Bronx.

TREASURER

IRENE G. BOWIE, Coordinator - National Bilingual Training Resource Center (NBTRC), Univ. of Washington. B.S. Secondary Education Texas Arts and Industry Univ., M.A. Educational Management - Univ. of Texas

Professional Experience: 1978-80 President, Washington Association for Bilingual Education, 1977-79 Curriculum Specialist - NBTRC; 1975-77 Title I; Title VII Resource Teacher, Northside ISD, San Antonio, Texas, 1971-75 Educational Coordinator, Project SER (in a Rehabilitation Program), San Antonio, Texas, 1970-71 Secondary School Teacher, Mathis, Texas; 1967-71 Teacher and Teacher Aide Title I Migrant Program in Sharon Springs, Piper, and Sublette, Kansas (summers only). On going: Publications and Information Distribution Committee (WABE-chairperson) Committee for the Enlightment and Progressive Issues of Hispanics (member) Chicanitas a la Gourmet, President; Poet and Writer with publications in: Grito del Sol, Revista Chicano-Riqueña, Tejidos, El Quetzal Empiemece: An Anthology of Chicano Literature.

TOMAS Z. MIRANDA, Director of Bilingual Education Services, Bridgeport Public Schools, Bridgeport, Conn.; B.S. Education -Calumet College; M.A. English (T.E.S.O.L.) - The Ohio State Univ.

Professional Experience: teacher of E.S.L. to students Grades 1-12 and adults, Gary Public Schools, Gary, Indiana, 1966 - 1969, 1970 - 1972. Founder of the first Bilingual Education Program in Indiana - Gary Public Schools, Gary, Indiana, 1970; Author - *Inglés Para Sobrevivir* - An E.S.L. text for adults in cooperation with the Latin American Family Education Program, Gary, Indiana, 1971. Developer of the Bridgeport Lau Plan for Equal Educational Opportunities for Limited English Proficiency Students, 1976; 1980 -Revised. Consultant to HEW - Region on ESAA funded projects and Bilingual Education. Founder and First President of the Connecticut Association for Bilingual-Bicultural Education - CABBE - Spring, 1974. This organization led the push for passage of the Mandatory Bilingual Education Act of Connecticut — Public Act 77-588. Adjunct Professor of Bilingual Education - Sacred Heart Univ., Bridgeport, Connecticut. Developer Bridgeport's first Multicultural Magnet School in which students have the option of participating in an English and Spanish or English and Portuguese Maintenance Bilingual Education within a Multicultural Setting. This school will open in September, 1980.

IVETTE ARTEAGA MORGAN, Dir. Bilingual Alternative for Secondary Education (BASE), M.S. Ele. Ed. & Guidance Hofstra Univ., D.A. Curriculum & Reading Univ. of Miami, Post Graduate Clinical Diagnosis in Reading, Univ. of Miami; Hunter College, 1 yr. toward M.S.W.; Post Graduate, Admin. & Super Middle School, FL. Atlantic Univ.

Professional Experience: 1954-56, Public School Teacher, NYC; 1956-57, Caseworker, Catholic Welfare, Foster Care NYC; 1957-59, Administrator Lennox Hill Settlement House NYC; 1965-67, Univ. of Wisconsin Modern Language Dept.; 1968-70, Caseworker/Counselor Ele. Sch. Dade County, Miami; 1970-73, Spanish Curr. Develop. Center, Coordinator for Dade Cty. Public Schools, 1973-79, Adjunct Prof. Miami Dade Comm. College, 1974-78, Chairperson Ele. Ed. & Bil Institute Biscayne College, Miami; 1973-80, Bil. Consultant Univ. of Miami Lau Center, 1978-80, Adjunct Prof. F.I.U., Chairperson LULAC NESC Inc.; Exec. Bd. ASPIRA Exec. Bd.

BEST COPY AVAILABLE

NATION'S CAPITAL GAINS NEW TITLE VII SERVICE CENTER

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) recently awarded a grant to Georgetown University in Washington, D.C., to operate a Title VII Bilingual Education Service Center (BESC). The new BESC, an integral part of the Title VII network, functions as part of Georgetown's School of Languages and Linguistics, which has long enjoyed an international reputation in the field of linguistics and language acquisition. It also represents the first support services center to be strategically located in the nation's capital.

The Georgetown University Bilingual Education Service Center (GU-BESC) will impact a wide region comprised of seven states (New York, excluding New York City and Long Island; New Jersey, Pennsylvania, Delaware, Maryland, Virginia, West Virginia) and the District of Columbia. The GU-BESC has the unique advantages of being centrally located in this region and of having access to the wealth of resources and organizations to be found in the nation's capital.

GU-BESC shares the same building with the Center for Applied Linguistics, the ERIC Clearinghouse on Languages and Linguistics, TESOL, and the National Indochinese Clearinghouse and Technical Assistance Center. It is just minutes away from NIE, the National Clearinghouse for Bilingual Education and the new NABE central office in downtown Washington. The proximity of these organizations to GU-BESC facilitates mutual coordination of efforts. Its D.C. location will allow GU-BESC to serve as a listening post from which to keep clients in its service area apprised of the latest developments emanating from Congress and OBEMLA.

NABE President-Elect Ramón L. Santiago serves as Director of GU-BESC, which is in the administrative purview of Dr. James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown and Executive Secretary of TESOL. The key roles played by Dr. Santiago and Dr. Alatis in their respective associations enhances the coordination between the Center and TESOL and NABE.

The purpose of the Center is to provide professional training and technical assistance in the field of bilingual education to LEA's, SEA's, IHE's, and community-based organizations. These services are rendered by a multitalented, multilingual and multicultural staff with extensive experience in various aspects of the field. The ten-member staff has a combined language capacity encompassing 13 languages, and claims expertise in the areas of testing, ESL, early childhood education, multicultural education, bilingual special education, bilingual education for the gifted and talented, and proposal writing.

GU-BESC has at its disposal an extensive on-site reference collection consisting primarily of a 16,000-volume library and a comprehensive handout series from the BESL Center in New Holland, Pennsylvania. The GU-BESC also draws upon the multiple resources at the nearby Georgetown University Library and the Library of Congress, as well as numerous other university libraries located in the Washington, D.C. area.

The GU-BESC will be coordinating and communicating with the other Title VII Centers and NCBE by means of a computer-linked information system which enables the support services of Title VII to send messages to other BESC's or Evaluation, Dissemination and Assessment Centers (EDAC's) around the country. The GU-BESC has a computer terminal on-site and will be able to provide computerized bibliographic searches of databases such as ERIC, Dissertation Abstracts, Psychological Abstracts, and NCBE's Bilingual Education Database.

Staff members are: Dr. Ramón L. Santiago, Director; Nancy F. Zelasko, Assistant Director; Dr. Irma Asencio Hanson, Trainer; Nguyen Ngoc Bich, Trainer; Dr. María del Río de Rumbaitis, Trainer; Denise McKeon, Trainer; Patricia Louque, Resource Specialist; Theodora Predaris, Resource Specialist; Lynn Selders, Executive Assistant; and Beatriz Hernández, Secretary.

The GU-BESC is located in Suite 376 of the DC Transit Building, 3520 Prospect Street, N.W., Washington, DC 20057. Requests for information and services may be called in at (202) 625-3540.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Application for ☐ New ☐ Renewal Membership: June 1, 1980 - May 31, 1981

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Membership includes subscription to NABE JOURNAL and NABE NEWS and is valid June 1, 1980 - May 31, 1981. Back issues will be sent to new members June - May.

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10th Annual International Bilingual Bicultural Education Conference

A Decade of Progress:
Reflections of the Past, Projections for the Future

National Association for Bilingual Education

Sheraton Boston Hotel   May 23 - 30, 1981

The 1981 NABE Conference promises to be the most exciting ever. The Tenth NABE Conference, which will be held at the Sheraton Boston Hotel in Boston, Massachusetts on May 23-30 is being hosted by the National Assessment and Dissemination Center (Title VII) in Cambridge and the Massachusetts Association of Bilingual Educators (MABE). Conference Chairman John Correiro, President of MABE Ernest Mazonne, and Jack O'Neil of Barnell Loft, Ltd. are in charge of organizing the conference along with six members of the steering committee:

Trish Miller: Committee Coordinator
Peter Calvet: Printing
Raffeal De Gruttola: Events
Dick Willard: Schedule
Bert Pereira: Logistics
Clarita Obadia: Special Services

FOR INFORMATION ON ANY ASPECT OF THE CONFERENCE, CALL BERT PEREIRA: 617-492-0505

NABE '81 Conference Program Advertising Rates

	Exhibitors	Non-Exhibitors
Full Page	$250.00	$300.00
Half Page	$150.00	$250.00
Cover II	$400.00	
Cover III	$425.00	
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Conference Exhibit Dates and Times

Tuesday May 26
Set up from 12:00 A.M. to 7:00 P.M.
Wednesday May 27
Exhibit hours 9:00 A.M. to 6:00 P.M.
Thursday May 28
Exhibit hours 9:00 A.M. to 6:00 P.M.
Friday May 29
Exhibit hours 9:00 A.M. to 6:00 P.M.

In order to provide optimum exposure to exhibits, hours may be adjusted in coordination with other conference events. All exhibitors will be notified in advance if changes are made.

Important Note: *Your application for booth or table space must be received by December 15th if your name and location is to be included in the NABE Program. Booth and table assignments will be made on first-come, -first-serve basis. ACT QUICKLY.*

CHACÓN SUPPORTS CALIFORNIA LAW

by Elizabeth Foster

Governor Edmund G. Brown Jr. announced that he has signed into law AB 507, the Bilingual Education Improvement and Reform Act of 1980, authorized by Assemblyman Pete Chacón (D-Coronado). Before a crowd of about 300 supporters at a San Diego fund raiser, Governor Brown praised Chacón for his leadership in achieving a compromise measure which is solidly endorsed by California's diverse professional educational organizations. AB 507 also won bipartisan majority support in both houses of the legislature.

According to Brown, "Pete Chacón has accomplished something that a number of other legislators have unsuccessfully attempted to do over the past two years. He has reached accord with the supporters and critics of the current bilingual program through AB 507. I believe this measure will provide an educationally sound approach to teaching English to the traditionally undeserved language minority school children of California.

In a brief statement Assemblyman Chacón explained "AB 507 clarifies that the primary purpose of bilingual education is to teach English as effectively and efficiently as possible. It authorizes the use of the language the child understands best to teach basic skills while he/she is becoming fluent in English. Additionally, my bill will give greater flexibility in program implementation to local school districts and will provide school district policy makers with more latitude to design the educational program most appropriate for their own students."

The new law provides clear reclassification criteria to ensure that pupils in bilingual programs will be placed in regular classes as soon as they are able to adequately handle English-only instruction. Also, the assessment of students in bilingual programs has been strengthened so that appropriate placement is more accurately made. In addition, AB 507 requires that a bilingual teacher be provided whenever there are 20 or more limited-English proficient children in a school who speak the same primary language. According to Assemblyman Chacón, this provision is designated to respond to the needs of Asian student populations that have often gone unserved under the current law.

Additionally, the bill will extend the teacher waiver provision for four more years to allow teachers to obtain the necessary training to qualify for bilingual certification. AB 507 will also mandate uniform teacher assessment standards and will create opportunities for school districts to experiment with alternative approaches in instructing these youngsters.

The Governor also signed Assemblyman Chacón's AB 2615, a companion measure which merges the Bilingual Teacher Corps and the Teacher Development Grant Program and places their administration with the Student Aid Commission. "Combining these two programs", said Chacón, "will result in increased efficiency and cost-effectiveness in the training of bilingual teachers."

MÉXICO VISTO POR SUS NIÑOS

México Visto Por Sus Niños (Mexico As Seen By Her Children) is a book of Mexican children's art and writing. Created over a two-year time span, it was edited, designed, and printed in Mexico under the sponsorship of Carmen Romano de López Portillo, wife of Mexico's President. The Fideicomiso, a trust created by U.S. and Mexican corporations and Mexican government agencies, insures that the students of Mexico will benefit from the creativity of the children who produced the art and writing. It guarantees that proceeds from the sale of the book will provide scholarships for Mexican children.

In the summer of 1979, México Visto Por Sus Niños reached the National Foundation for the Improvement of Education (NFIE), a foundation created by the National Education Association. The NFIE recognized immediately that U.S. children can learn much about the culture of Mexico from Mexican children. The Foundation obtained permission to publish the book in the United States. Subsequently, the Office of Bilingual Education, U.S. Office of Education, with the strong support of its Director, Josué Gonzalez, awarded NFIE a contract to develop, pilot test, and publish a comprehensive instructional kit to accompany the book.

Creating and testing the kit materials has confirmed the initial conviction that México Visto Por Sus Niños can be used by teachers in numerous ways for multiple purposes. While the book and instructional materials are valuable for both elementary and secondary grades, they concentrate on grades 4, 5, and 6. Contents of the kit are as follows:

- Reflections on México Visto Por Niños
  - The Child As Artist, The Artist As Teacher
  - Experiencing México Visto Por Sus Niños: A Forum
- Resources for Teaching México Visto Por Sus Niños
  - The Core of Feeling in México Visto Por Sus Niños
  - Options for Use of México Visto Por Sus Niños
  - Guidelines for Teaching Culture
  - The Meaning of Mexican History
  - Appendices
    - Background Information
    - Pronunciation Guide
    - Bibliography
    - Resource Activity Cards (RAC's)
    - Music Guide
    - Art Descriptions
    - Songs, Dances, Poetry (tape)
    - Poster

México Visto Por Sus Niños and the educational project built around it are examples of bicultural cooperation between the government of Mexico and the United States. The results of that effort should be of immense educational and cultural benefit to teachers and students in classrooms all across the country.

As long as copies of the instructional kit last, NFIE is able to make a special introductory offer to purchase the book with free kit at $11.00 plus $2.00 postage. Please specify Spanish or English language edition. Orders should be sent with check or money order to NFIE, Room 804E, 1201 16th St., N.W., Washington, D.C. 20036. Please allow 60 days for delivery.

Welcome to English

by Thomas Lismore

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Welcome to English is designed for non-English-speaking children in the lower grades of elementary school. The Welcome to English program is divided into three parts: 1) A game book called *Let's Begin* which precedes Book One; 2) a series of five texts and recordings which teach the basic English skills; and 3) a Teacher's Manual which gives the teacher practical suggestions for presenting every lesson in both *Let's Begin* and the five books of *Welcome to English*.

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Discovering the World Through UNICEF's Multicultural Materials

Submitted by Bruce Linden, UNICEF

Access to education is a basic human right. Yet in many of the world's poorest countries, this fundamental right is little more than an impossible dream. UNICEF, the United Nations Children's Fund, is committed to making that dream a reality, however, and works in over 100 countries to develop formal and nonformal education programs mainly at the primary level. Because of these programs, many of the world's most underprivileged children are receiving the educational opportunities that all children need and deserve.

Informed public support helps make these programs possible, and generating that support here in the United States is the responsibility of the U.S. Committee for UNICEF. To fulfill this responsibility, the U.S. Committee first must inform the American public about the lives of children throughout the world.

One of the most important vehicles for disseminating this information is the U.S. Committee's collection of multicultural educational materials. Designed especially for children, these materials are an excellent introduction to international cultures and customs.

Used individually or as integrated parts of an educational program, UNICEF's multicultural materials stimulate students to want to learn about their world. Country/project slide sets highlight the social, cultural, and economic aspects of life in Asian, African, and Latin American countries; special teacher's kits provide classroom materials that broaden the horizons of students in the 10 to 15 age bracket; the storycraft series, two-volume sets of folktales and crafts from Poland, China, and Sweden, tell traditional tales and offer instructions for .crafts, plays, and puppet shows; "Sing, Children Sing,", a series of 12-inch LP records, features children's choirs and songs from six countries; "Many Friends Cooking" offers 40 easy-to-prepare recipes from 33 countries. In addition, there are display materials, cut-out figures and paper dolls, games, puzzles, calendars, folders and brochures — all of which provide a valuable and enjoyable learning experience for students and teachers alike.

Educators have long recognized the importance of introducing cross-cultural studies into elementary school curricula, and UNICEF's multicultural series is the answer to this need. Moreover, since cross-cultural understanding is crucial to world harmony, it is imperative that today's schoolchildren be adequately prepared for tomorrow's complex, many-cultured world. UNICEF considers its multicultural collection an ideal first step toward achieving that understanding.

Produced and assembled with care, UNICEF's multicultural materials are reasonably-priced (in some cases free) quality items. More importantly, proceeds from the sale of these materials help finance thousands of UNICEF-assisted programs bringing basic education, improved health care, and proper nutrition to the world's neediest children.

UNICEF's multicultural series can be a valuable addition to any elementary school curriculum. To receive the 1980-81 Publications and Educational Materials catalog, which contains prices and ordering information, contact the U.S. Committee for UNICEF, Dept. GC/ED, 331 East 38th Street, New York, NY 10016.

FINDLAY COLLEGE RECEIVES TITLE VII GRANT

In March 1980 the Ohio Legislature passed House Bill 323 mandating certification for bilingual teachers. Findlay College is the first private liberal arts college in Ohio to receive a grant from Title VII to develop a Specialization in Bilingual Bicultural Education. Two degrees will be available to students:

1. Bachelor's Degree in Elementary Education with a Specialization in Bilingual Bicultural Education.
2. Bachelor's Degree in Secondary Education with a Specialization in Bilingual Bicultural Education.

The Bilingual Bicultural Specialization begins January 1981 and potential candidates for degrees are encouraged to apply as soon as possible. Full tuition fee waiver is available. For additional information, contact: Dr. Jean Nye, Director, Bilingual Bicultural Program, Findlay College, 1000 North Main Street, Findlay, Ohio 45840.

Latino Institute Internships in Educational Research

The Latino Institute Research Division is recruiting candidates for its educational research internship program. The internships will begin as early as November 1980 and will be located at either the Chicago or Washington, D.C. offices. Selected interns may conduct research either on educational issues in Latino Institute's special interests areas, or on their own topic. While enhancing the Latino Institute's research endeavors, interns will receive on-site technical assistance. Internships are designed to stimulate and support the educational research participation of minorities and women.

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VOLUME IV, NUMBER 3 - JANUARY, 1981

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Bilingual Bicultural Education The Colorado Success Story

by
Lawrence A. Egan
and
Ross Goldsmith, Ph.D.

Evaluation of bilingual bicultural programs is a controversial area. Starting with the AIR study and Noel Epstein's book, *Language, Ethnicity and The Schools*, the evaluation controversy went public. The publication of The Proposed Lau Rules in the August 5, 1980 Federal Register has occasioned much public comment. The National Schools Boards Association sent a news release in which they announced a News Conference on September 9, 1980 in Denver. Among other things it said "Dr. Eugene Glass, nationally known authority on education of students with limited proficiency in English, will discuss his research which shows there is no educational merit in the Department of Education's position that 'transitional bilingual' education is the only, or best method for teaching students with limited English proficiency."

The general reader would probably emerge from the public debate with the impression that bilingual education has not proven itself in terms of evaluation. That conclusion, at least as regards to Colorado, is false and we suspect untrue even on a national level. However the major problem is lack of availability of reports, evaluations, etc. Evaluations do exist but are not often readily available or widely known. Secondly, evaluations are usually written to satisfy federal, state or local requirements. They do not often tend to be written to fill a researcher's dream of what she/he

[*Cont. on p. 4 col. 1*]

Secretary of Education Bell Meets With NABE Officers February 6

by Pepe Barrón, Vice President NABE

In his first meeting with nationally recognized educators of bilingual pupils since his announcement on February 2 withdrawing the proposed bilingual education policies previously set forth by the Department of Education, Secretary of Education Terrel Bell on February 6 reaffirmed his position stated in his release on February 2 enforcing the civil rights of the nation's 3.5 million non-native English speaking children:

> I am committed to civil rights and to all the responsibilities that go with the job in this Department. No school administrator should read anything to the contrary in this action today, and no school administrator should misread this action as an invitation to discriminate against children who face language barriers. The responsibility of schools to provide equal educational opportunity for all children is recognized and will be honored by this Department. release: Terrel Bell: 2/2/81

In response to the group's request for a clarification of civil rights and the state local responsibility for the education of limited English proficient children, Mr. Bell emphasized that the cancelling of the proposed regulations does not indicate the end of bilingual education. Many states, according to Mr. Bell, have their own state bilingual programs, with or without federal funds and regulations. Consistent with the President's philosophy of transferring more responsibility to the states, the Department will nonetheless take an active role in the enforcement of sound educational programs for the nation's non-English speaking children. Mr. Bell informed the group that he is considering writing "stiff rules" that put the burden on the states:

> We can't shirk our responsibilities here. I took an oath of office that said I would uphold the law and I intend to do so....Every state ought to submit to us a state plan on how they are going to enforce LAU. We in the Department need to then follow up and put the heat on.

Working with the Office of Bilingual Education and Minority Language Affairs (OBEMLA) was one of the issues discussed by the representative group. Mr. Bell responded that he will be working closly with the OBEMLA office in the enforcement of state plans, to the point of "cutting off funds" and "going to court on this if necessary" in the event states do not carry out their approved plans. Stating that many times the federal government fails to put the heat on the states when necessary, Mr. Bell feels his Department has an obligation to worry about the civil rights of students." Mr. Bell states, "We are going to have to commit ourselves to monitoring their plans and enforcing them."

Mr. Bell's understanding of the issues behind bilingual education and openness in discussing his position was well received by the educators. While he indicated that the administration intended to cut budgets substantially for all departments, he volunteered that this would not necessarily mean all programs would be cut, as some, such as bilingual education, were merely scratching the surface of a far greater need. He himself would oppose *any* cuts in bilingual education funding.

Chairman of the educators' group calling for the meeting with Secretary Bell was Dr. Jose (Pepe) Barrón, Executive Director of CONAC (El Congreso Nacional de Asuntos Colegiales) and Vice President of NABE (National Association for Bilingual Education). Those meeting with the Secretary were:

Dr. Pepe Barrón, Chairman, Ex-

[*Cont. on p. 7, col. 2*]

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Letters to the Editor

from Ed De Avila and Daniel Ulibarri

It was with some surprise that we noticed the Dulay-Burt article in the most recent NABE Journal. As you no doubt recall, Dulay and Burt caused a great deal of controversy in California with the same claims they have embodied in this article. Moreover, as you are also no doubt aware, the influence of this research is highly evident in the recent proposed Lau Regulations. Because of this, we are quite sure that there are many individuals within the bilingual community who will take deep offense at the inclusion of this article in the journal. We too are offended by this article. Perhaps, however, not for the same reasons. We would, therefore, like to take this opportunity to offer a few personal observations and recommendations.

Our first concern is not that the article was included, but that it is inaccurate. Not only are there arithmetic errors, such as confusing percentages with absolute numbers*, but the data are not presented in sufficient detail to be verified. For example, the results of the study fail to provide any information with respect to the total number sampled. Without this information, it is impossible to determine either base rates or the relative frequencies of each category. Over and beyond the arithmetic issues, which should have been sufficient to disqualify the article, there are a number of other problems which are indicative of the deceptive nature of the article.

In presenting the different categories, Dulay and Burt tie their definitions to a 1 to 5 scale for each language. The data they present are based on the BSM, BINL and LAS tests. According to the Dulay and Burt paper, Limited English Proficient (LEP) children are placed in one of the three following categories:

A. Spanish Superior
B. English Superior
C. Equally Limited

Accordingly, they assign a child to one of the three categories on the basis of the relative score values obtained by any one of the three tests, such that if a child receives a score of 5 in Spanish and a 1 in English, the child would be a "Spanish superior." A child who received a score of 3 in Spanish and a 4 in English would be an "English superior" and a child receiving a score of 4-4 would be an "equally limited" student. There are however a number of problems with respect to this nosology.

It is important to bear in mind that all of the children in these three groups are labelled "limited English proficient." What this means is that only children who score at level 5 are defined as "proficient" whereas all scores below are defined as "limited." According to their paper:

> English speaking majority students usually score in the top levels of these tests, thus, students scoring in the top level are considered proficient while those who score in the lower levels are usually considered limited in varying degrees.

In developing their notion of "limited", apparently Dulay and Burt failed to consult the test manual definitions of "limited proficiency," or take into consideration other psychometric differences in the tests. The net effect of these two errors is an increase in the number and hence percentage of students who are classified as limited when in fact they may be fluent speakers and thus should not have been included in their data. The following will detail some of the specifics of these two problems.

In a recent study involving over 1200 students conducted for the California State Department of Education's Bilingual Bicultural Office, Daniel Ulibarri and Mary Spencer reported that the BSM, BINL and LAS tests did not identify the same percentage of limited English speaking students when administered to the same population of students. In particular the study revealed that the BSM consistently identified more limited English speakers than the LAS or the BINL. The results indicated that since the BSM only discriminated between children who are extremely proficient (i.e., for 10% of the population) and children who are non-speakers (i.e., the bottom 10% of the population). The remaining 80% were all classified as limited. The results indicated that 80 percent of all child-

[Cont. on p. 7 col. 1]

*NB: The data presented in percentages across districts do not take into account the relative weights that should be assigned to these percentages by virtue of the gross differences in sample sizes.

EDUCATION OF UNDOCUMENTED CHILDREN IN TEXAS: A CRITICAL ANALYSIS

Alberto Cortez, IDRA

Who should be entitled to the benefits of a public education in a state's public schools? Is it within a state's legal prerogative to deny these benefits to the undocumented children residing within their boundaries? Texas and the federal courts have become the battleground, the forum wherein these critical issues are currently being debated and bilingual education and the effects of enrolling undocumented children have been pushed into the midst of the confrontation. Obviously, the long term implications of the courts' ultimate decisions on this issue will become landmarks. This article examines the origins of the controversy, its current status and prospective legal developments.

The education of undocumented children in Texas public schools is an issue which is being bitterly debated in federal courtrooms, school district administrative offices and within hundreds of communities in the state of Texas. The controversy was ignited with the passage in 1975 of what seemed then a minor revision in the Texas education statutes. This amendment limited the benefits of the state's Available School Fund to citizens or legal residents residing within a school district. Prior to this 1975 amendment, Texas required that *all* children between the ages of 5 and 17 years of age attend public (or other legally recognized) school.

The result (and actual intent) of the revision was the state sanctioned exclusion of undocumented children from tuition-free enrollment in the Texas public schools. In turn, school districts had the option to enroll these children with the payment of locally established tuition requirements, or free of charge, but in no case were undocumented children allowed to be included in the enrollment totals which were used to determine a district's state aid allotment. This lack of state aid for such pupils prompted the overwhelming numbers of Texas school systems to formulate policies which effectively excluded undocumented children from tuition-free educational programs. Faced with legally sanctioned exclusion, legal groups, in conjunction with the parents of undocumented children, went to the Texas state courts and challenged the constitutionality of the state's exclusionary policy. In *Martinez v. Brockette*, the Texas Supreme Court upheld the existing statute.

Having met with futility in a state court system characterized by popularly elected Supreme Court judges, new plaintiffs filed suit in federal court.

In *Doe vs. Plyler*, the exclusionary provisions of the Tyler Independent School District were challenged in the court of William Wayne Justice, Federal Judge for the District Court for the Eastern District of Texas. In his ruling, Judge Justice struck down the district's exclusionary policies, and required the state to provide the state aid associated with the enrollment of the undocumented students residing in the district.

Although significant, the ruling in *Doe vs. Plyler* was limited to the Tyler Independent School District. The statewide challenge resulted from a wave of additional litigation initiated in 1978. A series of challenges in over 17 Texas communities, filed within months of each other, led to the eventual consolidation and joint hearing of several of the cases under the title, "In Re Alien Children Education Litigation." The legal battle, which took place in the court of Judge Woodrow Seals' Federal Court for the Southern District of Texas, spanned several months and was characterized by the presentation of testimony from many witnesses. Among those presenting testimony were school district superintendents, school district financial staff, bilingual program personnel, experts in the area of psychology, sociology, migration, immigration, bilingual education, school finance, and international law.

Following hours of testimony and the presentation of hundreds of exhibits, on July 21, 1980, the court rendered its decision. Weighing the facts, the court ruled in favor of the undocumented children, and mandated their enrollment in Texas school districts.

Throughout the controversy, concern over the prospective number of undocumented children residing in the state, and the effect of their enrollment on local educational programs, and more specifically bilingual education programs, were cited as the major justifications for the state's reluctance to allow the enrollement of these children. After considering all the arguments, however, Judge Seals concluded that the potential long-term harm done to the children by the denial of an education, and the applicability of the constitutional guarantees of equal protection of all persons within our national boundaries precluded the state from excluding the class of children in question from the public schools.

In September of 1980, for the first time in 5 years, undocumented children were once again legally entitled to tuition-free enrollment in the Texas' public schools. Shortly after Seals' ruling, the state appealed Judge Seals' decision to the Fifth Circuit Court of Appeals. The Fifth Circuit Court in turn issued a stay of Judge Seals' July 21st order, in effect returning the policy toward children to old status quo. Following this court action, the plaintiffs for the children appealed to the U.S. Supreme Court for a vacating, or overturning, of the stay order issued by the appeals court. On September 4th, 1980, Justice Powell vacated the stay, and once again allowed for the enrollment of the class of undocumented school-age children in Texas' public schools.

Within weeks, the Fifth Circuit Court which had heard the appeal of *Doe vs. Plyler*, issued its own ruling on this initial case. In its decision, the Appeals Court upheld the initial *Doe vs. Plyler* ruling, agreeing with the lower court that the Texas statute which provided for the exclusion of undocumented children was unconstitutional, in that it violated the Equal Protection Clause of the 14th Amendment of the U.S. Constitution.

The Current Status

At this writing, both the Houston decision and the Appellate Court ruling in *Doe vs Plyler* are being appealed by the state of Texas and numerous school districts involved in the litigation. Parties involved in the controversy agree that the decision will ultimately rest with the Supreme Court. Uncertain at this time is whether the high court will hear *Doe vs. Plyler*, or the multidistrict (In Re Alien Children Education Litigation) case, or whether these will be consolidated and heard as one case. Whatever the outcome, the final decision will have significant implications for communities throughout the country. Until such a ruling, the developments will be worth watching.

Colorado . . .

[*Cont. from p. 1 col. 1*]

would like to have as the basis of a study.

The remaining part of this paper attempts to analyze how one state developed an evaluation process on a local and statewide basis. Having systematized the reporting of data, the use of the data then became a useful tool for evaluating on a statewide basis. The results are outstanding.

Focusing on Colorado as an example rather than a model may prove illustrative. While Colorado has a significant language minority in schools - 15% - most of whom are Hispanics - it is a relatively small state with a half million total students. At the same time it is one of the southwestern states which is traditionally thought of as the logical place for bilingual bicultural programs. Because of the above, Colorado is an "average" state not among the giants like New York, California or Texas but at the same time a state that has a considerable need for bilingual bicultural services.

Background

During the 1974-75 school year the Colorado state legislature passed a Bilingual Act which mandated a full time bilingual bicultural program for grades K-3 for schools who had 10% or 50 children who were "linguistically different." "Linguistically different" was originally defined as a student who came from a background of a language *or* culture other than English and who was performing below the district mean academically. During the 1976-77 school year the definition was changed to "language *and* culture other than English and below the district mean."

School districts planned to evaluate the program at the end of each academic year. The first possible year was 1975-76. The results were spotty, mostly because pre and post testing data was not available. In 1977 the SEA-CDE began to develop a systematized evaluation process which required that all districts submit the same type of data covering achievement, attendance, self-concept and parental involvement. The first year under this system was the 1977-78 school year. Because the evaluation system was not finalized until February 1978, some districts had not collected all the data. The system was further refined and the districts have supplied more data for the 1978-79 and 1979-80 school years. Dr. Ross Goldsmith did the last three evaluations starting in 1977-78 school year. He was instrumental in assisting the Bilingual Unit in fine tuning the original evaluation instrument which was designed by Dr. Michael Massarotti.

One of the major problems remaining is that of pre-post testing at every grade level in every district. The normal testing pattern in Colorado school districts is to test every third grade level usually starting at 2nd or 3rd grade. Districts are reluctant to test more frequently, especially since they usually have to assume the cost of testing.

The most pervasive problem, however, is an artifact of The Act itself; the legislative probibition on a state mandated testing program. Since the CDE cannot mandate that test data be gathered, evaluations depend upon the regular testing schedules of the districts and their willingness to voluntarily engage in testing beyond that which they would otherwise do. This is the primary reason that many projects report data for only one or two grade levels. As long as this legislative ban on statewide testing remains a part of The Act, complete comprehensive evaluation of the state programs will remain an unattainable goal.

The following graph illustrates how the number of districts reporting useable data has increased each year. It should be noted that one district's failure to report data for '79-80 was due to a teacher's strike. Another district changed tests and hence a pre-post comparison was impossible.

	No Data	1 Grade	2 Grades	3 Grades	4 Grades
1977-78	22	7	6	7	4
1978-79	10	7	10	12	3
1979-80	3	2	10	17	9

Design

The intent of this section is to summarize the data provided in the evaluation reports submitted to the Colorado Department of Education by the individual bilingual programs and to determine the extent to which the programs have been successful in meeting the objectives as specified in The Act. It is not concerned with project costs or with any benefits which project participants may have accrued other than those corresponding to the four objectives of The Act. Neither does this section address such "process" variables as how well the individual projects met their own objectives, how well the needs of the children were assessed, or how closely the projects appeared to have followed prescribed instructional strategies. The focus of this effort has been to obtain as clear and unambiguous an answer as possible to the impact question, "How much more did pupils learn (develop positive self concepts, attend school) by participating in the project than they would have without it?"

In order to meaningfully determine whether children in the program learned more than they would have had they not been in the bilingual programs, some estimate of the learning rate they would be expected to evidence in the absence of any special program must be generated. Neither control groups nor historical comparison groups could be used since data was not available. The alternative is to generate some reasonable expectation of what the learning rate would be in the absence of a bilingual education program. The most straightforward procedure involves the use of norms accompanying standardized achievement tests. A norm referenced model was adopted.

Since the application of this model requires that pre and post test scores be available, we reviewed all evaluation reports and identified those projects for which a pre and post test score was reported for Linguistically Different students in at least one grade. In 1978-79 thirty-three projects reported usable pre and post test data at least one grade level for Linguistically Different students. In 1977-78, only twenty-four projects reported such data. Thus 1978-79 represents a 27% improvement in evaluation reporting, and data collection. In 1979-80, thirty eight districts (93% of the total districts) reported useable data for at least one grade level.

In order to express project impact in a common metric so the findings of one project could be aggregated with those of other projects, projects reported their pre and post test

[*Cont. on p. 12 col. 1*]

10th Annual International Bilingual Bicultural Education Conference

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The 1981 NABE Conference promises to be the most exciting ever. The Tenth NABE Conference, which will be held at the Sheraton Boston Hotel in Boston, Massachusetts on May 23-30 is being hosted by the National Assessment and Dissemination Center (Title VII) in Cambridge and the Massachusetts Association of Bilingual Educators (MABE). Conference Chairman John Correiro, President of MABE Ernest Mazonne, and Jack O'Neil of Barnell Loft, Ltd. are in charge of organizing the conference along with six members of the steering committee:

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NAAPAE To Hold National Conference In Hawaii

The third annual conference of the National Association for Asian- and Pacific-American Education (NAAPAE) will be held April 23-25, 1981, at the Sheraton Waikiki Hotel, Honolulu, Hawaii. "Education and Change" has been selected as the theme of the conference. Supported partially by a grant from the University of Hawaii Foundation, the conference will be co-sponsored by the University of Hawaii. Invited speakers include: Shirley Hufstedler, U.S. Secretary of Education; Senator Daniel Inouye; David Ramarui, Director of Education of the Trust Territories of the Pacific; and Fujio Matsuda, President of the University of Hawaii.

The NAAPAE has, among other objectives, the purpose of encouraging research on Asian- and Pacific-American (APA) educational topics, advocating bilingual, multicultural, and other programs and policies needed by APAs, and increasing public awareness of APA education concerns, needs and contributions. The Conference is being held in Hawaii in order to focus attention on the needs and contributions of Pacific Islanders. Papers and proposals for practical workshops and for coordinated panel discussions related to the association's objectives are now being solicited.

Specific topics for papers and workshops are: Cross-Cultural Cognition and Learning; CrossCultural Education; Adaptation and Adjustment of Recent Newcomers; Global Education; Aboriginal Hawaiian and Pacific Islanders Education; Asian and Pacific Languages, Cultures and Literature; Indochinese Refugee Education and Employment; Program and Student Evaluation; Multicultural/Bilingual Education and ESL; Oral History as a Teaching and Learning Tool; Pacific Islands Studies; Asian- and Pacific-American Women and Education; Cross-Cultural Training and Developing Interculturally Skilled Counselors; Discrimination and Affirmative Action/Affirmative Education in Asian and Pacific Education; Ethnic Studies in Higher Education and Media.

Other supporters of the conference include: Cross Cultural Resource Center, California State University, Sacramento; Northwest Regional Educational Laboratory, Portland, Oregon; National Dissemination and Assemssment Center, California State University, Los Angeles; NAAPAE Seminars; Hawaii Association of Language Teachers; the Hawaii State Department of Education and East-West Center.

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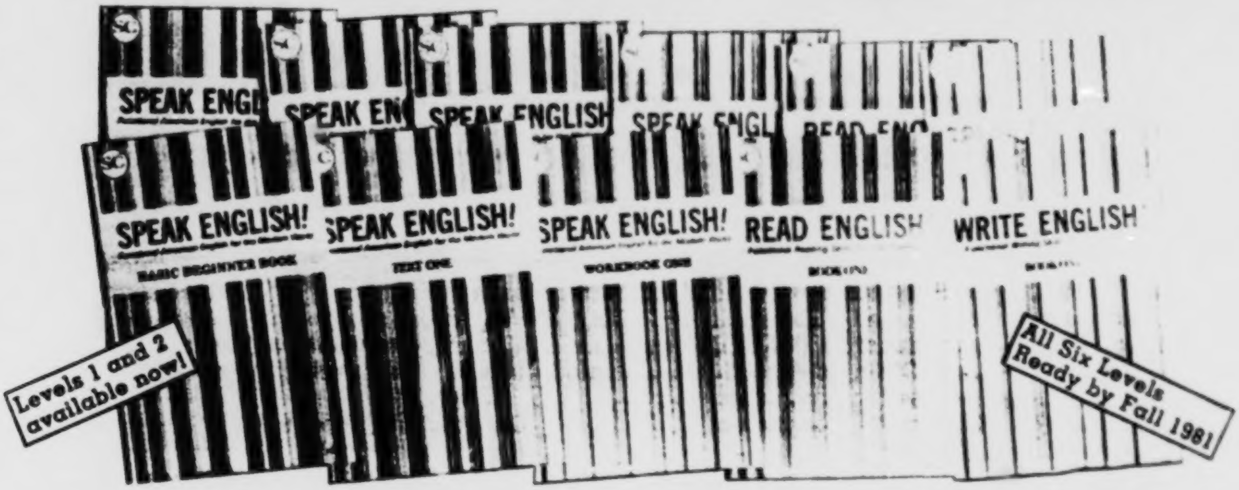
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[*Cont. from p. 2 col. 3*]

ren were classified as limited speakers and that since these children's scores range from 1 to 14 correct out of 21 on the BSM and 3 to 21 correct on the BSM II, then the BSM does not appear to discriminate between limited English speakers and fluent English speakers.

Moreover, Dulay and Burt, acknowledged the problem to Daniel Ulibarri, as early as last Spring (1980), but stated that no consideration was being given to classifying Level IV students as English proficient instead of limited proficient. The data reported by Ulibarri and Spencer strongly suggests that this should be done. This would have reduced the number of limited speakers in their study significantly.

As a result, it is important to note that many of the Dulay/Burt subjects are potentially fluent English speakers, who would not normally constitute the limited proficient population to which they refer. Their failure in this regard is particularly evident in their use of the LAS where they have violated the test manual definition of proficiency.

While we cannot comment on the BINL, we do know for a fact that, according to the LAS manual, limited proficiency is defined as level 3 and below. Conversely levels 4 and 5 would be considered as "proficient." This means that, given that their data is based on a total N of 2899, the 57% of the data set which is based on LAS scores is questionable to the extent to which children who received scores at level 4 were identified as limited in English. As will be seen the net effect of this error has served to inflate the number of children in the English Superior category.

In the same way, the inclusion of level 4 in the limited proficient category (i.e., levels 1, 2 & 3) served to inflate the "equally limited" category. Note that a child who receives a score of 4/4 is considered as "equally limited." Finally, the same problem would apply to the Spanish superior category where a child with scores of 5 in Spanish and a 4 in English would be defined as "Spanish superior," yet as will be recalled, is still LEP. The question thus becomes one of determining the extent to which these errors have inflated the numbers in the various categories.

An examination of the Dulay/Burt data offers no help with respect to determining the actual extent of their over counts since they do not provide any information as to which tests produced which scores. If, for example, we knew how many 5/1, 5/2, 5/3, etc., were produced by each test we could then, by substraction, pull out the 4/1, 4/2 and 4/3 from the "English superior" category and the 4/4s from the "equally limited" category and thereby correct the error. Unfortunately, the data presented by Dulay/Burt do not give sufficient detail to enable us to make the corrections. We do, however, have other data which bear directly on the issue, and may be used to determine the extent of error in the Dulay/Burt data.

Finally, by defining "English proficient" as a score of 5 and 5 only, Dulay and Burt fail to take into account the natural variation in proficiency evidenced by native monolingual English speaking populations, thereby assuming that all English speaking children speak English at the same level of proficiency. This assumption flys in the face of a massive amount of sociolinguistic research conducted over the past twenty years which shows wide variation.

In a recent study Willie Wong at Sweetwater collected data in which he found that of the total sample of 410 children, 71 (17.3%) were identified as either 4/1, 4/2 or 4/3. Further, of the 410 children tested 49 (11.9%) were identified as 4/4. If these figures can be taken as accurate, it then becomes possible to adjust the Dulay/Burt to more accurately reflect reality. However, before that, let us look at some other data sources in order to determine the extent to which the Wong data are consistent. Data similar to Wong's have been collected as part of a study being conducted by Liz Cohen and Ed De Avila at Stanford University. In this study a total of 254 children were tested. Of these 71 (28%) received scores of 4/1, 4/2 or 4/3. Similarly, a total of 5 (1.9%) students received scores of 4/4. Furthermore, in a paper read at the Georgetown Round Table, Sharon Duncan and Ed De Avila presented data in which out of a total of 204 children 29 (14.2%) received scores of 4/1, 4/2 or 4/3 and 13(6.3%) received scores of 4/4. Finally, in a report prepared by Daniel Ulibarri for the Oakland Public Schools a total of 293 students were tested. In this study 47 (16.0%) were identified as 4/1, 4/2 or 4/3 and 12 (4.0%) received scores of 4/4.

There seems to be little doubt about the meaning of these four independent studies. First the percentage of students identified as English superior according to the Dulay/Burt definitions is somewhere between 14 and 28 percent over what it should have been. It is also of some interest to note that in three of the four studies there was no more than three percentage points separating the three groups. Thus data from San Jose, Oakland and National City seem to produce highly consistent results which

[*Cont. on p. 8 col. 1*]

Bell . . .

[*Cont. from p. 1 col. 3*]

ecutive Director CONAC, Vice President National Association for Bilingual Education, (NABE)

Dean Henry Oyama, Assistant Dean, Bilingual and International Studies, Pima Community College, Tucson, Arizona

Senator Paul Sandoval, National Advisory Council on Bilingual Education member, State Senator from Colorado

Dr. Nilda García, National Advisory Council on Bilingual Education member from Texas

Dr. Carolyn Ebel, Acting Executive Director, National Association for Bilingual Education (NABE)

Awilda Orta, Director, Office of Bilingual Education, New York City Schools

Also present at the meeting with the Secretary was Acting Director of the Office of Bilingual Education and Minority Language Affairs, Gil Chavez.

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[*Cont. from p. 7 col. 3*]

would suggest that the Dulay/Burt total figures for English are probably off by at least 10 percent bearing in mind the different proportions of students which were tested with either the BINL, BSM or LAS.

For students who took the LAS, the percentage of children who received 4/4 scores and were labelled "equally limited," according to the Dulay/Burt definition, the figures seem to be off somewhere between two and twelve percent.

Lastly, the number of children who were identified as Spanish Superior is also incorrect for the same reason as above. In this case, however, children who are defined according to the LAS manual as English proficient were identified as limited and defined as "Spanish Superior." Based on the data from the same four independent studies the percentage of misidentified students would be approximately six percent.

The net result of this exercise seems to indicate that Dulay/Burt have inflated their figures by including children who (on the LAS and possibly on the BSM as well) are not limited in their English speaking ability. Perhaps the most interesting thing about these errors is their consistent direction. In each case the error serves to increase the number of children for whom they feel home language instruction is inappropriate. Taken as a whole this would mean that the totals based on LAS scores would be off by approximately 20 to 25 percent. In other words, for those data based on LAS scores the Dulay/Burt total figures could over represent the number of LEP children by as much as sixty percent at any given site. This estimate is derived by multiplying the approximate total percentage of misidentified children by the total number of children tested with the LAS and identified as LEP. A similar set of calculations can be made for the subcategories. For example, the number of misplaced children in the English superior (for those based on LAS results only) would be approximately 12 out of the total of 62. For the equally limited the total would be approximately five. Finally for the Spanish superior the total would be approximately ten.

The above is not intended to argue that the LAS is the only test which is not subject to errors of over inclusion. Recently, for example, we have learned that there are significant numbers of kindergarten children who, if tested in the early fall, are somewhat reticient or reluctant to talk (particularly to test wielding strangers) and, hence, give the appearance of being limited when in reality they are just plain scared. In fact in a recent study by Steve Jackson in Texas it was shown that kindergarten children perform more proficiently in Spanish when tested in the home than when tested in the school setting during the first several weeks of the semester. Moreover, Emily Temple in National City has shown that kindergarten children's scores rise significantly in only a few weeks after children have become more "comfortable" with school and hence the testing situation. Because of these and other reasons, we along with a number of others have recommended the use of multiple criteria which considers performance in terms of "band widths" rather than discrete cut/offs which are subject to a variety of errors—statistical as well as social and linguistic.

In order to further their argument, Dulay/Burt go on to cite other data which suggest that not only are there many children who are equally limited and English superior but that they don't speak English in the home anyway. Accordingly Dulay and Burt hypothesize:

> If our relative proficiency criteria and assessments were sound, we should find that the majority of Hispanic students classified as English-superior speak English at home, while the majority of students classified as Spanish-superior speak Spanish at home.

According to Dulay/Burt, data were drawn from two of the districts included in their presentation of relative proficiency categories and showed that "84% of the English superior spoke English at home." The unfortunate part of this presentation is that the data are not presented in sufficient detail to enable the reader to understand how the data were analyzed. Instead the "data" are presented in predigested form without any additional information which would allow for intelligent evaluation of their argument. Moreover, what is presented is deceptive. Thus for example we are told that there are four questions taken from the California Home Language Survey. These include:

1. Which language did your son or daughter learn when he or she first began to talk?
2. What language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the languages in the order most often spoken by the adults at home.

What we are not told is what the relative response percentages were for each question. Instead we are simply told that 84% speak English at home. Since three of the four questions refer to various aspects of the child's language usage (i.e., 1, 2,

[*Cont. on p. 10 col. 1*]

NABE ELECTIONS COMMITTEE

The following persons have been named to the elections committee of NABE to oversee the election process for 1981. Ballots will be mailed out on March 23. Persons wishing to see the written procedure established by the election committee to carry out the election process this year may contact the chairman, Samuel Betances.

Dr. Samuel Betances, Chairman
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Chicago, Illinois 60625
(O)312-583-4050 ext. 8203
(H)312-539-4799

Dr. Siri Vongthieres
5198 S. Sedalia Ct.
Aurora, CO 80015
(O)303-859-3557
(H)303-690-4618

Ms. Beatriz Casals-Andrews
Salem Public Schools Ed. Center
2825 Commercial South
Salem, Oregon 97302
(O)503-399-3258

Dr. Hai T. Tran
NODAC Enderis 453
Univ. of Wisconsin
Milwaukee, WI 53201
(B)404-963-5663

Joel Gómez
1300 Wilson Blvd. Suite B2-11
Rosslyn, VA 22209
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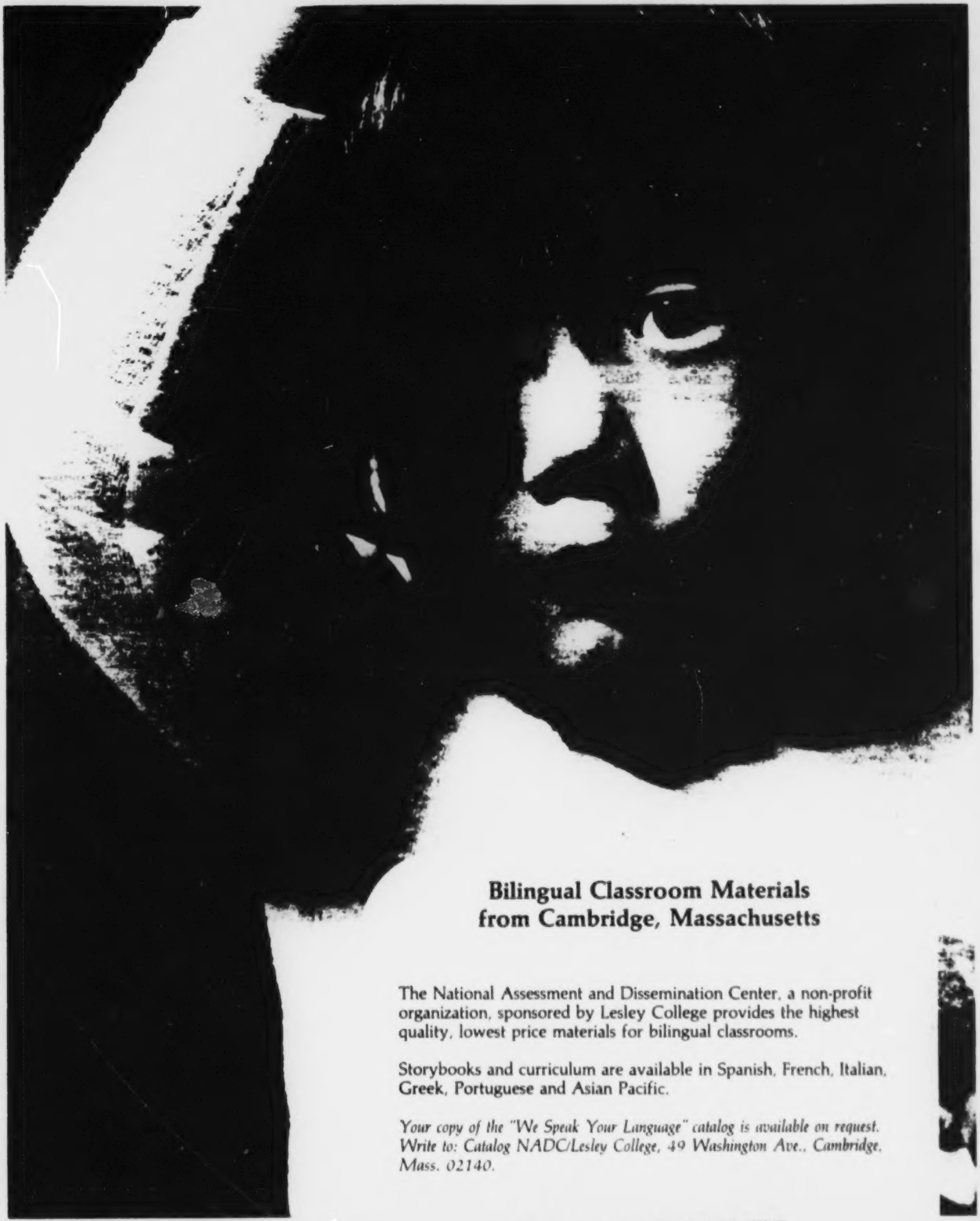

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[*Cont. from p. 8 col. 3*]

& 3) does this mean that answers to all three were treated equally and that the 84% is based on the simple arithmetic sum? Does it mean that 84% of the respondents checked English in response to question #2 only, since it is the only one of the four that refer to actual current speech patterns? Unfortunately, however, no details are provided. In fact, the situation is even farther confounded when we consider that the data for the "equally limited" group are not even presented in specific percentage figures. In fact, we are not even sure whether or not the questionnaire results are for the same students tested. In our opinion Dulay and Burt could have made a far stronger case for their position had they presented the data in detail, showing the presumed non-equivalence in response rates. It would have been far more objective to have presented the figures for each question and then to have examined the extent to which different response patterns on the questionnaire were indicative or predictive of each of the relative language proficiency categories in the ways they have claimed.

Perhaps the most astonishing thing about the Dulay/Burt article is the implied conclusion that there are large numbers of "English superior" and "Equally limited" students who should not be instructed in the "home language." The amazing thing is that absolutely nowhere in the article is there any reference to the actual numbers of children who are being instructed in the "home language" whether it be in bilingual class or otherwise. This is a bit like the prosecutor asking for a guilty verdict when it hasn't been shown that the accused was ever at the scene of the alleged crime. How many of these kids are actually in programs? Do the programs serve the different sub-group differentially? How do teachers, aides, etc. interreact with children who present very different linguistic patterns? How does one teach an "Equally limited" child to read in either language? To what extent does proficiency testing reflect the child's communicative competence? Aren't these the real questions "researchers" such as Dulay and Burt should be asking?

One might go on with this critique but such is not our purpose. We do not think much of the Home Language survey ourselves or that national policy can be set on the basis of this type of research: "Relative Language Proficiency" is at this time a research construct and should not be translated into policy until a great deal more research has been done. Our point is that it becomes impossible to argue from any point of view save opinion without better information. Data presented in the Dulay/Burt manner not only violates the very foundations of empirical research but belies a disregard for its readership. From our perspective these data will not add anything to the field except to fan the political fires. They will certainly not aid the NABE readership in attempting to understand the nature of their task.

Ostensibly, our concern is not for Dulay/Burt. Their work will have to stand on its own. Our real concern is for the NABE Journal and for the improvement of its quality. Toward this end we have several recommendations with which we would like to close. In the above, we have outlined only the most obvious psychometric and methodological errors in the Dulay/Burt paper. At the same other point it may be useful to discuss other less obvious issues. Particularly their notions regarding "appropriate treatment." We would like to discuss, for example, the Dulay/Burt claim that there is "no research" on the question of treatment. There is indeed a great deal of research on the topic. Their failure to review this literature seems rather disingenuous but, more of this another time.

Recommendations:

1. There is a notable absence of technical (statistical, research methods and design, etc.) people on your editorial board. We would suggest that there are a good many research types who would be able to review submitted articles for types of problems evidenced by the Dulay/Burt paper.
2. If it is not already editorial board policy, we would strongly recommend a policy of "blind peer review." Just like the big kids. If the reviewers' comments could be made available to authors there would be a positive influence not only in the quality of NABE's articles but on future articles prepared by these authors.
3. We would strongly recommend a strong editorial policy regarding the relationship between the content of articles in the Journal and the NABE Organization. It would seem that some formal disclaimer is in order since the prominent position occupied by the Dulay/Burt article suggests an editorial endorsement. We would hope that such is not the case.
4. In so far as the position taken by Dulay/Burt is a hotly contested one and, since the article which provides the empirical basis of their position is equivocal, we would recommend that Dulay/Burt be invited to present their research to the full NABE convention this spring. We would, hope that it might be possible to also invite several other organizations such as National School Board Association and others who have been supportive of the Dulay/Burt position. In this connection, we would be more than happy to participate in a debate of the "empirical" basis of the position.
5. Because of the importance of the issues it may well be worthwhile to consider a special edition of the journal which focuses on the topic of relative linguistic proficiency exclusively. In this way it would be possible to consider the Dulay/Burt position from a variety of perspectives. Our own has been psychometric exclusively. It would be valuable to review the position from psychological, linguistic, socio-linguistic and educational perspectives as well. In this connection, we would be more than glad to submit a more detailed article on the psychological and psychometric issues.

With these observations and recommendations, we hope we have been positive. We, like many others have been most concerned about clarifying the issues broached by the Dulay/Burt position, and would hope that our comments have been constructive. We would like to see better research, and to see it in the NABE Journal. We would also like to see better bilingual education programs, and to see them described in the NABE Journal with the same rigour as they would be described in the so called prestige journals.

Lastly, we have taken the liberty of sending a copy of this letter to a number of individuals who have voiced an interest in our views on the subject.

If we can be of any assistance in implementing any of these recommendations please feel free to call us.

Sincerely,

Edward A. De Avila
and
Daniel Ulibarri

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[*Cont. from p. 4 col. 3*]

results in Normal Curve Equivalent (NCEs).

NCEs generate scores that comprise equal interval scales. NCEs have a mean of 50 and standard deviation of 21.06. Standard scores have the advantage of being equal interval scales as well as related to the percentile rank of the distribution of scores. At such it is possible to treat them mathematically as well as make meaningful interpretations of the scores themselves in terms of their relationship to the norm. Neither grade equivalents nor percentiles are equal interval scales, therefore they cannot be meaningfully added, subtracted, or multiplied together. Likewise, it is not possible to equate a gain of 5 percentile points from the 50th to the 55th percentile. Not only do grade equivalent scores have the same disadvantage as percentile scores (they are not equal interval scales) they have a number of other, in some ways more serious, technical weaknesses as well. Fiscal constraints prevented most projects from making a t-test for correlated means.

It was necessary to establish a criterion for judging when a significant gain (or loss) had occurred. A gain of one third of the standard deviation with respect to the national norm was chosen as the criterion to be used in making this judgment. Since the standard deviation of NCEs is, by definition, 21.06, a significant gain (or loss) was judged to have occurred if the post-test was seven or more NCEs above or below the pre-test score for any grade level group of students. This criterion has been recommended as a criterion for judging educational (as opposed to statistical) significance of educational programs (Horst, Tallmadge, and Wood, 1976). It has been used in a number of federally funded studies of educational program impact. It is also used as a criterion for identifying exemplary, not just successful, programs for packaging and dissemination by the Joint Dissemination Review Panel of the Education Division of the Department of Health, Education, and Welfare.

This criterion is a very stringent requirement of an eduational program; it defines exemplary programs, not just successful ones.

Using this model, if the Linguistically Different students in the Kindergarten of a bilingual program evidenced a gain of seven or more NCEs; the students did better in the project than we estimated that they would have done without the project. We would judge that such a project had certainly been successful in meeting the objective of The Act for the Linguistically Different students in Kindergarten. In fact, this gain is evidence of substantial success. What may be somewhat less clear is that if the Linguistically Different students in such a program might be judged to be successful in preventing a deterioration of the expected learning rate of the students. There is a large body of literature that suggests that Mexican-American students (and most Linguistically Different students in Colorado Bilingual Programs are Mexican-Americans) do not maintain the same post-test status with regard to pre-test status through the public school process. Rather, this group of children seems to lose standing with respect to national norm groups. Hansen (1979)

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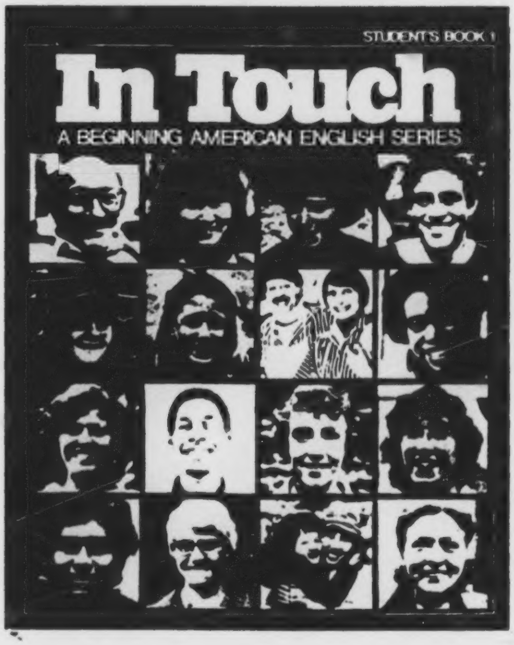

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[*Cont. from p. 12 col. 3*]

reported that in one large school district in Colorado, a sample of Spanish surnamed students went from the 47th percentile in Reading in grade three to the 34th percentile in grade six. These students were at the 47th percentile in Math in third grade but fell to the 30th percentile by sixth grade. A drop from 47 to 30th percentile in Language from third grade to sixth grade was reported. Hansen also notes that of 13 school districts with over 50% Hispanic enrollment, 8% reported that average third grade reading achievement was below the 50th percentile nationally, 38% reported sixth grade students' average reading achievement was below the national average. Similar trends have been documented in many other communities (for example Coleman, 1966).

Technically, the hypothesis and investigations we are testing with the gain of seven NCE procedure noted above is that, in the absence of a bilingual educational program, the students will stay at the same level on post-test that they evidenced on pre-test. The discussion above highlights the fact that this hypothesis may not actually represent the true educational expectation for these children. There is at least some reason to believe that a more reasonable expectation of Linguistically Different students is that they will fall progressively further and further behind, rather than holding their own. In light of this analysis, a program that prevents such students from falling further and further behind as they progress through the grades would have to be judged successful, at least in part. Therefore, we would argue that programs in which Linguistically Different students evidenced neither a significant gain nor a significant loss are, at least in part, successful. Educators would do well to join with physicians in vowing that they will "in the first instance, do no harm."

Table I displays the number of projects for each grade level in which the Linguistically Different children and the Non-Linguistically Different children showed either a gain or a loss or no change in their pre/post-test status in 1977-78, 78-79, and 79-80.

The graph clearly illustrates the overwhelming success of the program. Each year the amount of usable data has increased significantly. For 1979-80 thirty-eight out of forty-one had achievement data at least at one grade level. This represents 93% of the districts

[*Cont. on p. 14 col. 1*]

TABLE I

1977-78

Student Classification	Kindergarten Lost 7 or more NCEs	No Change	Gained 7 or more NCEs
L.D. N = 13	1	5	7
NLD N = 12	1	3	8
Student Classification	**1st Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 14	3	3	5
NLD N = 14	1	5	5
Student Classification	**2nd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 18	1	13	4
NLD N = 16	1	10	5
Student Classification	**3rd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 14	1	9	4
NLD N = 12	0	9	3

1978-79

Student Classification	Kindergarten Lost 7 or more NCEs	No Change	Gained 7 or more NCEs
L.D. N = 17	0	2	15
NLD N = 16	0	3	13
Student Classification	**1st Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 17	2	5	11
NLD N = 16	1	9	6
Student Classification	**2nd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 23	1	14	8
NLD N = 22	1	14	7
Student Classification	**3rd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 18	2	12	4
NLD N = 18	1	15	2

1979-80

Student Classification	Kindergarten Lost 7 or more NCEs	No Change	Gained 7 or more NCEs
L.D. N = 12	0	3	9
NLD N = 12	0	3	9
Student Classification	**1st Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 24	1	10	13
NLD N = 21	1	11	9
Student Classification	**2nd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 33	3	21	9
NLD N = 28	5	16	7
Student Classification	**3rd Grade Lost 7 or more NCEs**	**No Change**	**Gained 7 or more NCEs**
L.D. N = 31	2	25	4
NLD N = 28	0	22	6

N = number of projects reporting usable pre/post-test data for specified grade level group of students   L.D = Linguistically Different students   NLD = Non-Linguistically Different students

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[*Cont. from p. 13 col. 3*]

with programs. The graph clearly indicates that at every grade level the program has been a success. At kindergarten all reporting programs either maintained or significantly increased achievement for both LDS and non-LDS. At first grade for LDS 23 our of 24 maintained or significantly increased achievement and for NLDS 20 out of 21. At second grade for LDS 30 out of 33 maintained or showed significant achievement. Twenty-three out of 28 showed the same for NLDS. For 3rd grade LDS 29 of 31 and all NLDS groups maintained or showed significant increase.

The graph also clearly demonstrates that the results have been more positive in each succeeding year of the program.

As a further refinement of the achievement data for 1979-80 the figures were broken down further using +3 NCES as the measure of significant gain. This is the same criterion used by Title I as the measure of success.

For LDS and NLDS the following graph illustrates the achievement growth using +3 NCES for 1979-80.

The data strongly indicates the success of the bilingual programs in Colorado. Interestingly the data emphatically supports the conclusion that Colorado bilingual programs are eminently successful for both the LD & NLD student. Bilingual education as an educational process benefits both "types" of participating students in Colorado.

While the Colorado results are only applicable to the Colorado scene within the limits described in this article, the authors suspect that other programs in other states may show similar results. The main purpose of the authors in this article has been to clearly show the results of the evaluation data of one state's bilingual program. The results in Colorado provide a clear and emphatic response to the persistent question about the effectiveness of bilingual education. For Colorado at least the answer is a resounding "yes."

TABLE II

Grade	Number Reporting		More Than -3 NCES		+ 3 NCES		More Than + 3 NCES		Percent Maintaining or Gaining	
	LD	NLD	LD	NLD	LD	NLD	LD	NLD		
K	12	12	0	0	2	0	10	12	100%	100%
1	24	21	1	1	2	8	21	12	96%	95%
2	33	28	7	7	9	5	17	16	79%	75%
3	31	28	5	2	10	9	16	17	84%	93%
Total K-3	100	89	13	10	23	22	64	57	87%	89%

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Linguistic Theories and Bilingual Education
An Annotated Bibliography

David P. Baral **SAN DIEGO STATE UNIVERSITY** **Imperial Valley Campus**

INTRODUCTION

Linguistic theories potentially revelant to bilingual education have existed for at least 25 years. One of the earliest statements in support of instruction in the native language appeared in an influential UNESCO monograph (1953), at a time when there was little empirical support for the "native language theory." A number of postitive studies supporting this theory have appeared in the intervening years (Baral 1980), and yet the theory has remained controversial because of the well documented success of the Canadian immersion programs (Bowen 1977, Engle 1975, Tucker 1977). Some of the contradictions in the research literature can be resolved by distinguishing between submersion programs for language minority students and immersion programs for speakers of the dominant language (Cohen and Swain 1976, Swain 1978). While some authors (Bowen 1977, Tucker 1977) currently stress the importance of sociocultural rather than linguistic factors in determining language policy, Cummins (1979, 1980) has recently proposed a new comprehensive theory which provides a strong rationale for home language instruction. Although it is unlikely that the complex theoretical and pedagogical issues surrounding bilingual education can be resolved on purely linguistic grounds (Baral 1980, Paulston 1980), professionals in the field need to be aware of some of the strengths and weaknesses of linguistic theories as they are applied to bilingual instruction.

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The effects of home-school language shifts: The linguistic explanations. In R. Padilla (ed.), **Ethnoperspectives in Bilingual Education Research, Vol. 2, Theory in Bilingual Education,** 136-147. Ypsilanti, Mich.: Eastern Michigan University, 1980.

Reviews the literature on vernacular language instruction, immersion, and analyzes the linguistic theories which have been used to interpret this body of research

Bowen, J.D.

Linguistic perspectives on bilingual education. In B. Spolsky and R. Cooper (eds.), **Frontiers of Bilingual Education,** 106-118. Rowley, Mass.: Newbury House, 1977.

After discussing the conflicting results of immersion programs and vernacular language programs, the author concludes that "the choice of language of instruction in our schools is linguistically irrevelant." Other social and psychological factors, such as the relative prestige of the two languages and teacher expectations may be more important.

Cohen, A.D. and Laosa, L.M.

Second language instruction: Some research considerations. **Curriculum Studies,** 1976, Vol 8, No. 2, 149-165.

By reviewing a variety of studies conducted in many countries, the authors demonstrate that there is some empirical support for each of four different approaches to literacy: (a) initial teaching in the home language, (b) direct instruction in the second language, (c) simultaneous instruction in both languages, and (d) development of literacy in the home language after literacy in a second language.

Cohen, A.D. and Swain, M.

Biligual education: The immersion model in the North American context. **TESOL Quarterly,** 1976, Vol. 10, No. 1, 45-53.

Contrasts the immersion and submersion models of instruction. The authors conclude that a true immersion approach is not a viable alternative for minority students in the United States because of social and political factors. They suggest that US bilingual teachers could benefit from study of the immersion methodology (language separation, for example), and that it might be appropriate to have some language immersion programs for minority language students who have already learned English.

Cummins, J.

Linguistic interdependence and the educational development of bilingual children. **Review of Educational Research,** Spring 1979, Vol. 49, No. 2, 222-251.

The author attempts to reconcile the conflicting findings of immersion and submersion programs by proposing a new theoretical framework which stresses linguistic factors. Cummins hypothesizes that the level of second language competence which a child attains is dependent on the level of competence in the home language at the time when intensive exposure to the second language begins, and that there are "threshold levels of linguistic competence which bilingual children must attain both in order to avoid cognitive deficits and to allow the potentially beneficial aspects of becoming bilingual to influence their cognitive growth."

The entry and exit fallacy in bilingual education. **NABE Journal, Spring, 1980, Vol. 4, No. 3, 25-59.**

The author distinguishes between two levels of linguistic proficiency: basic interpersonal communication skills (BICS), and cognitive/academic language proficiency (CALP). In contrast to the current practice of making decisions concerning entry into or exit from a bilingual program on the basis of BICS, Cummins argues that "for placement purposes, measures of language proficiency and dominance should assess CALP, i.e. literacy-related aspects of language."

Engle, P.L.

Language medium in early school years for minority language groups. **Review of Educational Research,** 1975, Vol. 45, 283-325.

Examines 24 studies which provide information on the effectiveness of direct instruction in the second language and instruction in the home language. The author concludes that existing evidence does not support the superiority of either method.

Swain, M.

Home school language switching. In J.C. Richards (ed.), **Understanding language learning: Issues and approaches,** 238-250. Rowley, Mass.: Newbury House, 1978.

Contrasts three types of programs involving a home school language switch: (a) submersion programs, (b) immersion programs, and (c) transitional and maintenance bilingual programs. The author examines the differences between programs in terms of student characteristics, status of the languages involved, and their impact on the students. The author cautions against drawing implications from one type of program to another.

French immersion programs across Canada: Research find-

[Cont. on p. 17 col. 1]

Linguistic Theories . . .
[*Cont. from p. 16 col. 3*]

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A summary of research on Franch language immersion programs. Immersion students develop French skills superior to those studying French as a Foreign language, although, not fully equivalent to native speakers of the language. Reading skills learned in French are rapidly transferred to English and immersion students quickly catch up to their English educated peers when formal instruction in English begins. Achievement in content areas is equivalent for immersion students (tested in French) and their English instructed peers.

Skutnabb-Kangas, T.

Language in the process of cultural assimilation and structural incorporation of linguistic minorities. Rosslyn, Va.: National Clearing House for Bilingual Education, 1979.

Presents a summary of research on Finnish immigrants in Sweden. The findings demonstrate that the stronger the basis in the home language (Finnish), the more successful the students are in learning Swedish. Lower levels of proficiency in both languages are discussed within the context of "semilingualism." However, Skutnabb-Kangas treats "semilingualism" as a sociolinguistic rather than a linguistic concept which "functions as a mediating variable when the society reproduces the class structure, and along with it, the vocational structure of surpressed minorities."

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The linguistic perspective. In **Bilingual Education: Current Perspectives, Vol. 2, Linguistics,** 1-40. Arlington, Va.: Center for Applied Linguistic, 1977.

Discusses the results of three major evaluation studies of bilingual programs (Canada, United States, Philippines) and concludes that the evidence concerning the superiority of mother tongue instruction is inconclusive, and that "social rather than pedagogical factors" may determine language policy.

UNESCO

The use of vernacular languages in education. (Monographs on Fundamental Education, No. 8) Paris: Unesco, 1953.

The result of a UNESCO sponsored conference in 1951, this influential document strongly supports instruction in the vernacular languages: "it is axiomatic that the best medium for teaching a child in his mother tongue." Contains case studies of early research conducted in Africa, Indonesia, Mexico, New Guinea, and the Philippines.

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Earl W. Stevick
Professor, School of Language Studies
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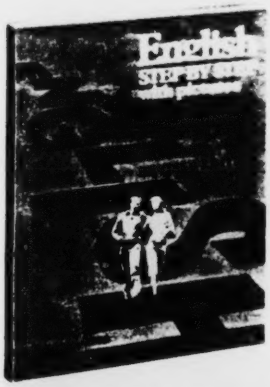
An active member of TESOL for many years, Stevick is widely respected as a teacher, writer, researcher, lecturer, and student of language teaching. His major publications include *Adapting and Writing Language Lessons* (1971), *Memory, Meaning and Method* (1976), and his most recent work *Teaching Languages: A Way and Ways* (1980).

Carolyn Ebel
Acting Executive Director, National Association for Bilingual Education (NABE), Washington D.C.
Editor of *NABE News*, newsletter of the National Association for Bilingual Education
Founder and first president of LOS BESOL, the Pennsylvania affiliate of TESOL

Ebel combines practical expertise in both the field of Bilingual Education and English as a Second Language. She is a skilled grant writer, consultant, and workshop leader. Her publications have appeared in *The Reading Teacher*, *NABE Journal*, *Classroom Practices in Adult ESL*, *BESL Reporter*, and *On TESOL* 1980.



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TSTA Adopts Table Legislative Program For 1981

The Texas Association for Bilingual Education (TABE) presented its 1981 Legislative proposal to the Texas State Teachers Association (TSTA) Legislative Committee on Friday, October 10, 1980 in Austin. On the following day, TSTA's Executive Committee made its final adoption of the TABE's three-point program. Doing the presentation before TSTA were State Senator Carlos Truan (D-Corpus Christi); Richard B. Zamora, President of TABE; and Dr. Joe J. Bernal, TABE Legislative Committee chairman. Other members of the TABE Legislative Committee in attendance and serving as resource persons were Mary Esther Bernal, Oscar Cardenas, Albert Cortez and Dr. Gloria Zamora.

The three-point program, part of TABE's "Legislative Goals for the '80s", adopted by the TABE Executive Committee on June 7, 1980 will be incorporated into the bill Senator Truan will introduce to the 67th Texas Legislature in 1981.

The three-point program proposes the incorporation of the following changes to existing state law on bilingual education, while maintaining the commitment in the **Texas State Plan** to provide equal educational opportunities for all children of limited English Speaking ability* (LESA) in Grades K through 12:

1. Increase funding (from all sources) to the level of $250 per pupil.
2. Increases the scope of the pro-

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*Present Texas Law uses term LESA, however, the author's preference is the broader nationally-used term, Limited English Proficiency (LEP) student because it encompasses more than speaking ability.

(Continued on p. 3, col. 1)

An Update: Teaching Reading to Students of English as a Second Language

by Carolyn Williams Ebel

This article appeared in The Reading Teacher, *a publication of the International Reading Association (IRA), Vol. 33:4, January 1980 and is reprinted with permission of the editor.*

An estimated five million students in public and private schools in the United States speak limited English (Kobrick 1975). Because of recent court decisions and state mandates, many of these students are now in programs emphasizing specialized approaches for meeting the needs of limited English speakers.

A look at the recent history of specialized instruction for nonnative English speakers in the U.S. reveals three historical trends in teaching reading to English as a Second Language (ESL) students: since the 1940s there has been a change in target population, a change in instructional methodology and content influenced by research, and a change in direction influenced by federal government funding agencies.

Special programs of the 1940s generally served a young adult population. Specialists taught English as a Second Language to foreign students attending U.S. universities when those students' English language skills were not equal to those of college peers. Many students were from upper middle-class homes; they were highly motivated and highly literate in their native languages. They had also developed considerable skill in the reading of English; that is why the stress in ESL teaching was on listening and conversation. They did not have to be taught "how to read" but had to be given the opportunity to expand their skills.

Additionally, since they came from high status social backgrounds, these students were readily accepted by both teachers and peers, thus minimizing negative motivational factors. The community surrounding such students held high expectations for their success (Finocchiaro and Ekstrand 1977). English as a Second Language specialists in the earlier years were, first, dealing with adult learning strategies; second, were teaching advanced reading skills; and third, were instructing students of socially acceptable backgrounds.

Changes

Today there still is an ESL population resembling that of the 1940s, but in addition a new population of kindergarten through grade 12 students is being served. All of these students could benefit from child-oriented instructional strategies. Many come from ethnic and socioeconomic backgrounds which are not as acceptable to peers and surrounding community as those of the students of earlier decades; these sociolinguistic factors appear to have significant influence on learning progress in school (Brembeck and Hill 1973; Burger 1973, p. 112; Becker 1977, p. 533). Finally, in contrast to the advanced reading skills (in both the native language and in English) possessed by many of the highly educated foreign university students of the 1940s, many ESL reading students in elementary school programs today appear to be at a second grade or lower reading level in English (Ebel 1978).

(Continued on p. 6, col. 1)

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A Message from the President:

Bilingual Education in the 1980's An Agenda For Action

Ricardo Fernández

In the 1980's, advocates of bilingual education will have to argue for it on many fronts simultaneously. There are five such fronts as I see the debate developing:

(1) Equity (Civil Rights)
(2) Quality Education
(3) "Foreign" Language Learning
(4) Ethnicity
(5) International Dimension

The arguments based on equity or civil rights for services to LEP children must continue to be made as we advocate for intelligible instruction as the minimum remedy under *Lau.* What additional requirements beyond that we are to seek is unclear but needs to be spelled out. This issue spills over into the Title VII reauthorization since civil rights is one of the major pillars supporting bilingual instruction under ESEA, ESAA, and other federal as well as state legislation.

The shape and scope of Title VII will have to be re-examined in light of current circumstances and changes recommended accordingly for 1982-1983.

The quality education argument goes beyond equity or results from an expanded definition of educational equity for national origin minority group children. Bilingual education, beyond the minimum services required by current laws and regulations, as an option for parents wanting it for their children, is what is being promoted. This option should also be afforded to other parents, especially Blacks and Whites, who want it for their children as well.

The third dimension pertains to language learning, again, as an option to any student. All the major language teaching organizations would support this argument, although the exact linkage or relationship between bilingual education and foreign language education would need to be worked out in some detail.

The ethnicity factor relates to possible coalitions with major ethnic organizations, especially the American Jewish Committee, the Polish National Alliance, etc., whose goals and objectives might be compatible with cultural and linguistic pluralism. We in bilingual education have not cultivated support in this area.

Finally, the international dimension is important in the role which certain languages appear destined to have in the U.S., given present conditions and anticipated interdependence among countries in the next decade or two. Spanish (due to issues related to Mexico, Puerto Rico, Cuba, and other Central and South American countries) is bound to increase in importance across the U.S., but especially in California, Texas, and major metropolitan areas (New York, Washington, D.C., and Miami). The role of other languages, especially Chinese, Japanese, Arabic, Portuguese, Russian, and other European languages is difficult to ascertain but the number of speakers of these languages can be expected to increase significantly in the next decade.

The importance of the media (TV, newspapers, major magazines) will be crucial and a public education campaign needs to be mounted to last several years. Perhaps a Speakers' Bureau, made up of the most articulate and effective spokespersons for bilingual education needs to be established, and these persons should be systematically used in major professional conferences across the country.

Coalitions will be the word during the 1980's, especially among civil rights organizations. On-going communications with NAACP, Urban League, National Urban Coalition, NALEO, CEC, NOW, etc., to name but a few, will have to be established and maintained.

More active participation by bilingual teachers in the activities of the major teacher unions (NEA and AFT and their affiliates) must be fostered and actively promoted; the same applies to major professional educational organizations such as ASSA, ASCD, NASB, etc.

With regard to state legislation, efforts must be concentrated in states with mandates on bilingual education so that gains are not eroded. Efforts in Texas, California, Colorado, and Illinois appear to be especially important, given on-going efforts or recent attempts to water

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Texas . . .

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gram to provide for the following:
  - (a) a Grade K through 5 mandated program,
  - (b) an optional program for Grades 6 through 8, funded by state, and
  - (c) a Language Response Program for Grades 9 through 12, and

3. Provides for compliance or enforcement procedures.

1. FUNDING

State of the Art. The present level of funding by the State is $45 per pupil, $25 of which are provided directly to the school district to cover add-on classroom costs and $15 which are retained by the Texas Education Agency (T.E.A.) for administration. Much of the criticism made of bilingual education programs as to why they may not be working optimally is mainly due to inadequate funding. Neverthless, recent evaluations of many Texas programs, as well as recent national research findings indicate that many well developed bilingual programs are providing equal educational opportunities for LESA students.

It is also the thinking of many bilingual advocates that ambivalence by T.E.A. regarding a clear goal in providing equal educational opportunities for LESA students has also affected an otherwise steadfast diligence in areas of financial management, accredition, monitoring, and surveying of need in bilingual programming throughout the state. As a prime example, levels of appropriations show that state funding has fluctuated unreasonably from year to year as noted by the initial program support of $2 million in 1974-75, increasing to $9.3 million two years later, and then dropping irrationally to $4.5 million in 1980-81. What is most unusual is that the LESA student count, as provided by the state itself has increased every year from 1974 to this year, as noted in the following table:

TABLE 1

Year	Identified LESAs K-12	LESAs Served	State Appropriation
1974-75	169,268	26,628	2,000,000
1975-76	181,217	84,774	6,216,000
1976-77	179,987	101,407	9,324,000
1977-78	185,507	103,702	5,200,000
1978-79	211,147	116,519	5,200,000
1979-80	227,120	125,819	4,545,000
1980-91	Not yet rptd.	Not yet rptd.	4,545,000

Rationale for $250 per pupil Expenditure. The $250 per pupil expenditure proposed by TABE is a level supported by bilingual education costing research done in Texas, Utah, Colorado, and by the Houston Independent School District. The add-on costs would provide allocations of funds in five basic areas:

1. Staffing
2. Materials
3. Equipment
4. Testing materials
5. Library needs

The rationale for the $250 per pupil expenditure is further supported by the following evidence: (a) the governor's parity program for compensatory programs that suggested expenditure weights ranging from 1.15 to 1.40 for bilingual education (Governor's Office of Educational Research and Planning, 1974), with the 1.40 weight being greater than the $250 per pupil expenditure being proposed by TABE; and (b) comparable funding levels showing a $728 per pupil add-on expenditure for special education and an add-on amount of $232 per pupil for vocational education.

New Program Costs to be Incorporated in 1981 Bill. The new program cost for 1981, based on a per pupil expenditure of $250 per pupil totals $17 million, computed as follows:

Grades	No. of Students	Per Pupil Cost	Total Cost
1 K 5	153,774	$250	$38.5 Million
6-8(opt.)	38,329*(Est.)	250	2.0 Million
			$40.5 Million

2 Current expenditures for Texas bilingual programs:

A. Current expenditures by the State	$ 4.6 Million
B. Current expenditures by the Federal Govt.	19.9 Million
	$23.5 Million

3. The total new program cost for 1981 can thus be derived by reducing the available revenues from the overall cost, as follows:

Overall Cost	Available Revenue	New Program Cost
$40.5 Million	$23.5 Million	$17 Million

2. SCOPE OF PROGRAM

According to T.E.A., its **Texas Plan For Bilingual Education** provides a system for meeting the needs of Limited English Speaking students in Texas public schools in Grades K through 12 (adopted December 8, 1978). The purpose of TABE's proposed changes is to strengthen the Texas Plan and to facilitate its compliance with policy from the state, the Congress, and the Federal Courts. To do so, TABE proposes the following: (a) provide programs for all children in need of bilingual education in the elementary grades, (b) facilitate initiatives in the middle grades through state funded optional programs, and (c) provide a Language Response Program in the high school which allows for program variances including bilingual education. The following provides program details:

a. **Elementary Grades** — provide a K through 5 mandated program of bilingual education. A mandated program for all elementary grades seems consistent with need. Rather than eliminating the programs at an arbitrary Grade 3, the exiting of any student would be based on testing criterion for reclassification as non-LESA, pursuant to the present State Plan. A K-5 program also assumes that more certified teachers are available now and that they are more experienced in bilingual programs.

b. **Middle Grades** — provide a state funded optional bilingual program for Grades 6 through 8. All other LESA students' needs would still be met through other required language programs. An optional bilingual program assumes that if a district has experienced success with such programs, the state would support its continuance by providing funds. Statistics from T.E.A. reveal that only 125,819 LESA students out of a total of 227,120 are enrolled in bilingual programs. This assumes that T.E.A.'s 227 thousand figure is correct. A 1978 HEW survey revealed there were 438,000 LESA's in Texas. Thus, using T.E.A.'s figures, there are approximately 91,000 LESA's not served. Using H.E.W.'s figures, 312,181 LESA's are not having their needs met.

C. **High School Grades** — require a language response program in Grades 9 through 12 for LESA students which does not preclude the adoption of a bilingual program. TABE supports the 1978 Congressional policy (contained at 20 U.S.C. s 3222) which declares it "to be the policy of the United States, in order to establish equal educational opportunity for all children (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods."

TABE also recognizes that of the thousands of students whose needs are not being met through a program of understandable language, many, if not close to half of the total are in the middle and high school grades.

3. COMPLIANCE

Equal educational opportunity for LESA students cannot be achieved by instructing students in a language they fail to understand. This declaration, first formally recognized by the East Texas Federal District Court in **U.S. v. Texas, 1971**, has since been supported by subsequent Court rulings, by the

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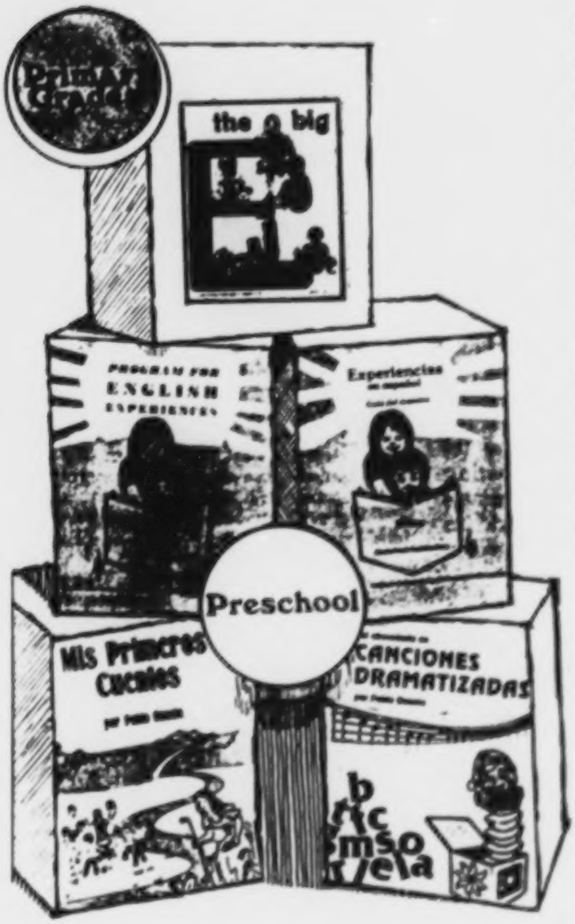
Life Experiences To Develop A Child's Language Skills



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Teacher's Program	1976	228-4(1621)	$9.95
Student Workbook	1976	230-6(1622)	1.95
Assessments (10)	1976	229-2(1623)	9.95
Program Package (Teacher's Program, 10 Workbooks and 10 Assessments)			$35.00

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Teacher's Program	1975	225-X(1611)	$12.95
My Book Workbook	1975	238-1(1613)	2.95
Program Package (Teacher's Program and 10 My Books)			38.95

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Guia del maestro	1976	232-2(2611)	$12.95
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Program Package (Guia del maestro and 10 Mi libros)			38.95

Mis primeros cuentos. Clever illustrations to highlight key vocabulary, plus questions, games, and activities to build reading and oral skills, make **Mis primeros cuentos** an unusual collection of stories for the young child learning Spanish.

Libros del maestro	1975	242-X(2411)	$7.95
Libro del estudiante	1975	241-1(2412)	4.95
Program Package		231-4	35.00

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Songbook	1975	240-3(2421)	$2.95
Cassette	1975	200-4(2422)	7.95
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Texas . . .

(Continued from p. 3, col. 3)

U.S. Congress, by the Texas Legislature and lastly by the State Board of Education and its administrative arm, T.E.A.. Educational policy and law emanates from all of these levels, however, the State is recognized as the disburser of state assistance and federal funds, and as the body that oversees and supervises the districts within the State so that no child is denied the benefits of programs which provide equal educational opportunity.

To strengthen Texas' commitment in providing Equal Educational Opportunity for all students, TABE proposes the following be incorporated into the Texas Education Code:

1. Require specific standards by local school districts for proper identification and classification of LESA students (already in the State Plan).
2. Require standards and guidelines as to the scope and content of programs. Specific reference is herein made to the following six instructional components for all LESA students enrolled in a bilingual program (already in the State Plan):
   - Basic concepts starting the student in the school environment are taught in the student's dominant language.
   - Language development is provided in the student's dominant language.
   - Language development is provided in the English language.
   - Subject matter and concepts are taught in the student's dominant language.
   - Subject matter and concepts are taught in the English language.
   - Specific attention is given to instilling in the student a positive identity with his/her cultural heritage, self-assurance, and confidence.
3. Require procedures for applying these standards to local school districts including appropriate sanctions to be employed by T.E.A. should a district refuse to insure equal educational opportunities of all students, pursuant to State, Congressional or Court policy rulings.

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Ebel: Reading Update

(Continued from p. 1, col. 3)

The population served in the early days of ESL instruction was one factor influencing the approach to teaching reading. Equally important was the instructional methodology advocated by leaders in the field. There was heavy reliance on the audiolingual approach to learning a language, which emphasized oral language development and concentrated on repetitious pattern drills for reinforcement. Reading and writing were not introduced until after the student had mastered the material orally. As Allen (1973, p. 17) states:

> In the not-too-distant past, it was fashionable to assume that reading instruction could and should be postponed until after several more important matters had been attended to. In many programs, in fact, there was an attempt to "protect" students from the damaging effects of contact with the written language. It was often said that an oral command was a necessary prerequisite to reading, and that even if reading skills were the aim of the program, oral/aural work provided the only defensible means of reaching that goal.

As scattered public school ESL programs began to appear in the late 1950s, they sometimes resembled the audiolingual programs established for adults (von Maltitz 1975, pp. xiii, 27). Students were often put in programs which did not introduce reading and writing for up to two years. Many teachers never reached the point of teaching reading before students left the program.

Today, certain features of the audiolingual approach can still be found in ESL instruction. Some ESL teachers emphasize oral language and leave the teaching of reading to regular classroom teachers or to reading specialists. In some ESL programs reading is not introduced for six months, a year or even two years.

Traditionally in ESL programs, language instruction has been isolated from the content areas; that is, language itself has been taught as a subject. ESL teachers did not teach math, social studies, science or health through English; instead teachers gave the student the necessary grammatical tools for learning subject matter from regular classroom teachers at a later date.

With the passage of the U.S. Office of Education's Bilingual Education Act of 1967 (Cordasco 1976), and as amended in 1974 (Dissemination Center 1974), emphasis was placed on instruction in content areas. This emphasis appears to have been prompted by largely political considerations. Backers of bilingual education, in promoting maintenance of the native language, were anxious that the Bilingual Education Act not be turned into a remedial or tutorial program. Thus, there was a strong emphasis on giving equal instructional time to subject matter in both languages. Teaching language through the content areas, however, is now advocated by many leaders in ESL as well as in bilingual education, and there are now a significant number of bilingual education teachers who are also responsible for their students' content area instruction.

Reading to the forefront

The federal government is responsible for the third change in role of reading instruction in ESL programs, specifically when these programs are a part of bilingual education. The Title VII office of the U.S. Department of Health, Education, and Welfare, under pressure from Congress as it debated the 1978 Bilingual Education Act, decided that scores on standardized reading tests in Spanish, and more particularly in English, were the best indication of effectiveness of bilingual education programs (U.S. Congress 1977, De-

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NABE Statement on Withdrawal of Lau Regulations

By: Ricardo Fernández, President
National Association for Bilingual Education

The withdrawal of the proposed Title VI (LAU) regulations announced by the Secretary of Education signals an attempt by the new administration to set aside the controversy that had been generated by the document over the past several months. In announcing his actions, Secretary Bell indicated that the new administration will continue to enforce the law by using *existing* guidelines, issued originally in 1975 by the Office for Civil Rights with the approval of Mr. Bell, who was serving then as U.S. Commissioner of Education.

The National Association for Bilingual Education (NABE) is pleased by the Secretary's expressed intent to continue to provide direction to school districts across the country on how to implement effective programs and deliver quality services to the estimated 3.5 million children whose limited proficiency in English prevents them from full participation in an all-English curriculum. NABE recognizes the need for guidelines grounded on sound educational principles, law, and common sense, which will allow districts the necessary flexibility to deal with the diversity of the population to be served, based on local circumstances, reasonableness of program scope, and expressed community preferences.

At the same time, NABE strongly endorses the concept of Bilingual Education as the *preferred* mode of instructing limited English proficient (LEP) children in order to achieve two primary goals:

1) to help them to become proficient in English quickly;
2) to prevent academic retardation as much as possible by using the child's home language as a vehicle of instruction in content area until the transition to an all-English curriculum takes place.

Although NABE recognizes that it is not always administratively feasible or fiscally possible to afford every limited English proficient (LEP) student a bilingual instructional program, it feels strongly that the general principles supporting the rationale for bilingual education are valid and should be promoted whenever possible.

NABE stands ready to discuss with Secretary Bell and his staff the range of viable approaches which will guarantee the delivery of quality instructional programs and services to limited English proficient (LEP) children in our nation's schools, and looks forward to contributing ideas and suggestions to the Department of Education as it strives to fulfill its responsibilities under Title VI of the Civil Rights Act and the mandate of the U.S. Supreme Court in *LAU v. NICHOLS*.

Ebel: Reading Update

(Continued from p. 6, col. 3)

partment of Health, Education, and Welfare 1976). Since local programs are dependent on federal funds for continuation, an emphasis is now placed on showing initial evidence of low reading scores and on raising posttest reading scores to demonstrate program accomplishment.

The questions of whether reading is more important than listening, speaking and writing in a bilingual program, and whether standardized English reading tests designed for native speakers can give any indication of reading skills of nonnative speakers, are not now of paramount importance to most administrators of ESL programs. What is most important is that ESL teachers are being pressured to teach reading well enough to raise standardized test scores. Reading now holds a place of importance in any ESL program in public school bilingual education programs.

Since both the population served and the methodology advocated differ significantly from those of earlier decades, public school teachers today need information on teaching reading to nonnative English speakers. Unfortunately, such information is not readily available, as was revealed by an analysis of teacher training textbooks in reading. For example, 116 teacher training texts whose titles indicated relevance to reading instruction were analyzed to see how much information they contained on teaching reading to non-English and limited-English speakers. The books were found in six BESL Library sections: reading, teacher training, student reading texts, psycholinguistics, foreign language teaching and bilingual education. The bilingual education section, which contained 43 books, was screened for information on reading in both the native language of the student and in English.

Is information available?

A checklist was developed especially for assessing how well each book dealt with teaching reading to nonnative speakers of English. It evaluated each book's content in the following areas.

1. Reading in a second language in contrast to reading in the first—significant problems
    - Limited vocabulary
    - Lack of variety of registers
    - Lack of cultural orientation that fits language
    - Different grammatical orientation
    - Orthographic differences
    - Phonological differences
2. Consideration of choice of language in which to begin reading
3. Consideration of when to begin reading, including a discussion of "listening, speaking, reading, writing" sequence of skills
4. Evidence of importance of a basic understanding of the reading process
    - Learning to read versus reading to learn
    - Phonics and decoding skills
    - Role of oral reading versus silent reading
    - Hypothesizing and reading for meaning

Based on the analysis, the overall picture of information available to beginning teachers of ESL reading is discouraging. The initial screening of the 116 books revealed that 73 did not contain even one chapter or article specifically on teaching reading to nonnative speakers. These 73 were eliminated from further analysis, as it would be difficult for a beginning teacher to sort through the information contained in them and relate it to second language learning.

Only four books were judged to contain adequate information for the ESL reading teacher. (Ching 1976, Dacanay 1967, Thonis 1970, Zintz 1975).

Only three of the 58 books in the reading section were devoted exclusively to teaching reading to nonnative English speakers, as indicated by their titles: *Teaching Reading to Non-English Speakers* (Thonis 1970), *Literacy for America's Spanish Speaking Children* (Thonis 1976), and *Reading and the Bilingual Child* (Ching 1976). Of the remaining 55 books in this section, only 9 chapters or articles were devoted to teaching reading to nonnative speakers of the language. This indicates that very few reading specialists have concentrated on reading instruction for nonnative English speakers.

General reading specialists do not refer to second language learning in their books; their emphasis lies in other areas such as decoding skills, reading for meaning, and classroom suggestions for native speakers. Books by ESL specialists and linguists, on the other hand, are strong in areas such as second language interference, advanced reading skills and vocabulary buildup, but they do not adequately describe learning to read techniques such as those necessary for teaching decoding skills. And finally, from the sample, one would conclude that bilingual education specialists generally do not include information on decoding nor on reading to learn, but emphasize rationale for teaching reading in the native language first.

From this study, an annotated list of 22 books judged to be helpful to the beginning teacher of ESL reading was compiled. It may be obtained from: Dr. Carolyn Ebel, (R.D. 1, Riverview Dr., Drumore, PA 17518).

In summary, the reading teacher working with ESL students must go to several text sources to find information on areas considered essential for an understanding of the process of teaching reading to nonnative speakers. Even when such information is found, very little describes actual classroom practices and teaching suggestions. There are few individual teacher training books which would adequately orient a new teacher to the field.

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Agenda for the 1980's

(Continued from p. 2, col. 3)

down requirements or reduce funding levels. A state-wide political action network needs to be supported in each of these states initially and eventually in others as threats develop in other states.

Similarly, a national action network to respond to lobbying efforts at the federal level, which would tap into these state networks, is vital if we are to impact on Congress when crucial votes emerge. Dr. Rosa Castro Feinberg, President, Florida Association for Bilingual Education, and Dr. Samuel Betances, Professor of Sociology, Northeastern Illinois University, have pointed out the potentially important role which various religious denominations might play in promoting bilingual education. I think we need to explore this area with some care.

The agenda to be developed should have short-term as well as long-term goals. We must think in terms of a long battle, probably lasting a decade, before we can institutionalize the concept in American pedagogy. If there is a lesson to be learned from the struggle of Blacks for their civil and human rights, it is that we are in for a long struggle against racism and powerful idealogies which are very much ingrained in the American psyche.

Ebel: Reading Update

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General reading specialists write almost solely from the perspective of the native speaker as the subject, and ESL specialists write almost solely from the perspective of the ESL student as the subject; it appears that information of value to both groups is not shared.

Considering the magnitude of the problem that faces administrators and instructional personnel in planning reading programs for non-native English speaking students, a major effort should be made to combine the knowledge of specialists in such fields as reading, psycholinguistics, sociolinguistics, linguistics, ESL, and bilingual education to develop and disseminate effective teacher training materials for teachers of reading to ESL students.

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TESOL Directory

TESOL is planning to publish a revised edition of **Directory of Teacher Preparation Programs in TESOL and Bilingual Education.** Questionnaires will be distributed this spring to programs included in the last edition. If you know of university programs leading to a certificate, or a bachelor's, master's, or doctorate in TESOL and/or Bilingual Education, and located in Canada or the United States, TESOL requests that you notify its Central Office, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057, requesting inclusion. Deadline for receipt of information: July 31, 1981.

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Bilingual Education: A Challenge for the Future

by Laurence A. Egan

Bilingual education is a subject which touches a raw nerve for many people. Bilingual education is a topic which can raise the decibel level of a conversation at a cocktail party to the highest level on the scale. Bilingual education is a subject rarely discussed—pro or con—without passion. Yet rarely does the debate touch on the **educational** aspects of a bilingual program.

In this article I would like to recount the educational success of bilingual education in one state, Colorado. Then I would like to address the non-educational issues which seem to be the main concerns of the vocal opponents of bilingual education. Lastly, I would like to suggest how the concept of bilingual education could be expanded to strengthen and deepen a pluralistic U.S. society which exists within an increasingly diverse and pluralistic world.

I. Educational Success of Bilingual Programs in Colorado

Bilingual Education is an instructional process designed to assist students who have a language other than English in their home backgrounds and who are not achieving academically in school. In Colorado in 1975 the State Legislature mandated a bilingual program for the lower grades of elementary school—kindergarten to third. Where a school has 10% or 50 children of its K-3 enrollment who are linguistically different it must provide a full time bilingual program. In order to have an ethnically integrated program the Colorado legislature wisely allowed for "Anglo" participation on a voluntary basis. Over half the participants are children who are not "linguistically different" or limited English proficient (LEP). For the last four years the Colorado Department of Education (CDE) has produced a statewide evaluation done through an outside nationally respected evaluator, Ross Goldsmith. The results are outstanding. Over 90% of the programs that have usable data (only 3 out of 42 programs didn't) showed that the LEP students progressed both in English and in achievement areas measured by English standardized achievement tests at the rate normally expected by all students. What was even more startling was that 50% showed significant improvement i.e., well beyond the normal expected growth rate in English and achievement areas. Attendance, self-concept and parental involvement were also high. The English speaking students have also done well. Bilingual education has proven very successful in Colorado.[1] These facts are indisputable for Colorado.

Santa Fe did a longitudinal study and showed that bilingual program students over a time showed increasing capability in the English language skills (especially reading) and mathematics; in the majority of cases participants outperformed the non-program students in reading and math and matched national norms in those two areas.[2]

These kinds of studies show that bilingual education has reversed the trend the Civil Rights Commission noted in 1974 that language minority students fall further and further behind the longer they are in the educational system.[2a]

Dade County in Florida has conducted various evaluation studies of the success of their bilingual programs which serve the majority of the Cuban refugees. The Cuban students were successful in their efforts to become bilingual through the acquisition of English language skills. In reading and math, the bilingual students scored above the national average and district average in most grade levels.[3]

II. "Mythical" Nature of the Objections

If bilingual programs such as those in Colorado, Dade County and Santa Fe can produce such academic achievement results, why the furor over it? I suspect that one of the reasons is that bilingual education effectively destroys some myths of American society. Henry Catto in Newsweek perhaps stated one myth clearly, "If education in Spanish (or any other language) is a right, the melting pot principle is in serious danger."[4] Daniel Patrick Moynihan and Nathan Glazer is 1963 said, "the point about the melting pot is that it did not happen."[5] Most social scientists and historians would agree that all groups did not merge into the one "new race of men" as Crevecoeur envisioned in 1782.[6]

But beside this myth that American society has removed all differences and melted all of us into the mythical alike American, another myth seems to be that our forefathers from Germany, Ireland, Italy, Poland, etc., did it on their own. That is "they pulled themselves up by their bootstaps" myth.

J.F. Ter Horst in his syndicated column and Henry Catto both make the point that our forefathers "hacked it (Catto's phrase) in English without special help."[7] First of all in the 1800's bilingual education in German was strong in the Midwest. New Mexico and Louisiana also had bilingual education in Spanish and French.[8] Secondly, our grandparents faced a simpler society and educational system. In the past most North Americans—immigrants or native born—in order to compete in U.S. society "merely" had to master the basic skills of a fairly uncomplex community. Going to work at 16 or earlier was the norm rather than the exception. In my parents' generation they weren't high school dropouts, they went out to work to help support the family. Today that has changed and changed drastically. But even if some of our forefathers made it on their own, is not bilingual education a better way? Do today's people have to suffer the same discrimination and difficulties of older generations? Do we respect a past process which at times caused extreme hardship?

Immigrants of today find that a willingness and a strong back are not sufficient to provide upward mobility. Tony Baez in a recent article on Puerto Ricans says "the mode of production in the U.S. was changing rapidly during the late 1930's and early 1940's. Monopoly capital characterized the economy as compared to competitive capital. This also meant a change in the forces of production. The opportunities open to earlier immigrants to become owners of their own labor power were no longer there. While it may appear as if the role of the Puerto Rican immigrants would be similar to

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Title VII Bilingual Education Service Centers

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(809) 782-2990

Service Area 18: The Navajo group in Arizona, Colorado, and Utah and all Native American language groups in New Mexico and Oklahoma.
Location: **University of New Mexico**
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Contact: Ignacio Cordova
(505) 277-5961

Service Area 19: Native American language groups in Arizona, Utah, Nevada, and the counties in California listed in paragraphs 12, 13, and 15 above (excluding the Navajo language group in Arizona and Utah).
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Arizona Bilingual Materials Development Center
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University of Arizona
Tucson, AZ 85721
(602) 626-1618
Robert H. Perez
Spanish/English

Asian American Bilingual Center
Berkeley Unified School District
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Berkeley, CA 94704
(415) 848-3199
Linda Wing
Chinese, Japanese, Korean, Philipino

National Asian Center for Bilingual Education
Alhambra School District
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Chinese, Japanese, Korean, Vietnamese, Cambodian, Laotian

Asian Bilingual Cross Cultural Development Center
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San Francisco, CA 94108
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Chinese, Philipino

Southeast Curricula Development Center
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Greek

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Roberto Ortiz
Korean, Vietnamese

Arabic Materials Development Center
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Ann Arbor, MI 48104
(313) 763-9946
Frederick W. Bertolaet
Arabic

Asian Bilingual Curriculum Development Center
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(201) 762-4382 or 5587
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Chinese, Japanese, Korean

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French

Portuguese Materials Development Project
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Providence, RI 02912
(401) 863-2507
Joao P. Botelho
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This accomplishment cannot be totally realized and monitored without additional financial assistance. We are seeking funds from foundations and corporations in addition to asking every member, past associate, and friend of the association to assist with a monetary donation toward our new office. This is essential, inasmuch as our membership dues can barely cover the cost of publishing the NABE newsletter and journal; and our annual conference, by itself, will not yield sufficient funds to maintain a permanent office.

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President

Abdín Noboa
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that of other immigrants, the outcome of the dialectic between Puerto Ricans and the economic system in the U.S. would be necessarily different due to the differences in the material conditions of society."[9]

Puerto Ricans, Spanish speaking immigrants and most language minority groups, have ended up with jobs in the low wage service sector (kitchen help, custodians, hospital workers), in light manufacturing or as migrant agricultural workers. The reason for this is twofold. The skilled jobs require more than a high school education. No one else will take the low wage jobs.[10]

Interestingly enough as this phenomenon was occurring in the commercial areas of society, a similar and reflective process occurs in education. The monoploy capital society requires trained and skilled people. Educational levels of society begin to rise during the 1930's and 40's. In 1930, 28.8% of the population finished high school. By 1948, 52.2% of the population finished high school.

The G.I. Bill incidentally was one of the ways many people "pulled themselves up by their boot straps."

After World War II, the G.I. Bill allowed many people to resume and finish their education. The percentage of people with college educations increases dramatically after the second World War. From 1940 to 1956 the number of first time college students triples.[11]

It is within this commercial and educational changing environment that the education of language minority students must be viewed. In the past a minimal amount of education—in English and basic skill development—was required for immigrants. Today in a more complex and technological society based on a changed economic philosophy more education is required. In order to succeed, people need more skills. As in the past certain talented individuals may succeed despite the obstacles placed in their path, but the majority will not overcome the institutional barriers. Santayana's famous phrase of "those being ignorant of the past are bound to repeat it" is true in this case. If we do not reflect carefully on the changed economic and educational situation of today, we will be proposing solutions that are not relevant for today.

The third myth that people like Catto and Ter Horst bring up is that bilingual education is divisive. Ter Horst says "But the best argument against bilingualism is that it is a divisive scheme that enhances separatism, preserves ghettos and barrios and delays the integration of non-English speaking children into the mainstream of American society."[12] Catto is just as widesweeping but more apocalyptic "By the end of the next decade it is entirely possible that the United States will once again confront the fateful choice it forced in 1860: schism or civil war. The cause this time will be language, and the crisis will have resulted in no small measure from government policy. Two recent events, coming with dramatic simultaneity, foreshadow this bleak future. The separatist election in Quebec showed the grim danger of two competing languages within one nation. And the Spanish armada of Cubans fleeing their wretched homeland is a clear reminder that it is happening to us."[13] It is hard to believe that bilingual education which enrolls less than 3% of the school population could be an instrument of civil war.

Catto's illusion to Quebec is interesting. Most writers opposed to bilingual education quote this example but obviously understand neither Canada nor the role of bilingualism there. The rising tide of French speaking nationalism is not the result of government sponsored bilingualism but rather the result of the failure of that policy. In Quebec the French speaking majority have long felt that they were being forced into using English without the English speaking population in Quebec learning French. In Belgium a good case can be made that bilingualism is what has saved national unity among Flemings and Walloons.[14]

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Most European, Asian and African countries are bilingual if not multilingual. As one watches T.V. each evening it is always amazing how the leaders of the so called 3rd & 4th worlds all are able to speak English and our U.S. leaders are basically monolingual at best. President Carter was a pleasant exception, although his Spanish left quite a bit to be desired.

Underlying all these myths seems to be a basic ethnocentric conviction of the host country. That means that many times information on the language. In the area of diplomacy this has incredible drawbacks. Many if not most Embassy and military personnel do not speak the language of the host country. That means that many time information on the situation in the host country is supplied by the English speaking part of that country which usually presents a one sided if not distorted version of reality. Mr. Catto should be well aware of that from his tenure in El Salvador. A good case could be made that if more of his Embassy personnel spoke Spanish in 1972 the current tragedy might have been averted. The U.S. inability to directly communicate with all sectors of Salvadorean society and its acquiesence in the military overturning of Duarte's legal electoral victory in 1972 has partially led to the present chaos there.

In both Catto's and Ter Horst's articles there seems to be latent hostility towards Hispanics, though it is also extended to other language minority peoples. This is distressing at any time and from any one but more so when it comes from national figures such as Catto and Ter Horst. Equally distressing is Dade County's recent repudiation of its bilingual law. There Dade County may be biting the hand that has helped to feed it for the last ten years. While Catto and Ter Horst are not racists there is an underlying whiff of racism in their articles.

A myth usually develops to help

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explain a society's way of acting. in the case of bilingual education these above myths seem to be a "rational" attempt to justify our ethnocentrism and latent racism in regards to other groups. But myths are only useful to the extent that they serve a unifying purpose in a culture and society. The above myths have outlived whatever usefulness they may have had.

III. Challenge for the Future

A creative bilingual program freed of various restrictions imposed by federal and state funding requirements could actually go a step further by positively encouraging majority group participation.

The President's Commission on Foreign Language and International Studies says that "our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world." "Americans' incompetence in foreign languages is nothing short of scandalous, and is becoming worse." "While the use of English as a major international language of business, diplomacy and science should be welcomed as a tone for understanding across national boundaries, this cannot be safely considered a substitute for direct communication in the many areas and on innumerable occasions when knowledge of English cannot be expected. The fact remains that the overwhelming majority of the world's population neither understand nor speaks English, and for most of those who learn English as a foreign language, it remains precisely that.'"[15] Within the last year two incidents in Afghanistan highlight this ignorance. The San Diego Union on May 18, 1980 reported "When terrorists entered the U.S. Embassy in Kabul last year and captured and later killed the U.S. Ambassador, no American there could speak the terrorists' dialect of Farsi and a Russian did the interpreting.'"[16] Later a Russian soldier defected and no one at the U.S. Embassy spoke sufficient Russian to effectively communicate with him. This happened in a country that has 100,000 Russian invading troops. Interestingly enough Diego Asenscio, the U.S. Ambassador to Colombia, carried on extensive negotiation in Spanish with his terrorist captives and was released unharmed.

Bilingual programs properly run enable non-English speaking students to achieve in English and allow their English speaking classmates to learn the other language. A properly run and respected bilingual program could begin to answer two needs: equal education opportunity for all and provide a pool of capable bilingual citizens for diplomacy, commerce and other fields of endeavor.

Bilingual programs of this type could foster bilingualism or multilingualism which is usually considered a mark of sophistication and education. The advantage of creating bilingual people at an earlier age could be an inestimable boon for society at a later date. Commerce, government and society in general recognize languages as valuable tools. At the high school level foreign language training usually produces people who can read a language but have little if any real verbal skills. Part of the reason for this is foreign language study is a subject, rather than a language learned in a lived context.

While the above approach would not be necessarily an added incentive for languages with a small number of peoples speaking them, such as various Native American languages, there would still be a great value to the bicultural aspects. Though if Native American groups continue to win law cases over land and mineral rights there may very well be an increasing demand for negotiators who speak their languages!

In any case, education of this type available to all who need it by reason of their language differences and all who wish it in order to become at least partially bilingual would do much to allow groups to understand each other. In many areas a bilingual program of this type would do more to foster integration and cultural understanding than many of the current practices in force today.

The increasing numbers of Indochinese and Asian immigrants has already intensified the need for this type of education for them.[17] Only in Hawaii in the U.S. has any kind of valid multiracial society emerged in which Asian Americans hold positions of major importance. Increasing numbers of immigrants who are culturally non-Western require that a more humane holistic approach to education emerge. An educational system which fosters and respects cultural and language differences offers more hope for the future than the present approach which deliberately seeks to make all people the same. Especially since the result of the melting pot myth has been to submerge many of those groups at the bottom of the pot economically, socially and educationally, especially if they are non-white. The melting pot, if it ever worked, only succeeded for white Northern Europeans.

Joshua Fishman, a noted bilingual authority wrote as early as 1974, "the Black, Chicano, Boricua, etc., parents and child know that they need bilingualism and biculturalism; but unless the Anglo-American child participates in such education as well, it can only be a 'sop to the poor' or a 'gimmick for the disadvantaged' rather than a serious quest for a better society and a saner world. For bilingual and bicultural education to succeed in its greater cultural mission, it must be available to all, be they large or small on the world scene, be they in need of broader exposure or deeper roots... "Both minority and ma-

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PUBLIC SERVICE ANNOUNCEMENT

Hispanics interested in employment in the Federal government are encouraged to send resumes to the Professional Hispanic Recruitment and Referral Service, a computerized system to match Hispanic applicants to Federal jobs as these become available. The project is operated by Solar America, Incorporated under a contract from the U.S. Department of Labor.

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Egan: Bilingual Education

(Continued from p. 14, col. 3)

jority children need strong multiple cultural loyalties, moreover, broader, and yet broader, if they are to reach their true human potentials and in doing so, save the world itself."[18]

What is being proposed here is different from what actually exists generally in bilingual education in the United States. The usual result of state and federal legislation is to gear the bilingual program toward the language minority child - who is obviously the target group. However, the end result is a program for the disadvantaged, a program to remedy "language deficiencies"; in short a remedial program. As long as bilingual education remains a compensatory program it will have an uncertain future.[19]

Most current bilingual programs are transitional i.e., the goal is to make a non or limited English speaker proficient enough in English so that the student may be mainstreamed into an all English speaking classroom. Preservation of the mother tongue is incidental. Conservation and development of the mother tongue is ordinarily forbidden or at least frowned upon.

Hall, a noted anthropologist stated long before the beginning of the bilingual movement in the U.S. "the degradation of one's mother tongue (and culture) as inferior in social and educational situations can be traumatic in the extreme."[20]

Rosa Guas Inclan commenting on Hall's statement writes:

> "In essence, this 'degradation' is what takes place when limited English speaking children are involved alone in a program in which they, and not the children of the "power structure" parents, learn in their home language only as long as necessary in order to be able to survive in the English speaking world while they become English speakers, and then forget their language of origin which no one in their new community valued enough, anyway, to take the trouble to learn it."[21]

The President's Commission makes the same point saying "the melting pot tradition that denigrates immigrants' mainstream of their skill to speak their native tongue still lingers, and this unfortunately causes linguistic minorities at home to be ignored as a potential asset."[22]

Even in Colorado where the State Act encourages the participation of children of the "power structure," participation becomes problematic when funding is reduced, when legislators want to know why children "who don't need it" are in the program. But more devastating is the popular image of bilingual education which many school districts present to parents i.e. it is a remedial program for the underachievers. Parents, Anglos and Hispanics are reluctant to place their children in a program which has a pejorative connotation.

Can educators, legislators and businesspeople unite to sponsor and foster a bilingual program which combines the best of various approaches? Can we promote a program which allows both groups of students—LEPS and monolingual English children—to learn in two languages so that at the end of the process both groups of students are bilingual and achieving academically? Can we create a learning environment in which the languages and cultures of all the students are treated with equal respect?

Can we develop a new operational myth of national identification which glories in the richness of cultural diversity instead of still clinging to the melting pot myth which sees sameness as the badge of national unity?

FOOTNOTES

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16. San Diego Union, May 18, 1980.

17. Vongthieres, Siri and Egan, Lawrence. *Asian and Pacific Americans: An Educational Challenge.* Education Commission of the States, Denver, Colorado. 1980.

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19. Carter Thomas. *Bilingual Program, Policy, Assessment Issues.* California State Department of Education, Sacramento, California, 1980. p. 83-95.

20. Quoted in Guas Inclan, op cit. p. 42.

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22. op cit. p. 6.

Lawrence Egan has directed Mam-Spanish bilingual programs with Mayan Indians in northwestern Guatemala. Currently he is Senior Consultant with the Bilingual Unit of the Colorado Department of Education.

CONFERENCE

The fourth statewide conference on bilingual/ESL education will be sponsored by the Educational Improvement Center/Northeast (EIC/NE) and the Bureau of Bilingual Education, N.J.S.D.E., on April 9th and 10th at the Holiday Inn Jet Port in Elizabeth, New Jersey. Over 60 workshops will be presented on a variety of topics of interest to teachers, administrators, and parents. For further information contact:

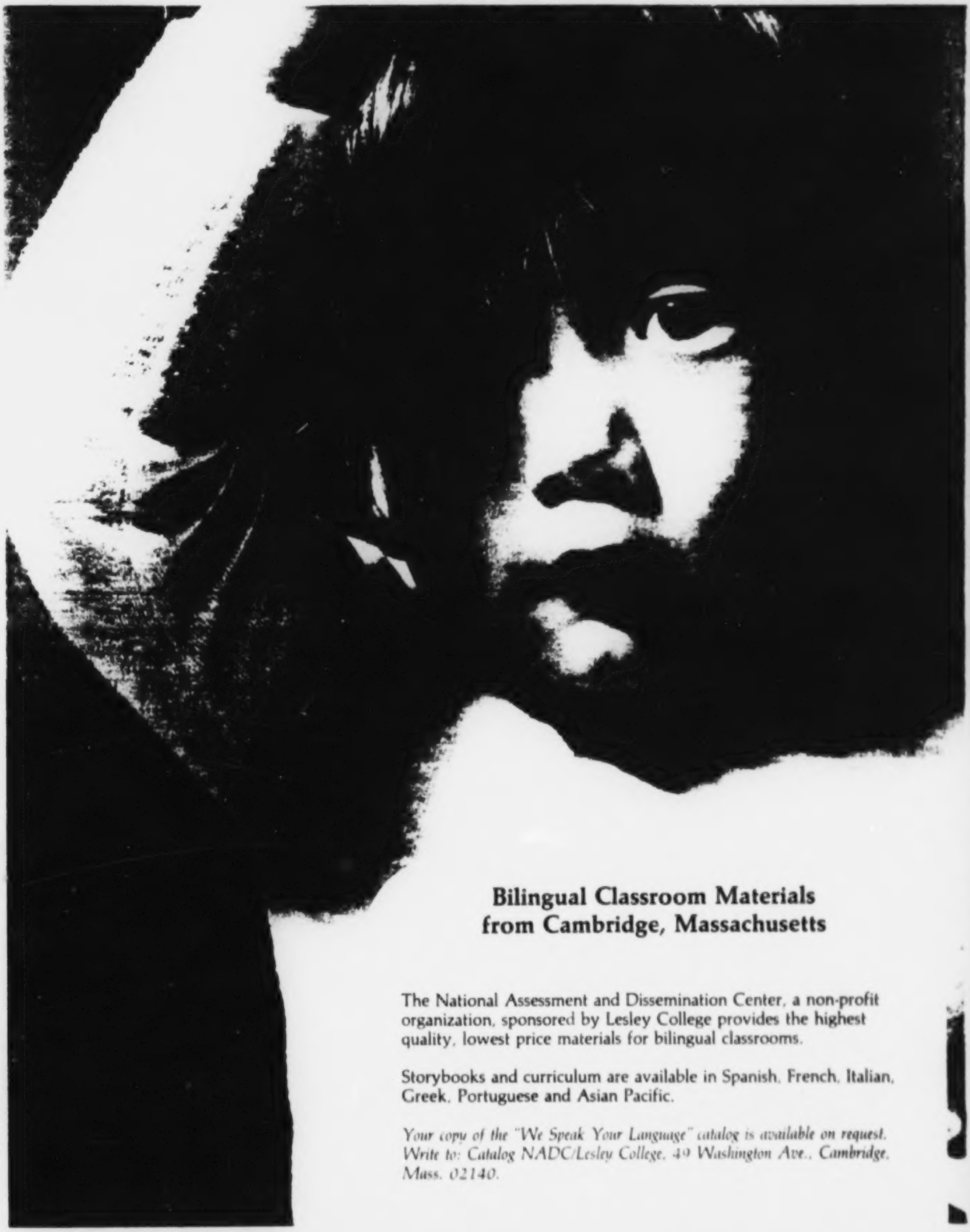
Anna M. López
EIC/NE at (201) 731-8400
Bureau of Bilingual Education at (609) 292-3773

NABE Membership Escalates

NABE membership has jumped to 2800 as of February 15, a gain of 400 over the 1979-80 record of 2400. Our goal is to reach 3000 before the newly established membership cutoff date of March 31, 1981. After March 31, members will be eligible for 1981-82 benefits.

Pepe Barrón, Vice President of NABE, is serving as Acting Chairman of the Socio-Political Concerns Special Interest Group (SIG) of NABE while chairman Marcelo Fernández is recuperating from a recent operation. Dr. Barrón's writings on initial NABE efforts to gain support for bilingual education with the Reagan administration appeared on page 1 or the January issue of NABE News.

Members will be receiving continual updates of NABE activities in this area by direct mail or through the affiliate communications network.



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Bilingual?
Si!

By Edward R. Roybal

The following article appeared in the February 12, 1981 edition of the Washington Post.

As a native-born American who can trace his roots in this country back for more than 300 years, and whose native language is Spanish, I have been surprised at the emotionalism among the opponents of bilingual education. To their view, teaching children English by using the language of the child's home somehow fosters cultural separatism and insidiously promotes Spanish as the second language of this country.

How can a program whose objective is to help children make the transition into English-speaking classrooms be labeled separatist? To my mind, separatism is increased—not diminished—by denying linguistic minorities the educational opportunities to enter into the mainstream of American life.

Ironically, events that occurred nearly 8,000 miles away in Iran may give us a better perspective on this issue. A Marine of Hispanic descent, Sgt. Jimmy Lopez, who courageously helped 15 other Americans escape from the embassy, wrote on his jail wall, "Long live the Red, White and Blue"—*in Spanish.*

To us in the Hispanic community, this act captures the love of this country that our community has demonstrated for years. Frequently, this is overlooked. Hispanics have received more Medals of Honor than any other ethnic group in recent American history. Hispanic soldiers fought and sacrificed in the Pacific, Europe and places with names like Chongjin Reservoir and Khe Sanh.

While many think of the Hispanic community as "illegal aliens," "Cuban refugees" or other categories of recently arrived immigrants, Hispanics have been an integral part of this nation's history. That is why Hispanics have difficulty understanding the virulent attacks on bilingual education. Despite sacrifices of the Hispanic community, and despite its willingness to work that so embodies the American ideal, the children of our community continue to be shortchanged by this nation's educational system—a system that Hispanics, like all Americans, help support through the billions of tax dollars they pay.

Hispanic children in 1980 were at or near the bottom of the educational ladder. Falling behind in grade levels, dropping out of school, being underrepresented in colleges and graduate schools all indicate the failure of our schools in meeting the needs of Hispanic children. Just as alarming is the fact that segregation in school has *increased* in the past decade for Hispanic children.

The major reason for the schools' failure to meet the needs of Hispanics has been the language barrier. President Johnson recognized this in the 1960s when he gave his personal support to those of us who were introducing bilingual education legislation. In schools of south Texas, he experienced firsthand the barriers between a teacher and a child who speak different languages. The traditional method of teaching English by total immersion in an English-speaking classroom was the answer for only a few. This method has condemned many Hispanic and other language-minority students to failure. Some children learned, but for many the classroom became a traumatic encounter.

The situation for many Hispanic and other language-minority children continues unchanged. As U.S. District Judge Justice stated in a ruling mandating bilingual education for Hispanic children in Texas last month (*United States v. Texas*), the educational situation for Hispanics is an "ongoing ethnic tragedy."

The goal of bilingual education is to bridge the barrier of language. By using the language of the home in the classroom, the child's transition into English-speaking proficiency is facilitated: the child recognizes the worth of his or her parents' language and links school life with home life—a link that is vital for a successful learning environment.

The next time you hear someone denouncing bilingual education, remember that American Marine of Hispanic descent—like so many others before him—who defiantly expressed his patriotism in the language he learned at home: "Viva el Rojo, Blanco y Azul!"

Rep. Roybal, a Democrat from California, is chairman of the Congressional Hispanic Caucus.

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Language Maintenance and Language Shift: The Case of Spanish

Joshua A. Fishman, Yeshiva University, will direct an NEH Seminar for College Teachers from June 22 to August 14, 1981. The topic of the Seminar will be "Language Maintenance and Language Shift: The Case of Spanish (and Other Minority Languages) in the USA in General Sociolinguistic Perspective." Participants will be chosen from applicants who have their Ph.D.'s, have been engaged primarily in teaching for at least three years and are faculty members in humanities departments that do not offer doctoral work. Twelve participants will receive $2500 stipendbearing fellowships for the eight week period and will be expected to attend all sessions of the Seminar, read widely in the topic area and complete (and orally present) a written assignment/individual project in this topic area with the approval and assistance of the Seminar director. For additional information and application forms write Prof. Joshua A. Fishman, Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York, New York 10003. All applications must be received by April 1, 1981; notification of selection will be by April 15, 1981.

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VOLUME IV, NUMBER 5 - JUNE, 1981

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Colorado Boosts NABE Over 3,000 Mark In Nationwide Membership

The Colorado Association for Bilingual Bicultural Education made a concerted effort over the last three months to increase its membership, both in the state affiliate and in NABE. Through the assertive leadership of Dr. Jim Bradsford, CABBE President, the association has grown from 116 to 320 in the last 6 months. In addition, CABBE has increased its membership in NABE by 300% with 83 new members and 20 renewal memberships in the last 6 months.

One of the dominant forces behind the increase in state and national CABBE/NABE memberships is Marge Sanchez, who was appointed by the CABBE Board of Directors last October to head up a membership drive. She took the charge seriously and from then on could be seen at not only CABBE functions, but also at other social and educational meetings going about her campaign at some improvised membership booth.

In order for any organization to be perceived as viable, it must have a way of communicating with its members. The CABBE Board last October, realizing the value of a newsletter, appointed Gene T. Chavez to develop a house organ which would reflect the richness of diversity which exists in the state organization and would keep the organization abreast of local, regional, and national matters affecting bilingual-bicultural education. In order to do this, he asked for and got the assistance of some of the most talented bilingual educators in the area.

The CABBE news team is composed of Gene T. Chavez, Editor; Dr. Bonnie Scudder, Assistant-Editor; Lucia Aandahl, NABE Correspondent; Darlene Le Doux, Feature writer and Dr. Siri Vongthieres, Feature writer.

We are sure that the Colorado Association of Bilingual Bicultural Education will continue to grow under the leadership of Dr. Jim Bradsford, and many good things will happen for Bilingual Education in the state of Colorado.

EXTRA

Kennedy Addresses Convention

As NABE NEWS went to press, Senator Edward M. Kennedy was addressing the NABE Convention in Boston. The following is the text of his May 28 speech which received a standing ovation.

It is a privilege to be here with so many distinguished educators from my own state and around the country in this annual conference of the National Association of Bilingual Education. It is a special pleasure for me to join with your conference chairman, John Correiro, in welcoming you to Boston.

I want to thank your Vice President Pepe Barrón for his kind words of introduction. And to your incoming President Ramón Santiago and President-elect Bob Cruz, I offer my congratulations and best wishes. It seems that everyone up here is a President of something — except me.

Let me say a few words of appreciation about Ernie Mazzone, the director of the Bilingual Education program here in Massachusetts. Ernie and his colleagues have one of the most successful and effective bilingual programs in the country — and that program deserves to be continued. Just a decade ago only one Hispanic graduated from all the high schools in Boston. Last year, 200 of the city's 3,000 graduates were graduates of a bilingual program and of high school — and 80 percent of them planned to go to college. This year, that number will be even higher. A decade ago, 90 percent of the children with limited English speaking ability were not in school in this city — and the few who were enrolled dropped out long before they completed high school. This year, according to a recent report on the Boston city schools, more than 6,000 such children were in our public schools and were also in bilingual programs. Their drop-out rate was less than 3 percent, far lower than the average for the city as a whole. If these children can finish school, then they will have a chance in life — a chance to learn and to apply the skills and the knowledge that can improve the quality of their lives and the condition of our national life. And it is bilingual education that is keeping them in school here in Boston and across the nation.

> **"One of the most basic of all freedoms is liberty from ignorance and literacy"**

In Fall River, the children of Cape Verdian immigrants had a 97 percent drop out rate a decade ago. Today that rate has been cut by three quarters, and there is a better future for the newest generation of Americans. Maria was a 13 year old when she came to this country from Cape Verde without knowing a word of English. She had only four years of school before she immigrated here. She entered a bilingual education program and worked hard for three years. Her seven cousins did not have that chance. They came to America before the program was established. They dropped out of high school before graduation. But Maria finished high school. She went on to college. And this month she will graduate from the University of Massachusetts at Amherst. Her family will be there to see her and they will be so proud of her achievement.

> **"One of the most basic of all civil rights is the right to be taught and to learn"**

I challenge those who question the value of bilingual education to look to the reality of this program for thousands of children like Maria — the children of the first Americans, the Native Americans — and the sons and daughters of the latest immigrants from Latin America and the Portugese and Asian children who are learning to be Americans without losing their own special heritage. I ask the critics to consider the difference that bilingual education can make in individual lives and for the vigor and strength of this nation.

I am proud that Massachusetts led the nation in requiring a bilingual program. For more than 300 years of public schools in Massachusetts, we have been committed to the essential worth of learning. We have heeded the words of Daniel Webster: "On the diffusion of education among people rests the preservation and perpetuation of free institutions."

That principle deserves to be applied to all our people — and all our children — whatever

[*Cont. on p. 10, col. 1*]

LAST ISSUE!

....for you who haven't renewed....This issue of NABE NEWS is the last for the 1980-1 NABE year. Cut out and mail the application on p. 3 and you will be assured of the September NABE NEWS. And give a copy of the membership application to a friend. Our goal for 1981-2 : EVERY BILINGUAL EDUCATOR, PARENT, AND FELLOW A MEMBER!

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the second month preceding publication.

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Letters . . .

Carolyn Ebel
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Dear Ms. Ebel:

The Pacific Islands Bilingual/Bicultural Association has just concluded its Fourth Annual Meeting on Saipan, Northern Marianas. Of major concern to the 83 individuals in attendance (from Guam, Hawaii, Oregon, Northern Marianas and all parts of Micronesia) were the proposed cuts in funding for the Office of Bilingual Education and Minority Language Affairs within the Department of Education. Those in attendance passed the enclosed resolution unanimously.

Those of us in the Pacific are indeed grateful for the federal assistance given to us in the past in regards to Bilingual Education. Many of our programs were initially funded with federal assistance and now operate on local funds. However, the task of serving our children is not yet complete and we ask your assistance in restoring OBEMLA's funding to its previous level.

Sincerely,

Robert A. Underwood
University of Guam, Bilingual
Bicultural Training Program

JOB LISTINGS

Positions are advertised in NABE NEWS at a cost of $20 per listing, prepayment required.

Attention: Publishers

Any publisher who donates two or more copies of a book on bilingual education (including ESL of course), to the NABE National Office in Washington, will be guaranteed a listing of the publications in NABE NEWS, the official newsletter of NABE which is published five times a year.

In addition, we invite you as a publisher to become an active member of NABE, thereby receiving publications of the organization (NABE NEWS and NABE Journal) as well as all membership correspondence. The cost of commercial membership in NABE is $125.00. Such a membership will also qualify your company for inclusion in a one time listing in NABE NEWS of all publisher members.

Please contact us for additional information at:

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NABE News Reporters for 1981-2

The NABE Board is pleased to name the following active members of NABE to one year positions as reporters for NABE NEWS for the 1981-2 year. Please contact the NABE office immediately if you are interested in becoming a reporter. Send in writing your experience in reporting/editing, your estimated free time available each month, and samples of news articles to be submitted. Final decisions on reporters for this year will be made by the September issue.

Joseph Prewitt, Penn State University
Fay Pallen, New York City
Adeline Becker, Providence, RI
Jean Maculaitis, Mountain Lakes, NJ
Mona Scheraga, Paterson, NJ

Mailing Labels of NABE Membership Available

NABE sells its membership list in cheshire or gum label form at a cost of $200. For the future, this fee is the cost to *anyone*, within or without the organization. In answer to official complaints of the membership regarding indiscriminate selling of the membership list, the Board is now requiring a written explanation of the proposed use of the list, including a copy of the mailing going out — in advance of approving the sale. Requests must be in writing and accompanied by prepayment.

Membership Directory

The 1980-1 membership Directory is in the process of being printed; you should be receiving it in early fall. For the current year, 1981-2, we plan to go to press in December. For inclusion in the 1981-2 Directory, you must join NABE by December 1. Renew now and you won't be left out of the Directory.

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Bilingual Education: Why the Controversy

The Block Grant Approach

According to the same statement issued March 10, 1981, by Secretary Bell, ".... the Local Education Block Grants will target funds on economically disadvantaged and handicapped students, children in schools undergoing desegregation, and adult illiterates" in fiscal year 1982. This approach, if approved by Congress, would affect the 1982-83 school year.

The approach is designed to pre-empt the categorical nature of Federal programs by consolidating over ten existing programs. Such a design gives rise to the issue of whether or not to keep the "supplement and not supplant" provision in Federal programs. Yet an article published in the **Education Times** on March 2, 1981, indicated that ".... Secretary Bell said firmly that States and localities could not use funds from federal block grants to cut taxes...." Bell said, "They couldn't use the money to erect buildings or build swimming pools". The article went on to say that ".... it's considered almost sure that Congress won't buy unrestricted general aid to schools".

The proposed pre-empting of the categorical nature of these programs should be of primary importance in Texas. While the distribution formula for the block grants is unavailable, it does propose to give priority consideration to **economically disadvantaged** student populations. This distribution would disregard the Congressional intent of programs for special populations such as the Migrant students and, moreover, would result n the awarding of Federal funds on an inequitable basis.
For example:

> Texas, as a sending state, has migrant students who migrate to thirty-seven (37) receiving states. The Pharr-San Juan-Alamo ISD alone has over 6,000 migrant students who migrate to 27 states. The sending school districts could conceivably not be allowed to count their "economically disadvantaged" migrant population, if the count was requested at a time when these students enrolled in the over 5,000 school districts in the receiving states. The irony is that the sending district would have these migrant children enrolled for a greater portion of the year and yet, other districts would generate the block grant funds.

The overriding concern is that not only is the program's integrity at stake, but the demise of the program itself as well.

The need to communicate our concerns to Congress is apparent. The urgency to do so is even greater!

Conflicting Research Results

A problem appears to arise from the fact that after approximately fifty years of research there have been conflicting conclusions from many of the studies that have been conducted. For the purposes of this paper, a general outline of the various problems that are encountered in bilingual education will be discussed. The following areas need further study and clarification before any meaningful results in the area of bilingualism can be obtained:

1. The term bilingual does not have a standardized definition, thus many of the studies describe the population they are studying but do not define the term bilingual. Cornejo[5] in a study of Spanish-speaking children in Texas raises this point. He states that the language skills of these children ranges almost 100% Spanish to almost 100% English.

2. The importance of family structure and its affect on linguistic behavior needs further clarification. Barker's[6] study of Mexican-Americans has shown that variations of the language unit is so great that the family unit cannot be used as a basis of classification of linguistic types.
3. Additional studies are needed on the importance of; age of learning, learning situations, intergroup social relationships and the families' educational background. The most recent study in this area was done by Diebold[7] who found that these areas are critical factors along with the structure of the two languages being used.
4. Various studies[8] have shown that there is a positive relationship between beliefs about oneself and English fluency; however, many of the bilingual programs place very little stress in this area.
5. The effects of bilingualism on intelligence must be examined. Numerous studies[9] have been conducted since the nineteen thirties and the findings are inconclusive; this indicating that the problem needs further careful investigation.
6. The importance of cultural identification with teachers and pupils of similar ethnic backgrounds must be investigated.

Lack of Evaluation and Synthesis of Programs

The problems associated with bilingualism are numerous and the researchers are probing for answers. One needs only to look at Anderson and Boyer's[10] **Bilingual Schooling in the United States** to see the multitude of solutions that have come about in response to the problems of bilingual education. Many of these solutions, however, appear to be ineffective. In the September, 1977 issue of **Hispania** Anderson states:[11]

> *If we depend upon bilingual education as it is presently conducted in most of our bilingual programs to produce citizens both bilingual and biliterate, we are to be disappointed.*

There appears to be a breakdown in the communications systems, especially in the

[*Cont. on p. 4, col. 1*]

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Bil. Ed. . . . . Controversy

[Cont. from p. 3, col. 3]

area of feedback. Specific measures must be developed in order to evaluate the effectiveness of programs. The results, both the strengths and weaknesses, can then be compared with other programs and appropriate changes can be instituted. As a result, our educational institutions will be able to establish a curriculum that will enable the bilingual child to compete more academically with their monolingual peers.

FOOTNOTES

1. Rolf Kjolseth, "Assimilation or Pluralism," in Bilingualism in the Southwest, ed. Paul L. Turner (Tucson: University of Arizona Press, 1973) p. 8.
2. J. Ronayne Cowan and Zohreh Sarmad, "Reading Performance of Bilingual Children According to Type of School and Home Language," Language Learning, 26, 2 (December 1976):353-376; M. Bruck, W.E. Lambert, and G.R. Tucker, "Bilingual Schooling Through the Elementary Grades: the St. Lambert Project at Grade Seven," Language Learning, 24, 2 (December 1974): 183-204.
3. Rolf Kjolseth, "Assimilation or Pluralism," in Bilingualism in the Southwest, p. 15-16.
4. Max K. Adler, Collective and Individual Bilingualism, (Hamburg, Germany: Helmut Buske Verlag, 1977) p. 126.
5. Ricardo J. Cornejo, "Acquisition of Lexicon in the Speech of Bilingual Children," in Bilingualism in the Southwest, p. 65.
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8. Erwin H. Epstein, "Social Change and Learning English in Puerto Rico," in Schools in Transition: Essays in Comparative Education, eds. Andreas M. Kazamias and Erwin Epstein (Boston: Allyn and Bacon, 1968): 88-98.
9. Russell N. Campbell, "Bilingual Education in California," Paul L. Turner (Tucson: University of Arizona Press, 1973): 29-37; Elizabeth Peal and Wallace E. Lambert, "The Relation of Bilingualism to Intelligence," Psychological Monographs - General and Applied 76, 27, 1964:20.
10. U.S. Department of Health, Education and Welfare, Bilingual Schooling in the United States, 2 vols, eds. Theodore Andersson and Mildred Boyer (Washington: Government Printing Office, 1970).
11. Theodore Andersson, "Preschool Biliteracy - Historical Background," Hispania 60, 3 (Sept. 1977): 527.

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2. Publication of a bilingual subject heading list and authority file, with over 6,000 entries, under the title, Catálogo Español. Lista Bilingue de Encabezamientos de materia (1980).
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The California Spanish Language Base in the future seeks to help other libraries and institutions develop bilingual access and cataloging systems. It is currently providing this service for Los Angeles Public Library and Los Angeles County Public Library. It will offer an online Spanish-English authority control system which will be capable of improving bilingual communication and access to information for U.S. and Spanish American communities.

For further information, contact:

Joan Leopold, Administrator,
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The Federal "Pullback" in Aid to Education

by Oscar M. Cardenas, Executive Director, Advocacy Systems for Education

The controversy over the merits and demerits of President Reagan's proposal to consolidate educational programs continues to be waged at the local, state and national levels. On February 18, 1981, President Reagan went before the Congress with his administration's "Program for Economic Recovery."

The Budget Reform Plan, as described in the White House Paper, proposed to ".... consolidate all or part of over 45 separate Federal and secondary education programs into two "block grant" programs—one to the States and one to Local Education Agencies (LEAs)". The intent will be to ".... shift control over education policy away from the Federal Government and back to State and local authorities...." The Block Grant approach as proposed would include a 20 percent reduction in fiscal year 1982, over ".... the sum of the combined programs in 1981".

Based on national reaction to the President's proposal, it appears that the intent is to shift responsibility away from the Federal Government rather than "control". For example, the National School Boards Association described the proposal as a "Federal Bail-out". This poses the question, whether local and State governments are to pick up where the Federal Government leaves off.

On March 10, 1981, Secretary of Education T.H. Bell issued a statement on the Revised Budget for the Department of Education, which includes ".... a 25% reduction in programs which are slated to go into block grants in 1982...." It seems the Reagan advisors had "underestimated" the growth in Federal spending. Thus, the prevailing controversy continues. (Note: This article is presented merely as another viewpoint, based on facts and figures available at the time of this writing).

The outcome of the Block Grant approach and the 25 percent rescission rates rests with the Congress of the United States. Until the politics on these issues are resolved by our elected officials, I find it difficult for any one individual, agency or association to conclusively report on what all of this will mean. It does not preclude any initiative to speculate and/or project what ramifications and implications could evolve.

Rescissions

It is crucial that we consider the proposed rescissions first, at the level of a 25 percent reduction. The net effect on the program purchasing power will be further reduced by the inflationary index (cost of living increase). For example, Texas school districts have to take into account the potential 14 percent (14%) salary increase for personnel as proposed in the 67th Legislature. If the pay raise for teachers and others is approved in Austin, the program purchasing power with Federal funds would actually be reduced by thirty-nine percent (39%)! To illustrate:

> A Texas school district is using $500,000 in the 6100 Class Object Code (Payroll Costs) in a Title I Regular program in 1980-81. The level of program for 1981-82 would require a $575,950 budget allocation in the Title I program, when one considers the potential pay raise of 14 percent ($70,000) and the teacher retirement contribution of 8.5 percent ($5,950). Given the proposed 25 percent cut, the program purchasing power for this same district would be $375,000 to defray a $575,950 program tab. The net deficit is $200,950 or approximately 40 percent of the 1980-81 level of Federal support.

School administrators can apply basically the same formula above for each of the other Class Object Codes by using a 10 percent (10%) inflationary rate for each Federal program grant, excluding new grants requested: eg., Title VII, Emergency School Aid Act (Basic Grants). (Note: The above formula is predicated on the much discussed 25 percent (25%) cut across the board).

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Bilingual Education: A Three-Year Investigation Comparing the Effects of Maintenance and Transitional Approaches On English Language Acquisition and Academic Achievement of Young Bilingual Children

by Anthony Ralph Sancho, Claremont Graduate School

Even though biligual education has been fostered and implemented in the U.S. on a limited basis since the 1800's, it did not attract national attention in the educational community until it was eventually sanctioned by the federal government with the passage of the Bilingual Education Act of 1968. In the interim, the controversy surrounding bilingual education has continued to flourish with pro and anti-bilingual camps justifying their stances on the basis of issues more closely resembling a minority versus majority debate than as an academic argument. One basic issue that has plagued the bilingual education dispute has been the question of whether the major goal should be one of language maintenance or one of language shift. That is, should these programs assist a student in the acquisition of English while helping him develop and maintain the home language, or should the thrust be to make use of the native language only as a means of accelerating the learning of English so as to facilitate quicker transfer into a mainstream classroom?

The purpose of this study was to address this issue by analyzing the results of a comparative three-year longitudinal evaluation of young children participating in an English-Spanish bilingual education program employing the two fundamental approaches to bilingual instruction—maintenance and transitional.

The maintenance approach is characterized by an equal use of the student's first and second languages as media of instruction with the goal of developing and maintaining both languages.

In the transitional model, the students' first language is used to the extent necessary for adjusting to school and/or master subject matter until his/her skills in English are developed to the point that it alone can be used as the medium of instruction.

The two groups of students selected for this study were participating in an E.S.E.A. Title VII bilingual program in the Harlandale Independent School District, an inner-city urban district, in San Antonio, Texas. The research compares each group's accomplishments during the period from 1976-77, their kindergarten year, through 1978-79, their second grade year. A total of eight classrooms, four employing the maintenance model and four implementing the transitional were used for the study. The eight classrooms were located in six schools which were paired because of their similarity in terms of location, ethnic population, median family income and median family school years completed.

The study examined entry level language proficiency in both languages and three specific academic skill areas: English language acquisition, English reading, and mathematics. The acquisition of skills was measured by a norm-referenced instrument (CTBS) administered to 110 students (53 participating in the maintenance model and 57 in the transitional approach) who were continuously enrolled in the project during the three year period of this study. Additionally, a comparison was done between those students that remained in the program for the full three years and those that dropped out after the first and second years of the study.

The four research questions which the study examined are:

1. Which of the two approaches to bilingual instruction provides bilingual children a better mode for academic achievement when compared via an English norm-referenced test?
2. To what extent does the linguistic competence which the bilingual child initially brings to school affect his academic achievement in English?
3. To what extent does the socio-economic environment of the bilingual child affect his academic achievement in English?
4. Were there any differences between the characteristics and achievement of students that remained in the program for the full three years and those that dropped out after the first and second years?

The study employed a quasi-experimental design using a modified version of the time-series experiment as the basis for analyzing the data. Statistical techniques included two tailed t-tests, analyses of variance, and analyses of covariance.

The major conclusions that resulted from this study are the following:

1. The limitations imposed by providing bilingual treatment through the vehicle of either a maintenance or transitional approach is too narrow in scope for bilingual children. Allowances for combinations and/or variations seem more appropriate for these students.
2. The effects of either a maintenance or transitional educational treatment are not as significant on student achievement as the degree of linguistic competence which the bilingual child initially brings to the school setting.
3. The degree of proficiency that bilingual children bring to the school in both languages seems to have a direct relationship to their academic performance.
4. The results of this study support the hypothesis that the development and maintenance of two languages in the classroom increases the ability of bilingual children to perform logical operations such as those required in math.
5. The findings related to socio-economic status as examined in this study indicate that it is not possible to draw definitive conclusions about this control. The inconclusive nature of the results suggests that further investigation in this area be conducted with more careful attention to the status of individual children.
6. The findings related to attrition characteristics as examined in this study also indicate that it is not possible to draw definitive conclusions at this time. Again, these results suggest that further investigations in this area be conducted, with parental input playing a major role.

Even though the focus of this study was narrow in scope, there is sufficient evidence to encourage future researchers to address many additional variables that directly relate to the issues surrounding the two approaches to bilingual instruction. Perhaps research in this area has been neglected or avoided because of the philosophical and political controversies which have heretofore existed; however, it is hoped that this initial piece of research prompts others to pursue further investigation of this most important aspect of bilingual education.

Stanford Institute: July 1981

K-12 teachers, administrators and curriculum specialists of bilingual education, multicultural education and global perspectives in education will participate in a training program at the Stanford Institute for Intercultural Communication. The Institute will be held at Stanford University School of Education, July 23-24, and July 26-31, 1981.

Registration, which is limited, can be completed through King Ming Young, Associate Director, P.O. Box A-D, Stanford, CA 94305, phone (415) 497-1897. PLEASE NOTE NEW PHONE NUMBER.

Gini Matute-Bianchi, Assistant Professor at University of California at Santa Cruz, will lead the workshop on Training Bilingual Teachers. This workshop will examine the role of bilingual education in society and the articulation between bilingual education and desegration.

Asa Hilliard, Fuller E. Callaway Professor of Urban Education at Georgia State University and former Dean of Education at San Francisco State University, will lead the workshop on Developing Multicultural Education. The workshop will explore the social context, the goals and objectives, and the pedagogical strategies of multicultural education.

James Harpstrite will direct the workshop on Developing Global Perspectives K-12. Dr. Harpstrite is the director of the Hawaii Multicultural Awareness Project and is designing a global-interdependencies curriculum project for schools in Hawaii and Japan. This workshop will explore issues of global education and methods of integrating a global perspective into existing social science curriculum.

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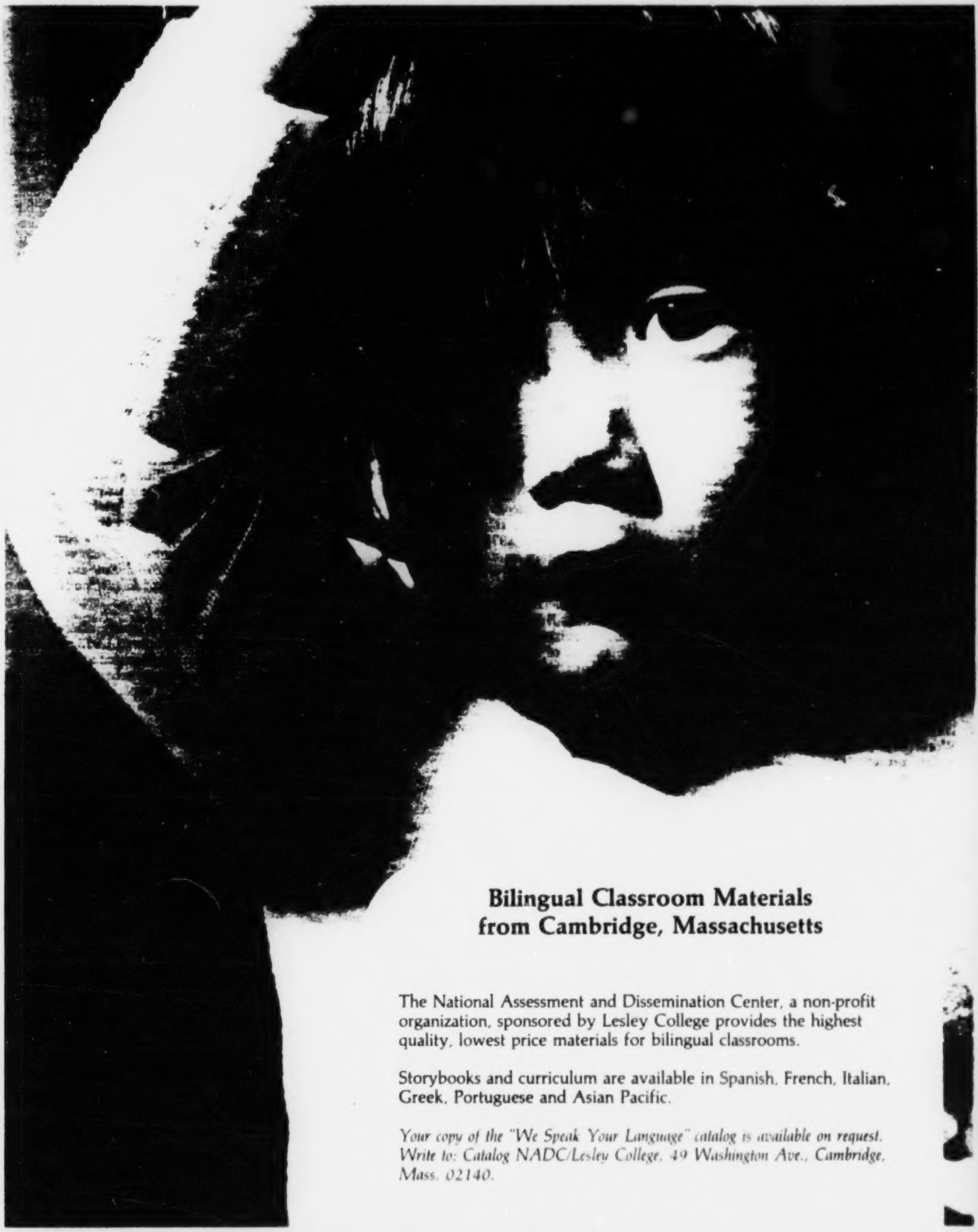

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The Remigration of the Puerto Rican Student As A Factor In School Adjustment

Juan A. Nogueras and Joseph O. Prewitt Diaz, The Pennsylvania State University

Abstract

The purpose of this study was to discuss the effect of the remigration process of the Puerto Rican from the mainland to the islands. The remigrant student is a new phenomenon within the school system of Puerto Rico. The effects of this new element cannot be determined until more information is collected. School adjustment problems have been found by researchers and school administrators. However, the majority of results that have been reported are contradictory. In order to understand the return-migrant student adjustment process, socio-psychological studies in areas such as self-estimation, the extent of acculturation, and socialization are recommended.

The purpose of this report was to discuss the effect of the remigration process of Puerto Ricans from the mainland to the island. Up to 1976-77 the average remigration was 40,000 per year. On returning to the island many have tried to further their education only to realize that their lack of communication skills, both in English and Spanish, hinder their efforts (San Juan Star, 1980).

In the last four years, thousands of families have returned to Puerto Rico after living in the United States for several years. During the 1980-81 school year, school-age children of these families increased the student population of the Puerto Rican Public School System (Department of Education, 1980) by more than 9%.

Migration as a Relief From Unemployment and Overpopulation

The Puerto Rican movement to the mainland as contract labor groups following World War II provided the nucleus from which present Puerto Rican communities arose in the United States (Maldonado, 1979). Both governments, United States and Puerto Rican, contributed to increase the migration movement. After the second World War every effort was made to employ and move to the mainland as many Puerto Ricans as were available (Maldonado, 1979).

Puerto Ricans were contracted to work as industrial workers, in Lorain, Ohio in 1947 and Gary, Indiana in 1948. They were also contracted as agricultural laborers in Milwaukee, Wisconsin and Buffalo, New York (Maldonado, 1979). The recruiting of labor in Puerto Rico began as early as the occupation of the Island by the United States after the Spanish-American War in 1898. The importation of workers from Puerto Rico was developed as a means to alleviate the agricultural labor shortage in several states. Thousands of skilled and unskilled workers were imported by the middle of the 1940's.

In addition, the government of Puerto Rico considered migration to the mainland as a way of relieving unemployment and overpopulation. Their efforts resulted in a great movement of Puerto Ricans to the United States. "My relative in America is doing well and he has sent for me" was a very popular phrase on the Island around the fifties.

The Puerto Rican population on the mainland has increased from 301,375 in 1950 to 1,830,000 in 1978 (Prewitt Diaz, 1981). The American citizenship of the Puerto Ricans since 1917 facilitated the migration movement.

Remigration to Puerto Rico

During the 1970's the government of Puerto Rico faced the problem of reverse migration or remigration; the return of many Puerto Ricans from the mainland United States to the Island. There are currently 59,812 remigrates in the public schools of Puerto Rico. These students faced sociological, psychological and linguistic adaptation problems (San Juan Star, 1980). These students were described as having the same cultural roots as the Puerto Ricans on the Island but different cultural patterns.

Efforts of the Department of Public Instruction of Puerto Rico to Serve the Remigrate Pupils

The Puerto Rican Department of Education developed a Bilingual Education Program in August, 1978 as part of the regular academic program to serve those who returned and those who were potential migrants to the States (Department of Education, 1978). The program incorporated all independent Bilingual Education Projects into one organizational unit. At present, it is still composed of six projects.

1. An Early Childhood Bilingual Education Project, designed to provide special intensive training in English to Spanish-speaking students from kindergarten to third grade who are potential migrants to the United States.

2. The Upper Elementary Bilingual Education Project designed to serve children from fourth to sixth grade who live in areas of high mobility to and from the United States.

3. The Transition to Spanish Project, started during the 1979-80 school year, created to serve students in the fourth and seventh grades that return from the States and are not proficient in Spanish.

4. State-funded Bilingual Secondary Schools, designed to assist English-speaking and talented Spanish-speaking students interested in learning English as a second language.

5. The Cultural Bilingual Project for High School Students, geared toward the enrichment of educational opportunities for Puerto Rican pupils who return from the United States.

6. Bilingual Instruction for Parents, created to serve parents of students who participate in the bilingual programs.

What Did Puerto Rico Learn from Dual Language Programs from Remigrates?

Remigration has been identified as a real educational problem in Puerto Rico. The remigrate students face language and cultural barriers. Most need help in both language arts and social adaptation skills. In addition, the majority of parents lack the skills needed to help their children.

The following statements made by a remigrate student expresses the root of the problem: "When I first came down here, I felt so lost that I wanted to go back to the States." "When I first got to Puerto Rico I was scared because I only knew a little Spanish" (San Juan Star, August, 1980).

Kavetzky (1978) contended that teachers and school officials tend to stereotype remigrate students as low-achieving, troublemaking, aggressive, undisciplined, disrespectful, lacking identity, and not knowing either English or Spanish. On the other hand, English teachers and teachers who themselves were once classified as remigrates tend to believe that remigrate students will react positively when they feel that teachers and non-migrant peers attempt to understand them. This also occurs when the teacher is tolerant of their attempts to express themselves; be it in English, Spanish or the characteristic mixing of English and Spanish.

Ramos Perea's (1978) study offered findings based upon a sample of 1,973 students, of which 1,069 were remigrates and 904 non-migrants. The conceptual scheme was the relationship of migration experience and school adjustment. Factors like residential mobility, period of residence, social status, and ability in Spanish were considered.

Ramos Perea (1978) indicated that remigrate students were more poorly adjusted to school than non-migrant students. The study also supported an association between poor school adjustment and low residential mobility, long periods of residence, low social status, and low ability in Spanish. The study suggested the existence of an intimate relationship between school adjustment and length of residence in the United States. School maladjustment was found more often among remigrates with a long, as compared to a short, residence in the United States. The longer they stay in the United States, the more assimilated the migrants become in the cultural, social, and linguistic patterns of the United States. The extent of acculturation, assimilation, and socialization in each culture (Puerto Rico or United States) may determine the extent of maladjustment of migrant students in another culture. Lack of confidence, feelings of inferiority, and low self-estimation were other findings of the study.

Mr. Nogueras is a doctoral candidate in the Division of Curriculum and Instruction

Dr. Prewitt Diaz, an Educational Psychologist, is currently the Coordinator of the Bilingual Education Programs

The Education Policy Fellowship Program

The Education Policy Fellowship Program (EPFP) of the Institute for Education Leadership (IEL) has, since 1964, selected over 1,000 mid-career professionals for their Fellowship Program. During the Fellowship year the Fellows are given the opportunity to sharpen their skills in policy formulation and implementation and to demonstrate their capacity for advanced leadership in education and the related human services.

There are two types of Fellows: 1.) The *National Fellows* are selected through a nationwide screening process and are given new professional positions with a sponsoring agency. Most National Fellows are placed in Washington, D.C.; and, 2.) The *Inservice Fellows* who are identified, endorsed, and supported by their employing agencies in the twelve state sites. They remain in their professional positions during the Fellowship year. For the 1981-2 year applications for the second category, state-site fellows, are still being accepted.

In recent years, Fellows have been chosen with a view to their future contributions in particular educational fields. Thus, the Fellowship has addressed leadership needs in gifted and talented education, urban education, special education, youth employment, and educational research and development. However, for the 1981-82 Fellowship year EPFP anticipates categorical funding which would allow special emphasis in recruiting candidates with training and experience in the following areas:

- urban education (for participation in Cleveland, Ohio and New York City)
- education and social services for handicapped children and youth
- women and minorities in educational research
- minorities in higher education
- educational research and development (for placement at the National Institute of Education)

Recent "classes" of Fellows have averaged well over 50 percent women and 25 to 40 percent minorities. Each year Blacks, Hispanics, Asians and American Indians have participated to a greater degree. For since its inception, EPFP has become increasingly aware of the under-representation of minorities and women in the political process, consequently, EPFP makes a special effort to encourage women and minorities to apply.

If you are interested in applying to this program or in receiving more information about it, please write: *EPFP, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036; or telephone (202) 676-5925.*

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The National Center for Bilingual Research is seeking highly qualified applicants for the position of Center Director. The Center is operating exclusively in the public interest to conduct research in all aspects of bilingualism in order to improve practice and policy in bilingual education through advances in knowledge of teaching and learning in bilingual settings.

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Experience in managing large-scale research or development projects or organizations.

National stature in the bilingual community through membership on national committees, commissions, or held offices in national organizations.

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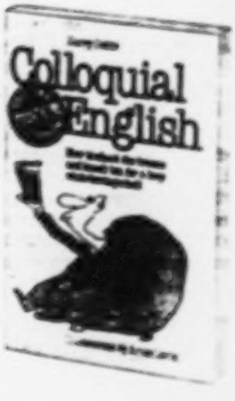

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[Cont. from p. 1, col. 3]

their culture or their tongue. That principle must continue to be the purpose of our schools and our policies, just as it has been the driving commitment of this association for the past ten years.

"For most of the history of American education we have turned away from limited English speaking children instead of reaching out to them. Language has been used as a barrier rather than a bound, as a force to limit opportunity and hope"

All of us who have helped bilingual education, and all of you who have given your careers to it, know the role that language plays in our lives. Octavio Paz once wrote: "I remember that when I commented to a Mexican friend on the liveliness of Berkeley, she said, 'Yes, it's very lively, but I don't belong here. Even the birds speak English.'" But then he went on, "Man is the only being who knows he is alone, and the only one who seeks out another." And it is through language that we can reach out to know and to understand one another.

For most of the history of American education, we have turned away from limited English Speaking children instead of reaching out to them. Language has been used as a barrier rather than a bound, as a force to limit opportunity and hope.

The United States Commission on Civil Rights once wrote movingly of this injustice. The Commission concluded, after studying the expectations of Hispanic families, that: "Their children will be isolated from anglo children; their language and culture will be excluded; schools to which their children are assigned will be underfinanced; teachers will treat their children less favorably than anglo pupils; and 40 percent of their children will drop out of school before graduation." Those conditions touched the conscience of the nation and led to the first Federal Bilingual Education law in 1968. I am proud to have been a co-sponsor of that legislation — and to have been the author of the 1974 Bilingual Education Act. Such efforts — your and mine — have meant a decade of progress, as your conference theme proudly records.

"You must sit down with publishers, editors and reporters, with business leaders and labor leaders. You must be the ones to shatter stereo types and create comprehension"

A decade ago, there were fewer than $20 million of appropriations for bilingual education. There were fewer than 100 school programs; there was no independent bilingual teacher training and no bilingual research. In 1971, community awareness on this issue was negligible and the professional network of support was nearly non-existent. Your association was not even founded. The strides taken since then are measured not in yards but in miles.

Title VII alone now reaches 500 school districts. It serves more than 300,000 students in over 70 languages. Study after study now shows that well-run, effective bilingual programs not only teach children English but give them the skills and the confidence to succeed. Nearly $250 million a year of federal funds sustain bilingual education. At least an equal amount is made available from state and local education agencies. There is a national network of technical assistance centers and a national clearinghouse to supplement local programs. More trained bilingual teachers are graduating from universities and more universities are attempting to train bilingual educators.

And now as never before, we can point to a Supreme Court decision which clearly tells lawmakers and school officials alike that: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum. Students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program he must already have acquired those basic skills, is to make a mockery of public education."

Despite the withdrawal of regulations, the Lau Remedies remain in force. States must carry out the obligation laid down by the Supreme Court to preserve the principle of equal opportunity, despite a new period of unequal sacrifice. In 1981, we are opposing a Federal budget that not only denies the dollars to move us forward, but a budget that would actually push us backwards — away from the goal of quality education.

"The block grant bill is the caricature of revenue sharing — without goals, without commitment, without accountability. It would turn back the clock to the blighted years before the Elementary and Secondary Education Act of 1965"

We have stood together at other difficult moments in the past. During the Nixon years we saw every education appropriations bill vetoed — but we were able to override every one of those vetoes. During the Ford years, every single Federal budget proposed fewer real dollars for our schools than the year before — but every single year, we reversed those priorities and moved this nation closer to a decent education for every citizen.

We have to stand together now against the anti-education budget of this administration and for a better break for the next generation of Americans. One of the most basic of all civil rights is the right to be taught and to learn. One of the most basic of all freedoms is liberty from ignorance and illiteracy.

The votes of Congress this year may be fundamental to the future of education in this land. We are working to prevent the Administration from repealing the pledge of a generation to equal educational opportunity in America.

All of us support a fair policy of budget economics. All of us seek to restrain inflation and to restore prosperity. But we cannot support the unfair policy which the Administration has proposed. Education has been asked to take a cut of 25 percent in federal spending. That reduction is incredible — and that reduction is unacceptable.

The Administration claims it has a mandate from the people for its program. But I do not believe that the American people voted last November to deny a college education to the sons and daughters of workers and the middle class. I do not believe that the American people voted last November to turn their backs on the effort to upgrade our public schools. And I do not believe the American people voted last November to shut down classrooms for bilingual education.

We have a strong commitment from Secretary Bell to keep bilingual programs separate from the Administration's block grant bill. But that is this year. Next year, there will be others in the Administration trying to force bilingual education back into the void of block grants where it will disappear forever. The voices of the poor and those who speak other languages are not likely to be heard when it comes time to divide a smaller grant among more competing groups. Already we have seen here in Massachusetts the pressures that will be felt nationwide. Because of proposition 2½, we are told that handicapped and bilingual programs must be slashed or even eliminated. Groups with special needs have been forced to bear the painful burden of balancing the state budget. The crisis will come in other states. Nowhere will the answer of the Administration make a difference. Their block grant bill is nothing more than a secret plan for future budget slashes that could destroy every vital education program. It would permit a state to deny any federal funds at all for school districts struggling to meet the reading requirements of needy children. It would permit a state to deny any help at all to migrants or to neglected or delinquent children. The block grant bill is the caricature of revenue sharing — without goals, without commitment, without accountability. It would turn back the clock to the blighted years before the Elementary and Secondary Education Act of 1965.

Federal education programs have made a difference far beyond the dollars in the budget. They have created a new sense of national commitment, direction and achievement. Only last month, a national assessment of reading showed significant improvement by 9 and 13 year olds from urban and rural disadvantaged backgrounds — and the biggest gains came from areas where Title I money had been directed.

So, as this battle continues, let us resolve that we will never sit by while the hopes of future generations are blighted beyond repair. I have not served eighteen years in the Senate to preside over the liquidation of federal aid to education — or federal aid to bilingual education. Education has yielded vast new wealth for the nation. Aid to education has taught us that capital is not just investment in plants and equipment and machinery, but investment in human beings. And in that human capital lies the true economic future of the republic.

[Cont. on p. 15, col. 1]

EVERY BILINGUAL.....
- EDUCATOR
- PARENT
- FELLOW

a NABE member in 1981-2

Report on the First Midwest Regional TESOL Conference and the Ninth Annual State Convention of Illinois TESOL/BE
April 3-4, 1981, Champaign, Illinois

by Richard Orem, Illinois TESOL/BE

The First Midwest Regional TESOL Conference is now history. Nearly 600 educators in ESL and Bilingual Education gathered in Champaign, Illinois, April 3-4, for the two day event to hear from four nationally known speakers who delivered major addresses, and from a host of over 70 other professionals from throughout the Midwest who lead workshops and demonstrations, and who made paper presentations on a variety of topics from practical hints for improving pronunciation to discussions of current issues and research in the field of TESOL.

The setting for this event was the Illini Union on the campus of the University of Illinois in Urbana-Champaign. The major sponsor for the Conference was Illinois TESOL/BE. The Conference, in fact, served a dual purpose. Not only was it a first for TESOL (first regional conference), but it was also a first for Illinois TESOL/BE (first "down-state" conference in the affiliate's ten year history).

From all points of view the conference was judged to be a great success. Nine Midwest affiliates (IN TESOL, Illinois TESOL/BE, MidTESOL, Kentucky TESOL, MiTESOL, MinneTESOL, Ohio TESOL, Tennessee TESOL, and WB TESOL) were well represented among the many presenters as well as by those in attendance at concurrent sessions. Twenty-six publishers exhibited materials of interest to the broad field of TESOL through the two days. A glance into the exhibit area at any time during the two days provided evidence of a high level of interest in what these publishers had to offer. **Betty Wallace Robinett**, President of TESOL from 1973 to 1974 and representing the Minnesota affiliate, delivered the opening general session address on Friday entitled "Laborers Are Worthy of Their Hire." In her address, Dr. Robinett focused on the need for increased recognition by the education community at large of that segment of the profession called ESL which too often is relegated to second class status. Needless to say, her remarks fell on receptive ears. Friday evening it was **John Fanselow's** turn to instruct as he delivered a reading lesson entitled "Bridge It Done Begin At The Pasar." Anyone who has attended John Fanselow's presentations at TESOL conventions is aware of his penchant for outlandish titles and provocative and substantive sessions. This was no exception. John is currently President of TESOL.

On Saturday the Conference was privileged to hear two more nationally known educators. First on Saturday morning, **Earl W. Stevick** from the Foreign Service Institute, Department of State, spoke on the topic of Caleb Gattegno entitled "What I Think Gattegno is Trying to Do." Professor Stevick's charming style and insight into the rationale behind the Silent Way, and the man behind the Silent Way, served to raise our collective conscience one step higher on this most complex topic.

Those who attended the Saturday noon luncheon were fortunate to hear the fourth and final guest speaker, **Carolyn W. Ebel**, Acting Executive Director of the National Association for Bilingual Education, who spoke on the topic "What's Behind Success in ESL and Bilingual Programs." In her speech, Ebel outlined three important factors — teacher preparation, teacher attitude, and community attitude — and described how these factors influenced the potential success of ESL and Bilingual Programs. She closed with a plea for everyone in the audience to be more mindful of this political obligation to their students by writing state and federal legislators about effects of proposed federal budget cuts on second language programs from elementary through adult levels.

To accommodate interested colleagues who were unable to attend this first midwest regional conference, Illinois TESOL/BE plans to publish a volume of collected papers from the conference. This will be the second volume of collected papers to be published from an Illinois TESOL/BE State Convention, and, hopefully, will be an appropriate vehicle for recording some of the highlights from this first regional TESOL Conference. In addition, Illinois TESOL/BE videotaped the four general session speakers, and plans to disseminate these recordings to interested groups sometime in the near future.

If you are interested in purchasing a copy of the Collected Papers, send your name, address and check for $4.50 payable to Illinois TESOL/BE, to Elliott Judd, Executive Secretary, Illinois TESOL/BE, Department of Linguistics, University of Illinois at Chicago Circle, Chicago, Illinois 60680.

With the large registration and positive remarks which conferees wrote in evaluating the conference, it appears that regional conferences such as the Midwest Regional will answer a defininte need for smaller, more intimate professional gatherings, at a lower, more manageable cost. Other Midwest reginal TESOL affiliates have indicated a desire to host the Conference in the future. The Second Annual Midwest Regional TESOL Conference will be hosted in Indianapolis by Indiana TESOL in April, 1982. Ohio TESOL, Minnesota TESOL, Wisconsin TESOL, and MidTESOL (Iowa, Missouri, and Kansas) have also indicated similar plans for future Midwest regional conferences. This trend is timely as national conferences become harder to attend by rank-and-file teachers, graduate students, and other professionals in the field.

Next year Illinois TESOL/BE will hold its 10th Annual State Convention in Chicago in late February. Watch for information on this Conference in the September Illinois TESOL/BE Newsletter. We hope all of you will be able to attend either or both state and regional conferences in 1982.

National Center for Bilingual Research Management Changes

Cándido Antonio de León, Director of the National Center for Bilingual Research, has announced his resignation from that position effective April 30, 1981. De León has served as the founding Director of the Center since its formation in November, 1979.

Under de León's leadership, the terms of the Cooperative Agreement between NIE and SWRL under which the Center operates were successfully negotiated. A staff of highly competent researchers and scholars was nationally recruited and hired. The initial work program was formulated and initiated in the areas of language acquisition and functioning and bilingual education. A national Board of Visitors representing academic, business, and governmental interests is being established to insure that the research conducted under NCBR auspices is continued at the highest quality.

"With these formative tasks accomplished," de León stated, "I feel that the NCBR is firmly established, and I now feel comfortable in moving on to new professional tasks." De León will maintain affiliation with NCBR as a Senior Researcher.

A search committee will be appointed by NIE and SWRL to assist in the selection of the new NCBR Director. In the interim, the management of NCBR will be under the leadership of the NCBR Directorate: Robert Berdan and Kenyon Chan, Research Area Coordinators; and Victor Rodriguez, Associate Director.

Bilingual Symposium in Amherst in November

The Fifth Symposium on Spanish and Portuguese Bilingualism, sponsored by the Department of Spanish and Portuguese, University of Massachusetts, will be held in Amherst, November 20-21, 1981. Panel sessions on linguistic and pedagogical aspects of bilingualism, and on minority literature, will be held during the mornings. Papers (20-25 minutes) on linguistic aspects of bilingualism and language contact, dialects of U.S. Spanish and Portuguese, and bilingual education are being solicited for the afternoon general sessions. Abstracts should be sent to Bilingual Symposium Director, Department of Spanish and Portuguese, University of Massachusetts, Amherst MA 01003. Deadline for abstract submission is October 15, 1981.

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Bilingual Practice Centers

Roberto Aguero
The Pennsylvania State University

Roberto Aguero is a USOE Fellow in Bilingual Education at The Pennsylvania State University.

A general education assumption is that as students interact with their school and community environments they will practice and reinforce the language and skills being taught in the classroom. Indications are; however, that the limited English proficiency learner usually interacts with others who are also limited in the second language. The community in many instances will provide reinforcement for the first language and does not make a requirement of the use and practice of the second language.

It seems that an answer to this delemma is to bring practice into the classroom. The premise is basic; just as the band, choir, or athletic teams have their special scheduled time allotments for practice during the school day, why can the bilingual learners not have their own practice sessions? The idea is to maximize the time that the learner will use to practice that which is being taught in the classroom.

The Practice Center

A teacher-developed bilingual practice center consisting of various stations and small areas for individualized and group practice is a viable alternative. The center should consist of stations which promote fine and gross tactile involvement, concrete learning activities, and fun in the learning environment. The teacher should consider that speech, feelings, interests, and purpose are all founded on sensory impressions which can be triggered by some form of physical activity. Allowing the learner to manipulate, create, and use various instruments and games creates situations for practice of various skills. The teacher may use oral readings, student recordings, buddy reading, or any creative ideas that s/he may come up with. The idea is to promote the use of the language or skills being taught in the classroom.

The Physical Characteristics of the Center

The physical arrangement and environment should be conducive to learning without much teacher assistance. A large open space divided into cozy nooks for individuals, private cubicles for audiovisual equipment, realia corner, games area, relaxing furniture (bean bags, sofas, etc.), and small carpeted areas for small group discussions are all ideal. Emphasis should be placed on areas designed for private learning and oral recording and for interaction of two or more students.

Recommendations

1. Indepth studies should be conducted which contain maturational, aspirational, or attitudinal information. This would enable Puerto Ricans to determine the significance of migration for the individual remigrate, as well as provide a clearer notion of the human resources Puerto Rico is receiving from the remigration process.

2. The remigration problem of students from the mainland has to be analyzed within the framework of acculturation. Maladjustment, as a result of socio-psychological problems and cultural conflicts which parents do not often understand themselves becomes an unexplained cross-ethnic phenomenon with special attributes.

3. This writer feels that an additional period of time is necessary for cultural/environment orientation before the remigrate child is placed in the classroom. It is important to note that in the remigration process the parents belong to the host country but children are in a foreign country.

Conclusion

The "new Puerto Ricans," also referred to as Neoricans are the result of the remigration ideology of their parents, which consist of a desire to retain their own subculture when they are in the United States, based upon their desire to return to the island. Children are brought up with the implicit mission of taking knowledge required in the industrailized country back to the developing country.

The problem of the remigrant student in Puerto Rico is mainly concerned with biculturalism. Although the linguistic factor permeates the whole process of school adjustment, it seems that the socio-psychological factor should be considered first. Vasquez and Richard (1978) suggested that school performance depended more on social class differences than whether the student was monolingual or bilingual.

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NEA LEAPS INTO BILINGUAL EDUCATION

Wondering where all the positive media coverage of bilingual education is? The National Education Association, through its National Foundation for the Improvement of Education (NFIE), has decided to help spread the word to the monolingual oriented public as to what bilingual education really is and accomplishes. For the next five months it is launching a stiff campaign to get messages out to the general public, through radio, television, newspapers, newsletters, magazines, etc. Some of these messages are:

- The intent of bilingual education is to facilitate the integration of the child into the regular school curriculum. English is not sacrificed; the native language is used as a medium of instruction while the child at the same time is acquiring mastery of the English language.
- Goals of bilingual education are academic achievement, mastery of two languages, improved self-concept, understanding and preservation of diverse cultural heritages, and improvement of the socio-economic level for language minority groups.
- It has never been the goal of bilingual education to establish and maintain a cultural identity different from that of the American mainstream. A principle of bilingual education is to help students develop a pride in the American culture as well as in their native culture.

In a report of the Carnegie Corporation of New York (1979), President Alan Pifer states that only when bilingual education becomes a desirable choice to English speakers as well as to Hispanics, "will the movement be relieved of its stigma of being a compensatory program to help the disadvantaged and be protected from funding cutbacks and threats of extinction." The NFIE project is attempting to do just this—inform the English-speaking community about the desirability for all children to be involved in multilingual-multicultural education.

If you, as an experienced bilingual educator, have some words of wisdom for the general public, let us know. We would love to screen and edit for publication term papers, reports of successful public relations efforts in your communities, bilingual jokes, filler material on research results for magazines and newsletters, etc. Let us hear from you: the language you save may be your own! Send information to the director of the project, Dr. Carolyn Ebel, NFIE Public Information Strategies, Room 405, 1201 16th St. NW, Washington, D.C. 20036. Tel: 202-833-4011.

A Survey of the Attitudes Toward Science Careers in Selected Secondary Schools in Los Angeles County

by Fernando Hernández and Richard Rundall

School of Education, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

INTRODUCTION

A survey of selected secondary schools in the Los Angeles County area was conducted in late 1980 and early 1981. The thrust of the survey centered on the attitudes of high school students towards careers in the various fields of science and science related areas. While it is not rare to encounter minority students in colleges these days, they are notably absent from science programs. This research is the first step in an effort to answer why this is so.

This project has focused its efforts on a comparison study of two large minority groups found in Los Angeles County, Chinese and Mexican-Americans. In addition to their already significant size, new immigration waves constantly swell their respective populations.

NARRATIVE

This project was initiated through the development of a questionnaire directed at science students in selected secondary schools in the greater Los Angeles area.

a. The questionnaire and its items were aimed at two groups, Chinese and Mexican-American students 16-18 years old. The questionnaire was designed to be short and easy to answer with as many check-off items as possible. The first part established age, grade level, and sex of the respondent. Then a series of check-offs to ascertain the ethnic background of the students and the bilingual aspects of the student's self and family were elicited.

   Following this came a "YES-NO" check-off system for ten items that made up the body of the questionnaire. These ten items were divided roughly into three groups. The first group of items were used to establish the effects of family history and language on the student's attitude toward science (Items #1, 8, 9, and 10). The next group sought to establish the student's self-concept in relation to a career in science (Items #2, 5, and 6). The remaining items (#3, 4, and 7) were used to ascertain the respondent's concepts and evaluations of his/her present science training (High School) and its effects upon his/her attitudes toward science careers.

b) The instrument was printed and distributed to secondary school teachers in the science departments of the selected schools in Los Angeles County. The time taken to distribute and return the questionnaires varied from a single day to several weeks.

c) The data was analyzed using Chi-Square to determine if there were any significant differences between groups. For this purpose the Null Hypothesis was assumed.

d) Of the ten items, three showed significant difference at the .05 level of confidence or beyond in response patterns. These three were:

1) Question #1 showed a significant difference between Chinese and Mexican-American students at the .01 level with one (1) degree of freedom. Chi^2 = 9.101 with one (1) degree of freedom. This was significant at the 0.01 levels. In other words, Chinese students by a statistically significant margin reported having someone in their family with a science background. Mexican-American students on the other hand were characterized by a marked absence of any such persons in their family.

   When comparing the frequency of responses, the Chinese "Yes" response to question #1 showed an obvious difference given that the Chinese sample was somewhat smaller to begin with. The Mexican-American sample totaled 53 respondents while the Chinese sample totaled 47.

   With this background in mind, 21 Chinese students answered "Yes" to question #1 while only 9 Mexican-American students answered "Yes." Even with the difference in population size, this represents more than a two-to-one ratio in favor of the Chinese at the Secondary School level in Los Angeles County.

2) Question #2, "Are you interested in science as a career?" was also statistically significant at the .001 level with Chi^2 of 23.82 with one (1) degree of freedom. This would indicate wide differences among this group of students with respect to interest in science. With such a large difference it is obvious that Chinese students have a greater preference for a science career than do Chicanos.

3) Likewise question #5 also turned out to be significant with a Chi^2 of 17 with one (1) degree of freedom greater than .01. The question "Do you feel you have the ability to major in science" again indicated a significantly positive response on the part of Chinese students.

   On all other questions the researchers found no statistically significant differences in response patterns between Chinese and Chicanos.

CONCLUSION

While the sample size is not considered large enough by Hernández and Rundall to generalize to the total Los Angeles area secondary school student population, the finding of significant differences in one-third of the items indicate the need for further research in this area.

While most of the students, by their own identification, are bilingual, it does not appear that bilingualism plays a negative role in the attitudes that these secondary students hold. It appears instead that the major factors are:

1) Family history of science participation.
2) Positive families perception of science careers are passed on to children.
3) By the same token, negative family impressions/history are also passed on to the off-springs.

RECOMMENDATIONS

More research in this area with a larger N (Sample size) is obviously needed. Moreover,

[Cont. on p. 15, col. 3]

SCIENCE ATTITUDE SURVEY

AGE________ GRADE________ SEX________

ETHNIC BACKGROUND

☐ Anglo
☐ Black
☐ Mexican American/Chicano
☐ Chinese
☐ Japanese
☐ Korean
☐ Other/Asian______________________

YES NO
☐ ☐ A. Are you Bilingual?
☐ ☐ B. Is your family Bilingual?
☐ ☐ C. Are your parents U.S. born?
☐ ☐ Mother
☐ ☐ Father
☐ ☐ 1. Does anyone in your family have a science background?
☐ ☐ 2. Are you interested in science as a career?
☐ ☐ 3. Have you ever had a really good science teacher?
☐ ☐ 4. Do you like science classes with labs?
☐ ☐ 5. Do you feel you have the ability to major in science?
☐ ☐ 6. Would a large math requirement stop you from taking advanced science courses?
☐ ☐ 7. Do you feel that your school has a strong science program?
☐ ☐ 8. If science classes were Bilingual would you be more interested in majoring in science?
☐ ☐ 9. Do you feel Bilingual Education is important in school?
☐ ☐ 10. Do you have trouble with English and does this affect your school work?

Kennedy . . . .

[*Cont. from p. 10, col. 3*]

We know that bilingual education is a vital part of that investment. And when travelling across this country again and again in 1980, I met the parents who were hoping for their children's success. I went to the schools helping those children. And I know how important bilingual programs are.

In due time, I am convinced that this present aberration — this anti-government, anti-education, anti-middle class attitude — will pass. But we cannot hope for it to happen by itself. There must be a concerted effort of all those concerned with bilingual education to build coalitions that include other organizations concerned about the future of education and the nation.

You must assure that every sector of your community — from college president to the chamber of commerce — knows about your program, sees it in action, and realizes its accomplishments. You must bring Congressmen and Senators and their staffs into the classroom to talk with students, with parents, and with teachers. You must sit down with publishers, editors and reporters, with business leaders and labor leaders. You must be the ones to shatter stero types and create comprehension. Without our work — yours and mine — to bring the community into the classroom, then the ground will always be fertile for those who sow fear and suspicion.

But together we can let them know that this nation will not retreat from a belief in equal educational opportunity. We know what the past was like in reality. We know how many lives were distorted when young people could not overcome the language barriers to learning. We cannot retreat and we will not retreat.

Denial of educational opportunity, diversion into mentally retarded classes, punishment for using your native language, a closed door to educational achievement — those evils were always wrong and they must never again prevail in America. On this, you and I shall take our stand — and from it, we shall not be moved. Together we can make of our schools, in the words of the poet, "A world to be born under your footsteps." To that cause, I am proud to be committed. And in that conviction, I am proud to stand with you.

Bilingual Education: Why the Controversy

by Lawrence Riccardi, Principal
Public School # One
West New York, New Jersey

The Bilingual Education Act of 1968 has made Americans aware of a problem that has existed for many years, that of assimilating immigrant children and children born of immigrant parents into the American culture. This is an extremely difficult concept to interpret, for bilingualism is a complex dilemma that involves political, social, educational and emotional areas that range from extreme disapproval to high commendation. The term bilingualism has many educational definitions[1] ranging from the concept of pluralism, which infers that both languages and cultures are taught in the schools with teachers of similar ethnic backgrounds, community planning and control, to the concept of assimilation where teachers are non-ethnic and the community is encouraged to become involved without any advanced planning. The implication for this is that the children will be integrated into the main culture and gradually lose all contact with their original culture and language.

This appears to be the heart of the controversy; which concept, pluralism or assimilation, is best for the students and the community. Many of the available studies are contradictory[2] and as a result many communities which had previously lived in coexistence are now living in turmoil. Barriers are being formed because an old American concept is being challenged. The concept that America is a "Melting Pot" has been handed down by our educational and political institutions for over a hundred years and this strongly implies that assimilated programs are in the best interest of America. Presently 80% of all bilingual programs in the nation are operating on an assimilated method.[3] It is also estimated that 25% of the United States school population is bilingual.[4] The questionable aspect is that, since a large portion of the bilingual population lives in a community within a community i.e., Chinatown, Little Italy, how can one say that America is a "Melting Pot"? Society now appears to be entering a new era, that of accepting its role as a reinforcing agent for transmitting cultural knowledge to the various ethnic groups through its institutions. The current problem is not the acceptance of its new role but how to accomplish it. Additional studies must be conducted in the area of educating the bilingual child and it is imperative that steps be taken to insure a uniform definition of the term bilingualism, so that it can then be applied to the varying circumstances in which children are taught a second language.

Bilingualism is not a new phenomenon and much of the current literature still refers to studies completed during the 1930's. During the early 1960's and 1970's, bilingualism appeared to be acquiring a special importance. This can probably be attributed to two important factors. The first is the rapid increase in the migration of certain groups of immigrants into the United States. Examples of this are the Cuban people and their flight from Castro, the Vietnamese and their escape from communism, and the Mexicans and their build up of economic relations with the United States. The other factor, is that due to the rapid technological advances in the areas of communication and travel, the world is not as large or distant as in the past. There is a greater need for bilingualism to facilitate global intercourse.

A Survey . . . .

[*Cont. from p. 14, col. 3*]

the need to study additional cultural groups would aid in the identification of other relevant factors needed to clarify and solve this problem of science career selection by certain minority groups. Research on family influence also needs to be explored. Moreover, field interviews with both parents and students might shed light on the process of how a science career is selected. In the meantime, bilingual and other teachers would do well to encourage students to explore the science field.

NABE Socio-Political Concerns Committee 1980-81

CHAIRPERSON:

FERNANDEZ-ZAYAS, Marcelo R.
Room 314, Gordon Center
35th and T Streets, N.W.
Washington, D.C. 20007
(202) 282-0173

ALATIS, Jim
455 Nevils Building
Georgetown University
Washington, D.C. 20007
(202) 625-4301

BARRON, Pepe
CONAC
2717 Ontario St. N.W.
Washington, D.C. 20009

CLARKE, Ardy
Director, Bilingual Education
Rapid City Area Schools
6th and Columbia
Rapid City, South Dakota 55701

COLLINS, Carter
NIE
1200 19th Street, N.W.
Washington, D.C. 20203
(202) 254-5244

COWEN, Agnes
P.O. Box 769
Tahlequah, Oklahoma 74464
(918) 456-6177

CRANE, Barbara
Crane Publishing Company
1301 Hamilton Avenue
P.O. Box 3713
Trenton, New Jersey 08629

DELGADO, Myrna
Bilingual Education Advisor
Pennsylvania Department of Education
333 Market Street
Box 911
Harrisburg, PA 17110
(717) 753-6649 (O)

D'ARCY MACULAITIS, Jean
PH
34 Lake Drive
Mountain Lakes, N.J. 07046

ECHER, Olga
2742 N. Maryland Avenue
Milwaukee, Wisconsin 53211
(414) 276-8459

FLORES, Nydia
Instituto Multilingue Cultural
Division de Educacion Continuadas
University of Puerto Rico
Apartado N
Rio Piedras, Puerto Rico
(809) 764-3857

FOURNIER, Robert R., Consultant
Foreign Language & Bilingual Ed.
New Hampshire State Dept. of Ed.
Division of Instruction
64-W Main Street
Concord, New Hampshire 03301
(603) 271-2656

GARCIA, Nilda
DACBE
7703 North Lamar
Austin, Texas 78752
(512) 458-9131

GILBERT, Theresa K.
306 S. Fairview
Lansing, Michigan 48912
(517) 374-4256

GONZALEZ-QUEVEDO, Arnhilda
Florida International University
Division of Sponsored Research
Primera Casa 118
Miami, Florida 33199
(305) 552-2494 (O)

OYAMA, Henry
Bilingual & International Studies
Pima Community College
2202 West Anklam Road
Tucson, Arizona 85709
(602) 884-6670

PEREIRA, Bert
NADC
Lesley College
Washington Avenue
Cambridge, Massachusetts 02140
(617) 492-0505

RANGEL, Egla
1353 Greenwood #18
Montebello, California 90601
(213) 728-3430

RODRIGUEZ, Aaron
North East Center for
Curricular Development
778 Forest Avenue
Bronx, New York 10456
(212) 993-2182 (O)

SCHERAGA, Mona
590 Park Avenue
Paterson, New Jersey 07507
(201) 523-0772 (H)

THERIOT, David
National Bilingual Resource Center
University of South Western Louisiana
P.O. Box 43410
East University Avenue
Lafayette, Louisiana 70504
(318) 233-3850

VELASQUEZ, Carmen
Midwest Resource Center
for Bil/Bic. Education
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
(312) 255-9820

CABBE Editors At Work

Colorado President (1981-2) Gene Chavez (see article p. 1) with Dr. Bonnie Saudeer, Darlene LeDoux, and Lucia Aandahl.

MEMBERSHIP

Dear NABE Member:

For the first time in its 7-year existence, NABE has surpassed the 3,000 member mark, and that is cause for celebration.

For the first time in its history, NABE has a central office in Washington, and that is cause for celebration.

However, we must not be content to rest on our laurels. It is no secret that education in the United States is in a state of crisis, and that bilingual education in particular is continually facing frontal attacks from all quarters. NABE has a series of challenges before it, and its membership needs to respond in the appropriate fashion.

The membership renewal form in this issue represents one way in which you can continue to show your commitment to NABE for the coming year beginning June 1, 1981. You will notice that dues have been increased across the board to help NABE defray its operating expenses. Last year, the base fee for associate members was $10, and for regular members $20. A study done by the NABE office revealed that the NABE publications alone cost us $18 per member just for printing and mailing costs. The added services that NABE provides its membership and the cost of operating a central office made the increase in dues inevitable.

You can help NABE right now by renewing immediately. Prompt renewal will save us time and money invested in second notices, and will insure that NABE will have the much-needed cash flow during the first months of the new membership year. Additionally, if our central office can enter a large number of names and addresses into the computer at one time, the computerization of our lists will proceed more efficiently.

But the benefits of early renewal are not all NABE's. Early renewal assures you of:

- 5 issues of the NABE NEWS beginning with the September issue. Back issues will be mailed to 1981-82 members only when available.
- 3 issues of the NABE JOURNAL as published.
- Inclusion in the 1981-82 Membership Directory (provided membership application is received prior to December 1st)
- Voting privileges in the election of NABE officers (provided membership application is received prior to November 15)
- Ongoing correspondence from the President and the NABE office regarding important developments in the field.

To reduce the cost of processing memberships, we are requiring **prepayment** of all membership applications. Please cooperate by enclosing your checks payable to NABE with your application blanks.

All of us at NABE are looking forward to a good year for bilingual education, but we need your support. Please give NABE a boost by renewing early, and **get your friends and colleagues to renew or to join NABE.**

Ramón Santiago, *President*

NABE Membership by State - June 1, 1981 - For Membership Year 1980-81

*Denotes affiliate chapter of NABE with President for 1980-81 listed:

*California	1059	Olivia Martinez
*Texas	469	Richard B. Zamora
*New York	260	Genis Meléndez
*New Mexico	144	Maria Chavez
*Arizona	122	Olivia Riesgo Schaad
*Colorado	105	Jim Bransford
*Massachusetts	87	Ernest J. Mazzone
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*Pennsylvania	73	Sister Mary Reap
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*Connecticut	52	César Cruz
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*Virginia	47	Rosario Gingras
*Maryland	44	Ann Beusch
*Wisconsin	40	Fermin Burgos
*South Dakota	34	Ardy Sixkiller Clarke
*Washington	33	Irene G. Bowie
*Puerto Rico	30	Milagros Hernández
*Oklahoma	29	Kathy Dunlap
*Indiana	21	Annabelle Galera-Murphy
*Louisiana	21	Sandy Hébert
Oregon	21	
*Ohio	19	Dr. Jean Nye
Hawaii	14	
*Alaska	12	Emma G. Widmark
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*Rhode Island	12	Peter Sclafani
*Idaho	10	Consuelo Pearce
*Montana	10	Louella Johnson
*Kansas	9	Virginia Reyes Kramer
Delaware	7	
Utah	7	
Guam	6	
Nevada	5	
Virgin Island	5	
Iowa	4	
Mississippi	4	
New Hampshire	4	
Kentucky	3	
Nebraska	3	
North Carolina	3	
Georgia	2	
Maine	2	
Missouri	2	
South Carolina	2	
Tennessee	2	
Vermont	2	
Alabama	1	
North Dakota	1	
*Wyoming	1	Margaret Muñoz

Conference

The Bilingual/ESL Program of William Paterson College of Wayne, New Jersey, is offering a two-day conference, "New Routes to Bilingualism: Teaching Students of Limited English Proficiency," on Friday, October 16th and Saturday, October 17th. The two main speakers will be Professor Joshua A. Fishman of Yeshiva University and Professor Wilga Rivers of Harvard University. The conference will offer many practical workshops for professionals who are teaching students of limited English Proficiency, including language arts; assessment; cultural components; the affective domain; curricular options, etc. One graduate credit is available to participants. The conference is being sponsored by the Georgetown Bilingual Education Service Center and the New Jersey Department of Higher Education-bilingual Programs. For information about registration, please contact:

Office of Continuing Education
William Paterson College
Raubinger Hall
Wayne, New Jersey 07470
(201) 595-2436.

An Analysis of How Elementary Principals and Teachers Feel Toward Bilingual Education in Texas.

by Moisés Chapa, Ph.D. Assistant Superintendent
Robstown, Texas Independent School District

The population for the study included elementary bilingual teachers and administrators from various sections of the State of Texas. A sample was drawn encompassing a total of ten school districts which had bilingual education programs in one of three categories: one year, three years, or five or more years (districts with schools which had completed two or four years were excluded). Eight out of the ten school districts participating in the investigation had bilingual programs that were federally funded through Title VII, and two of the school districts did not have federally funded bilingual programs.

Two different questionnaires, prepared respectively by Dr. R.T. Mosley and Dr. Joe A. Apple, were administered to elementary principals and teachers. The Mosley Scale was constructed to indicate that people with high scores would most likely have an acceptance of bilingual education for public schools.

Dr. Joe A. Apple developed the other attitude scale, employed to indicate that people with high scores on the questionnaire would most likely have an attitude of acceptance toward disadvantaged children. The Mosely Attitude Scale was constructed on a five-point response scale of twenty items and the Apple Survey consisted of an adaptation of an opinion survey in which the participants circled **agree** or **disagree** in response to thirty items.

Summary and Discussion of Findings

Summary

The primary analysis was the testing of the hypotheses. These hypotheses were tested with attitude toward bilingual education as the dependent variable in each case. It was conjectured that attitude toward disadvantaged children would interact with the independent variables so that more complex relations were tested. Analysis of variance was used to examine the relationship between the variables of ethnicity, role, and attitude toward disadvantaged children in Hypothesis 1, which tested the following:

> *Persons who are differentiated by role (principals and teachers) and ethnicity (Mexican Americans and Anglo Americans) and who are accepting of disadvantaged children in general will also be accepting of bilingual education, but those who have negative attitudes toward disadvantaged children will differ in that only Mexican American teachers will favor bilingual education.*

Hypothesis 1 was rejected, since there was no significant difference in the three-way interactions of the variables of ethnicity, role and attitude toward disadvantaged children found in testing the hypothesis.

In Hypothesis 2, the relationship between the variables of role and attitude toward disadvantaged children was examined. The hypothesis tested was:

> *Principals and teachers who are accepting of disadvantaged children in general will also be accepting of bilingual education, but those who have negative attitudes toward disadvantaged children will differ in that only principals will favor bilingual education.*

Hypothesis 2 was rejected. The test indicated that there was no positive relationship between role and attitude toward disadvantaged children.

The highest order interaction that was found to be significant was Hypothesis 3. The relationship between the variables of ethnicity and attitude toward disadvantaged children was tested as follows:

> *Persons who are differentiated by ethnicity (Mexican Americans and Anglo Americans) and who are accepting of disadvantaged children in general will also be accepting of bilingual education, but those who have negative attitudes toward disadvantaged children will differ in that Mexican Americans will have more positive attitudes toward bilingual education than will non-Mexican Americans.*

An analysis of variance test of Hypothesis 3 yielded an F-ratio of 8.109 and was found to be significant (p.01). This indicates that there is an interaction between ethnicity and attitude toward disadvantaged children.

Hypothesis 4 dealt with the variables of ethnicity and role:

> *Mexican Americans and non-Mexican American principals and teachers who are accepting of disadvantaged children in general will also be accepting of bilingual education, but those who have negative attitudes toward disadvantaged children will differ in that only Mexican American teachers will favor bilingual education.*

Hypothesis 4 also was rejected. Therefore, there was no significant difference in the interactions of ethnicity and role.

Hypothesis 5 was concerned with ethnicity and was found to be significant:

> *Persons who are Mexican Americans will have more favorable attitudes toward bilingual education than those who are not Mexican Americans.*

The analysis of variance showed significant differences when comparing Mexican Americans with non-Mexican Americans, with Mexican Americans having more favorable attitudes toward bilingual education. However, the main effect of Hypothesis 5 was not interpreted since an interaction of ethnicity with attitudes toward disadvantaged children was found (See Hypothesis 3).

Hypothesis 6 dealt with role variable:

> *Persons who are principals will have more favorable attitudes toward bilingual education than those who are teachers.*

Hypothesis 6 was rejected.

Hypothesis 7 through 12 were deleted because of the small number of cases for some ethnic groups and principal groups.

[Cont. on p. 18, col. 1]

Job Announcement

The Center for Puerto Rican Studies of the City University of New York is seeking applicants for a full-time position of associate research linguist. Candidates should have demonstrated experience in empirical research on discourse analysis. Knowledge of sociolinguistics and Spanish a definite plus. We also envisage a possible opening at the same level for a quantitative sociolinguist. Ph.D. preferred for both positions. Send letter, CV and at least 3 references to:

Shana Poplack
Center for Puerto Rican Studies, CUNY
445 West 59 Street
New York, New York 10019

Spanish Is Alive, Well And Living In Puerto Rico

The Multilingual and Cultural Institute of the University of Puerto Rico, Rio Piedras Campus, still thinks it is essential to study the language and culture of Hispanic-Americans, in spite of the many budget cuts! Therefore, the Institute has designed a "Summer Intensive Spanish Program" to be held in Puerto Rico in July, 1981.

Every year, the Institute attracts foreigners and mainlanders to its campus in Rio Piedras in order to serve students and professionals of English as a Second Language to better understand the language and culture of Puerto Rico and other hispanics in the U.S. mainland. The results have been very positive. Students have the opportunity of living in a Spanish speaking country while sharing with the people and gaining new insights. They study the language of Puerto Rico and receive cultural reinforcement due to the different field trips as part of the set up of the program. Last, but not least, students feel that the Island of Puerto Rico has an excellent tropical climate and beautiful beaches to enjoy!

This summer, the Multilingual and Cultural Institute will offer three different levels of Intensive Spanish: beginners, intermediate and lower advanced, to fulfill the many needs of those who are interested in language, culture and ethnicity.

For more information call us at (809) 764-0000, Ext. 3161 or write to the following address: Nydia Flores, Director/ Multilingual and Cultural Institute/ Division of Continuing Education/ Box N/ U.P.R. Station/ University of Puerto Rico/ Rio Piedras, Puerto Rico/ 00931.

Deadline for enrollment is May 15, 1981, however, those candidates who read this article, photocopy and return with accompanying payment ($125) will receive an extension until June 10, 1981.

Elementary Principals ....

[Cont. from p. 17, col. 2]

Discussion

The results of these tests seem to indicate that teachers and principals do not differ in their attitudes toward bilingual education. However, ethnicity and attitude toward disadvantaged children appear to be related to attitudes toward bilingual education. For example, it was found that Mexican Americans and non-Mexican Americans who are accepting of disadvantaged children in general do not differ in their attitudes toward bilingual education. But those who have negative attitudes toward disadvantaged children will differ in that Mexican Americans will have more favorable attitudes toward bilingual education than non-Mexican Americans. This indicates that when the attitude toward disadvantaged children is negative in both ethnic groups, then there is inconsistency in that the Mexican Americans will have the more favorable attitude toward bilingual education, instead of both ethnic groups having like feelings.

The second significant relationship found in the study was concerned with Mexican Americans and non-Mexican Americans (See Hypothesis 5). This related to Hypothesis 3, in that Mexican Americans had more positive feelings toward bilingual education than non-Mexican Americans had. In Hypothesis 5, the test indicated that teachers and principals who were Mexican Americans tended to be more favorable in their attitudes toward bilingual education than non-Mexican Americans. Therefore, when more Mexican Americans are found in a bilingual program, one may expect more positive attitudes toward bilingual programs, but as was noted above, this is not true when one considers only those who are accepting of disadvantaged children.

Implications

One of the major objectives of this study was to determine the attitudes of elementary bilingual teachers and elementary school principals toward bilingual education in Texas. The relationships of interest were the effect of role and ethnicity on attitudes toward bilingual education, as well as the attitudes held toward disadvantaged children.

One implication that appears most appropriate at this time would be that in future studies there is value in exploring the complex and delicate process by which teachers and principals formulate their attitudes toward disadvantaged children. What is it about the intrapersonal feelings of teachers that guides them to accept or reject disadvantaged children? This is a complex and difficult question to answer, because attitudes are a reflection of persons' values. Rath (1966) describes values as "individual beliefs, attitudes, activities, feelings a person will work to experience and that are freely chosen from recognized alternatives, which result from reflective thought, prized, cherished, and affirmed by repetition." For example, if a person likes to swim but refrains from swimming, this is not a value but a desire. However, if a person likes to swim and does in fact swim, then this is a value. It would be safe to say that persons acquire values by assimilating them from the environment through training, by imitation of others, and through the study of the nature and meaning of values. "Attitudes can be disposition, prejudice, inclination, preconception or a feeling toward things, persons, situation and issues" (Rath, 1966). Therefore, it appears that teachers and principals who assign worth to teaching disadvantaged children will tend to have more positive attitudes toward bilingual education, since the present-day bilingual programs are concentrating primarily on assisting the disadvantaged.

A second implication concerns the finding in Hypothesis 2 which indicated that there was some inconsistency across ethnic groups in their attitudes toward bilingual education, taking into consideration attitude toward disadvantaged children. Would most bilingual programs be improved if one selected only those principals and teachers regardless of their ethnic groups who had positive attitudes toward disadvantaged children? It would appear to be the case. However, why is it that in groups with negative attitudes toward disadvantaged children, Mexican Americans have more positive attitudes toward bilingual education than Anglo Americans?

For this complex question we can only surmise that Mexican Americans tend to identify with the concept of bilingual education since most of them have had to learn two languages in order to survive in two distinct cultures. Another reason may be that most of the "disadvantaged" children in this study were Mexican Americans.

A third implication is that greater care must be taken in the overall planning of bilingual programs. For example, in the selection of teachers and principals for bilingual programs, instruments such as the Apple Survey could be utilized to determine their attitudes toward disadvantaged children. The Mosley Scale may be utilized to check attitudes toward bilingual programs.

In conducting a needs assessment of the school district, a procedure such as the one employed in the case studies could be administered to determine the commitment and support of the community, board members, and school staff. It could be also utilized as part of an evaluation design which determines where the bilingual program is and where it needs to be in terms of program leadership, funds, mode of instruction, schedule and curriculum. These instruments, although they lack perfection, are nevertheless helpful in focusing on the needs of the bilingual programs.

What, then are the implications of the findings for administrator? First, the administrators should take ethnicity and attitude toward disadvantaged children into consideration when selecting and providing in-service education for teachers and principals to work in bilingual programs. Second, more instruments such as the Apple Survey, Mosley Attitude Scale, and the Chapa Survey need to be utilized in conducting needs assessment of a school district which plans to implement a bilingual program. Third, in planning for in-service training and orientation meetings information concerning disadvantaged children should be included along with values education and data concerning bilingual education.

There may be value in employing consultants to discuss the problems that disadvantaged children have and then in identifying some solutions that may help disadvantaged children.

The principal may be able to involve teachers and principals in role playing situations designed to clarify certain important values, or he may involve them in curriculum aspects of the bilingual program, such as deciding on materials that would be appropriate for certain grade levels of students. These efforts would all serve the purpose of providing a more effective training program for bilingual personnel.

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EVERY BILINGUAL.....

- EDUCATOR
- PARENT
- FELLOW

a NABE member in 1981-2

NABE Membership Total 2955

Below is the breakdown of NABE membership as of March 11, 1981. To the right of each column are the totals from 1979-80.

SPECIAL INTEREST GROUPS	80-81	79-80
Research/Evaluation	312	227
Secondary Education	176	278
Higher Education	218	291
Vocational Education	36	28
Parent/Community	243	426
Adult Education	62	108
Elementary Education	415	661
Legislation	100	71
Early Childhood	75	113
Special Education	59	44
(Blank 1123)		
LEVEL OF WORK		
Early Childhood	112	117
Elementary School	543	588
Secondary School	193	243
College/Higher Education	407	387
Adult Education	99	93
Parent/Community	271	392
Administration	321	258
Publishing	15	25
Resource Center	17	
(Other 225)		
(Blank 591)		
TYPE OF MEMBERSHIP		
ASSOCIATE	1153	842
Community	655	
Para-Professional	218	
Fulltime Student	280	
REGULAR	1012	1406
Teacher	419	
College Instructor	239	
Administrator	259	
Consultant	40	
Resource	32	
Researcher	23	
(Other 213)		
(Blank 129)		
JOINT MEMBERSHIPS	67	48

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Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797, **201 Turkish Verbs**, by Talat Halman, $7.95.

Prentice Hall, Inc., Englewood Cliffs, NJ 07632, **Looking at English**: ESL Text-Workbook for Beginners Book I, by Fred Malkemes and Deborah Pires, $8.95.

Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., NY, NY 10027, **Teaching Spanish to the Hispanic Bilingual**: Issues, Aims, and Methods, by Guadalupe Valdes, Anthony G. Lozano, Rodolfo Garcia-Moya.

National Textbook Co., Skokie, IL 60077: **Discover America, Washington, D.C.**: A conversation Book for Intermediate English Language Learners, by Roseanne Skirble; **Discover America, California**: A Conversation Book for Intermediate English Language Learners, by Teresa Delgadillo-Bevington; **Spelling by Doing**, A Vocabulary Reinforcement Approach, by Margaret Miggs; **Everyday English Book I**, by David Krulik and Barbara Zaffran.

National Assessment and Dissemination Center for Bilingual/Bicultural Education, Lesley College E.S.E.A. Title VII, 49 Washington Avenue, Cambridge, MA 02140: **Issues in Portuguese Bilingual Education**, by Donaldo P. Macedo, Editor; **Un Mot de Chez-Nous**, by Normand Dubé; **Un Jacques Cartier Errant**, Pièce en un acte de Grégoire Chabot; **La Broderie Inachevée**, by Normand Dubé; **Au Coeur Du Vent**, by Normand Dubé; **Gilbert O. Roy**, by Roger Paradis, $6.00; **D'La Boucane**, by Julien Olivier; **Chère Maman**, by Grégoire Chabot; **Criquette**, by Julien Oliver et Normand C. 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Year of the Child** May 16-18, 1979, $3.00 **Matematica I** Manual do Professor, Livro do Aluno, by Maria José D'Alo.

EVERY BILINGUAL....

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a NABE member in 1981-2

PIBBA Resolution

Whereas, the bilingual education programs in the Pacific have a strong and unique commitment to the continuation of bilingualism in the Pacific; and

Whereas, the bilingual education programs in the Pacific serve many diverse language groups but all are united by the common concern of the maintenance of our unique heritages and languages; and

Whereas, the bilingual education programs provide a much needed opportunity for the children of the Pacific Islands, particularly in Micronesia; and

Whereas, the peoples of the Pacific have a right to their indigenous languages and cultures particularly in view of their colonial histories; and

Whereas, bilingual education offers a bridge between the home languages and cultures of the Pacific and the school systems which our children attend; and

Whereas, many of our bilingual programs were initiated with Title VII, ESEA funds and some continue to be funded by this source; and

Whereas, the present administration has proposed that funding for the OBEMLA programs be reduced by over 25%;

Therefore be it resolved by the Pacific Islands Bilingual Bicultural Association (PIBBA) that members of both Houses of the U.S. Congress be encouraged to restore the previous funding levels of OBEMLA programs; and

That PIBBA makes clearly known its dismay with this proposed cutback and urges all citizens and organizations to make similarly known to policy-makers in Washington D.C. of their sentiments on these funding cuts.

Copies of this resolution will be presented to the President, Secretary of Education, Members of the House and Senate Appropriations Committees, Governors of various entities in the Pacific region and the heads of legislative houses in all jurisdictions of Micronesia, American Samoa and Hawaii; and the National Association of Bilingual Education (NABE) and the National Association of Asian Pacific American Education (NAAPAE), T.E.S.O.L., Pacific Post Secondary Education Council and Linguistic Association of America.

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VOLUME V, NUMBER 1 - SEPTEMBER, 1981

NABE NEWS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Second Annual NABE Affiliate President's Meeting

by Ardy SixKiller Clarke

The second annual NABE Affiliate President's Meeting was held in Washington, D.C., March 16-18. Eighteen of the twenty-nine state affiliates were represented at the meeting held by the NABE Executive Board. Participants included: Arizona, Oliva Schaad; Colorado, Gene Chávez; Connecticut, César Cruz; District of Columbia, Marcelo Fernandez; Florida, Rosa Castro Feinberg; Massachusetts, Juan Zamara; New Jersey, Carole Shaffer-Koros; New Mexico, Maria Chávez; New York, Lillian Malavé; Ohio, Jean Nye; Puerto Rico, Milagros Carrero; Rhode Island, Peter Sclafani; South Dakota, Ardy SixKiller Clarke; Texas, Richard Zamora; Michigan, Mauricio Jiménez; Louisiana, Sandy Hebert; Washington, Irene Bowie, and Virginia, Rosario Gingras.

Major items of business included: the NABE Headquarters Report, NABE Constitutional Amendments, Financial Report, Fund Raising Activities, and Membership Drive and Dues.

Highlights of the meeting included: a report from Gil Chávez, Acting Director, OBEMLA,on the organization and future of OBEMLA, a discussion of the present status and future of the LAU Regulations conducted by Dave Leeman, U.S. Office of Civil Rights and a report by Mauricio Jiménez, president of MABE on the 1982 NABE Conference scheduled for Detroit, Michigan, April 4-10.

Affiliate representatives also had an opportunity to meet with legislative aides to Senators and Congressmen including: Joe Trujillo, Sen. Domenici's office; John Mulkey and Jerry Bonaham, Senator DeConcini's office; Harry Pachón, Congressman Roybal's office and Jeff Noah, Congressman Garcia's office.

The Affiliate President's Meeting is scheduled annually by the NABE Executive Board to solicit input into the national organization from the state level. State Affiliates should plan now for the Third Annual Meeting to assure representation from each affiliate. The date of that meeting for 1981-82 will be announced soon by President Ramón Santiago and the NABE Executive Board.

A Message From the New President of NABE

by Ramón Santiago

A series of events that took place over the last few weeks have reaffirmed in my mind the need for NABE to rechannel its strongest efforts in a new direction. An internal report from the Department of Education which serious and respected researchers have disavowed as technically flawed and biased was leaked shortly before the Congress was to act on the appropriations bill for FY 82. A recently appointed Department of Education official talked to the press about the report and left the distinct impression that bilingual education is solely a "Hispanic" issue and that the Department of Education has a program for LEP children — "their" program — which is in competition with "our" program. Finally, a freshman legislator proposed an amendment to cut Title VII down to $70 million for FY 82 on the strength of a report which he had not read but which reinforced all the misconceptions and misinformation that he possessed about bilingual education.

What is the problem? Why is it so easy for policy makers and the media to pick on bilingual education to achieve instant notoriety? Some might say that our forces are in disarray. Yet NABE and the bilingual community have consistently been able to beat back these attacks and to protect the fiscal integrity of Title VII and its programs. More likely, the answer is that we have failed to get our message across to the public sector. Neither John Q. Public nor John Q. Legislator, in general, understands what bilingual education is all about, and I am not referring to complicated theories of language acquisition or instructional methodology or research results.

Basically, we have failed to persuade the public that bilingual education is good for business and the economy, that bilingual education is good for international relations and understanding, that bilingual education is good for education, that bilingual education unifies and heals, that bilingual education allows and thrives on flexibility and local options. In short, that bilingual education is good for America.

This year, more than ever, there is a sense of urgency before us. We must continue with the daily and crucial business of education — bilingual education — by teaching the children, training the teachers, and administering the programs professionally and effectively. But we must also engage in another type of education: educating the public to create a climate of acceptance in which bilingual education can flourish and realize its full potential for all. To this end we must dedicate ourselves. BILINGUAL EDUCATION FOR ALL: THE TIME IS NOW!

NABE NEWS EDITOR RESIGNS

With this issue, Carolyn Ebel relinquishes her role as editor of NABE NEWS. "After four years as editor, it is time for new faces, new ideas and new energies. I will continue to help in any way possible in the future however." The NABE Board is seeking candidates for this position and welcomes resumés from persons with proven background in editorial work. Of paramount importance is ample time for the job; approximately eight volunteer days a month is necessary for gathering news and advertisements, for preparing the layout, and for billing and follow-up.

NABE MEMBERSHIP CARDS

To save money . . . NABE will run its membership cards off the computer this year and mail them at bulk mailing rates. You'll receive your card before the end of the tax year. Meanwhile, this NABE NEWS is verification of your current 1981-82 membership. And remind your friends to renew so that their mailings will be resumed.

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

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Convention Chairman: Rudy Martinez, Teacher Education Division, College of Education, Wayne State University, Warren, MI 48202, (313) 577-0938

NABE JOURNAL:

Back Issues Available

The NABE JOURNAL is available through subscription only; however; certain *back* issues can be purchased from the NABE office at $10 each (while the supply lasts). To order, send *prepayment* to NABE, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036. The following issues are still available:

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I	3	May	1977
II	1	Jan.	1978
II	2	Mar.	1978
III	1	Fall	1978
III	2	Winter	1979
IV	3	Sept.	1980
V	2	Winter	1980-81
V	3	Spring	1981

Attention: Publishers

Any publisher who donates two or more copies of a book on bilingual education (including ESL of course), to the NABE National Office in Washington, will be guaranteed a listing of the publications in NABE NEWS, the official newsletter of NABE which is published five times a year.

In addition, we invite you as a publisher to become an active member of NABE, thereby receiving publications of the organization (NABE NEWS and NABE Journal) as well as all membership correspondence. The cost of commercial membership in NABE is $125.00. Such a membership will also qualify your company for inclusion in a one time listing in NABE NEWS of all publisher members.

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Laid Back? Laid Off Laid Out? You Decide

by Mona Scheraga and Jean D'Arcy Maculaitis

Those of us who marched to the State House with our Massachusetts bilingual colleagues during the NABE Conference to protest the elimination of the oldest bilingual education law in the country cannot be unmindful that the time and place have never been more appropriate to discuss paychecks and politics. This is especially true in view of how present politics relate to the status of LEP students. Because these students are in no position to fight for themselves, we, as teachers, must be buffers, liaisons, student advocates . . . it doesn't matter what we call it, as long as we are it.

Teachers fall into two major categories, tenured and non-tenured. Non-tenured teachers can be politically active to a limited degree, depending on how good their teaching ability is, their rapport with their students, and how much backing they can get from parents' groups and the community.

Like tenured teachers, non-tenured ESL/BE teachers can take positive steps toward securing their positions by:

1. **joining** professional educational organizations on local, state, national and international levels and *being active* in NABE and TESOL. (We must unite to put might in the fight!)
2. **pushing** for ESL/BE certification in every state and territory.
3. **being** the best damned teacher possible so it's hard to justify firing you.
4. **attending** Board of Education, communication and council meetings and **becoming** visible and available professionally to parents, to politicians and to the press.
5. **forming** effective parents' groups and **making** them aware of the power of their voices and votes.
6. **getting** parents to come out to meetings, to know their rights, including the right to sue, and to speak up.
7. **writing** letters to congressional representatives, local newspapers, editors of newsletters. (Don't sit back and wait for the next guy or gal to do it! We're always delighted when we get a warm note of congratulations for letters we've written to some newspaper or other that's been attacking bilingual education, but we always wish more people had written, too. Of course, they may have. For every letter we've written, maybe one in three is actually published.) Getting back to "ways" and "means;"
8. **reporting** to your state Office of Equal Educational Opportunity any violations of students' rights.
9. **joining** forces with others who believe as you do and **launching** a public relations campaign for Bilingual Education, even if you start out or end up as a committee of one. That leads to point 10, *viz.*,
10. **developing** a tough skin. It's okay to be afraid: you just musn't show it.
11. **praying** you won't get fired for practicing what you believe in; you shouldn't if you follow steps 1-10.

Clearly, however, the real power and fight must come from the tenured teacher. If you feel you're right, fight!

For example, in our school we were told to administer the English portion of an English-Spanish language dominance test for placement of all our ESL students, regardless of their native language background. When we protested that the English portion was 50% of a Spanish-English language dominance test and that it was never designed to be used for this purpose, our protests fell on deaf ears — well, not really deaf. They heard us, but, you see, they had already bought all

(Continued on p. 13, col. 1)

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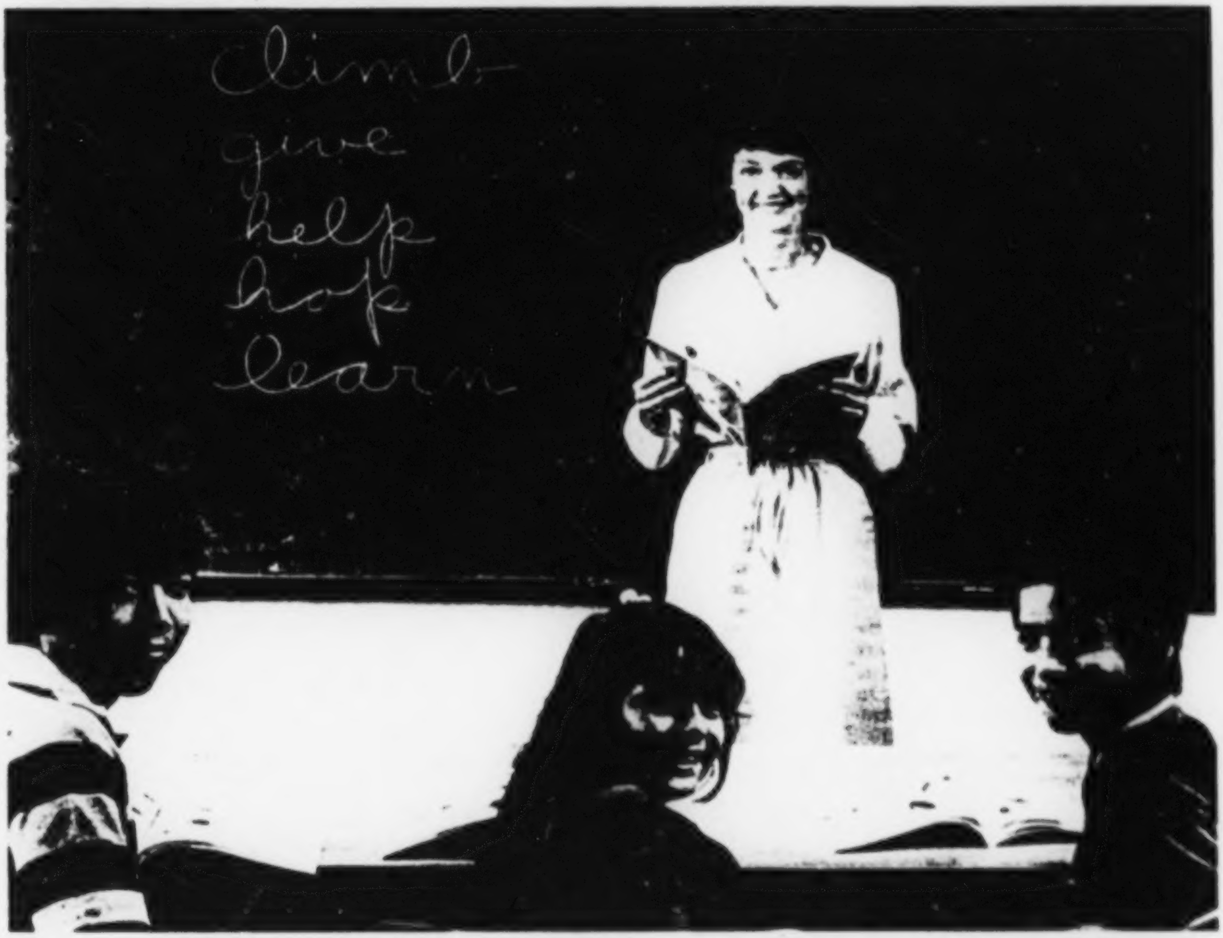

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*Comment by a teacher at the 1981 NABE meeting in Boston

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NABE Publishes With ASCD

by Marcelo R. Fernández-Zayas
and
Maria C. Torres

The Association for Supervision and Curriculum Development and the National Association for Bilingual Education (NABE) have made a big contribution to the area of bilingual education in sponsoring the publication of the book: *Educating English-Speaking Hispanics.* This book was long overdue. In a very clear and informative manner its authors attempt to destroy traditional myths about the education of Hispanics in this country while at the same time provide the readers with valuable information about the many components of the generic term *Hispanics.*

Up to now there has been academic assistance for NEP/LEPs. However, many educators believe that Hispanic students who are proficient in English are assumed to be no different from non-Hispanic students; they see no need to modify curriculum or instruction for them. This theory is challenged in this book.

A great number of educators have become increasingly aware in recent years of individual and group differences among students. Not only are there major cultural differences between groups (i.e., Anglos and Hispanics) but also within groups: (i.e., Cuban Americans and Mexican Americans.)

The first three chapters of the book offer curriculum and instructional methods that should be used with groups of Hispanic children who are also English speakers. In the first chapter, George A. Gonzales introduces three fundamental premises:

- Curricula designed for middle class native English-speakers is not conducive to teaching Hispanic children.
- English speaking Hispanic students may not be proficient enough to succeed in the standard curriculum.
- Instructional personnel need to develop a curriculum appropriate for English speaking Hispanic children.

Other suggestions presented by Gonzales are:

> "Supervisors of programs for non-Spanish-speaking Hispanic children need to regard closely the special needs of these students in light of their linguistic, cultural, psychological, and socioeconomic characteristics."
>
> "The special needs can be organized around a set of instructional goals within a comprehensive approach. These goals may be the following:
>
> - To develop facility in languages.
> - To foster conceptual development.
> - To augment social arts skills.
> - To promote cultural awareness.
> - To enhance self concept."

In Chapter 2 Edward W. de Avila and David M. Uriberry utilize current research to expose and discredit myths and stereotypes held about Hispanic background children. Some of the myths/stereotypes they discuss are:

- The myth of the Hispanic being "culturally disadvantaged." The child is at fault, not school environment.
- "Culturally different" myth - denotes that the Hispanic child is different in values, attitudes, and motivation towards achievement - due to his culture - and therefore has not developed the same required skills; may be retarded in language and social development and in general does not match the mainstream middle class white culture in the school.

According to them, these myths act on the basis of a deficit model, that is, the idea that non-mainstreamed behavior is associated with lack of ability. They take the position that the educational problem confronting educators of Hispanic students is twofold. Educators must provide a means of assessing the skills Hispanic children possess and a curriculum that utilizes the identified skills.

De Avila and Uriberry propose a program designed to build upon the skills Hispanic children bring to the schools, to provide appropriate activities so that these skills can be appropriately applied in the school, and to develop language skills and usage in a practical context.

In the third chapter Gilberto Cuevas discusses: staff development. The objective of this chapter is to provide supervisors with suggestions as to how a teacher can become better acquainted with the needs and school problems of Latino students.

The following is a list of recommended training, grouped by category, proposed by Dr. Cuevas:

- Cultural awareness.
- Parental involvement.
- Tapping community resources.
- Foreign language study for the teacher.
- List of resources available to staff and familiarization with these resources.

The remainder of the book presents an overall description of the four largest Hispanic population groups: Chicano, Puerto Rican, Cuban, Latin American. In this last section general population statistics are presented:

- Mexican American (Chicano) - 60% of Hispanics - 12.1 mil.
- Puerto Rican - 14% - 1.7 million
- Cuban - 7% - 800,000.

In addition an annotated bibliography was included in this section for the purpose of aiding educators in selecting books and materials that will give them fundamental information on the Mexican American, Puerto Rican, Latin American, and Cuban groups in the U.S. The bibliography presents information on history, culture, and contributions to society by each group. These references will help the reader to understand the differences and similarities which characterize these major Hispanic subcultures and their efforts towards integrating into the mainstream of American society.

This book serves two important purposes. First to bring into light the subject of educating the English-speaking Hispanics of this country, something that generally is overlooked or taken for granted in our instructional endeavors. And second to give the readers the opportunity to separate myths and realities in regards to the parts of that growing segment of our population known as Hispanics.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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Title VII Under Study

The provisions of the Elementary and Secondary Education Act (ESEA) of 1965 run in 5 year cycles. Title VII of ESEA, the Bilingual Education Act, has been re-authorized twice: in 1974 and again in 1978. If past re-authorization procedures are an indication, the cycle for Title VII should begin late in 1981 (or early 1982), in anticipation of the current 1983 expiration date. Normally, the cycle would consist of oversight hearings, and consideration of the administration's proposal for renewal along with any other versions or amendments that are introduced in Congress. Given the turmoil that was introduced into the process this year by the Budget Reconciliation process, it is not at all certain whether the normal reauthorization process will take place. Neither is it certain that the Reagan administration intends to request re-authorization.

One reading of the Budget Reconciliation process is that it effectively scraps the normal cycling of legislation and replaces it with an annual re-authorization decision controlled by budget cutting pressures.

Until this issue is cleared up, Hispanic groups assume that the reauthorization cycle will hold and that preparations for it must begin now. Several Washington-based organizations — ASPIRA, National Council of La Raza (NCLR), the American Coalition for Bilingual Education, among others, are teaming up to conduct extensive policy analysis work in preparation for a potentially difficult re-authorization period. The Center for Research and Advanced Studies at George Mason University and NCLR have retained Dr. Josue M. Gonzalez, former Director of OBEMLA, to lead the analysis effort and assist the groups in thinking the issues that will confront Title VII in the future.

Dr. Gonzalez and his co-workers have launched a series of meetings around the country with interested groups. The meetings are designed to (1) identify the issues that are most likely to affect re-authorization, (2) the major options for resolving them, and (3) the arguments for and against the options that are identified. A series of issue/option papers are being prepared as a result of these meetings. These will guide the discussion and ensure that the issues are adequately examined. To date, issue/option papers have been completed on several topics. Among them:

—Should the scope of Title VII be expanded to include the funding of programs of two-way bilingual education where non-LEP children can have the opportunity to learn another language?

—What distribution of Title VII funds to different types of programs will provide maximum impetus to the continued growth and development of bilingual education in the U.S.?

—How can Title VII funds be used to improve the capabilities of LEP parents to assist their children in the schooling process and be more supportive of what the schools are attempting to do with bilingual education and other compensatory programs?

—Should the teacher of English (L2 proficiency), be considered superordinate to the teaching of content curricula in Title VII programs?

—Should the Title VII legislation specifically define the relationship that should exist between OBEMLA and OCR in the administration of the Title VII program vis-a-vis Title VI of the Civil Rights Act?

—If the concept of serving the "most needy children" remains in the legislation, how should this term be defined?

As the policy analysis process unfolds, other important issues of this type will be developed and examined. To ensure the broadest possible base of involvement, the analysis team is particularly interested in hearing from groups that have been somewhat peripheral to the program in the past but who share an interest in language teaching and learning, and in international studies. This is in keeping with the recommendations of the President's Commission on Foreign Languages and International Studies and the National Advisory Council on Bilingual Education. Both of these groups have recommended that a more unified and comprehensive language policy be developed for the nation. One of the goals of the Title VII analysis study is to determine whether this law is the best mechanism for a policy consolidation of this type along with a subsequent expansion of programmatic thrusts.

Groups and individual interested in this activity should write Dr. Gonzalez with suggestions (or positions), on issues and themes for the Title VII legislation. Those interested should write c/o Ms. Lori Orum, Policy Analyst, National Council of La Raza, 1725 Eye St., N.W. Room 200, Washington, D.C. 20006.

Mailing Labels of NABE Membership Available

NABE sells its membership list in cheshire or gum label form at a cost of $200. For the future, this fee is the cost to *anyone*, within or without the organization. In answer to official complaints of the membership regarding indiscriminate selling of the membership list, the Board is now requiring a written explanation of the proposed use of the list, including a copy of the mailing going out — in advance of approving the sale. Requests must be in writing and accompanied by prepayment.

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The Bilingual Mandate

Who will "pick up the tab"?

by Oscar M. Cardenas,
Executive Director, Advocacy Systems for Education

Background

Under the mandates and appropriations of SB 121 previously enacted, Texas school districts have had the availability of $25 for every LESA* child enrolled in their kindergarten through fifth grades. (Identified LESA students in grades K-3, with grades 4-5 optional, generate this amount in State support to districts which apply for assistance in the implementation of the State mandated bilingual program.)

Teacher training for local school districts is facilitated by TEA Technical Assistance Coordinators (TACs) housed at some of the Education Service Centers throughout the state. Specialized training in bilingual education is provided by thirty-seven (37) cooperating Institutions of Higher Education and by "experts in the field of Bilingual Education" (consultants).

Numerous school districts in Texas have come to recognize the need to adequately provide an appropriate dual-language response program for the great numbers of LEP students enrolled in their districts. But in view of the minimal State support ($25) available to assist such an effort, coupled with the fact that their local budgets could not defray the required costs, they have had to compete nationally for Federal funds designated for bilingual education.

The level of Federal support to bilingual education in 1979-80 was approximately $13.5 million. During this fiscal year, 122 Bilingual Education grants were awarded to serve approximately 60,330 LEP students in Texas. These grants were exclusively for direct services to students, and do not include fellowships, training institutes and training resource center grants.

Current Issue

The extent of the bilingual education mandate rests with two entities; i.e., the 67th Legislature now in session and the United States District Court for the Eastern District of Texas-Tyler Division. Both entities have issued public documents as to their intent on this matter.

Specifically, the Legislature is considering Senate Bill 477 (HB 886 in the House of Representatives) which proposes to expand bilingual education through the twelfth grade by "phasing in" grade levels within a five-year period. These bills proposed an allocation to Texas public schools at the level of $150 per participating LEP student starting with the 1981-82 school year.

Judge William Wayne Justice, representing the United States District Court, issued a "memorandum opinion" on January 9, 1981 which mandated that immediate relief be provided by the State of Texas and specifically the Texas Education Agency "to the Mexican American children of limited English proficiency in the Texas public schools". Both the plaintiff — the United States of America with MALDEF, LULAC and the American G.I. Forum as intervenors — and the State of Texas as defendant were instructed to submit a detailed comprehensive plan of relief ".... incorporating all of the elements outlined in the memorandum opinion".

Compounding the issue, the Reagan Administration announced its proposal to cut Federal aid to education, including bilingual education, by twenty-five percent (25%). This rescission would mean an "off-the-top" reduction of over $3.4 million in Federal aid to bilingual education in Texas districts over the Federal funding level of 1979-80. When we consider the support level for availability of the 25% Federal funds would be much greater than $3.4 million.

Summary

The Bilingual Mandate is evident. Texas public schools will be required to address the needs of their LEP students with or without State and/or Federal support. The passage of SB 477 and HB 886 by the 67th Legislature as proposed will not additionally impose on the taxpayers at the local level. Congress can and must defeat the 25% cuts to education, so that it does not become a local fiscal responsibility.

The question is no longer, Do we need Bilingual Education? Rather it is now, Who is to "pick up the tab" in meeting this mandate? Local control must not result in the abdication of responsibility by either the State or the Federal government.

---

*The descriptor "LESA" refers to students of limited English speaking ability, as defined in the State-mandated program. The Federal descriptor "LEP" is preferred by the Office of Bilingual Education and Minority Language Affairs (OBLEMA) and the Office for Civil Rights (OCR) because it encompasses students' deficiency in all the language skills; i.e., listening, speaking, understanding, reading and writing.

MEMBERSHIP

Dear NABE Member:

For the first time in its 7-year existence, NABE has surpassed the 3,000 member mark, and that is cause for celebration.

For the first time in its history, NABE has a central office in Washington, and that is cause for celebration.

However, we must not be content to rest on our laurels. It is no secret that education in the United States is in a state of crisis, and that bilingual education in particular is continually facing frontal attacks from all quarters. NABE has a series of challenges before it, and its membership needs to respond in the appropriate fashion.

The membership renewal form in this issue represents one way in which you can continue to show your commitment to NABE for the coming year beginning June 1, 1981. You will notice that dues have been increased across the board to help NABE defray its operating expenses. Last year, the base fee for associate members was $10, and for regular members $20. A study done by the NABE office revealed that the NABE publications alone cost us $18 per member just for printing and mailing costs. The added services that NABE provides its membership and the cost of operating a central office made the increase in dues inevitable.

You can help NABE right now by renewing immediately. Prompt renewal will save us time and money invested in second notices, and will insure that NABE will have the much-needed cash flow during the first months of the new membership year. Additionally, if our central office can enter a large number of names and addresses into the computer at one time, the computerization of our lists will proceed more efficiently.

But the benefits of early renewal are not all NABE's. Early renewal assures you of:

- 5 issues of the NABE NEWS beginning with the September issue. Back issues will be mailed to 1981-82 members only when available.
- 3 issues of the NABE JOURNAL as published.
- Inclusion in the 1981-82 Membership Directory (provided membership application is received prior to December 1st)
- Voting privileges in the election of NABE officers (provided membership application is received prior to November 15)
- Ongoing correspondence from the President and the NABE office regarding important developments in the field.

To reduce the cost of processing memberships, we are requiring **prepayment** of all membership applications. Please cooperate by enclosing your checks payable to NABE with your application blanks.

All of us at NABE are looking forward to a good year for bilingual education, but we need your support. Please give NABE a boost by renewing early, and get your friends and colleagues to renew or to join NABE.

Ramón Santiago, *President*

Hamtramck, Michigan: From Polish to Pluralistic

by Sharon Elliott, Wayne State University
and
Elba Santiago Berlin, Hamtramck Public Schools, Michigan

> **Multiculturalism means . . .**
> **sharing our cultures**
> **incoming wealth**
> **finding some answers**
> **feeling good about self (C.M., 1977)***

School districts across America have been called upon to meet the challenge of providing multicultural education to all students, incorporating the cultures of limited English proficiency students enrolled in bilingual programs. There is no common blueprint for the design of multicultural programs; they come about for varying reasons and grow in a variety of ways. The program in Hamtramck, Michigan is an example of a coalition of community, school and university, united to provide teachers with the tools to design an open-ended pluralistic curriculum.

Hamtramck, Michigan is a small city adjacent to Detroit. For many decades it was predominantly Polish. However, in the 1970's there occurred an influx of Arabic, Albanian, Yugoslavian and Macedonian families. The men went to work in the automotive plants in Hamtramck and Detroit and the composition and atmosphere of the Hamtramck schools began to change. In 1976 a bilingual/multicultural program was established in the Hamtramck Public Schools.

Recently school administrators and bilingual education personnel felt the need for an inservice program that would focus on the "new" cultures in the schools. A Cultural Awareness Institute, to help staff appreciate the fullness, history and complexities of five cultures: Arabic, Polish, Albanian, Macedonian and Yugoslavian, was designed by the staff of ESEA Project, Together Our Teaching Advances Learning (T.O.T.A.L.) and the College of Education at Wayne State University. Paraprofessionals, teacher technicians, teachers, parents and administrators enrolled for credit at the undergraduate and graduate levels. Following a survey of participants, Saturdays were selected as the most convenient day of the week to meet.

The first week of the Institute, students were introduced to the theory of culture by an Arabic professor from Wayne State University. He provided a theoretical framework for investigating social interactions, stereotypes and bias. He also discussed cultural considerations in selecting instructional materials and teaching techniques. In addition, he shared many personal experiences of his introduction to American culture.

In the weeks that followed each culture was highlighted on a rotating basis. The purpose of these presentations was to help participants gather information on the history of the particular culture, the current political structure, the role of the family, religion, customs and mores. In addition to the T.O.T.A.L. staff, presenters included religious leaders, social workers, historians, media people, musicians, culture club members, parents and students.

At noon there was a meal prepared by the people of the culture. Films and slides were shown. Clothing was modelled. Crafts and hand work were displayed. Music and dance were demonstrated by students and community club members. The seminar presentation was relaxed and people were encouraged to enjoy the presentations as well as learn about the particular culture. Indeed, at Christmas time Arabic songs were heard being sung in the halls by monolingual staff members. An effort was made to go beyond the stereotype ideas related to an ethnic group, to show the similarities between groups and in addition to present their uniqueness.

Georgetown Round Table Conference on Languages and Linguistics

11-13 March 1982

Georgetown University

Title: "Contemporary Perceptions of Language: Interdisciplinary Dimensions."

Address: Heidi Brynes, Chair, GURT 1982, School of Languages and Linguistics, Georgetown University, Washington, DC 20057.

The representatives from each of the cultures stressed that the schools and staffs within those schools must search out the folk culture and values that are inherent in the particular group of people in order to understand and appreciate the culture. Although the workshops were designed to show the uniqueness of each culture, two areas of similarities kept reappearing with each week's presentation. The first area centered around the importance of the family. As each group, Albanian, Arabic, Polish, Macedonian and Yugoslavian, made its presentation, the strength of the family, the sacredness of the family, the commitment to the family was stressed over and over. The good life begins at home. The ties of the immediate family and larger, extended family are so strong, so powerful that one need never to face the world alone. Within this family structure everyone has a role; everyone is important; everyone has a job to do. People are not shunted off to old age homes or to institutions. Each one participates as he/she is able. The father is the pilar of the family and the family representative outside the home. The home is the mother's domain.

Although the class expressed concern over the perceived exploitation of women and the rigidity of roles, they were nevertheless intrigued by the place of the family in one's life. It was felt that in these troubled times these cultural groups with their stress on the family and their extended family networks have a great deal to offer other Americans.

The second common thread throughout the presentations was respect for authority. One idea shared was, "I care enough for other to do my best to satisfy their expectations". Discussions centered around the teaching of respect for parents, teachers, leaders of the community, church officials and the elderly. "We do not want to do anything in public that will bring shame to our family, to our neighbors, to our country". The spirit of togetherness, of tradition, of pride and respect for others served as food for thought for the class members.

Value clarification sessions were held as a pre and post evaluation tool. In addition, each student in the class had assignments and projects. The undergraduate students (paraprofessionals and teacher technicians) were trying to learn about cultures other than their own and were also attempting to further their English reading and writing skills. Their assignments included reading materials on bilingual/multicultural education, summarizing their understanding of this material and reacting to the information presented in class. In addition, they wrote a short essay each week that related their values, beliefs and ethnic customs to the work they were doing in the schools.

Graduate students (teachers, administrators, bilingual staff) participated in a variety of projects. One high school teacher established a tutorial program where bilingual students tutored monolingual students in math. She tracked students' attitudes regarding school and peers throughout the project and was happy to see some changes from negative to more positive by the end of the project.

A middle school staff set up teacher exchange days where monolingual staff members worked in bilingual classrooms and vice versa. These exchange days required cooperative planning. As a result much discussion occurred on the similarities and differences in the teaching methods of the two types of classrooms as determined by cultural heritage.

A multicultural newsletter was created by another high school group. This project brought together staff who, although in the same building and sharing the same students, had not yet worked together.

The elementary school projects tended to focus on the study of culture and one's personal history. A comprehensive study of the ethnic groups represented in her classroom was done by one elementary teacher. Children compiled detailed family histories based on interviews with family members. They brought in pictures and artifacts from home and had crafts, stories and musical activities. This project culminated in an open house for families and the rest of the school.

At another elementary school, some staff members and children put together a multicultural program for parents, children and teachers. This program included history, music, poetry and modelling of clothes.

People were enthusiastic. People began to talk and interact with each other. At times tempers flared as politics, mores and customs were discussed and analysed. But at the end of the Institute everyone agreed they had learned a great deal. They had made new friends. More work and study was needed and wanted. And this experience was one they hoped could be shared with their fellow staff members who had not yet participated — but certainly would next time around.

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*C.M. "Multiculturalism", Multiculturalism in Action. Ontario Ministry of Education, 1977.

Candidates For NABE Offices 1982-83 - Membership Deadline for Voting - Nov. 15, 1981

PRESIDENT-ELECT

GLORIA ZAMORA, Director, Desegregation Assistance Center for National Orgin (Lau Center), IDRA. Ph.D., Curriculum and Instruction, University of Texas (Austin). M.Ed., Our Lady of the Lake University, B.S. El.Ed., Incarnate Word College.

Professional Experience: Former teacher 1968, Bil. Program supervisor and staff development specialist; Dir. Bil. Ed. 1970-1972; lecturer in Bil.Ed., Our Lady of the Lake Univ.; Ass't Prof. Ed., the Univ. of Texas at San Antonio, 1974-1979; Program Chair 8th International Bilingual Education Conference; named an Outstanding Educator of America, 1974-1975; Texas Assoc. for Bil. Ed. Legislative Committee, 1976-present; Bil. Ed. witness to both the Texas State Legislature and the U.S. Senate Education Committee. Assisted in writing Texas' Bilingual Education Bill; Bil. Ed. Resource Consultant to the Governor's Task Force on Bilingual Education; Editorial Board, NABE Journal 1976-1979; Assoc. Editor-NABE Journal, 1979-1981; Steering Committee, Project for Minorities and Women in Research, 1978 to present; member of the Texas Advisory to the U.S. Commission on Civil Rights, 1980 to present; Title VII National Advisory Council on Bilingual Education, 1979-1981; Currently serves as Vice-President of NABE.

ERNEST J. MAZZONE, Director, Bureau of Transitional Bilingual Education, Massachusetts Department of Education. Boston College A.B., M.A. Classical Languages, Philosophy, M.Ed Administration.

Professional Experience: Teacher, English and French, New Salem Academy, 1955-1956; Teacher administrator, Woburn Elementary Schools, Woburn Junior High, 1956-1960; Chairman, Language Department, teacher, Latin, French and Russian, Woburn High School, 1960-1964; Massachusetts Department of Education: Supervisor, foreign language education, 1964-1967; Senior Supervisor, bilingual education and humanities. Director, EPDA-ESL-Bilingual University Teacher Training Consortium, 1969-1971; Director, Title I, Haverhill Public Schools, 1971-1972; Director, Summer International Studies Program, American Institute of Foreign Study, University of Strasbourg, France, 1969-1972; Professor of Education, ESL methodology, foundations of bilingual education: Boston State College, 1969-1978 and Lesley College, 1973-present; co-founder, Massachusetts TESOL affiliate; President, Mass. Association of Bilingual Education, 1979-1981; immediate past chairman, National Advisory Council on Bilingual Education; member: Coordinating Council; EDAC, Lesley College, Cambridge, Mass. Board of Visitors, SWRL Educational Research and Development; Chairman, National Council of State Directors of Bilingual Education, 1976-present.

VICE-PRESIDENT

MACARIO SALDATE IV, Associate Professor, Educational Foundations and Administration, Univ. of Arizona, Tucson, AZ. Administrator Bilingual Education, Director of Mexican American Studies Research Center, Univ. of Arizona, Tucson, AZ.

Professional Experience: Assistant Professor, Educational Foundations and Administration, Assistant Director, Multicultural Education Center, Director of EPDA Project, Univ. of Arizona, Tucson, AZ 1973-74; Coordinator of Bilingual Education, Univ. of Arizona, Tucson, AZ 1974-78; Chairman, Arizona Association for Bilingual Education Conference, 1974-78; Chairman, Arizona State Coordinating Committee for Bilingual Education 1978-Present; Chairman, Board of Governors for Pima Community College, Tucson, AZ, 1973-79; Project Director of the Bilingual Education Developmental Degree Program, Director of the Doctoral Program for Bilingual Education Teacher Trainers, 1979-Present; Associate Professor, Educational Foundations and Administration, Director of the Bilingual Education Administrative Training Program, 1979-Present; Administrator of Bilingual Education, Director of Mexican American Studies Research Center, 1980. NABE Secretary 1981-82.

ARDY SIXKILLER CLARKE, Director, Center for Bilingual/Multicultural Education, Montana State University, Bozeman, Montana; B.A. English, German and History, M.A. Education, West Virginia University, Doctoral Candidate, Curriculum and Instruction/Bilingual Education.

Professional Experience: Classroom teacher and ESL Instructor (West Virginia, Colorado, Idaho, South Dakota, Ohio) Bilingual Curriculum Specialist and Title VII Project Director (Rapid City, South Dakota), Adjunct Professor, Indian Studies/Bilingual Education (Black Hills State College) Asst. Professor, Elementary Education/Bilingual Education (Montana State University), Director, Dean's Grant, (Montana State University); President, South Dakota Association for Bilingual Bicultural Education; Co-Chairman, Native American Caucus for Bilingual Education; Chairman, NABE Public Relations Committee; Member, NABE Resolutions Committee; Member, NABE Detroit Conference Planning Committee; Delegate, NABE Delegate Assembly.

SECRETARY

NYDIA FLORES, Director, Univ. of Puerto Rico Multilingual and Cultural Institute. B.S. Educ. Univ. of Puerto Rico; M.Ed. TESOL Temple Univ.; presently in Ph.D. program New York Univ.

Professional Experience: 1977-78 ESL Professor Colegio Universitario del Turabo, 1974-77 Pa. Migrant Educ. Program Curriculum/Bilingual Educ. Specialist and Teacher Trainer, 1975 Immaculata College, Pa. Consultant/Professor, Bil. Ed. course, 1971-73 Temple Univ. undergraduate counselor, 1971 Bil Educ teacher Philadelphia, 1969-71 Colegio Santa Monica, ESL instructor. Consultant: Field Reader USOE/OBEMLA 1980, Title IV Field Reader 1978-79, Puerto Rico Summer Intensive Programs, Title I. Reading Decree Philadelphia, Act 101-HEOP Evaluator 1977, Cross Cultural Communication 1975, Pa., Longman Publishing Co. - Teacher training and Consultant 1980 to present. Vice President PRABE 1978-80.

OLIVIA G. MARTINEZ, Administrator, Instruction and Student Services, San Jose Unified School District. B.A. in Social Welfare, Recreation Education, San Francisco State University; MSW, in School Social Work, University of California at Berkeley; Advanced training in School Psychology, Cal. State Univ. at Hayward.

Professional Experience: School Social Worker and Child Guidance Consultant, San Francisco Unified School District, 1968-1970; Coordinator of Testing and Evaluation for BABEL (Bay Area Bilingual Education League) 1970-1972; School Psychologist, San Jose Unified School District, 1973-1975; Director, San Jose Area Bilingual Consortium, 1975-1980. President, California Association for Bilingual Education; Presenter, National Management Training Institute, 1978; Member, Educational Innovation and Planning Commission for the State of California, 1972-1978. Consultant to numerous California State Department of Education committees and Boards. Member, National Advisory Panel, National Clearinghouse on Bilingual Education; Founder and Chairman of the Board, Bilingual Schools of San Jose. Voted "Chicana of the Year" in the category of education by Caminos Magazine.

HAI TRONG TRAN, Senior Program Associate (Field Services Coordinator), Midwest National Origin Desegregation Assistance Center, University of Wisconsin at Milwaukee; BA in English Education, University of Saigon (Vietnam), Diploma in TESL, Victoria University of Wellington (New Zealand), MA in Linguistics, University of Hawaii, Ph.D. in Linguistics, Cornell University.

Professional Experience: High school teacher, 1961-1967; Secondary Education Supervisor (Ministry of Education, Vietnam), 1967-1970; Consultant, National Bilingual Resource Center, University of Southwestern Louisiana, Lafayette, LA, 1976; Teaching Associate and Lecturer, Department of Modern Languages and Linguistics, Cornell University, Ithaca, N.Y., 1976-1977; Education Specialist, Intercultural Development Research Association (IDRA), San Antonio, TX., 1978-1979; Currently, Program Coordinator and Field Services Coordinator, Midwest NODAC, University of Wisconsin, Milwaukee, WI; Has taught in the Teacher Training Program (Title VII), University of Wisconsin, Milwaukee, WI; Has been a member of NABE Election Committee, TESOL Bilingual Education SIG, TESOL Committee on Refugee Concerns, International Reading Association (IRA) Bilingual Education SIG.

TREASURER

PHILLIP C. GONZALES, Associate Professor of Bilingual Education and Reading, University of Washington, Seattle, Washington. B.A. in Biology and Education, New Mexico Highlands University; M.A. in Reading/Counseling, New Mexico Highlands University; Ed.D. in Reading, Oklahoma State University; Post Doctoral work in Bilingual Education, Chicago State University.

Professional Experience: High school teacher of biology and chemistry, New Mexico, 1966-70. Director of Reading Skills Improvement Laboratory, New Mexico Highlands University, 1971-72. Elementary Migrant School Head Teacher, WI, 1975, 1976. Ass't Professor, Univ. of Wisconsin-Parkside, 1974-77. Ass't Professor, Univ. of Washington, 1977-81. Assoc. Professor, Univ. of Washington, 1981-. Chairperson, N.A.B.E. Publications Committee, 1980-present. Editor of *Proceedings of the 8th Annual International Bilingual Bicultural Education Conference*, 1981. Chairperson of Program Committee, 1979 N.A.B.E. Conference. Member of Regional N.A.B.E. Conference Planning Committee, 1979. N.A.B.E. Appreciation Award 1979, 1980. Treasurer of Washington Association for Bilingual Education 1978-79. Member of the International Reading Association Committee on Spanish Reading. Member of the National Council of Teachers of English Committee on Bilingual Education and E.S.L.

AWILDA ORTA, Director Office of Bilingual Educ., New York City Public Schools. B.A. and M.A. Hunter College; presently enrolled in ABD program in Educational Administration/Bilingual Education at New York Univ.

Professional Experience: Former junior high school teacher, principal of Julia de Burgos Junior High School; teacher at Columbia Univ., Fordham Univ., Hunter College, City College and Seton Hall. Consultant to schools: NJ, CT, MA, PA, FL, IL, IN, TX, CA. Past president of Puerto Rican Educators Assoc and NYC Commission of Bilingual Education. Currently member of Advisory Board of Public Educ. Assoc. Represented U.S. in Colloquium with Israeli Educators. Co-author of several books and articles.

PARENT at LARGE

WALTER J. LANDRY, B.S. Notre Dame; J.D. Tulane; Ph.D. in Political Science, American University. Attorney, Lafayette, La., father of two children in 2nd and 3rd Grade in French bilingual program which he was instrumental in organizing, and of four other children. Also fluent in Spanish.

Experience: Platoon Leader, US Marine Corps; Staff Correspondent, Democratic National Committee; Legislative Assistant, Senator Russel Long; Foreign Service Officer, Latin America, Spain and US Mission to OAS; Assistant Professor of Government, U. of SW La.; Counsel to Bill of Rights and Elections Committee, 1973 La. Constitutional Convention; Private Practice of Law. Chair, Democratic Party of Lafayette Parish; member, Democratic State Central Comm.; attended several Democratic Nat. Conv. as Delegate, Alternate, and Observer; President, Acadiana Chap, International Good Neighbor Council; member, ADV. Bd, local bilingual prog., Author and Sponsor of French-Spanish Provision in 1974 Nat. Dem. Charter; Past President., vice-president, etc. of several PTA's; member, US Delegation that negotiated the American Convention on Human Rights at San Jose, C. R.; Author of several articles on Human Rights and Language Policy.

Parent at Large

NORMA PRECIADO. Schooling in Utah and Arizona, presently attending Western New Mexico Univ. working toward teaching degree.

Picture
Unavailable

Experience: Six children between ages of 8 and 21; born in El Paso, Texas. Active in following organizations: P.T.A. as member and officer, 4-H as Community Director, Girl Scout Leader, PAC - Parent Advisory Committee - for 5 years. Presently PAC Vice-President.

REGIONAL REPRESENTATIVE - EAST -

LUIS A. MARTINEZ-PEREZ, Assistant Dean for Development and Community Studies, Florida International University, Project General Director for the South Atlantic Bilingual Education Service (SABES) Center, B.S. in Chemistry, Univ. of Puerto Rico, M.S. in Inorganic Chemistry, a Ph.D degree in Science Education from FSU.

Professional Experience: 1979-80 Director, Competency Based Bilingual Teacher Education Project, 1979-80 Chairperson, Division of Subject Specializations and Director, Multilingual Intercultural Center. Community Involvement: 1975-78 President, Board of Directors, Borinquen Health Care Center; 1979-present Member, Board of Advisors-Children's Television Workshop Science Series; 1981-present Member, Board of Directors - ASPIRA of Florida, Inc.

PETER J. SCLAFANI, Bilingual Resource Specialist, New England Bilingual Education Service Center, Providence, RI: M.A. in Spanish, Middlebury College, Spain; M.A. in Portuguese, Brown Univ. Providence, RI; Ph.D. candidate, Bilingual/Humanistic Education, B.U., Boston.

Professional Experience: Bilingual Resource Specialist, New England BESC, 1976-present; Adjunct Prof. of Sec. Ed. at RI College, 1975-1980; Language Proficiency Exam Coordinator, RI College, 1976-80; Bilingual Elem. School Teacher, Ital/Span, Providence School Dep't., 1973-75; First President and Founder of RI Association for Bil. Education and English as a Sec. Lang., 1980-81; Member, RI State Advisory Council for Bil. Ed., 1980-81; Recipient, Fulbright Scholarship for Perugia, Italy, Summer 1981; Title VII, OBE, Fellowship, Boston University, 1979-81; Bilingual Traineeship Grant Recipient, Brown University, 1975-77; Member, Board of Directors, United Italo-Americans, 1979-present; Member, Board of Directors, Coalition of Hispanic Organizations, 1976-80.

REGIONAL REPRESENTATIVE WEST -

IRENE G. BOWIE, Coordinator - National Bilingual Training Resource Center (NBTRC), Univ. of Washington. B.S. Secondary Education Texas Arts and Industry Univ.; M.A. Educational Management - Univ. of Texas.

Professional Experience: 1978-80 President, Washington Association for Bilingual Education; 1977-79 Curriculum Specialist - NBTRC; 1975-77 Title I; Title VII Resource Teacher, Northside ISD, San Antonio, Texas; 1971-73 Educational Coordinator, Project SER (in a Rehabilitation Program), San Antonio, Texas; 1970-71 Secondary School Teacher, Mathis, Texas; 1967-71 Teacher and Teacher Aide, Title I Migrant Program in Sharon Springs, Piper, and Sublette, Kansas (summers only). On going: Publications and Information Distribution Committee (NABE-chairperson) Committee for the Enlightenment and Progressive Issues of Hispanics (member) Chicanitas a la Gourmet, President; Poet and Writer with publications in: Grito del Sol, Revista Chicano-Riqueña, Tejidos, El Quetzal Emplumeca: An Anthology of Chicano Literature.

BELIA C. CRUZ, District Coor. Bilingual-Bicultural Educ, Alhambra S.D., CA. M.S. California State Univ. School Admin. and Supervision; M.A. Pacific Oaks College, Pasadena, CA, Human Development; B.S. Arizona State Univ., Tempe Arizona, Business Admin.

Professional Experience: 1975-77: Title VII Project Dir. Pasadena: 1971-77: lecturer in educ., instructor of classes in early childhood education, Chicano Studies and Bilingual Bicultural Educ. Consultant for in service training, curriculum and materials development, California State Univ., Fullerton; Whittier College, Pasadena City College, Rio Hondo Community College. Former elementary school teacher K-2, Follow Through and Headstart programs. National recognition for Bilingual Bicultural Pre-school Back-Yard Project. Technical reader for USOE and Ca. State Department of Educ., Chairperson of 1981 CABE Conference, V.P. CABE 1978-80.

REGIONAL REPRESENTATIVE - CENTRAL -

AGNES L. COWEN, Director Bilingual Education Program, Cherokee Tribe, Tahlequah, OK. B.S. Education, NSU. Tahlequah, OK., M.Ed. NSU, Tahlequah, OK. Certified Elementary Ed. Secondary English, Social Studies.

Professional Experience: 1963-64, Teacher-Principal, Wilburton, OK; 1964-67, Elementary Teacher, Red Oak, OK; 1967-69, Secondary Reading Teacher, Chilocco, OK; 1969-70, Materials Center Coordinator, Tahlequah, OK; 1970, Secondary Reading Teacher, Anadarko, OK; 1970-71, Elementary Teacher, Newkirk, OK; 1971-1978, Language and Materials Development Specialist, Tahlequah, OK; 1972-1978, Co-Director, Tahlequah, OK; 1978-present, Director of Bilingual Education Program, Tahlequah, OK; 1972, Quality Assurance Specialist Training, Southwestern Cooperative Educational Laboratories; Quality Assurance Supervisor Training; July 1972, Micro-teaching Supervision; 1974, Training in Evaluation and Audit of Program, Southwestern Cooperative Educational Laboratories; 1973 and 1974, Methods and Techniques of Bilingual Education, National Bilingual Education Conference; 1974-75, Bilingual Education Steering Commmittee, Oklahoma State Dept. of Education; 1974, Writing Federal Proposals and Interpretation of Guidelines, NM; On-the-Job Management Experience; 1978, Management Institute, Washington, D.C., DHEW; Past President of Oklahoma Association of Bilingual Education; Member of the International Women's Year Commission; Directory of American Indian-Alaska Native Women; Past Council Woman, Cherokee Nation of Oklahoma.

Stanford Child Language Research Forum 1982:

The Fourteenth Annual Child Language Research Forum will be held on March 27-29, 1982, at Stanford University. Keynote speaker: Dr. Ursula Bellugi. Abstracts due by January 10, 1982, at the address below. Further information, please write:

Coordinator, SCLRF-82
Department of Linguistics
Stanford University
Stanford, CA 94305 USA

Foreign Language - Bilingual Education

by Pamela J. Leggio,
Director, New Jersey Lau Center

Speaking at a workshop during the Tenth NABE Conference in Boston, Dr. Diego Castellanos challenged the traditional practice of making bilingual education an adjunct to the department of foreign languages (when these two programs are combined). Dr. Castellanos, however, expressed strong support for the merger of foreign language education with bilingual programs (where they may be dichotomized) — provided bilingual education emerges as the parent program and foreign languages become components or subdivisions of the bilingual department. A merger would greatly benefit both programs, according to Dr. Castellanos, but he sees bilingualism as the overriding goal and foreign language instruction as the means to the goal — not the other way around.

Dr. Castellanos, Director of the New Jersey Office of Equal Educational Opportunity, made the initial recommendation in the Fall 1980 issue of Progress, a publication of the National Project and Task Force on Desegregation Strategies, based in Denver. Repeating the suggestion in the May-June issue of School Leader, published by the New Jersey School Boards Association, Dr. Castellanos expressed confidence that "this could be done easily once the threshold barrier of territorial politics is resolved."

Dr. Castellanos argues that it is a mistake for foreign languages to be taught in isolation, without opportunity for reinforcement or for immediate use. "A language learned this way is seldom learned well and is quickly forgotten," he says, proposing that if the best way to learn a skill is through practical application, foreign language students should be taught subject matter in the newly-acquired langauge as soon as they become proficient at it. (Their core subjects can still be taught in English, of course.) This approach would produce a sophisticated bilingual education system which would not only revitalize a foreign language education, but may also help to bail out bilingual education from its present crisis, according to Dr. Castellanos. At least one state college in New Jersey is experimenting with this idea. William Patterson College involves its foreign language students in bilingual education as a requirement.

"The advantages of encouraging Anglo students to learn a second language and culture — and then receive content area instruction in it — cannot be overemphasized," insists Dr. Castellanos, concluding, "it would accomplish the desirable goal of two-way bilingual interaction, it would take the bilingual concept out of the realm of remedial education and it would broaden the base of support for bilingual programs."

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For information, contact: Dr. Sam W. Cohen, Chairperson, Workshop Presenter's Committee, 255 East 14th Street, Oakland, CA 94606

1982-83 Congressional Science Fellowships In Child Development

Congressional Science Fellowships in Child Development are administered by the Society for Research in Child Development and the American Association for the Advancement of Science. Opportunity for postdoctoral scientists or professionals interesed in public policy to spend one year as a member of a Congressional staff. Mid-career applicants from the social, behavorial and health-related sciences are especially encouraged to apply. Fellowship year begins September 1, 1982; deadline for receipt of application materials November 16, 1981. For information and application packet, please contact Dr. Barbara Everett, Washington Liaison Officer, Society for Research in Child Development, 2025 Eye St., NW #905, Washington, DC 20006 (202-887-0977).

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For information contact:

Dr. Gerardo Marin
Box 41246, Minillas Station
Santurce, Puerto Rico 00904

JOB LISTINGS

Positions are advertised in NABE NEWS at a cost of $20 per listing, prepayment required.

JOB POSITION:

Early Childhood Bilingual Education Graduate Assistantship(s)

Beginning December 1981 (Winter term); March 82 (Spring) or September 1982 (Fall). The individual(s) must: a) possess a master's degree; be admitted to doctoral study; b) have a minimum of two or three years of working with children and their parents; and c) have experience with bilingual intervention program.

Closing dates are: 1) December 1981 (Winter term); 9 March 1982 (Spring term) and 15 July 1982 (Fall term). Forward transcripts, 3 reference letters, vita, and application letter to: Dr. Thomas D. Yawkey, Director, Project P.I.A.G.E.T. The Pennsylvania State University, 159 Chambers Building, Box A, University Park, PA 16802. The university is an equal opportunity affirmative action employer.

Laid Back?

(Continued from p. 2, col. 3)

these tests. What were they supposed to do with them? Our colleagues themselves were divided, many choosing not to rock the boat rather than to jeopardize their own positions and status with administrators at the state level. We wrote editorials in our affiliate newsletter, sat down with high school administrators, and stood up at Board of Education hearing and NJTESOL/NJBE affiliate meetings to explain how students' rights were being violated. After four years of never letting up, in spite of having been ousted from our editorship of the affiliate newsletter and losing those friends who were frightened that their prestige might be tarnished by association with our fight, we have achieved at last the significant victory of having many local decision-makers listen. They now realize that we are genuinely concerned, totally committed to students and their welfare and that we will not go away or disappear into the woodwork. Therefore, there must be truth to what we have been saying as well as a need for a thorough reexamination of testing practices at all levels.

We won't tell you that our physical and emotional health didn't suffer, or that we weren't deeply hurt by some of our colleagues' behavior. But then again, we also survived the trauma of seeing mommie kissing Santa Claus and discovering the true identity of the tooth fairy. We would like to say that we brought a great change in testing to our community. In fact, we will say it. We are, at last, field testing a new multi-purpose K-12 assessment program specifically designed for any ESL urban student, regardless of ethnic background.

We are at all levels protecting students' rights and our own sanity and professional dignity as we walk the tightrope between burning with enthusiasm and burning out. Evenings we, for example, team teach the ESL component of the model Bilingual Vocational Education Program at New York University. A maxi project for the course consisted of evaluating ESL/BE K-12 programs using the new MAC Program Guidelines.[1] Evaluations showed that in some schools bilingual students were completely isolated from the other students geographically and, therefore, psychologically and emotionally. Almost every graduate student/teacher reported a situation where the ESL teachers in the schools they investigated were used as substitutes when other teachers were absent. Of course, ESL classes had to be cancelled for the day. Classes were also eliminated when the ESL teacher was absent.

Is this horrendous situation true in your school? If so, an easy, effective, immediate way to correct this abuse is to report it to your program coordinator or supervisor. If this tactic isn't effective and your program is federally funded, go up the administrative ladder. Money talks — lack of it causes screaming. In spite of what some critics say, the reality is that federal monies brought in because of ever-increasing number of non-native students are keeping many public schools open.

You can fight for teachers' rights and the rights of students when you have support. You need the support of parents and teachers in demanding that the laws on the books be obeyed in practice, and that the civil rights of students, which entitle them, among other things, to adequate and accurate information about tests and test results not be violated because those in charge are so involved with the time pressures and paper work of funded programs. In Boston, we saw parents, students, teachers and administrators (and some of us fall into all these categories at the same time) standing together, chanting together, marching together to the State House. Massachusetts legislators and taxpayers saw us, too. We were united; we were practicing what we preach. It's a personal and professional commitment. Unfortunately, for whatever reasons, and there were many pre-planned NABE activities in motion at the time, we didn't see as many NABE faces as we would like to have seen. We must not let paychecks and politics supercede our commitment to pupils and parents. As the convention "Alert! Alert!" news release stated, "They (opponents of Bilingual Education) began with Colorado, and they want to do it again in Massachusetts. This is *not* a state issue; this is a *national issue*. If the Bilingual Education Law is lost in Massachusetts, it is a crushing blow to minority rights' in education across the nation . . . save the Bilingual Education Law in Massachusetts. This is *your cause!*"[2]

Friends, remember that between laid back and laid out is laid off. As NABE members, we must become more assertive, less afraid, and more actively united and involved. We don't need to be patronized, blamed or congratulated. What we demand is quality and equality in our educational system. It is up to us to insure that our students get the best possible academic training. As one Massachusetts legislator who spoke to us in Boston put it, "In the '80s they (the government) will take from the unorganized poor and give to the organized." Clearly, the time is now. Be wise: organize!

---

[1] Jean D'Arcy Maculaitis, MAC Guidelines for Evaluating, Designing and/or Improving ESL and ESL/BE K-12 Programs, San Francisco, California: The Alemany Press, Ltd., 1981.

[2] The recent attempt to eliminate the Massachusetts Bilingual Education Law failed.

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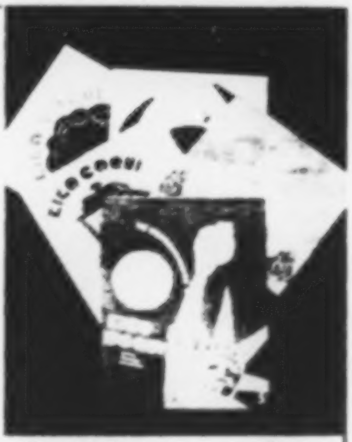

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We will consider papers on all aspects of the business-Spanish curriculum, including rationale and funding, textbooks and materials, courses and requirements, proficiency examinations, cooperative education jobs and career opportunities. Program details, pre-registration materials, and guidelines for submission of abstracts are available from the Program Chairman, Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 487-0178/0130.

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Any publisher who donates 2 copies of a book to the NABE office in Washington will be entitled to a listing of the donated books with address and price in NABE NEWS. Send contributions to: NABE, Room 405, 1201 16th St. NW, Washington, D.C. 20036

Bilingual Education Service, Inc., P.O. Box 669, 1603 Hope Street, South Pasadena, CA 91030: **A Chicano Christmas Story**, by Manual Cruz and Ruth Cruz

Random House, Inc., 201 East 50th Street, New York, NY 10022: **LA CULTURA HISPANA: Dentro y Fuera de los Estados Unidos**, by Handelsman, Heflin, Hernández; **Exploraciones Chicano-Riqueñas**, by Shirley Williams, Ruth Burgos-Sasscer

South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227: **Bilingual Business Grammar/Gramática Comercial Bilingüe**, by Louis Chacón, María Luisa Paredes, Herlinda Aviles, Barbara L. Davenport, $7.20 (school price)

ELS Publications, English Language Services, 5761 Buckingham Parkway, Culver City, CA 90230: **SCI TECH, Reading and Writing the English of Science Technology**, by Karl Drobnic, Sharon Abrams, Marjorie Morray; **All Spelled Out, Basic Spelling Patterns for Learners of English**, by H. Elaine Kirn; **How to Take Standardized Tests**, by Charles Oliver

National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077: **Discover America, New England**, by Lee Colman; **Discover America, New York**, M.A. Ramker; **Discover America, Washington, D.C.**, Rosanne Skirble; **Discover America, California**, Teresa Delgadillo-Bevington; **Discover America, Chicago**, M.A. Ramker; **Everyday English**, Books 1, 2, 3, & 4, by David Krulik/Barbara Zaffran; **Stepping into English, The Little Red Hen**, by Carol Barnett; **Stepping into English, The milkmaid and her pail**, by Carol Barnett; **Stepping into English, The boy and the donkey**, by Carol Barnett; **Stepping into English, Goldilocks and the three bears**, by Carol Barnett; **Stepping into English, The boy who cried wolf**, by Carol Barnett; **Stepping into English, Belling the cat**, by Carol Barnett; **Stepping into English, The lion and the mouse**, by Carol Barnett; **Stepping into English, The rabbit and the turtle**, by Carol Barnett; **Stepping into English, The city mouse and the country mouse**, by Carol Barnett; **Stepping into English (Teacher's Guide)**, by Carol Barnett, Marjorie E. Hermann

Santillana Publishing Company, Inc., 257 Union Street, Northvale, NJ 07647: **A Guide to Assessment Instruments**, by Barbara P. Pletcher, Nancy A. Locks, Dorothy F. Reynolds, Bonnie G. Sisson; **Language Assessment Umpire**, by Barbara P. Pletcher, Nancy A. Locks, Dorothy F. Reynolds, Bonnie G. Sisson

Newbury House Publishers, 54 Warehouse, Rowley, MA 01969: **Techniques For Writing: Composition**, by Milton Wohl; **Preparation For Writing: Grammar**, by Milton Wohl; **Insights, A Contemporary Reader**, edited by Austin Flint; **Put It In Writing**, by David Blot/David M. Davidson; **Reflections**, by Griffin/Dennis; **Prepositions**, by Alice C. Pack; **Developing Reading Skills - advanced**, by Louise Hirasawa, Linda Markstein; **Verbs in Action**, by Linda A. Ferreira; **Expanding Reading Skills - advanced**, by Linda Markstein, Louise Hirasawa; **Verb Choices and Verb Forms**, by Alice C. Pack; **It's All In A Day's Work**, by George Draper & Edgar Sather; **Reading English for Academic Study**, by Michael H. Long, Wendy Allen, André Cyr, Carol Pomeroy, Ellen Ricard, Nina Spada, Phyllis Vogel; **The Danger Light and other stories**, by Brian Harrison; **Living Language**, Jerrilou Johnson; **English 1**, by Ilonka Schmidt Mackey; **English Structure in Focus**, by Polly Davis; **Read On Speak Out**, by Linda Ferreira/Marjorie Vai; **SENTENCE CONSTRUCTION, Writing and Combining Standard English Sentences (Book I)**, by Pack, Henrichsen; **SENTENCE COMBINATION, Writing and Combining Standard English Sentences (Book II)**, by Pack, Henrichsen; **Elementary Composition Practice: Book 1**, by Linda Lonon Blanton; **Elementary Composition Practice: Book 2**, by Linda Lonon Blanton; **Advanced English Vocabulary (Workbook 1)**, by Helen Barnard; **IDIOMS IN ACTION, A Key to fluency in English**, by George Reeves; **Composition Steps**, by Vivian Horn, edited by Esther Rosman; **Murder in the Language Lab**, by M.L. Allen; **Portraits of Americans, Stories adapted by** Lewis Jones; **Bridges to Fear**, by Mitsu Yamamoto; **Great Ideas!**, by Martha B. Ardiff, Eileen J. Seaward; **Life, Liberty and the Pursuit of Happiness**, by Mary Ann Kearny, James Baker; **Structure and Meaning**, by Roberta Abraham; **Points of View**, George Pifer, Nancy Whisler Mutoh

!!!JOBS!!!

The National Clearinghouse for Bilingual Education (NCBE) is pleased to announce the development of a fully electronic newsletter featuring listings of employment opportunities at institutions across the country in Bilingual Education and related fields.

The on-line job bank has been created in response to the numerous requests NCBE receives regarding the availability of jobs in the field of Bilingual Education. The concept will be pilot-tested in two phases beginning in March, 1981, and ending in September, 1981. During phase I of the pilot test, NCBE representatives from three field offices will be (1) collecting job notices from the various institutions, (2) sending them to NCBE for on-line input, and (3) disseminating the information in response to requests. Phase I will terminate in May, during phase II, scheduled to begin in July, other Title VII Network Centers, Lau Centers, and state education agencies will be invited to participate in the activity. It will not be necessary to have a terminal to participate as off-line print-outs will be available from NCBE.

Persons interested in obtaining job information or submitting vacancy notices may contact NCBE by mail - 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209, or by phone - (800-336-4560).

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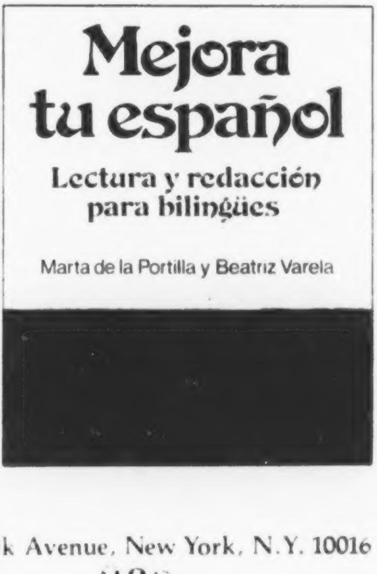

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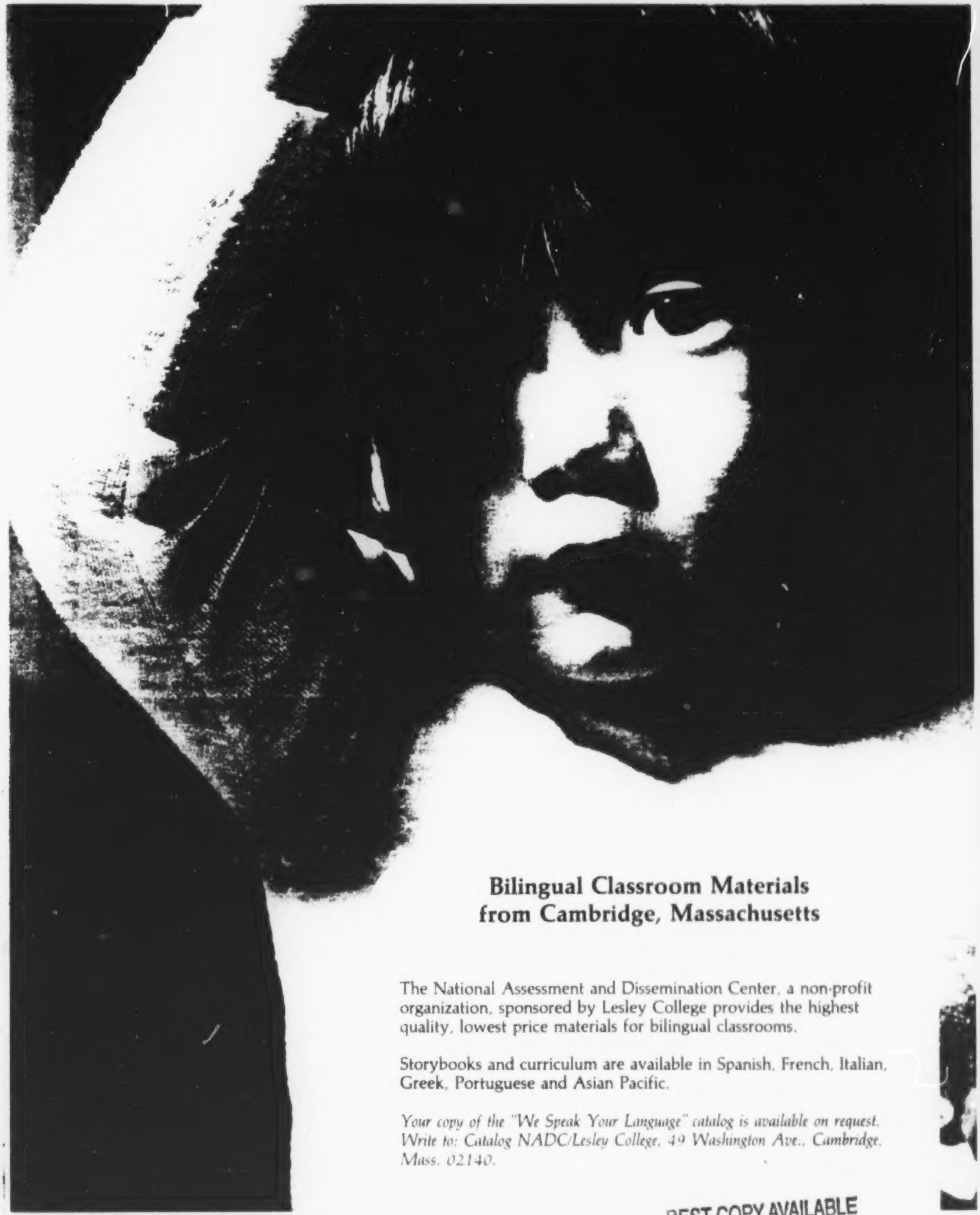

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Jesse Soriano Becomes OBEMLA Director

"We should talk about the education of bilingual children — not bilingual education," stated Jesse Soriano in an interview fifteen days after having been sworn in on December 14, 1981 as Director of the Office of Bilingual Education and Minority Languages Affairs. Formerly the Director of the Office of Bilingual Education, Migrant Education, Foreign Languages and Global Education for the Michigan State Department of Education, Mr. Soriano believes his experience at the state level and with the diverse limited English proficiency population in Michigan prepared him well for his new job.

Mr. Soriano was born in San Antonio, Texas. When he was ten, his family moved to Michigan, and at age 16 he joined the Navy. After receiving his B.A. in Political Science from Michigan State University, he continued his education, obtaining one M.A. in Foreign Languages, another in Public School Administration and an A.B.D. in Educational Administration.

The new Director has a long history of involvement in bilingual education. In 1966 he worked on a Title VII Bilingual Curriculum Development project in Michigan. He was the first Title VII Coordinator for the Michigan State Department of Education and helped organize the state's bilingual education program in the early 1970's. He also served as the Director of Migrant Education and as Federal Liaison for the State before assuming his last position in Michigan. Mr. Soriano is a former president of the National Association of State Migrant Education Program Directors and a recipient of the Distinguished Education Alumni Award of the College of Education of Michigan State University. He is married and has six children.

We asked him why he wanted to become Director of OBEMLA. Mr. Soriano believes that this is an exciting time in the field of education, "a turning point," and wants to play a part in this period of change. "For the first time we are looking far more earnestly at who bears the responsibility for education. This is bound to have an impact on the way we educate . . . I see a much better system of education emerging."

As an SEA Director, he felt the scope of OBEMLA was too narrow and it was not coordinating closely enough with the SEA's. He has said that his previous experience as an administrator has enabled him to adjust to the Washington bureaucracy with relatively little difficulty.

Goals

Mr. Soriano has several goals as Director of OBEMLA. He wants to see the office start addressing the broader concern of the education of language minority children. "OBEMLA must assume a greater degree of leadership in looking at alternatives." He will work toward closer coordination and cooperation with other disciplines such as foreign languages, international education, and English as a Second Language. He sees a need to begin networking with organizations which haven't been involved in the past, particularly with the business community. Finally, Mr. Soriano wants to establish a closer working relationship with the field, especially with the SEA's. He has emphasized his desire to initiate an open door policy; responding to requests from the field and following up on them as quickly as possible. He wants OBEMLA to be open to everyone on an equal basis.

continued on page 10

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Two additional membership benefits are (or will be shortly) available to NABE members: prepaid personal legal defender protection and group term life insurance. The legal protection ("LegalGuard") offers, for a modest $45 a year, unlimited free telephone consultations with certified attorneys; two free half-hour legal checkups per year; preparation of simple wills; and guaranteed reduced legal fees (not to exceed $50/hour) for personal consultations. The insurance plan offers life insurance coverage at group rates, which are substantially lower than those that could be obtained in the open market for comparable coverage. (Additional information included elsewhere in this issue.)

Members will receive additional information on each benefit, including I.D. cards, rates and fees, application blanks, and details of coverage. Remember that the car rental discounts are available to you whether you are on company or personal business; that the legal defender program can help you deal with minor but important legal matters at a guaranteed low cost; and that the group life insurance plan enables you to obtain or increase coverage at favorable rates. This is one more way in which NABE, conscious of the financial crunch that is affecting us all, is striving to make your membership more cost-effective and financially attractive.

If you haven't renewed your membership for 1981-82, here's the chance to do so and realize savings that will surely equal or surpass the price of membership. If you are already a member, share your good fortune with a friend or colleague and get him/her to join and save. Support NABE while benefiting yourself and yours!

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Statement of Cash Receipts and Disbursements

For the Period July 29, 1980
to July 31, 1981

In compliance with the Constitution and By-Laws of NABE, the following audited Treasurer's Report is presented for the benefit of the membership. The report was submitted by former NABE Treasurer, Ursula Urbiztondo, and audited by the accounting firm of Cruz Luyando Sierra of San Juan, Puerto Rico.

Fund Balance as of July 29, 1980		$ - 0 -
RECEIPTS		
Membership Dues	$ 53,091.86	
Affiliate Dues	325.00	
Fundraising Activities	1,521.00	
California Convention 1980	30,000.00	
Boston Convention 1981	10,590.10	
Donations	2,169.00	
Transfer from 1979-80 Treasury	2,200.30	
Loan	13,000.00	
Miscellaneous	1,671.30	
Advertising	2,270.00	
TOTAL RECEIPTS		$116,728.56
DISBURSEMENTS		
Office Expenses	$ 18,804.04	
Postage	1,842.98	
NABE JOURNAL	16,518.87	
NABE NEWS	7,084.50	
Printing Expenses	6,661.09	
Professional Services	21,617.99	
Travel Expenses	14,067.27	
Fundraising Expenses	6,381.52	
Insurance	643.75	
Convention Expenses	5,421.20	
Payment of Loan	13,706.67	
Dues	100.00	
Refund-Membership Overpayment	10.00	
Transfer to President's Fund-NABE	1,577.82	
Bank Charges	29.68	
Advertising	158.40	
Miscellaneous Expense	1,214.66	
TOTAL DISBURSEMENTS		$115,840.44
CASH BALANCE - JULY 31, 1981		$ 888.12

NABE JOURNAL: Back Issues Available

The *NABE JOURNAL* is available through subscription only; however, certain *back* issues can be purchased from the NABE office at $10 each (while the supply lasts). To order, send ***prepayment*** to NABE, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036. The following issues are still available:

VOLUME	NUMBER	MONTH	YEAR
1	1	May	1976
I	2	Dec.	1976
I	3	May	1977
II	1	Jan.	1978
II	2	Mar.	1978
III	1	Fall	1978
III	1	Winter	1979
IV	3	Sept.	1980
V	2	Winter	1980-81
V	3	Spring	1981

Attention: Publishers

Any publisher who donates two or more copies of a book on bilingual education (including ESL of course) to the NABE National Office in Washington, will be guaranteed a listing of the publications in *NABE NEWS*, the official newsletter of NABE which is published five times a year.

In addition, we invite you as a publisher to become an active member of NABE, thereby receiving publications of the organization *(NABE NEWS* and *NABE Journal)* as well as all membership correspondence. The cost of commercial membership in NABE is $125.00. Such a membership will also qualify your company for inclusion in a one time listing in *NABE NEWS* of all publisher members.

Please contact us for additional information at:

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Colorado's Tenth Bilingual Education Conference:

A Success

By Dr. Cecilia Cervantes
Colorado Association
for Bilingual Education

The tenth annual regional Bilingual Multicultural Education Conference, sponsored yearly by the Colorado Association for Bilingual Education, was held October 22-23, 1981, in Denver, Colorado.

The theme of this year's conference was "Bilingual Education at the Crossroads - Todos Somos La Solución." This theme was chosen to reflect the important stage at which bilingual education finds itself in the state and in the nation. The conference addressed the critical issues of bilingual education litigation, legislation, methodology, and research throughout its two days of general sessions, forums, panel discussions, and workshops.

Over 500 individuals attended the conference, including parents, university students, teacher aides, teachers, college and university personnel, superintendents, and government officials. Conference participants came from all over Colorado, and from Wyoming, Nebraska, New Mexico, Washington, Arizona, Texas, California, as well as from many eastern states. CABBE was honored to have NABE President Ramón Santiago address the membership.

Highlights of the conference included a Legislative Forum of Colorado's elected officials and other community leaders. Participants included Senator Paul Sandoval, Senator Don Sandoval, Senator Polly Baca Barragán, Representative Rich Castro, Representative Bob Martinez, Representative Federico Peña, Dr. Gloria Zamora (NABE Vice President), Mr. Tim Flores (AFL-CIO), and Mr. Gene Chávez (CABBE President). The forum addressed the importance for all supporters of bilingual education to get politically active and involved in order to attempt to regain some of the setbacks that have recently been encountered in bilingual education in Colorado. Dr. Zamora also presented political strategies which have been effective in Texas in order to move forward with bilingual education.

Another significant event was a presentation by Dr. Calvin Frasier, Colorado Commissioner of Education, and other state education personnel on the English Language Proficiency Act (ELPA). This was followed by a question and answer session. This activity was significant in light of the renewed dialogue between CABBE and the Colorado Department of Education. CABBE once again went on record with the Commissioner in opposing ELPA and firmly continuing its support of Bilingual Education.

Also contributing to the conference's success were the numerous multicultural activities by Artes Chicano, the Robin Gayton Dance Troupe, the Denver Public Schools and the Mariachi Estrella.

Message From the President of NABE

An organization is no more than the individuals who comprise it. And in every organization, there is a core group of persons upon whom you can depend to do things without asking, those people who give that little extra of themselves so often that, unfortunately, we begin to expect it of them, very often forgetting to thank them. It's not until they're no longer there that we realize just how much we depended upon them and just how important they were to the success of the organization.

Such is the case with NABE at the moment, for we have received and accepted with regret the resignations of two people who have worked long and hard for us for many years — Carolyn Ebel and Marcelo Fernández.

Carolyn Ebel took over as editor of the *NABE NEWS* back in 1978 when the newsletter was still in its formative stages, and built it into a topnotch publication. She did this at a time when NABE did not have a central office and the newsletter did not have a track record. As editor she created a very attractive format for the newsletter, regularized its publication schedule, and attracted a sizable number of advertisers. She tried very hard to establish a core of "reporters" that would enhance the breadth of the coverage, and always set high standards for the publication. I am personally aware of the many hours she spent cutting and pasting, editing, calling, corresponding and even delivering issues of the *NABE NEWS*.

Carolyn also made a significant contribution to NABE as its first Acting Executive Director. As such, she was instrumental in the establishment of the NABE central office in Washington, D.C., and devoted much of her time and energy to the task of computerizing our membership list and organizing the headquarters office. The office still has some growing to do, but Carolyn guided its beginning, operating with a shortage of personnel and insufficient funds.

Marcelo Fernández has also made numerous contributions during the many years that he has been associated with NABE and bilingual education, but the most noteworthy has been as Chairman of the Sociopolitical Concerns Committee. Former NABE presidents and Board members always counted on Marcelo to secure appointments with Congressmen and government officials in Washington, D.C. on a regular basis or when bilingual education was faced with a crisis (which seems to happen all too often). Whenever the NABE network needed to be mobilized to generate telegrams, letters, calls, or visits to legislators, Marcelo always responded and delivered. On many occasions he journeyed to neighboring states on his own time to participate in the activities of NABE affiliates and to share with them effective techniques and strategies for legislative involvement. Marcelo knows Washington well, and his presence in the nation's capital all these years has kept NABE in touch with the most important legislative and fiscal happenings which impact upon bilingual education.

Neither Carolyn nor Marcelo have been lost to NABE. Both indicate that they have labored on NABE's behalf gladly, and both have pledged that they will continue to work for NABE whenever the need arises. We believe them on both counts, and agree somewhat reluctantly to grant them a well-deserved respite. We want to thank them for their devotion and selfless dedication to our organization and to hold them up as examples of the kind of people who have made NABE great. —

Ramón L. Santiago

Carolyn Ebel

Marcelo Fernandez

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NABE President Addresses National Advisory Council for Bilingual Education

In an effort to encourage greater coordination and cooperation with the National Advisory Council for Bilingual Education (NACBE), NABE President Ramón L. Santiago addressed the members of NACBE on two different occasions during the last few months. The National Advisory Council for Bilingual Education advises the Secretary of Education and OBEMLA on policy matters regarding the administration of Title VII. It holds public hearings throughout the country and submits an annual report on the condition of bilingual education in the nation. NACBE is composed of 15 representatives from the field of education, appointed by the Secretary of Education. Dr. Arnhilda González-Quevedo is Chairperson of the Council for 1981-82.

On December 13, 1981, President Santiago spoke to the Council, stressing the need for the Council to become more visible and communicating the desire of NABE members to know more about the Council's activities. He encouraged Council members to take advantage of the *NABE NEWS* and other NABE services — including the annual conference — to increase NACBE's contact with the field.

On January 28, 1982, President Santiago was the first person to testify at the NACBE Hearings held in Washingtron, D.C. The text of his testimony follows:

Distinguished Members of the Council:

My name is Ramón L. Santiago and I am President of the National Association for Bilingual Education, an organization which is pledged to promote bilingual education and equal educational opportunity for linguistic and cultural minority children and youth in the United States.

It is fitting that the National Advisory Council for Bilingual education is holding hearings on bilingual education two days after President Reagan broadcast his State of the Union message to the people of the United States, for his remarks are extremely relevant to the business of this Council. While the President expressed his sincere wish that the drastic changes he was proposing would result in an improvement in the quality of life of all American citizens, we educators cannot but feel great apprehension about the future of education, and particularly bilingual education, in the United States.

We recognize that in times of economic difficulties — of recession and high unemployment — some drastic measures have to be taken, and that it is unrealistic to perpetuate the "business as usual" mentality. In this light, the President's decision to transfer to the states many of the responsibilities that have traditionally been vested in the federal government might be seen as a necessary and productive act. In the realm of education, however, we are not witnessing gradual and orderly changes, but draconian reductions of funds and, in the case of the Department of Education, total dismantlement.

Our concern with this shift of power, responsibilities, and funds from the federal to the state government takes various forms. First, representatives from the field perceive that the federal government is not modifying but abandoning those bilingual programs which, despite some shortcomings, constitute in the words of this same Council "the most effective educational approach to teaching English to LEP children." By calling for the dismantling of the Department of Education; by proposing budget levels for Title VII for FY '82, '83, and '84 which are patently inadequate and in effect gut the bilingual program; and by allowing states under its "new federalism" to continue the transferred federal programs in the same areas or shift their spending to programs the states consider more valuable, the administration is telegraphing a terribly clear message to us: education is not a national priority and bilingual education is not a national concern. Despite pious claims that "this administration has not and will not turn its back on America's poor," it is evident to us that the swift and total shift of fiscal responsibility from the federal government to the states will, in the words of a Washington Post editorial, "invite retrogression toward far wider inequities among states." The resources of this country are not spread equally across the 50 states and territories, and the economically disadvantaged populations who constitute the bulk of those served by bilingual education programs have very little to look forward to in educational terms under the vaunted new federalism.

Our second major concern is in the area of civil rights and access to equal educational opportunity for LEP children and their parents. The President stated that "the nation's long journey toward civil rights for all our citizens must continue with no backsliding or slowing down," but the history of the Voting Rights Act, the ERA, and the recent handling of tax exemptions for schools that discriminate openly does not inspire much confidence and hope in us that our children's right to a decent education will be guaranteed. Protecting the civil rights of our children and their parents is not only just but necessary. Who among us will deny that many of the educational advances gained by the populations we represent and serve have been attained through civil rights litigation? Witness *Lau* v. *Nichols*, *Aspira* v. *New York City Board of Education* and others. The move toward disengagement from educational affairs by the federal government threatens the educational future of many LEP children, even in states with substantial financial resources and established bilingual programs, as we have seen in the case of *U.S.* v. *Texas*. The ultimate question to be answered in this respect is: "Who will guarantee our children's right to equal educational opportunities once the federal government effectively removes itself from the scene?"

Ramón L. Santiago

This Council needs to address itself to the above expressed concerns with utmost and deliberate speed. Council members must communicate to Secretary Bell that we in the field are very apprehensive about the recent turn of events, that we fear for the educational future of our children, that we perceive that the administration is embarked on a destructive course that threatens the fabric of education and bilingual education. We are distressed that an entity that put out such an optimistic, courageous, and forward-looking document as the Council's Fifth Annual Report appears to have accepted the demise of the Department of Education as a *fait accompli* (judging by the reference in the agenda to the new Educational Foundation). We therefore urge the Council to stand by its former commitment and

1) fight for the preservation of the Department of Education
2) defend present funding levels for FY '82, '83 and '84
3) fight for the preservation of specific mechanisms intended to protect the rights of our children
4) fight for the continued federal presence in the educational arena because history has taught us that this presence is needed.

The National Association for Bilingual Education stands ready to assist the Council in carrying out

continued on page 6

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these tasks or any other endeavors designed to promote bilingual education as a demonstrably effective approach for meeting the educational needs of LEP children, and offers its congratulations for the dedicated manner in which Council members have performed on behalf of bilingual education.

Members of the National Advisory Council for Bilingual Education for 1981-82 are:

Mrs. Atsuko Brewer
Laurelhurst School
4530 46th Ave., N.E.
Seattle, WA 98105

Dr. Russell N. Campbell
Center for Applied Linguistics
3520 Prospect St., N.W.
Washington, DC 20007
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Dr. B. Roberto Cruz
Director
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255 E. 14th Street
Oakland, CA 94606
(415) 451-0511

Mr. José E. Delgado, Jr.
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(609) 541-6985

Ms. Nilda L. García
Region XIII, Ed. Service Center
7703 North Lamar Blvd.
Austin, TX 78752
(512) 458-9131

Dr. Arnhilda B. González-Quevedo
Assistant V.P. for Academic Affairs
Florida International Univ., P.C. 529
Miami, FL 33199
(305) 554-2151

Mr. Richard A. Gresczyk, Sr.
Teacher, Indian Education Section
807 N.E. Broadway
Minneapolis Public Schools
Minneapolis, MN 55413
(612) 348-6258

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Univ. Dean & Prof. of Education
Graduate School and University Ctr.
City University of New York
33 W. 42nd Street, Rm. 401
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Dr. David Machlis
Associate Dean of Academic Affairs
Adelphi University
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(516) 294-8700 Ext. 7286

Ms. Carmen Maldonado
Teacher, C.S.D. #8, P.S. 130
New York Board of Education
750 Prospect Avenue
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(212) 822-5077

Ms. Lorella LeDee Marshall
St. Landry Parish School Board
Post Office Box 310
Opelousas, LA 70570
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Mr. Paul Sandoval
State Legislature
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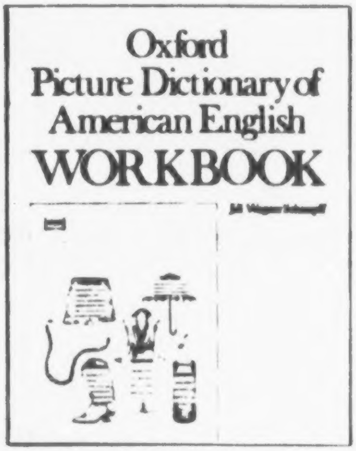
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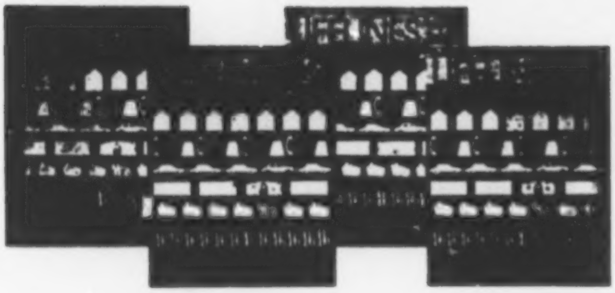

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The National Association for Bilingual Education is pleased to announce NABE sponsorship of a new insurance plan that reduces the cost of protecting a family's financial future: the NABE Group Term Life Insurance Plan.

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NABE sponsors this Plan along with more than ten other associations and societies. This means the combined mass-purchasing power of over 250,000 educators works for NABE members, keeping premiums low.

During the Charter Enrollment Period, members and spouses can be guaranteed $24,000 of economical group term life insurance if they are under the age of 55 and can accurately answer "no" to three simple health questions.

Acceptance can only be guaranteed until the end of the enrollment period at midnight, June 1, 1982, however. All members will receive complete enrollment materials through the mail.

For more information, write the NABE Insurance Administrator, Albert H. Wohlers & Co., NABE Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, or call toll-free: (800) 323-2106. Illinois residents call: (312) 698-2221.

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MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE; THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

____

Signature of Member *Date*

1982 NABE CONFERENCE

APRIL 5 - 8
Detroit, Michigan

Speakers

Nationally known figures have been selected as keynote speakers at major sessions during the conference.

Papers and Presentations

Original papers focusing on topic areas such as Theory in Bilingual Education, Bilingual Education Technology, and Bilingual Education and Public Policy will be presented. Excellent workshops, demonstrations and roundtable discussions led by bilingual educators from throughout the country will be held.

Exhibits

Representatives from national publishing companies will be present to display books and materials. This is an excellent opportunity to become acquainted with the wide variety of bilingual and bicultural materials available. The exhibits will include commercial companies, curriculum development agencies, and a variety of non-commercially prepared materials. This is always an important part of the conference, as it provides an essential update on materials currently available.

Parent Training Institute

A Parent Training Institute, sponsored by the Midwest National Origin Desegregation Assistance Center (MNODAC), the Bilingual Education Service Center (BESC) of Arlington Heights, Illinois, and the Michigan Department of Education will be held on April 5-6, 1982. These workshops will bring together bilingual parents from all over the United States and assist them in learning civic participation and parenting skills.

Multicultural Activities

CHICANO FILM FESTIVAL — This event is being co-sponsored and underwritten by Eastern Michigan University and the Bilingual Review/La Revista Bilingüe. A national call for Chicano films was issued. The films submitted will be subject to a juried competition and the winning films will be shown continuously from 10 A.M. to 10 P.M. Monday, April 5 through Wednesday, April 7, 1982. Part of the festival will include a Film Forum which will feature reviews by outstanding filmmakers and other cinema professionals.

AMERICAN INDIAN CULTURAL EVENING AND COUNTRY DANCE — This event will feature Native American dancers who will present a unique cultural introduction to the Native American peoples. Following the presentation, a band will play dance music for all the participants' enjoyment.

HISPANIC SING — A concert evening featuring "Chicano and the New Latin American Song." This musical movement has been internationally acclaimed as the most substantive song movement in recent times, often setting Latin American poetry and literature to music. The themes depict a wide variety of social issues and include such experiences of the Hispanic people as change, colonialism, assimilation, migration and immigration. This will be an event you will not want to miss!

ARABIC NIGHT — This cultural experience will feature Arabic food, entertainment and music. The Arabic community is uniting to make this an evening of fun that you will remember for many years.

Hotel Accommodations

The Westin Hotel in Detroit's Renaissance Center complex is one of the finest hotels in the country providing all NABE '82 Conference participants with these favorable guest room rates: Single - $57/night, Double - $67/night, Triple - $77/night.

Travel Arrangements

American Airlines is the official air-carrier for the NABE '82 Conference. We urge you to start making travel arrangements now. Carousel Travel, Inc., as the local travel agency, will assist in finalizing plans.

. . . . and Much, Much More!

Local school visits, tours throughout the Detroit metropolitan area and Canada, multicultural entertainment, art exhibits, luncheons, banquet, fundraising events, cocktail receptions, complimentary materials, are but a few of the things awaiting you at the NABE '82 Conference in Detroit.

Bilingual Education
Now or Never!

FOR INFORMATION CONTACT: NABE '82, Room 421.3, Wayne State University, College of Education, Detroit, Michigan 48202 (313) 577-0938.

AFFILIATE NEWS

NABE Affiliates are encouraged to submit articles on activities to *NABE NEWS* to share information with the membership on conferences, fundraising activities for NABE, and other events.

- NABE welcomes its thirty-second affiliate, the Nevada Association for Bilingual and ESL Education (NEVABEE). Officers of the new affiliate are: Zoe Ann Hayes, President; Flor A. Hurtado, Secretary; and Frank Roqueni, Treasurer.
- Special recognition and appreciation to the Bilingual Association of Florida (BAF) and Florida TESOL for their contribution of $600 to NABE. The money was raised by the sale of exhibit area space to publishers participating at their joint conference last Fall. NABE thanks Dr. Rosa Castro Feinberg, Past President of BAF, and Ms. Gina Miller, President of Florida TESOL, for their efforts.
- Several NABE Affiliates have already held their annual conferences for 1981-82. NABE President Ramón L. Santiago spoke at the Puerto Rico Association for Bilingual Education Conference in September, the Bilingual Association of Florida and Florida TESOL Conference in October; the Colorado Association for Bilingual Education Conference also in October; the Texas Association for Bilingual Education Conference in November, and the California Association for Bilingual Education Conference in January. Up-coming affiliate conferences include:

February 17-19, 1982
Alaska Association
for Bilingual Education

February 19-21, 1982
New York State Association
for Bilingual Education

March 12-13, 1982
Massachusetts Association
for Bilingual Education

March 12-13, 1982
Oklahoma Association
for Bilingual Education

March 18-20, 1982
Arizona Association
for Bilingual Education

March 26-27, 1982
Connecticut Association
for Bilingual Education

March 27, 1982
Pennsylvania Association
for Bilingual Education

April 30 - May 1, 1982
Indiana Association
for Bilingual Education

Soriano . . .

OBEMLA

Mr. Soriano would like the field to view OBEMLA as a facilitating structure rather than only a funding or regulatory office. "OBEMLA should be an office which provides initiative and leadership in the development of programs as well as giving support and technical assistance."

When the field's concern over the many "reorganizations" within the Title VII Office and the possiblity of yet another internal restructuring was brought up, Mr. Soriano first expressed his admiration for the staff of OBEMLA. He said he has no plans to make any changes before getting a clearer picture of the future of the Department of Education. More importantly, he wants the office to have the stability it has lacked for so long.

Jorge Ríos, of New York, has been selected to fill the position of Deputy Director of OBEMLA. Mr. Ríos is an experienced businessman and administrator, having worked for several large corporations and community organizations in New York.

Funding

Funding for Title VII for FY '81 was $157.467 million. Under the Continuing Resolution (which is in effect until March 15, 1982), Title VII has received $138.075 million for FY '82. At the present time, the Administration plans to recommend only $94 million for bilingual education in FY '83.

When questioned about the fact that apparently Secretary Bell did not appeal the Office of Management and Budget's recommendation for FY '83, Mr. Soriano said, "There are times when Secretaries are told that there is no appeal". He did, however, emphasize that the Secretary had on many occasions expressed his support of bilingual education. He also indicated that there was the possibility of increasing the FY '83 appropriation in Congress if there were strong support from the field.

In light of probable reductions in Title VII funding, OBEMLA is examining activities to determine which are the most valuable. Mr. Soriano said that priority would go to those activities which increase the capacity of LEA's to continue programs without federal assistance.

Reauthorization

When asked about the up-coming reauthorization of the Bilingual Education Act and the possibility of a redefinition of "bilingual education" in that legislation, Mr. Soriano said that perhaps after ten years of bilingual education, it was a natural point in time to look at what we're doing and to make necessary modifications.

Keeping in mind that the primary goal of the program is "to make children proficient in English," he sees a need to examine alternative strategies, methods, and instructional models. "This in no way diminishes the importance of instruction in the home language," he stressed. But he believes the change in the composition of the language minority population in this country with the influx of refugees and the diversity of linguistic groups, necessitates looking at the education of limited English proficiency children and what is appropriate for each segment of this population. These things will be taken into consideration in the reauthorization process.

Image

Bilingual Education has been called "the controversy of the 1980's". Mr. Soriano was asked how he intends to improve the public image of bilingual education and counteract the attacks it has recently been the victim of. It is his belief that the criticism is a result of a lack of understanding and that OBEMLA has never been effective at explaining what bilingual education is. What is needed, he feels, is to talk to the critics; inviting them in for discussions; offering the services of the office; and initiating contacts. "We have to stop reacting defensively," he said. He recommended bringing in critics to see for themselves what bilingual education can do.

Future of Bilingual Education

In light of the Administration's campaign pledge to abolish the Department of Education and its philosophy of state and local control of education, Mr. Soriano was asked his feelings on the future of bilingual education. "The federal government has to make sure that children receive equal educational opportunity," he said. But he does not see the federal government's role including the prescription of programs because "SEA's and LEA's know what's necessary programmatically".

He firmly believes that bilingual education, perhaps in a slightly different form, will continue and the school curriculum will naturally have a component dealing with language minority students.

Message To NABE Membership

Mr. Soriano expressed his desire to increase the communication and interaction between OBEMLA and NABE. He recognized the past efforts of the NABE membership to support the Title VII federal program and believes in NABE's tremendous potential to effect positive changes. "I have great respect for NABE President Ramón L. Santiago," he said and pledged to touch bases often and solicit President Santiago's advice.

Even under the present circumstances, he prefers to look at things with optimism and anticipation. "We must continue to work to convince people that having a population which speaks more than one language is important to the future of the country and its growth." In a word, Jesse Soriano is optimistic about the future. We hope and pray that he is right.

GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS

Georgetown University announces the 33rd Annual Georgetown Round Table on Languages and Linguistics, to be held March 11-13, 1982, at Georgetown University. The theme of the conference is "Contemporary Perceptions of Language: Interdisciplinary Dimensions." Separate sessions on Friday and Saturday will cover the Social, Artistic, and Personal Context. Keynote speaker on Thursday night, March 11, is Eugene Ionesco, Rumanian-born French playwright. Pre-conference sessions, all day Thursday, include topics on literary criticism and current issues in cross-cultural communication, second language learning and teaching, and language functioning. The Association to Cure Monolingualism and the Interagency Language Round Table of the U.S. Government will also meet on Thursday. Deadline for preregistration is March 3, 1982. It is also possible to register at the conference. For more information, contact: Heidi Byrnes, Chair, GURT 1982, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Bilingual Classroom Materials from Cambridge, Massachusetts

The National Assessment and Dissemination Center, a non-profit organization, sponsored by Lesley College provides the highest quality, lowest price materials for bilingual classrooms.

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How To Tell the Bilingual Story on TV

by Jay Jaffe, President
Poretz & Jaffee, Inc., Public Relations

With Bilingual Education becoming more and more important as a local, regional and national news story, it is imperative that we, as representatives of the movement, be well prepared in how we present that story to the news media. Especially in the area of television, where most people get their daily news, it is important that we know how to interface with the media and present our story in the best possible light.

The purpose of this article is to give you some helpful hints about how to get the interest of the television media and then how to present yourself once you have their attention.

If you have a story which you feel is worthy of television coverage, you may want to follow these steps suggested by TV news professionals.

- **Call an editor or reporter and tell your story.**
- **Call the editorial director and say you have some information you would like to discuss. Editorial Directors always welcome information on a subject that might be considered for an editorial.**

Remember, how your association handles the reporter's initial query will make all the difference.

Here are some points you may want to consider when a reporter calls for comment:

1. **Make a spokesperson available for interviews at all times, either by phone or by going to the studio for interviews. A news conference may be desirable to disseminate information to all stations simultaneously.**
2. **Respond quickly! Don't forget, there's nothing older than yesterday's news.**
3. **Offer relevant information. Don't make the reporter pull information from you.**

The most important rule for dealing with a crisis is preparation. Getting to know news people before a crisis happens can create an atmosphere of mutual concern. Also provide editors and news directors with a list of your media contact people — complete with phone numbers.

Tips in preparing yourself and in handling yourself during the interview:

1. **Know your subject — Don't try to bluff your way through an interview.**
2. **Prepare yourself in writing — try to foresee the tough questions a reporter may ask. Also write down some of the major points you will want to get across.**
3. **Get acquainted with the reporter during the setup period. You usually have about fifteen minutes to spend with the news reporter while the crew is setting up.**
4. Be candid and brief. Getting your point across in as few words as possible is the most effective way.
5. Be clever when handling touchy questions. If the reporter asks a question which places you on the defensive side, turn it around and cite your position or policy in a positive way.

The most essential step you can take to acquaint yourself with the electronic media is simply to watch your local television news regularly.

Useful pointers for your TV appearance:

- For Women — Wear a simple tailored dress or suit. Solid pastel colors, if not too light, are best, while avoiding white. Dark colors like black, navy blue and royal blue are best avoided because they all appear to be very black on television. Your patterns should be simple so you don't draw attention away from your personality.
  Large pieces of jewelry are also best avoided. Regular everyday make-up in natural tones is advisable.
- For Men — Same as for women, simple natural clothing is best recommended. Gray, brown or blue suits are fine, but stripes, checks or sharply contrasting patterns should be avoided.
  Shirts should be off-white or pastel shades. Gray gives best results for both color or black-and-white television. Muted colors and simple ties and handkerchiefs are recommended.
- For Both —Make sure your clothing is in style. A person's taste in clothing is his own business. But, out-of-date, ill-fitting clothing creates an image of an out-of-date person. Contemporary clothing is a must for any television appearance.
- Ignore the cameras — Look, listen and speak to the person addressing you unless you have something to say directly to the audience.
- Be relaxed in appearance — the best way to accomplish this is to know your material and be well-prepared. Talk in ordinary conversational tones with all the enthusiasm and sincerity that you have for your subject.

In conclusion, television coverage is not really difficult to obtain or control. But, it does take an effort and some practice and experience to be really effective.

We feel, however, if you follow the rules outlined in this article you will find the experience painless and profitable.

Editor's Note: Jay Jaffe has conducted a very popular and useful series of workshops on promoting Bilingualism and Bilingual Education effectively using public relations strategies. Anyone interested in his presentation can contact him at (202) 783-4848.

FOURTH NATIONAL CONFERENCE

Sponsored by
The National Association for Asian/Pacific American Education

ASIAN/PACIFIC AMERICAN EDUCATION: An Investment for the Future

April 22, 23 & 24, 1982
at the Seattle Center
Seattle, Washington

Ms. Joan Yoshitomi & Dr. Pio DeCano, Co-chairs

The 1982 NAAPAE Conference theme, *Asian/Pacific American Education: An Investment for the Future,* signals a blend of education, economics, politics, business and commerce toward the preparation of Asian and Pacific American communities and the broader community for the 21st century. The increasing global interdependence, especially between Asian and Pacific Rim countries and the United States, mandates that educators extend their thinking, vision and efforts beyond the traditional areas of education. The purpose of this conference is to share current programs that have implications for this future and to begin examining ways cooperative efforts which involve education and the national and international business communities can be established

The National Association for Asian/Pacific American Education has for its purposes, the following: (1) promoting the inclusion of the history and culture of Asian/Pacific Americans (APAs) in the school curriculum; (2) advocating bilingual, multicultural and other programs and policies which will improve the education of APAs; (3) establishing a communication network of individuals committed to quality education for APAs; (4) encouraging research on APA education topics; (5) supporting the increased participation of APAs in diverse educational roles; and (6) increasing public awareness of APA educational concerns, needs and contributions.

For information, please contact:

Mrs. Joan Yoshitomi,
Conference Co-chair
NAAPAE Annual Conference
Seattle, Washington 98103
Home: 206/772-5623
Work: 206/235-2433

PUBLISHER SERVICE BEGUN BY NABE

Any publisher who donates two copies of a book to the NABE office in Washington, D.C. will be entitled to a listing of the donated books with address and price in *NABE NEWS*. Send contributions to: NABE, Room 405, 1201 16th St., N.W., Washington, D.C. 20036.

ADDISON-WESLEY PUBLISHING COMPANY, 2725 Sand Hill Road, Menlo Park, CA 94025: *Lifeskills 1,* by Judy Defilippo and Michael Walker

BABEL, INC. PRODUCTIONS, 2168 Shattuck Ave., Berkeley, CA 94704: *Lírica Infantil* (Album), by José Luis Orozco

BILINGUAL MEDIA PRODUCTIONS, INC., P.O. Box 9337, N. Berkeley Station, Berkeley, CA 94709: *Canta 160 Años del Corrido Mexicano y Chicano,* by José Luis Orozco

INTERAMERICA, NCBE, 1300 Wilson Blvd., Rosslyn, VA 22209: *The Preschool Years,* by Theodore Andersson

LONGMAN, INC., 19 W. 44th Street, New York, NY 10036: *Pictures That Teach Words,* by David Chaille

PRENTICE-HALL, INC., Englewood Cliffs, NJ 07631: *English For Academic Uses,* by Judith A. Adams and Margaret A. Dwyer; *Send Me A Letter: A Basic Guide To Letter Writing,* by Gonshack-McKenzie; *Contact U.S.A.: An ESL Reading and Vocabulary Textbook,* by Abraham-Mackey

REGENTS PUBLISHING COMPANY, INC., 1 Park Avenue, New York, NY 10016: *Practical Conversation English Book 1; Huckleberry Finn; Moby Dick; Dr. Jekyll and Mr. Hyde; Oliver Twist; Frankenstein; Sea Wolf; Domestic Cat*

SOUTH-WESTERN PUBLISHING COMPANY, 5101 Madison Road, Cincinnati, Ohio 45227: *Topics For Business English For Spanish-speaking Students,* by Enrique Nieves; *Spanish-English Legal Terminology,* by George N. Vanson and Marilyn R. Frankenthaler; *Correspondencia Comercial: Fondo y Forma,* by Luis González del Valle and Antolín González del Valle

* * *

Correction from last issue:

SANTILLANA PUBLISHING CO., INC., 257 Union St., Northvale, NJ 07647: *Language Assessment Umpire,* by Bernard Cohen

New Chairpersons Named

NABE President Ramón Santiago has named Pepe Barrón and Gene Chávez Chairpersons of the Sociopolitical Concerns Committee and the Membership Committee, respectively, for 1981-82. These two committees play a crucial role in the affairs of NABE. Pepe Barrón will be in charge of developing and implementing strategies for keeping the membership informed about legislative and fiscal developments affecting the future of bilingual education, and for devising ways to organize the most effective response to critical situations. Gene Chávez, in turn, will work to increase NABE membership, to develop a membership brochure, and to coordinate with affiliates to insure a NABE presence at every major affiliate function. Members may contact Pepe and Gene at:

Pepe Barrón, Chairperson
NABE Sociopolitical Concerns Committee
CONAC
2717 Ontario Road, N.W.
Washington, DC 20009
(202) 387-3300

Gene Chávez, Chairperson
NABE Membership Committee
Box 249
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University of Colorado
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Conference Coordinator
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Education Service Center
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Potter Building
Providence, Rhode Island 02906
(401) 274-9548

SIXTH STATE CONFERENCE ON PORTUGUESE BILINGUAL EDUCATION

March 19 - 20, 1982
Marriott's Great American Hotel
San Jose, California
For information contact:
Natalia Almeida
Conference Chairperson
San Jose Unified School District
(408) 998-6129

NABE NEWS REPORTERS NEEDED

NABE NEWS needs reporters to assist the Editor in securing articles. Duties include contacting potential contributors, submitting information on events of interest, or managing a column on a regular basis. Interested persons should contact Nancy Zelasko, Editor, *NABE NEWS*, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036.

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Nancy Zelasko Appointed Editor of *NABE NEWS*

Nancy F. Zelasko, Assistant Director of the Georgetown University Bilingual Education Service Center in Washington, D.C., was appointed Editor of the *NABE NEWS* at the NABE Board meeting in March. Ms. Zelasko has been an active member of NABE, having served as Chairman of both the First and Second Annual Affiliate Presidents' Meetings; as a member of the Sociopolitical Concerns Committee; and as President of the District of Columbia Association for Bilingual Education. She holds a M.S. in Sociolinguistics from Georgetown University, worked on her school newspaper, and has taken journalism courses.

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ENGLISH AS A SECOND LANGUAGE IN BILINGUAL EDUCATION. James E. Alatis and Kristie Twaddell, eds. A Collection of readings from TESOL publications and other sources, together with an Appendix of important related documents. Suitable for bilingual/bicultural teacher training classes. Published by TESOL, 1976. 360 pp. $ 8.25 ($ 7.00 to TESOL members) code T-7

CLASSROOM PRACTICES IN ESL AND BILINGUAL EDUCATION. Muriel Saville Troike, ed. First book in a series planned to acquaint classroom Teachers with successful methods and materials being used in ESL and bilingual education contexts. Published by TESOL, 1973, 84 pp. $ 2.00 ($ 1.75 to TESOL members) code T-3

BILINGUAL ESOL AND FOREIGN LANGUAGE TEACHER PREPARATION MODELS, PRACTICES, ISSUES. John F. Fanselow and Richard L. Light, eds. Discusses controversies that exist in teacher preparation, current research on language teacher preparation, the state of the art in teacher preparation, arguments that have been mounted against traditional teacher preparation, and competency based teacher preparation. Published by TESOL 1978. 263 pp. $9.00 ($8.25 to TESOL members) code T-14

A HANDBOOK OF BILINGUAL EDUCATION by Muriel R. Saville and Rudolph C. Troike. This handbook reviews some of the considerations which are of importance for teachers and administrators involved in bilingual education programs in the United States. It is intended to be of practical value to educators and to answer specific questions which are relevant for those undertaking a bilingual program for the first time. Published by TESOL 1971. 71 pp. $2.00 ($1.75 to TESOL members) code T-1

Please make cheques payable to TESOL. Send to TESOL, 202 D.C. Transit Bldg., Georgetown University,
Washington, D.C. 20057 USA

81T11023HCC

NABE MEMBERSHIP BREAKDOWN

As of February 19, 1982, NABE membership was at 1,700. The following breakdown was prepared in November 1981 when the membership was at 1,384.

	79-80	80-81	81-82
Total Membership	2,344	2,299	1,384
Regular Members	1,406	1,012	971
Associate Members	842	1,153	272
(Community)		(655)	(64)
(Paraprofessional)		(218)	(54)
Joint Members	48	67	41
Institutional Members	48	67	81
Commercial Members	0	0	2
Level of Work			
Early Childhood	117	112	68
Elementary Education	588	543	305
Secondary Education	243	193	111
Higher Education	387	407	293
Adult Education	93	99	31
Community	392	271	51
Resource Center		17	77
Publishing	25	15	15
Special Interest Groups			
Early Childhood	113	75	87
Elementary Education	661	415	290
Secondary Education	278	176	123
Higher Education	291	218	155
Adult Education	108	62	41
Parent and Community	426	243	68
Vocational Education	28	36	45
Legislation	71	100	79
Research and Evaluation	227	312	184
Special Education	44	59	47

By State

*Alaska	11
*Arizona	40
*California	253
*Colorado	49
*Connecticut	42
Delaware	3
*District of Columbia	33
*Florida	49
Georgia	5
Guam	7
Hawaii	8
*Idaho	4
*Illinois	61
*Indiana	13
Iowa	2
*Kansas	5
Kentucky	0
*Louisiana	11
Maine	3
*Maryland	17
*Massachusetts	78
*Michigan	53
*Minnesota	1
Missouri	1
Mississippi	0
*Montana	13
Nebraska	3
*Nevada	19
New Hampshire	5
North Carolina	3
North Dakota	0
*New Jersey	55
*New Mexico	42
*New York	139
*Ohio	26
*Oklahoma	82
Oregon	6
*Pennsylvania	52
*Puerto Rico	38
*Rhode Island	11
South Carolina	0
*South Dakota	15
Tennessee	3
*Texas	169
Utah	3
Vermont	2
Virgin Islands	3
*Virginia	28
*Washington	19
*Wisconsin	29
*Wyoming	2
Foreign	20

*Denotes NABE Affiliate

Highlights of the 1982 NABE Conference

Here is a sample of the many exciting sessions and activities which await you in Detroit on April 5-8, 1982:

Keynote Speakers

Ramón L. Santiago, NABE President — *Past and Future of Bilingual Education and NABE*
Frank Arricale, Superintendent, CSD 19, N.Y.C. — *Accentuating the Positive in Bilingual Education*
Blandina Cárdenas, Civil Rights Commissioner — *Bilingual Education: In the National Interest*
James Cummins, Ontario Institute for Studies in Education — *Bilingual Education: Fact and Friction*
Allan Seid, California State Board of Education — *A Time for Unity in the 1980's*

Special Guest

U.S. Congressman Paul Simon, 24th District, Illinois — *America's Need for Foreign and Second Language Capability*

Major Sessions

"Building Coalitions"
"Critical Legislative Issues"
"Effectiveness of Parental Involvement in Bilingual Programs"
"Exploring Alter-Natives in Education"
"Future Directions of Title VII"
"How to Tell the Bilingual Story Effectively"
"Major Issues and Current Trends in Research"
"Research and Policy-Making in Bilingual Education"

Special Sessions

The NABE Sociopolitical Concerns Committee will hold three emergency strategy sessions to discuss future legislation and funding for bilingual education.

Three NABE Fundraisers — American Indian Cultural Evening, the Hispanic Sing, and Arabic Night — Enjoy yourself and support NABE!

Concurrent Sessions

Over 150 concurrent sessions will be offered, covering a wide range of topics related to bilingual education: methods, materials, testing, teacher training, program management.

Special Activities

- Student Writing Contest Awards
- Outstanding Dissertation Awards
- Installation of New NABE Executive Board
- General Membership Meetings
- Delegate Assembly

Banquet and Dance

Don't miss it! Samuel Betances is the emcee!

For more information, call NABE '82
at (313) 577-0938

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APPLICATIONS BEING ACCEPTED FOR *NABE JOURNAL* EDITOR

Applications are being accepted for the position of Editor-in-Chief of the *NABE JOURNAL* to begin with the Fall 1982 issue. The Editor must possess the following qualifications:

1. Experience and knowledge in Bilingual Education.
2. Member in good standing of the National Association for Bilingual Education.
3. Substantial publication record.
4. Past experience in editorial capacity.
5. Bilingual/bicultural.
6. Willingness to carry out the duties of the office as prescribed by the NABE Executive Board.
7. Resources available to accomplish tasks.

Duties of the Editor in Chief include:

1. Coordinating all operations for three volumes of three numbers each of a scholarly journal on bilingual education in accordance with predetermined deadlines.
2. Assisting in the selection of members of the Editorial Board by nominating candidates and submitting names for approval to the NABE Executive Board.
3. Serving as liaison with publishers.
4. Soliciting articles for publication.
5. Selecting articles for publication with the assistance of the Editorial Board.
6. Preparing *NABE JOURNAL* for publication.
7. Assisting in production.
8. Revising and approving final copy for submission to press.

Interested persons who meet the above criteria should submit an application (including a current vitae) to the NABE Office, 1201 16th Street, N.W., Room 405, Washington, D.C. 20036.

Note to NABE Members

Because the present state of the economy has put additional burdens on the financial resources of our membership, affecting the ability of some members to travel to our annual conference, the NABE Executive Board recently examined the policy for selecting future conference sites. After extensive discussions at the December 1981 Board Meeting in Detroit, the Executive Board voted to change the site of the 1983 conference from Tucson, Arizona to Washington, DC. Following consultations and negotiations with Washington, DC hotels, it was determined that the only suitable dates for the 1983 conference are February 15-19, 1983.

The above dates create a problem for us. Article VII, Section E, Paragraph 2 of the NABE Constitution reads as follows:

> "The annual general membership meeting shall be held between March and July."

Since NABE does not hold any general membership meetings outside of the conference, and since it would be impractical to attempt to do so in 1983, it appears that NABE is constitutionally mandated to hold the annual conference between March and July and not in February.

Accordingly the NABE Executive Board proposes to submit an amendment to the NABE Constitution to resolve the present conflict. Article IX of the NABE Constitution ("Amendments") reads in part as follows:

> "Amendments to the Constitution may be proposed by a) a simple majority of the Executive Board . . . To become effective any such proposed amendment must be ratified by a simple majority of the members in good standing, provided that written notification be duly given at least thirty (30) days before the amendment is brought to a vote. Voting on amendment will be done by mail."

At the March 6, 1982 Executive Board meeting in Detroit, the Executive Board voted to propose the following amendment to the NABE Constitution:

> "That Article VII, Section E, Paragraph 2 of the NABE Constitution be changed from 'The annual general membership meeting shall be held between March and July' to read 'The annual general membership meeting shall be held in conjunction with the annual conference.' "

This notice constitutes duly written notification to the membership 30 days before the amendment is brought to a vote. Any questions on this matter should be referred to Ramón L. Santiago, NABE President, at Georgetown University, BESC, 3520 Prospect St., N.W., Suite 376, Washington, DC 20007
(202) 625-3540

SECOND ANNUAL SOUTHWEST REGIONAL INDIAN EDUCATION CONFERENCE

May 23-36, 1982

Palm Springs, California

Individuals interested in making presentations should contact Deni Leonard, Conference Director, World Trade Center, Suite 131, San Francisco, CA 94111, (415) 397-4350 before March 25, 1982. Pre-registration is $50 (must be received by May 7, 1982). On-site registration is $60. Exhibit booths are $75 for the three days. Hotel rooms are available at the Palm Springs Spa Hotel, P.O. Box 1787, Palm Springs, CA 92263. Rates are $50 night single, $55 night double. For additional information, contact Janeen Antoine, Conference Coordinator, at (415) 397-4350.

ATTENTION

CANDIDATES FOR NABE OFFICE FOR 1983-84

All candidates for NABE office must have been NABE members in good standing for a minimum of 12 consecutive months. This means a candidate must have been a NABE member for both 1980-81 and 1981-82 in order to be nominated for office this year. Prospective candidates must be certified as eligible prior to the meeting of the Nominating Committee at the Detroit Conference on Thursday, April 8, 1982. Certification may be obtained at the NABE table in the Conference Registration Area in the Westin Hotel during registration hours. Prospective candidates are urged to bring documentation of membership with them to the conference in order to facilitate the certification process.

NABE and NASSP Cosponsor Spanish Study Skills Program

There is now little question that study skills are vital to the success of students in the middle years of schooling. Further, that study skills can be learned most effectively when they are integrated into courses of study is also apparent.

The Spanish edition (hm Study Skills Program) uses this approach. It encourages and assists students to become responsible, independent learners working to solve problems and expand understanding.

NABE and NASSP have joined with members of Harvard University's Bureau of Study Counsel and Milton Academy to focus attention on this critical issue.

The program is based on the premise that "learning by doing" is the best way to master a skill. Fourteen activity oriented units — most designed to take only one period of class time — include listening, problem solving, sentence building, note taking, reading for meaning, putting ideas together, preparing for and taking tests, study habits, and vocabulary building. More suggestive than prescriptive, the program encourages teachers to adapt the plan for their own course work.

Internationally recognized authority Mária Estela Brisk, of Boston University, and her associate Jacqueline Quiñones-Hughes have done a perceptive, culturally sensitive job in adapting and translating the hm Program to Spanish.

The Spanish edition is available at $4.25 for the student text and $3.50 for the teacher's guide. A Workshop Kit for teacher training is available at $12.95. The hm Program is also published in English along with the hm Study Skills (Level II) and the hm Math Study Skills. For information, write National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

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RANK: Assistant Professor

SUBJECT TO AVAILABILITY OF FUNDS

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Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903

Stanford University School of Education announces the Stanford Institute for Teachers of English as a Second/Foreign Language (SITE) to be held August 1-27, 1982 on the Stanford campus. SITE provides an update on second language acquisition research and second/foreign language teaching methods and materials. It is designed for teachers of English as a second/foreign language from around the world as well as teachers of other foreign languages, teacher trainers, and students in teacher training institutions.

Faculty members are:
Judith Chun, Director;
Ann Fathman; Robert L. Politzer

The Institute includes:

- two integrated intensive seminars in Educational Implications of Research in Second Language Acquisition (Chun) and Selected Topics in Second/Foreign Language Teaching Methods and Materials (Fathman);
- guest lectures by prominent scholars in the fields of second language acquisition and second/foreign language teaching;
- visits to carefully selected schools and universities around the San Francisco Bay Area exhibiting a variety of approaches to second/foreign language teaching;
- demonstrations of currently used classroom techniques by experienced teachers and specialists.

The registration fee (including seminar participation, guest lectures, school visits, and teacher demonstrations) is: $850 for applications received by May 1, 1982; $900 for applications received after May 1, 1982.

The room and board fee (including housing on the Stanford campus in student residences with shared bath facilities and three meals a day, five days a week) is: $855.50 for a single room; $747.50 for a shared double room.

APPLICATION DEADLINE is May 1, 1982.

Enrollment is limited.

For further information, including application forms, contact: Judith Chun, Director, SITE, School of Education, Stanford University, Stanford, California 94305, USA. Phone: (415) 497-2109.

SAAABE, TABE, and NABE Score Big In San Antonio!

Saturday, February 6, 1982, the Hyatt Regency in San Antonio, Texas, was the scene of a "Gala Celebration of Languages," a very well conceived media, public relations, and fundraising event jointly sponsored by the San Antonio Area Association for Bilingual Education (SAAABE), the Texas Association for Bilingual Education (TABE), and NABE. Gloria Zamora, NABE's current Vice President and Chairperson of the Fundraising Committee, spearheaded this effort with the assistance of a Planning Committee composed of Vangie Aguilera, Ana Alvarez, Mary Esther Bernal, Patricia Biry, Dolores Cárdenas, Ellen Riojas Clark, Felipe Ortega y Gasca, Albar Peña, and Abelardo Villarreal.

The gala celebration attracted over 700 people from various sectors — education, politics, public service, business, media, and community. The evening was highlighted by the presence of guest speaker Congressman Henry B. González, who received an award from NABE President Ramón Santiago on behalf of the organizers for his efforts in promoting bilingual education in the United States. An important feature of the event was the awards given by Santillana Publishing Company to Armando Neri, Ana Råoago, and Melissa Sánchez as the outstanding bilingual students of San Antonio, Texas. The gala was climaxed by the musical performance of Edward James Olmos, star of films, television, and theater, who also spoke glowingly about the advantages of being bilingual in today's America.

Gloria Zamora and the planning committee deserve a round of applause for carrying out an activity that was classy, dignified, respectable, effective, unifying and, believe it or not, fun! May there be many more of them! (Affiliates, take note. Gloria will be sharing the details of this activity at the Detroit conference in the hope that it can be replicated in other locations.)

JOB POSITION:
Early Childhood Bilingual Education Graduate Assistantship(s)

Beginning December 1981 (Winter term); March 1981 (Spring) or September 1982 (Fall). The individual(s) must: a) possess a master's degree; be admitted to doctoral study; b) have a minimum of two or three years of working with children and their parents; and c) have experience with bilingual intervention program.

Closing dates are: 1) December 1981 (Winter term); 9 March 1982 (Spring term) and 15 July 1982 (Fall term). Forward transcripts, 3 reference letters, vita, and application letter to: Dr. Thomas D. Yawkey, Director. Project P.I.A.G.E.T. The Pennsylvania State University, 159 Chambers Building, Box A, University Park, PA 16802. The university is an equal opportunity affirmative action employer.

National Conferences of Interest

March 11-13 Washington, DC	**Georgetown University Round Table on Languages and Linguistics,** Georgetown University, Washington, DC 20057, (202) 625-4301.
March 19-23 New York City	**American Educational Research Association,** 1230 17th St., N.W., Washington, DC 20036, (202) 223-9485.
March 20-23 Anaheim, CA	**Association for Supervision and Curriculum Development,** 225 N. Washington St., Alexandria, VA 22314, (703) 549-9110.
March 25-27 Houston	**National Association of Vietnamese American Educators,** 1123 Beverly Road, Jenkinton, PA 19046, (215) 572-1755.
April 5-8 Detroit	**NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION,** 1201 16th St., N.W., Washington, DC 20036, (202) 833-4271.
April 11-16 Houston	**Council for Exceptional Children,** 1920 Association Dr., Reston, VA 22091, (703) 620-3660.
April 22-24 Seattle	**National Association for Asia and Pacific American Education,** P.O. Box 31601, Seattle, WA 98055, (206) 235-2433.
May 1-6 Honolulu	**TESOL,** Room 202, 3520 Prospect St., N.W., Washington, DC 20057, (202) 625-4569.
May 6-7 Providence, RI	**New England Bilingual Education Conference,** New England Bilingual Education Service Center, 345 Blackstone Blvd., Providence, RI 02906, (401) 274-9548.
July 1-6 Los Angeles	**National Education Association,** 1201 16th St., N.W., Washington, DC 20036, (202) 833-4320.
July 20-22 Los Angeles	**National Council of La Raza,** 617 S. Olive St., Suite 810, Los Angeles, CA 90014, (213) 629-5524.
Dec. 27-30 Los Angeles	**Modern Language Association of America,** 62 Fifth Avenue, New York City, NY 10011, (212) 741-5588.

FOR INFORMATION ON NABE AFFILIATE CONFERENCES – SEE PAGE 9

NABE NEWS
Room 405
1201 16th Street, N.W.
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VOLUME V, NUMBER 4 / MARCH, 1982

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE and Bilingual Education: A Question of Survival

**By Ramón L. Santiago,
NABE President**

The following address was presented at the Opening General Session of the Eleventh Annual International Bilingual Bicultural Education Conference of The National Association for Bilingual Education in Detroit, Michigan, April 6, 1982.

Friends of Bilingual Education:

A hearty welcome to the 11th Annual Conference of the National Association for Bilingual Education. I think my presence here today as one of the main speakers deserves a bit of history. I have a penchant for getting into tight situations. A few years back, while serving as Treasurer of the Pennsylvania Association for Bilingual Education (PABE), I suggested that any PABE member who was elected to the NABE Board should become an ex-officio member of the PABE Executive. Unthinkingly, I made this recommendation while running for NABE Treasurer, and when I was elected I became the first victim of my proposal. It seems I didn't learn my lesson well, because last December I proposed that the President of NABE be given the chance to address the total conference at least once, and the NABE Executive Board graciously took me up on it.

I am grateful for the opportunity to address a very important topic: SURVIVAL. Let me begin with a little bit of reminiscing. My first encounter with NABE was at the Waldorf-Astoria in New York City, I had just flown over from Puerto Rico, and I didn't know then that I was witnessing the birth of a great organization. All I saw from my limited perspective was a very hectic, highly charged and somewhat disorganized scene, with much scurrying about, caucusing, and strategizing. Still, being a born joiner, I gave up my $10 when asked and never heard from NABE again (I can almost hear some of you say — Boy, some things never change!).

Two years later I was back in the United States, this time as a temporary resident of Lancaster, Pennsylvania, working in my first bilingual program, and my first assignment was to attend the 1976 NABE convention in San Antonio. I rejoined NABE there, though it still didn't look any different, and one year later I was nominated for NABE Treasurer by some loyal Pennsylvanian friends — Annette López, Sergia Montz and others. I had no idea at the time of what I was getting into, or that NABE would become such an important part of my life for the next five years. Now it's much too late to worry; the verdict is in — I am a certified card-carrying NABE-HOLIC. What concerns me, though, is that there seem to be only 1800 of us NABE-HOLICS out there, and that is one of the reasons why I want to talk about survival — the survival of NABE and of bilingual education.

What elements contribute to the survival of an organization? Sociologist Talcott Parsons mentions four functional requirements for organizational survival:

1. **goal achievement** — does an organization achieve what it sets out to do? An organization must reach *some* of its goals if it is to subsist, and there is a need to define goals, identify plans, and carry out those activities which are related to goal achievement.
2. the second functional requirement is **adaptation,** or the need for an organization to change as the outside environment changes. We must ask ourselves how has bilingual education changed since 1974 — the first stirrings of NABE — and what adjustments NABE has made in that time period. It is suggested that organizations who wish to survive have need of a **radar** to identify the changes that have taken place; of **analysts** to **assess** the impact and consequences of the changes; and

(continued on page 14)

Is Bilingual Education Effective?

One of the questions most often asked is, "Is bilingual education effective?" Researchers have conducted studies, Congress has held hearings, and government officials have reviewed the literature. NABE, however, decided to go to the only source which can really provide an answer to that question: the **students** who benefit from bilingual education programs.

A nationwide writing contest was sponsored by NABE and coordinated by John Boyless of the Detroit Public Schools. Over 500 essays on "What Bilingual Education has Meant to Me" were submitted by students in bilingual education programs in grades 3-12 from 28 states. First, second and third prizes were awarded in each of three age groups; elementary (grades 3-5), middle school (grades 6-8), and high school (grades 9-12). Eight other participants received honorable mention. NABE thanks the Flame Company, National Textbook, and Santillana for their support of the contest.

More eloquent and convincing than any other evidence for the effectiveness of bilingual education, these three unedited winning compositions speak for themselves. There wasn't a dry eye in the audience when the first prize winners, Marisol Arceo (age 10), José Céspedes (age 13), and David Vázquez (age 18), read their essays and received their awards at the NABE Conference in Detroit.

"What Bilingual Education Has Meant to Me"

*by Marisol Arceo, Age 10
Coral Way Elementary School,
Grade 4
Miami, Florida*

Bilingual Education has meant to me, the "unique" and best way to learn.

I come from a family that speaks Spanish. I was afraid, when I first went to an American school. I thought that nobody could understand me, that I never would learn, because I didn't know English. But my surprise was very big, when my first teacher held my hand and she spoke to me in Spanish. I felt like I was at home. I wasn't afraid and I started to love my school.

I still asked myself what I would do if the school wasn't bilingual? Now I ask, to who

(continued on page 5)

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

EXECUTIVE BOARD 1981-82

President: Ramón Santiago, Georgetown Univ. Bilingual Education Service Center, Suite 378, 3520 Prospect St., N.W., Washington, DC 20007, (202) 625-3540

President-Elect: Roberto Cruz, National Hispanic Center, 225 E. 14th Street, Oakland, CA 94606, (415) 451-0511

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Past President: Ricardo R. Fernández, School of Education, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, (414) 963-5663

NABE National Office, Room 405, 1201 16th Street, N.W., Washington, DC 20036, (202) 822-7870

NABE NEWS Editor: Nancy Zelasko, Georgetown University Bilingual Education Service Center, Suite 378, 3520 Prospect St., N.W., Washington, DC 20007, (202) 625-3540

***NABE JOURNAL* Editor:** Richard Light, School of Education SUNY, 1400 Washington Ave., Albany, NY 12222, (518) 457-8563

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

NABE NEWS ADVERTISING INFORMATION

RATES: (camera-ready copy required)

Full Page	$200	5 issue rate	$900
Half Page	$125	5 issue rate	$525
¼ Page	$75	5 issue rate	$275

Back page is considered a full page.

DEADLINES:

September	July 1
November	Sept. 1
January	Nov. 1
March	Jan. 1
June	Apr. 1

BILLING PROCEDURE:

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

THE WASHINGTON, D.C. NABE OFFICE has a *NEW* TELEPHONE NUMBER

(202) 822-7870

MAKE A NOTE OF IT!

NABE NEWS REPORTERS NEEDED

NABE NEWS needs reporters to assist the Editor in securing articles. Duties include contacting potential contributors, submitting information on events of interest, or managing a column on a regular basis. Interested persons should contact Nancy Zelasko, Editor, *NABE NEWS*, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036.

NABE Elections Schedule

The following schedule has been established by the NABE Executive Board for the elections for NABE officers for 1983-84:

November 1, 1982
Deadline for establishing eligibiity to receive ballot. (Membership application must be postmarked no later than November 1, 1982.)

December 3, 1982
Ballots will be mailed to all eligible members.

December 28, 1982
Deadline for returning cast ballots. (Ballots must be postmarked no later than December 28, 1982 in order to be counted.)

Election results will be announced at the 1983 NABE Conference in Washington, D.C., February 15-19, 1983.

JOIN NABE TODAY TO MAKE SURE YOU ARE ELIGIBLE TO VOTE!

NABE Membership Breakdown As of April 2, 1982

	81 - 82	80 - 81	79 - 80
Total Membership	1,796	2,299	2,344
Regular Members	1,215	1,012	1,406
Teachers	(333)	(419)	
College Instructors	(246)	(239)	
Administrators	(291)	(259)	
Consultants	(76)	(40)	
Others	(269)	(55)	
Associate Members	390	1,153	842
Community Members	(83)	(655)	
Para-Professionals	(95)	(218)	
Full-Time Students	(212)	(280)	
Joint Members	47	67	48
Institutional Members	128	67	48
Commercial Members	3	0	0
Special Interest Groups			
Early Childhood	106	75	113
Elementary Education	375	415	661
Secondary Education	158	176	278
Higher Education	181	218	291
Adult Education	53	62	108
Parent & Community	89	243	426
Vocational Education	60	36	28
Legislation	95	100	71
Research & Evaluation	217	312	227
Special Education	69	59	44
Level of Work			
Early Childhood	75	112	117
Elementary Education	413	543	588
Secondary Education	140	193	243
High Education	350	407	387
Adult Education	34	99	93
Community	62	271	392
Resource Center	103	17	
Publishing	19	15	25
Other	247		

Planning for Maximum Coverage of Bilingual Conferences

By Jay Jaffe, Project Director
Public Information Strategies:
Bilingual Education

Each year bilingual associations and organizations hold conferences all over the United States where experts from the bilingual community gather together to discuss new ideas, share research findings and compare successful program models. Though the planning and organization of these conferences is extensive, often care is not given to using the various elements of the program to obtain positive publicity and public relations for bilingual education — mainly because the conference planners are not aware of the "P.R." potential of these gatherings. For example, do they take the publicity opportunity of inviting media to interview their key conference speakers? Or, are innovative workshops on teaching new bilingual education methods opened to the media for coverage during the conference?

The purpose of this article is to give the reader effective and cost efficient ideas on how to use future bilingual conferences as solid publicity and public relations tools. If the time, energy and money of planning and implementing a conference is being spent, why not take full advantage of the event by obtaining maximum media attention?

There are three major areas at which public relations and publicity efforts for a conference should be aimed:

- Pre-Conference Publicity and Planning
- Conference Public Relations and Publicity
- Post Conference Public Relations and Publicity

Pre-Conference Preparation

Since you are already going to the trouble of planning the conference in detail, it is also advantageous, when putting together information kits for attendees, to prepare a Conference Media Kit. You can probably adapt many of the materials you have for the participants and put them into the media kit, but be certain you have the following materials as well:

1. Conference news releases (separate releases explaining the purpose of the conference, who will attend, speakers, etc.)
2. A conference program
3. Brochures on your organization
4. Copies of any newsletters or other publications your organization may publish
5. Biographical information on your members, officers and staff
6. Biographical information on key conference speakers.

After you have assembled this Conference Media Kit be sure there are enough made for distribution, before as well as during the conference. Research your market area and choose pertinent local media representatives who would be interested in covering the conference. (Hand deliver to local media.)

Hopefully this advance circulation will give ample "planning" time for the education writers and reporters who will want to cover this conference. In addition, chances are this will give you a wider range of coverage and a better cross-section of out-of-town media.

Be sure that in your cover letter you not only invite the media you would like to attend the conference, but that you also give them several story ideas to whet their editorial appetite. Include a form to confirm their media accreditation, and offer assistance in making their housing arrangements. Also indicate in your letter that they will be called at a later date to see if they are planning coverage of the conference.

There are several beneficial offshoots from pre-conference contact with the media:

- You will build an accurate mailing list for future media contacts.
- You will draw attention to your conference and alert editors to look for stories emanating from the conference.
- You will provide editors with story ideas on bilingual education which they can use in the future.

Another pre-conference preparation technique is to contact all the local radio and television talk shows and schedule your important attendees to be broadcast talk show guests during the conference. Those you would like to be interviewed on these programs should be contacted first to see if they are available. Television and radio stations should also be contacted and invited to cover the conference for local stations.

When you are making arrangements of the location of the conference, plan to set aside facilities for the media who attend the conference. Assign a member of your staff to be responsible for this media room and to always be available, whenever possible. This staff member should also be responsible for answering telephones, taking messages and arranging interviews.

The media room should contain:

- telephones
- television
- typewriters
- telecopier
- copy machine (optional)
- Conference Media Kits
- news releases

Your pre-conference publicity effort should include additional releases to local and national media outlets on the conference subjects, etc. If your organization has other chapters, instruct them to send releases to their local media outlets, too.

Publicity During the Conference

Your pre-conference publicity and public relations efforts will be the core of your public relations program during the conference because with good preliminary work you will have the stage set for extensive media coverage.

Now the only additional task needed for maximum success is your internal public relations — a photo session and a prepared news release, otherwise known as a "boiler plate" release.

Arrange to hold a photo session at the beginning of the conference with the president of your organization and conference speakers. Then, send these photos with a release to local and regional media in areas represented by specific chapters. This will not only give your organization additional local coverage, but will also serve as an excellent addition to your member services program.

After the Conference

When the event has ended you will still have a tremendous opportunity to continue to obtain publicity on the conference itself and on bilingual education in general.

News releases summarizing the conference are very important items and should be distributed to local chapters, local media outlets and specific national media.

A letter should be written by the president of your organization to those members of the media who were present, thanking them for their support and coverage.

Finally, a complete collection of the conference publicity and records of public relations efforts should be developed for future use.

It may take more time and planning to organize your conference around media and public relations but, if you go to that additional trouble and follow the above suggestions, your organization will certainly find the results well worth the effort.

NABE JOURNAL: Back Issues Available

The *NABE JOURNAL* is available through subscription only; however, certain **back issues** can be purchased from the NABE office at $10 each (while the supply lasts). To order, send ***prepayment*** to NABE, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036. The following issues are still available:

VOLUME	NUMBER	MONTH	YEAR
I	1	May	1976
I	2	Dec.	1976
I	3	May	1977
II	1	Jan.	1978
II	2	Mar.	1978
III	1	Fall	1978
III	1	Winter	1979
IV	3	Sept.	1980
V	2	Winter	1980-81
V	3	Spring	1981
VI	1	Fall	1981

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IS B.E. EFFECTIVE

(from page 1)

ever can read these words, "What would you do if you were in a place where you didn't know anything about the names of the things, about what you have to do, and about your conduct?" I am sure that you will come out of that place crying because you're feeling absurd and clumsy. If my words don't convince you, pick any language that you don't know and try to learn it.

From my experiences I am sure that Bilingual Education has meant the "all" in my life. My wish is to come to school everyday and and receive the necessary education for living in two worlds: English and Spanish.

"What Bilingual Education Has Meant To Me"

by José Céspedes, Age 13
Eleanor Roosevelt Junior High School,
Grade 8
New York, New York

Three years go I came from the Dominican Republic to the United States for the first time. As you might suspect, I did not speak a world of English, and it was very hard for me to adjust to a new environment. I was not able to communicate with the people working in a supermarket or a grocery store, if there were no Spanish-speaking people around. I had trouble making friends with people who did not speak Spanish, and even those who spoke Spanish gave me a little trouble. When I spoke to them in Spanish, they would answer me in English. I felt I did not belong to their group, I felt like a stranger.

Now in school things are very different. The first day I went to school I felt uncomfortable and nervous because I thought that everybody in the class was going to be speaking English, and that I was not going to be able to understand a word. But what a surprise! Nothing of that came true. I was put into a bilingual program in which I was able to take subject classes in Spanish while at the same time learning English. I felt comfortable in those Spanish classes because I was able to communicate with the teachers and my classmates who spoke Spanish. I also felt comfortable in my English class because I found that I was not the only one who did not speak English; my classmates did not either.

But beyond feeling comfortable, I felt encouraged to learn more English each and every day. I did not fall behind in any subject because I was able to understand and to do my work in my original language. At the same time I felt the necessity to learn English in order to succeed in school and make more friends.

I am very grateful to the bilingual program. It not only helped me to adjust to a new environment where my original language was not spoken, but it also made me feel comfortable. It made me feel at home. The bilingual program helped me to learn a new language without forgetting my original one. Thanks to the bilingual program for helping me to succeed in school, for helping me to have more friends, and for helping me not to forget my roots.

"What Bilingual Education Has Meant to Me"

by David Vázquez, Age 18
Berrien Springs High School,
Grade 12
Berrien Springs, Michigan

I am a Cuban refugee who one year ago arrived in this country. Here I have found protection, affection, a home, food and most of all, liberty — a thing I ignored for seventeen years.

When I first arrived in the United States I thought I was in a fantasy world. Everything was so new, so different and especially, I thought, oversized. I remember how flustered I felt, for instance, when I went into a grocery store and could not communicate. I had many comical experiences in those early days, but I am grateful because now I can appreciate even more the value of Bilingual Education.

Once in this country I felt the desire to proceed with my education. But when school started I was worried; I wondered if I would understand my teachers or my schoolmates. I felt at a loss. But when my situation seemed hopeless, I heard a comforting voice that spoke to me in my own language; it was the bilingual teacher who would help, not only me, but also other foreign-born students like myself.

After six months of school, I can appreciate better the advantages of being an American. This is due to the fact that now I am understanding something about the lifestyle and the culture of this country, also about the historical influences that have shaped it into its present greatness.

I can add that it makes me feel increasingly more comfortable to be able to grasp the meaning of what my schoolmates and teachers wish to tell me; also to see them understanding what I wish to tell them.

Another point highlighting what Bilingual Education means to me is the freedom from mental trauma it has afforded me. With the gradual understanding of English has come an added measure of peace of mind.

I am also happy because I am becoming truly bilingual; I also feel more sympathetic toward those persons who are facing the same challenge.

With the contribution of the Bilingual Program I am being moved to set a higher goal for my life. Somehow I know I can make it, provided that I put my best effort and interest in all my studies.

I enjoy the feeling I am experiencing; such happiness, such self-assurance — something I lacked in my Marxist homeland.

I am sure that it would not be out of place to compare Bilingual Education to such essentials as water, air, food, exercise, the rustle of the wind in the palm trees of the tropical beaches or to a mother's kiss.

I wish to thank everyone who is responsible for the Bilingual Program in my school, as well as the rest of the nation. I hope that this program will continue indefinitely for the benefit of so many students whose success depends on it.

In conclusion, I must thank NABE for providing me with this opportunity to proclaim loud and clear, that which Bilingual Education has meant to me.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Twelfth Annual International Bilingual/Bicultural Education Conference

WASHINGTON, D.C. SHERATON WASHINGTON HOTEL FEBRUARY 15-19, 1983

Call for Papers and Presentations

The overall theme for the 1983 NABE conference is:

BILINGUALISM: IN THE NATIONAL INTEREST

Papers and presentations are welcome from all topics related to this theme. Three major strands will be emphasized at the conference:

EDUCATION: What is happening and what needs to happen to improve education in bilingual/bicultural settings

TRADE AND COMMERCE: What private sector needs at home and abroad can best be met through bilingual education, and what is happening and needs to happen in vocational, business and career education in formal and nonformal settings.

DOMESTIC AND INTERNATIONAL RELATIONS: What bilingual education can do to aid local, state and federal government; international diplomacy, and to meet national security needs in the coming decades.

Types of Presentations

PRE-CONFERENCE WORKSHOPS: February 15-16

Workshops provide an opportunity for individuals with specialized knowledge or skills to train others in a practical and intensive training session. They should be designed to provide participants with the opportunity to have hands-on experience in developing methods and materials, analyzing research data, or solving a specific problem. In a workshop there is very little lecturing by the leader(s); instead, active participation is expected of the participants. The pre-conference workshops will take place on February 15-16, in 3-hour (half-day), 6 hour (full-day) or 9 hour (one and a half day) blocks of time. Groups who wish to use this time period to develop specialized one or one-and-a-half-day intensive institutes are encouraged to submit proposals also.

MAIN CONFERENCE: February 17-19

Papers

Papers may emphasize empirical research or well documented theoretical perspectives; also acceptable are critical reviews of literature, scholarly papers, well documented historical studies, critiques, etc. Papers are acceptable from all disciplines. Both quantitative and qualitative research is encouraged.

Demonstrations

This format lends itself to the explanation, description, or discussion of a given issue, practice, instrument, model, etc. The presenters are encouraged to interact with the participants, provide handouts as needed, display materials, equipment and instruments as required, and generally to serve the function of an expert consultant on the topic under discussion. The focus of a demonstration should be to show how something is done.

Roundtable Discussions

The primary purpose of this format is to provide a vehicle for the exchange of ideas, a forum for discussion by small groups interested in specific topics or issues. Roundtable discussions will be held concurrently in 45 minute sessions. The convenors should be prepared to lead the discussion, give handouts as necessary, display material as required, etc. Typically, roundtable discussions will consist of very small groups: only as many individuals as can fit around a table.

Symposia

Symposia provide an opportunity for several specialists to examine a specific problem or topic from a variety of perspectives, with alternative solutions presented, in a large group setting.

Presenters

EVERYONE is encouraged to submit proposals for presentations: parents, bilingual and ESL teachers, foreign language educators, administrators, community workers, researchers, evaluators, government workers, domestic and international business leaders, diplomats, international specialists, etc. Please forward to the Program Committee the names of any additional people who should receive this call for papers.

Deadline for Abstracts

Presentations and papers will be considered for inclusion in the program if they are received by August 15, 1982. Notification of acceptance or rejection will be sent by October 31, 1982.

Where to Submit Abstracts

NABE '82 Program
Bilingual/Multicultural Education
Dept. of Education
George Mason University
4400 University Drive
Fairfax, VA 22030

For any questions, contact:
Dr. Harold Chu (703) 323-2691 or
Dr. Ginger Collier (703) 323-2809

1982 NABE Conference Highlights: Resolutions

The Second General Membership Meeting held on Thursday, April 8, 1982 in Detroit signaled a great degree of interest by members in the internal affairs of NABE. A total of 27 resolutions were presented to the membership by the Resolutions Committee. Of these, 24 were approved by the members, one was rejected, and two were referred to the NABE Executive Board for study. Brief summaries of the resolutions are printed below. Copies of the complete resolutions may be obtained from the NABE Office in Washington, D.C.

1. That NABE urge the United States government to fully fulfill its obligations under the Helsinki Accords by facilitating the education of its language minorities in their own languages through a bilingual approach.
2. That NABE express its rigorous opposition to Senate Bill 2002, submitted by Senator Walter Huddleston, to amend the Bilingual Education Act.
3. That NABE express its rigorous opposition to the proposed Bilingual Education Improvements Act of 1982.
4. That NABE endorse reauthorization of the existing Title VII, Bilingual Education Act; that this position be conveyed in writing to the appropriate chairs of the Senate and House education committees, the Secretary of Education, and the Director of OBEMLA.
5. That NABE strongly encourage that position papers on bilingual education policy developed by nationally-constituted advisory bodies be adequately circulated to the field and to NABE for analysis, discussion, support, and approval before formal submission to the federal government. That national advisory bodies for bilingual education, when appropriate, schedule hearings at the annual NABE conferences during the regular conference program, with adequate and ample notice so that those in the field may attend and participate.
6. That NABE send a letter to the National Academy of Motion Picture Arts and Sciences expressing its opposition to the film *Windwalker's* having been classified as a foreign film.
7. That recommendations for formula grants for Title VII not be made without an assessment of the impact of such recommendations on American Indian students.
8. That NABE go on record and appeal to the Secretary of Education to disregard any and all audit recommendations which cannot be unequivocably and statutorily supported. That NABE initiate immediate communication with the National Advisory Council for Bilin-

(continued on page 15)

NABE Offers Multiple Year Membership Discounts

In a continuing effort to make NABE membership economically as well as professionally beneficial, NABE is now offering multiple year membership beginning with the 1982-83 year (starting June 1, 1982). Not only will joining for more than one year save you money (up to $31.00 over three years) . . . it will insure uninterrupted subscriptions to *NABE NEWS* and the *NABE JOURNAL*. Best of all you won't have to worry about renewing your membership each year! Send in your membership application today!!

NABE Membership Rates

Type	1 Year	2 Year	3 Year
Regular Member	$35	$65	$ 90
Associate Member	$20	$37	$ 51
Joint Members	$50	$93	$129

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☐ 005-0001

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STANDING COMMITTEES

If you are interested in serving on a NABE Standing Committee, please check:

☐ 009-0001 Elections
☐ 009-0002 Annual Conference
☐ 009-0003 Publications
☐ 009-0004 Membership
☐ 009-0005 Socio-political Concerns
☐ 009-0006 Fund Raising
☐ 009-0007 Resolutions
☐ 009-0008 Public Relations
☐ 009-0009 Parental Concerns

Slate Selected for 1983-84 NABE Executive Board Elections

Twenty-seven affiliate delegates serving on the NABE Nominating Committee met on April 8, 1982 at the annual convention in Detroit, Michigan. The following slate of candidates was selected. Detailed information on each candidate will appear in the September 1982 issue of *NABE NEWS*. Remember, you must be a member of NABE by November 1, 1982 to be eligible to receive a ballot. Renew your membership today!

Office	Candidate
President-Elect	**Sarah Meléndez, CT** **Macario Saldate, AZ**
Vice President	**Gene Chávez, CO** **Luis Martínez-Pérez, FL** **John Tsu, CA**
Secretary	**Maria Barrera, TX** **Nydia Flores, PR** **Hai Tran, WI**
Treasurer	**Belia Cruz, CA** **Janet Lu, WA** **Mike Vega, NY**
Parent-at-Large	**Lucy Cruz, CO** **Louella Johnson, MT** **Carmen Millán, NY**
Eastern Repres.	**Pedro Algarín, PR** **Juan Zamora, MA**
Central Repres.	**Tony Báez, WI** **Jerry Manus, OK**
Western Repres.	**Eddie Alaríd, NM**

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SPECIAL INTEREST GROUP (Check One)

- ☐ 001-0001 Early Childhood
- ☐ 001-0002 Elementary Education
- ☐ 001-0003 Secondary Education
- ☐ 001-0004 Higher Education
- ☐ 001-0005 Adult Education
- ☐ 001-0006 Parent + Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Legislation
- ☐ 001-0009 Research + Evaluation
- ☐ 001-0010 Special Education

LEVEL OF WORK (Check One)

- ☐ 002-0001 Early Childhood
- ☐ 002-0002 Elementary Education
- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other ______________________

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE: THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

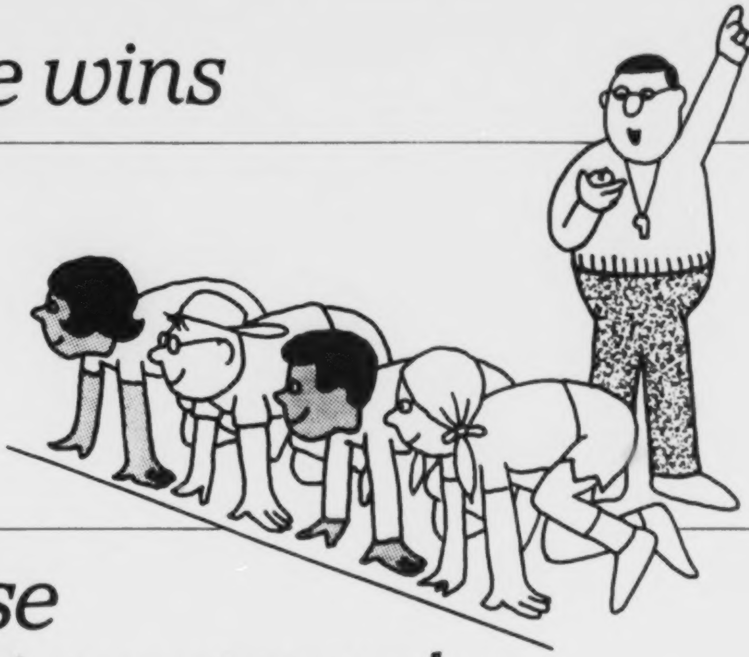
IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

____

Signature of Member

Date

Everyone wins



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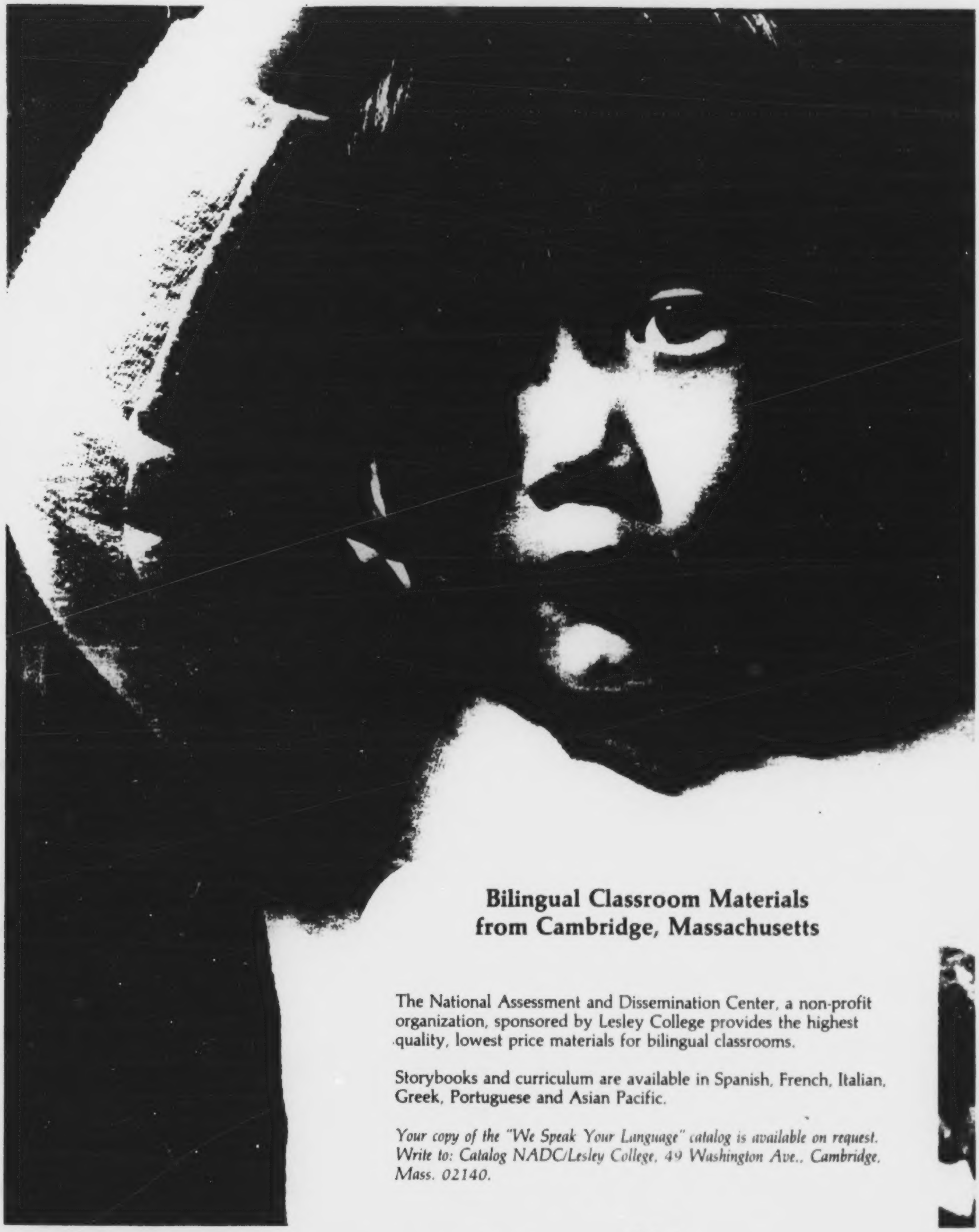
NABE '82 MEMORIES



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1982 NABE Conference Highlights:

President's Report

At the First General Membership Meeting, held on Tuesday, April 6, 1982 in Detroit, NABE President Ramón L. Santiago reported on his activities and accomplishments since taking office on June 1, 1982. President Santiago first thanked the NABE membership for the privilege of having served as President. He cited six major goals of his Presidency and highlighted the accomplishments in each area:

1. **To Get NABE Out of Debt**
   The deficit of approximately $23,000 which existed on June 1, 1981 has been paid off. This required operating all year long under severe fiscal limitations. Credit is due to the Executive Board Members for their resourcefulness and to the membership for their understanding of the need to make certain adjustments in services due to the financial crisis. It is important to note that despite the financial constraints, the organization continued to grow and made major accomplishments this year.
2. **To Keep Improving Membership Record-keeping**
   Centralization of membership data at the NABE Office in Washington, D.C., has resulted in improved record-keeping. Membership information has been computerized, thus increasing the accuracy of the data. This also gives the ability to obtain membership information by various categories (level of work, special interest group, state, etc.).
3. **To Increase Membership Benefits**
   As detailed in the January issue of the *NABE NEWS*, NABE members are now eligible to receive the following benefits:
   - Hertz, Avis, and National Car Rental discounts of up to 35%
   - Group Term Life Insurance
   - LegalGuard Legal Defender Program
4. **To Increase Communications With And Involvement of NABE Affiliates**
   There have been frequent and regular mailings to affiliates regarding developments in the field of bilingual education, particularly in the areas of funding and legislation. Although financial constraints prevented NABE from holding an Affiliate Presidents' Meeting this year, an expanded Delegate Assembly at the Detroit Conference included training in fundraising and public relations for the affiliates. President Santiago was pleased to have been able to participate in many affiliate conferences this year, including those of Arizona, Connecticut, California, Colorado, Florida, Illinois, New Jersey, New York, Pennsylvania, and Puerto Rico.
5. **To Increase Representation and Involvement of Linguistic Groups Other Than Spanish Within NABE**
   President Santiago expressed his deep concern that NABE not be considered as a Hispanic-only organization. He met with representatives of Asian and Pacific American organizations and with Native American groups during the year. The Executive Board is exploring the idea of linguistic representation on the Board and a proposal will be developed and presented to the membership at a later date.
6. **To Continue To Build Coalitions With Collateral Groups**
   Recognizing the need to gain support for bilingual education from the wider community, NABE has worked to form coalitions with other groups which have an interest in the education of linguistic minority children such as TESOL, ACTFL (the American Council on the Teaching of Foreign Languages), JNCL (Joint National Committee on Languages), National Council of La Raza, MALDEF, ASPIRA, LULAC, etc. Of particular importance is the close cooperation of these groups regarding legislation affecting bilingual education.

President Santiago finished his report by expressing his appreciation to the 1981-82 NABE Executive Board for its dedication and hard work on behalf of NABE.

NABE Testifies at Senate Hearings

NABE, represented by President-Elect B. Roberto Cruz and Dr. James Cummins of the Ontario Institute for Studies in Education, was one of a select group of witnesses at the April 23 and 26 hearings held by the Senate Subcommittee on Education, Arts and Humanities, chaired by Senator Robert Stafford (R-VT). At these hearings, testimony was presented on two bills which propose changes in the Title VII legislation.

Senate Bill 2002, sponsored by Senator Walter Huddleston (D-KY), and Senator James Abnor (R-SD), would amend Title VII by:

1. eliminating the provision that the student's native language be used in instruction.
2. precluding the participation of LEP students who have some oral proficiency but little or no skills in reading and writing English.
3. requiring that, generally, students be exited from Title VII programs within one year.

Senate Bill 2412, sponsored by Senator S.I. Hayakawa (R-CA), is the Administration's proposed "Bilingual Education Improvements Act of 1981." This bill would:

1. reduce the FY'83 authorization for Title VII by 32%, down to $94.5 million.
2. require a severely cut Title VII Program to fund additional activities not previously funded under it, such as bilingual vocational training, research into non-bilingual approaches, and instructional programs involving non-bilingual options.
3. eliminate the requirement that bilingual teachers be proficient in the non-English language used as the medium of instruction.
4. establish arbitrary funding priorities based on educationally unsound criteria of need.

Witnesses who testified on April 26 emphasized the fact that both bills make recommendations which are derived from educationally unsound assumptions and research (such as the Baker/de Kanter report). Dr. James Cummins, speaking for NABE, pointed out that the more time a child spends in a bilingual program, the greater his/her ability to read, write, speak and understand English. Others who testified — including Dr. Richard Tucker of the Center for Applied Linguistics, Dr. José Llanes of the Cross-Cultural Resource Center in Sacramento, CA, Maria Lindia of the Bristol, Rhode Island Public Schools, Delia Pompa and Augustina Reyes of the Houston Independent School District in Texas, Ron Andrade of the National Council of American Indians, Arnold Torres of LULAC, Jim Lyons of the American Coalition for Bilingual Education, and Ester Eisenhower of the Fairfax, Virginia Public Schools — all agreed that under the right conditions, bilingual education is the best approach to the education of linguistic minority children.

No immediate action has been scheduled on the two bills. NABE will continue to work with the Subcommittee staff and to provide information on the critical impact of the proposed legislation.

Full transcripts of the hearings may be requested from Ms. Polly Gault, Senate Subcommittee on Education, Arts and Humanities, 309D Senate Courts, Washington, D.C. 20510.

SURVIVAL *(from page 1)*

of **adequate resources** and flexibility to deal with the changes.

3. The third functional requirement is **integration**, or the need for coordination and communication among internal subsystems of the organization.
4. The last functional requirement is called **pattern maintenance and tension management**, which in spite of its ponderous label is perhaps the most relevant for us today. It has to do with the socialization of the members of the organization or the culture of the group. Pattern maintenance and tension management concern the satisfaction of the members of the organization — how happy they are to be members and to continue to support the organization.

How is Talcott Parsons' system analysis scheme applicable to the health and future prospects of NABE and bilingual education? Has NABE achieved **some** of its goals in the years we have been in existence? Let me read to you some of the purposes for which NABE was founded:

- Recognizing, promoting and publicizing excellence in Bilingual Education.
- Promoting efforts to assure the provision of equal educational opportunity for all.
- Promoting the provision of services to the children, youth and adults at all levels in both the community and educational institutions throughout the nation by making Bilingual Bicultural Education an integral part of the school curricula.
- Working toward the recognition by legislative bodies and school districts of linguistic and cultural needs of bilingual speakers.
- Coordinating and promoting the development of professional standards in Bilingual Education.
- Establishing contacts with national and international associations having complementary interests. Encouraging the development of local and state chapters.
- Promoting the organization of workshops and conferences dealing with the needs of Bilingual Education.
- Encouraging the excellence of Bilingual Education by promoting research and other activities.

I can identify three areas in which NABE still needs to do additional work:

a) **Publicizing excellence in bilingual education.** A common theme that filters down from legislators, school officials, the press, and the general public is that we do not take advantage of every opportuntity to tell the bilingual story. I suppose we have grown so accustomed to always being on the defensive, that we almost need the stimulus of an attack before we can get going. We have become crisis-oriented, and may have difficulty functioning as effectively in normal times.

Fortunately, there is a new trend away from reactiveness to proactiveness. The NABE Public Relations Committee, under the able leadership of our President-Elect Bob Cruz, has developed a variety of materials and strategies to tell the bilingual story. The current issue of the *NABE NEWS* carries an article by Jay Jaffe, a public relations specialist, which makes suggestions about how to tell our story effectively. Incidentally, Jay will be conducting a major session tomorrow on that same topic. Jim McConnell, who has been handling publicity for the local committee, has done an outstanding job of flooding the airwaves and the print media with good news about bilingual education. Not coincidentally, some of that good news concerns the state of Michigan. Let me read you a portion of a recent press release:

> "For the first time, Michigan's bilingual education program has statistical data indicating impressive gains in educational achievement for bilingual students," State Superintendent of Public Instruction Philip E. Runkel reported to the State Board of Education Feb. 16.
>
> The study showed the achievement in both English reading and mathmatics of students in bilingual education programs grew at a faster rate than the average rate for comparable students.
>
> "In addition," Runkel said, "almost one third of the students — 31.5 percent — improved so much that they became ineligible for the program at the end of the year.
>
> The study found that the factors most related to significant student achievement are instruction by trained bilingual teachers, frequent family participation in the schools and use of teacher aides in bilingual classes.
>
> "I believe this report clearly demonstrates that Michigan's bilingual program does work and is educationally effective," Watanen, a member of the Michigan State Board of Education who is Finnish, said.

Thus it may be true that some people out there still don't know that bilingual education works, but soon it won't be because we haven't been trying. The next keynote speaker will tell us how much research evidence there is proving that bilingual education is effective, and Dr. Arricale on Wednesday will exhort us to get off our knees and be proud of our achievements — we have nothing to be ashamed of.

b) the **second** area of incomplete achievement is "making bilingual bicultural education an integral part of the school curriculum". Our drive for institutionalization of bilingual education still has a way to go, but the number of states working on mandates and legislation seems to be growing. Again, we cannot give up on federal government support of bilingual education for a number of reasons, but the final battle for institutionalization will be won at the local school district level.

c) The **third** area of concern deals with "encouraging the excellence of bilingual education by promoting research and other activities." In this respect we haven't made much progress, either internallly or externally. NABE needs to marshall the wealth of resources present within our membership to develop extensive documentation of what works and doesn't work and why. Obviously, the work of Jim Cummins, of Jacob Silver, of the four panelists involved in the major session on Wednesday afternoon — Steve Arvizu, Daniel Ulibarri, Stan Seidner, and Tracy Gray — tells us that we have the resources. NABE must coordinate their efforts by developing a research agenda that addresses the most crucial issues facing bilingual education. Outside of NABE we need to press for more funds for research. It is disappointing that the administration's proposed changes to Title VII call for funds to carry out research into non-bilingual alternatives when so much money is needed to support investigation of those approaches already in place.

The second of Parsons' functional requirements, **adaptation**, also deserves a close look. Some people have told me that NABE and bilingual education have image problems. NABE is perceived as an organization that is exclusively or primarily Hispanic, as an organization more concerned with politics than with educational and professional issues. Back in 1974 when I first encountered NABE there was no doubt in my mind that the majority of those involved in launching NABE were Hispanic, just as those who provided the initial push for Title VII legislation were mainly Hispanic. But nowhere in the NABE Constitution or Bylaws is any one ethnic or linguistic group assigned preferential treatment. We are first of all NABE members — and as such our main concern is the promotion of bilingual education as one of the most viable vehicles for assuring equal educational opportunities and quality education to all linguistic minority children in the United States. The various NABE Boards have been taking great pains in the last few years — I am a witness to this, since come May 1st I will begin my fifth year on the NABE Board — to broaden the membership base of NABE. We have been reaching out to all groups to join our efforts to promote and protect bilingual education. In addition, the Board has pledged to fill slots in our standing committees in a fashion that bears some relation to the linguistic and cultural diversity of our organization. At this conference, the cultural activities are intended to be reflective of our concern with representation: last night we had the Native American Cultural Night, tonight we have a Hispanic sing, and tomorrow we will be treated to a very elaborate labor of love by the Arab Community of Metropolitan Detroit. All of these are fund-raising activities — proof positive that the various ethnic and cultural groups within NABE have not given up on us and believe that we are making sincere efforts to achieve balance. Moreover, the Executive Board has been discussing the possibility of restructuring the Board to include guaranteed ethnic and cultural representation, though this matter is still in the discussion stage.

The image of NABE as a primarily political organization also needs elaboration. My colleagues on the NABE Board know of my concern for the academic and professional requirements of our membership, and I have no doubts that they share my preoccupation. But when Parsons talks about adaptation he does so in the context of survival. At present there is one reality: the road to salvation cuts across political territory. NABE need not apologize to anyone for being politically active. My good friend Jim Alatis, Executive Secretary of TESOL and President of the Joint National Committee for Languages (JNCL, of which NABE is a member), is a witness to the adaptive changes being made by traditionally conservative educational organizations who have realized that the political process is ever present in the educational arena. Given these circumstances, how can educational organizations fail to become involved in the political process to protect their very existences?

My point is that in 1982 NABE can be asked to do more academically and professionally, but it **cannot** be asked to do less politically. Those of you who attended this morning's session of the Sociopolitical Concerns Committee, ably managed by Pepe Barrón, Patricia Louque, and Terry Dale, are aware of all the work that has been done, and that remains to be done, on the political front. At this juncture it is imperative for us to ask ourselves how we as individuals can assist NABE's efforts to keep Title VII funded at realistic levels, how to keep the Department of Education afloat, and how to prevent damaging amendments to the Title VII law from being enacted.

Bilingual education also suffers image pangs. I don't need to recite the catalog of evils that are attributed to bilingualism and bilingual education. What is worth noting is that we are trying to do something about changing this image. Without trying to intrude on the 1982 Detroit Conference, I would like to inform you that NABE '83, to take place in Washington, D.C., will have as its theme "BILINGUALISM: IN THE NATIONAL INTEREST". It is time to come out front and accentuate the positive, as NYC Superintendent Frank Arricale would say, telling the world of the many ways in which bilingual education contributes to the national interest. To quote Arricale: "we are not the beggars, we are the philanthropists without a foundation."

I want to say something briefly about Parsons' fourth functional requirement for organization survival: pattern maintenance and tension management, which deals with membership satisfaction. NABE has experienced a decline in membership from last year (1980-81) of about 40%. Some of it is undoubtedly due to present economic conditions which have affected us all. But that can't be the main reason. People, especially educators, have always known bad times — but it is suicide to react to bad times by withdrawing support from those entities which are pledged to work on our behalf. I really would like to know the answer to this question: WHY DO SO MANY INDIVIDUALS ASSOCIATED WITH BILINGUAL EDUCATION APPARENTLY HAVE SECOND THOUGHT ABOUT BECOMING NABE MEMBERS OR REMAINING MEMBERS, WHEN NABE IS THE ONLY SHOW IN TOWN? Ponder this: which other professional organization has as its main purpose the promotion and development of bilingual education as the most effective and humane way of addressing the educational needs of linguistic minority students, as well as the growth of our profession? In this light, why do some of us so readily give our money to associations or unions who give us nothing in return, and in some cases even actively conspire to deprive us of what little we have, and yet vacillate and equivocate about joining NABE?

Perhaps the time has come to declare bilingual education a closed shop, not in order to exclude but in order to survive. NABE has for a number of years been fighting the battles for **all** those who are involved in bilingual education. When we succeeded in rolling back proposed cuts of over $100 million in the last four or five years, we didn't ask that the benefits go **only** to NABE members. But reality is a harsh teacher. Can we afford to continue to provide free rides? As professionals, as parents, as students, as administrators — as people concerned with bilingual education — we must make our commitment public and effective. It is no longer enough to say "I support bilingual education" or "I support the work of NABE." It has become necessary to reach into your pocketbook, to support NABE visibly with your membership, and to support bilingual education with your involvement. The theme of this conference is not BILINGUAL EDUCATION: NOW OR NEVER! for nothing. Not a single one of you who is connected with bilingual education should walk out of this conference without becoming a member, without pledging participation in the telegram trees, without promising to go back to your home states and recruit **one** — just one — more member for NABE, without promising to work at the state and local level for the institutionalization of bilingual education.

I feel no compunction about laying a guilt trip on you all, and reminding you of John Kennedy's words: "ASK NOT WHAT NABE AND BILINGUAL EDUCATION HAVE DONE FOR YOU; ASK WHAT YOU CAN DO FOR *NABE* AND BILINGUAL EDUCATION."

RESOLUTIONS *(from page 7)*

gual Education and the Secretary of Education to insure that the effort to assess the effectiveness of bilingual education on a national scale continues, provided that such assessment is done by experts in the field of bilingual education, recognized and sanctioned by national practitioners/advocates of bilingual education.

9. That NABE take appropriate actions to insure that the Senate Subcommittee on Education, Arts and the Humanities hearings on bilingual education will be conducted without bias, and that collection of testimony will not constitute in essence a "pro forma" facade. Such action could include an expression of these concerns to the subcommittee prior to the hearings, and other concerted activities on the part of the NABE Executive Board.
10. That NABE actively support the recommendation of the National Advisory Council for Bilingual Education in its December, 1981 meeting that an investigation be made of the Office of Program, Budget, and Evaluation of the Department of Education by the Inspector General.
11. That NABE oppose the removal of federal support for the civil rights of language minority children and support the continuation of funding for Title IV.
12. That NABE encourage the production and selection of quality and appropriate bilingual education curricular materials and urge its state affiliates and special interest groups to pursue these endeavors. That NABE support the efforts and continuation of federally funded materials development and dissemination centers.
13. That NABE request that the federal support of national production and publication efforts by national materials development centers be continued and

(continued on page 19)

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AFFILIATE NEWS

NABE Affiliates are encouraged to submit articles on activities to *NABE NEWS* to share information with the membership on conferences, fundraising activities for NABE, and other events.

- FIVE THOUSAND DOLLARS!!!! YES, $5,000!!! That is the amount of the check which Gloria Zamora, Chair of the Fundraising Committee, presented to NABE President Ramón L. Santiago as a first contribution from the "GALA" held in San Antonio in February (see article in the January *NABE NEWS).* The Texas Association for Bilingual Education (TABE) and the San Antonio Area Association for Bilingual Education (SAAABE) have really set an example for the other affiliates of support for NABE. THANK YOU!

- Other affiliates have also been busy raising funds for NABE. Lilliam Malavé presented a $500 check on behalf of the New York State Association for Bilingual Education (NYSABE); and the Illinois Association for Bilingual Education (IABE) has made an initial contribution of $450 with more to come.

- CONGRATULATIONS to Ms. Ann Beusch, Past President of the Maryland Association for Bilingual Education (MARABE). On February 24, 1982, Ms. Beusch was presented the "Chevalier de l'ordre des palmes académiques" award by the French government. The ceremony took place in Baltimore, Maryland, where Ms. Beusch is the Coordinator of Bilingual Education, ESL and Foreign Languages for the State Department of Education.

- AFFILIATES TAKE NOTE: The next issue of *NABE NEWS* will have a complete list of affiliates and their presidents. Make sure that the NABE Office in Washington, D.C. has an updated list of your officers with correct addresses and telephone numbers, and that every affiliate officer is a member of NABE for 1982-83 (as required by NABE regulations).

- NABE President Ramón L. Santiago was pleased to participate in the New York State Association for Bilingual Education Conference in February and in the Arizona, Connecticut, and Pennsylvania Associations' conferences in March. Upcoming affiliate conferences include:

May 6-8, 1982
New Mexico Association
for Bilingual Education

May 27, 1982
Louisiana Association
for Bilingual Education

Message From the President of NABE

By Ramón L. Santiago

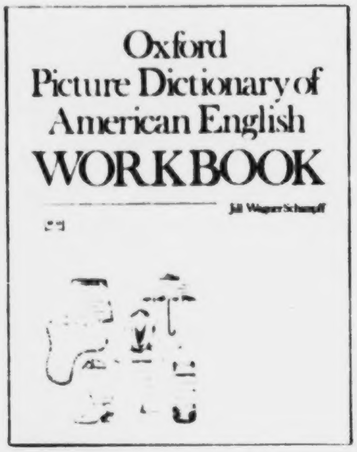
The March issue of *NABE NEWS* was delayed so that it could contain a full report on the Detroit Conference. And it was, without a doubt, a remarkable conference. Despite economic constraints and severe winter weather conditions, close to 1500 persons came to Detroit.

Those who attended the 11th Annual NABE Conference were treated to an outstanding combination of academic presentations and cultural events. Particular thanks go to Rudy Martinez, Conference Chairman; to Karen Todorov, Conference Coordinator; and to the Conference Co-Chairpersons - Jaime de la Isla, Horacio Vargas, Haifa Fakhouri, and Mauricio Jiménez. They, and their hardworking committee chairpersons, made the conference the success that it was.

Detroit was both a financial and professional success. It was a conference which was truly representative of the ethnic and linguistic diversity of the NABE membership. As a result, conference participants came away with a feeling of satisfaction and unity.

Ramón L. Santiago

It is difficult to single out individuals among the many who contributed to the effort, but I would like to mention the contributions of John Boyless, who coordinated the National Writing Contest which turned out to be such a resounding success, and of Jim McConnell, who performed so well in putting together the public relations effort. I can personally attest to his expertise, since I spent a considerable amount of my time giving interviews to radio and TV stations and to newspaper reporters. Finally, a word of thanks to Ricardo Fernández who, as NABE Board liaison to the conference, did such an outstanding job. Thanks should also go to Ann Keefer of the Illinois BESC, the staff of the Midwest NODAC, to Wayne State University, to Jaime de la Isla of the Detroit Public Schools, and the other co-sponsoring agencies. The success of the Detroit Conference has proven once again how resourceful, optimistic and hard-working NABE members are. It has also shown us that local conference committees are able to outdo themselves in putting together the best conferences that they know how. As Chairman of the 1983 NABE Conference in Washington, D.C., I have already identified those positive points that ought to be kept in mind in planning a conference. So all who had a hand in making a success of the 1982 Detroit Conference, please take a bow.



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RESOLUTIONS *(from page 15)*

maintained as independent units of operation either through grant or contractual arrangements.

14. That participants at the 11th Annual Conference of NABE embark on a sustained effort as individuals to educate and convey to the media the successes and educational and sociological benefits of bilingual education as well as to members of Congress.

15. That NABE urge Congress to extend the Voting Rights Act with an amendment eliminating language discrimination contained in the current bilingual election requirements in the present Act. That copies of this resolution be sent to all members of the Senate Judiciary Committee considering the Voting Rights Act.

17. That the NABE membership be advised of the commitment made by those participating in the Parents Institute to promote and assist NABE in its drive to increase parent membership in NABE and of their desire to be included in the various organizational structures which make up NABE, its affiliates, and the conference planning committees.

18. That the Editor of the *NABE NEWS* include a parent interest section in the publication, and attempt to translate messages of specific importance to parents into other languages, particularly Spanish. That NABE survey parent members to determine training needs and concerns. That NABE work in conjunction with local affiliates to provide informational seminars for parents regarding NABE and bilingual education.

19. That NABE urge its affiliates to establish parental concerns committees within their affiliate and to involve parents in their efforts and activities. That NABE urge its affiliates to send parents who are members of NABE to the annual conference. That NABE and its affiliates engage in efforts to raise funds to support parental travel to the annual conference.

20. That NABE seek resources to mail materials to parents at the Detroit Conference and others relative to its efforts to increase parental participation, issues affecting parental involvement in bilingual education, resources available for parental training and travel. That when a parent or parental group approaches NABE regarding violations of laws or regulations governing bilingual education or unwillingness to provide bilingual education within a school district NABE and its affiliates will contact the district, inquire about the matter, make appropriate recommendations, and offer its assistance in resolving the matter.

21. That NABE submit a list of parent members to OBEMLA and urge the agency to use parents as readers of proposals for Title VII projects.

24. That NABE actively integrate Asian and Pacific American and Native American participation at all levels including discussion and policy making, and publications. That Asian and Pacific Americans and Native Americans be represented in major sessions, cross-cultural presentations, and workshop stands at the annual conference.

25. That NABE not identify any sites for future NABE conferences in states that have not ratified the Equal Rights Amendment.

26. That NABE go on record as follows:

1) NABE supports public education in the United States

1) NABE protests the dissolution of the Department of Education and the inordinate budget cuts to educational programs for minority students.

3) NABE supports desegregated, integrated education.

4) NABE protests the policy shift to the need for the federal government to prove discriminatory intent, from the necessity for local districts to prove absence of discriminatory effects.

5) NABE supports the *Lau Remedies* of 1974 requiring transitional bilingual education for elementary school limited English proficient children: that children have the right to a meaningful education with course content taught in their home language while English is required.

6) NABE supports bilingual education for *all* students who need it (the non-English speaking and the limited English proficient) and all those who want it.

7) NABE supports English as a Second Language components as integral to Bilingual Education.

8) NABE protests the President's budget reallocation of Title VII, ESEA funds for programs of English as a Second Language or immersion without the inclusion of content instruction in the home language to prevent students from falling behind in their academic progress.

9) NABE supports present Title VII, ESEA, legislation and wants to ensure that funds are used only for purposes mandated by the Bilingual Education Act; the inclusion of content instruction in the home language while acquiring English as a second language.

10) NABE recommends that results of published research, not internal, uncritiqued studies, guide the development of educational policy.

11) NABE recommends that bilingual education alternative models, such as two-way bilingual programs which combine second language acquisition by both LEP and English monolingual students, be implemented and researched. These combine approaches of ESL, foreign language and bilingual education.

12) NABE suggests that foreign language and bilingual teachers be considered as resources for the development of cross-cultural communication skills for economic reasons: future international commerce and diplomacy.

27. That NABE send letters of appreciation to federal legislators who have supported legislation on behalf of bilingual education and urge its state affiliates to recognize state legislators in a like manner.

RESOULTIONS REFERRED TO NABE EXECUTIVE BOARD:

22. That a Pacific Islands Region be created within NABE, with equal representation to existing regions.

23. That NABE analyze and revise existing nominations and elections procedures to insure fair representation of all groups.

RESOLUTION REJECTED:

16. That NABE go on record to support the use of a cross-cultural approach in addressing the concept of culture in the reauthorization legislation.

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June 28-30 Chicago, IL	**Second Annual Language Assessment Institute,** National College of Education, Evanston, IL
June 28 - July 4 San Antonio, TX	**League of United Latin American Citizens,** 400 First Street, N.W., Washington, D.C. 20001, (202) 628-8516
July 28 - Aug. 6 Evanston, IL	**TESOL Summer Institute,** Northwestern University, Evanston, IL (312) 492-7572
July 20-22 Los Angeles, CA	**National Council of La Raza Affiliate Conference,** (202) 293-4680
Aug. 12-15 Chicago, IL	**U.S. Hispanic Chamber of Commerce** (816) 842-2255
Sept. 12-16 Phoenix, AZ	**Fourth National Indian Child Conference,** 5105 Copper, N.E., Suite 1, Albuquerque, NM 87108, (505) 265-8705
Sept. 12-18 Washington, D.C.	**Congressional Hispanic Caucus, National Hispanic Heritage Week** (202) 225-2255
Sept. 26 Bismark, ND	**National Congress of American Indians,** Bismark, North Dakota (701) 258-7700
Oct. 1-2 Bloomington, IN	**El Español En Los Estados Unidos III,** Indiana University, Department of Spanish and Portuguese, 844 Ballantine Hall, Bloomington, IN 47404
Oct. 11 Los Angeles, CA	**National Association of Latino Elected and Appointed Officials** (202) 546-3424
Oct. 28-30 Washington, D.C.	**National Puerto Rican Coalition,** 801 N. Fairfax Street, Arlington, VA (703) 684-0020
Nov. 12-13 Mayagüez, PR	**VI Symposium on Spanish and Portuguese Bilingualism,** Department of Spanish and Portuguese, University of Massachusetts, Amherst, MA 01003, (413) 545-2887
Nov. 19-24 Washington, D.C.	**National Council of Teachers of English,** (217) 328-3870
Nov. (TBA) New Orleans, LA	**National Indian Education Association,** (612) 333-5341
Nov. (TBA) San Juan, PR	**National Conference of Puerto Rican Women,** (202) 244-2974
Nov. 22-27 New York, NY	**American Council on the Teaching of Foreign Languages, Joint ACTFL/AATF/AATG Meeting,** 385 Warburton Ave., Hastings-on-Hudson, NY 10706 (914) 478-2011
Dec. 27-30 Los Angeles, CA	**Modern Language Association of America,** 62 Fifth Avenue, New York City, NY 10011, (212) 741-5588

NABE NEWS
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VOLUME V, NUMBER 5 / JUNE, 1982

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Implications of Proposed Reduced Funding for Title VII

By Dr. James Lyons
NABE Legislative Counsel

Congress must maintain and expand Federal support for the bilingual education programs authorized by Title VII of the Elementary and Secondary Education Act. These programs, which the Reagan Administration proposes to cut drastically, are critical to the future strength and welfare of the nation.

Purpose & Success of Title VII

Title VII is the only Federal program which addresses the special instructional needs of non-English-language background students who are limited in their English language proficiency. Established in 1968 as a voluntary capacity-building program, Title VII was meant to halt a cycle of mis-education which deprived language-minority students of the opportunity for academic success.

Prior to the passage of Title VII, most schools were unprepared — and some schools were unwilling — to provide effective and intelligible instruction to non-English-speaking children. As a result, countless language-minority students dropped out of school; others graduated but were unprepared for the labor market and for life in an increasingly competitive society. Language-minority students who were denied equal educational opportunities became parents of children who also failed in school because of linguistic ignorance and educational neglect on the part of school officials.

The nation continues to pay an exhorbitant price for its past educational neglect of language-minority students. Hispanics, for example, complete a median of 10.4 years of schooling, two years less schooling than that completed by the white, non-Hispanic population. Forty percent of the Hispanic population between the ages of 18 to 24 leave high school without a diploma compared with 14 percent of the white, non-Hispanic population.

Although Title VII funding has always been extremely limited, it has helped school

(continued on page 12)

Message From the President of NABE

By Ramón L. Santiago

This represents my farewell message to the membership as President of NABE. In Detroit last April, our 1982-83 NABE President, Roberto Cruz, was duly inaugurated and I wish him a very productive year. As I reflect upon my year as President, I have cause for celebration and cause for concern. Some of my happy thoughts revolve around the Detroit Conference, which turned out to be an unqualified success in many ways, in spite of the many circumstances that may have mediated against a successful conclusion. Equally fruitful were NABE's fundraising efforts, thanks to the untiring work of our new President-Elect, Gloria Zamora, who chaired the Fundraising Committee, and to the dedication and industry of many of the affiliates such as IABE of Illinois, BAF of Florida, NY SABE, and TABE. On the public relations front, NABE also moved forward both nationally and at the state level, spearheading a campaign to dispel the myths that have hurt bilingual education's image and to tell the story of the many sucesses of bilingual education. Finally, on the political front, NABE has managed to strengthen its ties with sister organizations in the field, such as TESOL and ACTFL, and to continue its cooperation with JNCL. At a parallel level, NABE has worked closely with LULAC, MALDEF, ASPIRA, LA RAZA, and other community oriented organizations which have an interest in the development and promotion of bilingual education. This close cooperation augurs well for the future, because the task of promoting quality education for linguistic minority students in the United States is not a job that can be done alone. Also, NABE has worked quite closely with the American Coalition for Bilingual Education (ACBE), and as of this writing we have a presence in the nation's capital in the person of Dr. James Lyons, who is NABE's legislative consultant in Washington, D.C. His expertise was very helpful particularly during the April hearings conducted by Senator Stafford on the Huddleston and Hayakawa bills.

On the minus side, I was disappointed that NABE's membership rolls decreased so signficantly from last year. I know that the financial crunch through which the country is passing has affected some of our members' financial resources, but as I mentioned at the Detroit Conference, this is a critical time and members must be willing to make additional sacrifices and not withdraw support from NABE at a time when NABE needs it most. It is important that past NABE members renew their membership immediately and make every effort to convince at least one friend or colleague in bilingual education to join NABE.

As I bid goodbye to the NABE presidency, I want to thank the members of the 1981-82 NABE Executive Board for all the support they gave me. I want to especially thank Tomás Miranda, who this year was asked to undertake duties that no Treasurer had ever been asked to perform, and who performed them commendably. My appreciation also goes to Steve Thom, who handled the elections this year in such a competent way that people hardly knew that the elections had come and gone. Thanks also to Marcelo Fernández and Pepe Barrón for their excellent efforts on the Socio-political Concerns Committee. To all the people who lent me their support, moral and otherwise, I thank you. Finally, a personal debt of gratitude to Nancy Zelasko, whose multiple talents became very obvious to me during this last year. It would have been impossible for me to have carried out the job of NABE President without her help and support.

Ramón L. Santiago

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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President: Ramón Santiago, Georgetown Univ. Bilingual Education Service Center, Suite 378, 3520 Prospect St., N.W., Washington, DC 20007, (202) 625-3540

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NABE National Office, Room 405, 1201 16th Street, N.W., Washington, DC 20036, (202) 822-7870

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News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication.

NABE NEWS ADVERTISING INFORMATION

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NABE JOURNAL: Back Issues Available

The *NABE JOURNAL* is available through subscription only; however, certain **back issues** can be purchased from the NABE office at $10 each *(while the supply lasts). To order, send* ***prepayment*** to NABE, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036. The following issues are still available:

VOLUME	NUMBER	MONTH	YEAR
I	1	May	1976
I	2	Dec.	1976
I	3	May	1977
II	1	Jan.	1978
II	2	Mar.	1978
III	1	Fall	1978
III	1	Winter	1979
IV	3	Sept.	1980
V	2	Winter	1980-81
V	3	Spring	1981
VI	1	Fall	1981

1983 NABE CONFERENCE

WASHINGTON, D.C.

February 15-19, 1983

A CAPITAL IDEA!

NABE Elections Schedule

The following schedule has been established by the NABE Executive Board for the elections for NABE officers for 1983-84:

November 1, 1982

Deadline for establishing eligibiity to receive ballot. (Membership application must be postmarked no later than November 1, 1982.)

December 3, 1982

Ballots will be mailed to all eligible members.

December 28, 1982

Deadline for returning cast ballots. (Ballots must be postmarked no later than December 28, 1982 in order to be counted.)

Election results will be announced at the 1983 NABE Conference in Washington, D.C., February 15-19, 1983.

JOIN NABE TODAY TO MAKE SURE YOU ARE ELIGIBLE TO VOTE!

NABE Membership Breakdown As of June 30, 1982

	79-80	80-81	81-82
Total Membership	2,344	2,299	1,808
Regular Members	1,406	1,012	1,221
Associate Members	842	1,153	408
(Community)		(655)	(86)
(Para-professional)		(218)	(95)
(Full-time Student)		(227)	
Joint Members	48	67	47
Institutional Members	48	67	129
Commercial Members	0	0	3
Level of Work			
Early Childhood	117	112	75
Elementary Education	58	543	415
Secondary Education	243	193	141
Higher Education	387	407	352
Adult Education	93	99	34
Community	392	271	65
Resource Center		17	103
Publishing	25	15	19
Special Interest Groups			
Early Childhood	113	75	106
Elementary Education	661	415	377
Secondary Education	278	176	159
Higher Education	291	218	182
Adult Education	108	62	54
Parent and Community	426	243	90
Vocational Education	28	36	60
Legislation	71	100	85
Research and Evaluation	227	312	218
Special Education	4	59	70

New NABE Executive Board

Effective June 1, 1982, the following persons will be serving on the NABE Executive Board:

President
B. Roberto Cruz
National Hispanic Center
225 E. 14th Street
Oakland, CA 94606
(415) 451 0511

President-Elect
Gloria Zamora
Intercultural Development
Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

Vice President
Macario Saldate, IV
Mexican American Studies
and Research Center
Modern Languages Bldg., Room 209
University of Arizona
Tucson, AZ 85721
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San Jose Unified School District
1605 Park Avenue
San Jose, CA 95126
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Office of Bilingual Education
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133 Livingston Street
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Bilingual Education Service Center
3520 Prospect Street, N.W., Suite 378
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(202) 625-3540

Parent-At-Large
Norma Preciado
Box 374
Playas, NM 88020
(505) 548-2296

Welcome
NABE '82

Eastern Regional Representative
Luis A. Martínez-Pérez
School of Education
Florida International University
Tamiami Trail
Miami, FL 33199
(305) 554-2768

Central Regional Representative
Agnes Cowen
Cherokee Bilingual Program
P.O. Box 769
Tahlequah, OK 74464
(918) 456-6177

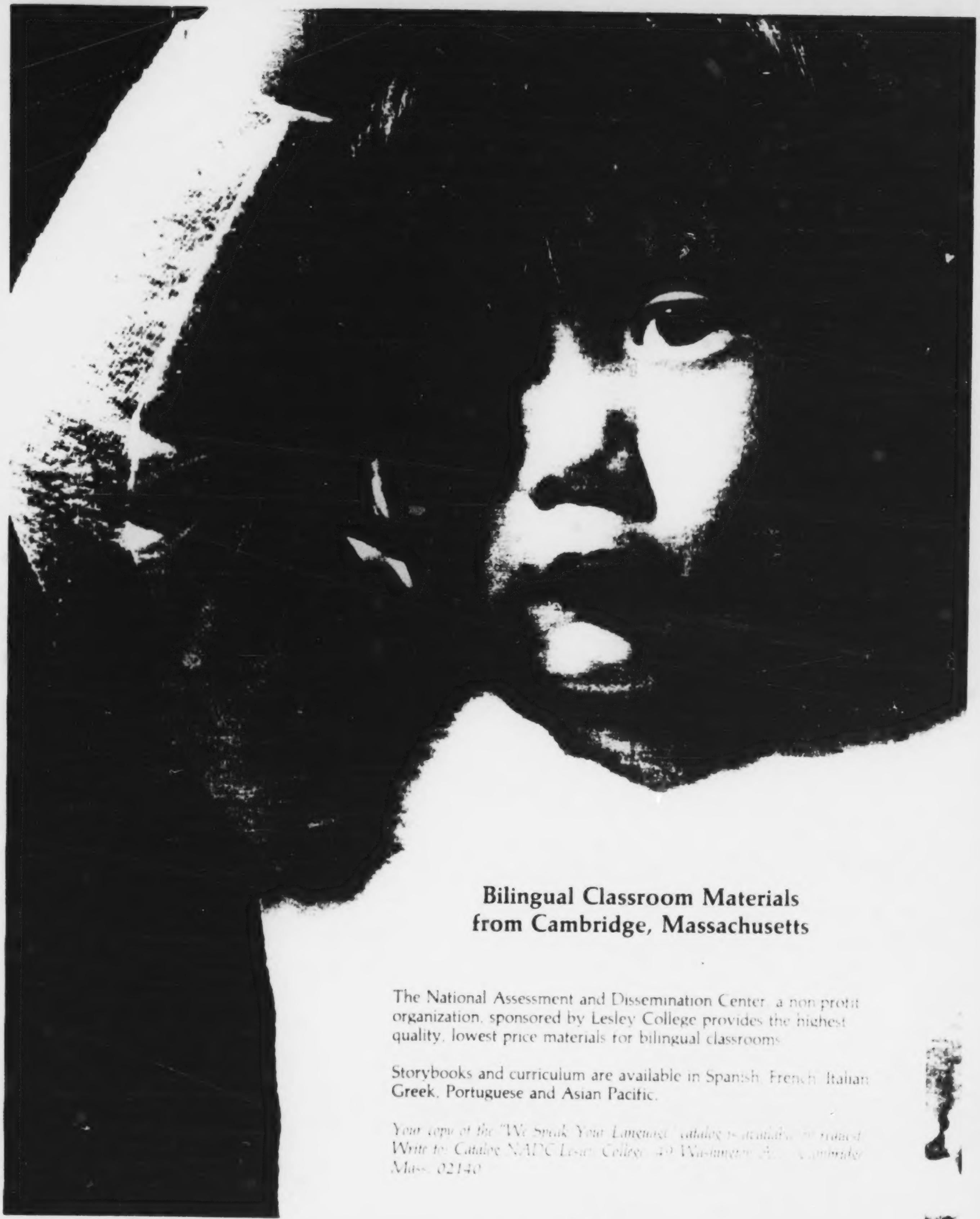
Western Regional Representative
Belia C. Cruz
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801
(213) 308-2495

The results of the election for the 1982-83 Executive Board were announced at the First General Membership Meeting held at the annual conference in Detroit, Michigan on April 6,1982. Steve Thorn, Chairman of the Elections Committee, gave the following report:

A total of 1,460 ballots were mailed. Of these, 735, or 50.3% were returned. Voting for the office of President-Elect, Vice President, Secretary, Treasurer and Parent-at-Large was on a national basis. Voting for Regional Representatives was done by the Affiliate Presidents within each region. The analysis of the voting is as follows:

Office	Total Vote	Candidate	Number of Votes	Percentage of Votes
President Elect	729	Gloria Zamora	475	65.2%
		Ernest Mazzone	249	34.2%
		Write-Ins	5	.6%
Vice President	709	Macario Saldate	403	56.8%
		Ardys Clarke	298	42.1%
		Write-Ins	8	1.1%
Secretary	720	Olivia Martínez	277	38.5%
		Hai Tran	243	33.8%
		Nydia Flores	197	27.3%
		Write-Ins	3	.4%
Treasurer	710	Awilda Orta	380	53.5%
		Phillip González	328	46.2%
		Write-Ins	2	.3%
Parent-At-Large	667	Norma Preciado	352	52.8%
		Walter Landry	302	45.3%
		Write-Ins	12	1.9%
Eastern Representative	10	Luis Martínez-Pérez	6	60.0%
		Peter Sclafani	4	40.0%
Central Representative	5	Agnes Cowen	4	80.0%
		Write-Ins	1	20.0%
Western Representative	6	Belia Cruz	4	66.7%
		Irene Bowie	2	33.3%

Congratulations to the winners and best wishes for a productive year on the NABE Executive Board.



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1980 Census Language Date and Estimates of Language Minority and Limited English Proficient Children and Adults in the United States

By Dorothy Waggoner, PhD

The recently released language data from the 1980 Census sample provide both good news and bad news for the bilingual education community. The good news is that multilingualism is alive and well in American society. One person in 10 aged five and older acknowledged speaking a language other than English at home in 1980. The bad news is that the Bureau of the Census has combined the responses to the English proficiency question asked of home speakers of languages other than English with the sample data for publication and in some of the public use data tapes. This makes it appear that many fewer children and adults have difficulties with English than may, in fact, be the case. It makes it much more difficult to relate the Census householder ratings of English proficiency to objective measures of English proficiency to establish the need for bilingual education and other special programs and services.

The 1980 Census asked a sample of the population for the first time whether they speak a language other than English at home. Individuals who speak languages other than English in their homes are only a part of the group identified as having non-English language backgrounds (NELB) in the Department of Education studies directed toward meeting the mandate to estimate the size of the target population contained in the Bilingual Education Act. Some NELB or language minority people no longer speak their mother tongues and may not presently even hear them spoken. Nevertheless, in comparison with the estimate of people in this much broader category in 1976, 26 million of whom were aged five and older, there were, in 1980, a surprising 23 million people, aged five and older, who were reported to speak non-English languages in their homes currently. Moreover, in California, Florida, Massachusetts, and Texas, four of the eleven states which had 500,000 or more language minority people aged five and older in 1976, the number of people reporting speaking a language other than English at home in 1980 was greater than the total 1976 NELB population estimate in the same age group.

The 1980 Census obtained self ratings of English speaking proficiency from all individuals reported speaking languages other than English in their homes. Of persons aged three and older, 55 percent were said to speak English very well; 26 percent, well, and 14 percent, not well. Six percent, or 1.4 million persons, were reported not to speak English at all. In the 1978 Children's English and Services Study (CESS), the proportion of children in the group who were rated by the household respondent as speaking and understanding English very well corresponded roughly to the proportion of the group who tested as proficient in English.

TABLE 1

Language Minority Persons and Home Speakers of Languages Other Than English, Aged Five and Older, In the United States and In Selected States, 1976 and 1980

Selected States	1976 Survey of Income and Education: NELB[1]	1980 Census: Home Speakers of non-English Languages[2]
All States	26,169,000	22,973,000
California	4,823,000	4,935,000
Florida	1,126,000	1,204,000
Illinois	1,381,000	1,250,000
Louisiana	602,000	377,000
Massachusetts	540,000	700,000
Michigan	815,000	577,000
New Jersey	1,282,000	1,084,000
New York	4,167,00	3,166,000
Ohio	775,000	509,000
Pennsylvania	1,257,000	772,000
Texas	2,692,000	2,900,000

[1] Persons with non-English mother tongues or living in households in which languages other than English are spoken.

[2] Persons who speak languages other than English at home; provisional estimates from a subsample of the 1980 census sample.

In its recent publication and in some of the public use tapes with data from the Census sample containing the language items, the Bureau of the Census has combined the English proficiency responses into two categories — those speaking English very well or well, and those speaking English not well or not at all. In the CESS, 59 percent of the children who were rated by the household respondent as speaking English very well or well tested as limited in English proficiency. Omitting these children reduces the national estimate of those who speak languages other than English at home and are potentially limited in the English language skills needed to succeed in school according to an objective measure by over 2 million!

As a surrogate for counts of limited-English-proficient children parallel to those from the CESS, the 1980 data on English speak-

(continued on page 6)

National Center for Bilingual Research Appoints New Director

The National Center for Bilingual Research, in Los Alamitos, California, has announced the appointment of Dr. Amado M. Padilla as its new Director. Dr. Padilla, who earned his doctorate in psychology at the University of New Mexico, is a Professor of Psychology at the University of California at Los Angeles. He has also served on the faculties of the University of California at Santa Barbara and the State University of New York.

Dr. Padilla's background includes a variety of research/administrative positions. He has directed the Institute for Applied Behavioral Science at UC Santa Barbara and the Spanish Speaking Mental Health Research Center on the UCLA campus. Dr. Padilla's research interests have concentrated primarily on questions of childhood bilingualism and he has published more than 70 books and articles on various subjects in a variety of journals. He has been the recipient of several prestigious awards, including a Fulbright-Hays Senior Lectureship to the Catholic University in Lima, Peru. In 1980 he was a member of the teaching faculty at the Linguistic Institute of the Linguistic Society of America at the University of New Mexico.

A fellow of the American Association for the Advancement of Science, Dr. Padilla has served on several National Academy of Sciences committees on issues pertaining to research in education and the placement of minority children in special educational classes. Dr. Padilla has a strong interest and background in scholarly publications. He is the founding editor of the *Hispanic Journal of Behavioral Sciences* and a consulting editor to a number of professional journals, including *The Bilingual Reveiw/La Revista Bilingüe.*

VI SYMPOSIUM ON SPANISH & PORTUGUESE BILINGUALISM

November 12-13, 1982

Mayagüez, Puerto Rico

For information, contact:

Dr. Juan C. Zamora
University of Massachusetts
Dept. of Spanish & Portuguese
Amherst, MA 01003
(413) 545-2887

(continued from page 5)

ing proficiency have several problems. One is that they are based upon the judgements of the household respondent who may not himself or herself speak English well. Another problem is that the Census language question asked only about speaking ability, not the reading and writing skills which are so important for success in school and elsewhere in our society. Still another problem with the 1980 data is that only children (and adults) who currently speak languages other than English at home were asked the English proficiency question at all. These children are only a part of those who experience difficulties in English due to a non-English language background. In the CESS nearly half of the LEP children spoke their home languages not well or not at all. Children who were reported to speak only English at home and who have limited English proficiency are not included in the estimates shown in Table 2.

TABLE 2

Estimates of Limited-English-Proficient Children, Aged 5-17, Who Speak Non-English Languages at Home, Based on the 1980 Census

Householder Rating	1980 Census Estimate	CESS LEP Rate[1]	Estimated LEP
Total home speakers of languages other than English	4,529,000		2,894,000
Speak English very well or well	3,876,000	59%	2,287,000
Speak English not well or not at all	653,000	93%	607,000

[1] It is assumed that the 15 to 17-year-old students have the same rate of limited English proficiency as the 5 to 14 years olds who were tested in the CESS; it is also assumed that the children reported speaking languages other than English at home have the same rate as the total group of language minority students, some of whom were not asked the Census language question.

The Department of Education is working with the Bureau of the Census to obtain reliable estimates of children and adults with limited English proficiency from the 1980 Census. This summer one of the studies under Part C of the Bilingual Education Act will sample individuals for whom 1980 Census data are available. These individuals will be tested using the CESS test for children and a test specifically developed for this purpose with adults. The results of the study will be used to calibrate the responses to the language questions in the 1980 Census. They will make it possible to approximate the numbers of children and adults with limited English proficiency as defined in the Bilingual Education Act and elsewhere — at least those who currently speak non-English languages at home. Meantime, those who are concerned for the appropriate education of LEP children and for needed services for the language minority community in general should treat the 1980 Census language data with considerable caution.

AUTHOR'S NOTE: The recent Census publication with language information — *Provisional Estimates of Social, Economic and Housing Characteristics*, PHC80-S1-1 — may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. Information about the NELB counts is contained in the NCES bulletin "Geographic Distribution, Nativity, and Age Distribution of Language Minorities in the United States; Spring 1976"; information about the CESS is in J. Michael O'Malley, *Children's English and Services Study*, National Clearinghouse for Bilingual Education, 1981, and about both in the recently released Part C study, "Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000". These documents are available from the National Clearinghouse for Bilingual Education, Suite B2-11, 1300 Wilson Boulevard, Rosslyn, Virginia 22209.

EDITOR'S NOTE: Dr. Waggoner will be retiring on July 24, 1982 after a distinguished career with the National Center for Education Statistics and the Office of Bilingual Education and Minority Languages Affairs. NABE recognizes her many contributions to the education of linguistic minority students.

TESOL Passes Resolution Opposing Amendments To Title VII

At the 1982 conference of the Teachers of English to Speakers of Other Languages (TESOL), held in Honolulu, Hawaii in May, the membership overwhelmingly approved a resolution to oppose the amendments to Title VII proposed by Senators Huddleston (S.B. 2002) and Hayakawa (S.B. 2412). The resolution, which originated in the ESL in Bilingual Education SIG, calls for TESOL to express its opposition to S.B. 2002 and S.B. 2412 by sending letters of concern to the sponsors of the bills and to all members of the appropriate Senate committees and subcommittees; to establish an Ad Hoc Committee to study the two bills and propose appropriate alternatives where necessary; and to submit testimony to Senator Stafford's Subcommittee on Education, Arts and Humanities.

NABE takes note of this action as another example of the mutual support and cooperation that continues to grow between sister language organizations such as TESOL and NABE.

EL ESPANOL EN LOS ESTADOS UNIDOS III

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- Spanish language education
- Teaching Spanish to the Spanish-speaking
- Spanish in the media
- Spanish in the health and legal professions
- Spanish language variation
- Methodological concerns for data-based studies of U.S. Spanish
- Establishment of goals for Spanish language maintenance

For Information, Contact:

Professor John R. Gutiérrez
Dept. of Spanish and Portuguese
844 Ballantine Hall
Indiana University
Bloomington, Indiana 47405

AFFILIATE NEWS

NABE Affiliates are encouraged to submit articles on activities to *NABE NEWS* to share information with the membership on conferences, fund-raising activities for NABE, and other events.

- REMEMBER that Affiliate Dues for 1982-83 are to be paid by June 1, 1982. Send your $100 check to the NABE Office in Washington, D.C. today.

September 11, 1982
Puerto Rico Association for Bilingual Education

October 15-16, 1982
Ohio Association for Bilingual Multicultural Education

October 29-30, 1982
Colorado Association for Bilingual Education

- AFFILIATE CONFERENCE PLANNERS— Remember the theme of the 1983 National NABE Conference is "Bilingualism: in the National Interest". Try to use this or a similar version as the theme of your affiliate conference.

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1983 NABE CONFERENCE

Plans are well underway for the most exciting NABE Conference ever. NABE '83, to be held at the Sheraton-Washington Hotel in Washington, D.C., February 15-19, 1983, promises to be an exciting event.

The 12th Annual Bilingual Bicultural Education Conference's theme is "BILINGUALISM: IN THE NATIONAL INTEREST." Four keynote, 23 major and many concurrent sessions will address the conference subthemes of Education, Trade and Commerce, and Domestic and International Relations. Conference Chairman, NABE Past President Rámon L. Santiago, enthusiastically noted that NABE '83 will reach beyond the education community to highlight the importance of languages to the growth and development of the United States.

The local planning committee is working to provide a full array of presentations, meetings, cultural attractions and other events which will make use of the vast resources of the nation's capital. Future issues of *NABE NEWS* will have detailed information on guest speakers, exhibits, presentations and entertainment. This is one NABE Conference you cannot afford to miss — so start making plans today to be in Washington in February 1983!

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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Writing News Releases For Results

By Jay Jaffee, Project Director

Public Education Strategies: Bilingual Education

As representatives of Bilingual Education it is important for you to develop a good sense of what is news and to know the steps for disseminating news to the proper media. The press release is an excellent tool to use for information dissemination and, if utilized professionally, generates a great deal of interest and media coverage for the Bilingual Education Movement.

The intent of this article is to give you an outline of how to properly use the press release to get your message to the media and, more importantly, how to obtain coverage for your story.

Obtaining Credibility

The first step in successfully releasing stories and obtaining coverage is to establish your credibility with the media. Be sensitive to their schedules, as well as their positions as news reporters, by following some very simple rules:

- Find out the news deadlines for newspapers, radio and television programs, and release your story in time to meet these deadlines.
- Consider the "exclusive". If you release a story to a newspaper, radio or television station as an exclusive, that is a promise **not** to release it to other media representatives until the story has been published or aired.
- If you release an article which may have controversial content, expect reporters to go to whoever represents the opposite viewpoint for a reaction.
- Remember that many reporters consider accepting gifts or a meal a conflict of interest and therefore will refuse both. In order to avoid any uncomfortable situations, try to arrange to meet the reporter either in the newsroom or in your office.
- Don't bombard reporters with self-serving articles. Be sure you have something "worthwhile" for them.

By developing a professional rapport with the reporters you are dealing with, you will gain their respect and trust. The results will be more positive coverage of Bilingual Education and your organization. Also remember that the more concise and informative your news release is, the better chance you have to obtain coverage. Reporters are busy people, and they appreciate having well written articles submitted to them.

Simple Steps

The following are some simple steps to follow when writing your news releases.

The most important part of the article is the first paragraph, known in news as the *lead*. The lead should tell the important facts of the story — often called the "five W's":

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Tucson, AZ 85730
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San Jose, CA 95126
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Bil/Bicultural Ed.
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Dr. Myriam Met
Cincinnati Public Schools
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Cincinnati, OH 45202
H - 513-984-5681
O - 513-369-4937
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Bil. Ed. Program
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Edinburg, TX 78538
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O - 512-381-3463
V.P. - Maria Betancourt

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Bil./Bicultural Ed. Program
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George Mason University
Fairfax City, VA 22030
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O - 703-323-2691

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IN GRANDPA'S DAY

By Beverly B. McConnell

"Perhaps it's time to raise a rude question: Why is it apparently more difficult for Spanish-speaking arrivals in the United States to learn to speak English than it was for millions of immigrants from Europe and Asia?" This opening thrust was the lead paragraph in a syndicated column by Jenkin Lloyd Jones, conservative editor of the *Tulsa Tribune*. He was picking up a familiar theme used by opponents of bilingual education. Early generations had reached these shores and been assimilated into the English language and culture of the United States without "costly" bilingual programs. Only the Hispanic minority had refused to be so assimilated, and now demanded bilingual education for their children.

The column continued: "In the 19th century, waves of immigrants reached these shores. Few of these parents immediately began speaking English to their children . . . But the kids went off to public school. They were not gently weaned from the language of the Old Country. They took a sharp, cold bath in English. And the results were wonderful."

Well, the results were **not** so wonderful. The U.S. Immigration Service published a report in 1911 on a study of over two million children of immigrant families in the U.S. They found that 43% of the children whose immigrant parents had come from non-English speaking countries were one or more grade levels behind in school, compared to only 28% of native white children. If the children themselves had been born abroad, the percentages of those children below grade level were even higher. By nationality, they found the following percentages of children below grade level: German - 51%, Russian Jew - 60%, and Italian - 77%.

Two studies of grade placement of children in the New York City schools, Ayres (1909) and Maller (1933), found the percentage of immigrant children below grade level was much higher than that of native white children. The difference between the two groups did not significantly change between 1901 and 1933. Further evidence of the difficulty encountered by immigrant students was presented in a study (Feingold, 1926) which compared the dropout rates of immigrant students and native white students in the Hartford, Connecticut high schools. While 36% of the native white students had dropped out by their junior year, an overwhelming 66% of the immigrant children from non-English-speaking countries were no longer enrolled in the junior year.

In summary, the problem of children who do not speak English losing their way in our all-English school system is neither new nor is it limited to any one nationality group. Throughout this century non-English speaking children thrust into our monolingual school system have been falling behind, dropping out, and having a very difficult time obtaining an education that would enable them to enter the professions or otherwise move up the occupational job ladder. What has changed is the job market for school dropouts. In the primarily agrarian economy at the beginning of this century, it was much easier for people with limited educational backgrounds to obtain work. But this is no longer the case. As someone has aptly put it, "You can't milk a computer."

Author's Note: *Further information on the cited studies may be found in Cohen, David K.* Immigrants and the Schools: A Review of Research. *U.S. Department of Health, Education, and Welfare, Office of Education.* December 1969.

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Call for Papers and Presentations

The overall theme for the 1983 NABE conference is:

BILINGUALISM: IN THE NATIONAL INTEREST

Papers and presentations are welcome from all topics related to this theme. Three major strands will be emphasized at the conference:

EDUCATION: What is happening and what needs to happen to improve education in bilingual/bicultural settings

TRADE AND COMMERCE: What private sector needs at home and abroad can best be met through bilingual education, and what is happening and needs to happen in vocational, business and career education in formal and nonformal settings.

DOMESTIC AND INTERNATIONAL RELATIONS: What bilingual education can do to aid local, state and federal government; international diplomacy, and to meet national security needs in the coming decades.

Types of Presentations

PRE-CONFERENCE WORKSHOPS: February 15-16

Workshops provide an opportunity for individuals with specialized knowledge or skills to train others in a practical and intensive training session. They should be designed to provide participants with the opportunity to have hands-on experience in developing methods and materials, analyzing research data, or solving a specific problem. In a workshop there is very little lecturing by the leader(s); instead, active participation is expected of the participants. The pre-conference workshops will take place on February 15-16, in 3-hour (half-day), 6 hour (full-day) or 9 hour (one and a half day) blocks of time. Groups who wish to use this time period to develop specialized one or one-and-a-half-day intensive institutes are encouraged to submit proposals also.

MAIN CONFERENCE: February 17-19

Papers

Papers may emphasize empirical research or well documented theoretical perspectives; also acceptable are critical reviews of literature, scholarly papers, well documented historical studies, critiques, etc. Papers are acceptable from all disciplines. Both quantitative and qualitative research is encouraged.

Demonstrations

This format lends itself to the explanation, description, or discussion of a given issue, practice, instrument, model, etc. The presenters are encouraged to interact with the participants, provide handouts as needed, display materials, equipment and instruments as required, and generally to serve the function of an expert consultant on the topic under discussion. The focus of a demonstration should be to show how something is done.

Roundtable Discussions

The primary purpose of this format is to provide a vehicle for the exchange of ideas, a forum for discussion by small groups interested in specific topics or issues. Roundtable discussions will be held concurrently in 45 minute sessions. The convenors should be prepared to lead the discussion, give handouts as necessary, display material as required, etc. Typically, roundtable discussions will consist of very small groups: only as many individuals as can fit around a table.

Symposia

Symposia provide an opportunity for several specialists to examine a specific problem or topic from a variety of perspectives, with alternative solutions presented, in a large group setting.

Presenters

EVERYONE is encouraged to submit proposals for presentations: parents, bilingual and ESL teachers, foreign language educators, administrators, community workers, researchers, evaluators, government workers, domestic and international business leaders, diplomats, international specialists, etc. Please forward to the Program Committee the names of any additional people who should receive this call for papers.

Deadline for Abstracts

Presentations and papers will be considered for inclusion in the program if they are received by Sept ~~August~~ 15, 1982. Notification of acceptance or rejection will be sent by ~~September~~ 15, 1982. Oct 31

Where to Submit Abstracts

NABE '82 Program
Bilingual/Multicultural Education
Dept. of Education
George Mason University
4400 University Drive
Fairfax, VA 22030

For any questions, contact:
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Implications *from page 1*

districts develop effective instructional programs for language-minority students. The effectiveness of the bilingual education programs partially made possible by Title VII grants and technical assistance have been documented in state-wide evaluations recently conducted in Illinois, Michigan, and New Jersey. Similarly, evaluations conducted in Rock Point, New Mexico; San Diego, California; Harlandale, Texas; Waukesha, Wisconsin; and numerous other local school district have shown that bilingual education is an effective method for inculcating the English language skills language-minority students need for academic success.

Continuing National Need for Title VII Assistance

Language-minority students live in every state of the union. Approximately two-thirds of these students are Hispanic — a majority of whom live in states that were the former territory of Mexico. A smaller but significant percentage of LEP students are descendants of America's first inhabitants, native Indians and Eskimos; still other language-minority students are of Asian ancestry. A large and growing number of LEP students have come to this country recently, often to escape armed conflict or the denial of fundamental political rights in their native lands. In all, limited-English-proficient students come from homes and communities where over 90 languages other than English are dominant.

Almost 60,000 students in Puerto Rico who are limited in their Spanish proficiency constitute another important segment of the language-minority student population eligible for Title VII support. Most of the limited-Spanish-proficient (LSP) students in Puerto Rico have returned to the Commonwealth after living on the mainland for varying periods of time. Like LEP students on the mainland, LSP students in Puerto Rico need special language instruction if they are to benefit from the educational programs of the Commonwealth's Spanish-language schools.

In 1979, the President of the Carnegie Corporation reported that there were 3.6 million pupils in the United States who needed some form of special language assistance to effectively learn in the regular English-language classrooms of our nation's schools. The number of language-minority students has increased dramatically in the last three years; and the language-minority student population will continue to grow in the future.

According to a Department of Education Report, the total school-age population is expected to increase by 16 percent between now and the year 2000. During this same period, the language-minority student population and the number of LEP students is expected to increase by approximately 40 percent. Thus, the growth rate of the language-minority student population is projected to be two-and-one-half times the growth rate of the general student population.

Impact of Title VII Cuts Proposed by Reagan Administration

The Administration's total Title VII request for FY 1983 — $94.5 million — represents a 41 percent decrease from FY 1981 (current school year) levels. The Administration's FY 1983 budget request is $181 million less than the amount recommended by the House Education and Labor Committee and $50 million less than the conservative amount recommended by the National Advisory Council on Bilingual Education, the body established under Title VII to advise the Congress and the Secretary of Education.

If enacted by Congress, the Reagan Administration's Title VII cuts would have a devastating impact on school districts and language-minority students. The number of school districts receiving capacity-building and demonstration grants would be cut from 614 to 360. The Administration's proposals would also eliminate special grants to school districts undergoing desegregation and wipe-out separate funding for bilingual vocational programs serving out-of-school youth and adults.

If the Administration's proposed cuts were approved by Congress, 125,000 fewer students would receive Title VII services than at the current time. Denied effective instruction, many of these students would leave school prematurely; even more would finish high school without the skills they need for a productive life.

The harsh impact of the Administration's proposed Title VII cuts would be felt by school districts across the country. A recent Department of Education study estimated that up to 56,000 additional teachers are needed to instruct LEP students in grades K-12. The same study revealed that the nation is currently producing fewer than 2,000 teachers per year who are qualified to teach LEP students. Nevertheless, the Administration's Title VII budget proposal would substantially reduce support for teacher training programs.

The Administration's appropriations request would also cut in half the Title VII "Support Services" program which has been instrumental in producing instructional materials for LEP students from a variety of language backgrounds. This cut is proposed despite the finding of an Education Department study that there is "substantial demand for additional [instructional] materials in a wide variety of languages, grade levels, and subject areas." The same study found that "the diversity of languages, program curricula and teaching styles makes the prospects of filling the demand for most languages impractical commercially . . . ."

Federal Responsibility for Bilingual Education

The Title VII cuts proposed by the Reagan Administration cannot be defended on the grounds that education is a State and local responsibility. A student's right to intelligible instruction is, in fact, a fundamental right that is protected by Federal law.

In 1974, the Supereme Court ruled in *Lau v. Nichols* that Title VI of the Civil Rights Act of 1964 requires school districts to provide some form of special instructional services to students who do not understand English. The ineluctable logic of the landmark *Lau* decision was succinctly stated by the Court:

> Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational programs, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

The right of language-minority students to special instructional services is also protected by the Equal Educational Opportunities Act of 1974. Section 204 (f) of this Federal statute makes it illegal for an educational agency to fail to "take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program."

The requirement that education agencies provide intelligible instruction and equal educational opportunities to language-minority students will not disappear even if Federal financial support does. Thus, a reduction in Federal Title VII expenditures not only denies needed services to children but also increases the vulnerability of State and local education agencies to costly litigation.

Bilingual Education Promotes Vital National Interests

Although the primary pupose of Title VII is to promote equal educational opportunities for language-minority students, Federal bilingual education programs have the potential for promoting other vital national interests.

Last year, the House Subcommittee on Postsecondary Education held hearings on what Chairman Paul Simon termed "a little known but very real threat to our national

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From Theory to Practice

NABE NEWS *is pleased to announce a new regularly featured column, "From Theory to Practice," managed by Carol Montgomery. "From Theory to Practice" will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

UNSCRAMBLE: A Gin Rummy Word Game

By Mark Ehrlichman, Instructor, Bergen Community College and Passaic County Community College

The Unscramble gin rummy game is suitable for use in any ESL classroom. It may be adapted for play by students at any level in one-to-one competition or in groups of three or more. The game is based on the familiar gin rummy card game and has a broad range of applicability. As many different decks are possible as there are structures and tenses. The materials required are a deck of slot-filler cards (the 3" x 5" variety) and card holders of heavy paper or cardboard.

Each deck is based on a particular sentence pattern. In a hand of six cards, each card fills a slot in the structure model. A possible pattern might be SUBJECT NOUN PHRASE + BE + VERB-ing + PLACE ADV + TIME ADV + PUNCTUATION. A winning hand might be: THE GIRLS + ARE + WORKING + AT HOME + NOW. Each slot has several fillers. In the present continuous pattern shown above, the SUBJECT slot might be filled by I, SHE, THE BOYS, YOU AND HE, etc. The BE slot might be IS, ARE, AM, and the TIME ADV slot AT THIS MOMENT, NOW, and so forth.

Although only those six structure slots would be represented in the deck, the total NUMBER of cards must be adjusted to the number of students playing. If, for example, there are ten players sitting around a table, there must be more than ten for the TIME slot, etc. Moreover, the SUBJECT and BE cards must be complementary: there must be a third-person form (S) for every third-person subject, etc., the principle being that there should be a potentially correct sentence for each of the players plus a pool from which to draw, just as in regular gin.

We have determined from experience that there should be half again as many cards representing each slot as there are players in the game. Thus, for a game of ten players with six cards each, there should be fifteen cards for each slot, or a total of 6 x 15 or 90 cards in the deck. If four students are playing, there should be six cards for each slot, or thirty-six in all.

The object of the game is to form a correct sentence according to the given structure model. If the sentence pattern is Present Continuous Statements, a correct sentence, and winning hand, would be the one given above. After one player wins, the game may continue as each student comes up with a correct sentence. At any point, the students may hand in their cards and begin a new round. If the students really seem to be getting into the game, a class may be subdivided into groups for a tournament in which winners play winners for the Grand Prize!

Card holders are distributed. To make sure that the students understand the pattern, the teacher may write a sample sentence on the blackboard which may consist of words from the deck. With present continuous statements, the student should be reminded that every sentence must contain a subject, a form of BE, a verb, a place adverbial, a time adverbial, and a period. Several sentences should be elicited and left on the board as models.

At this point, the play begins. The dealer, who may be the teacher, deals out six cards per student. These are set up in the card holder. The remaining deck is placed face down in the middle of the table or is held by the dealer. The game then proceeds like gin rummy. The dealer turns up the top card in the deck. The first player has the option of taking the card or passing. If he takes the card, he must discard one from his hand. The next player may pick up the first player's card or a fresh card from the deck. He must then discard one, and so on. If the deck is exhausted before any player has "gin," the discard pile is turned over and play resumes. When a player calls out GIN! he must read his sentence aloud. If the student is in error, the game continues.

Besides constructing the deck and card holders, organizing the play, clarifying the structure, and getting the whole thing underway, the teacher will also act as referee on the structural and semantic acceptability of a student's sentence. I have found that it sometimes takes a bit of time for the principle and strategy of the game to be grasped, especially by beginners. The teacher can help this process along by strolling around and looking over players' shoulders.

At first reading, this may seem very complicated, but it really isn't. Appropriate additions, deletions and alterations can be made as needed. The teacher has only to keep a ready supply of 3" x 5" cards, and an eye on how the games are going. My experience has shown that once initial hurdles are overcome, the "Unscramble" game soon becomes a student favorite!

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(continued from page 12)

security and economic health — our national deficiency in foreign languages." During the hearings, military leaders, intelligence officials, and corporation directors testified that America's shortage of bilingual personnel jeopardized the successful conduct of foreign affairs and international trade. The Department of Defense, for example, presented statistics which showed that in 1980 it was able to fill only 58 percent of the DOD positions which required fluency in Spanish.

Under Title VII, students whose language is English can constitute up to 40% of the enrollment in bilingual education programs. Because Title VII funding is so limited, however, few school districts are able to provide bilingual education to a significant number of English-language students.

Bilingual education is a standard feature of public schooling in most of the world's developed countries. Although the linguistic diversity of the American population would enhance the effectiveness and feasibility of bilingual education in this country, few school districts are able to offer expanded bilingual education programs without additional Federal financial support and technical assistance.

The future success of American foreign relations — economic as well as diplomatic — heavily depends on the linguistic competencies of our citizenry. Because of bilingual education's potential for preserving and enlarging our scarce linguistic resources, increased Title VII funding should be a national priority.

PUBLISHER SERVICE

The following books have been donated to the NABE Office in Washington, D.C. NABE thanks the many publishers who have been listed in this column. Although this service will be discontinued with the June 1982 issue, NABE NEWS will continue to present information on materials through advertisements.

ADDISON-WESLEY PUBLISHING COMPANY, Reading, MA 01867: *BETA (Beginning English Through Action)*, by Pat Jackson, Kathryn Price, Marge Dequine, Celeste Padover; *Yes! (Young English Series)*, by Mellgren and Walker; *Conversations (How Children Learn A Second Language)*, by Linda Ventriglia

ADDISON-WESLEY PUBLISHING COMPANY, 2725 Sand Hill Road, Menlo Park, CA 94025: *New Horizons in English, Books 1, 3 and 5 (Workbook and Teacher's Manual)*, by Mellgren/Walker

Bilingual Mini Schools, SW 615 Cityview, Pullman, WA 99163: *Long Term Effects of Bilingual Education: Short and Long Term Gains in Spanish and English and in Academic Subjects; Plus a Follow-up Study on Children One to Five Years Later*, by Beverly B. McConnell

CHRYSALIS BOOKS, INC./EDITORIAL CRISALIDA, INC., 69-46 182nd Street, Flushing, NY 11365: *Crucigramas Fáciles*, by Chrysalis and Crisalida; *Easy Crossword Puzzles*, by Chrysalis and Crisalida, Inc.; *El Pícaro Pajarillo*, by Fernán Caballaro; *The Cunning Bird*, by Fernán Caballaro; La Fiesta De Los Animales, by Jilma George, *The Animals Have a Party*, by Jimla George and Judy Keith

EASTERN MICHIGAN UNIVERSITY, DEPT. OF FOREIGN LANGUAGES AND BILINGUAL STUDIES, Bilingual Programs, 197 Ford Hall, Ypsilanti, MI 48197: *Bilingual Education Technology Vol III*, by Raymond V. Padilla

EDUCATIONAL PERFORMANCE ASSOCIATES, 600 Broad Avenue, Ridgefield, NJ 07657: *TELS: Teaching Essential Language Skills*, by Esther H. Minskoff

ELS PUBLICATIONS, 5761 Buckingham Parkway, Culver City, CA 90230: *New English Course Workbook, Books 1, 2, 3, 4, 5, and 6*, by Edwin T. Cornelius and John P. Dermody; *New English Course, Books 1, 2, 3, 4, 5, and 6*, By E.T. Cornelius, Jr.; New English Course, Books 1, 2, 3, 4, 5, and 6 (Teacher's Annotated Edition), by E.T. Cornelius, Jr.; *SCI TECH*, by Drobnic, Abrams and Morray; *How to Take Standardized Tests*, by Charles Oliver; *All Spelled Out*, by H. Elaine Kirn

EVALUATION, DISSEMINATION AND ASSESSMENT CENTER, California State University, Los Angeles: *Schooling for Language Minority Students*, by Office of Bil. Ed., Dept. of Ed., Sacramento, CA

INSTRUCTIONAL COMMUNICATIONS TECHNOLOGY, INC., 10 Stepar Place, Huntington Station, NY 11756: *Cloze Power* (First Degree Activity Book) and *Letters and Signs* (Activity Book), by Claire Chalmer, Helen M. Lippold, Jean M. Vandefrift, Edith L. Goldstein, and Patricia B. Baumler

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N.A.D.C. FOR BILINGUAL EDUCATION, *Lesley College, E.S.E.A. Title VII*, 49 *Washington Avenue, Cambridge, MA 02140: Toni E Os Seus Amigos (Workbook and Cassette Tape)*, by Fernando Amaro; *Studio Social 1*, by Benvindo Leitao

NATIONAL TEXTBOOK COMPANY, Skokie, IL 60077: *Spelling by Doing*, by Margaret M. Maggs

OXFORD UNIVERSITY PRESS, 200 Madison Avenue, New York, NY 10016: *Practice with Idioms*, by Ronald E. Feare; *Focus on Composition*, by Ann Raimes; *Oxford Picture Dictionary of American English*, by E.C. Parnwell; *A Practical* Guide To *The Teaching of English*, by Wilga M. Rivers; *Oxford Picture Dictionary of American English (Workbook)*, by Jill W. Schimpff; *Jazz Chants for Children (with Cassette Tapes)*, by Carilyn Graham; *Elementary Anecdotes in American English*, by L.A. Hill; *Intermediate Anecdotes in American English*, by L.A. Hill; *Advanced Anecdotes in American English*, by L.A. Hill; *The Second Language Classroom*, by James E. Alatis, Howard B. Altman and Penelope M. Alatis; *101 Word Games*, by George P. McCallum

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REGENTS PUBLISHING COMPANY, INC., c/o Mercedes Book Distributors, Inc, 62 Imlay Street, Brooklyn, NY 11231: *Meiora Tu Español* (Teacher's Manual), by Marta de la Portilla and Beatriz Varela

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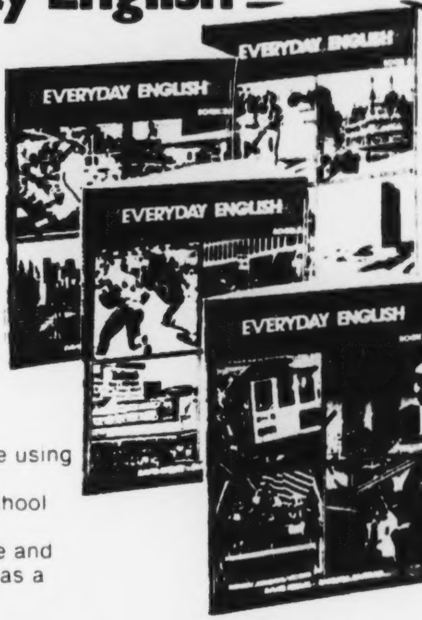

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Ohio Association for Bilingual Multicultural Education Conference Report

By Wallace L. Pretzer,
Vice President, OABME

Approximately 150 persons attended the first joint Fall Conference of the Ohio Association for Bilingual Multicultural Education (OABME) and the Association of Ohio Teachers of English to Speakers of Other Languages (Ohio TESOL) held on the campus of Ohio State University in Columbus on October 9-10, 1981. Plenary speakers for the two-day event were Carolyn Ebel, former Acting Executive Director of NABE, and Joan Morley, member of the Executive Committee of International TESOL.

Discussing the current problems (e.g., unsympathetic public support, bad press, and reduced budgets) facing bilingual education in the U.S., Carolyn Ebel strongly urged teachers to inform both legislators and the public about the values of bilingual education. Entitling her speech "Listening and Language Learning: Aspects of Theory and Practice," Joan Morley urged attention to the "neglected skill of listening;" more specifically, she traced professional attitudes toward listening by demonstrating with materials from the beginning of the century to the present.

Presenters and workshop leaders from Ohio, Arizona, New York, and West Virginia conducted the more than 20 individual sessions. The conference ended with a round table session entitled "What You Always Wanted to Know About Bilingual Education and ESL, but Were Afraid to Ask." Experienced professionals representing organizations mostly within Ohio were on hand to answer individual questions.

The outcome of this first and very successful joint conference was the scheduling of the second one in Dayton, Ohio on October 15-16, 1982. The theme is "Expanding Horizons: Bilingual Education/ESL". For information concerning this conference, write to either Martha Hull (Ohio TESOL), Dayton Public Schools, Service Building, 4280 N. Western Ave., Dayton, OH 45427 or to Myriam Met (OABME), Cincinnati Public Schools, 230 E. 9th St., Cincinnati, OH 45202.

INDIVIDUALIZED BILINGUAL INSTRUCTION, P. O. Box 2367, Pasco, Washington 99302: *Long Term Effects of Bilingual Education*, by Beverly McConnell, Evaluator

OXFORD UNIVERSITY PRESS, 200 Madison Avenue, New York, NY 10016: *Gallery*, by Paula Fassman and Suzanne Seymour Tavares; *Speaking of Survival*, by Daniel B. Freeman

REGENTS PUBLISHING COMPANY, INC., c/o Mercedes Book Distributors, Inc., 62 Imlay Street, Brooklyn, N.Y. 11231: *Regent Readers 1 - Natural Wonders*, by Robert Gogan - Series Editor, Jean McConochie; *Regents Readers 2 - Five Folk Tales*, by Lise Winer - Series Editor, Jean McConochie; *Regents Reader 3 - The Extra*, by Gary Gabriel - Series Editor, Jean McConochie; *Grammar Work - English Exercises in Content*, by Pamela Breyer; *The Carolyn Graham Turn-of-the-Century Songbook; Before Book One (Teacher's Manual)*, by John R. Boyd and Mary Ann Boyd; *Before Book One*, by John R. Boyd and Mary Ann Boyd; *Spectrum 1 (A Communicative Course in English)*, by Diane Warshawsky with Donald R.H. Byrd; *Spectrum 1 (Workbook)*, by Sharon Abrams and David P. Rein

SOUTH-WESTERN PUBLISHING CO., Cincinnati, OH: *Skills for Bilingual Legal Pesonnel/Técnicas para el personal bilingüe en el area legal*, by Marilyn R. Frankenthaler

Promoting Self-Concept

By Adelaide Heyde Parsons
Ohio University

The relationship between self-concept, attitudes toward school, and academic achievement are well-documented. Orta and Moore (1973) showed that Mexican-American children attending a bilingual program had a higher self-concept than children not attending such a program. On-going research at the East Elementary School, Athens, Ohio, indicated that a relationship exists between self-concept and a child's performance on a reading test. One consequence of the research has been the following observation. Children who are usually well-behaved and industrious and who perform well academically are generally praised and given other forms of positive attention. Consequently,they perceive themselves as being people of value and rate themselves positively. Children who have behavioral and/or academic problems in school generally receive negative attention from the teacher, students, and staff. Consequently, they perceive themselves as being people of low status and rate themselves accordingly.

As teachers, we are concerned about the effect of self-concept on the learning process. The choice of our approach (or philosophy), our method, and our techniques will both effect and affect learning in our classroom. Since children in the elementary and early secondary schools are in the process of deciding who they are and where they belong, our interactions with them as well as how and what we teach them has a lasting affect on who they are and who they become.

The first technique describes a process for discipline suggested by Bill Korner, principal of East Elementary School. He refers to it as RAID (rules, approval, ignore, disapproval). **Rules** refers to the establishment of clear class rules and consistency in carrying them out. The rules should be carefully stated from the beginning. **Approval** refers to giving verbal praise and approval for **a child's behavior** (as well as his physical being). We may be quick to praise children for a pretty dress or shirt, but do we praise them verbally for answering a difficult question? Such praise should be stated clearly and specifically (e.g., I like your picture because the colors are cheerful vs. I like the picture). **Ignore** inappropriate behavior, since attention serves as a reward. Show **disapproval** when necessary. Be clear and specific as to what behavior you disapprove of and how you expect the child to change. (e.g., I do not approve of your talking to your friend when I am talking to you and your classmates. I expect you to be quiet and to listen to me.) After expressing disapproval, express approval for appropriate behavior at least 4 times.

The second technique stimulates self-concept and reading. Use photos of the child brought from home or taken at school to develop a story. The child tells the teacher the story as the teacher writes it down. The written material becomes the child's reader which he may read to his fellow classmates. The photos may also be used to stimulate the child to write his own reader. Either the school's investment or your own in a Polaroid or similar camera will provide hours of learning activities. The pride children gain from generating their own reading material and the control they feel over their learning is an invaluable booster of self-concept.

The third technique stimulates self-concept and identification with one's cultural heritage. The activity involves the students, teachers, and principal(s) as well as parents and the community in an International Festival. The food, customs, costumes, and entertainment of the cultures represented in the school are featured in this yearly community event. Cultures represented may include Mexican, Venezuelan, Braizilian, Chicano, Indian, Irish, American Indian, Anglo, African, Arabic, Appalachian, French, etc. Anglo children are encouraged to share their culture heritage along with the children from other countries — a sharing which sends some parents searching their own pasts for their cultural roots. The success of the event is measured not only by its rapidly expanding size and increased revenue for the Parent-Teacher Organization but also in terms of the communication lines which it has opened between groups of differing cultural heritages in the community as well as differing age groups.

The attitudes of the teacher toward a child, his culture, and his ability to succeed have a very powerful affect on a child's self-concept. When the teacher gives individual attention to a child for a few quiet moments, comments upon an important accomplishment, or shares feelings with the child, the child's self-concept is enhanced. Research indicates that teachers with strong self-concepts foster strong self-concepts in their students. Teachers need training programs which focus on human relations and group dynamics as well as administrative support and encouragement of personal growth in order to enhance their own self-concept.

(continued from page 8)

- **WHO said it or did it?**
- **WHAT was said?**
- **WHERE did it happen?**
- **WHEN did it happen?**
- **WHY did it happen?**

After the lead is written, subsequent paragraphs should contain information which diminishes in importance. In other words, be certain the facts you consider vital are close to the top of the story and less important data is at the end. If the article is too long the editor will cut from the bottom.

Some points to follow when writing your story are:

- Keep your article simple so that the information can be understood by everyone.
- Use short words, short sentences and short paragraphs when preparing your story.
- Don't use words only understood by people of your profession, that is "educational jargon". You cannot be sure these are understood by the general public.
- Be sure to use editorial comments, value judgments or other opinionated statements in quotes; otherwise eliminate them. Quotes add color to the story, but undocumented comments can get you in trouble.
- When writing your news releases, use the appropriate news writing "style," that is the way the media punctuates, uses quotation marks, capitalizes words, etc. An *Associated Press Style Book* is the best guide for writing acceptable news releases.
- Submit your news release on plain white lettersize paper if your organization does not have a letterhead. The copy should be double spaced, and the contact person and telephone number should be in the upper right hand corner. Also be sure to include a release date on the top of the first page.

Writing for Radio and Television

The above suggestions for writing news releases are generally the same for all media outlets. Some alterations can be made, if time permits, for news releases prepared for radio and television.

The first factor to consider when writing copy for radio and television is *brevity*. Just because a story for broadcast is much shorter than a newspaper story, it still retains equal prominence. Therefore include *only* the important facts to avoid losing the content through editing.

(continued on page 19)

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NABE Member Receives Kellogg Fellowship

Dr. Joseph O. Prewitt Díaz, assistant professor of education at Pennsylvania State University, University Park, is one of 50 outstanding young American professionals chosen for Class III of the W.K. Kellogg Foundation's (WKKF) National Fellowship Program.

The Fellowship Program, initiated in 1980, is aimed at helping the nation expand its vital pool of capable leaders. The program is structured to increase individuals' skills and insights into areas outside their chosen disciplines so they can deal more creatively and effectively with society's problems.

Prewitt Díaz, 38, joined Pennsylvania State University in 1979. Prior to that time he served as a counseling specialist at the University of Connecticut (UC), Storrs. A native of San Juan, Puerto Rico, he earned his doctorate in curriculum and instruction from UC. He took his master's degree in supervision and administration from the University of Puerto Rico, Rio Piedras. There he also received bachelor's degrees in elementary education and religion/history. He holds a certificate of advanced study in school psychology from Trinity College, Hartford, Connecticut.

A past recipient of UC's World Education Fellowship, Prewitt Díaz is the author of several articles on bilingual education. He is a member of several civic and professional organizations, including the Pennsylvania Association for Bilingual Education and NABE.

Each Kellogg National Fellow receives a three-year grant of up to $30,000 to pursue a professional broadening self-designed plan of study. Participation in Foundation-designed seminars that focus on issues facing leaders in domestic and international settings is also required. Workshops, travel experiences, and consultations add to the program's scope.

Foundation President Russell G. Mawby said, "It is in the availability, selection, and recombination of knowledge that modern society confronts perhaps its greatest challenge. Leadership development must be encouraged and fostered. W.K. Kellogg, the man who created this Foundation, accurately observed, 'Investments in people offer the surest possibility for improving the human condition.' "

Class III is expected to examine broad issues relating to family life, community, and international interdependence. O'Neil explained, "The self-directed activities designed by the Fellows allow them to be creative and venturesome while integrating the skills and values of another discipline with their own area of expertise. This combination of cross-cultural perspectives can then be directed at a human problem."

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(continued from page 16)

Other steps to follow are:

- Triple space radio and television copy.
- End each page of your story with a complete paragraph, and type "MORE" on the bottom of the page.
- Make it easy on the announcer by clarifying all names or places that may be difficult to pronounce.
- Think in a visual manner when writing your release for radio or television. Be prepared to suggest props or artwork for the reporter which will visually highlight your story.
- When you deliver your news release include slides of the name of your organization or your logo so the station has an option of using it on the program when your story is reported.

By following these easy instructions on writing press releases and disseminating them to the media, you have an opportunity to tell the bilingual education story accurately to a diverse audience within your community. In addition, and more importantly, you have the chance to make friends with the media — a powerful and influential enterprise. No one is in a better position to explain bilingual education than the experts in bilingual education. The press release is an effective tool for you to use to disseminate facts about Bilingual Education.

South Dakota Association for Bilingual Education Conference Report

by Marilyn Frank

Billy Mills, an Oglala Lakota and the 1964 Olympic Gold Medal Winner in the 10,000 meter run was the keynote speaker at the South Dakota Association for Bilingual Education Conference held in Rapid City, November 2-4, 1981. Mr. Mills led off the conference by addressing "Progress through Unity: Achieving through Goal Setting." Highlights of this day also included a presentation by Tate Topa of the Little Wound School at the banquet.

On subsequent days, Gene Chávez, CABBE President and NABE Membership Chairman, discussed the issue of the State Bilingual Education Association and its relevance to the Future of Bilingual Education; B. Roberto Cruz, President-Elect of NABE, spoke on "Progress through Unity: Local, State, and National;" and Rosalie Martínez, former State Director of Colorado's Bilingual Program, addressed strategies for meeting the needs of limited English proficient children in the light of budget cuts.

Offered an excellent program which combined many cultural events and concurrent sessions particularly for American Indians, the conference participants left with information, strategies, and renewed conviction for continuing to work for the success of bilingual education.

National Conferences of Interest

June 18 - Aug. 13 Bloomington, IN	**Summer Institute for Haitian Creole Bilingual Teachers,** Indiana University, Bloomington, IN, (812) 337-0097
June 28-30 Chicago, IL	**Second Annual Language Assessment Institute,** National College of Education, Evanston, IL
June 28 - July 4 San Antonio, TX	**League of United Latin American Citizens,** 400 First Street, N.W., Washington, D.C. 20001, (202) 628-8516
July 28 - Aug. 6 Evanston, IL	**TESOL Summer Institute,** Northwestern University, Evanston, IL (312) 492-7572
July 20-22 Los Angeles, CA	**National Council of La Raza Affiliate Conference,** (202) 293-4680
Aug. 12-15 Chicago, IL	**U.S. Hispanic Chamber of Commerce** (816) 842-2255
Sept. 12-16 Phoenix, AZ	**Fourth National Indian Child Conference,** 5105 Copper, N.E., Suite 1, Albuquerque, NM 87108, (505) 265-8705
Sept. 12-18 Washington, D.C.	**Congressional Hispanic Caucus, National Hispanic Heritage Week** (202) 225-2255
Sept. 26 Bismark, ND	**National Congress of American Indians,** Bismark, North Dakota (701) 258-7700
Oct. 1-2 Bloomington, IN	**El Español En Los Estados Unidos III,** Indiana University, Department of Spanish and Portuguese, 844 Ballantine Hall, Bloomington, IN 47404
Oct. 11 Los Angeles, CA	**National Association of Latino Elected and Appointed Officials** (202) 546-3424
Oct. 28-30 Washington, D.C.	**National Puerto Rican Coalition,** 801 N. Fairfax Street, Arlington, VA (703) 684-0020
Nov. 12-13 Mayagüez, PR	**VI Symposium on Spanish and Portuguese Bilingualism,** Department of Spanish and Portuguese, University of Massachusetts, Amherst, MA 01003, (413) 545-2887
Nov. 19-24 Washington, D.C.	**National Council of Teachers of English,** (217) 328-3870
Nov. (TBA) New Orleans, LA	**National Indian Education Association,** (612) 333-5341
Nov. (TBA) San Juan, PR	**National Conference of Puerto Rican Women,** (202) 244-2974
Nov. 22-27 New York, NY	**American Council on the Teaching of Foreign Languages, Joint ACTFL/AATF/AATG Meeting,** 385 Warburton Ave., Hastings-on-Hudson, NY 10706 (914) 478-2011
Dec. 27-30 Los Angeles, CA	**Modern Language Association of America,** 62 Fifth Avenue, New York City, NY 10011, (212) 741-5588

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Message From the President of NABE

by B. Roberto Cruz

The truism that extraordinary circumstances require extraordinary efforts has special meaning today for bilingual education and NABE. The purpose of this message is to discuss some of the extraordinary circumstances which impinge upon the future of bilingual education in the United States and to outline some of NABE's efforts to influence policies regarding bilingual education and equality of educational opportunity for language-minority students.

This presidential message, itself, is somewhat extraordinary in that it represents the thoughts and work of many individuals. Although I assume full responsibility for this message, I know that it reflects the sentiments of the NABE Board and many of the individuals who are mentioned herein.

Controversy Over Bilingual Education

During the past year, the controversy over bilingual education has escalated to an unprecedented level. Much of the controversy reflects confusion about the practice of bilingual education — confusion which has been aggravated by certain Education Department reports.

One such report entitled "Effectiveness of Bilingual Education: A Review of the Literature" has frequently been cited by Federal and State policy-makers as justifying efforts to amend the Bilingual Education Act and to cut Title VII appropriations. This report continues to influence the debate over bilingual education despite the fact that it has been the subject of intense professional criticism and has been disclaimed as an Education Department document by Secretary Bell.

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In the Spring of this year, the Inspector General (IG) of the Education Department released a series of reports stemming from audits of Title VII programs in Texas. Although the Chairman of the House Education and Labor Committee accused the IG of "wasting the taxpayers' money" for carrying out the audits in a slip-shod and misleading fashion (see accompanying article as well as my letter to Chairman Perkins), the IG's erroneous "findings" that Title VII programs are mismanaged and ineffective have heightened the public controversy over bilingual education. As one member of Congress noted: "The auditors have done their work — the damage has been done — it is irreversible."

Some of the controversy over bilingual education is a spill-over from the acrimonious debate over national immigration and refugee policies. Indeed, several legislators and policy-makers have justified their proposals to limit or eliminate bilingual education programs on the grounds that the programs "encourage" the immigration of non-English-speaking people to the United States. Regardless of its source, the current controversy threatens the future of bilingual education.

Proposals to Restrict or Eliminate Bilingual Education

Radical changes have been proposed (and some implemented) in Federal and state bilingual education policies. At the Federal level, the Education Department has withdrawn proposed regulations and past informal guidelines which identified bilingual education as a preferred educational method for fulfilling the civil rights of language-minority students under *Lau v. Nichols*. Moreover, the Reagan Administration has proposed substantive amendments to Title VII, including elimination of the current requirement that a child's native language be used in bilingual education programs "to the extent necessary to allow a child to achieve competence in the English language." The Administration has also asked Congress to drastically cut funding for bilingual education and other programs designed to increase the educational opportunities of language-minority students.

Several months ago, the State of Rhode Island amended its bilingual education sta-

(continued on page 6)

1983 NABE Conference Update

Invitations are in the mail to the guest speakers at the 1983 International Bilingual Bicultural Education Conference in Washington, D.C., February 15-19, 1983.

Congressman Paul Simon, OBEMLA Director Jesse Soriano, and Herbert Hollon, Director of Personnel for Chesebrough-Pond's, have already confirmed their attendance. Directors of government agencies, international corporations, educational institutions, and Congressional representatives are included on the list of invitees. Special sessions on legislation, research, and the effectiveness of bilingual education have been scheduled.

Other highlights of the 1983 NABE Conference include a Parents Institute, school visits, breakfast seminars, a President's Congressional Reception, fundraising dance, and the annual banquet and dance, NABE Writing Contest, and more.

Very soon you will be receiving more information on the conference and registration materials will be mailed in early December. We have negotiated for:

- Unusually low hotel rates at the Sheraton-Washington — $60/night - single — $70/night - double;
- Guaranteed 30% discount or lowest available fare on airplane tickets purchased through the official conference airlines - Eastern Airlines, and
- Discounts on car rentals from Hertz.

The only element missing is you! We're not only counting on you to attend, but we're asking that you spread the word to your friends and colleagues in education, business, and government that the 1983 International Bilingual Bicultural Education Conference, focusing on "Bilingualism: In the National Interest," will have something for everyone. Don't miss it!

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WASHINGTON, D.C.
February 15-19, 1983
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Executive Board 1982 - 83

President
B. Roberto Cruz
National Hispanic University
255 E. 14th Street
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(415) 451-0511

President-Elect
Gloria Zamora
IDRA
5835 Callaghan, Suite 350
San Antonio, TX 78228
(512) 684-8180

Vice President
Macario Saldate
Mexican American Studies
and Research Center
University of Arizona
Modern Languages Bldg., Room 209
Tucson, AZ 85721
(602) 626-9521

Secretary
Olivia Martínez
San Jose Unified School District
1605 Park Avenue
San Jose, CA 95126
(408) 998-6066

Treasurer
Awilda Orta
Office of Bilingual Education
New York City Public Schools
133 Livingston Street
Brooklyn, NY 11201
(212) 596-8038

Past President
Ramón L. Santiago
Georgetown University
Bilingual Education Service Center
3520 Prospect Street, N.W., Suite 376
Washington, D.C. 20007
(202) 625-3540

Parent-At-Large
Norma Preciado
Box 374, Playas, NM 88020
(505) 548-2296

Eastern Regional Representative
Luis A. Martínez-Pérez
School of Education
Florida International University
Tamiami Trail, Miami, FL 33199
(305) 554-2768

Central Regional Representative
Agnes Cowen
Cherokee Bilingual Program
P.O. Box 769, Tahlequah, OK 74464
(918) 456-6177

Western Regional Representative
Belia C. Cruz
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801
(213) 308-2495

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, DC 20007
(202) 625-3540

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January 1983	November 15, 1982
March 1983	January 15, 1983
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NABE NEWS is published five times per year: Sept., Nov., Jan., Mar., and June. It is available through membership. News and feature articles may be submitted to the editor at the above address. Deadline for submission of articles is the first day of the month preceding publication.

New NABE Executive Board Meets

The first meeting of the 1982-83 NABE Executive Board took place in San Francisco, California, August 8-10, 1982. In developing an action plan for the coming year, the Executive Board discussed many issues of concern including: the reduction of Title VII funds, the formulation of new Title VII regulations, reauthorization of Title VII, and audits of Title VII programs.

A comprehensive plan to address each of these issues was developed. This plan involves the mobilization of NABE state affiliates together with national coordination through the central NABE Office in Washington, D.C. and the newly established Legislative Advisory Committee (which replaces the Sociopolitical Concerns Committee).

The Executive Board identified the following as priorities for the coming year:

- Strengthening NABE State Affiliates.
- Strengthening the National NABE Office in order to keep abreast of policies affecting LEP children, thus enabling NABE to more effectively participate in the development of national policy.
- Revising the procedures for submitting and handling resolutions to be presented at the annual conference during the Membership Meeting.
- Exploring the possibility of changing the membership year to a year-to-date system.
- Developing a national Fundraising Plan.
- Designing and implementing regional NABE activities.

The following actions were taken at the Executive Board meeting:

- Establishment of a new SIG on Global Education.
- Restructuring of NABE Standing Committees to allow regional representation.
- Designation of San Antonio, Texas, as the site of the 1984 NABE Conference and San Francisco, California, for 1985.
- Selection of Eugene García of Arizona State University as the new Editor of the *NABE JOURNAL*.

The NABE Executive Board will meet November 11-13, 1982 in Washington, D.C. at the Sheraton Washington Hotel and on February 14, 1982 (prior to the opening of the Annual Conference), also at the Sheraton Washington Hotel in Washington, D.C. Executive Board Meetings are open to NABE members.

**JOIN NABE TODAY
TO MAKE SURE
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Congressional Hearing on Texas Title VII Audits

by James J. Lyons, Esquire, NABE Legislative Counsel

Carl Perkins (D-KY), Chairman of the House Education and Labor Committee, sharply rebuked the Education Department's (ED) Inspector General (IG) for "wasting the taxpayers' money" in connection with audits the ED-IG conducted of Texas bilingual education programs. Chairman Perkins threatened that unless the Education Department drops all claims against the Texas education agencies that do not involve fraud, he would push legislation to "teach ED officials a lesson they have to be taught."

Chariman Perkins' criticism of ED's audits of Texas bilingual education programs came during a July 29th hearing of the House Subcommittee on Elementary, Secondary, and Vocational Education which Perkins also chairs. The hearing was requested by 18 members of the Texas congressional delegation who were concerned about the legal and factual accuracy of eight audit reports released in the Spring by the Inspector General.

ED-IG AUDIT REPORTS

The eight audit reports resulted from an IG review of Title VII programs in seven Texas school districts (Austin, Dallas, Edgewood, Edinburg, Harlingen, Pharr-San Juan-Alamo, and San Antonio) and an overall review of the Texas Education Agency's (TEA) Title VII program performance. On the basis of these audits, the ED-IG recommended that the seven Texas districts and the TEA refund $5.85 million to the Federal government. Such a refund would be more than the seven districts and the TEA received in 1980-81 ($3.69 million) and would equal 42% of their cumulative grants under Title VII.

Unlike most other IG audits, the Texas reviews did not focus on the issues of "waste, fraud, and abuse" but rather on more general issues of program implementation and effectiveness. Major audit findings were:

- that the Title VII programs reviewed were ineffective;
- that projects did not permanently improve the capacity of school districts;
- that an excessive number of non-LEP students participated in the program; and,
- that the TEA did not effectively coordinate local Title VII programs with other Federal and State programs serving LEP students.

Prior to the July 29th Subcommittee hearing, Chairman Perkins asked the Congressional Research Service (CRS) of the Library of Congress to review the consistency of the legal interpretations and assertions made in the audit reports with the provisions of Title VII and pertinent program regulations. The CRS review raised substantial questions regarding the accuracy of many of the IG's legal interpretations.

TESTIMONY OF MEMBERS OF CONGRESS

Several Texas Representatives testified at the hearing. They directed their comments not only to the legal and factual errors inherent in the audit reports, but also to the importance of bilingual education and the ultimate impact of the faulty audit findings. Regarding bilingual education, Representative Henry B. González (D-San Antonio) testified:

> Even though there is still controversy about those (Title VII Bilingual Education Act) programs, this is one inescapable fact: since the advent of these programs, the dropout rate in districts like mine has gone down dramatically. Kids are staying in school longer, they are learning more, and they are earning more when they finish school. More are going on to higher education. This is a story of success, not failure.

Representative Martin Frost (D-Dallas) testified to the harm done by the flawed audit reports.

> The negative impact in the minds of the public who read of these allegations as facts, and the termination of bilingual programs for 1982-83 in these districts cannot be compensated for by the Department through any due process yet to be offered.
>
> The auditors have done their work — the damage has been done — it is irreversible.

Representative J.J. Pickle (D-Austin) likened the Texas Title VII audits to Executive impoundment of appropriated funds which is illegal under Federal law. He stated his concern that school districts would not apply for Title VII funds because of the fear that they would also be mistreated by the ED-IG.

TESTIMONY OF EDUCATION OFFICIALS

Dr. William Kirby, Deputy Commissioner of the TEA, provided general testimony on the defective audit standards and procedures followed by the ED-IG. The general problems Dr. Kirby identified were discussed in detail by several witnesses representing the local Texas school districts. These witnesses identified fundamental, factual and legal errors in the audit reports and documented the inadequacy of the investigative procedures employed by the IG.

Officials from the Edgewood Independent School District (one of the poorest districts in Texas) testified that they had already spent more than $50,000 "in responding to what must be viewed as completely spurious and improper charges." Although Edgewood officials vowed to "fight this all the way", they stated that "we have already suspended our Title VII projects for the remaining year of the funding cycle since we have been placed on 'hold' by OBEMLA for continuation funding because of the unresolved audit recommendations." Chairman Perkins urged the Edgewood witnesses to "reinstate the program . . . because (the) little children benefit." "In my judgment," he stated, "you are doing a good job; I would reinstate that program if I were you." Responding to information given by another official on how the Title VII audit was conducted in his district, Chairman Perkins observed that the auditor acted like "a hatchet man (who had come into the district) . . . to try to destroy the program."

TESTIMONY OF THE ED-IG

In questioning the ED-IG, James Thomas, Perkins elicited the fact that all of the auditors were trained as accountants and that none had significant professional experience pertaining to bilingual education. The Chairman also questioned why the IG persisted in applying criteria which were different from those employed by the Title VII program office — the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and which had been critized by OBEMLA. In response to the Chairman's questions, Thomas said he could not explain the difference between the views of the auditors and OBEMLA.

CHAIRMAN PERKINS CONCLUSION

Chairman Perkins closed the hearings by calling on the Education Department to drop the disputed Texas audit recommendations "mighty quick." If the Department failed to settle the matter, Perkins promised swift passage of "drastic" legislation.

NABE ACTION

Although the Perkins hearings put pressure on the Department to drop its claims for repayment of Title VII funds by Texas school districts, the hearings did not address the propriety of additional audits which are currently being conducted by the ED-IG of Title VII programs in other states. Accordingly, NABE President Roberto Cruz has asked Chairman Perkins (see letter reprinted on p. 8) to take "any and all actions necessary to curtail ED-IG audits of Title VII programs outside Texas until such time as the Texas audit recommendations are properly resolved by the Department *and* the ED-IG can provide assurances that appropriate legal and factual standards and investigative procedures will be followed in other Title VII audits."

SECRETARY BELL ANNOUNCES TECHNOLOGICAL INITIATIVE

"If technology can make education more productive; if technology can make education more individualized, or if it can make it more powerful; if it can make it more immediate; if technology can extend educational opportunities to those who most need them, then we should be using technology for what it can contribute," stated Secretary of Education, Terrel E. Bell as he launched his Technological Initiative on June 22, 1982. Announced in a national teleconference, the Secretary's Technological Initiative will assist schools in applying modern information technology to improving teaching and learning.

Assistant Secretary, Office of Educational Research and Improvement, Dr. Donald J. Senese, is heading this limited discretionary initiative designed primarily to assist schools with information about the effective utilization of computers for teaching and learning. The revolution in modern electronic information technology is making profound changes in business and industry and in the nature of many jobs. Thus, new demands are being placed on education to prepare students to take advantage of the technology in their jobs and their personal lives. The technology itself provides a means for meeting these demands, and also a means of responding to the increasing need for high-quality instruction in mathematics, the sciences and the **use of languages.**

The Educational Technological Initiative Program will begin in fiscal year 1983. Program elements will include information dissemination and exchange, basic and applied research in new instructional applications, and school-based development and testing of cost-effective applications. Awards will be made by grants competitions and competitive RFP's. For further information, contact Dr. Donald J. Senese, Assistant Secretary, Office of Educational Research and Improvement, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.

FULBRIGHT-HAYS GRANTS AVAILABLE

The U.S. Department of Education is accepting applications for Fulbright-Hays Training Grants for faculty research abroad and doctoral dissertation research abroad in modern language and area studies. Deadline for submission of applications is October 29, 1982. For more information, contact Robert Dennis or John Paul at the Division of Advanced Training and Research, International Education Program, U.S. Dept. of Education, Room 3907, ROB #3, 400 Maryland Ave., S.W., Washington, D.C. 20202 (202) 245-2761.

White House Fellowships Available

Applications are being accepted for White House Fellows for 1983-84. The White House Fellowship program, beginning its eighteenth year, is designed to provide gifted and highly motivated Americans with firsthand experience in the process of governing the Nation and a sense of personal involvement in the leadership of society. During their one year assignments in Washington, Fellows serve as special assistants to Cabinet Secretaries or senior members of the White House staff. Additionally, Fellows participate in an extensive education program including seminars with top government officials, leading scholars, journalists and private sector leaders.

Two Hispanic Americans were among the fourteen Fellows chosen from 1400 applicants for 1982-83. The President's Commission on White House Fellowships has expressed its desire to include more minorities in the program.

Interested candidates may obtain applications and further information from the President's Commission on White House Fellowships, 712 Jackson Place, N.W., Washington, D.C. 20503, (202) 395-4522. Application deadline for this year's competition is December 1, 1982.

Join NABE Today!

NABE JOURNAL Has New Editor

Dr. Eugene García, Director of the Center of Bilingual Studies in the College of Education at Arizona State University, has been selected by the NABE Executive Board as the new editor of the *NABE JOURNAL*. Dr. García replaces Dr. Richard Light whose outstanding work as Editor since 1978 gave the *NABE JOURNAL* the highly respected status as a scholarly journal which it now has. Dr. García has been with the Center for Bilingual Studies since July 1980. Before that he was the Chairman of Chicano Studies at the University of California at Santa Barbara for four years and an Assistant Professor in the Dept. of Psychology at the University of Utah in Salt Lake City, also for four years.

Dr. García has served on the Editorial Boards of four journals as well as having authored his own volume and editing two others. He has published numerous articles on bilingual education and made major presentations at national conferences. Dr. García received his B.S. in Psychology from the University of Utah and his M.A. and Ph.D. in Child Development from the University of Kansas. He did his post-doctoral studies in Psycholinguistics at Harvard University.

Articles for the *NABE JOURNAL* may be sent to Dr. García at the Bilingual Bicultural Education Center, College of Education, Arizona State University, Tempe, Arizona 85281.

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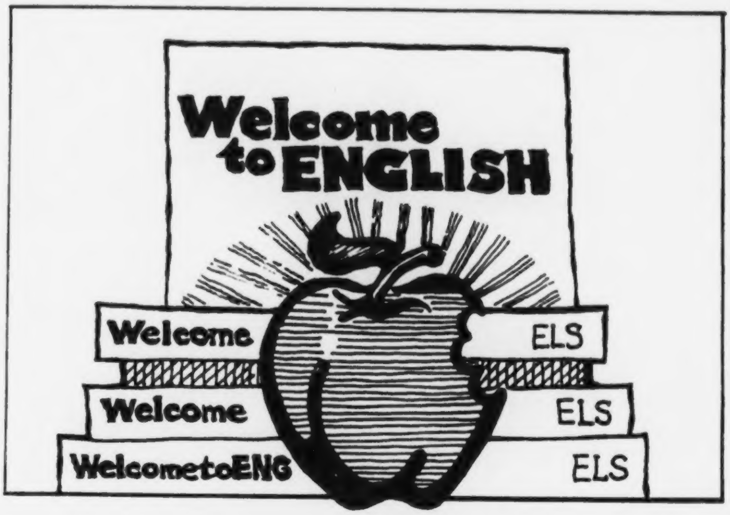

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From Theory to Practice

NABE NEWS *is pleased to announce a new regularly featured column,* "From Theory to Practice," *managed by Carol Montgomery.* "From Theory to Practice" *will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

Brighten Your Teaching with the Overhead Projector

by Mark Seng, University of Texas

Light up your classroom with an overhead projector to show students the meaning. A five second effort can create a thermofax transparency of a simple road map traversed by a car (cut from a bit of cardboard), propelled by a pencil's eraser. This transperency can let your students see prepositional relationships of the little car as it travels over hill and dale, up and down, and through and across. And once made, this bright idea will serve you well for years to come. In our visual society students love to see things happen. For review, let a student "drive the car" around the map, getting help from peers while you circulate throughout the back of the room noting students' understanding or questions.

For lexical items, grammatical concepts or conversational practice, place opaque transparencies on the projector stage. Use actual items like combs, paper clips, pencils, leaves, scissors, slides, retractable ballpoints, rubber bands, or plastic "silverware" (free at cafeterias). Set the table on the stage noting lexical names of the utensils and arranging them to illustrate prepositional relationships of higher, lower, between, above, or whatever. Or cut out silhouettes of paper, cardboard or plastic for geometric shapes, cars, animals, gears, curves. You can even place jigsaw puzzle pieces like the state of Texas surrounded by other states. Manipulate these and other items in activities that will surprise, amuse and motivate your students, perhaps recapturing attention lost on a sleepy afternoon.

Teach reading or conversational skills by placing giveaway clear plastic bags with authentic English or, perhaps, Spanish print if secured in Mexico. Students love to test their emerging language skills against actual material. Success will further stimulate them to learn more. The problems generated will inject new importance into the less glamorous activities that prove essential in achieving linguistic competency. Language teachers have found the overhead a faithful friend, trustworthy and reliable that maintains the lighted environment so helpful to both teachers and students. Your students will show their appreciation of your efforts to help them by showing greater attention and enthusiasm.

(continued from page 1)

tute; the effect of the amendments was to weaken the existing Act. Moreover, the Illinois State Board of Education has scheduled hearings on a staff report which recommends that existing State law be amended to eliminate the preference for programs of Transitional Bilingual Education and the requirement that the history and culture of language-minority students be taught in school.

Effectiveness of Bilingual Education

The proposals to restrict or eliminate bilingual education fly in the face of growing evidence demonstrating the effectiveness of bilingual education. The effectiveness of bilingual education has been documented in state-wide evaluations recently conducted in Colorado, Illinois, Michigan, New Jersey, and New York. Similarly, evaluations conducted in Chinle, Arizona; Sante Fe, New Mexico; San Diego, California; Harlandale, Texas; Nyack, New York; West Chester and Philadelphia, Pennsylvania; Waukesha, Wisconsin; and numerous other local school districts have shown that bilingual education is an effective method for inculcating the English skills language-minority students need for academic success. In Puerto Rico, bilingual education programs have proven effective in meeting the educational needs of limited-Spanish-proficient students.

Last month, the National Assessment of Education Progress (NAEP) released data showing that the reading achievement of Hispanic 9-year-olds rose twice as fast as the national rate for all students between 1974-5 and 1979-80. Although the reading achievement of Hispanic students is still below national norms; the NAEP data dramatically support the effectiveness of bilingual education. Indeed, only after the Supreme Court's landmark *Lau v. Nichols* decision in 1974 and issuance of the now-withdrawn "Lau Remedies" by DHEW's Office for Civil Rights in 1975, did most school districts even begin to implement bilingual education programs.

Achievement scores provide but one measure of the effectiveness of bilingual education; there are others. In school district after school district, the institution of bilingual education programs has reduced student absenteeism, truancy, and drop-out rates. In many school systems, implementation of bilingual education has reduced the rate of false student placement in special educational programs; the cost-savings resulting from these reductions — in both human and system terms — are incalculable. Given these positive results, there is little wonder why surveys of language-minority parents continue to show overwhelming support for bilingual education.

Bilingual Education and Future National Needs

At the present time, there are more than 3.6 million students in the United States who need some form of special language assistance to effectively learn in the regular English-language classrooms of our nation's schools. Between now and the year 2000, the total school-age population is expected to increase by 16 percent. During this same period, the number of Limited-English-Proficient students is expected to increase by approximately 40 percent — twice the growth rate of the general student population. If language-minority students are to be effectively educated in the future, more — not less — resources must be devoted to bilingual education.

Although the primary purpose of Title VII is to promote equal educational opportunities for language-minority students, bilingual education has the potential for meeting additional national needs. In business and in government, there is growing concern over our national "linguistic poverty". Bilingual education, a standard feature of educational systems throughout the world, has the potential for preserving and expanding our inadequate language resources. Because the future success of American foreign relations — economic as well as diplomatic — heavily depends on the linguistic competencies of our citizenry, bilingual education is truly in the national interest.

NABE's National Role

No national organization can match NABE in terms of knowledge about bilingual education and the effective instruction of language-minority students. NABE's knowledge, of course, reflects the expertise of its members — bilingual educators and administrators, linguists, and educational researchers. NABE's strength, however, is more than a function of expertise; it is also a function of sensitivity and commitment. Unlike most professional organizations, NABE's membership is open to parents — the adults with the most direct stake in bilingual education. Indeed, the active participation of parents in NABE not only heightens the organization's sensitivity and commitment to students, but it also ensures institutional accountability for effective education.

Tragically, NABE's ability to provide national policy leadership is circumscribed by its limited financial resources. Unlike most professional education organizations, NABE has only one full-time paid staff member — Ms. Carolyn Riddick — to handle the organization's work. With only one staff member, NABE cannot tap more than a fraction of its membership's abundant knowledge and experience. The willingness of NABE members to do "volunteer" work for the organization has helped, and will continue to help, compensate for the lack of paid staff. Nevertheless, NABE must, to borrow language from Title VII, engage in "capacity-building" if it is to realize its policy-leadership potential in these extraordinary times.

NABE Capacity-Building

Recognizing the perilous position of bilingual education today, the NABE Board has committed itself to building the organization's policy-leadership capacity. Although capacity-building is a long-term process, I wanted to share with you some immediate results of the Board's commitment.

Maybe the most important result of the Board's commitment to strengthening NABE is the extraordinary degree of cooperation evident within the Board itself. Cooperation can be active or passive; in the case of the NABE Board, it is **active!**

Past-President Ramón Santiago has taken on the massive job of Chairman for the 1983 NABE Conference which will take place in Washington, D.C. just six short months from now. Because of its visibility and crucial theme — BILINGUALISM: IN THE NATIONAL INTEREST — the 1983 NABE Conference may be the most important conference ever held in the area of bilingual education. In addition to Chairing the 1983 Conference, Ramón works closely with NABE's Legislative Counsel in Washington.

President-Elect Gloria Zamora has agreed to accept responsibility for organizing a major NABE fund-raising campaign. Gloria's energy and commitment to NABE ensure that this campaign will be successful in gathering the resources NABE needs to impact on policies affecting bilingual education during these critical times.

The cooperation I have received from Ramon, Gloria and all NABE Board Members has already made my job as President both enjoyable and rewarding.

As part of the NABE capacity-building effort, the Board has retained James J. Lyons as NABE's Legislative Counsel. Mr. Lyons is a Washington-based attorney with more than a decade of experience in civil rights policy and legislation. Although our contract only pays for part-time representation, Jim has unspairingly devoted himself to NABE. Much of the material in this newsletter, and more importantly, many of NABE's current capacity-building activities are tangible expressions of Jim's energy and commitment to bilingual education.

NABE is not working alone to preserve and expand bilingual education programs; NABE works with and is supported by other organizations which share a common commitment to effective instruction and equal educational opportunities. To translate this cooperation into strategic action, I have expanded the membership of the Socio-Political Concerns Committee to include representatives from Washington-based organizations which support bilingual education programs.

Representatives from El Congreso Nacional De Asuntos Colegiales, the Hispanic Higher Education Coalition, the Japanese-American Citizens League, the Joint National Committee on Languages, the League of United Latin American Citizens, the Mexican-American Legal Defense Fund, the National Congress of American Indians, the National Council of La Raza, the National Education Association, the Organization of Chinese Americans, and the

Candidates for 1983-84 NABE Board

The following is the official information on the candidates for the 1983-84 NABE Executive Board. Candidates are reminded that NABE does not permit any media campaigning for positions. In order to be eligible to receive a ballot, you must be a member by November 1, 1982. Results of the election will be announced at the 1983 NABE Conference in Washington, D.C., February 15-19, 1983. Any questions regarding elections procedures should be addressed to Mr. Steve Thom, Chair, NABE Elections Committee, Asian and Pacific American Concerns Staff, U.S. Dept. of Education, Room 501, Reporters Building, 7th & D Street, S.W., Washington, D.C. 20202 (202) 472-4676.

PRESIDENT-ELECT

SARAH E. MELENDEZ, Assistant Professor, Bilingual Education, University of Hartford, Hartford, CT and IHE Coordinator New England BESC. Ed.D., Harvard Graduate School of Education; M.S. Bilingual Education, Long Island University; B.A. English, Brooklyn College, NY.

Professional Experience: Instructor, Harvard Graduate School of Education, 1979-80; Spanish Materials Assessor, EDAC Lesley College, 1979-80; Project Director, ESAA Remedial Reading and Math Program, Bridgeport, CT, 1974-75; Teacher, Bilingual Program, District 13, Brooklyn, NY, 1971-74; First Vice President, CABBE; Member, Minorities in Higher Education Advisory Board; Member, State Plan for Vocational Education Advisory Council; Member, Commissioner's Task Force on Education and Training of Hispanic Women; Co-Chair, National Network of Hispanic Educators.

Statement: It is time for us to begin projecting self confidence. We have been on the defensive — explaining, redefining, and trying to prove ourselves — far too long. NABE should take the lead in getting the word out that we are doing a good job, and getting better at it all the time. Let us challenge our critics to prove that they can educate our children better.

MACARIO SALDATE, IV, Associate Professor, Educational Foundations and Administration and Director, Mexican American Studies Research Center, University of Arizona, Tucson, AZ.

Professional Experience: Project Director, Bilingual Education Developmental Degree Program, Doctoral Program for Bilingual Education Teacher Trainers, University of Arizona, 1975-present; Chairman, Board of Directors, Pima Community College, Tucson, AZ, 1972-79; Chairman, Arizona State Coordinating Committee for Bilingual Education, 1978-present; Chairman, Arizona State Coordinating Committee for Bilingual Education Conference, 1974-76; Coordinator, Bilingual Education, University of Arizona, 1974-78; Assistant Director, Multicultural Education Center and Director, EPDA Project, University of Arizona, 1972-74; Secretary, NABE, 1981-82; Vice President, NABE, 1982-83.

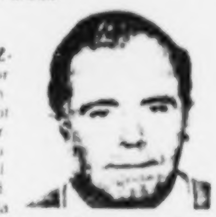
Statement: It is with both honor and humility that I request your consideration of my candidacy for the NABE presidency. As all of you know, we have entered another critical and challenging period in the evolution of Bilingual Education. In the near future, the local and state governments, particularly, are being considered as the primary funding sources for our programs and our personnel which educate our children. As president of NABE, I shall continue in expanding capacity to strongly advocate for legislation (local, state, national) which provides the legitimate educational authorizations as well as funding commensurate with the needs.

VICE PRESIDENT

GENE T. CHAVEZ: Training and Evaluation Coordinater, BUENO BESC, University of Colorado, Boulder, CO. Ed. (ABD) Bilingual/Multicultural Education, Arizona State University; M.S. Cross Cultural Counseling, Arizona State University; B.S. Foreign Language Education, Northeast Missouri State University.

Experience: Teacher, secondary and post secondary levels in MO, AZ and CO; Bilingual Materials Developer, Instruction Curriculum Materials, Inc.; SW 133 Cultural Awareness and Conflicting Value Systems, Arizona State University; Consultant, American Training Laboratories, Inc. and InterAmerica Research Associates Inc.; President, Arizona Association for Bilingual Education, 1978-80; President, Colorado Association for Bilingual Education, 1981-83; Recipient, Latin American Education Scholarship, Arizona State University Alumni Association Tuition Scholarship, Bilingual Teacher Training Grant, Bilingual Education Fellowship Program Nomination.

Statement: ¡Todos somos la solución! We are all the solution. My election to the NABE Board will bring representation of mountain and plains states for the first time. It will take all of us to work out the solutions for bilingual education in the years just ahead.



LUIS A. MARTINEZ-PEREZ, Assistant Dean for Development and Community Studies, School of Education, Florida International University; Coordinator, Multilingual Multicultural Center. Ph.d. Science Education, Florida State University; M.S. Inorganic Chemistry, Florida State University; B.S. Chemistry, University of Puerto Rico.

Professional Experience: Director, Multilingual Intercultural Center, FIU, 1979-80; Chairperson, Division of Subject Specializations, FIU, 1979-80; Competency Based Bilingual Teacher Education Project, FIU, 1979-80; Chairperson, Board of Directors, ASPIRA of Florida, 1981-present; Executive Committee Member, ASPIRA of America, 1981-present; Member Board of Advisors, Children's Television Workshop Science Series, 1979-present; President, Board of Directors, Borinquen Health Care Center, 1975-78; Eastern Regional Representative, NABE, 1982-83.

Statement: As the need for bilingual education programs increases throughout the United States, Puerto Rico, and the South Pacific Territories, it is imperative that the efforts be divided among the officers of the Association. Strong representation is needed from as many areas of service as possible. A concerted effort on the part of all officers will result in stronger programs for NABE. As a candidate for the Vice Presidency, I pledge to work as hard as possible toward this very much needed unification of efforts and development of programs.

JOHN TSU: Professor, Multicultural Bilingual Education, University of San Francisco, California. Ph.D., Fordham University, NY; M.A., Georgetown University.

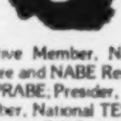
Professional Experience: Director, Multicultural Bilingual Education Program and Director of Title VII Program, U. of San Francisco, 1977-present; Professor, Seton Hall University, ABCD Materials Development Center; Bilingual Journal Advisory Board Member, NDEA Chinese Language Teacher Training Institute, EPDA Bilingual Teacher Training Institute; 1963-77, New York City Board of Education Consultant, 1962; Recipient of grants for teaching Chinese and Japanese from Carnegie Foundation, 1961; Speaker, White House Conference on Ethnicity and Education, 1976; Member, National Advisory Council for Ethnic Studies, 1975-78; Member, Presidential Advisory Council on Education for Disadvantaged Children, 1971-73; Attendee, White House Bilingual Conference, 1975.

SECRETARY

MARIA BARRERA, Director, South Texas BESC and Assistant Professor, Bilingual Bicultural Doctoral Studies, Texas A&I University. Post-Graduate Work, U. of Texas at Austin; Ed.D., Texas A&I University; M.Ed. and B.S., Texas Women's University.

Professional Experience: Director, South Texas Bilingual Resource Center, Texas A&I University, 1978-80; Assistant Professor of Reading, Del Mar College, 1978; Director, Staff Development and Assistant Professor, College of Teacher Educations, Texas A&I University, 1975-76; Director, Bilingual Program, Region XIII Education Service Center, Austin, TX, 1969-75; Curriculum Writer, Southwest Educational Development Laboratory, Austin, TX, 1967; Classroom Development Laboratory, Austin, TX, 1952-67; Classroom Teacher, Harlingen I.S.D. and Corpus Christi I.S.D., 1952-67; Co-Chair, 1st National Bilingual Education Conference, Austin, TX; Chairperson, Texas State Commissioner's Advisory Council on Bilingual Education; Secretary, TABE; Member, Texas Advisory Committee on Bilingual Teacher Certification; Member, St. Edwards University Task Force on Bilingual Education Academic Program; Associate Consultant, NCBE; Chairman, Texas A&I Annual Bilingual Conference; Recipient, Experienced Teacher Fellowship, U. of Texas; Member, InterAmerica Science Television Program Advisory Council; Member, Carascolendas Advisory Council; Testified before Texas Legislature and for NACBE.

Statement: NABE is known for experience, leadership, and commitment. It is time to expand into areas that secure the rights of language minority children. NABE must secure support from business, industry, and the general public. No longer can we talk to one another and continue to convince ourselves. Let us reach out in unity. As Secretary, I will do my share in building that unity, what about you?



NYDIA FLORES, Director, Multilingual Cultural Institute, University of Puerto Rico. Ph.D. Studies, New York University; M.Ed. TESOL, Temple University; B.A. Education, University of Puerto Rico.

Professional Experience: Active Member, NABE Sociopolitical Concerns Committee and NABE Resolutions Committee; Co-Founder of PRABE; President, 1982 PRABE Conference; Active Member, National TESOL and Puerto Rico TESOL; Administrator, Self Supporting Language Institute, University of Puerto Rico; Corporation and special purpose programs designed for IHE's and corporations; ESL and bilingual teacher in Puerto Rico and in Philadelphia; Teacher Trainer for Pennsylvania Migrant Programs; Counselor, Temple University; Reader, Titles I, VII, and IV; Consultant, Longman, Inc. Publishing Co.

Statement: My main objective as a Board Member of NABE is to push for visibility in Washington, D.C.; to motivate members to change NABE's image toward a positive goal . . . languages must remain in the U.S. — and the U.S. depends on US for the future of bilingual professional resources. We must build language awareness . . . this country is running out of good bilingual resources! Plus . . . increase NABE's membership.

HAI TRONG TRAN, Senior Program Associate (Field Services Coordinator), Midwest National Origin Desegregation Assistance Center, University of Wisconsin-Milwaukee. Ph.D. Linguistics, Cornell University; M.A. Linguistics, University of Hawaii, Diploma in TESL, Victoria University of Wellington, New Zealand. B.A. English Education, University of Saigon, Vietnam.

Professional Experience: President, Wisconsin Association for Bilingual Education, 1981-present; Member, ERIC Clearinghouse on Languages and Linguistics National Advisory Board, 1982-present; Member TESOL Bilingual Education SIG and Committee on Refugee Concerns, 1980-81; Member, International Reading Association Bilingual Reading SIG, 1980-81; Teacher, Bilingual Teacher Training Program, University of Wisconsin-Milwaukee. Education Specialist, Intercultural Development Research Association, San Antonio, TX, 1978-79; Teaching Associate and Lecturer, Dept. of Modern Languages and Linguistics, Cornell University, 1976-77; Consultant, Bilingual Resource Center, University of Southwestern Louisiana, 1967; Secondary Education Supervisory, Ministry of Education, Vietnam, 1967-70; High School Teacher, Vietnam, 1961-67.

TREASURER

BELIA CRUZ, District Coordinator, Bilingual Bicultural Education, Alhambra School District, Alhambra, CA. M.A. School Administration and Supervision, California State University; M.A. Human Development, Pacific Oaks College, Pasadena, CA. B.S. Accounting, Arizona State University, Tempe, AZ.

Professional Experience: Title VII Project Director, Pasadena Unified School District, Pasadena, CA, 1975-77; Lecturer in Education, Instructor in Early Childhood Ed., Chicano Studies and Bilingual Education, Consultant in teacher training, California State University, Fullerton, CA and other California universities and school districts, 1971-77; Teacher, Elementary School Follow Through and Headstart Programs. National Recognition for Bilingual Bicultural Pre School Back Yard Project, 1967-71; Chairperson, 1981 CABE Conference; Vice President, CABE, 1978-80; Membership Secretary, CABE, 1976-78; Western Regional Representative, NABE, 1982-83.

Statement: The focus of bilingual education will shift to state and local levels. Coordination of efforts is crucial so that the work done locally will be supportive of what is done at the national levels. As NABE Treasurer, I will work towards advocacy for bilingual education by encouraging state organizations to seek to develop state legislation, rules and regulations, teacher training and certification as well as promote local issues affecting the education of children who are limited English proficient. We must not relax our efforts in the struggle for bilingual education programs for all children as an educational alternative. We must ensure that NABE continues its existence and growth with its high professional standards in order to provide support to those seeking equality of educational opportunity for children. As Treasurer, I will help to secure the financial status of NABE by providing the organization with resources for fundraising and an expertise in managerial accounting.

JANET LU, Director, Title VII Projects, Seattle Public Schools, Seattle, WA. M.S. Teaching Chinese as a Second Language, University of Hawaii; M.Ed. Teaching Social Studies, College of St. Thomas, St. Paul, MN; B.A. English and Speech, Nazareth College, Louisville, KY.

Professional Experience: ESL Bilingual Teacher Trainer, Seattle Public Schools, 1972-77; Assistant Director, Model Cities ESL Bilingual Project, Seattle, WA, Summer 1972; Community School Teacher of Chinese Language, 1972-74; Elementary ESL Bilingual Teacher, Seattle, WA, 1972-76; Instructor, College of St. Benedict, St. John's University, St. Joseph, MN, 1970-72; High School Teacher of English, World History, U.S. History and Asian Studies, 1963-69. Conference Treasurer, 1982 NAAPE Conference, Treasurer, Washington Association of Asian and Pacific American Education, 1979-80; Secretary Treasurer, NAAPAE; Member, Program Committee, WABE Conference, 1979-80; Board Member, Washington Association of Educators of Speakers of Other Languages, 1975-77; Liaison Officer, Washington Association of Educators of Speakers of Other Languages, 1977-78.

MICHAEL A. VEGA, Deputy Superintendent, District 23, Brooklyn, NY. Supervisory Studies, New York University, St. John's University, Fordham University and Teacher's College; M.S. Education, City College, NY; B.S. Mathematics, Iona College, NY.

Professional Experience: Deputy Director, Office of Bilingual Education, New York City Public Schools; former junior high school teacher, Coordinator of mathematics department and Teacher in Charge of College Discovery Program, J.H.S. 127, Bronx, NY; Bilingual Program Coordinator and GED Curriculum Developer, A.S.H.S. evening program; Past President, Puerto Rican Educators Association; Chairman, PREA Professional Advancement Committee; PTA officer; Chairman, Community School Board 12.

PARENT-AT-LARGE

LUCY CRUZ, Community Liaison, Denver Public Schools, Denver, Co. University Studies, Highland University, Las Vegas, New Mexico and Community College of Denver. Graduate, Taos High School.

Professional Experience: Parent Trainer, BUENO BESC, Monterey Teaching Instructor, Treasurer, CABBE, 1981-82; CABBE Conference Coordinator, 1980-81; President, Colorado Parent Coalition; Member, Hispanic Education Lay Advisory Council, 1979-80; Member, Las Mujeres de LULAC, 1980-81. Mother of two boys, both attending Denver Public Schools Bilingual Program.

CARMEN MILLAN, mother of two children attending P.S. 145 Bilingual Program, New York City, NY.

Professional Experience: Advisory Committee Member, Gifted and Talented, Title I, Title III. President, PAC, Community School District 3, Manhattan; Screening Committee Member for Community School Superintendent, Principal P.S. 145, Director Funded Programs, Director Narcotics Program, Supervisor Special Education, Community School District 3, Manhattan; Member, Chancellor's Council on Funded Programs, New York City Board of Education; Member, Alcoholism and Substance Abuse Advisory Committee, New York State. Keynote speaker, NY SABE, Hispanic Parent Conference, NY State Education Dept., Bureau of Bilingual Education. Presented position papers to NACBE, worked on District 3 newsletter.

Statement: I am committed to quality education and bilingual instruction for all children at all levels in the schools, district, city, state and national.

EASTERN REGIONAL REPRESENTATIVE

PEDRO ALGARIN, Director, Division of Communications and Bilingual Studies, International Institute of the Americas, World University, Puerto Rico. Ph.D., University of Illinois. M.A. University of Kansas. B.A., University of Puerto Rico.

Professional Experience: Bilingual Education Professor at the University of Illinois, Chicago Circle Campus, University of Massachusetts at Amherst, City College of City University of New York, and New York University. Co-Founder and First President, Puerto Rican Association for Bilingual Education.

JUAN ZAMORA, Associate Professor of Hispanic Linguistics, University of Massachusetts, Amherst. Ph.D. Spanish Linguistics, SUNY Buffalo.

Photo
Not Available

Professional Experience: President, Massachusetts Association for Bilingual Education, 1981-83; Member, Editorial Board, The Bilingual Review, 1977-present; Organizer and Co-Director, Symposium on Spanish and Portuguese Bilingualism, 1977-82; Representative, NABE Delegate Assembly, 1977-82; Member, Western Massachusetts Board of Examiners for Bilingual Teacher Certification, 1976-78; Member, Higher Education Committee, Massachusetts Office of Transitional Bilingual Education, 1972-76; Member, Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE), 1972-75. Author of several books and many articles on bilingualism, dialectology, psycho- and sociolinguistics.

CENTRAL REGIONAL REPRESENTATIVE

TONY BAEZ, Program Coordinator, Lau Center, University of Wisconsin-Milwaukee. Bilingual Education Doctoral Fellow, University of Wisconsin-Milwaukee; B.S. Elementary Curriculum, University of Wisconsin-Milwaukee; Undergraduate studies, University of Puerto Rico-Rio Piedras.

Professional Experience: Bilingual Parent Coordinator, Lau Center, University of Wisconsin-Milwaukee, 1975-77; Bilingual Curriculum Writer, 1974-75; Director, Independent Hispanic High School, 1972; Director, Community Action Agency, 1971-72; Secondary Teacher, Caguas, PR, 1969. Author, articles on legal issues in bilingual education, desegregation, and parental involvement.

JERRY W. MANUS, Director, Bilingual Vocation Training Program, Cherokee Bilingual Education Program, Tahlequah, OK. University Studies in Administration and Planning, Metropolitan State College, Denver, CO. Technical Training, Okmulgee State Tech and Tahlequah Skill Center, OK. Graduate, Stilwell High School, Stilwell, OK.

Professional Experience: Community Liaison Officer, Cherokee Bilingual Education Program, Tahlequah, OK, 1980-81; Vice President, G.A.D.O., Earth Enterprises, 1979-80; Program Representative, Office of Indian Programs, Region VIII, HUD, 1976-79; Construction Analyst, Office of Indian Programs, Region VIII, HUD, 1975-76. Past President, Oklahoma Association for Bilingual Education.

WESTERN REGIONAL REPRESENTATIVE

EDWARD A. ALARID, Specialist, Administrator of Bilingual Education, Española Municipal School District, NM. Post-Graduate Studies, New Mexico State University, University of New Mexico; M.A. Bilingual Education/Public School Administration, New Mexico Highlands University; B.A. Secondary Education/Industrial Education, New Mexico Highlands University.

Professional Experience: Director, Special Services/Bilingual Education, 1980; Bilingual Education Curriculum Specialist, NM, 1975-80; U.S. Teacher Corps, 1973-75; Elementary Bilingual Education Teacher, NM, 1973-75; Officer, NM Association for Bilingual Education, 1980-82; Member, National Network of Hispanic Educators, 1981-present; Member, Northern New Mexico Consortium on Education, 1975-present; Chapter Officer, U.S. Jaycees, 1973-80.

U.S. Catholic Conference have been asked to work with NABE's Socio-Political Concerns Committee. Expanding the network of support for bilingual education is an ongoing process to which I am committed.

NABE Members

Ultimately, NABE's success depends upon the work of you, its members. Because these are extraordinary times, I ask all of you to intensify your efforts on behalf of bilingual education. Rather than belabor all the work which needs to be done, I will end this message by listing a few ways you can help. You can help by:

- publicizing the success of your bilingual education programs;
- making your views known to your elected representatives and appointed officials;
- encouraging individuals to join NABE;
- attending the 1983 NABE Conference in Washington, D.C.;
- using your contacts in the community to promote bilingual education and to solicit financial support for NABE; and, most importantly,
- by continuing to provide the most effective educational services possible.

With your help, American policy-makers will come to appreciate the importance of bilingualism to the national interest.

Conference On Foreign Languages for Business

April 7-9, 1983

CALL FOR PAPERS

The Dept. of Foreign Languages and Bilingual Studies at Eastern Michigan University, in cooperation with the Language and International Trade Programs and the Division of Continuing Education will hold a conference on Foreign Languages for Business, April 7-9, 1983 in Ypsilanti, Michigan. Papers, to be presented in English, will be considered on business French, German, Spanish, and English as a Second Language. Preference will be given to presentations (either 15 or 40 minutes) dealing with rationale and funding, employment opportunities, courses and programs, culture and business in language classes, articulation of new courses and programs and traditional ones, techniques, methodologies, textbooks and materials, proficiency examinations, internships, teacher retraining strategies, professional acceptance in academia. Program details, pre-registration material, and guidelines for submission of abstracts are available from the Conference Chairman, Geoffrey M. Voght, Associate Professor of Spanish, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197 (313) 487-0130/0178. Deadline for submission of abstracts is November 5, 1982.

The News Conference: An Effective Way to Publicize Bilingual Education

by

Jay M. Jaffe, Project Director

Public Education Strategies: Bilingual Education

Holding a news conference is an excellent way to publicize worthwhile stories to the media. And as bilingual educators you should be aware of how to stage a successful conference in the event you have a significant story for the media. Many times you will find that the form, or way you present information, is as important as the information itself.

Most of the time the decision to hold a news conference is simply a judgement call. Therefore you should spend some time thinking about whether or not your particular story is newsworthy. Remember, it is your credibility with the media that is at stake. If you hold a news conference and don't produce a story, the reporters who show up this time may not show up the next time.

Here are some examples of topics that could warrant a news conference:

- The president or executive director of your organization has an important announcement to make regarding the school district's policies about Bilingual Education.
- A national expert on Bilingual Education is in town to speak to a local conference, and has agreed to meet with the media.
- Research results on particular Bilingual Education programs in your area have been released.

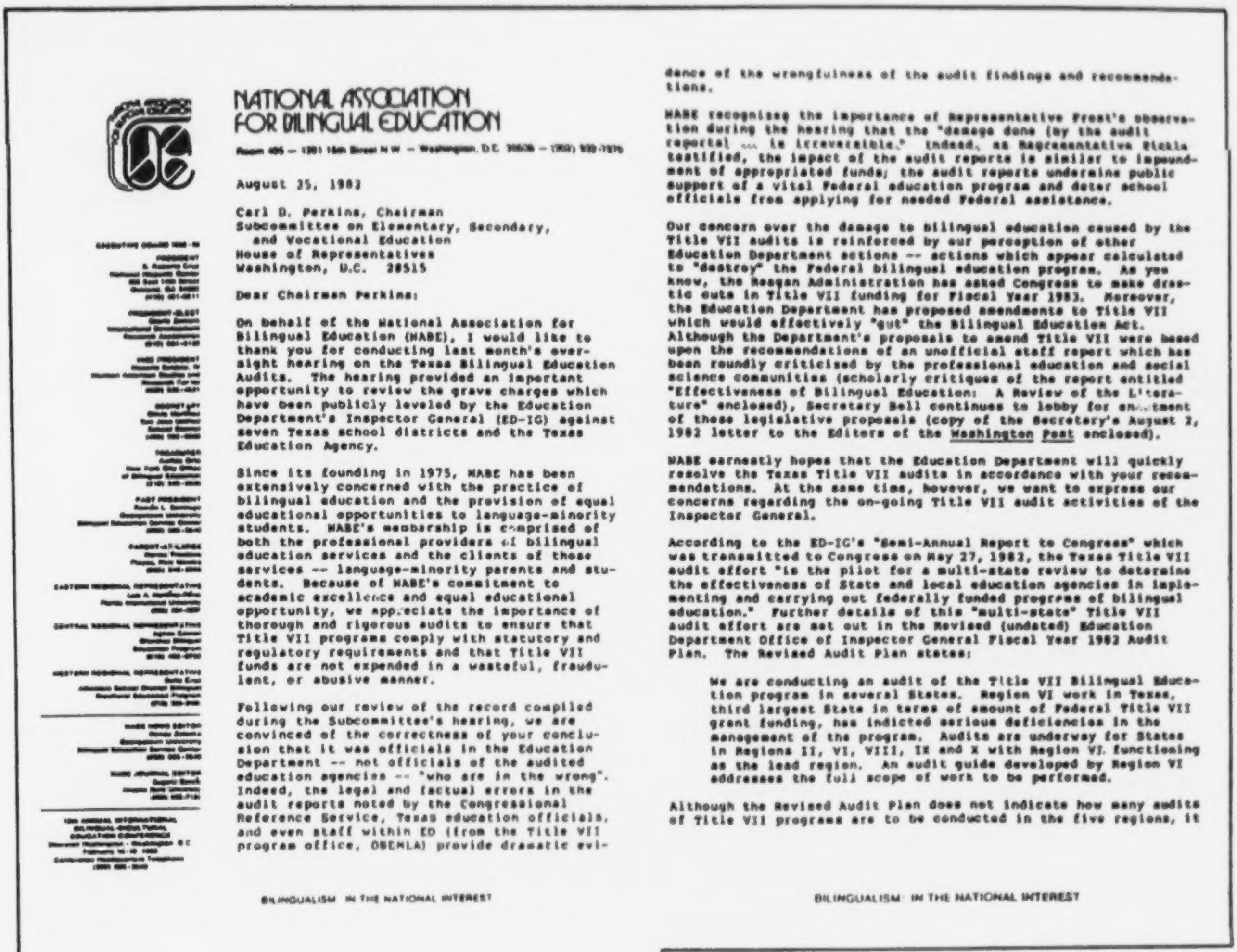
The advantage of holding a news conference is that you can release the information you have available simultaneously to reporters. In addition, those who attend the conference have an opportunity to get on the spot pictures of the newsmaker while they ask questions, and radio and television reporters can record live interviews for their news programs.

Be aware that often, because of other assignments, some media representatives will not be able to attend your conference. In order to get maximum coverage, make arrangements to send them a press release and a copy of the questions and responses which took place during the conference.

Ther are a few very simple steps to follow when you call your news conference:

- Consider all media deadlines because your timing is crucial. News conferences held before 10:00 a.m. are preferred by afternoon newspapers. Morning newspapers and television reporters appreciate afternoon news conferences before 3:30 p.m. Radio is flexible, although most stations have longer news programs early in the morning, at noon, and at the end of the day.
- When contacting the media about your news conference, don't leave anyone out who may be in your coverage area. When you call the assignment editor give them the general topic of the story, (without giving away the lead or main point), the time and place the conference will be held. Contact the media as far in advance as possible, although last minute news conferences if on a newsworthy subject, will get the media's attention.
- The conference room should be arranged with a rostrum or table facing several rows of chairs for the reporters. There should be enough electrical outlets near the rostrum to accommodate television and radio equipment.
- Hold a practice session, for the person(s) who are representing your organization during the conference. Have them rehearse answering a variety of "possible" questions — especially those that might prove embarrassing. Be certain that the representative 1) knows the topic and 2) practices brevity and simplicity when answering the questions.
- Assign someone from your organization to be the media relations person for the conference, to greet the reporters as they arrive, and introduce them to the leaders of your organization. There should be several Bilingual Education experts present to answer any questions that may be asked officially or unofficially.
- Have fact sheets, a news release and any other information available to distribute to the reporters when they arrive. Remember that television reporters will want visuals for the camera, such as a sign with the name or logo of your organization. Keep a list of reporters who attend the conference and distribute an information packet to those who were unable to attend.
- Block out some time either before or after the news conference for your spokesperson to be available to individual reporters who may want to ask a few "private" questions.
- Set a time limit for the conference. If it appears to be dragging, indicate that there is time for one or two more questions, then end the session with a thank you to reporters.

Holding a news conference is very simple if you follow these rules, and a successful news conference can reward you with wide spread media coverage of your story. Just remember the most important points: be certain your story is newsworthy, and prepare your speaker.



NATIONAL ASSOCIATION
FOR BILINGUAL EDUCATION

Room 405 — 1201 16th Street N.W. — Washington, D.C. 20036 — (202) [illegible]

August 25, 1982

Carl D. Perkins, Chairman
Subcommittee on Elementary, Secondary,
and Vocational Education
House of Representatives
Washington, D.C. 20515

Dear Chairman Perkins:

On behalf of the National Association for Bilingual Education (NABE), I would like to thank you for conducting last month's oversight hearing on the Texas Bilingual Education Audits. The hearing provided an important opportunity to review the grave charges which have been publicly leveled by the Education Department's Inspector General (ED-IG) against seven Texas school districts and the Texas Education Agency.

Since its founding in 1975, NABE has been extensively concerned with the practice of bilingual education and the provision of equal educational opportunities to language-minority students. NABE's membership is comprised of both the professional providers of bilingual education services and the clients of those services -- language-minority parents and students. Because of NABE's commitment to academic excellence and equal educational opportunity, we appreciate the importance of thorough and rigorous audits to ensure that Title VII programs comply with statutory and regulatory requirements and that Title VII funds are not expended in a wasteful, fraudulent, or abusive manner.

Following our review of the record compiled during the Subcommittee's hearing, we are convinced of the correctness of your conclusion that it was officials in the Education Department -- not officials of the audited education agencies -- "who are in the wrong". Indeed, the legal and factual errors in the audit reports noted by the Congressional Reference Service, Texas education officials, and even staff within ED (from the Title VII program office, OBEMLA) provide dramatic evidence of the wrongfulness of the audit findings and recommendations.

NABE recognizes the importance of Representative Frost's observation during the hearing that the "damage done (by the audit reports) ... is irreversible." Indeed, as Representative Pickle testified, the impact of the audit reports is similar to impoundment of appropriated funds; the audit reports undermine public support of a vital Federal education program and deter school officials from applying for needed Federal assistance.

Our concern over the damage to bilingual education caused by the Title VII audits is reinforced by our perception of other Education Department actions -- actions which appear calculated to "destroy" the Federal bilingual education program. As you know, the Reagan Administration has asked Congress to make drastic cuts in Title VII funding for Fiscal Year 1983. Moreover, the Education Department has proposed amendments to Title VII which would effectively "gut" the Bilingual Education Act. Although the Department's proposals to amend Title VII were based upon the recommendations of an unofficial staff report which has been roundly criticized by the professional education and social science communities (scholarly critiques of the report entitled "Effectiveness of Bilingual Education: A Review of the Literature" enclosed), Secretary Bell continues to lobby for enactment of these legislative proposals (copy of the Secretary's August 2, 1982 letter to the Editors of the Washington Post enclosed).

NABE earnestly hopes that the Education Department will quickly resolve the Texas Title VII audits in accordance with your recommendations. At the same time, however, we want to express our concerns regarding the on-going Title VII audit activities of the Inspector General.

According to the ED-IG's "Semi-Annual Report to Congress" which was transmitted to Congress on May 27, 1982, the Texas Title VII audit effort "is the pilot for a multi-state review to determine the effectiveness of State and local education agencies in implementing and carrying out federally funded programs of bilingual education." Further details of this "multi-state" Title VII audit effort are set out in the Revised (undated) Education Department Office of Inspector General Fiscal Year 1982 Audit Plan. The Revised Audit Plan states:

> We are conducting an audit of the Title VII Bilingual Education program in several States. Region VI work in Texas, third largest State in terms of amount of Federal Title VII grant funding, has indicted serious deficiencies in the management of the program. Audits are underway for States in Regions II, VI, VIII, IX and X with Region VI functioning as the lead region. An audit guide developed by Region VI addresses the full scope of work to be performed.

Although the Revised Audit Plan does not indicate how many audits of Title VII programs are to be conducted in the five regions, it does estimate that 574 staff days will be needed to complete the audits.

BILINGUALISM IN THE NATIONAL INTEREST

For obvious reasons, NABE is gravely concerned with the IG's multi-state Title VII audit effort. If the Title VII audits conducted outside of Texas are, in fact, modelled after the Texas audits, they are likely to result in equally erroneous findings and recommendations.

Accordingly, NABE asks you to take any and all actions necessary to curtail ED-IG audits of Title VII programs outside of Texas until such time as the Texas audit findings are properly resolved by the Department and the ED-IG can provide assurances that appropriate legal and factual standards and investigative procedures will be followed in other Title VII audits. We recognize the extraordinary nature of our request, but believe that it is warranted to protect the interests of Federal taxpayers, local school officials, and language minority-students.

Again, NABE wants to express our admiration and appreciation for your untiring efforts on behalf of America's students. As a result of your leadership, the quality of education provided in the United States has improved and the goal of equal educational opportunity is less distant.

If you have any questions about this letter or our request, please have a member of your staff contact NABE's Legislative Counsel, James J. Lyons, at (202) 544-5861.

Respectfully,

B. Roberto Cruz

B. Roberto Cruz
President

Enclosures

BILINGUALISM IN THE NATIONAL INTEREST

ANNUAL CONFERENCE
ON
PORTUGUESE-AMERICAN
EDUCATION

March 18-19, 1983
Sacramento, California

For information contact:
David P. Dolson
California State
Department of Education
Office of Bilingual
Bicultural Education
(916) 445-2871

1982
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OF THE
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TRANSLATORS
ASSOCIATION

October 21-25, 1982
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Arlington, Virginia

For additional information contact:
American
Translators Assoc.
109 Croton Avenue
Ossining, New York 10562
(914) 941-1500

AFFILIATE NEWS

Up coming affiliate conferences include:

October 15-16, 1982
Ohio Association for
Bilingual Multicultural Education

October 29-30, 1982
Colorado Association for
Bilingual Education

NABE Affiliates are encouraged to submit articles on activities to *NABE NEWS* to share information with the membership on conferences, fund raising activities for NABE, and other events.

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☐ ASSOCIATE	☐ $20	☐ $37	☐ $51
☐ JOINT (Husband-Wife)	☐ $50	☐ $93	☐ $129

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☐ 004-0002 College Instructor
☐ 004-0003 Administrator
☐ 004-0004 Consultant
☐ 004-0005 Other: ____________

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☐ 003-0001 Community Person
☐ 003-0002 Para-professional
☐ 003-0003 Full-time Student

☐ JOINT (Husband-Wife)
☐ 005-0001

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☐ 006-0001

☐ COMMERCIAL $125.00
☐ 007-0001

If you live outside the US and its territories, please add one of the following postage fees to your membership dues:
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MAKE CHECK PAYABLE TO NABE AND REMIT US FUNDS ONLY. PREPAYMENT REQUIRED.

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For further information, contact the Council for Exceptional Children, Dept. of Field Services, 1920 Association Drive, Reston, Virginia 22091 (703) 620-3660.

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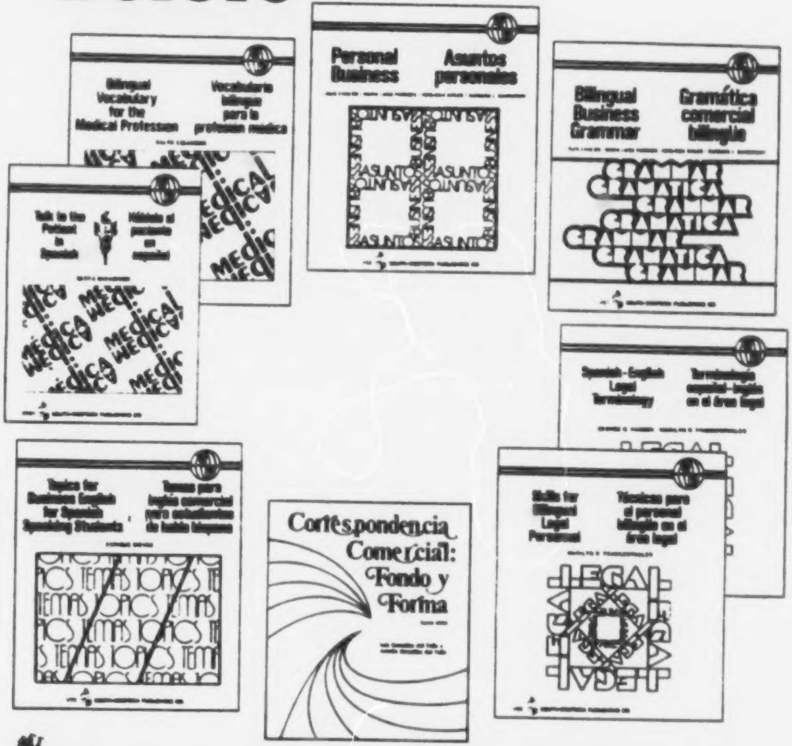
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National Conferences of Interest

September 12-16 Phoenix, AZ	**Fourth National Indian Child Conference,** 5105 Copper, N.E., Suite 1, Albuquerque, NM 87108, (505) 265-8705
Sept. 12-18 Washington, D.C.	**Congressional Hispanic Caucus, National Hispanic Heritage Week** (202) 226-3430
Sept. 26 - Oct. 1 Bismark, ND	**National Congress of American Indians,** Bismark, ND (701) 258-7700
Oct. 1-2 Bloomington, IN	**El Español En Los Estados Unidos III,** Indiana University, Dept. of Spanish and Portuguese, 844 Ballantine Hall, Bloomington, IN 47404
Oct. 1-2 Wayne, NJ	**Communicative Competence In Bilingual Settings: Challenging the Limited English Proficiency Student,** William Paterson College, Wayne, NJ, 07470 (201) 595-2436
Oct. 11 Los Angeles, CA	**National Association of Latino Elected Officials** (202) 546-3425
Oct. 28-30 Washington, D.C.	**National Puerto Rican Coalition,** 801 N. Fairfax Street, Arlington, VA (703) 684-0020
Nov. 11-14 Washington, D.C.	**National Association for the Education of Young Children,** 1834 Connecticut Ave., N.C., Washington, D.C. 20009, (202) 232-8777
Nov. 12-13 Mayagüez, PR	**VI Symposium on Spanish and Portugese Bilingualism,** Dept. of Spanish and Portuguese, University of Massachusetts, Amherst, MA 01003, (413) 545-2887
Nov. 19-24 Washington, D.C.	**National Council of Teachers of English,** 1111 Kenyon Road, Urbana, IL 61801 (217) 328-3870
Nov. 20-23 New Orleans, LA	**National Indian Education Association,** 3036 University Avenue, SE, Minneapolis, MN 55414, (612) 333-5341
Nov. 22-27 New York, NY	**American Council on the Teaching of Foreign Languages, Joint ACTFL/AATF/AATG Meeting,** 385 Warburton Avenue, Hastings-on-Hudson, NY 10706 (914) 478-20011
Dec. 27-30 Los Angeles, CA	**Modern Language Association of America,** 62 Fifth Avenue, New York City, NY 10011, (212) 741-5588
Feb. 15-19, 1983 Washington, D.C.	**National Association for Bilingual Education, 12th Annual International Bilingual Bicultural Education Conference, "BILINGUALISM: IN THE NATIONAL INTEREST", Conference Headquarters, GU-BESC, Suite 376, 3520 Prospect St., N.W., Washington, D.C. 20007, (202) 625-3540**

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Bilingual Education, Acquiring English, and the Case of Richard Rodríguez

By Stephen D. Krashen, Ph.D.
University of Southern California

Richard Rodríguez's autobiography (*Hunger of Memory*, published by Godine) is a moving account of a Mexican American growing up in Sacramento, California. According to both the jacket cover and a recent review in *Time*, the book is critical of two issues in American education: affirmative action and bilingual education. Rodríguez' argument against bilingual education is not new. It is based on his own case history, his success in acquiring English and his academic success (Rodríguez did graduate work in English in English literature), despite the fact that he knew little English upon entering school. Bilingual education, Rodríguez claims, delays the acquisition of English:

> "Without question, it would have pleased me to hear my teacher address me in Spanish when I entered the classroom. I would have felt much less afraid. I would have trusted them and responded with ease. But I would have delayed - for how long postponed? - having to learn the language of public society . . ." (p. 19)

The fact is that it is not the intention of bilingual education to delay the acquisition of English. Few, if any (none I have met) bilingual educators doubt the value of acquiring English and acquiring it quickly. Moreover, successful bilingual programs do, in fact, result in faster acquisition of English than "submersion" or sink or swim" programs, even when such programs are supplemented with ESL (for reviews of this research, see Cummins, 1981, Krashen, 1981).

To understand why this is so, how a program that appears to provide less exposure to English actually results in faster acquisition of English, we need to take a brief look at recent progress in the field of second language acquisition. It is now well established that language acquisition happens in only one way: when acquirers *understand* incoming messages, when they receive *comprehensible input*. Language acquisition does not result from grammar drill, repetition of patterns, or from listening to incomprehensible input, or noise. Good bilingual programs, while they may give the

(continued on page 13)

A Congressional Update on Bilingual Education

By James Lyons, Esquire
NABE Legislative Counsel

Before recessing for the November elections, Congress passed a Continuing Resolution appropriating Federal funds for FY 1983. The Continuing Resolution expires on December 17th; it must be extended or regular appropriations bills must be passed prior to this date to pay for governmental programs and activities for the remainder of the 1983 Fiscal Year.

In passing the Continuing Resolution, Congress rejected the Administration's proposal to slash funding for ESEA Title VII programs. Congress also rejected the President's proposal to terminate funding for the civil rights technical assistance programs authorized under Title IV of the Civil Rights Act of 1964. The Continuing Resolution approved before the election provides $138 million for Title VII and $24 million for Title IV — the same amount appropriated last year. Regardless of whether Congress passes another Continuing Resolution or regular appropriations bills during the short "lame duck" session, funding for Title VII and other education programs is likely to continue at the level provided in the current Continuing Resolution.

1982 Elections - Senate

The 1982 elections did not alter the existing partisan distribution of seats in the Senate (54 R 46 D). Nevertheless, the 1982 elections produced five new Senators. Three new Senators were elected to fill seats vacated by retiring members.

In New Jersey, *Frank Lautenberg* (D) bested Millicent Fenwick (R) by a 61 to 49 percent margin to win the seat vacated by the retirement of Nicholas Brady (R) [Brady was appointed in 1982 to fill the seat formerly held by Harrison Williams (D)].

In Virginia, *Paul Trible, Jr.* (R) beat Richard Davis (D) by a 51 to 49 percent margin to win the seat vacated by retiring Harry F. Byrd, Jr. (Ind.). Although Senator Byrd was counted as a Democrat for organizational purposes, he more often voted with the Republicans than with the Democrats.

In California, *Pete Wilson* (R) defeated Edmund G. Brown, Jr. (D) by a 53 to 42 percent margin to capture the seat vacated by the retirement of S.I. (Sam) Hayakawa (R).

(continued on page 6)

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Carolyn Riddick
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***NABE JOURNAL* Editor**
Eugene García
Bilingual Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
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NABE NEWS is published five times per year Sept., Nov., Jan., Mar., and June. It is available through membership. News and feature articles may be submitted to the editor at the above address. Deadline for submission of articles is the first day of the month preceding publication.

NABE Procedures For Resolutions

In preparation for the General Membership Meeting to be held at the 1983 NABE Conference on Saturday, February 19, 1983, NABE members are reminded of the procedures to be followed in submitting resolutions.

A resolution is defined as "A formal expression, intent, belief or position of the Association, adoped by the voting membership, generally at a designated annual conference, and which provides the direction in which the Association should be moving." Resolutions must express that which is within the scope of the goals and objectives of the Association.

Resolutions may be submitted by individual NABE members, NABE affiliates, NABE standing committees, NABE special interest groups, and the NABE Executive Board. The maker and seconder of the proposed resolution must be NABE members in good standing.

Resolutions to be considered for adoption at the annual conference must be presented to the NABE Resolutions Committee Chairman, Dr. Alfredo G. de los Santos, Jr., no later than January 15, 1983 for prior review and processing by the Resolutions Committee. The Resolutions Committee is composed of the Chairman and a delegate from each NABE affiliate. The Committee reviews each resolution for conformity to establish criteria.

The Resolutions Committee will hold an open hearing on proposed resolutions on Friday, February 18, 1983. Copies of proposed resolutions will be available prior to the General Membership Meeting on Saturday. Those resolutions meeting recommended criteria shall be submitted by the Resolutions Committee for consideration by the voting membership. Passage of a resolution shall be by simple majority vote of NABE members of good standing present at the General Membership Meeting.

Proposed resolutions should be submitted on the appropriate form (copy of form is reproduced here) and sent to Dr. Alfredo G. de los Santos, Jr., Vice Chancellor for Educational Development, Maricopa Community Colleges, 3910 E. Washington Street, Phoenix, Arizona 85034 (602) 244-8355.

NABE Membership List

NABE rents its membership list in cheshire or gum label form at a cost of $200. This fee is the cost to anyone, within or without the organization. It is the policy of the organization to require a written explanation of the proposed use of the list, including a copy of the mailing going out, in advance of the sale. For further information, contact Ms. Carolyn Riddick, NABE Office Secretary, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036 (202) 822-7870.

Message From the President of NABE

I am going to use this message to report on the most recent meeting of the NABE Executive Board which took place in Washington, D.C. during the Veterans Day Holiday Weekend. In every respect, this NABE Board meeting was extraordinary!

While the NABE Board was meeting to discuss the future of bilingual education, thousands of people were coming together in the Capital to commemorate the participants and victims of the Vietnam War. The coincidence of the two meetings triggered thoughts about the connection between bilingual education and the Vietnam War and about our national priorities. Before I report on the NABE meeting, I would like to share with you some of these thoughts.

Bilingual Education & The Vietnam War

Ironically, bilingual education in the United States is a contemporary of the Vietnam War. In 1968 — the same year in which Congrss enacted Title VII — the death toll of Americans in Vietnam passed 300,000. In that same year, between 300 and 500 old men, women, and children died in the massacre of a single village — My Lai. By early 1968, it was estimated that more than one million Vietnamese had died in the war which engulfed their homeland.

Bilingual education in the United States was not only a contemporary but also a casualty of the Vietnam War. Money that could have been spent on improving the quality of education was spent on lethal weapons. Although Congress authorized the expenditure of $265 million during the first five years of the Title VII program it only appropriated $88 million during the same five-year period; indeed, Congress made no appropriations for the first year of the Title VII program.

The connections between bilingual education and the Vietnam War go beyond dollars. The Vietnam War drove millions of people from their homelands in Indochina. Many of these people have sought refuge in the United States. The successful economic, political and social integration of these refugees into American society depends, in large measure, upon the kind of education we provide not only to the refugees and their children, but to all American children.

In the time since Vietnam, we have learned a great deal about education, especially about the education of children who are culturally or linguistically different. Much of our knowledge, and many of the improvements in the education of language-minority students, came as a result of Federal support for bilingual education.

We now know that bilingual-bicultural education programs can ensure equal educational opportunities for national origin minority students. Because of Title VII, we have hard data showing that bilingual education not only helps students master English language skills, but that it also helps language-minority students to learn, *in a timely fashion*, the subject matter skills which are essential for a productive life in this society.

National Priorities

Despite all that we have learned about the effective education of language-minority students since Vietnam, and despite the fact that the Vietnam War greatly increased the number of students who need bilingual education programs, the current Administration would like to reduce support for bilingual education.

President Reagan proposed this year, and is likely to propose again next January, that Congress make drastic funding cuts in Title VII and related programs. These cuts are justified by the Administration as necessary to "hold down" Federal deficits — deficits that are swollen by increased military expenditures.

The Administration's proposals belie the lessons we should have learned from Vietnam. As Representative Paul Simon wrote in his book *The Tongue-Tied American*:

> We can learn some lessons from that tragic conflict [the Vietnam War], the need for specialists who understand what is happening in every corner of the globe; the need for citizens who can read, write, speak and understand all major languages. The loss in Vietnam came not because of deficiency in military equipment or in the fighting force, but because of deficiency in understanding.

If the United States is to overcome its "deficiency in understanding" — a deficiency which threatens our security and world peace — there must be increased support for language education. Language, after all, is essential to communication; and communication is essential to understanding.

Instead of cutting back on Federal support for bilingual education, the Administration should substantially expand the Title VII program, making it the cornerstone of a national language education effort. Such a language education effort, designed to capitalize on our existing cultural and linguistic diversity, would contribute to American defense and permanent world peace in a way weapons never can.

NABE Board Meeting

Making bilingual education a national priority was the focus of much of the NABE Board meeting. The Board held extensive discussions with its Legislative Counsel, Jim Lyons, regarding the current status and future outlook for Federal policies affecting bilingual education.

Mr. Lyons reported (see article printed on p. 1) that Congress had rejected the Administration's proposals to cut funding for Title IV (CRA) and Title VII (ESEA) program. He also noted that Congress failed to act upon either the Administration's bill to amend Title VII or the separate bill proposed by Senator Huddleston.

"NABE and the numerous organizations working with it can be proud of their success in repelling these assaults on bilingual education," Mr. Lyons told the Board. At the same time, he outlined some of the future challenges facing Federal bilingual education policy.

Mr. Lyons emphasized the fact that the 97th Congress must extend the FY 1983 Continuing Resolution prior to end of the special "lame-duck" session before the holidays; he suggested that NABE members once again write their Congressional representatives urging them to maintain, if not expand, Federal support for bilingual education.

Mr. Lyons predicted that the 98th Congress will be more reluctant to tamper with domestic programs, including programs such as Title VII. Nevertheless, he noted that the 98th Congress will need to pass, either in 1983 or 1984, legislation extending the Bilingual Education Act. Additionally, he reported that the Administration apparently plans to resubmit its budget proposals, calling for cuts in Title VII and related programs, to Congress again next year. Concerted effort will be needed, he said, to defeat these budget proposals as well as any amendments that would weaken Title VII.

1983 NABE Conference

The Executive Board spend a substantial amount of time discussing plans for the 1983 NABE Conference scheduled to take place in the nation's capital February 15-19, 1983. The Conference theme, "BILINGUALISM: IN THE NATIONAL INTEREST," is timely and critical.

Ramón Santiago, Conference Chairman, and Conference Co-Chairpersons Harold Chu and Nancy Zelasko, outlined the programs and activities which will take place during the conference. The Committee's report and the plans they have developed are outstanding.

(continued on page 5)

B. Roberto Cruz

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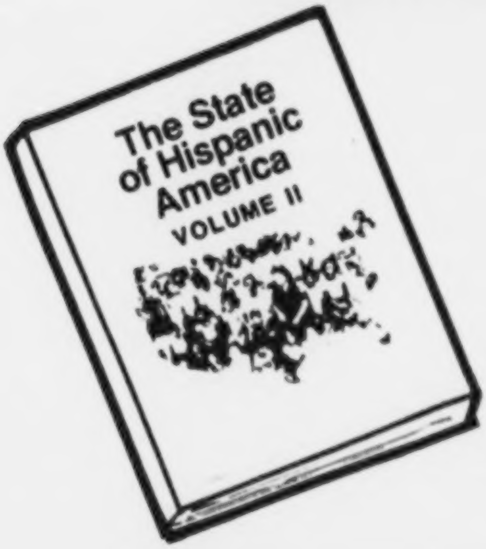
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Message From the President of NABE

(continued from page 3)

More than any previous NABE Conference, the 1983 Conference relates to the urgent need to establish sensible national priorities. A majority of the featured speakers at the Conference will be business and government leaders — non-educators — who will discuss with us the importance of bilingualism for trade and commerce and for domestic and international relations. Because of its scope, the 1983 NABE Conference is likely to not only expand our own perspectives but also to help policy-makers better appreciate the importance of bilingual education.

Like past NABE conferences, the 1983 Conference will offer participants the opportunity to attend a variety of workshops on the theory and practice of bilingual education. These workshops will be conducted by parents, teachers, administrators, and researchers who have made outstanding contributions to the development of bilingual education.

The location of the 1983 NABE Conference makes it possible for participants to meet with the Federal officials who administer programs serving langauge minority students. The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has agreed to conduct a mini-Management Institute for Title VII project administrators and staff on Monday, February 14, 1983, the day before the NABE Conference opens. OBEMLA and other Education Department staff will participate in the Conference and will hold sessions to provide technical assistance and to answer questions about grant eligibility, project applications, regulatory requirements, and other vital matters pertaining to the administration of bilingual education and related programs.

Ramón and other members of the Conference Committee described some of the major activities planned for the Conference — a Parent Institute, school visits, breakfast seminars, a President's Congressional Reception, a fundraising dance, the NABE Writing Contest, formal public hearings of the National Advisory Council for Bilingual Education, and the annual banquet and dance — all of which promise to make the 1983 Conference the most profitable and enjoyable ever.

Ramón Santiago and all of the members of the 1983 Conference Committee deserve our gratitude and praise for their tremendous work. Most of all, they deserve our participation in the 1983 Conference.

NABE's Future

Judging by the recent Board meeting, the future of NABE is bright. Board members are working as a *team* to strengthen NABE, and the Board, in turn, is being supported by a team of committed professionals. In addition to NABE Office Secretary Carolyn Riddick, Legislative Counsel Jim Lyons, and *NABE NEWS* Editor Nancy Zelasko, we are fortunate to have secured Dr. Eugene García of Arizona State Unviersity as the new Editor of the *NABE Journal.*

In the final analysis, however, NABE's success depend less upon the work of its Board or support team than it does upon the work of its members. Regardless of whether you are a parent, a teacher, an administrator, a researcher, or a concerned taxpayer, your efforts are vital to the success of NABE and the preservation of bilingual education.

Once again, I call upon each of you to help preserve and expand the educational opportunities available to language minority-students. You can help by:

- publicizing the success of your bilingual education programs;
- making your views known to your elected representatives and appointed officials;
- renewing your NABE membership and encouraging other individuals to join NABE;
- attending the 1983 NABE Conference in Washington, D.C.;
- using your contacts in the community to promote bilingual education and to solicit financial support for NABE; and, most importantly,
- by continuing to provide the most effective educational services possible.

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☐ 009-0007 Resolutions
☐ 009-0008 Public Relations
☐ 009-0009 Parental Concerns

Congressional Update *(continued from page 1)*

Two new Senators defeated incumbents.

In Nevada, *Chic Hecht* (R) defeated Howard Cannon (D) by a two percent margin (50-48).

In New Mexico, *Jeff Bingaman* (D) ousted Harrison Schmitt (R), winning 54 to 46 percent.

Although the 1982 elections did not alter the division of political power in the Senate, Democratic Senatorial candidates made a better showing than Republican candidates. Six of the 13 Republican Senate winners were elected with 51 percent or less of the vote in their states. By contrast, 14 of the 18 successful incumbent Democrats won more than 60 percent of the vote in their states. Senate Republicans are sure to be concerned with these numbers for they recognize that their exposure will be much greater in 1984 when 19 of their members are up for re-election (and only 14 Democrats are up for re-election) than it was in this election when only 12 of the 33 Senators up for re-election were Republicans.

House

As a result of the 1982 elections, the Democrats picked up 26 seats. After the November 30th elections in Georgia for two House seats, Democrats are expected to enjoy a 269-166 member majority.

In partisan terms, the 1982 House races were exceedingly significant. Only three Democratic incumbents were defeated while 26 Republican incumbents lost their re-election bids. 14 of the Republican incumbents who were defeated were freshmen elected in the 1980 Reagan landslide.

In all, there will be more than 80 new House Members in the 98th Congress. The Hispanic Caucus added three new Members (Solomon Ortiz of Texas, Bill Richardson of New Mexico, and Esteban Torres of California) for a total of nine; the Black Caucus also added three Members for a total of 20.

Now is a good time to send a short note to the winners of the elections in your area. In addition to extending your congratulations, use the note to inform them of your interest in and support of bilingual education. Remember, your elected representatives cannot represent your views unless they know them.

98th Congress

Action in the 98th Congress, which convenes in January, will be critical to the fate of bilingual education. In February, Congress will hold hearings on the President's FY 1984 budget proposals. Despite Congressional rejection this year of the Administration's proposals to cut funding for Title VII and other critical education programs, President Reagan is expected to propose reductions in FY 1984 appropriations for education programs including Title VII.

Either in 1983 or 1984, Congress must pass legislation extending the authorization of the Bilingual Education act. During the reauthorization process, Congress will review the need for special instructional programs for language-minority students and the effectiveness of the Title VII program. Congress may also consider Title VII in the context of a national language education policy.

A Network of Support For Bilingual Education

Bilingual education is viewed as a Federal priority by a large number of national organizations. Some of these organizations are concerned with language education generally, while many others are devoted to protecting the civil rights of ethnic minorities in the United States.

To ensure that NABE represents the interests of the diverse groups served by Title VII and to facilitate coordination of activity during the reauthorization process, a Legislative Advisory Subcommittee has been created by the NABE Socio-Political Concerns Committee. Representatives from national oganizations concerned with bilingual education have been invited to

(continued on page 8)

IMAGES AND IDENTITIES:
The Puerto Rican
In Literature
IMAGEN E IDENTIDAD:
El Puertorriqueño
En La Literatura
National Public Conference
April 7 - 9, 1983
Newark, New Jersey
For more information contact:
Dr. Asela Rodríguez de Laguna
Dept. of Foreign Languages
Rutgers University, Conklin Hall
175 University Avenue
Newark, New Jersey 07102
(201) 648-5594

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☐ 001-0005 Adult Education
☐ 001-0006 Parent + Community
☐ 001-0007 Vocational Education
☐ 001-0008 Students
☐ 001-0009 Research + Evaluation
☐ 001-0010 Special Education
☐ 001-0011 Global Education

LEVEL OF WORK (Check One)

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☐ 002-0002 Elementary Education
☐ 002-0003 Secondary Education
☐ 002-0004 Higher Education
☐ 002-0005 Adult Education
☐ 002-0006 Community
☐ 002-0007 Resource Center
☐ 002-0008 Publishing
☐ 002-0009 Other ______________________

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

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Signature of Member *Date*

From Theory to Practice

NABE NEWS *is pleased to announce a new regularly featured column, "From Theory to Practice," managed by Carol Montgomery. "From Theory to Practice" will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

Assessing Learners' Attitudes Toward Native Speakers

by Lizabeth England
University of Illinois at Urbana-Champaign

The fact that language learning is influenced by students' attitudes toward native speakers of the new language has long been something that teachers have known; this fact also seems to have acquired justification in the language research. In addition, adjustment to a new culture seems to be a developmental process which occurs in a systematic fashion. This process affects changes in attitudes toward the two cultures: the new one as well as the native group.

In view of the fact that attitudes have been shown to be important to language experience, the sharing of these attitudes and feelings toward Americans as well as toward students' native cultures has come to be a meaningful part of some students' English-learning experience. It is stressed here that adjustment implies change and the change which occurs is not only a result of the new environment. It is also a function of the relationship which the student has known with his own culture. It is important that students' own cultural backgrounds be discussed in the classroom and that the role of those cultures not be subordinated in discussions of cultural adjustment and cultural awareness.

In this article, I would like first to describe some methods which we have tried which encourage students' sharing and clarifying for themselves feelings about relationships with Americans and their own cultures, and second, to describe some considerations to be made when dealing with some of the sensitive issues which arise in the setting of these discussions.

First, we must not ignore the fact that many students obtain their most significant learning in informal settings with other students or with their teacher. These are students who simply "like to chat." They enjoy personal interaction and would be delighted to spend the class period talking to one another. These may also be the students who show up for all class social functions, and who request individual instruction or conferences. These students' attitudes may not come up as part of their conversations, but it is likely that feelings which they have toward Americans or their native people are shared during these times. In our classes, students have expressed relief to have had the chance to "ventilate" feelings that they have about the American way of life, or more generally, about how they are adjusting here, in the context of such discussions. This may be the only opportunity students have to express what they are feeling about their new lives. We have carried out these discussions as individual interviews, and, though the original purpose of the interviews was to complete a research project, the students seemed to have gained a great deal from the interview for having had the opportunity to talk about their concerns. Many of these students voluntarily returned several days after the interviews to say that they had appreciated the opportunity of discussing these matters.

There are problems with the chat session or interview because some students do not respond well in that setting; in addition, it is not possible in large classes to set aside enough time to sit down for an hour or two with each student individually. It also may be hard for some students to tell their American teacher that they are tired of eating American food, that the garage repair man just overcharged him, or that American supermarkets carry such a variety of different items that they prefer to shop at Seven-Eleven instead. Students may appear to be positive about American culture for fear of offending the teacher.

One method that we have used to stimulate honest and meaningful class discussions about the problems of adjusting to American culture as it relates to students' feelings of distance or closeness to the two cultures (their own and American) is a questionnaire orginally used at the University of Michigan (Acton, 1979).

This questionnaire has been used widely for a number of purposes (see Clarke, 1979; Acton, 1979), but it has been useful as a device for discussions about adjustment to the American culture in ESL classes. Briefly, the questionnaire contains several concepts which are significant in the student's native culture as well as in the United States. Each concept is rated by the student based upon a set of polar adjectives. Concepts are judged by students for themselves, for their native people, and for Americans. For example, some items on the questionnaire would look something like this:

TELEVISION

	Self	— : — : — : —	
Necessary	Countrymen	— : — : — : —	**Unnecessary**
	Americans	— : — : — : —	

POLICE OFFICERS

	Self	— : — : — : —	
Necessary	Countrymen	— : — : — : —	**Unnecessary**
	Americans	— : — : — : —	

DIVORCE

	Self	— : — : — : —	
Necessary	Countrymen	— : — : — : —	**Unnecessary**
	Americans	— : — : — : —	

The student would be asked to judge several concepts (five to eight in one sitting) in this way. They are encouraged to respond spontaneously without spending long periods of time on any one response.

As students proceed through stages in adjusting to the new culture, their attitudes toward the native country may also undergo some change. A conscious effort to observe this change may be made available by students noting where they are on the scale compared with their perceptions of their native countrymen as well as Americans. For example, one student gave the following responses to one item on the questionnaire, first, after one month in the U.S., and then after being here for six months:

ONE MONTH
AUTOMOBILE

	Self	— : — : — : —	
Good	Countrymen	— : — : — : —	**Bad**
	Americans	— : — : — : —	

SIX MONTHS
AUTOMOBILE

	Self	— : — : — : —	
Good	Countrymen	— : — : — : —	**Bad**
	Americans	— : — : — : —	

(continued on page 8)

Assessing Learners' Attitudes

(continued from page 7)

In discussing these reponses, the student noted that after one month in the U.S., he felt that cars weren't very good, that there were too many of them, and that he, as a student, could get along without one. But after six months in a small midwestern college town, the necessity of escaping for an occasional weekend caused him to judge cars more positively; as more necessary for his getting along here. At the same time, this student's perceptions of his countrymen's view of automobiles stayed the same from one to six months. After one month here this student felt that Americans think that cars are very good; however, after six months, he sees Americans to be less positive about cars. This was due to the fact that this student's American roommate was an environmentalist, who had convinced the student that cars are not so good for Americans because they pollute the environment.

Here we have used the PDAQ as a springboard for discussing students' attitudes and experiences with the American culture. For a student who would prefer not to be "interviewed," or who would otherwise not like the one-to-one interaction with the teacher, the PDAQ might offer the opportunity to think about, if not to discuss, the underlying reasons for responses he has. It should be noted that students should not in any way feel forced to discuss these issues; responses on the PDAQ should be made by the student himself and should not take the form of "a test," or other evaluation device.

Here, the PDAQ shows the student's perception of the relationship between himself and his native people, and he himself with Americans. After one month, the student perceives himself to be closer to his native countrymen (self: 3, countrymen: 4, Americans: 1); at six months, this student seems to feel closer to Americans (self: 1, countrymen: 4, Americans: 2). Though acquiring the perception of being closer to native speakers of the new language often occurs in foreign students in American universities over time (Acton, 1979), many students do not acquire such a perception (see Oller, 1979).

A second application of the PDAQ is for use by a teacher who might have an interest in knowing how students feel toward the two groups: the native countrymen and Americans, in order to write curricula, syllabi or class exercises. A student who feels more distant from Americans may need only to use the language in a specific, non intergrative context. For example, a student who lives in a neighborhood of immigrants or refugees from the same native group may only need English to communicate with his boss or co-workers. In that case, long lessons about going to the supermarket, discussing a disputed grade with a professor or arguing with the car mechanic over his bill may be misplaced. This student needs English for the workplace, and would undoubtedly tire quickly of irrelevant contexts of English use. Such instruction may even serve to discourage the student from learning English.

Some concepts which we have used with upper-level university students are listed below with adjective pairs that we have found to be ones to which students readily responded:

television -	honest/dishonest
father -	respected/not respected
welfare -	good/bad (public assistance)
birth control -	needed/not needed
children -	powerful/powerless
religion -	valuable/not valuable

Choosing concepts to be evaluated by students should be done carefully beforehand, and at least in the beginning, concepts should be chosen by the teacher. Later, students might like to choose concepts that are particularly significant to them.

Some considerations to be kept in mind when choosing concepts for this exercise are: 1) This exercise in cultural awareness should not be done with beginning-level students because these students can often become frustrated by a presentation of many new concepts with which they are only somewhat familiar. 2) This exercise is not suggested as a test of vocabulary knowledge, and should contain concepts and adjective pairs with which students are thoroughly familiar. However, it is encouraged that concepts used be elicited from students in the form of those culturally significant concepts which arise in informal student/student or student/teacher chats. In this way responses to the questionnaire may be more meaningful and valid from the student's point of view as s/he reviews responses. 3) The student's native culture: having students judge "newspapers" if they come from a culture in which newspapers are not available may obtain less than satisfactory results. 4) The students' level of language mastery: students should be judging concepts with which they are familiar. 5) The student's lifestyle: is s/he interested in the concept: a young mother may not go to discotheques, so that judging them for herself, her native people or Americans may have little or no meaning for her.

In summary, we are not attempting to judge students nor to determine if they feel negative or positive toward Americans or their native people. These attitudes are complex, subject to change, difficult to measure, and poorly defined. What seems to be important for ESL students is an opportunity to articulate and share their feelings about their experiences with adjustment to a new cultural environment. Part of providing for this opportunity is teachers' interest in students' ongoing adjustment — both in terms of their perceptions about American culture as well as their own. The degree to which that interest is communicated by the teacher and responded to by the students will in part be reflected in the language mastery which those students achieve.

Congressional Update

(continued from page 6)

serve on the Subcommittee. The response to NABE's invitation has been gratifying; representatives of many national organizations have joined the Subcommittee, and the Subcommittee has begun work on developing a substantive reauthorization agenda.

1983 NABE Conference

Because of its location, theme and timing, the 1983 NABE Conference will have a powerful impact on Federal bilingual education policy. The NABE Conference will coincide with initial Congressional action on President Reagan's FY 1984 proposed budget. Special sessions and workshops will be held on the Administration's budget proposals and Congressional counter proposals.

The 1983 NABE Conference will play a major role in the reauthorization of Title VII. Conference sessions will cover all of the issues which Congress is likely to consider during the reauthorization process. The information compiled and shared during these sessions will provide a basis for Congressional passage of an improved and expanded Bilingual Education Act.

The success of the NABE Conference, of course, largely depends upon you, the Members and friends of NABE. Your presence at the February Conference will help to focus national attention on the importance of bilingual education; your attendance at the workshops and sessions will help strengthen the Title VII support network. In sum, your attendance at the NABE Conference will influence the future of bilingual education in the United States.

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The ERIC Clearinghouse on Urban Education (ERIC/CUE) invites you to submit documents on the education of urban and minority chidren and youth for possible inclusion in the ERIC information system. Send two clearly typed or printed copies of each document and, if possible, an abstract to ERIC/CUE, Box 40, Teachers College, Columbia University, New York, New York 10027.

The Newsletter: An Important Tool for Bilingual Education

by Jay M. Jaffe, Jaffe Associates

The newsletter is the single most important communications link with members of organizations, centers or associations. It is the primary source of official information and if it is informative as well as attractive, members will look forward to each issue.

How can the information best be conveyed?

Good layout creates a desire to read. But it cannot transform an inadequate bit of writing about a topic that is not interesting to your audience. No layout has ever been devised that will save uninteresting or poorly written text. To communicate successfully through the printed page, *you must present good material in a way that will create interest.*

There is much that bilingual educators won't read and even more that they have no time to read. Yet there are certain subjects related to bilingual education that will attract the curiosity of your audience.

Generally speaking, the following are examples of types of information which will make news in most bilingual education circles.

1. News about the status of the bilingual educators also is important. This type of information involves the names of people readers know, thus satisfying curiosity about the doings and accomplishments of fellow educators.
2. New laws and rules issued at the state and federal level — the legislature or the state education association — are often inadequately reported in the local commercial press. Your newsletter can and should help to fill this gap.
3. Names often make news, especially political leaders who may have visited your area and spoken to local bilingual education leaders. Your newsletter has a responsibility to make this information available to your readers.

GUIDELINES FOR NEWSLETTER PRODUCTION

The Newsletter: Who Does It/How Often?

The newsletter editor usually has other responsibilities in the area of public relations. Newsletter writing and production can be a committee task, but having one person coordinate matters (as editor) is generally advisable.

Early in the year, a schedule of regular publication dates should be established and announced (perhaps in the first newsletter). Stick to the schedule. Separate "crisis" editions can be issued, if necessary, at any time. Frequency is more important than number of pages. It's much better to publish a one page newsletter once or twice a month than a four-page newsletter every two months.

What To Name It?

If your organization is just beginning newsletter publication, a name is needed. Your members can be asked to submit suggested titles — you might even have a contest (complete with a prize for the winner). The newsletter name should be easily understood and instantly recognizable. Avoid corny or odd sounding names; the media and the community will certainly see the newsletter on occasion. Choose a name and stick to it. The newsletter "banner" (the portion of the publication which contains the newsletter title) should remain consistent.

Cost

Newsletter costs will vary. Offset printing is recommended, but there will be price differences even among local offset printers. Contact several print shops in your area and ask them to bid on printing your newsletter. Be sure that all of them are provided with the same information on which to make their bids. Include information on:

- paper size and weight
- paper color
- number of pages
- whether or not artwork or photos will be used (and how many)
- color of ink
- whether or not job is to be folded or stapled
- who is to handle mailing
- total press run (number of copies to be printed).

When talking with printers, also find out how much "turn-around" time you can expect from each of them. (Turn-around time is the amount of time it takes to get back a finished job after the printer has received complete camera-ready copy and artwork, photos, etc.)

Format and Design

Usually, the most distinguishing feature on page one of a newsletter is the banner (sometimes called the "flag"). If you are inexperienced in producing a newsletter you might enlist an artist to submit some designs for the banner. The banner should contain the title of the newsletter, the full name of your organization, volume number, and date. Information on the editor and other important staff members should be in a prominent spot, usually in a box, but not necessarily on page one.

To make your publication stand out:

- use a colored ink for printing but stick with a dark color for legibility.
- use press-on letters for headlines to make them stand out
- use decorative borders to highlight stories
- add line-art cartoons and illustrations
- scan other publications for ideas you can implement in yours.

The Importance of Good Writing

Good, interesting writing takes practice and it *can* be learned. Keep in mind that short sentences are the most effective. Use quotes and unusual action verbs, whenever possible.

Also, be sure to use plain and simple English. Read what you have written and if it doesn't sound like you talking, it is probably stilted.

Since the education newsletter is unique it should look and read like — a letter to a friend.

Remember that the "lead" or opening sentences of all your stories should include WHO, WHAT, WHEN, WHERE, WHY, and HOW (if relevant). The only deviation from this rule is in a feature or human interest story.

The best way to learn to write is to do it! The more practice you get the more comfortable you will feel about doing it.

Producing a timely, well written newsletter on a consistent basis, is a very effective way to keep those in your area up to date and aware of what is happening in Bilingual Education.

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Preliminary Announcement

Georgetown University Round Table Conference on Languages and Linguistics, "Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale," 9-12 March 1983, Georgetown University. For information, contact: Dean James E. Alatis, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

National Advisory Council on Bilingual Education
Calendar Year 1982 - 1983

Ms. Beatriz Casals-Andrews 6-30-83
Assist. Professor, Education
Western Oregon State College
Department of Education
Monmouth, Oregon 97361
(503) 838-1220, Ext. 444

Ms. Carolyn Hong Chan** 6-30-84
Tony Q. Chan, O.D., P.A.
5341 Wyoming, NE
Albuquerque, NM 87109
(505) 821-8333

Mr. José E. Delgado, Jr.
Delgado, Jr. 6-30-84
Board Member
Camden Board of Education
Camden, New Jersey 08105
(609) 757-7200

Dr. Juan M. Flores 6-30-85
Assist. Super. of Schools
Dallas Indepenent
School District
Multicultural Education
Dallas, Texas 75204
(214) 824-1620

Ms. Marcia J. Galli 6-30-83
Needs Assessment &
Eval. Specialist
Weber State College
Sex Desegregation
Assistance Center
Ogden, Utah 84408
(801) 626-6818

Dr. Arnhila González-Quevedo 6-30-83
Assistant V.P. for
Academic Affairs
Florida International
Univ. P.C. 529
Miami, Florida 33199
(305) 554-2151

Ms. Agnes M. Kerr 6-30-83
Classroom Teacher
Burlington High School
Institute Road
Burlington, Vermont 05401
(802) 863-4521, Ext. 291

Dr. Seymour Lachman 6-30-83
Univ. Dean & Prof.
of Education
Graduate School & Univ.
City Univ. of New York
33 W. 42nd Street, Rm. 401
New York, New York 10036
(212) 790-4229 or (212) 532-5005

Ms. Berta Perez Linton 6-30-85
Attorney at Law
806 First Savings Building
San Angelo, Texas 76903
(915) 655-5614

Ms. Mary B. Liu 6-30-83
Consultant - Retired

Dr. David Machlis 6-30-84
Associate Dean of
Academic Affairs
Adelphi University
Garden City, Long Island,
New York 11530
(516) 294-8700, Ext. 7286

Ms. Lorella LeDee Marshall 6-30-84
St. Landry Parish
School Board
Post Office Box 310
Opelousas, Louisiana 70570
(318) 543-2315

Ms. Judith Valdez Moses 6-30-85
School Administrator
Hargitt School
Foster Road
Norwalk, California 90650
(213) 864-2593

Ms. Cecilia Santa Ana 6-30-85
Educational Consultant
Michigan Department
of Education
Migrant Program
Lansing, Michigan 48909
(517) 373-0160

Dr. Moises S. Tirado 6-30-85
Lecturer of
Foreign Languages
Waggoner College
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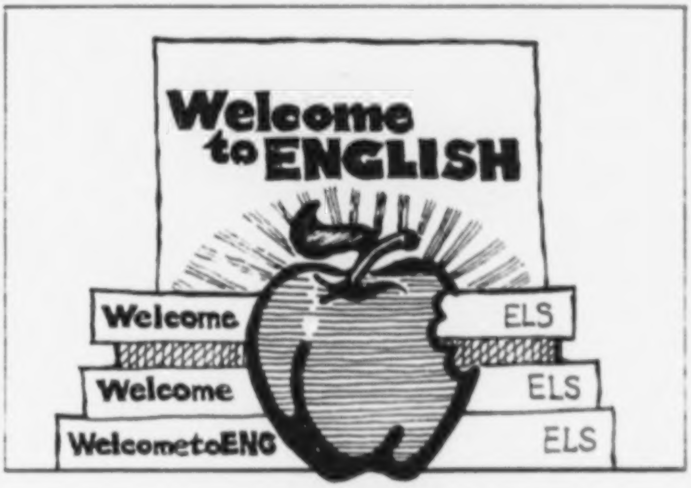

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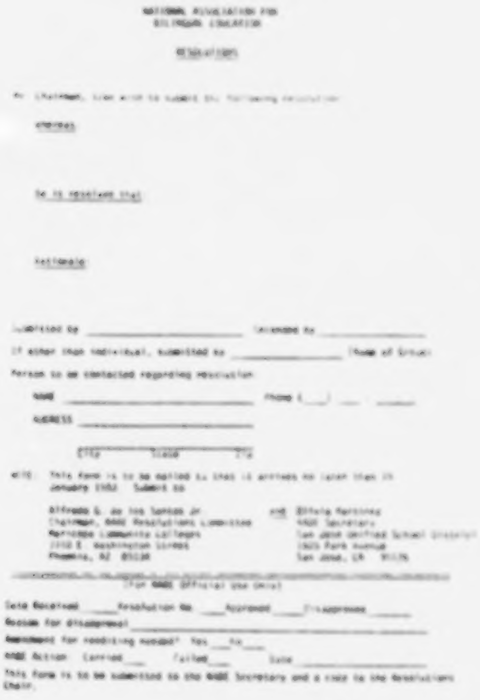

Congressional Fellowships On Women and Public Policy

The George Washington University has announced the availability of Congressional Fellowships on Women and Public Policy. The purpose of the program is to develop specialists in policy issues affecting women, in an academic/legislative environment, under the auspices of the Women's Studies Program of the George Washington University and the Women's Research and Education Institute of the Congressional Caucus for Women's Issues. Fellows will spend one academic year's work at the graduate or professional level working for a Member of congressional committee staff on policy issues affecting women. The student will spend 30 hours per week in a congressional office. All students in graduate or pre-professional programs anywhere in the U.S. are eligible for 1983-84. Applicants must have the approval of their advisor and their home institutions and be able to register away from their home schools for one year.

Applications will be available from the George Washington Women's Studies Program by February 4, 1983. Deadline for submission of applications is March 11, 1983. For additional information contact Dr. Phyllis M. Palmer, Congressional Fellowships on Women and Public Policy, Women's Studies Program and Policy Center, The George Washington University, Washington D.C. 20052, (202) 676-6942.

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NABE JOURNAL EXPANDS SCOPE

It is apparent that the *NABE Journal* has been instrumental in disseminating high quality research information to the growing population of bilingual educators. It is the intent of the editor, Dr. Eugene E. García, using the available resources of Arizona State University, to continue the enhancement of this important dissemination effort.

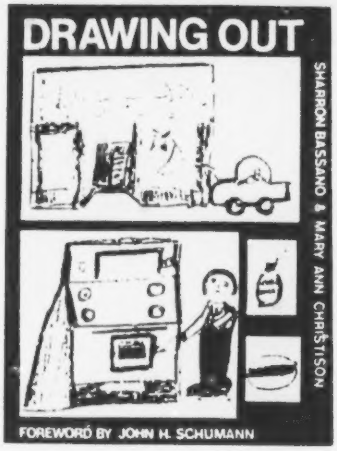
The new editor has substantive experience and involvement in scholarly publication activity and research. He is presently involved in three reseach projects, one from the National Science Foundation, one from the National Institute of Education, and one from OBEMLA (a demonstration project). Each of these grants centers on major issues related to bilingual education.

Dr. Ray Padilla will serve as Editorial Associate. He is the editor of recent volumes entitled *Ethnoperspectives in Bilingual Education* and is co-editor of a new column *Advances in Bilingual Education Research* to be published by the University of Arizona Press.

The *Journal* will be housed in The Bilingual Bicultural Education Center at Arizona State University. There exists a general supportive atmosphere regarding bilingual education at ASU. In the last three years, six tenure line faculty have been hired specifically in this area. These faculty joined an already existent core of faculty in promoting both teacher and graduate education as well as high quality education research efforts at ASU. None of this could have been accomplished without the support of the university administration. It is fair to conclude that such support has been strong and unwavering in the past few years. It is apparent that ASU is striving to attain major recognition in the area of bilingual bicultural education and has allocated the resources to do so.

The Editor and The National Association for Bilingual Education encourage submission of articles of general significance to bilingual education and related disciplinary fields. Manuscripts should usually be no longer than twenty double-spaced typed pages. Any internationally recognized style may be followed but that of the American Psychological Association is preferred. An abstract of two hundred words or less must accompany all submitted manuscripts. All manuscripts will be reviewed by at least two editorial board members/consulting editors with expertise in area of the manuscript topic. Final publication decision is the responsibility of the editor. Please submit four copies of the manuscript to Eugene E. García, Bilingual Bicultural Center, Farmer 414, College of Education, Arizona State University, Tempe, AZ 8528.

The editor is considering publication of editorial comments. These should be no longer than 1,000 words in length and focus on issues related to bilingual education. Opinion manuscripts should be clearly labeled as such.


DRAWING OUT
SHARRON BASSANO & MARY ANN CHRISTISON
FOREWORD BY JOHN H. SCHUMANN

Drawing Out is a teacher's guidebook of activities designed to explore the use of student-created images in the process of second language acquisition. It offers specific ideas for topics and for classroom implementation as well as sharing delightful samples of actual student visual and written projects that have resulted from these activities.

Drawing Out focuses on using art experiences to aid allowing students to discover their own resources, inclinations, possibilities and limitations. It emphasizes developing a gratifying sense of personal identity through creative expression. **Drawing Out** helps build a positive classroom atmosphere that is accepting of and enthusiastic about individual and cultural differences.

"***Drawing Out*** *is really two books. One is a methodology text which presents techniques designed to get students to produce art work which they can then comment on orally and in writing. The second is an actual collection of student art work and interlanguage productions. Thus, it is an ideal book for teachers — one they can learn from and one they can simply enjoy.*"

— John H. Schumann, UCLA

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The editor is considering publication of brief idea statements. These should be no longer than 1,000 words and reflect "new" or "creative" perspectives on theoretical, technical, or policy issues relevant to bilingual education.

The *Journal* will begin to offer advertisements and student recruitment space at a reasonable rate. Inquiry regarding the cost of such space may be directed to the editor at the above address or by calling (602) 965-7134.

The *Journal* will continue to serve its purpose only if it is supported by the NABE membership. Please consider it as an outlet for your scholarly work.

Join NABE Today!

AFFILIATE NEWS

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January 23 - 27, 1983

New York State Association for Bilingual Education
April 9 - 10, 1983

Illinois TESOL BE
April 29 - 30, 1983

NABE Affiliates are encouraged to submit articles on activities to *NABE NEWS* to share information with the membership on conferences, fundraising activities for NABE, and other events.

Bilingual Education, Acquiring English

(continued from page 1)

child less overall exposure to English, actually provide more comprehensible input in English.

They do this directly in several ways. One way is via English as a Second Language classes (ESL).[2] Another is by comprehensible subject matter teaching in English. When a second language acquirer understands the language of a geography lesson, it is also a language lesson.[3] Subject matter classes taught in the first language contribute indirectly but powerfully to the acquisition of English. First, such classes result in knowledge, knowledge that helps make English input more comprehensible. A limited English speaking child who has had a good math background will acquire more English and more math in the English language medium math class than the limited English speaking child whose math background is poor. This is because the former child has more context, more background information that makes the input easier to understand. In addition, Prof. James Cummins of the University of Toronto argues that language skills related to academic success (the ability to argue, analyze, contrast, etc.) can develop in either language; there is a general academic language proficiency that can be gained in either the first or second language.

Rodríguez, and the *Time* reviewer, attribute Rodríguez' success in English to his teachers' insistence that his parents speak English with him at home. This occurred after six months of classroom silence on Rodríguez' part. Weeks after the home language switch from Spanish to English, Rodríguez reports, he finally volunteered an answer in English in class (p. 22). Rodríguez describes in detail how this event profoundly changed his family life:

> ". . . as we children learned more and more English, we shared fewer and fewer words with our parents. Sentences needed to be spoken slowly when a child addressed his mother or father (Often the parent wouldn't understand). The child would need to repeat himself. (Still the parent misunderstood.) The young voice, frustrated, would end up saying, 'Never mind' — the subject was closed. Dinners would be noisy with the clinking of knives and forks against dishes. My mother would smile softly between her remarks; my father at the other end of the table would chew and chew at his food, while he stared over the heads of his children." (p. 23)."

Rodríguez' acquisition of English may have occurred without this sacrifice. The silence that provoked his teachers' visit was not necessarily a symptom of non-acquisition. Children typically go through a "silent period" of several months before speaking a second language. I have hypothesized (Krashen, 1982) that this is often a time of active acquisition, a time during which competence is built up via input. The child's first words are not the beginning of language acquisition, but are testimony to the comprehensible input he has received during this time.

Even though Rodríguez was in a "submersion" class, and probably received little comprehensible input in class, he had several other sources of comprehensible input. He mentions (p. 21) and then describes (p. 60) extra tutoring, private lessons "at the end of each school day" for a year. In addition, unlike many minority children today, Rodríguez lived in an English-speaking neighborhood: the vast majority of his classmates spoke only English.[4] The playground is an important source of input — very often, those who "made it" without bilingual education or other special programs got their input from their English-speaking friends.

On the other hand, it is unlikely that use of English at home contributed much in the way of comprehensible input:

> ". . . After dinner each night, the family gathered to practice 'our' English . . . Laughing, we would try to define words we could not pronounce. We played with strange English sounds, often over-anglicizing our pronunciations. And we filled the smiling gaps of our sentences with familiar Spanish sounds . . ." (p. 21).

Empirical evidence supports the probability that Rodríguez may have succeeded quite well without giving up Spanish at home. Several studies (reviewed in Cummins, 1981, pp. 32-34) conclude that use of the first language at home by minority students does not prevent success in school. Some studies, in fact, suggest that use of the majority language at home leads to poor progress! Cummins (1981) concludes that the actual language used at home is not the important factor. What is important is the quality of parent-child interaction. He concludes:

> "Viewed from this perspective, encouraging minority parents to communicate in English with their children in the home can have very detrimental consequences. If parents are not comfortable in English, the quality of their interaction with their children in English is likely to be less than in the L1." (p. 32).

Rodríguez' cognitive development clearly did not suffer from use of English at home. He was already old enough to interact with others. But had the decision to use English been made earlier, he might have suffered intellectually. And there is no reason to assume that his use of English at home added much, if anything, to his English proficiency, given his other sources of comprehensible input.

Bilingual education is especially useful for children who do not live in English-speaking neighborhoods, who cannot get comprehensible input outside of the classroom. But it would have been helpful even for a "successstory" like Rodríguez'. It could have meant faster, more comfortable acquisition of English, better communication with his family, and even a richer career as a literature scholar, with two great literary traditions to learn from instead of only one.

NOTES:

1. It is interesting to note that Rodríguez devotes relatively little space in *Hunger of Memory* to bilingual education per se. An interview reported in the *LA Times*, April 16, 1982, notes that this is also true of his conversation. Nevertheless, the *Time* review was entitled "Taking Bilingualism to Task" and a substantial portion of the review was devoted to this issue.
2. ESL classes vary in their effectiveness. Research indicates that language classes are most effective when they provide large amounts of comprehensible input (Krashen, 1982). Successful methods that do this include Asher's Total Physical Response Method (Asher, 1981) and Terrell's Natural Approach (Terrell, 1981).
3. Such classes require special care. Simply placing a limited English speaker in a subject matter class for native speakers does not insure comprehensible input.
4. Rodríguez provides us with little detail about his school friends (see. e.g. p. 23, 31, 117, 126). He describes himself as introverted, a heavy reader even in grade school (p. 51). It is nevertheless likely that he received a significant amount of comprehensible input from school friends.

Asher, J. 1981 *Learning Another Language Through Actions.* Los Gatos, California. Sky Oaks Productions.

Cummins, J. 1981. "The role of primary language development in promoting educational success for language minority students" in *Schooling and Language Minority Students; A Theoretical Framework.* State of California Office of Bilingual Bicultural Education. Published by Evaluation, Dissemination and Assessment Center, California State University, Los Angeles. pp. 3-49.

Krashen, S. 1981. "Bilingual education and second language acquisition theory" in *Schooling and Language Minority Students: A Theoretical Framework.* State of California, Office of Bilingual Bicultural Education. Published by Evaluation, Dissemination and Assessment Center, California State University, Los Angeles. pp. 51-79.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition.* New York: Pergamon Press.

Rodríguez, R. 1981. *Hunger of Memory: The Education of Richard Rodríguez.* New York: David Godine.

Terrell, T. 1981. "The natural approach in bilingual education" in *Schooling and Language Minority Students: A Theoretical Framework.* State of California, Office of Bilingual Bicultural Education. Published by Evaluation, Dissemination and Assessment Center, California State University, Los Angeles. pp 117-146.

Reprinted from CABE Newsletter, May/June 1982, Vol. 6, No. 3, p. 3.

National Conferences of Interest

Dec. 12-14 San Francisco, CA	**National Hispanic University**, 255 E. 14th St., Oakland, CA 94606, (415) 451-0511
Dec. 27-30 Los Angeles, CA	**Modern Language Association of America**, 62 Fifth Ave., New York City, NY 10706, (914) 478-2011
Dec. 28-30 San Diego, CA	**Linguistic Society of America**, 3520 Prospect St., N.W., Washington, D.C. 20007, (202) AX8-7120
Feb. 15-19, 1983 **Washington, D.C.**	**National Association for Bilingual Education, 12th Annual International Bilingual Bicultural Education Conference, "BILINGUALISM: IN THE NATIONAL INTEREST", Conference Headquarters, GU-BESC, Suite 376, 3520 Prospect St., N.W., Washington, D.C. 20007, (202) 625-3540**
March 9-12 Washington, D.C	**Georgetown University Round Table on Languages and Linguistics**, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057, (202) 625-4301
March 15-20 Toronto, Canada	**TESOL**, Room 202, 3520 Prospect St., N.W., Washington, D.C. 20057, (202) 625-4569
April 7-9 Ypsilanti, MI	**Conference on Foreign Languages for Business**, Eastern Michigan University, Ypsilanti, MI, (313) 487-0130
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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Bilingual Education: The Past and the New Year

A Report from Washington

by James J. Lyons, Esquire
NABE Legislative Counsel

The adjornment *sine die* of the 97th Congress and the celebration of a New Year provides a perfect opportunity to review the status and prospects of Federal policies affecting bilingual education and equal educational opportunity. As you will see from this review, Federal policies affecting language-minority students are at a critical crossroads. The future direction of these vital policies will be influenced by many forces; most importantly, they can be influenced by you, the members and supporters of NABE.

1982

Bilingual education and other Federal programs and policies designed to ensure equality of educational opportunity were the object of a concerted attack during the past year. The attack was led by elements of the Reagan Administration and a few Congressional antagonists of bilingual education. As will be seen below, the attack took many forms.

Budget

In January, President Reagan sent his proposed Fiscal Year (FY) 83 budget to Capitol Hill. The President's budget called for major cuts in Federal education and other social programs. Programs specifically designed to assist language-minority students were targeted in the Reagan budget for elimination or drastic cuts.

The President proposed not only to eliminate FY 83 appropriations for the Technical Assistance programs funded under Title IV of the Civil Rights Act of 1964, but also to rescind the $24 million Congress had appropriated for FY 82. The stated rationale for the Administration's proposal to eliminate Title IV was that it "promote[s] special concerns and place[s] administrative and paperwork burdens on States and local schools . . . "

Indeed, Title IV does promote a special concern — THE ELIMINATION OF UNLAWFUL DISCRIMINATION AGAINST MINORITY STUDENTS. Far from "burdening" local schools, the Desegregation Assistance Centers funded under Title IV have helped schools identify and remedy educational practices which discriminate against and harm minority students.

(continued on page 5)

Message from the President of NABE

B. Roberto Cruz

"NABE '83 — Don't Miss It"

One of the most important and exciting events in the history of the National Association for Bilingual Education will take place in the nation's capital in just a few weeks as several thousand people gather for the 12th Annual International Bilingual Bicultural Education Conference: "**Bilingualism: In the National Interest.**"

NABE '83 is significant not only because it is taking place in Washington, D.C. and will, therefore, involve a number of important policy makers, but also because for the first time in NABE's existence, the conference will be focusing on the relationship of bilingualism to the growth, development and security of the United States.

The local Conference Planning Committee has put together an innovative, stimulating, and exciting program which includes nationally known leaders from the fields of education, trade and commerce, and domestic and international relations. Here is just a sample of the many speakers and activities awaiting you at the Sheraton-Washington Hotel from February 15-19, 1983:

KEYNOTE SPEAKERS: Richard Smith Beal, Special Assistant to President Reagan; Congressman Paul Simon; D. George Harris, President, Chemicals Division, SCM Corporation; Ruth Love, General Superintendent, Chicago Public Schools.

MAJOR SPEAKERS: Secretary of Education Terrel Bell; OBEMLA Director Jesse Soriano; Congressman Robert García; James E. Alatis; Raul Yzaguirre; Steve Krashen; Lily Wong Fillmore; Rose Hayden.

SPECIAL INVITED SPEAKERS: Barbara March Smith, Continental Group; Frank Gómez, U.S. Information Agency; Herbert Hollon, Chesebrough-Pond's; Pofirio Gus Cárdenas, Xerox Corporation; Bruce Strong, International Trade Administration; Alberto Martínez Piedra, U.S. Dept. of State - OAS.

Other presenters and participants include Jim Cummins, George Ríos, Robert Lado, Darlene Larson, Esther Eisenhower, Sharon Schonhaut and many more. In addition, there will be a wide variety of cultural events, exhibits, awards ceremonies, along with a Parent Institute, OBEMLA staff presentations, NODAC information sessions, and special presentations by the NABE Sociopolitical Concerns Committee throughout the week.

Your attendance at NABE '83 is crucial not only for the success of the conference, but for the future of bilingual education in this country. With budget hearings and reauthorization just around the corner, your presence in Washington, D.C., February 15-19, might just make the difference in the continual struggle for the preservation of Title VII. You cannot afford to miss the conference. I urge all of you to make every effort to be present at NABE '83.

NABE '83

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NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

***NABE JOURNAL* Editor**
Eugene García
Bilingual Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, D.C. 20007
(202) 625-3540

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NABE NEWS is published five times per year: Sept., Nov., Jan., Mar., and June. It is available through membership. News and feature articles may be submitted to the editor at the above address. Deadline for submission of articles is the first day of the month preceding publications.

AFFILIATE NEWS

- The California Association for Bilingual Education (CABE) has announced a tour of China for bilingual educators, administrators, and their families to take place June 30 July 18, 1983. During the 16 days in China, the group will meet with government officials, university professors, bilingual teachers and second language students in many cities including Peking, Shanghai, and Canton, and will visit Hong Kong. The price of $3,139 per person, double occupancy, covers 99 of air ground costs including sightseeing and three meals day. For further information contact Travel Reps, Inc., 435 S. Broadway, Santa Ana, CA 92701 (714) 973-4844 or (213) 385-6635.
- Illinois Teachers of English to Speakers of Other Languages Bilingual Education (Illinois TESOL BE) announces its 11th Annual State Convention, "A Time to Communicate," to be held April 29 30, 1983 in Springfield, IL. Keynote speakers will include Charles Blatchford, Josué González, Richard Orem, and Muriel Saville-Troike. For further information contact Elliot Judd, Dept. of Linguistics, U. of IL at Chicago, Chicago, IL 60680.
- Upcoming affiliate conferences include:

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April 9 - 10, 1983

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Valuing Native Language Instruction

Robert Lado
Professor Emeritus, Georgetown University

1. *The Anti Native Language (NL) Syndrome*

When I visited San Antonio, Texas, some years ago to look at bilingual schools for the National Advisory Committee on Bilingual Education, I asked the taxi driver what he thought of bilingual education (BE). He was forty years old, Spanish-speaking, and self assured. He answered without hesitation that he wanted his daughter to marry a "big shot" from Washington, and for that she didn't need Spanish. He was obviously very Hispanic in his concern for an influential husband for his daughter, but quite in error in assuming that her knowledge of Spanish would keep her from that objective. Furthermore, I doubt that marrying a big shot from Washington would be a good thing for his daughter, or that she would even consider such a thing. Perhaps what was bothering him was the widely held assumption that native language instruction and knowledge somehow impede progress and success in English and in the English-speaking U.S. society.

More recently an editorial writer in the *Washington Post* came out against BE because schools "should teach English" and not the native language of the students. The implication that BE did not teach English, or perhaps did not succeed in teaching English, was news to me, since the fact that there were so many limited English proficient children was a failure of the monolingual English schools, and not of the BE programs. Again the writer assumed that any attention to the native language would interfere with the teaching of English.

The assumption that any study of the native language will have negative effects on progress in English is, of course, false. Research reviewed by Cummins (1980, 1981) shows that bilingualism and NL development have beneficial effects on minority children's educational progress. And we can cite case after case of bilinguals who have distinguished themselves in the use of English. Joseph Conrad spoke Polish at home in Poland and studied it in school until he landed in a British hospital, studied English, and became one of the great writers of English literature, a master of English style. He first read Shakespeare in a Polish translation written by his father. His full name was Joseph Teodor Konrad Naecz Korzeniowski. His most famous work is *Lord Jim*, but all of his writing testifies to the fact that knowing Polish did not stand in his way.

George Santayana, American philosopher, essayist, poet, and novelist, was born in Madrid and learned to read in Spanish. The excellence of Santayana's literary style has never failed to impress his readers, even in his philosophical works. His full name was Jorge Santayana Borras. His knowledge of Spanish did not stand in his way, and his bilingualism is attested by the fact that in Spanish reference books he is referred to as a Spanish philosopher.

It seems to me that both the Spanish-speaking, very Hispanic taxi driver and the English-speaking editorial writer of the *Washington Post* were suffering from a widespread contagious disease that I will call "monolinguosis" on the analogy of mononucleosis and halitosis because like mononucleosis it is debilitating, and like halitosis, it is a symptom of some internal condition that causes bad breath. The cause of monolinguosis is the erroneous belief that knowledge and study of a native language other than English results in imperfect mastery of English, and any imperfect command of English must therefore have been caused by speaking another language at home, and can only be compounded by its study in any form in school.

One of the debilitating effects of monolinguosis is fear — fear of languages other than English, fear of people who speak other languages, fear of impurity in their English through contact with other languages. And with fear comes distrust and suspicion, isolation and triviality.

Monolinguosis is not restricted to any one social class or group. When I was a graduate student at a leading university I was told by a reading expert that I was a slow reader because I was a bilingual. This implied that knowledge of and previous study of Spanish was the cause of my imperfect command of reading in English. This of course is an error, because reading skill transfers almost totally from one language to another when they use the same alphabet as do English and Spanish. Fast readers in Spanish become fast readers in English and *vice versa*.

The late Manuel Cisneros, former editor of a leading newspaper in Lima, Perú, was in my beginning English class years ago, and he could read the *Detroit Free Press* at lightning speed before class in the morning and could recall accurately what he read. When asked to explain the contrast between his beginning command of spoken English and his ability to read the English newspaper, he would simply explain that he did the same with the Spanish newspaper. We later confirmed that reading skill transfers between languages, especially when they are written in the same alphabet.

Educated knowledge of two languages is a major asset in the international, intercultural world in which we live; it has been so for centuries past and will become increasingly so in the future. With satellite communication, jet transportation, and universal computer madness all about us, monolingualism will become increasingly inadequate to function successfully in the world. This seemed so obvious to a group of educators in Washington, D.C. that they founded the "Society to Cure Monolingualism." Monolingualism is the fact of being circumscribed to one language for life; monolinguosis is the pathology of believing that bilingualism is harmful and dangerous, and the phobia toward any language other than English in public in the U.S.

For example, years ago my wife and I spoke Spanish to our two year old daughter Lucía as we waited for the cashier at the grocery store to add up the bill. The cashier turned to us and wanted to know why we were not speaking English to the child since English was the language of the country.

2. *Analysis of the Monolinguosis Syndrome*

It is easy to see how monolinguosis could arise from observing recent immigrant groups who are restricted to the lowest paying jobs and have inadequate command of English, yet they speak freely among themselves in their native language. But the real basis of monolinguosis runs deeper and is more illogical than that. Ours is a society that publicly defends the Bill of Rights. Our mass media, our schools and preschools, our public statements reveal an extremely sentimental love of pets. Environmentalists went to extremes recently to spare the snail darter from extinction threatened by the building of a power dam. Public outrage prevented hunters in Virginia from killing deer in an overpopulated deer reservation, and there is talk now of spending nearly half a million dollars to transport them to other locations. Yet there is public and private displeasure at any linguistic and cultural differences exhibited by our minorities.

God made us all different. The incomprehensible miracle of creation blossoms forth in the beauty of different trees, flowers, birds, butterflies, and varieties of deer and antelope, and yes, the snail darter. And God's power shines forth in the variety of cultures and cultural and linguistic achievements. Shakespeare's *Romeo and Juliet* does not preclude Cervantes' *Don Quijote*, and they in turn do not diminish the accomplishment of Sequoya's syllabic writing system for his language.

Voluntary, conscious monolinguosis is nearsighted, self-destructive, and in error. Why insist, in a universe of beautiful variety, that only language be totally uniform? It is *contra natura* to want such uniformity, because linguistic variety is part of the nature of humanity.

Monodialectosis is a form of monolinguosis which leads to underrate and to try to suppress and irradicate all dialect differences, yet even Standard English exhibits differences among different registers and genres in order to perform its functions adequately.

The fact that certain individuals and groups do not achieve a marketable command of English is not due to bilingualism but to lack of educational opportunities in the home, the school, and society. Bilinguals who have had adequate educational opportunities in the native language and receive adequate opportunity to learn English in school and in society become educated bilinguals and can function successfully in

(continued on page 4)

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Native Language

(continued from page 3)

both languages. Instruction in the native language at the appropriate time does not interfere with or hinder their progress toward English proficiency; on the contrary, it facilitates it.

The time to provide basic instruction in the native language is not unlimited; it is optimal when the individual is young and maximally able to benefit from that instruction. Adults who have not received instruction in the native languages are not only illiterate but find it extremely difficult to become literate in either the native language or English. A recent series of articles on illiteracy in the *Washington Post* showed dramatically how difficult it is to overcome it even among adult monolingual English speakers. If they are bilingual and had learned to read and write in another language that uses the Latin alphabet, they would have achieved literacy in English almost on their own by the very achievement of literacy in any language as well as by transfer.

To argue that instruction in native language literacy will somehow diminish the chance of becoming literate in English must be based on the "empty bucket" or "tank" theory of learning, which assumes that we have a limited capacity for learning which is gradually filled as we learn anything, and if we learn to read the native language, the learning bucket will fill up, leaving no room for English literacy. Such a theory is patently false since learning to read a first language facilitates reading a second one.

3 *Instruction in the Native Language does not Replace Instruction in the Second*

To claim that instruction in the native language does not inhibit development in English competence and performance but actually enhances it and contributes to a higher level of achievement in it does not mean that such instruction should in any way replace adequate instruction in English. Without instruction in English, the bilingual's development of the language would remain primitive and ineffectual, and achievement would remain at the uneducated level, with all the limitations that accompany such lack of educational achievement even if the bilingual is educated in the native language. Instruction in English, however, is not at stake here. Valuing instruction in the NL is what suffers from debilitating misconceptions and hostility.

The value of instruction in the native language is not limited to what it contributes to achievement in English; it has economic, cultural and social benefits of its own in developing educated bilinguals. Compare an adult bilingual who can read and write the native language at a professional level, who can speak and understand it with educated native speakers in business, international commerce, diplomacy, and their social dimensions with another bilingual who cannot read or write the NL, who cannot speak or understand it with educated native speakers in business, etc. Other things being equal, the educated bilingual will qualify for jobs, occupations, and professions which involve contact with speakers of the native language and their organizations, institutions, and commerce, and the one who has not had instruction in the native language will not. And if the latter is given a position which requires professional use of the NL, he or she will not succeed because the lack of instruction will be detected immediately and the transactions aborted or transferred elsewhere.

Even in family functions, the bilingual parent or grandparent who has not received instruction in the NL will not be able to help instruct children in reading at home, which has been shown to facilitate literacy in school. And the family will be restricted in its social contacts to others who have not received that instruction, with consequent limitations in access to better economic and social opportunities.

Society itself will suffer the loss of the economic and cultural advantages that would have accrued through bilinguals who are instructed in their native languages. Bilingual lawyers, medical doctors, engineers, business people, teachers, counselors, therapists, nurses, receptionists, technicians, newspaper reporters, etc. will not be able to adequately serve limited English persons who depend on them for treatment, legal advice, technical work, instruction, counseling, etc. The quality of life in such a society suffers.

4 *Valuing NL Instruction in School and Preschool*

A good case can be made for teaching NL

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literacy in the home before reaching school age (Andersson, Lado, etc.), but implementation of any such plan would reach an insignificant number of bilingual children. Parents who have not had the benefit of NL instruction themselves are not prepared for the task of providing it to their children; and parents who have received NL instruction will often not know how to impart it, may not be aware of the opportunity and value of it, or may be overburdened with the demands of work, transportation, and providing food and shelter to have any time or energy left to instruct their children.

Yet the cornerstone of NL instruction is literacy in that language. Achievement of functional literacy in the NL with a parallel achievement in English will generally mark the person as an educated bilingual. Since literacy in the NL will not be achieved generally without instruction in school, the key to it is instruction in school.

Furthermore, since instruction in learning to read English is a universal central component of instruction in first grade, the optimal time and place to provide NL reading instruction is preschool and kindergarten.

It is desirable but not essential to provide instruction in one language at a time. The optimal schedule for literacy instruction in the NL begins in preschool. When NL literacy is achieved totally or partially, English literacy will be achieved more readily and universally in kindergarten or first grade. (Lado, Hanson, D'Emilio, 1982).

Delayed NL Literacy With recent refugees and other immigrants we must face the problem of school age children who are illiterate in their NL and must function quickly in an English school and an English-speaking society. For example, an illiterate Vietnamese or Lao child entering third grade cannot devote a semester or a year to learning to read in the NL before learning to read English. And since he or she has to learn to speak English at the same time, we cannot lightly justify the delay or the overload during school hours. NL literacy could be provided outside of school hours by supplementary instruction if the community and the family so desire and decide, and the necessary funding can be found or circumvented by volunteer help. (Lee, 1977).

I can find no objection to forgoing NL literacy in such cases and concentrating on literacy in English. But it must be understood that the child does not know English or has limited English proficiency, and reading has to be taught simultaneously with English and not as it is taught to children whose NL is English.

Furthermore, the difficulty of acquiring NL literacy has to be considered in making curriculum decisions, without discounting the value of NL instruction. For example, learning to read Chinese requires assimilation of many more symbols than English, and the symbols are not transferable between Chinese and English because they are totally different and are logographic rather than alphabetical. Fully independent reading of Chinese would be difficult to achieve before children should begin to read English. Yet, there are common elements in reading that would justify some initial experience in reading Chinese before beginning reading English.

Korean and English writing have no graphic symbols in common, but both writing systems are alphabetic. Thus, Yuha Lee benefited from literacy in English when she learned to read her native Korean in one summer. The positive transfer between Vietnamese and English is greater than that between Korean and English because Vietnamese writing is based on the Latin alphabet, and Dr. Hoi is thus able to prepare Vietnamese reading materials whose objective is initial or simultaneous literacy in that language and English by young Vietnamese children.

Valuing NL Instruction in Other Subjects

Once NL literacy is achieved, the bilingual child is on the way to becoming an educated bilingual adult. Whether or not the schools can provide further NL instruction, there can be no question of its value for the self image, educational growth, and future occupational worth and success of the individual, and the consequent enrichment of the society in which he or she lives.

History, social science, literature, economics, and geography, can contribute in uniquely powerful ways to a liberal education, defined as freeing the mind and heart from the debilitating syndrome of monolinguosis, when those subjects are experienced through the NL in addition to English. They can be seen in intercultural or human perspective instead of the more limited and necessarily biased single language view.

Without NL literacy the bilingual child will not achieve the status of an educated bilingual. He or she may attain the status of an educated person with an undeveloped knowledge of the NL, depending exclusively on second language versions and interpretations of the NL culture available in English. Such persons will not be able to serve as interpreters across cultures to provide the accurate understanding that is needed by men and women of good will in this age of world communications, interaction, and interdependence, and excessive misunderstanding and adversary motivations.

If bilinguals who have access to higher education are deprived of NL instruction they will naturally tend toward language switch and will not be able to carry out the social obligation to help other bilinguals who do not have access to such education. They will be easily contaminated with monolinguosis, and the remaining bilinguals will continue being an underdeveloped minority that depends on outside help that uses them as subjects for research and unredeeming welfare instead of becoming educated bilin-

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Bilingual Education *(continued from page 1)*

Bilingual education programs funded under Title VII of the Elementary and Secondary Education Act and the Vocational Education Act were also targeted for drastic cuts by the Reagan Administration. The President proposed to rescind almost $11.5 million that Congress had already appropriated for Title VII programs for FY 82, and to cut Title VII appropriations to $94.5 million in FY 83. Without adjusting for inflation, the President's proposed cuts amounted to a 41% reduction in Federal support for bilingual education over a two-year period; a drastic reduction in a time of rapidly growing need.

Congress rejected the Administration's budget proposals to eliminate that Title IV program and to slash funding for bilingual education programs. The President's proposed FY '82 rescissions were not approved, and Congress continued Title IV and Title VII funding for FY 83 at FY 82 levels ($24 million for Title IV and $138 million for Title VII and Bilingual Vocational Training).

Legislative Amendment of the Bilingual Education Act

On April 23rd and April 26th, the Senate Subcommittee on Education, Arts and Humanities held hearings on two bills — S. 2002 and S. 2415 — which would have "gutted" Title VII.

S. 2002, sponsored by Senator Walter Huddleston (D-KY) proposed fundamental changes in Title VII. If enacted the bill would:

- change the purpose of the Act by striking the provision that a student's "native language" be used in instruction.

S. 2002, sponsored by Senator Walter Huddleston (D-KY), proposed fundamental changes in Title VII. If enacted the bill would:

- restrict student eligibility for participation in bilingual programs by changing the definition of "limited English proficiency". The bill would eliminate the current definition (students "who have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English") replacing it with a less comprehensive and protective definition (students who "have difficulty speaking and understanding instruction in the English language").
- emphasize learning of English-language skills by requiring an "intensive course of study in English" as part of all Title VII programs.
- require students to be "exited" from bilingual programs after one year unless school officials conducted individual student evaluations and developed individual education plans for students.
- absolutely prohibit students (except handicapped students) from being enrolled in a bilingual program for more than three years.

S. 2412, the Administration's proposed legislation to amend Title VII, was sponsored by former Senator S.I. Hayakawa (R-CA). S. 2412 would:

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Cooperation Between Bilingual and ESL Teachers

Gladys Nussenbaum, William Paterson College

Some 3.6 million children in the United States come to school speaking a language other than English. The American public educational system's response to this challenge depends upon the youngster's home state, city, or district; the number and geographical proximity of the speakers of their language; their parents' preferred language of instruction for their child; the political influence of their ethnic group; the availability of professionals trained to teach through their home language; and a host of other factors, some apparent and some hidden.

Despite the Bilingual Education Act of 1968, whereby the United States Congress appropriated money for bilingual schooling, and despite the *Lau Decision* of 1974, wherein the United States Supreme Court assured every limited English proficiency (LEP) school student the right to equal access to an education through instruction in his home language while learning English, the reality in many neighborhood schools resembles a patchwork quilt of philosophies, instructional models, and approaches.

A component shared by all programs, however, is instruction in English, to facilitate the student's transition to the educational mainstream as quickly as possible.

Responsibility for teaching English, the student's second (but not necessarily secondary) language, is sometimes assigned to the homeroom teacher, especially in the elementary grades. In a bilingual elementary classroom, therefore, the child may be receiving instruction from the bilingual teacher in the home language as well as English, with a specified time devoted to English as a second language (ESL) instruction.

Since not all bilingual teachers have achieved balanced bilingualism (equal control over two languages) many programs assign ESL instruction to a trained and, if possible, certified specialist. This is often a monolingual English speaker, with little or no knowledge of the languages and cultures of the students. Programs that require the students to leave the homeroom for small group ESL instruction are referred to as "pull-out" programs.

Unfortunately, the label is an apt one. More often than not, the ESL teacher, who must juggle a frantic, highly-segmented schedule of small groups, swoops down on the designated classroom, gathers the target group and "extracts" it from the ongoing class activities. In spite of the need for collaboration between ESL specialists and classroom teachers, there are factors related to organizational characteristics of the schools that make it difficult to achieve (see Seaton and Lasky, 1974). Visits to "pull-out" ESL programs in New Jersey confirm the apparent lack of articulation between what goes on in the daily instructional life of the student and what is being learned in the small-group ESL class.

A strained relationship can result from the predictable tensions that often build up between the bilingual teacher and the ESL teacher as they attempt to teach their students. As a teacher-trainer of both these groups of professionals, I would like to offer some personal observations, criticisms, and suggestions for possible cooperation.

In my view, all teachers who are working with children whose home language is not English are engaged in bilingual education. Some of these teachers may be bilinguals who teach through the home language and English and others may be monolinguals who teach only through English, but they are all part of the total bilingual education program, because all are attempting to help the student achieve bilinguality. They are, in fact, colleagues who are involved in the teaching of language arts.

Because there are many routes to bilingualism, it might be helpful to remind ESL teachers that immersion (instruction mostly in English) or submersion ("cold turkey," English-only) methods are not always the

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Bilingual Education

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- eliminate the existing requirement that Title VII programs provide instruction in the child's native language.
- establish a "funding priority" for programs serving students whose "usual" language is other than English. Given the limited appropriations for Title VII, this "funding priority" would, in effect, be tantamount to an eligibility requirement. The "funding priority" would increase the proportion of funds going to programs serving refugee students; it could result in the virtual elimination of programs serving most American Indian and Native Alaskan students.
- eliminate the existing requirement that, to the extent possible, Title VII staff be bilingual. At the same time, the bill would require that all Title VII teachers be proficient in English.
- would authorize ED to conduct studies to investigate "alternative methods or approaches of providing educational services to children of limited English proficiency."
- would eliminate separate authorization of bilingual vocational training programs under the VEA and permit funding of such programs under Title VII.

The Senate Subcommittee did not act on either S. 2002 or S. 2412 but simply published a record of the April hearings. The hearing record, itself, is overwhelmingly supportive of bilingual education and provides an excellent critique of the shortcomings of the two proposed bills.

ED—Inspector General's Texas Title VII Audit Reports

In the spring of the year, the Education Department's Inspector General (ED-IG) released eight audit reports covering Title VII programs in seven Texas school districts (Austin, Dallas, Edgewood, Edinburg, Harlingen, Pharr-San Juan-Alamo, and San Antonio). The ED-IG's reports also reviewed the performance of the Texas Education Agency.

Unlike most other IG audits, the Texas reviews did not focus on the issues of "waste, fraud, and abuse" but rather on more general issues of program implementation and effectiveness. Major audit findings were:

- that the Title VII programs reviewed were ineffective;
- that projects did not permanently improve the capacity of school districts;
- that an excessive number of non-LEP students participated in the program; and,
- that the TEA (Texas Education Agency) did not effectively coordinate local Title VII programs with other Federal and State programs serving LEP students.

On the basis of these findings, the ED-IG recommended that the seven Texas districts and the TEA refund $5.85 million to the Federal government. Such a refund would be more than the seven districts and the TEA received in 1980-81 ($3.69 million) and would equal 42% of their cumulative grants under Title VII.

Texas school officials contested the audit findings and charged that the ED-IG had utilized erroneous statutory and programmatic standards in preparing the audits. Texas school officials also challenged the validity of the "facts" cited in the audit reports.

Congressional concern over the ED-IG's Title VII audit reports prompted House Education Committee Chairman Carl Perkins (D-KY) to conduct an oversight hearing. The July 29th hearing, held by the Subcommitee on Elementary, Secondary, and Vocational Education, provided Texas school officials with an opportunity to rebut the IG's charges. Several Members of Congress also testified regarding the damage sustained by school districts as a result of the flawed audit reports.

Chairman Perkins concluded the Subcommittee hearings by calling on the Education Department to drop the disputed Texas audit recommendations "mighty quick." If the Department failed to settle the matter, Perkins promised swift passage of "drastic"

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From Theory to Practice

NABE NEWS *is pleased to announce a new regularly featured column,* "From Theory to Practice," *managed by Carol Montgomery.* "From Theory to Practice" *will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

Everybody's Talking: Ideas for Conversation Groups

Sharron Bassano
Santa Cruz Adult School

Mary Ann Christison
Snow College

If your students are like ours, they are always asking for more opportunities to speak English. We have thought about this request often and have wondered just what our students mean. If they live in an English-speaking country, don't they have opportunities to practice their English everyday? Aren't the experiences they want waiting for them every time they leave the classroom? And, don't we try to give our students every opportunity to talk in the class? What is it our students are asking for?

We believe our students are asking for more than just a chance to talk. They want an opportunity to be themselves in a new language. They want to be listened to and to be respected. They want to talk about things which are important and relevant to them.

The question, then, arises as to how we can do this. In developing free conversation groups we have probably all experienced one or more of the following frustrations:

- Prepared an activity you felt was particularly stimulating, put your students in a circle and had them sit there in embarrassing silence?
- Had an activity work one time and had it fail the next time with a different group and not understood why?
- Had a student who monopolizes the whole conversation?
- Had a student who was too shy to speak?

We have come to believe that when conversation groups fail, it is neither the fault of the activity nor the energy and creativity expended by the teacher. The problem lies in unrealistic expectations. We expect a room full of strangers to get in a small circle and act like friends. We expect them to know all about group dynamics and conduct themselves as a cohesive entity. We expect them to be sensitive to the needs of each other, to help the shy students, to reassure the aggressive ones. The fact is we often expect too much!

We propose as a solution to these problems a progressive format for preparing students for the free conversation experience. Through this approach students learn step-by-step functional interaction techniques. All activities should move from low-risk, non-personal content to activities which ask for the sharing of personal values and beliefs.

Through classroom experimentation, we have identified and worked with six activity categories or strategies.*

1. **Restructuring**: Most of our students come from academic backgrounds that are typified by straight rows of desks, all eyes to the front on the teacher. Activities under this category get students up and out of their seats, interacting with each other and with the teacher.
2. **One-centered**: activities in this strategy-type provide each student with individual attention and acceptance so that shy students will be more likely to contribute later on and aggressive students will be reassured of their value to the group.
3. **Unified Group**: These activities help the group to develop into a cohesive entity.
4. **Dyads**: Students must get to know each other before they can be comfortable talking in a group. Each person has a chance to talk with every other person on a one-to-one basis. Activities always begin with non-personal topics and move to more personal self-disclosure types.
5. **Small group**: Activities here help to facilitate group interaction techniques. The activities require patience and good listening patterns. Students work in groups of 3 to 5.
6. **Large group**: The activities under this strategy have the same goals as do small group activities, but the number in the group increases to include the whole class (up to 25).

We include here six sample activities, one for each strategy, to illustrate how objectives are met. As you consider them, think about activities you have done in your own classes which might fit into the strategy type.

ACTIVITIES

1. **Restructuring**: Silent Introductions

Give each student a piece of colored paper (12 x 18) and some colored pens. Ask them to do the following:

Make a picture of yourself that shows us how you feel today, something you have, something you like to do, something you need or want. Under the picture, write three words that end with -ing that tell us three things you do very well. Over the picture write your first name.

Allow five or six minutes for this activity, then have the students pin the drawing to the front of their shirts and have them mill about SILENTLY for a few minutes. Ask them to get acquainted — to learn a little bit about each other using only their eyes. After they have done this, ask them to stop where they are and think about these questions:

Did you see anything similar to your drawing?

Did you see something very different from your drawing?

What did you see that interested you?

Whom do you think you would like to talk with?

Was there anything you didn't understand?

Now, ask them to mill about again, this time asking questions or making comments or pointing out similarities or differences. After this activity, you might want to ask each student to choose a partner to sit down with and to find out a little more about that person.

2. **One-centered**: Can I go?

Prepare 20 cards with general categories written on them: vegetables, fruits, things that go, furniture, things that begin with "G," drinks, etc. Divide the students into small groups of three to five.

Model the activity by saying, "I'm going on a trip to Hawaii and I'm taking an apple. If you take the right thing you can go, too. *(Student's name)* what would you like to take?" If you have the general category "fruit," any student can go who takes fruit. They say, for example, "I'm taking bananas. Can I go?" After you are certain all students understand, hand out one card to each person and have them play the game in small groups.

3. **Unified Group**: Line ups

Ask your students to line up in the room according to a certain pattern (listed examples below). In order to form their lines, it will be necessary for them to speak with each other to determine their positions.

1. Alphabetical order according to last names.
2. Alphabetical order acording to native country name.
3. How long have you been in the United States?

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Everybody's Talking

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4. How long have you studied English?
5. How many brothers and sisters do you have?
6. How many people do you know in this town that are from your native country?

4. **Dyads:** Draw This

The following activity involves one person giving directions to another one. Have them face each other and put a manila file folder opened out between them so they can't see each other's paper. One person has an empty sheet of paper (white, unlined, 8½" x 11"); the other has a paper which has items drawn on the paper. The student with the illustrated sheet has to tell the other student what to draw and where to draw it on the sheet. They will need to give as much detail as possible. When the pairs are finished, have them compare and then switch partners.

5. **Small Groups:** What A Story!

Divide students into small groups of three to five. Give each group 5 pictures. Have each group make up a story which includes items from the pictures in some way. Then, have each group make up five yes/no questions about the story. Each group will have a chance to tell the story to the rest of the class.

Presentation of the Story

Have the students place their pictures in sequential order in front of the class. Then, have one student (or they can take turns) read the yes/no questions and have another student write the general consensus of the class on the board. For example, you might say, "Is this story about Jim or Dick?" If more vote Dick, have someone write Dick on the board. This technique can be modeled by the teacher first. It focuses the students in on the story and gives them things to listen for when the story is read. Review the questions when the story is over to see how many they got right. Place a time limit on the stories.

6. **Large groups:** Give Them a Job

Mount five or six pictures of people on colored construction paper (all the same color).

Preparation of cards: If you have 5 picures, think of 5 names, occupations, ages, and places to live. Write these on cards. Mix the cards and have the students put one for each category by every picture.

Bill
Lumberjack
26
Detroit, Michigan

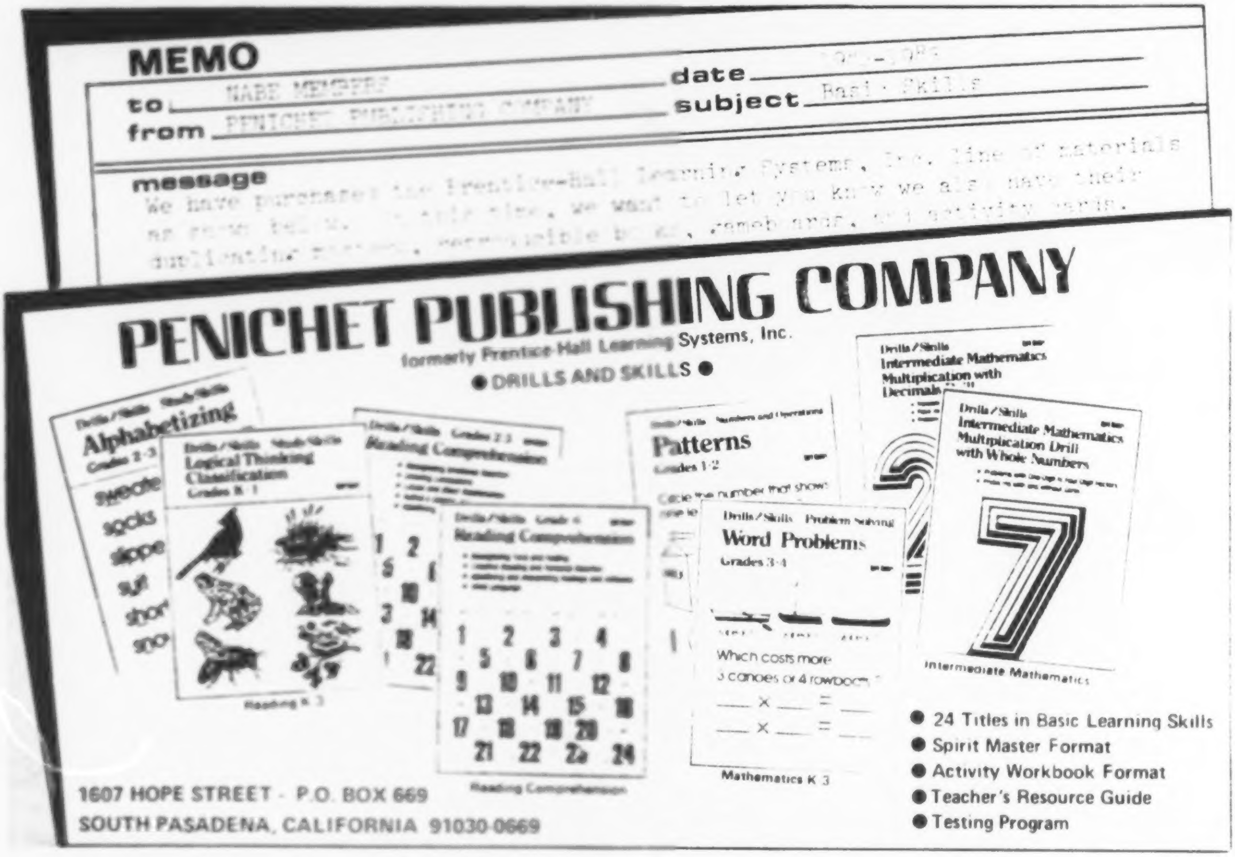
Discuss why they labeled the pictures the way they did.

There are no hard and fast rules on when to introduce a strategy type. We generally start with restructuring and work through, going back to reintroduce several times the strategies our students have trouble with. You could do restructuring for a week before moving on and maybe have to come back to it every few days, depending on the group.

It has been our experience that students benefit from conversation classes, but these classes can and must be structured. The strategies we have given you, in conjunction with your own creativity, will be the magic formula needed to make your conversation classes a success! Good luck!

---

*From *Look Who's Talking* by Mary Ann Christison and Sharron Bassano, Alemany Press, Ltd., 1981.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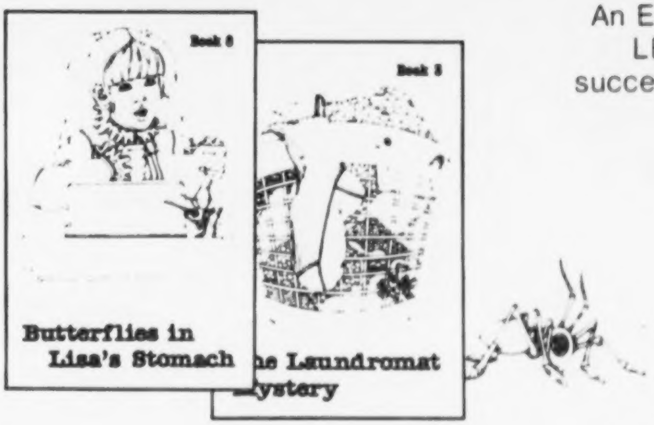

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Native Language

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guals that can help themselves in ways that are richer culturally and economically than those who are restricted by the limitations of monolingualism.

In spite of all the obstacles, restrictions, lack of funds, and inadequate human and material resources, you as a group and individually have a serious responsibility and unusual opportunity to contribute to a more creative understanding of and valuation of NL instruction.

Bilingualism without the benefit of NL literacy and instruction is a social handicap in our society; with NL instruction it becomes a major asset for the individual and for the country. What say ye?

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Bilingual Education

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legislation to curtail the power of the ED IG and to prevent future erroneous audit reports.

By documenting the pervasive errors in the Texas Title VII audit report, the House oversight hearings helped to dispel some of the negative publicity generated by the original IG reports. The hearings also helped to surface questions about the political motivation behind the reports. Representative J.J. Pickle (D-TX) likened the audits to Executive impoundment of appropriated funds, which is illegal under Federal law, and Chairman Perkins observed that the auditors acted like "hatchet men" determined "to try to destroy the program."

Since the House oversight hearings, the Education Department has dropped most of the claims against the Texas districts for repayment of Title VII funds. Nevertheless, some of the audited districts may have to utilize an expensive and time-consuming appeals process to completely and finally vindicate themselves of the IG's charges.

Because of the damage done by the faulty Title VII audits, and because of the potential for political abuse of the IG's audit authority, Congress will continue to monitor carefully the resolution of the Texas Title VII audits. Unless the Texas audits are properly resolved and assurances are given that proper standards will be used in future audits, Chairman Perkins is likely to push legislation restricting the authority and discretion of the ED-IG.

1983

1983 will be a critical year for bilingual education in the United States. Congress will not only set appropriation levels for Title IV, Title VII, and other educational programs, but it will also begin consideration of legislation reauthorizing the Bilingual Education Act. Before considering these matters in detail, it is appropriate to review the impact of the November elections in terms of the composition of the new Congress and the national political climate.

The 1982 Midterm Elections

In partisan terms, the 1982 elections were exceedingly significant. Only three Democratic Members of the House of Representatives were defeated while 26 Republican incumbents lost their bids for re-election to the House. Fourteen of the House Republican incumbents who were defeated were freshmen elected in the 1980 Reagan landslide. As a result of the November midterm elections, Democrats gained 26 House seats, giving them a 100+ seat majority.

In all, there will be more than 80 new House Members in the 98th Congress. The Hispanic Caucus added three new Members (Solomon Ortiz of Texas, Bill Richardson of New Mexico, and Esteban Torres of California) for a total of nine; the Black Caucus also added three Members for a total of 20.

The 1982 elections did not alter the existing partisan distribution of seats in the Senate (54 R - 46 D). Nevertheless, there will be five new Senators in the 98th Congress. Three new Senators were elected to fill seats vacated by retiring Members; they are: Frank Lautenberg (D-NJ); Paul Trible, Jr. (R-VA); and Pete Wilson (R-CA). Two new Senators defeated incumbents: in Nevada, Chic Hecht (R) defeated Howard Cannon (D); in New Mexico, Jeff Bingaman (D) ousted Harrison Schmitt (R).

Although the midterm elections did not alter the division of political power in the Senate, Democratic Senatorial candidates made a better showing than Republican candidates. Six of the 13 Republican Senate winners were elected with 51 percent or less of the vote in their states. By contrast, 14 of the 18 successful incumbent Democrats won more than 60 percent of the vote in their states. Senate Republicans are sure to be concerned with these numbers for they recognize that their exposure will be much greater in 1984 when 19 Republican Senators are up for re-election (and only 14 Democrats are up for re-election) than it was in this election when only 12 of the 33 Senators up for re-election were Republicans.

Democrats scored impressive victories at the state level in the 1982 elections gaining nine new governorships for a total of 34 statehouses. Democratic gains were especially significant in the Midwest where Republicans lost control of statehouses in Michigan, Minnesota, Nebraska, Ohio, and Wisconsin.

Several of the Democratic governors elected in 1982 — Toney Anaya of New Mexico, James Blanchard of Michigan, Richard Celeste of Ohio, Mario Cuomo of New York, Michael Dukakis of Massachusetts, Anthony Earl of Wisconsin, and Mark White of Texas — had substantial minority and labor support. These Democratic governors are expected to oppose many components of the Administration's New Federalism program.

Budget

Informed sources indicate that the Administration is likely to again ask Congress to make drastic cuts in Title IV and Title VII funding for FY 84; indeed, President Reagan may once again ask Congress to rescind funds that have already been appropriated for these programs for FY 83. These proposed budget cuts, and other proposed cuts in education and social programs, are likely to be justified in terms of the general need to reduce the Federal deficit.

As a result of the 1982 elections and the failure of the Reagan Administration's economic policies to stem the continuing national recession, Congress will be less inclined to approve further budget reductions for domestic programs. Congressional opposition to further domestic budget reductions is likely to be especially intense in areas such as education.

Many Members of Congress believe that educational improvements are critical to future national economic progress. These Members believe that the Federal government must invest more money, not less, in programs designed to boost educational attainment if the United States is to avoid long-term economic stagnation and massive unemployment.

The President's expected proposals to

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reduce Title VII funding are likely to run into particularly stiff opposition. At the current time, Title VII serves less than one of every ten limited-English-proficient students who need special instructional services. This shortfall in federal support for bilingual education will worsen even if Title VII appropriations are adjusted upward to keep pace with inflation.

According to a Department of Education report, the total school-age population is expected to increase by 16 percent between now and the year 2000. During this same period, the language-minority student population and the number of LEP students is expected to increase by approximately 40 percent. Thus, the growth rate of the language-minority student population is projected to be two-and-one-half times the growth rate of the general student population.

These growth projections are educationally and politically important. First, they indicate that the need for Title VII services will increase, not decline, in the future. If language-minority students are denied the instructional services they need to succeed in school, national productivity will suffer and government outlays for unemployment, welfare, and other social support services will climb astronomically. Second, these projections underscore the growing political power of language-minority communities in the United States. Between now and the end of the century, language-minority citizens, particularly Hispanics, will constitute a formidable power base in many states, especially in the growing Southwest region. Indeed, Hispanics are apt to control the balance of power in the politically crucial states of California and Texas.

Reauthorization of the Bilingual Education Act

The 1978 amendments to the Bilingual Education Act extended the authorization for Title VII through FY 83. The Omnibus Budget Reconciliation Act appears to have extended the authorization for Title VII for an additional year, through FY 84. I say "appears" to have extended since there is a technical ambiguity in the Budget Reconciliation Act. Most of the legal experts who have studied this ambiguity agree, however, that Title VII programs are authorized through FY 84.

Although there is no urgent need to reauthorize Title VII in the first session of the 98th Congress, staff of the Senate Subcommittee on Education, Arts, and Humanities have indicated that Chairman Robert Stafford (R-VT) intends to begin the reauthorization process in the Spring of 1983. By starting the reauthorization process early, Senator Stafford can set aside the time for thorough and comprehensive hearings on the complex and often misunderstood subject of bilingual education.

In the past, Senator Stafford has manifested a sensitivity to the need for special Federal program designed to meet the needs of language-minority students. With other Senators he resisted funding cuts in the Title VII program, and he refused to go along with President Reagan's proposal to fold bilingual education into the block-grant program authorized by the Education Consolidation and Improvement Act. Senator Stafford explained his refusal to go along with the President's block-grant scheme by stating that "the Title VII bilingual program's special characteristics should be granted separate status and separate consideration."

Because Title VII meets the diverse educational needs of students from over 90 different non-English language backgrounds, a large number of witnesses will want to testify at the reauthorization hearings. While most representatives of language-minority communities favor continuation of a strong Bilingual Education Act, they will want the Subcommittee to consider the special historical and educational importance of bilingual education to their diverse constituencies. In addition to representatives from America's language-minority communities, the Subcommittee will want to hear from teachers, school administrators, educational researchers and linguists who understand the educational needs of linguistically different students. Because of the diversity of interests in bilingual education and because of the complexities associated with Title VII, the Senate Subcommittee hearings are likely to extend over a substantial period of time.

Reauthorization Issues

While most representatives of the communities served by Title VII programs would like to see the Bilingual Education Act strengthened and expanded, we can expect opposition to the reauthorization of Title VII. At the same time, we can anticipate efforts to weaken and dilute the Bilingual Education Act.

Attempts to eliminate, dilute, or weaken Title VII are likely to be premised on one or more of three major arguments which have been repeatedly raised during the last year. Because of the likelihood that these arguments will be interjected in the reauthorization debate, they are discussed at length below.

Argument #1: Bilingual education promotes cultural separatism.

Of all the arguments raised against bilingual education, this is the most specious. This argument misperceives the origins, intent, and practice of bilingual education in the United States.

One need only review the reports of the U.S. Commission on Civil Rights from the 1970's to realize that bilingual education was designed to *remedy* the *exclusion* of language-minority students — particulary American Indian, Asian, and Hispanic students — from the educational process. Indeed, the refusal of school districts to take into account the educational needs of non-English-speaking students was viewed by the courts and the Executive Branch as a manifestation of illegal discrimination. Because of this discrimination, millions of language-minority students were doomed to educational isolation and failure and were barred from entering the economic and social mainstream of American life.

The "integrationist" origins of bilingual education in the United States are reflected in the "transitional" objective of Title VII. Title VII services are of a temporary nature; they are designed to assist language-minority students learn English, and while doing so, learn the subject matter skills taught to their English-speaking peers. The ultimate objective of the Title VII program is to enable language-minority students to participate in the benefit from the school's English language instructional program on an equal basis with other students.

The argument that bilingual education promotes cultural separatism not only belies the origins of bilingual education and the objectives of Title VII, but it also conflicts with what is known about the practice of bilingual education in the United States. Most students remain in bilingual programs for one or two years and then transfer into the school's regular instructional program.

In 1978, the Education Department conducted the Childrens and English Services Study (CESS) to determine what kind of instructional services language-minority student were receiving. The CESS study showed that the percentage of limited-English-proficient students enrolled in bilingual as opposed to non-bilingual programs declined steeply with advancing grades: 45 percent of the students receiving bilingual education were in grades K-3 while only 17 percent of the students in bilingual programs were enrolled in grades 7-9. The pattern of the CESS data confirmed the fact that most language-minority students are enrolled in bilingual programs for short periods, usually during their first years of schooling.

The CESS study also showed that language-minority students in bilingual programs were given more instruction in English language arts than language-minority students in English-medium instructional programs. Forty-six percent of the language-minority students in bilingual programs received 10 or more hours of classroom instruction per week in English language arts. In comparison, only 36 percent of the language-minority students in non-bilingual programs received 10 or more hours per week of instruction in English language arts.

Argument #2: Bilingual education is ineffective.

A second argument opponents of bilingual education are likely to raise during the reauthorization hearings is that bilingual education is ineffective. Although this argu-

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— IN MY OPINION —

With this issue, *NABE News* inaugurates a new column, "In My Opinion . . .", which will feature articles from the field expressing the author's opinion on current issues in bilingual education. Readers are encouraged to submit articles to the editor voicing their views on events, trends and issues in the field of bilingual education. *NABE News* emphasizes that the opinions expressed in this column are strictly those of the author and NOT those of the organization.

A Matter of Academic Integrity

Stanley S. Seidner, Ph.D.
Associate Dean for Research and Development
National College of Education

The prospects of fraud in educational research are always distressing. They are all the more so when they occur at the national level. *Webster's Third International Dictionary* defines the word "fraud" as "an instance or an act of trickery or deceit, especially when involving misrepresentation." The definition may well apply to the recent and rather infamous report by Keith Baker and Adriana deKanter, *The Effectiveness of Bilingual Education: A Review of the Literature*. An earlier analysis of the report viewed its dissemination as a possible vehicle of the Administration for discrediting and disenfranchising bilingual education in the United States.[1] The subject of several academic reviews, the report had been severely criticized, especially in lacking research credibility.[2] Consequently, prospects of deceit on behalf of those involved with the project were not remote considerations. This condition would appear all the more so, in light of recent revelations.

Consider the following observations from an investigative reporter who has published his findings in *Heritage*, October, 1982. The reporter, James Ylisela, Jr., cites staff members from the Office of Civil Rights as having been told by Baker that "the report was intended to do a 'hatchet job' on bilingual education." Ylisela cites Baker as admitting that it "only took us a few months to realize what we were going to say in the report. Once we found a few samples of various cases, we knew they would all be the same."[3] It is interesting to note that Baker dusted off some of the old content of the original report, presenting a condensation and defense of his position at a special seminar of the 90th annual convention of the American Psychological Association. Copies of the paper were advertised through the National Clearinghouse for Bilingual Education. However, I was informed that Baker insisted on not having the paper made public. Having received a copy from another source, I was most interested in observing that Baker failed to cite in his literature the review from credible researchers, as well as from the American Psychological Association which had discredited the original report.[4]

Several individuals voiced concerns that Baker was indeed revising the original format of the report, incorporating corrections and eliminating "weaknesses" without acknowledging sources of criticism. A different approach suspiciously arises in Baker's paper, couched perhaps in somewhat defensive terms.[5] Is the author intending a series of rebuttals? Essentially, the original Baker and deKanter report, which was cited as a "final draft," would give way to a second "final draft" and perhaps a third, fourth, fifth, etc. (how admirable the zeal of the author(s) for continuing self-improvement!). Additional focus upon motivations, other than educational, for the initiation of the original report is brought forth by Baker's wide sweeping statements in his paper before the American Psychological Association. Look for example, at one of his perceptions of developments leading "to the change in policy implications":

> ". . . it is clear the Title VII program is not going to reform and follow Secretary Bell's stated policy of increased flexibility. Title VII is playing the old bureaucratic inertia game of holding out until people forget about the issue or until an administration more compatible with their views comes along."[6]

No "hard" research evidence is offered by Baker in support of this or other contentions. More importantly, the quote seems indicative of a somewhat more personal and subjective view to be discussed at further length, in a future study. A less than altruistic motive may have precipitated Baker's apparent ardent intervention during hearings conducted by the Illinois Board of Education, regarding the fate of the State's bilingual mandate. In a thinly veiled and possibly well rehearsed attack on the testimony of Rudolph Troike, Baker's letter to the Illinois State Policy and Planning Committee yielded additional information, perhaps inadvertently:

> "In fact the Department of Education will shortly be issuing the revised Baker/deKanter report, and even though Ms. deKanter is no longer an employee of the Department, she will be co-author of the report."[7]

We are reminded of Baker and de Kanter's claims that their efforts were independent of federal government sponsorship. The statement by a recently ousted undersecretary of education in the Reagan administration sheds some light upon Baker's venture into Illinois. "Illinois is doing," claims William J. Clohan, Jr., "what the Reagan Administration would like Congress to do."[8] This would mean a redefinition of bilingual education with a consequent cutback in funding. The controversy over the Baker/de Kanter report seems to have dimmed another recent development. During the summer of this past year, the Office of Education dismissed members of the National Advisory Council whose viewpoints were apparently diametrically opposed to the policies of the current administration. Concurrent with this development was the failure of the Education Department to publish the annual report by the National Advisory Council which cited studies critical of Baker and deKanter. (Incidentally, the report provided a case-study by case-study reevaluation of data originally cited by Baker and deKanter.)[9] The report, recently published by the Department of Eduction, appears to reflect some of Baker and deKanter's influence.[10]

Baker might have much to lose in backing down from his original public stance. On two occasions, the American Psychological Association has taken the report to task. Representing a position of the American Psychological Association, Professor Asa Hilliard "questioned the assignment of the research project to non-experts on bilingual education."[11] Other independent reviews, a few of which have been mentioned above, posed serious questions regarding the existence of Baker and deKanter as credible researchers. If indeed the mounting evidence ultimately and overwhelmingly points to fraud, both authors may very well have committed academic suicide by complicity, if not by direct initiation.

The role of the government in this entire affair is yet to be fully explored. So much so that the administration should respond to the December 1981 recommendation of the National Advisory Council for Bilingual Education (a recommendation formally supported by NABE) that an investigation be made into the activities of Baker and deKanter as well as those of the Office of Planning, Budget and Evaluation of ED.[12] It would indeed be tragic for the current administration not to rectify any potential wrongdoing. It is worth mentioning one other ominous and perhaps related development at this juncture, namely the creation of the shadowy PAVAC (the Publications and Audio Visual Advisory Committee). Does its institution portend the censorship and suppression of federally-funded publications which are not in line with the policies of the current administration? In a

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A Matter of Academic Integrity

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decision to allow the continuation of the N.C.B.E. *Forum* newsletter, a memorandum from PAVAC staff indicated that "OBEMLA should work with OLPA to obtain policy and editorial clearance prior to printing each issue."[13] PAVAC's purpose in part was described to me in rather vague terms by a staff member as determining "the essentiality of produced materials to the mission of the agency." What are the standards, then, for determining acceptable material? Who determines the standards? How are they determined? Who sits on the Committee and makes the decisions? Are materials, produced along the vein of Baker and deKanter considered acceptable, while other views are unacceptable? Has the institution of PAVAC relegated the National Clearinghouse for Bilingual Education to less than a bipartisan forum (no pun intended) in the future? These are a few of the questions which merit further investigation.

I am confident that neither Baker, de Kanter nor their collaborators can withstand the scrutiny of history. Every document which has been produced will be ultimately analyzed and presented within some chronological fabric. The weight of evidence continues to amass and point to impropriety. If the pattern persists, I would not relish envisioning myself in their positions when a verdict is delivered.

NOTES

1. Stanley S. Seidner. *Political Expedience or Educational Research*. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1981.
2. Summary of Review by the American Psychological Association of the "Effectiveness of Bilingual Education," as Letter to Susan K. Herrera, Director, Congressional Hispanic Caucus, from Esteban Olmedo and Gary R. VandenBos, American Psychological Association, April 22, 1982 [mimeo]. Review of Baker and deKanter's Report by Tracy Gray and Russell Campbell, 1981 [mimeo].
3. James Yisela, Jr. "Bilingual Education: A Test for Civil Rights in Illinois," *Heritage*, Vol. VI, No. 1, October, 1982, p.8.
4. Keith Baker. *Implications for Federal Policy from a Review of the Literature on the Effectiveness of Bilingual Education*. August, 1982 [mimeo].
5. See, for example, the remarks on Balasubramonian, et. al. (1979). Baker, *op. cit.*, p. 10.
6. *Ibid.*, p. 12.
7. Letter from Keith Baker to the Policy and Planning Committee, Illinois State Board of Education, October 21, 1982.
8. Yisela, *op. cit.*, p. 1.
9. National Advisory Council on Bilingual Education. *Sixth Annual Report 1981-1982* (Unpublished document, 1982).
10. T.H. Bell. *The Condition of Bilingual Education in the Nation, 1982*: A Report from the Secretary of Education to the President and Congress. [Unpublished manuscript], to be issued through the National Clearinghouse on Bilingual Education, p. 49. [additional provisions of submitted Bill].
11. "Psychological Association Discusses Effectiveness of Bilingual Education," *Forum*, Vol. V, No. 9, October, 1982, p.4.
12. Resolution No. 10, National Association for Bilingual Education, April 8, 1982, summarized in "1982 Conference Resolutions," *NABE News*, Vol. 5, No. 4, March-May, 1982, p. 15.
13. PAVAC Staff memo, September 27, 1982.

Bilingual Education

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ment is not supported by the facts, it has been heard frequently in the last year.

Proponents of this argument have repeatedly cited an informal report entitled "The Effectiveness of Bilingual Education: A Review of the Literature" prepared by two junior Education Department staff, Keith Baker and Adriana de Kanter. This study, which was publicly disavowed by Secretary Bell, has been roundly criticized by offices within the Education Department, by national professional associations, and by educational researchers and practitioners. Because the Baker-de Kanter report is likely to be cited in the reauthorization debates, some attention must be paid to its substance and shortcomings.

One of the most frequently cited "conclusions" of the Baker-de Kanter report is that "the case for the effectiveness of transitional bilingual education is so weak that exclusive reliance on this instructional method is clearly not justified." Another conclusion of the report that is frequently cited is that "there is no justification for assuming that it is necessary to teach nonlanguage subjects in the child's native tongue for the student to make satisfactory progress in school."

The two authors of the Effectiveness report arrived at these and other sweeping conclusions on the basis of their review of 28 studies and evaluations of programs serving language-minority students. Although the authors initially included over 300 studies in their review, they dismissed all but 28 as "methodologically unsound."

Virtually all of the reviews of the Baker-de Kanter report have criticized the authors for dismissing 9 of every 10 existing studies and evaluations pertaining to the topic under review. Staff in the Education Department's Office for Civil Rights (ED-OCR) who reviewed the first draft of the Baker-de Kanter report identified four major fallacies in the document; the fourth fallacy concerned the report's rejection of potentially valid information." Similarly, the American Psychological Association noted in its review of the Effectiveness report:

> The scientific quality of the report is questionable. Inconsistencies are apparent in the application of the methodological standards utilized. The evaluation question addressed by the study was limited, and an arbitrary and narrow definition of "acceptable data" was utilized.

Beyond the exclusion of potentially informative data, the authors of the Effectiveness report committed a fundamental research error by equating the results of the 28 studies and evaluations included in the review. Thus, Mr. Baker and Ms. de Kanter blindly compared diverse programs in diverse studies and evaluations serving diverse groups of students. The critique prepared by ED-OCR staff defined this problem with the Baker-de Kanter report in terms of three fundamental fallacies:

> Fallacy # 1: The Effectiveness Report assumes that all language minority students have the same educational needs.
> Fallacy # 2: 1 The Effectiveness Report assumes that all school districts are essentially the same.
> Fallacy # 3: The Effectiveness Report assumes that the various special education programs are separate, distinct, and fully implemented.

Because of these logical and factual fallacies, the Effectiveness Report uncritically compared Canadian immersion programs with bilingual programs in the United States, porgrams serving native born language minority students with programs serving refugee students; and programs serving preschool children with programs serving junior high school students. Because the authors of the Effectiveness Report did not look behind the "names" of the programs reviewed, the successful McAllen, Texas "immersion" program praised by the authors, turns out to be a bilingual education program.

Even a cursory review of the research ignored by Mr. Baker and Ms. de Kanter compels the conclusion that bilingual education is effective. The institution of bilingual education programs has reduced student absenteeism, truancy, and drop-out rates. Statewide evaluations conducted in Illinois, Michigan, New Jersey and New York show significant academic gains for limited-English proficient students enrolled in bilingual programs. Similarly, evaluations conducted in Chinle, Arizona; Sante Fe, New Mexico; San Diego, California; Harlandale, Texas; Nyack, New York; West Chester and Philadelphia, Pennsylvania; Waukesha, Wisconsin, and numerous other local school districts have shown that bilingual education is an effective method for inculcating both the English-language and subject-matter skills language-minority students need for academic success. In Puerto Rico, bilingual education programs have proven effective in meeting the educational needs of limited Spanish-proficient students.

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Bilingual Education

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Several months ago, the National Assessment of Educational Progress (NAEP) released data showing that the reading achievement of Hispanic 9-year-olds rose twice as fast as the national rate for all 9-year-olds between 1974-75 and 1979-80. This five year period corresponded to the time during which the Office for Civil Rights succeeded in negotiating the establishment of over 400 voluntary bilingual education programs under the "*Lau Remedies*."

Although the reading achievement of Hispanic students is still below national norms, the NAEP data provide dramatic evidence of the effectiveness of Title VII and Federal efforts to eliminate language-based discrimination in public education. The fact that Hispanic 13 and 17-year-olds did not post the reading achievement gains experienced by Hispanic 9-year-olds during this same period is, itself, evidence of the effectiveness of bilingual education since most of the older Hispanic students never participated in the bilingual programs recommended by the "*Lau Remedies*" or supported by Title VII.

Argument #3: Title VII should be flexible enough to permit the funding of non-bilingual programs for limited English proficient students.

Of all the arguments raised against the current Bilingual Education Act, this is the most valid. Few people would deny that there are isolated situations and special circumstances which prevent the establishment of effective bilingual education programs for limited English proficient students. The basic issue that must be addressed in relation to this argument is not whether additional flexibility is needed but rather how greater flexibility can be achieved without jeopardizing the integrity of the Bilingual Education Act and the academic gains students have made in bilingual education programs.

The Reagan Administration would increase the flexibility of Title VII by totally eliminating the current requirement for native language instruction. In keeping with its laissez faire attitude regarding education and civil rights, the Administration would fund under Title VII any type of instructional program that a school district wished to offer its limited English proficient students.

There are several fundamental problems with the Administration's blunderbuss approach to increasing the flexibility of Title VII. First, the Administration's "modest proposal" ignores the fact that bilingual education has proven itself to be a generally effective approach for meeting the educational needs of language minority students. Concomitantly, the Administrations's approach ignores the fact that non-bilingual programs for language-minority students have proven generally unsuccessful or are untested. In point of fact, the Administration wants to abandon accumulated knowledge and to abdicate responsibility for ensuring that limited Title VII funds are spent in the most effective manner.

The second problem with the Administration's approach to increasing the flexibility of Title VII is that it ignores the educational experience of countless language-minority students in the days before Title VII and the Supreme Court's landmark *Lau v. Nichols* decision — a bitter experience characterized by discrimination, linguistic ignorance, and educational neglect. The Administration's proposal naively assumes that the personal prejudices of school officials would never intrude in the design of Title VII programs and that school officials would always comprehend and be guided by the best interests of language minority students. This assumption is contradicted by the records of the Education Department's own Office for Civil Rights and by numerous Federal court decisions.

Members of Congress, like language-minority parents, have expressed concern over the Administration's failure to explain how it would administer the Title VII discretionary grant program if its proposed legislative changes were enacted. How would the Department determine whether a proposed program met the remaining objectives and requirements of Title VII? To date, the Education Department has been unable to answer these fundamental questions.

While most organizations concerned with the effective education of language-minority students categorically oppose the Administration's Title VII legislative proposals, many of them would not oppose expansion of the Title VII program to permit carefully designed and controlled educational experimentation.

To be minimally acceptable, an experimental component of Title VII would have to meet at least four conditions. First, it would have to be funded separately from the basic Title VII program. Second, it could not be funded until appropriations for the basic Title VII program reached a minimally acceptable level (e.g., constant percent of need satisfied level). Third, the experimental component would have to permit funding for the full range of programs not eligible for support under the basic Title VII program — developmental bilingual education programs designed to produce students who are fully bilingual as well as non-bilingual programs which focus exclusively on English skill acquisition. Fourth, school districts wishing to implement non-bilingual instructional programs would have to provide certain basic services (e.g. student counseling, special education assessments, and parental notification of school events and policies) in the language best understood by limited-English-proficient students and parents.

JOB LISTINGS

Positions are advertised in *NABE News* at a cost of $20 per listing, prepayment required.

NABE's Role in 1983

The successful defense of Title IV and Title VII programs against last year's attacks by the Reagan Administration resulted from an unparalleled degree of cooperation between numerous national organizations committed to the preservation of bilingual education and equality of educational opportunity. Representatives of the Chicano Education Project, the Hispanic Higher Education Coalition, the Japanese-American Citizens League, the Joint National Committee on Languages, the League of United Latin American Citizens, the Mexican-American Legal Defense and Education Fund, the National Congress of American Indians, the National Council of La Raza, the National Education Association, the Organization of Chinese Americans, TESOL, and other organizations have worked with NABE and with one another to defend Title VII and related Federal programs.

NABE's success in strengthening the network of support for bilingual education and in providing policy-makers with needed information regarding the practices and benefits of bilingual education ultimately depends on you, the members of NABE.

You are the critical link to language-minority students and parents, to educational research and teacher training institutions, to local and national organizations concerned with ensuring equality of educational opportunity, to school officials, and to your local, State, and Federal elected representatives. Share your knowledge; voice your opinion; influence the future direction of bilingual education in the United States.

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Join NABE Today!

Cooperation

(continued from page 6)

most efficient approaches to learning English. There are occasions when bilinguality is better achieved by attaining literacy in one's first language and then transferring the skills to the second language, English. Improved cognitive growth and enhanced self-concept are among the positive consequences of bilingual schooling which are advanced by its advocates. (See J. Cummins, "The Cross-Lingual Dimensions of Language Proficiency: Implications for Bilingual Education and the Optimal Age," *TESOL Quarterly*, Vol. 14, No. 2, June 1980.)

Awareness of some of the more subtle sociocultural factors which affect second-language acquisition might temper the missionary zeal of ESL teachers, eager to convert the LEP student to English as quickly as possible. The ESL teacher often sees the bilingual teacher and the child's family as impediments to the child's "new enlightenment," which is symbolized by the American language and culture. Justification for separating the child from his home language and culture is made on the grounds that rapid acculturation is necessary for social and economic advancement.

Both the ESL and the bilingual teachers are ostensibly motivated by the best interests of the student. The itinerant ESL teacher, working with small "pull-out" groups in one or several schools in a district, feels pressured to give the LEP students the skills not merely to float, but to swim, in the English-only mainstream. The bilingual teacher, on the other hand, is also under inordinate pressure to succeed. Under federal and state mandates success is measured by the rapidity with which the LEP student exits from the bilingual program. The teacher is aware that the community support systems which are tied to ethnicity and language may be an important ingredient in the emotional well-being of the LEP students, but is also committed to helping them "make it" in the English-only American school system.

Both teachers may recognize that racial discrimination and segregated housing patterns tend to limit the opportunities for LEP students to have natural interactions with their English-speaking peers, thus reducing English linguistic input and the motivation to expand their use of English. This adds to the sense of frustration.

Rarely do groups of bilingual and ESL teachers have the opportunity to get together in an out-of-school non-threatening environment to discuss areas of mutual concern. One such "safe environment," however, is in college courses, in which both are obligated to participate in pursuit of the state teacher's certification.

Bilingual teachers, as students in my graduate courses, have expressed disappointment at the ESL teacher's lack of sensitivity to the sociocultural realities of the lives of their students. One has expressed it in this way:

"In our class I have been able to share my experiences in this country. I have even felt 'important,' the source of information about a dramatic field that they (the ESL teachers) do not know and to which they are about to enter: to work with our Spanish children."

This teacher was grateful for the opportunity to share in open discussion with the Anglophone ESL teachers some of her feelings of anguish and frustration.She was impressed by their apparent willingness to listen and to engage in dialogue. She wondered, however, if they would be forced to be on the "other team" once they entered the public school setting:

"What I wonder is: Will the ESL teachers be strong enough to stay on our side (with the joining of hands) when they enter the school system . . . I wonder if they will remain as open as they are in this class, with the 'meeting of minds.'

"I would like to be able to tell them: Do not be afraid. We are not going to harm you. We do not want to take your English language away. We only want you not to take ours away."

In the same class there were ESL teachers who were sensitive and responsive to new ideas and attitudes. One of them wrote:

"It had always been important to me to have the child speak English as quickly as possible in order to function in school. There were pressures put upon both the students and upon this instructor from classroom teachers and administrators to have the children speak English. The parents were often told not to speak the primary language to the child. Immerse the child in English at all costs. How foolish, how naive, how lacking in understanding I have been! How can we separate a child from such a personal thing as his native language . . . Yes, I have learned a great deal about ESL but equally as important I have learned about different people. I have learned to be thoughtful and considerate of those who do not have the same frame of reference as we do."

This teacher appears to have discovered that one's language is part of one's essence and to deprive a student of that essence can be destructive.

Bilingual classrooms attempt to preserve and, if possible, enrich, the student's primary language. They are given the opportunity to use the more developed language during part of the school day. This encourages creative and spontaneous language, expressed through jokes, teasing, sarcasm, and metaphoric expression, a level of language that takes a long time to acquire in the second language. This experience helps in the total linguistic development of the student.

If cooperation between bilingual and ESL teachers is possible, and there are indications that it is, what suggestions might one offer to each group?

To the bilingual teacher who would want to cooperate with his/her ESL colleague, I offer these suggestions:

1. Support the goals of the ESL teacher to your students and their parents. Encourage your students to learn English, but not at the expense of their home language.

2. Do not express annoyance when your children must leave the classroom for ESL instruction. Anticipate the interruption; help the students take responsibility for being ready and equipped, with minimum disruption.

3. Invite the ESL teacher to celebrations and cultural activities. Include the ESL teacher in parent conferences.

4. Share classroom activities and instructional materials with the ESL teacher. Exchange reading lists and share insights about the students' special interests.

5. Use a team-teaching approach to teach the class together bilingually for a short period of time once a week. If successful, the experiment could be expanded.

To the ESL teacher I would recommend:

1. Begin or continue the study of a language other than English. You will be obliged to operate in a linguistically disadvantaged situation, where you will be exposed to another culture and another view of the world.

2. Include the bilingual teacher in your scheduling arrangements for ESL instruction. If you do not have that responsibility, join with the bilingual teacher in making your students' needs known to the administrators. Flexible groupings, interchangeable bands and modules are possible, but creative planning is needed. Respect for ongoing classroom instruction (reduced disruptions) should be paramount.

3. Create a "pull-in" rather than a "pull-out" program. Enter the classroom cheerfully, as a member of the group, not as an intruder. Stabilize routines and help the students to internalize them. Be dependable and punctual. Participate in holiday celebrations, cultural activities, class trips, and some parent conferences.

4. Keep abreast of the learning activities of your students. Design a brief check-list, to be filled out by the classroom teacher, informing you of readings, learning units and homework assignments, on a weekly basis. This information should help you to integrate ESL instruction into the ongoing education of the LEP children.

5. Use caution in transferring students to the English-only mainstream classes. Communicative verbal skills do not necessarily mean that the LEP student is able to learn all subjects in English. Consult with the bilingual teacher, who has a more ongoing relationship with the child and family.

My experiences with bilingual educators (ESL and bilingual teachers) has shown you to be thoughtful, sensitive human beings. You are hardworking teachers, committed to your students' cognitive, linguistic, emotional, and social development. To you I say, work together to improve the state of the art. Programs to educate LEP students in the U.S. are being threatened. Resolve your differences and share your efforts. Your most grateful beneficiaries will be your students.

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Reprinted from NJ *TESOL/BE Newsletter*.

Review of J. Michael O'Malley's

Children's English and Services Study: Education Needs Assessment for Language Minority Children With Limited English Proficiency

by Dorothy Waggoner, Ph.D.

Four years after the Supreme Court's *Lau* decision ordering school districts to provide special programs for their limited English Proficient language minority children, only about a third of the five-to-fourteen-year-old age group were receiving services designed to meet their language-related needs. About a quarter were receiving instruction employing their home languages in addition to instruction in English as a second language; another 11 percent were receiving ESL instruction but no instruction using their home languages. These are major findings of the school survey — a part of the Children's English and Services Study conducted in spring 1978 — contained in J. Michael O'Malley's report which has just been published.

Other findings, discussed in the report, are the following:

- Perhaps as few as one percent of the children in bilingual programs receive instruction at a minimally acceptable level of quality consisting of (1) language assessment in English and in their home languages, (2) fully professional staffing for all instruction, and (3) a minimum of five hours weekly of English language instruction and five hours weekly of instruction employing the home language.
- Limited-English-proficient (LEP) children in the lower grades were more likely to be receiving services than those in the upper grades. Whereas a quarter of children in grades kindergarten to three were receiving instruction employing their home languages, only 19 percent of those in grades seven to nine were receiving such instruction.
- Contrary to popular perception, children receiving bilingual instruction were receiving somewhat more instruction to help them learn English — English language arts, ESL or other English instruction — than children who were enrolled in programs employing only English as the medium of instruction. Eighty-three percent of the former, but only 72 percent of the latter, were receiving at least an hour a day of English language instruction as a part of their educational programs.
- Schools were assessing the English proficiency of only about 30 percent of all language minority children, aged five to fourteen, enrolled in spring 1978. They were only assessing the English proficiency of about a third of those children found to be limited English proficient on an objective measure administered in their homes.
- Of children found to be limited English proficient on an objective measure, two out of five were rated by their schools as having adequate or better English proficiency.

The CESS was one of the series of studies designed to meet the mandate in the Bilingual Education Act to count limited-English-proficient language minority children and adults in the United States and to determine the extent to which their educational needs were being met from federal, state and local sources. The first part of the CESS was a household survey yielding the estimates of LEP children and their characteristics. The report on this part was published in 1981 (O'Malley, 1981). The second part was a survey of the schools attended by language minority children, aged five to fourteen, who had been tested for English proficiency in their homes.

The CESS school survey provides the only available information on how many five-to-fourteen-year-old LEP children nationally are receiving appropriate services, what those services are, and who provides the funding for them. It may be contrasted with the study prepared for the Office of Planning, Budget and Evaluation of the Department of Education in September 1981 which reported, on the basis of Office for Civil Rights data, that about 60 percent of students in public elementary and secondary schools identified by their school districts as having a primary language other than English were being served with programs described as bilingual, high intensity language training, English as a second language or "any non-language class taught in the language other than English" but not otherwise defined or distinguished from each other (Milne and Gombert, 1981).

The CESS school survey provides the only national data about all children in the age group five to fourteen. Nevertheless, the survey does not include information from Texas because too few Texas school districts were willing to provide data. Moreover, the non-response rate was high for school districts in California. These factors are among those which Dr. O'Malley cites in suggesting reasons for caution in generalizing from the CESS school survey data.

The report, which Dr. O'Malley first prepared over two years ago, is the first publication of the findings of the school survey for general distribution. In addition to the above findings, it includes information on hours of instruction in the home language, the extent to which students are being taught by credentialed teachers in each language, testing in non-language subject areas by language, delayed schooling and grade retention of language minority students, by type of instruction and English proficiency. This information about what school districts were really doing for language minority students, even though four years old, is especially useful in view of the administration's determination to turn more of the responsibility for selecting program approaches and other aspects of services to these students over to the districts.

Additional studies of the CESS school survey data base should be conducted to determine the proportion of students who, while enrolled in English-only programs, had bilingual aides in their classrooms and to clarify the difference between English-as-a-second-language programs and remedial English or other programs not designed for LEP students. The report groups these instructional types in one category of English-medium programs. The data should also be studied for information on the extent to which LEP students are segregated for their language-related services, on how many students are not in school at all and why, and on the number of LEP students enrolled in alternative schools. Unfortunately, in the report, the household survey form was substituted for the school survey questionnaire. Researchers interested in the data base should, therefore, request the school survey questionnaire when they order their copies of the publication from the Clearinghouse.

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National Conferences of Interest

Feb. 15-19, 1983 **Washington, D.C.**	**National Association for Bilingual Education. 12th Annual International Bilingual Bicultural Education Conference. "BILINGUALISM: IN THE NATIONAL INTEREST", Conference Headquarters, GU-BESC, Suite 376, 3520 Prospect St., N.W., Washington, D.C. 20007, (202) 625-3540**
March 9-12 Washington, D.C.	**Georgetown University Round Table on Languages and Linguistics,** School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057, (202) 625-4301
March 15-20 Toronto, Canada	**TESOL,** Room 202, 3520 Prospect St., N.W., Washington, D.C. 20057, (202) 625-4569
April 7-9 Ypsilanti, MI	**Conference on Foreign Languages for Business,** Eastern Michigan University, Ypsilanti, MI, (313) 487-0130
April 21-23 Chicago, IL	**National Association for Asian/Pacific American Eduaction,** Our Lady of Holy Cross College, New Orleans, LA 70114

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE '83 Addresses Bilingual Education As a National Concern

by Dr. Gloria Zamora

The 12th Annual Conference of the National Association for Bilingual Education (NABE) held on February 15 - 19, 1983, was a conference of many "firsts."

- This was the first NABE Conference held in our nation's capital, Washington, D.C.
- This was the first NABE Conference to attract corporate support.
- This was the first NABE Conference to attract keynote speakers and major session speakers from the worlds of business and government.
- This was the first NABE Conference to which major Presidential candidates sent representatives.

The conference theme, "Bilingualism: In The National Interest," provided a forum which allowed business and government leaders to confirm the value of bilingualism and bilingual education for this nation's economy and government. The conference also provided the opportunity for bilingual educators and parents to share the latest research findings, discuss common concerns, and generate strategies for upgrading the quality of bilingual education programs.

Keynote speakers included Dr. Richard Smith Beal, Special Assistant to the President of the United States; Congressman Paul Simon (D.-Ill.), author of *The Tongue-Tied American;* D. George Harris, President, Chemicals Division, SCM Corporation; and Dr. Ruth Love, General Superintendent of the Chicago Public Schools. These eloquent speakers stressed two major themes — America's need for multiple language capability and the dignity and worth of all human beings, their languages, and cultures.

Barbara Bush, wife of Vice-President George Bush, was able to accept NABE's invitation to address the conferees on the topic of literacy, which is her special interest. Mrs. Bush shared that two of her grandchildren are bilingual in Spanish and English

(continued on page 4)

House Holds Hearings on Administration's Proposed Amendments to the Bilingual Education Act (ESEA TITLE VII)

by James J. Lyons, Esquire
NABE Legislative Counsel

In March, the Education Department sent to Congress proposed legislative amendments to the Bilingual Education Act. The Administration's Title VII amendments were introduced in the Senate by Labor and Human Resources Chairman Orrin Hatch (R-UT) on April 13th (S. 1041). On April 21st, Representatives John Erlenborn (R-IL) and William Goodling (R-PA) introduced the Administration's amendments in the House (H.R. 2682). Representatives Erlenborn and Goodling are both senior members of the Education and Labor Committee.

The new legislative amendments encompass most of the provisions included in S. 2412, which was introduced in the Senate last year on behalf of the Administration by former Senator S.I. Hayakawa. Although hearings were held on S. 2412 in April 1982, neither the house nor the Senate acted on the Administration's Title VII proposals in the 97th Congress.

Last week, Representatives Erlenborn and Goodling asked Carl Perkins (D-KY), Chairman of both the Education and Labor Committee and its Subcommittee on Elementary, Secondary, and Vocational Education to hold hearings on their legislation. According to his staff, Chairman Perkins will honor the request by conducting subcommittee hearings on the bill in early June.

Analysis of Administration's Title VII Amendments (H.R. 2682 and S. 1041)

The Administration's proposed Title VII amendments are drastic; they would fundamentally alter the purpose of the Bilingual Education Act and the operation of programs funded under Title VII. The impact of the Department's proposals on limited-English-proficient students and local school districts is explained in the following analysis of the proposed legislation's major provisions.

I. Elimination of Native Language Instruction

The proposed legislation would eliminate the current requirement that Title VII programs provide instruction in "the native language of the children of limited English proficiency" "to the extent necessary to allow a child to achieve competence in the English language . . ." *This flexible requirement is the heart of the Bilingual Education Act.*

Historically, language-minority students in the United States have received unequal and inferior educational opportunities. The instruction they have received has too often been linguistically unintelligible, culturally insensitive, and educationally ineffective.

Although chronically underfunded, the Title VII program has helped to remedy this legacy of discrimination and neglect by promoting programs of Transitional Bilingual Education (TBE). As an educational approach, TBE has proven effective. It has successfully helped language-minority students to achieve English language competency and, at the same time, to acquire the subject matter skills imparted to other students.

In Secretary Bell's words, the proposed amendments would allow the Department "to fund whatever educational approach a school district believes warranted, so long as that approach is designed to meet the special educational needs of the population and can be justified as appropriate by the school district." The draft legislation, however, does not provide measurable, objective standards which the Department could use to determine whether a school district's proposed educational approach is educationally "appropriate" and deserving of Federal support under Title VII.

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NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
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Bilingual Students Attest To Importance of Bilingual Education

The Second Annual NABE Nationwide Bilingual Student Writing Contest, again coordinated by the Detroit Public Schools, produced over 400 esays on "What Bilingual Education Means to the Nation" from students in grades 3-12 throughout the country. First, second, and third prize winners were selected by a group of readers in each of three levels: elementary (grades 3-5), middle school (grades 6-8) and high school (grades 9-12).

The first prize winners in each level were flown to the 12th Annual International Bilingual Bicultural Education Conference in Washington, D.C. where they received their awards at the NABE Awards Luncheon on Thursday, February 17, 1983. Axel Rodríguez (grade 5) from Milwaukee, Wisconsin; Aida Millán (grade 7) from New York City, NY; and Anh Tuan Nguyen (grade 9) from Cleveland, Ohio received a standing ovation from the audience after they read their compositions.

What Bilingual Education Means to the Nation

Bilingual education means that a person knows two languages. Knowing two languages makes it easier for anyone to communicate. It is also a good thing to have for the future when more and more jobs are available for bilingual persons. Having learned two languages gives a person a better understanding of problems all over the world.

If you go to other places and you can speak another language, you are more capable of understanding what is said to you. You can solve problems in minutes that normally would take a person who doesn't know the language days.

This nation needs capable people — bilingual people to work in different positions of the government. This nation needs leaders that are able to speak in many languages. This nation needs leaders that can understand other cultures and at the same time be able to go along with it.

Bilingual education can teach you all that the United States is a nation that gives you opportunities. A person can take the opportunity but also be able to be proud of having a heritage. I used to be ashamed of speaking Spanish until our teacher read an article about Chang-Díaz, the first and only Latino astronaut in the history of America in the Space Program. That article gave me a desire to become someone important. Ever since that day I have decided to be proud of my Nicaraguan heritage.

Bilingual education means more opportunities, a wider world to the citizens of this nation.

Axel Rodríguez
Wisconsin Avenue School
Milwaukee, WI
Grade 5

How Bilingual Education Can Help Our Nation

Bilingual education is an important role of my every day life. It helps me enrich my vocabulary and daily experiences, and most of all, I can be proud to be able to claim two great heritages. However, being bilingual not only helps me as an individual, it helps me contribute more to my country.

I plan to become a specialist in computers. I will then be part of a new kind of economy, which will make the United States strong again. By being fluent in both English and Spanish, I can type in programs which can be used by millions of people throughout the world. This in turn, will bring great profits to my company and to my country.

United States' bilinguals can contribute to our society in many ways. With the ability to speak languages such as Spanish, French, Russian, Arabic, Chinese and Hebrew, we can help to improve international relations. As bilinguals we would have to have studied and learned to appreciate a second culture and not just a second language. We are better equipped to find peaceful solutions to world problems.

Our country will become richer culturally as more people become bilingual. We will be able to enjoy, and share with others our proud achievements in two languages. Personally, I would like to see someone make children's films in Spanish.

Bilingual Education will prove helpful to our nation in many ways. Although I am still very young, I am already planning what to offer. I enjoy a challenge.

Aida Millán
Junior High School 118
New York, NY
Grade 7

What Bilingual Education Has Meant to the Nation

Last year, I stepped off the plane and found myself in the United States. I had come to a totally new world. Everything seemed so unfamiliar. Everybody was speaking a language that I could not understand. Even the sky looked different. It was snowy, cloudy, and as unclear as my future.

People like me come from all over the world. We speak different languages. We also have various cultural backgrounds. However, we have one problem in common — adapting to a new environment. We are totally unaccustomed to the American way of life. We find it hard to understand the Americans. In the other hand, the Americans think of us as isolated, inactive people.

It looks like we are separated by a river. The water is icy, and the current is too strong for us. Trying to swim across by ourselves would be too risky. Some of us might "drown." In fact, we often become frustrated and hopeless. Most of us back up, stay apart, and avoid every contact with the outer world.

The bilingual program has been established to serve as a bridge over which new people, mostly children, will cross to join the rest of the country. It is the gateway to your future. We quickly learn how Americans live and work. In turn, we help our parents to become familiar with new social system. We will become more and more active. Eventually, we will be to take our places as members of the whole nation.

In addition, the bilingual program has an effect on the native-born Americans. They will have a chance to know the new settlers better, thus gradually giving up all misconceptions.

Last but not least, the children who benefit from bilingual education will grow up having special advantages — being able to speak two languages fluently. Imagine how easily international affairs could be settled, and how profitably the commercial enterprise could be expanded if such persons were available for the United States government and business.

Bilingual education is truly bringing the new-comers into the mainstream of the nation. It is helping to unite people while encouraging each individual to retain his uniqueness. The united body of the people will help build the United States into an even stronger country.

Anh Tuan Nguyen
Gallagher Junior High School
Cleveland, OH
Grade 9

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NABE '83

(continued from page 1)

(Mrs. Bush's daughter-in-law is from Mexico). This special session enabled bilingual educators to share with Mrs. Bush our mutual concern — that all students have equal access to educational programs of excellence.

Several major speakers are especially noteworthy. Xerox Corporation was represented by P. Gus Cárdenas, Account Executive with the South Texas Branch, whose presentation was entitled "Bilingualism In The Interest of Economic Development". Also, Barbara March Smith, Corporate Contributions and Community Affairs Manager, represented the Continental Group. Former Vice-President Walter Mondale was represented by George Dalley and Beth Brooks represented Sen. Gary Hart of Colorado. Education Secretary Terrell Bell and OBEMLA Director Jesse Soriano spoke at the opening session, as did Marion Barry, Mayor of Washington, D.C., whose remarks in support of bilingual education were especially eloquent. Raúl Yzaguirre, Executive Director of the National Council of La Raza, and Arnold Torres, Executive Secretary of LULAC, were prominent throughout the conference, working with NABE's legislative Counsel Jim Lyons and the Socio-Political Concerns Committee on developing legislative strategies and building coalitions of advocacy groups.

Miller Brewing Company's support of this conference was especially noteworthy. Throughout the entire week, Miller was represented by Raúl Roman of the Corporate Headquarters office in Milwaukee, Wisconsin. The company purchased a booth in the exhibit area and provided time for minority job recruitment; they also purchased a full page ad in the conference program and sponsored the Fund-Raising Dance. Other significant corporate support was received from Anheiser-Busch Brewing Company and Rums of Puerto Rico.

During the annual awards luncheon the three "Outstanding Dissertion" winners were recognized as were the three bilingual students who wrote the winning essays on "What Bilingual Education Means to the Nation." The Kellogg Foundation made a "Presidents' Classroom Scholarship" available to one of the student essay contest winners. Hearing the children read their award winning essays was a very moving experience that didn't leave many with dry eyes.

The NABE President's Reception, an annual event, was held in the Cannon Building on Capitol Hill. Congressman Esteban Torres (D-CA) and Sen. Ted Kennedy (D-Mass.) honored us with their presence, as did the legislative aides of numerous Congressmen including members of the Congressional Hispanic Caucus. This reception honoring NABE President B. Roberto Cruz and Congressional friends of bilingual education was sponsored by Rums of Puerto Rico and Crane Publishing Company.

At the annual banquet on the final evening, NABE's special honoree was Dr. Albar Peña of San Antonio who was NABE's first President in 1976-77. Dr. Peña installed the slate of officers for 1983-84 which includes the first Vietnamese/American elected to serve on the NABE Executive Board and the first Mexican-American woman elected to the NABE Presidency.

This very successful NABE Conference of many "firsts" was made possible through the leadership of its Chairman, Dr. Ramón L. Santiago, and Co-Chairs Harold Chu, Ileana Herrell, and Nancy Zelasko as well as the support of numerous organizations including the National Council of La Raza, MALDEF, LULAC, NAAPAE, NAVAE, and the National Clearinghouse for Bilingual Education. A special note of appreciation goes to Jesse Soriano and the staff of OBEMLA for their cooperation and support of the conference activities.

This article orginially appeared in the IDRA Newsletter, March 1983

From Theory to Practice

NABE NEWS is pleased to announce a new regularly featured column, "From Theory to Practice," managed by Carol Montgomery. "From Theory to Practice" will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.

Activate the Passive

by Laurie Moody

Common practice in ESL texts and workbooks is to present the passive as a transformation of the active, and then to require students to perform the transformation on decontextualized sentences which employ a variety of tenses. Some students seem adept at this; however, many students have difficulty progressing through the many steps needed to perform each transformation. The following activities suggest an alternative approach which seems to engage all students. Here the passive is presented in purposeful contexts and is practiced tense by tense.

Introductory Presentation

(The vocabulary in this presentation is deliberately limited to those words that the students know so that they can focus on the grammar.)

Teacher:
What do they do in this classroom every night when the students leave?
Student response:
wash the blackboard; put the chairs on top of the tables; sweep the floor; wax the floor; turn off the lights . . .

Teacher:
Who does these things?

From student responses it can be demonstrated that since the agent is a vague "somebody" the communication is more effective as follows:

Every night the blackboard is washed.
The chairs are put on top of the tables.
The floor is swept.
The lights are turned off.

Given these examples, the students can be asked to explain the verbs. This gives the students the opportunity to work out a common mistaken idea that the past participle means past time. Since these examples are clearly in a habitual present context, it can easily be demonstrated that the time is represented in the auxiliary and that the past participle is a form which provides the verb meaning.

Practice I

Give a short lecture on how something is made or produced. A good resource is the passive voice chapter in Structures in Context (Sikiotis, Nicholas, Longman Group Ltd., London 1980) which outlines the processes involved in manufacturing coffee, producing black tea, and producing natural rubber. Write the base forms of the verbs and other new vocabulary items on the blackboard. After modeling the first step or two of an explanation of the process in the passive, have the students work in pairs or small groups to construct a series of related sentences which employ the passive voice to explain the process.

Depending on the level of the students, the time available, and the goals of the course, this lesson can be expanded to introduce and practice the rhetoric of process compositions.

Practice II

Materials: A series of pictures/drawings of a process with the base forms of the verbs and other useful vocabulary given next to each step are run back to back with an answer page. One student uses the pictures and cues to construct sentences orally while the other student checks the sentences by referring to the answer page. When one student has completed the task, the roles are reversed.

Practice III

Students explain how something is made or produced in their own countries, first orally and then in writing.

Other Contexts

The presentation and practice of other tenses can be spread throughout the semester or year, thus allowing for review of the passive concept. The following are some suggestions for contexts:

A. *present passive negative:*

1. Complaints

mother to child:
Your bed isn't made.
Your homework isn't done.

2. exaggeration

citizen to politician:
The streets are never cleaned.
The garbage is seldom picked up.
The potholes are never fixed.

B. *past passive:*

1. process

First the leaves were picked.
Then they were dried in the sun for three weeks.

2. newspaper narrative

An off duty guard was kidnapped and shot . . .

C. *past passive negative:*

explanation

personnel manager to boss:
I fired him because . . .
the papers were never filed . . .
the letters were seldom typed . . .

D. *modal passive:*

1. advice

Student to administrator:
The cafeteria should be cleaned.

2. order

boss to employee:
This work must be done by 3 p.m.

3. promise

employee to boss:
This work will be done by 3 p.m.

E. *present continuous passive:*

defense

employee to boss:
That letter is being typed now.
It's being delivered right now.

F. *past modal passive:*

speculations about the past

Upon arriving home and finding the door ajar.
I must have been robbed.
My jewelry might have been stolen.
The door could have been left open.

G. *present perfect passive:*

obfuscation (covering up for the agent)

notice to students:
It has been decided that students must pay an additional $300 per semester.

By practicing the passive in purposeful contexts over the course of a term, students develop not only an understanding of the concept of the passive voice and some of the uses of the past participle, but also the ability to use the passive for communication. This method allows students to view the passive as a useful tool rather than an intellectual transformation game.

Laurie Moody teaches advanced-level ESL courses at Passaic County Community College.

NABE Special Interest Groups Report on Activities and Goals

Annual business meetings of NABE's Special Interest Groups (SIG's) were held during the NABE Conference in Washington, D.C. on Friday, February 18, 1983. The reports summarized below outline each SIG's activities for 1982-83 and their goals for 1983-84.

Adult Education SIG

1982 - 83 Chair: José Oliva
GOALS FOR 1983 -84:

- Update the Adult Education SIG membership roster
- Strengthen the SIG organization
- Network through NABE affiliates and TESOL's Adult education SIG
- Solicit presentations on adult education for NABE '84
- Encourage local affiliates to fill an adult education representative position on their boards and encourage them to actively participate in the NABE Adult Education SIG.

1983-84 Chair: Nellie García
Eastern Representative: Don Chao
Central Representative:
Elba Santiago Berlin
Western Representative:
Kay Joseph Shender

Global Education SIG

1982-83 Chair: Bernard Cohen

1982-83 Activities: New SIG — in organizational stage

GOALS FOR 1983-84:

- Collect input related to Global Education's definition and purpose from Coordinators of Global Education at State Departments of Education throughout the country.
- Circulate as many different papaers, definitions, and agency policy statements as possible to current SIG members for their review and summation. Members of the SIG will be asked to submit a one-sentence definitionof Global Education, whereupon all definitions will be circulated for review by the SIG members after which they will be asked to submit a second definition.
- Establish a definition for Global Education (if possible, by mail) which considers the particular needs of LEP children.
- Organize a panel on Global Education for NABE '84

1983-84 Chair: Bernard Cohen
Eastern Representative: To be named
Central Representative: Irma Gonzalez
Western Representative: To be named

Higher Education SIG

1982-83 Chair: Rosa Quezada
GOALS FOR 1983-84:

- Focus on issues affecting students in bilingual higher education programs
- Development of list of regional concerns by Regional Representatives
- Communication of concern over federal allocations for higher education to appropriate officials

1983-84 Chair: Pending
Eastern Representative: Ana Rodríguez
Central Representative: Alicia Travelle
Western Representative:
Frank Ciriza and Frank García

Secondary Education SIG

1982-83 Chair: Eva Dubois
GOALS FOR 1983-84:

- Network with NABE affiliates having secondary education SIG's
- Have a booth at NABE '84
- Have a secondary education strand at future NABE conferences
- Produce a secondary education SIG newsletter
- Focus on ways of increasing the status of secondary bilingual education

1983-84 Chair: Rick Sullivan

Special Education SIG

1982-83 Chair:
Marjorie Kanter Delgado
1982-83 Activities:

- Establishment of a bilingual special education network
- Having a special education SIG table at NABE '83

GOALS FOR 1983-84:

- Recruit, document and maintain membership
- Network with others; gather and share information
- Plan and implement a bilingual special education component for NABE '84
- Develop policies/procedures for the special education SIG
- Develop strategies for advocating for bilingual special education
- Link SIG activities with other organizations

1983-84 Chairs:
Nancy Dew and Pat Chamberlaine
Eastern Representative: Anna López
Central Representative:
Pat Chamberlaine
Western Representative: Beth Laskey

Vocational Education SIG

1982-83 Chair: Jeanne López-Valadez
1982-83 Activities:

- Disseminated information on vocational education legislation
- Accumulated data on the participation of LEP persons in bilingual vocational programs
- Designed a legislative issues questionnaire to assist in the development of a position paper
- Increased SIG membership
- Read proposals for presentations at NABE '83
- Disseminated two issues of the SIG Newsletter

GOALS FOR 1983-84:

- To participate in the planning of NABE '84: potential readers were identified and representatives for the planning committee were selected
- To continue to disseminate the Vocational Education SIG newsletter. Joan Friedenberg and Nancy Siefer were identified as editors

1983-84 Chair: To be elected

NABE Student SIG Has New Chairman

Michael Reed, from Millersville State College in Pennsylvania, has accepted the Chairmanship of the NABE Student SIG. In his effort to revitalize the SIG, he has requested the input of students from across the nation. Michael feels that students involved in bilingual studies have a contribution to make to NABE since they will some day constitute part of the leadership working for more and better bilingual education programs. It is his belief that students need to become involved in planning the direction of programs today so that those situations they encounter in the future address their concerns.

The Student SIG needs your ideas and support. You may write or telephone Michael Reed at Stayer Research & Learning Center, Millersville State College, Millersville, PA 17551. (717) 872-3549.

—NABE Membership Breakdown As of April 22, 1983—

	79 - 80	80 - 81	81 - 82	82 - 83
Total Membership	2,344	2,229	1,808	1,990
Regular Members	1,406	1,012	1,221	1,362
Associate Members	842	1,153	408	426
Community Members		655	86	92
Para Professionals		218	95	92
Full Time Students			227	242
Joint Members	48	67	47	48
Institutional Members	88	67	129	151
Commercial Members			0	0
Level of Work				
Early Childhood	117	112	75	70
Elementary Education	588	543	415	434
Secondary Education	243	193	141	178
Higher Education	387	407	352	346
Adult Education	93	99	34	46
Community	392	271	65	46
Resource Center		17	103	88
Publishing	25	15	19	24
Other				219
Special Interest Groups				
Early Childhood	113	75	106	107
Elementary Education	661	415	377	392
Secondary Education	278	176	159	171
Higher Education	291	218	182	206
Adult Education	108	62	54	48
Parent & Community	426	283	90	63
Vocational Education	28	36	60	51
Students				59
Research & Evaluation	227	312	218	227
Special Education	44	59	70	72

NEW MEMBERSHIPS	892
RENEWAL MEMBERSHIPS	1,098
ONE YEAR MEMBERSHIPS	1,905
TWO YEAR MEMBERSHIPS	60
THREE YEAR MEMBERSHIPS	25

Slate Selected for 1984 - 85 NABE Executive Board Elections

Twenty two affiliate delegates serving on the NABE Nominating Committee met on February 18, 1983 at the annual convention in Washington, D.C. The following slate of candidates was selected. Detailed information on each candidate will appear in the September 1983 issue of *NABE NEWS*. Remember, you must be a member of NABE by November 1, 1983 to be eligible to receive a ballot. Renew your membership today!

Office	Candidates
President Elect	Gene Chávez, CO Luis Martínez Pérez, FL
Vice President	Belia Cruz, CA Hai Tran, WI
Secretary	(Eddie Aland, NM-Withdrew) Nancy Zelasko, DC
Treasurer	Janet Lu, WA Lilliam Malavé, NY
Parent-at-Large	Carmen Millán, NY Norma Preciado, NM
Eastern Reg. Representative	Nguyen Ngoc Bich, VA Rosa Castro Feinberg, FL
Central Reg. Representative	Monica Sandoval, TX Stan Seidner, IL
Western Reg. Representative	Aurora Martínez-Quevedo, CA

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Room 405, 1201 16th St., N.W. • Washington, D.C. 20036 • (202) 822-7870

APPLICATION FOR ☐ NEW MEMBERSHIP ☐ RENEWAL MEMBERSHIP (June 1, 1983 — May 31, 1984)

TYPE OF MEMBERSHIP (Check One)

	1 YR	2 YR	3 YR
☐ REGULAR	☐ $35	☐ $65	☐ $90
☐ ASSOCIATE	☐ $20	☐ $37	☐ $51
☐ JOINT (Husband-Wife)	☐ $50	☐ $93	☐ $129

☐ REGULAR
- ☐ 004-0001 Teacher
- ☐ 004-0002 College Instructor
- ☐ 004-0003 Administrator
- ☐ 004-0004 Consultant
- ☐ 004-0005 Other ____________

☐ ASSOCIATE
- ☐ 003-0001 Community Person
- ☐ 003-0002 Para-professional
- ☐ 003-0003 Full-time Student

☐ INSTITUTIONAL OR SUBSCRIPTION ☐ $50
- ☐ 006-0001

☐ JOINT (Husband-Wife)
- ☐ 005-0001

☐ COMMERCIAL ☐ $125
- ☐ 007-0001

If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues. ☐ Foreign Surface Mail $5.00 ☐ Foreign Air Mail $15.00

MAKE CHECK PAYABLE TO **NABE** AND REMIT U.S. FUNDS ONLY. PREPAYMENT REQUIRED.

Charge my ___ Master Card ___ Visa Account

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City State Zip Code

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AFFILIATE PRESIDENTS:
Check here if you are an Affiliate President for 1983-84 ☐ 010-0001

NABE USE ONLY: SPECIAL MAILINGS ☐ 011-0011

STANDING COMMITTEES

Check if you are interested in serving on a NABE Standing Committee

- ☐ 009-0001 Elections
- ☐ 009-0002 Annual Conference
- ☐ 009-0003 Publications
- ☐ 009-0004 Membership
- ☐ 009-0005 Socio-political Concerns
- ☐ 009-0006 Fund Raising
- ☐ 009-0007 Resolutions
- ☐ 009-0108 Public Relations
- ☐ 009-0002 Parental Concerns

NABE Offers Multiple Year Membership Discounts

In a continuing effort to make NABE membership economically as well as professionally beneficial NABE is now offering multiple year membership. Not only will joining for more than one year save you money (up to $31.00 over three years) . . . it will insure uninterrupted subscriptions to *NABE NEWS* and the *NABE JOURNAL*. Best of all you won't have to worry about renewing your membership each year! Send in your membership application today!!

NABE Membership Rates

Type	1 Year	2 Year	3 Year
Regular Member	$35	$65	$ 90
Associate Member	$20	$37	$ 51
Joint Members	$50	$93	$129

THE WASHINGTON D.C. NABE OFFICE has a *NEW* TELEPHONE NUMBER (202) 822-7870

MAKE A NOTE OF IT!

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION TREASURY FUND — AMERICAN SECURITY BANK

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

For the Period of August 1, 1981 to June 30, 1982

Account Balance as of August 1, 1982		$ 0
Receipts		
Membership Dues	$67,024	
Sales	2,311	
Special Fund Raising	6,008	
1981 Convention Transfers	2,500	
1982 Convention Transfers	3,872	
Contributions	1,260	
Advertising	1,590	
Miscellaneous	1,006	85,571
Funds Available		85,571
Disbursements		
Office Expenses	20,268	
Compensation	12,290	
Professional Fees	5,000	
Printing and Postage	21,147	
1982 Convention	11,344	
Travel	6,401	
Payroll Taxes	416	
President's Fund	2,500	
Insurance	1,507	
Legal	1,031	
1983 Convention	1,000	
Miscellaneous	1,115	84,019
Account Balance as of June 30, 1982		$ 1,552

JOIN NABE . . . AND TELL A FRIEND

BUSINESS PHONE: ______________________

HOME PHONE: ______________________

SPECIAL INTEREST GROUP (Check One)

- ☐ 001-0001 Early Childhood
- ☐ 001-0002 Elementary Education
- ☐ 001-0003 Secondary Education
- ☐ 001-0004 Higher Education
- ☐ 001-0005 Adult Education
- ☐ 001-0006 Parent & Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research & Evaluation
- ☐ 001-0010 Special Education
- ☐ 001-0011 Global Education

LEVEL OF WORK (Check One)

- ☐ 002-0001 Early Childhood
- ☐ 002-0002 Elementary Education
- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

______________________ Signature

______________________ Date

NABE '83 Tapes Available

Did you miss a particular session you wanted to attend at NABE '83? Would you like to hear a presentation again? Or have you heard what exciting speeches you missed from colleagues who attended NABE '83?

You don't have to miss anything! For the first time, NABE is offering tapes of many of the sessions at NABE '83. Simply circle the number(s) of tape(s) you want and enclose this form with your check, payable to NABE, and mail it to NABE, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036.

83-100 **Bilingualism: In the National Interest** (Keynote)
Richard Smith Beal

83-101 **Bilingualism and Education In Puerto Rico**
José Luis Monserrate, Ursula Urbiztondo, José Molina

83-102 **Bilingual Education and a World Economy**
Congressman Robert García

83-103 **A New Direction for Bilingual Education In the 1980's**
David Seeley

83-104 **Bilingualism In Diplomacy and Public Education**
Embassy of Korea

83-105 **Human Capital, Reaganomics, and the Future of Bilingual Education**
David Machlis

83-106 **Theory and Practice of Parental Involvement**
José Oliva and Eleanor Sandstrom

83-107 **Illiteracy**
Barbara Bush

83-108 **A Unique Model for Teacher Training In Bilingual/Bicultural Studies**
Leonard Brownstein

83-109 **Title III: Developing Institution Programs and Hispanic Students**
Joan E. Duval

83-110 **International Baseline Data on Hearing-Impaired Children With Non-Native Home Languages**
Gilbert Delgado

83-111 **Federal Support for Education: An Analysis of the President's 1984 Budget**
James Lyons and Arnold Torres

83-112 **Special Concerns of the Education Department: A Multicultural Perspective**
Gil Chávez, Jim Roberts, and Steven Thom

83-113 **La narración de cuentos infantiles en español: Narration of Children's Stories In Spanish**
Marie E. Barker

83-114 **Staff Development: From the Bilingual Classroom to Beyond the Walls of the University**
Angela Carrasquillo and Frances Segan

83-115 **Getting to Know the Political Structures: LEA, SEA, Federal**
Gilberto López and
Identifying and Overcoming the Obstacles: Assertiveness
Bernard Kaplan

83-116 **Working with Parents of Bilingual Handicapped Children**
Beth Lasky

83-117 **An Introduction to Bilingual CAI/CMI**
Edward Ojeda and Phyllis Noda

83-119 **Frame Game Kits: Create Your Own Classroom Game**
Stephen E. Sugar

83-121 **NABE '83 Opening Ceremonies**
Terrel Bell, Jesse Soriano, Marion Barry, B. Roberto Cruz

83-122 **1982-83 Outstanding Dissertations: Discussion by the Three Winning Candidates**

83-123 **The National Hispanic University: A Response to the Shortage of Hispanics and Other Minorities In Professional Careers**
Edward Aguirre, B. Roberto Cruz, Phillip Sánchez

83-124 **Language Learning In Bilingual Classrooms II: Measuring Language Proficiency**
Paul Ammon, Mary Sue Ammon, Michael Strong

83-125 **Studies Skills: Teaching Decontextualized Language**
Maria Estela Brisk

83-126 **Indochinese Students' Education: Issues and Concerns**
Mai Dao

83-127 **Language Policies and Bilingual Education Abroad: The International Perspective**
Charles Foster, Ginger Collier, Isaura Santiago-Santiago, James Swift, Elizabeth Swing

83-129 **Bilingual Education Program Models with Successful Parent Training Components**
Carmen Millán, Maria González, Milton Graciano

83-131 **A Structured Immersion Bilingual Model for Low-Incidence Multilingual Populations**
Rosalie Pedalino Porter

83-132 **Different Levels of Translating and Interpreting Services**
David Bowen

83-133 **Who Needs Bilingual Education to Learn English?**
Lily Wong Fillmore

83-134 **Heading Our Children for Success in the Classroom**
Marcia Galli

83-135 **Bilingualism: Trends in Trade and Commerce**
Lourdes Miranda

83-137 **Bilingualism & Domestic and International Relations**
Congressman Paul Simon (Keynote)

83-138 **NABE '83 Awards Luncheon**
(Nationwide Bilingual Student Writing Contest Winners)

83-139 **Bilingualism: In the Interest of Economic Development**
P. Gus Cárdenas

83-140 **Classroom Materials for Asian Bilingual Programs**
Harold Chu, Nguyen Ngoc Bich, Byounghye Chang, Meiko Han, Sau-Lim Tsang

83-141 **Significant Bilingual Instructional Features Research: Teacher/Student Talk**
Migdalia Romero

83-142 **The Cost of Bilingual Education**
Steve Martínez and John William Smith

83-143 **Establishing Partnerships with Business**
Barney Old Coyote

83-144 **The Language of the Bilingual In Foreign Language Instruction**
Robert J. DiPietro

83-145 **Las claves del Kinder: A Total Curriculum for the Kindergarten Child**
Rosa B. Flores

81-146 **Preparing Undergraduate Education Majors for Multi-cultural, Inner-City Teaching: Millersville (PA) State College's Upgrading Urban Education**
Fay F. Kramer

83-147 **An Elementary Bilingual Program for Arabic, Indochinese, and Romanian Students**
Lynn Marple and Angela Zaccardelli

83-148 **Evaluation Strategies for Bilingual Education: Use of a Time-Series Design**
Beverly B. McConnell

83-149 **On Location: ESL Field Trips for Adults**
Carol Montgomery

83-150 **Living In Two Cultures: Neorican in Puerto Rico - Puerto Rican on the Mainland**
Joseph O. Prewitt-Díaz

83-151 **The School Principal: A Critical Role in Bilingual Education**
Gerard Rowe-Minaya

83-153 **The Hows and Whys of Spanish-English Code Switching**
Ana Celia Zentella

83-154 **Special Populations in Need of Bilingual Education: Alien and Refugee Students**
NABE Sociopolitical Concerns Committee

83-155 **Current Trends in Bilingual Research**
Amado Padilla

83-156 **Lectura básica en español: Metodologia y demostración: Basic Reading Methodology in Spanish**
Elsa Aldao

83-157 **The Fairfax County Public Schools: English as a Second Language Programs**
Esther J. Eisenhower, Laura Soonkee Falkenstrom, Patricia Mandes

83-158 **A Model for Establishing a Comprehensive Approach to Serve the Total Needs of LEP Students**
Betty Knight

83-159 **Computer Programming as a Second Language**
Raymond P. O'Connor

83-160 **Bridge Over Troubled Waters — Help Is Here!**
Mona Sheraga and Jean D'Arcy Maculaitis

83-161 **An Issue of Integrity: Academic Research and Public Policy in the 1980's**
Stan Seidner, Rudolph Troike, Josué González, James Lyons, Dorothy Waggoner

83-162 **Language Immersion: The Painless Way to Second Languages**
Linda Ekman Simmons

83-163 **Language of Instruction for Bilingual/Multicultural Special Education: Issues and Answers**
Marjorie Kanter-Delgado, Joseph Fischgrund, Maria Sempa

83-165 **Professional Unity Through Bilingual Education: William Parker Riley Revisited**
James E. Alatis

83-166 **The Need for Bilingual Personnel In Government**
Joan Cassidy, Hugh Clayton, Kenneth Colucci, Renee Meyer

83-167 **Are We Equipped to Compete In the Global Village?**
Frank Gómez

83-169 **Current Research in Bilingual Education**
Rudolph Troike, Daniel Ulibarri, Kenji Hakuta

83-170 **Bilingualism & Trade and Commerce**
D. George Harris (Keynote)

83-171 **The Status of Title VII Reauthorization**
Raúl Yzaguirre

83-172 **A Language Competent America**
Rose Hayden

83-174 **Bilingual Education and the National Future**
Jesse Soriano

83-175 **Bilingualism as an Asset In International Trade**
Bruce Strong

83-177 **Occupational Careers: The Asset of Bilingualism**
Mona A. Feldman and Maria Elena Pynn

83-178 **Constitutional Protection for Language Rights and Linguistic Minorities in the U.S.A.**
Jane Goodman

83-179 **Helping Children Make the Transition from Spanish to English Reading**
Ana M. Guzman

83-180 **Enrichment Bilingual Education: Bilingual Education for Speakers of English**
Myriam Met

83-182 **Los padres como maestros: How Parents Can Help Their Children to Learn**
Elvia Rodríguez

83-184 **Resources for Computer Assisted Instruction in Bilingual Education Setting**
Susan Schnuer and Deborah Sauve

83-185 **Indochinese Secondary Bilingual Curriculum**
Ha H Tuong

83-186 **The Teaching of Culture in an ESL Classroom**
Penelope M. Alatis

83-187 **New Opportunities to Explore: A Gifted and Talented Program in an Exemplary Setting**
Yvonne Chism

83-189 **The Inclusion of Monolingual English Speakers in Bilingual Education Programs in the U.S.: A Look at the Past, Present, and Future**
George K. Wilcox

83-191 **Bridging Bilingual/ESL Education and Title I Through a Comprehensive Language Based Approach for the Students of LEP**
Donald Enoki

83-192 **Early Bilingual Reading: The Untapped National Asset**
Robert Lado, Theodore Andersson, Irma Hanson, Caridad Inda

83-194 **Innovative Strategies for a Native American Bilingual Program**
Janice Jones Schroeder, Verna Hill, Phyliss Terrance

83-195 **Vocational English as a Second Language (VESL) Materials: A Bridge Between Language Teaching and Technical Training for LEP Students**
Nancy Siefer

83-196 **Refugee Education**
Nguyen Ngoc Bich and James Lockhart

83-197 **Language, Rapport, and Negotiation of International Treaties**
George Dalley

83-199 **The History and Politics of the Oyster Bilingual School**
Paquita Biascoechea and Brooks Jackson

83-200 **Second Language Acquisition and Bilingual Education**
Stephen D. Krashen

83-201 **The Corporate Interest in Bilingual Populations**
Barbara Mach Smith

83-202 **Bilingualism and Education**
Ruth Love (Keynote)

83-204 **Training Bilingual Teachers: A Look at the Title VII Graduate in the Field**
Ellen Clark, Robert Milk, Rodolfo Jacobson

83-206 **Perspectives on Teaching English as a Second Language**
Richard L. Light

83-212 **Effective Coping and Adaptation by Native, Hispanic, Black and Asian Americans**
Jacqueline H. Wasilewski

83-213 **Family Environment for Children's Bilingual Development — A Case Study of Middle Class Chinese Americans**
Esther Lee Yao

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Resolutions

General Membership Meeting - Annual NABE Conference

At the General Membership Meeting held at the Annual NABE Conference in Washington, D.C. on February 19, 1983, Resolutions Committee Chairman Alfredo de los Santos, Jr., presented 13 resolutions to the membership for their consideration. All of the resolutions were passed. Brief summaries of the resolutions are printed below. Copies of the complete resolutions may be obtained from the NABE Office in Washington, D.C.

#1- That NABE encourage the U.S. Congress to reject the Reagan Administration's budget proposals for the programs listed and appropriate funds at the levels indicated:

Indian Education Act	$ 80.5 million
Title VII, ESEA, Bilingual Education Act	$161.4 million
Civil Rights Act, Title IV	$ 37.1 million
HEP and CAMP programs of the Higher Ed. Act	$ 7.3 million

NABE EXECUTIVE BOARD ACTION: NABE has submitted testimony to this effect.

#2 - That NABE encourage the U.S. Congress to reauthorize Title VII, ESEA, the Bilingual Education Act, and reject any attempt to change or alter the present focus and intent; to reject any and all proposals that would narrow the definition of children eligible to participate; to preserve the existing statutory requirements pertaining to the use of the native language of the children as a means of instruction; and to safeguard the provision in section 703 which addresses the special needs of Native American and Alaskan Native students under this program.

NABE EXECUTIVE BOARD ACTION: NABE has prepared an analysis of the proposed Administration's amendments and will testify whenever hearings are held.

#3 - That NABE encourage the U.S. Congress to authorize and appropriate funds for the improvement of language education as part of the legislation to improve mathematics and science education.

NABE EXECUTIVE BOARD ACTION: NABE has communicated to members of Congress its position, consistent with this resolution.

#4 - That NABE encourage the U.S. Congress to appropriate a minimum of $28 million (the amount appropriated in FY '81) for International Education and Foreign Language Studies.

NABE EXECUTIVE BOARD ACTION: NABE has testified before Congress to this effect.

#5 - That Denver, Colorado be considered as a possible site for the 1986 or 1987 Annual NABE Conference

NABE EXECUTIVE BOARD ACTION: The NABE Executive Board will consider a proposal if submitted.

#6 - That NABE encourage the National Institute for Education (NIE) to maintain its obligations and fund the National Clearinghouse for Bilingual Education at the same level as in FY '82.

NABE EXECUTIVE BOARD ACTION: The NABE Executive Board has had personal communication with Secretary Bell and NIE Director Justiz regarding this matter.

#7 - That NABE urge the National Advisory Council on Bilingual Education to carry out its traditional and statutory role in monitoring the operation of Title VII and other programs serving persons of limited English proficiency and of providing independent advice to both the Congress and the President; that NABE continue to provide the Council with information regarding the condition of bilingual education in the nation and on the administration and operation of Title VII and other programs for persons of limited English proficiency.

NABE EXECUTIVE BOARD ACTION: President Cruz has drafted a letter to the Chairperson of NACBE and appended a copy of this resolution from the NABE membership.

#8 - That NABE support the appropriation of funds and encourage OBEMLA to provide continuing funding of all Materials Development Centers.

NABE EXECUTIVE BOARD ACTION: President Cruz has drafted a letter to OBEMLA Director Soriano and appended a copy of this resolution.

#9 - That the NABE Executive Board consider the possibility of establishing a Pacific Region, pursuant to Section IX of the NABE Constitution, which describes amendments to the Constitution.

NABE EXECUTIVE BOARD ACTION: Action on this resolution is pending.

#10 -That NABE continue to hold a Parent Institute as part of its annual conference.

NABE EXECUTIVE BOARD ACTION: The 1984 Conference Planning Committee has been advised of this resolution.

#11 -That NABE charge the Parent-at-Large member of the Executive Board, the Parent Concerns Standing Committee or the Parent SIG with the responsibility of estabishing communication with parents by means of a letter or newsletter distributed twice or three times per year specifically for parents.

NABE EXECUTIVE BOARD ACTION: President Cruz has drafted a letter to the Parent-at-Large Representative asking her to establish effective on-going communications with parents.

#12 -That the NABE Executive Board urge all NABE affiliates to create a parent-at-large position on their executive boards.

NABE EXECUTIVE BOARD ACTION: President Cruz will advise all NABE Affilliate Presidents of this resolution.

#13 -That NABE determine if the federal government will be officially publishing the report on the Effectiveness of Bilingual Education and look into the activities of Mr. Keith Baker regarding hearings on the Illinois State Bilingual Mandate.

NABE EXECUTIVE BOARD ACTION: NABE has brought this issue to the attention of Secretary Bell.

Join NABE TODAY!

1983 - 1984 NABE Executive Board

The results of the elections for the 1983 - 84 NABE Executive Board were announced at the General Membership Meeting held at the annual conference in Washington, D.C., on February 19, 1983. Steve Thom, Chairman of the Elections Committee, submitted the following analysis of the elections.

Voting for the offices of President-Elect, Vice President, Secretary, Treasurer and Parent-at-Large was on a national basis. Voting for Regional Representatives was done by the Affiliate Presidents within each region. The results of the voting were as follows:

Office	Total Vote	Candidate	# of Votes	% of Votes
President-Elect	511	Sara Meléndez	269	52.64%
		Marcario Saldate	240	46.97%
		Write-Ins	2	.39%
Vice-President	511	Gene Chávez	210	41.10%
		John Tsu	166	32.48%
		Luis Martínez-Pérez	134	26.22%
		Write-Ins	1	.20%
Secretary	513	Hai Tran	180	35.09%
		Nydia Flores	170	33.14%
		María Barrera	163	31.77%
Treasurer	494	Belia Cruz	210	42.51%
		Mike Vega	161	32.59%
		Janet Lu	123	24.90%
Parent-At-Large	490	Lucy Cruz	267	54.49%
		Carmen Millán	223	45.51%
Eastern Regional Representative	8	Pedro Algarín	2	25%
		Juan Zamora	6	75%
Central Regional Representative	6	Tony Báez	2	33.3%
		Jerry Manus	4	66.7%
Western Regional Representative	2	Edward Alarid	2	100%

Congratulations to the winners and best wishes for a productive year on the NABE Executive Board.

ANNOUNCEMENT

"MINORITY ASSESSMENT" will be the topic of the next *Arizona Conference on Applied Psychological Issues* to be held at the Marriott Hotel in Tucson, Arizona, on November 2-4, 1983. The conference, devoted to a wide variety of issues concerning minority assessment, is being sponsored by the Department of Educational Psychology at the University of Arizona. The conference coordinator is Dr. Shitala Mishra. The call for papers deadline is July 15, 1983. Information on presenting or attending should be directed to Dr. Mishra, Department of Educational Psychology, University of Arizona, Tucson, Arizona 85721. (602) 626-2230 of (602) 626-2349.

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JOB LISTINGS

Positions are advertised in *NABE NEWS* at a cost of $20 per listing, prepayment required.

AFFILIATE NEWS

NABE Affiliates have been busy holding their annual conferences. Some of the more recent ones included:

Kansas Association
for Bilingual Education
March 4 - 5, 1983
"Developing Participating Citizens
for the 1980's"

Connecticut, Massachusetts,
and Rhode Island
Associations for Bilingual Education
March 25 - 26, 1983
"Bilingual Education: Today's
Investment for Tomorrow's World"

New Mexico Association
for Bilingual Education
April 8 - 9, 1983
"Bilingualism:
In the National Interest,
In New Mexico's Heritage"

New York State Association
for Bilingual Education
April 8 - 10, 1983
"Bilingual Education:
Achieving a Global Perspective"

Upcoming Affiliate Conferences include:

New Jersey TESOL/Bilingual
Education Association
April 21 - 22, 1983
"Bilingual Education:
Alliances for Continued Progress"

Micros and Foreign Language Teaching

You input is needed. Help us to identify useful materials and approaches for use in foreign language instruction via a microcomputer. What are additional needs? What are the development opportunities? What language, language curriculum areas and teaching strategies reflect these needs and development opportunities? We welcome any and all suggestions.

Send your comments to: OERI* Project NEEDS AND DEVELOPMENT OPPORTUNITIES FOR EDUCATIONAL COMPUTER SOFTWARE FOR FOREIGN LANGUAGE INSTRUCTION, CEEDE, College of Education, The University of Iowa, N338 OH, Oakdale, Iowa 52319.

**Office of Educational Research and Improvement (Washington, D.C.)*

The Fourth National Conference on Indochinese Education and Human Services

The Fourth National Conference on Indochinese Education and Human Services, held March 31 - April 2, 1983, in the nation's capital, must be accounted one of the most successful of its kind addressed to refugee education and resettlement services. Over 200 professionals gathered from all over the United States and Canada to attend the mini-language courses, preconference workshops and 42 smaller workshops (including five structured ones to form a Parent Institute) offered during the three days of the conference.

NAVAE

This was made possible by the hard work and dedication of a group of American and Vietnamese educators and professionals in the fields of social work, resettlement, job training, mental health, etc. who in April 1979 got together in a Chinese *dim sum* place in San Francisco's Chinatown to form NAVAE, short for National Association for Vietnamese-American Education, for the purpose of addressing the specific problems of the Indochinese in America.

Since then, NAVAE has held four national conferences devoted to the issues of ESL (English as a Second Language), Bilingual Education, crosscultural communication, resettlement problems and strategies, economic development, community building, and so on and so forth. In short, through national conferences held in Arlington, Virginia (1980), Anaheim, California (1981), Houston, Texas (1982), and this year in the nation's capital, NAVAE has learned to become a pool of experts in what many consider to be *the* issue of the 1980's — refugee accommodation and resettlement.

In between the conferences, NAVAE keeps contact with its membership through a very well-edited newsletter that comes out every two months and carries news about the two fields of Indochinese (or refugee) education and social services, news of related conferences and resources, job openings and resource exchanges. Besides the newsletter, NAVAE also produces a *Directory of Indochinese Personnel* that includes names and qualifications and addresses of Indochinese personnel in the fields of education and social services all across the nation.

NAVAE also works with other professional organizations, universities or mutual assistance associations (MAA's) to produce various publications (for instance, a *Directory of Indochinese MAA's in the Washington Metropolitan Area)* or cosponsor conferences or workshops of related interest. Since 1981, for instance, NAVAE has cosponsored two Vietnamese Studies Symposiums together with the Indochina Institute of George Mason University (Fairfax, Virginia).

At the present time, NAVAE'S 1982-84 Executive Board is headed by Dr. Nguyen Manh Hung of the International Relations Department at George Mason University. Nguyen Ngoc Bich of the Georgetown University BESC (Bilingual Education Service Center) is Vice-President for the East; Do Dinh Tuan of the Los Angeles Board of Education, V-P for the West; Mary Galvan of Austin, V-P for the South; and Cung Thuc Tien of the Minnesota Department of National Resources, V-P for the Midwest.

Main Players at Conference

This year's conference is particularly significant because of the presence of all the main players in the fields of education and social services at the major functions of the conference.

At the opening session, Ambassador H. Eugene Douglas, U.S. Coordinator for Refugee Affairs, spoke at the changing circumstances and requirements of the refugee resettlement effort.. Stephen Thom, Director of the Asian/Pacific American Concerns Staff, spoke on Friday morning's general session, followed by James H. Lockhart on "Refugee Education: Legislation and Status." Lockhart is Chief of Division, Refugee Assistance Staff, U.S. Department of Education. Honorable Joseph L. Fisher, the Commonwealth of Virginia's Secretary for Human Resources, keynoted at lunch on the same day on the theme of "Dreams and Reality." The dinner, at which a high official from the Office of Refugee Resettlement (ORR), U.S. Department of Health and Human Services, spoke of cooperation between the government and MAA's like NAVAE, was followed by a most beautiful cultural program featuring Vietnamese traditional and folk music, Chinese folk dances and Cambodian and Lao entertainers.

That NAVAE manages to bring about such a successful conference (all the evaluations are very positive) in a time of recession and budget cuts (that drastically limit travel to conferences all across the country) is a tribute to NAVAE's maturity and attracting power. Many of the participants came on their own to contribute to the only national event that remains devoted to refugee education and social services.

People interested in selected papers coming from the various NAVAE conferences held so far, including the Vietnamese Studies Symposium of December 1981 and the one held this year, should contact: NAVAE, 3206 Wynford Drive, Vienna, Virginia 22030 (Tel: 703-560-7662).

Visiting Scholar Program at ETS

The Educational Testing Service (ETS) has announced a Visiting Scholar Program to the National Assessment of Educational Progess (NAEP). One or two scholars will be appointed each year for a full year, semester plus one or two summers, or an equivalent negotiated length of stay at ETS in Princeton, New Jersey. Visiting scholars will work closely with senior NAEP staff and have an opportunity to contribute to the effectiveness of NAEP, especially as it pertains to Black, Hispanic, and other minority students by:

- identifying productive areas of investigation for future NAEP activities relevant to the education of Black, Hispanic, and other minority students, and
- analyzing existing NAEP date and undertaking one or more research studies designed to inform the educational community and the public concerning the educational progress of minority school populations.

Applications for 1983-84 must be postmarked by July 1, 1983 and should be sent to Dr. Marion Epstein, NAEP Visiting Scholar Program, Educational Testing Service, Princeton, NJ 08541. Applicants must have a doctorate or the equivalent in training and experience in a relevant discipline such as psychology, education, sociology, political science or public policy and evidence of prior research relevant to the education of minorities.

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Hearings *(continued from page 1)*

Elimination of the current flexible requirement concerning the use of a child's "native language" is likely to result in Federal language "submersion" programs, which have proven harmful to the academic achievement of language-minority students. Moreover the absence of measurable, objective program standards in the Administration's legislative proposal would create new uncertainty for local school officials and is likely to result in inconsistent evaluations of competing Title VII applications.

II. "Usual Language" Targeting Criteria

The proposed legislation would establish a "funding priority" for programs serving students whose "usual" language is other than English. Given the limited appropriations for Title VII (which currently support services to fewer than one-in-ten LEP students), this "funding priority" would be tantamount to an eligibility requirement.

In support of this new provision, the Administration has argued that "in a period of limited Federal resources, the new provision is needed to focus the program more specifically on those children of limited English proficiency who have the greatest immediate need for services." Nevertheless, the Administration has offered no pedagogical evidence, either theoretical or empirical, that this provision would actually target assistance on the LEP students most in need of Title VII services.

In fact, the Administration's proposed "funding priority" is pedadogically unsound in that it has no relationship to whether students are LEP, and therefore, in need of special instructional programs designed to remedy language skill deficiencies. The Administration's educationally invalid "targeting criteria" would have a cruel impact on LEP students and the schools they attend. The proposed "funding priority" would virtually preclude half of the LEP student population from receiving Title VII assistance and effectively bar an unknown number of schools from aid under the program.

Enactment of the Administration's proposed "funding priority" would conflict with the special provisions of the Bilingual Education Act which ensure that American Indian and Native Alaskan students receive Title VII services. Although most of these students do not "usually" speak a language other than English, many of these students are so limited in their English language proficiency that they cannot succeed in school without special language instruction. Nevertheless, the Administration's new "funding priority" would channel funds away from programs serving American Indian and Native Alaskan students. Another problem with the proposed "funding priority" is that it could not be implemented in a practical and uniform manner. What language a child "usually" speaks is difficult to assess and is without standards in any event. It is not surprising, therefore, that the Administration's amendments fail to define what is meant by the "usual" language "funding priority". Even if the proposed legislation included such a definition, implementation of the provision would generate pedagogically-irrelevant paperwork for school officials.

Enactment of the proposed "usual" language "funding priority" would assist the Administration in its continuing efforts to cut Title VII funding. Enactment of the "funding priority" would permit the Administration to claim that the Title VII "target" population is much smaller than the total LEP population which, according to a 1982 Department report, was estimated at 3.6 million students. Because the proposed "funding priority" is not related to educational need, population estimates based on the "funding priority" could be cited by the Administration as justifying further cutbacks in Title VII programs.

III. Reduction of Authorized Funds

The current authorization for Title VII alone is $139.9 million. This figure, set by the Omnibus Budget Reconciliation Act of 1981, represents a drastic decrease of the amount of aid authorized by the 1978 Bilingual Education Amendments — over $400 million authorized for FY 1983.

For the last two years, the Reagan Administration has sought to cut Title VII appropriations to $94.5 million. Congress rejected the Administration's Title VII budget cuts last year and is likely to do so this year.

Having failed to secure cuts in the Title VII program through the appropriations process, the Administration is now proposing to cut the level at which funds are authorized to be appropriated under Title VII for FY 1984 to $94.5 million — the same level already rejected by Congress. Enactment of the proposed reduced authorization would have a devastating impact on thousands of LEP students and the financially hard pressed schools they attend.

IV. Duration of Title VII Assistance

The Administration's proposed amendments would impose an absolute 5-year limitation on a school district's participation in the Title VII basic grant program. This time limitation would be in addition to the current limitation of three years on the duration of a basic grant which would be retained in the Act. According to the Administration, the 5-year limitation is needed to ensure that basic grants are focused on capacity-building.

Enactment of this provision would jeopardize the ability of many school districts to develop their capacity to serve LEP students. Because the limitation is absolute, it ignores changes in the size of a school district's LEP population or in the number of language-groups served by a school district.

Previous Administrations have also recommended a limitation on the duration of Title VII assistance. They have included in their proposals, however, a provision mandating waiver of the time limitation if the district could demonstrate that it was making satisfactory progress under its grant, and that: (1) it had continuing needs which could not be met through local resources; (2) it had "experienced a recent substantial increase in the number of [LEP] students"; or (3) that it was under an obligation to provide bilingual education pursuant to a court order or a Title VI plan.

The Reagan Administration's proposed limitation ignores all factors relating to the need for Title VII assistance. Because the limitation is predicated on a static concept of both service demand, and service capacity, it will result in the denial of necessary Title VII assistance to local school districts, especially those districts which are impacted by substantial and often sudden growth in the size and diversity of their LEP student enrollment.

V. Grants to SEAs

The Administation's bill would replace the current program of grants to State education agencies (SEAs) with a new, ill-defined, expensive "New Federalism" experiment. This experiment would change the purpose of the present SEA grant program, confuse the respective roles and authority of the Federal and State governments, and increase the program's cost.

Under the current law, States may receive grants "for the coordination by such State agency of technical assistance to programs of bilingual education in such State assisted under [Title VII]." The Administration's bill would change the purpose of SEA grants from technical assistance to program evaluation and review. To receive a grant under the Administration's bill, a SEA would have to "enter into [an] agreement . . . to carry out activities for reviewing and evaluating programs of bilingual education assisted under this title in such State."

Moreover, under the proposed agreements, the SEA would surrender virtually all

(continued on page 15)

Hearings *(continued from page 14)*

authority to the Federal Education Department. The Administration's proposal provides:

> Each State that enters into such an agreement shall review and evaluate programs of bilingual education assisted or proposed-for-assistance under this title in such State, *in accordance with any standards that the Secretary may prescribe by regulations.* (Emphasis added)

State education agencies which refused to enter into these open-ended, one-sided agreements would not receive grants under Title VII.

The Administration's proposal to eliminate the current Title VII SEA grant program in favor of an experiment in "New Federalism" involves added expenditures of limited funds for administrative, as opposed to instructional, services. To entice State Education Agencies to sign the proposed agreements, the Administration proposes to raise the ceiling on the percentage of funds an SEA can receive under Title VII. SEA grants are currently limited to not more than 5 percent of the funds received in the previous year by LEAs in the State under the basic and demonstration grant programs. The Administration's proposal would increase the current SEA grant ceiling to 10 percent. This doubling of the cost of the SEA grant program would result in a reduction of funds to LEAs for the development of vitally-needed service capacity.

VI. Bilingual Vocational Education

The Administration's proposed Title VII amendments would add a new section to the statute authorizing the Secretary to conduct vocational programs. Although the new section appears innocuous, it is unclear whether the new section is meant to supplement or to supercede the authorization set out in Part B of the Vocational Education Act. What is clear is that the new section would not constitute an adequate substitute for the Vocational Education Act's comprehensive provisions concerning Bilingual Vocational Training.

LEGISLATIVE OUTLOOK

At the present time, there is little Congressional support for the Administration's proposed amendments to the Bilingual Education Act. The absence of support is related to a number of factors, including:

- the fact that the Administration's new proposal contains all of the faults of last year's proposal; it was not revised to eliminate the problems identified during last year's Senate subcommittee hearings.
- the fact that the Administration's new amendments would drastically restrict Title VII assistance to school districts which enroll large numbers of LEP students.
- the unanimous opposition to the amendments expressed by organizations representing language-minority group students.
- the fact that Congress has a full legislative agenda including many important and meritorious bills regarding education.
- the fact that opposition to bilingual education is coming from a narrow and extreme political segment which is not involved in public education.
- the fact that Members, especially those seeking re-election in 1984, do not want to alienate a large number of minority voters.

The current absence of support for the Administration's Title VII proposals does not eliminate the need for analysis and action. NABE members who are responsible for the conduct of Title VII programs must carefully analyze the potential impact of the Administration's proposals on their students and their school districts. NABE members must also act to publicize their findings and to share them with their elected representatives. Through such a combination of analysis and action, NABE members can ensure the continuation of Title VII programs and services.

Join NABE Today!

NABE NEWS REPORTERS NEEDED

NABE NEWS needs reporters to assist the Editor in securing articles. Duties include contacting potential contributors, submitting information on events of interest, or managing a column on a regular basis. Interested persons should contact Nancy Zelasko, Editor, *NABE NEWS*, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036.

NABE Membership By State

As of April 22, 1983

*Alaska	11
*Arizona	58
*California	263
*Colorado	64
*Connecticut	53
Delaware	3
*District of Columbia	42
*Florida	53
Georgia	2
Guam	6
Hawaii	16
*Idaho	9
*Illinois	86
*Indiana	26
Iowa	12
*Kansas	8
Kentucky	1
*Louisiana	13
Maine	4
*Maryland	41
*Massachusetts	66
*Michigan	78
*Minnesota	6
Missouri	2
Mississippi	0
*Montana	12
Nebraska	3
*Nevada	3
New Hampshire	4
North Carolina	2
North Dakota	0
*New Jersey	60
*New Mexico	57
*New York	250
*Ohio	37
*Oklahoma	111
Oregon	15
*Pennsylvania	49
*Puerto Rico	82
*Rhode Island	6
South Carolina	0
*South Dakota	37
Tennessee	1
*Texas	141
Utah	12
Vermont	3
Virgin Islands	3
*Virginia	48
*Washington	18
*Wisconsin	30
*Wyoming	1
Foreign	28

*Denotes NABE Affiliate

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Alphabetizing
Grades 2-3
sweater
socks
slippe
suit
short
sno
Drills/Skills Study Skills
Logical Thinking
Classification
Grades K-1
Reading K-3
Drills/Skills Grades 2-3
Reading Comprehension
Drills/Skills Grade 6
Reading Comprehension
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Reading Comprehension
Drills/Skills Numbers and Operations
Patterns
Grades 1-2
Circle the number that shows one le
MILK
Drills/Skills Problem Solving
Word Problems
Grades 3-4
Which costs more
3 canoes or 4 rowboats ?
___ × ___ = ___
___ × ___ = ___
Mathematics K-3
Drills/Skills
Intermediate Mathematics
Multiplication with
Decimals
Drills/Skills
Intermediate Mathematics
Multiplication Drill
with Whole Numbers
7
Intermediate Mathematics

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE Responds to Twentieth Century Fund Report on Bilingual Education

by James J. Lyons, Esq.
NABE Legislative Counsel

On May 5, 1983, the Twentieth Century Fund — a tax-exempt foundation that sponsors studies of critical public policy issues — distributed a press release announcing the public issuance of a report prepared by the Fund's 11-member Task Force on Federal Elementary and Secondary Education Policy. The report is a 21-page document that focuses on the Federal role in education. According to the press release, the Task Force Report and background paper prepared by Paul E. Peterson of the University of Chicago will be published later this spring.

NABE has carefully reviewed the Task Force Report and those portions of the Peterson background paper which relate to the education of language-minority students. Because the Task Force Report does not directly cite the background paper, and because the material pertaining to bilingual education in the two documents is substantively discontinuous, our comments on the two documents are set out separately below.

TASK FORCE REPORT

There are two sections of the Task Force Report which pertain directly to the education of language-minority students. The first section, entitled "The Primacy of English", contains four highlighted recommendations. Each of these recommendations is considered separately.

"The Primacy of English"

Task Force Recommendations #1:

> . . . the Task Force recommends that the federal government clearly state that the most important objective of elementary and secondary education in the United States is the development of literacy in the English language.

NABE Comment:

NABE agrees that the development of English language literacy is a paramount goal of education in the United States. English language literacy is an essential skill for political, economic, and social participation in our nation.

Task Force Recommendation #2:

> . . . the Task Force recommends that federal funds now going to bilingual programs be used to teach non-English-speaking children how to speak, read, and write English.

NABE Comment:

This enigmatic recommendation reflects a serious misunderstanding of both the purpose of Federally-supported bilingual education programs as well as the manner in which they are conducted.

The primary purpose of Federally-assisted programs of bilingual education is to help limited-English-proficient students achieve competency in the English language. Section 703(a) (4) (A) of the Bilingual Education Act defines a "program of bilingual education" eligible for assistance under ESEA Title VII as a program in which

> there is instruction given in, and study of, English, and to the extent necessary to allow a child to achieve competence in the English language, the native language of the children of limited English proficiency . . .

A major study sponsored by the U.S. Education Department in 1978, confirmed that bilingual education programs were being conducted in accordance with the primary purpose of developing English language literacy. The Children's English and Services Study (CESS) showed that the percentage of limited-English-proficient students enrolled in bilingual as opposed to non-bilingual programs declined steeply with advancing grades; 45 percent of the students receiving bilingual education were in grades K-3 while only 17 percent of the students in bilingual education programs were enrolled in grades 7-9. The pattern of the CESS data confirmed the fact that most language minority students are enrolled in bilingual programs for short periods, usually during their first years of schooling.

The CESS study also showed that language-minority students in bilingual programs were given more instruction in

(continued on page 14)

Message From President

NABE IS ON THE MOVE!

by

B. Roberto Cruz

By way of reporting to the NABE membership of the great strides which NABE has made this past year, let me share with you some positive accomplishments despite great opposition to Bilingual Education from misguided sources.

Your Executive Board composed of Gloria Zamora, Awilda Orta, Luis Martínez-Pérez, Belia Cruz, Olivia Martínez, Agnes Cowen, Norma Preciado, Macario Saldate, Ramón Santiago and yours truly, has displayed a true commitment to the education of our LEP children by working as a cohesive team and promoting the positive impact which Bilingual Education has on limited-English proficient students. Indeed, our theme this year, "Bilingualism In The National Interest" illustrates how bilingual education benefits society at large. The NABE Board strengthened our national office in Washington, D.C., by hiring Jim Lyons, Legislative Counsel, and upgrading the office staff. Our membership is current on all policy issues affecting our communities and can provide input accordingly. Additionally, each region of our country is represented on the Board and each officer maintains close ties with State Affiliates in their region. The *NABE Journal* and *NABE News* under the capable hands of Dr. Eugene García and Nancy Zelasko, respectively, continue to keep our membership informed and to maintain high quality publication standards. The fundraising efforts by Dr. Gloria Zamora and the Annual Conference held in Washington, D.C., chaired by Ramón Santiago and Nancy Zelasko, were simply outstanding.

There were many more accomplishments over the past year but suffice it to say that your 1982-83 NABE Board leaves office grateful for your support and vote of confidence, leaving behind a strong national office and network of support for Bilingual Education and, a budget in excess of $50,000 in the black.

Thank you for the opportunity to help you.

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(202) 822-7870

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
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(202) 625-3540

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Thanks to the efforts of NABE Fundraising Chairperson, Dr. Gloria Zamora, NABE greatfully acknowledges the contributions totalling over $9,000 from the following affiliates/groups:

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The Question of Effectiveness:
A Blueprint for Examining the Effects of the Federal Bilingual Education Program

by Lori S. Orum
National Council of La Raza

I. Introduction

Much of the recent debate on bilingual education has centered on the issue of program effectiveness. Although reductions in federal education funding have caused close scrutiny of the effectiveness of a variety of programs, nowhere has the question of effectiveness been debated with more fervor and less facts than in discussion of the federal bilingual education program, Title VII. The wide variability among programs funded by Title VII and the scarcity of research and longitudinal evaluations make this a complicated issue even when the discussion is limited strictly to relevant concerns. The recurring debate about bilingual education, however, cannot be solely attributed to the question of program effectiveness. In fact, program effectiveness often has nothing to do with the impassioned debates which surround bilingual education. Other issues, such as the appropriateness of using a non-English language as a means of instruction, the right of the federal government to prescribe or establish a preference for bilingual education, and the appropriate goals of any program designed for limited English proficient (LEP) children are more often the real issues behind the debate. While these issues are interrelated and do have implications for federal bilingual education, they have often clouded and confused discussions of the effectiveness of Title VII and have caused discussions of program effectiveness to become philosophical debates about issues removed from the question at hand. Although debating these other issues is indeed a valid endeavor, they are not germane to the question of whether federally assisted bilingual programs do the job they were designed to do. Discussing that issue, and exploring appropriate ways in which the effectiveness of Title VII may be measured, is a sufficiently important and ambitious task.

Unfortunately, most of the recent discussions about the effectiveness of bilingual education, and especially of Title VII bilingual programs, have addressed philosophical issues rather than examining the outcomes of bilingual programs. This confusion of issues, together with a lack of familiarity with the complexities of bilingual programs, have caused both primary and secondary researchers and evaluators to be unnecessarily narrow in the selection of variables to be considered in program evaluations. Program goals have been oversimplified or selectively studied and some evaluators have assumed a homogeneity in program design, implementation and student population which simply does not exist. Reliance on only one criterion as a measure of program effectiveness instead of using broad-based criteria which reflect all program goals often has resulted in important examples of success going unnoticed. These overly narrow evaluations do not reflect the broad variety of program goals, the historical situation Title VII programs were designed to address, or the multifaceted educational needs of the target population. Additionally, it is important to consider that Title VII has not only student based goals, but was also designed to affect educational institutions. Any truly useful evaluations of the effectiveness of Title VII must include both student and institutional criteria and be based on a variety of measures which reflect program goals, and student and program diversity.

II. Diversity Among Programs and Students

Any factual discussion of the effectiveness of federal bilingual education programs must take into consideration the wide variety of programs covered by the term "bilingual education." The only consistent similarity among Title VII's locally designed programs is that which is stipulated in the legislation. Title VII legislation provides only minimal guidance, defining bilingual education as a program in which:

> there is instruction given in, and study of, English and, to the extent necessary to allow a child to achieve competence in the English language, the native language of the children of limited English proficiency, and such instruction is given with appreciation for the cultural heritage of such children, and of other children in American society; and, with respect to elementary and secondary school instruction, such instruction, shall, to the extent necessary, be in all courses of subjects of study which will allow a child to progress effectively through the education system . . .

Issues such as the exact mix of languages (time to be spent in each language and subjects taught in each language), instructional methodology, entry, placement and exit standards, teacher competencies, nature and degree of parent involvement, etc., have been left to states and districts to determine according to local needs and abilities. Test selection and data collection matters are also left to the discretion of states and local districts. This tremendous variability makes comparison of programs difficult. Researchers and evaluators are often in the position of being asked to compare programs so dissimilar that few valid comparisons can be drawn.

Diversity exists not only in program design, but also with respect to the limited English proficient (LEP) population, which is extremely heterogenerous. Limited English proficient students vary from refugees from preliterate Southeast Asian cultures to American Indian and Hispanic American citizens. They are refugees, immigrants and U.S. citizens and reside in every state in the U.S. Although Hispanic students are the most numerous group, LEP students from over 91 language backgrounds participate in federal bilingual programs. LEP students have differing degrees of proficiency in English, and differing backgrounds in their own languages. Literacy and educational background of both students and parents vary tremendously. Socioeconomic, cultural and geographic variables are of great importance and, as in any population of children, there is tremendous individual variability. Although LEP children from poor, nonmetro backgrounds and LEP children from upper middle class urban backgrounds may both be learning English, their educational needs and educational attainment are not likely to be identical. It is often impossible to reliably compare projects serving widely different sectors of the LEP population. However, although all these variables are important to consider, rich or poor, citizen or non-citizen, all of these children are denied equal educational opportunity because they cannot understand the language of instruction in our public schools.

III. Toward More Broad-based Criteria

Despite the fact that the heterogeneity of bilingual programs makes comparisons between programs difficult and sweeping pronouncements about "Bilingual Education" suspect, it is still possible to talk about the effectiveness of the federal bilingual education program. However, the unidimensional and simplistic approaches which have characterized recent federal debates about program effectiveness are in-

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From Theory to Practice

NABE NEWS *is pleased to announce a new regularly featured column,* "From Theory to Practice," *managed by Carol Montgomery.* "From Theory to Practice" *will present articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

Teaching ESL In A Bilingual/Bidialectal Language Situation

by Jane Stiefel
New York City Public Schools

The ESL teacher's choice of appropriate teaching techniques is more complex within a bilingual/bidialectal language situation than within a "simple" bilingual one. In urban areas of the United States this bilingual/bidialectal situation is hardly unique, yet little attention has been given to appropriate educational strategies within this context.

Bilingual/bidialectal Hispanic children who are *in the process* of acquiring English as a second language have been found to produce English language forms which are influenced by both native language forms and by nonstandard English forms encountered outside of the classroom (Campbell, et al., 1972; Williams, 1972; Johnson et al., 1976). It is therefore, of utmost importance for the ESL teacher to be aware that he or she may be confronted with the task of teaching a second language (English), while simultaneously teaching a second dialect (standard English). After discussing the language contact situation, implications for the ESL classroom will be suggested by examining the written English of a Hispanic child in New York City. One way of examining the linguistic choices made by this child will be presented.

The Language Community

The language community of urban Hispanics in the United States consists of varying degrees of bilingualism and bidialectalism. Within the New York City Hispanic community of Puerto Ricans several varieties of English have been noted: standard English, local vernaculars of New York City, Black English, "the speech of Puerto Ricans raised speaking English," and varieties of Spanish-English code-switching (Pedraza et al., 1980, p. 31). These language varieties do not actually exist within individual categories, but must be viewed along a continuum of formal standard to informal nonstandard language. They both overlap with each other and vary in the speech of an individual, depending on the speaker's linguistic repertoire and the specific context.

Relevance to the Classroom

The teacher's awareness of the influences upon the English *acquired* by his or her students would seem to be an important step in effectively creating teaching strategies. By differentiating between those English forms which result from a stage of language acquisition, including interlanguage and transfer from Spanish, and those forms which result from assimilation of nonstandard English, the teacher might more sensitively and successfully approach students' linguistic choices.

ESL students might feel unsure of those forms of their English which reflect a state of second language acquisition, or interlanguage and transfer from Spanish. However, they might not perceive the nonstandard English forms which they have assimilated as being nonstandard language.

Describing Student's Linguistic Choices

One way of describing the linguistic choices in the written English of a Hispanic child who is in the process of acquiring English will be described. Written language was looked at because of the two literacy skills, it seems that writing may present "more of a problem" in the teaching of students who speak a nonstandard dialect (Alexander, 1980, p. 575). By observing the written English of ESL students, a simple classification which the teacher can use, was formed.

Two steps are suggested to the teacher while examining the students' work. First, differences from standard English are observed and placed into three traditional style groups: lexical, syntactic, and spelling. The lexical group refers to vocabulary. The syntactic group refers to grammatical structures. The spelling group includes *all* misspellings; therefore, in some cases it reflects phonological differences from standard English and it may also actually include certain syntactic differences from standard English (i.e., use of base form of the verb rather than S-form in the third person singular of the present tense).

Next, the cause for each linguistic choice is suggested by looking at influences upon the writer's language. Although in many cases it is not possible to tell, with certainty, the strategy used in producing a linguistic choice, categories were formed by observing the written work of ESL students. Three factors are considered to relate to the students' mastery of standard English:

1. Knowledge of standard English form, appearance of writing error which native English speaking students might make as well.
2. Stage of second language acquisition, including transfer from Spanish and interlanguage.
3. Assimilation of nonstandard English form.

Observing the Linguistic Choices

The following sample of Engish was written by a fourth grade student in his ESL class. The student, Robert, although born in the United States, was raised in Colombia by his grandparents. He began third grade in a New York City public school when he returned to New York City to live with his Spanish speaking parents. In school, Robert has contact with other Hispanics, Greeks, Italians, Asians, Anglos, and Blacks. It appears that members of this language community use some colloquialized nonstandard forms of English

My Hobbies

> When I go home I like to see T.V. May be it is good for me or is a home work of sciene. Oh, I like to macke paper things like ships, planes, frogs, et. I like to go to the movies. I like to do exersice becouse is good for the person and visit my friends and play the drum and play baseball and socer and my sister help macke the food.

By applying the method discussed above for describing students' linguistic choices, the following may be said about Robert's composition.

A lexical difference might be considered ". . . see T.V." since a native speaker would usually say "Watch T.V." In Spanish, Robert says "veo television," directly translated into English as "I see television." Therefore, this lexical difference probably results from category 2, a stage of second language acquisition.

A syntactic difference might be considered ". . . becouse is good for . . ." since the subject "it" is omitted. This syntactic difference also reflects the influence of Spanish and is therefore considered to result from category 2.

(continued on page 5)

Teaching ESL

(continued from page 4)

Robert uses "invented spelling" strategies, or what Carol Chomsky (1973, p. 1) describes as the child's spontaneous and creative formation of words according to combinations that he perceives and feels are "worthy of representation." Examples of this are seen in the spellings "macke," "exersice," "becouse," and "socer." These spellings show that Robert has knowledge of the standard English form of the words, category 1. The spelling "sciene" is also considered as category 1., knowledge of the standard English form. This spelling most likely results from failure of the student to self-correct his work. The written form of language does not always reflect the oral form (Whiteman, 1976).

Other spellings reflect Robert's oral English, suggesting both phonological and also what are actually certain syntactic differences from standard English. These differences are considered as categories 2. and 3., as described above. The spelling of "helps," the third person singular of the present tense, as "help," may be considered under category 2. or category 3. By having Robert read his composition aloud, it was confirmed that the dropping of the "s" was not a result of failure to self-correct, since Robert did not pronounce the "s." In this case a stage of second language acquisition would be manifested in the same form as assimilation of nonstandard English, considered by Wolfram (1974) to be "convergent processes." Therefore, it is difficult to determine what affects Robert's linguistic choice.

Although confusion with one's native language orthography might present additional spelling differences, this does not seem to be apparent in Robert's writing. Also, no discussion of code-switching seems necessary. Robert is in the process of acquiring English as a second language and he does not seem to code-switch between Spanish and English, a skill described as characteristic of truly bilingual speakers (Poplack, 1979).

Implications

The examination of factors that influence the written English of students seems to be an important step in facilitating development of skills. Similarities and differences can be seen between the writing of a native standard English-speaking child and a child such as Robert, who is acquiring English as a second language and assimilating nonstandard forms simultaneously. Determination of whether or not nonstandard forms have been assimilated is of importance in deciding upon teaching methods, and in distinguishing between a child who is in need of an ESL class and a child who may be fluent in his own dialect of nonstandard English.

Although the influence of Robert's native language is clearly evident, the effect of nonstandard English is far more subtle, especially at this level of second language acquisition. The comparison of Robert's language to that of his native English-speaking classmates may be necessary in order to discover if they use nonstandard forms which he uses. Such a comparison might also be made with Robert's out-of-school contacts. It may also be that Robert's use of nonstandard English forms is influenced by the notion of "covert prestige," or assimilation of nonstandard forms because of favorable attitudes toward them (Poplack, 1978).

Summary

A way for teachers to examine the written English of ESL students has been suggested. By distinguishing amongst linguistic choices which are based upon different strategies, a clearer picture of a student's output is observed. With an awareness and thorough understanding of influences upon the English of students, proper diagnosis, assessment, and teaching techniques can be developed.

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Forming Strong Community Ties Is Important for Bilingual Education

It is always very important for bilingual educators to form strong relationships with the community and in order to assure the community's involvement in the bilingual education. It's one of bilingual education's greatest sources of power. Real power! You have more friends out there than you realize, friends waiting to help you create a better bilingual system.

How do you go about working with the community? You do it by designing community relations and community action programs.

Community Relations means establishing and maintaining good, ongoing relationships with the community, building a positive public image for bilingual education and creating the kind of positive public and community relations needed in order to accomplish your goals.

Community action means conducting programs with specific goals — programs designed to win immediate public action in support of specific efforts, such as the election of key bilingual candidates.

Gathering Information

Gathering information about various aspects of bilingual education is the initial task. Make a list of your organization's greatest strengths, members and potential members, community leaders and organizations, the community political structure, and the composition and attitudes of the community.

Another helpful tool in the assessment process is the most time-consuming, but also, from a long-range standpoint, the most valuable. That step is beginning a card file that will be the back bone of community action projects and political action efforts.

Your organization should develop card files with information on each bilingual educator and program in your area. These will prove very helpful.

During membership drives, for instance, the file of bilingual educators can be used as a recordkeeping device. During political action drives, the files can be used to ensure strength in a given precinct.

As your organization moves into community action, the file system should grow. Additions should also be cross-filed alphabetically by voting precinct and by organization.

Citizens' names will form the nucleus of a potential mailing list for community newsletters; they will be the target group in get-out-the-pro-bilingual education drives; they could be the focus of a support-bilingual education drive.

Your task now is to organize yourselves for the community relations and action effort. You need functioning committees on:

- community relations
- communication
- speakers (or listeners) bureau
- political action (PAC)

Get Organized

Having identified community leaders and organizations, you must now begin to coordinate the task of making contact with them and building relationships.

Using the information you have gathered, identify all bilingual educators who belong to each community organization. Contact these individuals and ask them to provide a list of those issues and concerns that are key to their organization and its leaders.

Choose one bilingual education member of each community organization to participate in the community relations program as your organization's liaison with that organization. These individuals should be helped to become familiar enough with bilingual education's goals, concerns, and policies so they can speak confidently at meetings of their community organizations and demonstrate that bilingual educators care about the community and are a part of all aspects of community life.

Make Contact

You can now move forward and begin to implement a community relations program. Now is the time to begin *making contact*.

One sure way to make contact with others is to listen to what *they* have to say. There are several advantages to listening: 1. others find it easier to tell you what concerns *them*; 2. they often ask you questions and are more likely to listen to your answers; 3. people tend to think kindly of other people who are wise enough to listen to what *they* think, and are correspondingly more likely to support them. Listening works — if gathering information is an important part of your community relations effort.

The actual power structure of a community may be quite different from what it appears to be on the surface. It is always important to know who really has the most power — who causes decisions to be made. Another way of looking at that is to find the answer to the question, "Who influences those who are influential in our community?"

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Forming Strong Ties

(continued from page 6)

Once you have identified the community leaders, you should establish and maintain good relations with them. If a crisis develops, it will be important to have them, if not on your side, at least not in opposition to you.

Do It!

In establishing your community relations program it is essential to look inward and determine your goals. What are the problems that face bilingual educators and bilingual education. List them. What are the possible solutions to those problems? List them; then compare the two lists.

The nature of the goal will dictate how you launch your community action effort. The community relations coordinator can assist by making information and speakers available for the specific effort. If it is a problem in public support for bilingual education or the like, the person in charge of community relations will want to coordinate the effort, seeking and making use of all possible input from other members of the organization.

By having an active community action program, your organization can be assured of local support on bilingual education issues, as well as receive input about the local needs and opinions of bilingual educators in your area.

Ed. Note: This article was adapted from an NEA handbook on community involvement.

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Learning to Read In a Second Language: *Implications for Cultural Adjusment*

by Joseph O. Prewitt-Diaz
The Pennsylvania State University

Introduction

I would like to share some thoughts and experiences in the use of reading as a tool for cultural adjustment. For the purpose of this presentation, reading is defined from a psychomotor perspective as the movement of the eyes from left to right and from top to bottom of a page; from a linguistic perspective, reading serves the purpose of enhancing vocabulary; and from a cognitive perspective, reading serves as the tool that is used to comprehend the thought process of people around us and their environment.

On the other hand, cultural adjustment may be described as the process whereby children begin to interact with the environment. That is, children begin to search for categories of knowledge that significant adults have and use in organizing their behavior. The children that are able to immitate and to adjust their behavior and thoughts to their environment are perceived as well adjusted.

The fact that I have chosen to interact in a language other than my mother tongue brings home a historical reality: Puerto Rico is a bilingual country. The children in the public schools must learn more than one language, more than one culture.

Culture is knowledge organized in such a way that the members of a society may find it useful and meaningful. The culture of a society is realized, that is, made apparent, in the behavior of its members as evidenced in the themes expressed through writing. A writer makes available to the reader information that can be shared, understood, interpreted, or in some fashion made meaningful.

In effect the first contact that members from one linguistic and cultural group may have with another is through literature. The way that children in the public school system of Puerto Rico may learn about the United States, Latin America, or Africa is through reading.

Dimensions of Reading

Smith (1980) suggests that the process of reading involves four simultaneously operating and processing levels: perceptual, psycholinguistic, cognitive and affective. The reader must be able to (1) physically perceive the written symbol, (2) decode the symbol into linguistic sense, (3) refer the linguistic units to his/her cognitive base for meaning or "meaning infering" and affective associations. The result is transition from written symbol to psychological meaning. *Reading without meaning is not reading.*

Reading as Information Processing

Carroll (1964) defined reading as the activity of reconstructing by the reader of an oral message graphically encoded by the writer. This reconstruction then generates meaning in the same way that a comparable spoken message would — by processing with the reader's already functioning linguistic skills.

Goodman (1966) posited the oral reconstruction prior to linguistic processing. However, Goodman expands the decoding process into processing via three distinct systems: graphophonic, syntactic, and semantic. Goodman additionally proposes a hypothesis testing stage where the reader is processing information and making decisions on meaning based upon a comparison of the agreement of the text with linguistic expectations established by the implicit knowledge of the language.

Ruddell (1969) shows reading as a cognitive process which gathers information and actively tests the reader's hypothesis about what the reader expects. I have in the past indicated that all readers would read material in accordance with such a model and consequently would, at a certain point, guess wrong. Students learning to read in a second language would not recover from wrong guesses or miscues in their overall reading performance. They would instead fall into a viscious cycle of previous wrong information leading to later wrong predictions.

Students who learned to read in the first language would use a minimum of text sampling to derive meaning by using words, language, and reading knowledge. Conversely, in order to derive the same amount of meaning, students learning to read in the second language would probably have to sample much more from the text. Smith (1973) suggests that word-by-word reading would prove detrimental because no meaningful relationship would be established between words. One would be forgotten before the next word was built, thus no comprehension would be possible.

Pupils who are beginning to read in their dominant language presumably have all the skills prerequisite to the task, including not only a rather complete command of the grammar and lexicon but also such skills as making comparisons, categorization, and rule-formation through hypothesis testing. The pupil beginning to read in a second language usually does not have these skills

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Education In the Political Spotlight:
Budget, Bilingual Education Center Stage

*by **James J. Lyons***, NABE Legislative Counsel

Education is on its way to becoming the primary domestic issue in the 1984 elections. In the last few months, education has received unprecedented attention — from the public, the press, and our political leaders.

Although the 1984 Presidential election is the focal point of interest in the national debate over education, pending Congressional decisions will dramatically influence the kind of schooling provided to American children.

The purpose of this article is to provide information on two vital issues currently before Congress: FY 1984 appropriations for education programs, and the Administration's proposed amendments to the Bilingual Education Act. Because Congressional action on these issues will occur in the context of the 1984 election campaign, this article begins by reviewing some of the factors which have contributed to increased public interest in education.

Education As A National Political Issue

The state of the American economy has generated new political interest in education, and it is easy to understand why. Although the longest recession in American history officially has been declared "over", one of every ten American workers remains unemployed. Moreover, economists and business leaders tell us that millions of unemployed workers will nöt be rehired or find new jobs, and millions of young adults will never find stable productive employment. Why? Because they lack the educational skills demanded by our rapidly changing economy.

Well-founded anxiety about the future of our economy heightened public interest in the report "A Nation At Risk: The Imperative for Educational Reform" released by the National Commission on Excellence in Education at the end of April. Although there is substantial debate regarding the efficacy of the report's recommendations, the report's frank assessment of our educational inadequacies has stimulated public concern about schooling.

But there is another reason for education's new political appeal: education is a high "contrast" issue which reveals fundamental differences between the leadership of the Democratic and Republican parties.

President Reagan views education as principally a State and local matter. Accordingly, he has sought to abolish the Education Department and many of its programs. The Reagan Administration has accomplished some of the President's objectives: Federal aid to education has been cut; many categorical programs have been consolidated in general purpose block-grants; and Federal monitoring of the schools to ensure civil rights compliance has been relaxed.

In anticipation of the 1984 election, President Reagan has stepped up efforts to implement his education agenda: tuition tax credits for children attending private schools; a Constitutional amendment permitting religious prayer in the schools; "merit-pay" for school teachers; elimination of certain Federal education programs and alteration of others; and further budget cuts.

Although the education platforms of the 1984 Democratic hopefuls differ in detail, they contrast sharply with the Administration's proposals for improving American education. All of the announced Democratic candidates view education as a Federal priority and favor increased Federal support for public education.

While the Democrats generally favor pay scale reform to increase the attractiveness of teaching careers and to reward outstanding teachers, they oppose President Reagan's proposals for tuition tax-credits and prayer in the public schools. At the same time, the Democrats generally tend to support the maintenance of existing civil rights programs to protect minority and handicapped children.

When any issue becomes the focus of intense political battle and widespread public attention, there is always a danger that passion, rather than facts and reason, will determine future policy. This danger is particularly grave in the case of education about which feelings are often as sharply divided as they are deeply held. There is also the danger that the political debate over American education will be unduly influenced by well-funded interest groups which are not accountable to the clients or providers of schooling.

NABE members can help insure that the debate over education does not become a political game and that its outcome actually benefits our children and our nation. NABE members can do this by exercising their electoral rights, by encouraging other citizens to participate in the political process, and by publicizing their views on important education issues.

Although the debate over education will run throughout the 1984 election campaign, NABE members must pay special attention to two issues currently before Congress — Fiscal Year 1984 appropriations for education, and the Administration's proposed amendments to Title VII.

Fiscal Year 1984 Appropriations for Education

Congress is developing Federal spending bills for FY 1984. The House Appropriations Subcommittee on Labor, HHS, and Education has already marked-up a FY 1984 appropriations bill. Although the content of the bill has not been made public, it is reported to provide for "level funding" of education programs.

Hill watchers expect a pro-education amendment to be offered to the Labor, HHS, and Education Department appropriations bill when the measure is taken up in Committee after the August/Labor Day recess (August 6 - September 11). The amendment, which could add as much as $1.2 billion to the FY 1984 education budget, would raise appropriations for most education programs to their full authorization level. While the expected amendment would result in only a small increase in Title VII funding, it would substantially expand assistance for other education programs, such as Title IV (CRA), serving language-minority students.

Public opinion analysts will closely follow Congressional action on FY 1984 appropriations as an indicator of political trends in education. NABE members can help establish these trends by informing their elected representatives of where they stand on the issue of Federal support for education. Now — before Congress votes — is the time for NABE members to call or write their congressional delegation on this important issue.

Amendments to the Bilingual Education Act

The House Subcommittee on Elementary, Secondary and Vocational Education chaired by Carl Perkins (D-KY) has held four days of hearings on H.R. 2682, the Reagan Administration's proposed amendments to Title VII. (See March, 1983 *NABE NEWS* analysis of bill and its impact.)

Most of the testimony presented to the Subcommittee has focused on the provisions of the bill which would: 1) reduce Title VII authorizations to $94.6 million; 2) limit a district's participation in the Title VII basic grant program to five years; 3) target funding on programs which serve students whose "usual" language is other than English; and 4) eliminate the current requirement that Title VII programs provide some amount of "native language" instruction.

Of the fourteen witnesses who have appeared before the Subcommittee, only one — Secretary Bell — testified in favor of the bill's provisions which reduce Title VII authorizations and limit the duration of a district's participation in the basic grant program. Moreover, only one outside witness, Albert Shanker, President of the American Federation of Teachers (AFT), testified in favor of the bill's funding priority for programs serving children with an "usual" language other than English.

N A B E

THIRTEENTH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL CONFERENCE

San Antonio, Texas Henry B. Gonzalez Convention Center April 3 - 7, 1984

A CALL FOR PAPERS AND PRESENTATIONS

OVERALL THEME

The overall theme for the 1984 NABE conference is BILINGUAL EDUCATION: DEVELOPING PARTNERSHIPS WITH INDUSTRY AND GOVERNMENT.

TYPES OF PRESENTATIONS

Paper. Emphasis is on empirical research or well documented theoretical perspectives. Also acceptable are critical reviews of literature, well documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. (1 hour)

Demonstration. A "How-to-do-something" session: teaching method, testing, research technique, etc. (1 hour)

Rap session. Presenter(s) conduct an informal discussion with participants. Ideas are explored and shared. A topic is specified. (1 hour)

Workshop. Participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Very little lecturing by leader(s) is done. Emphasis is on providing hands-on experiences. PRE-CONFERENCE workshops will take place on April 3-4, in 3-hour (half-day) and 6-hour (full-day) blocks of time. CONFERENCE workshops (only four) will take place in 2-hour blocks.

Symposium. Provides a forum for a group of scholars, administrators, politicians, business and government executives to discuss a specific problem or topic from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large group settings and longer time. (2 hours, 15 minutes)

SIG session. Discussion and sharing of ideas of interest to a special interest group. The group is identified in the program. (1 hour)

Publisher session. Presentation by publishers of issues related to their own publications. Authors and consultants demonstrate new materials. (1 hour)

THE CONFERENCE

The Thirteenth Annual International Bilingual/Bicultural Education Conference will consist of:

1. The Pre-Conference. April 3 (afternoon) and April 4.
2. The Conference. Starting with the First General Session, April 4, at 4:30 p.m.

3	4	5	6	7
PC	PC/C	C	C	C

DEADLINE FOR PROPOSALS

All proposals for presentations (all types) must be postmarked no later than October 14, 1983. Notification of acceptance or rejection will be sent by December 1, 1983.

WHERE TO SUBMIT PROPOSALS

Please, submit all proposals to:

NABE'84 PROGRAM
Dr. Mario A. Benitez
Department of Curriculum and Instruction
Education Building 406
University of Texas at Austin
Austin, Texas 78712 (512) 471-5942

WHAT SHOULD BE SUBMITTED BY PRESENTERS

1. Proposal Sheet (enclosed). Three copies with all items completed and carefully proofread for publication in the program.
2. Abstract. Three copies. A 300-word abstract of the presentation for review by readers. Use clear and concise language. Abstracts should be typed on one 8½" × 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. On top of the page, the title/topic of the paper or presentation and the type of session (see above) should be stated. Abstracts for rap, SIG and publishers' sessions may contain the names of the presenter(s) or discussion leaders. Abstracts for papers, demonstrations, workshops or symposia should have no author identification or affiliation either in the title or in the body of the abstract in order to insure anonymous review.
3. Postcard. Please enclose a self-addressed stamped postcard if you wish to receive acknowledgement of receipt of your proposal.

GENERAL POLICIES

1. It is the responsibility of the presenter(s) to appear at the annual meeting and make the agreed upon presentation. If unforseen circumstances arise which prevent the presenter from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to NABE'84 PROGRAM.
2. A minimal amount of audio-visual equipment will be available. Special equipment or equipment that requires a substantial expense must be provided by the presenter.
3. Requests for SIG sessions must come from bona fide NABE special interest groups. The SIG chair must submit to NABE'84 PROGRAM the same information (proposal sheet, abstract, postcard) required from all presenters and meet the same deadline.
4. Presenters will be required to register for the NABE conference. There will be no complimentary registration for presenters.
5. There will be no honorarium paid to preconference workshop presenters or conference presenters.
6. Only proposals which conform to all the requirements stated in the Call for Papers and Presentations can be considered for inclusion in the program. Severe constraints of time and funds do not allow for follow-up calls or correspondence. Presenters should read instructions carefully and follow them exactly.

PROPOSAL SHEET

PLEASE TYPE

A. Title (or topic) ______________________

B. Name(s) and affiliation(s) of presenter(s). First name will be the contact person.

1. ______________________
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3. ______________________
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C. Description (50-word description for publication in the program. Please edit carefully).

D. Place an "x" before the presentation format of your choice.

Pre-Conference

☐ 3 hour workshop
☐ 6 hour workshop

Conference

☐ Paper
☐ Demonstration
☐ Rap session
☐ SIG session
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E. Indicate which conference strand your presentation best addresses.

☐ Education
☐ Industry & business
☐ Government

F. Intended audience (up to three types of audiences only)

☐ Parents
☐ Elementary teachers
☐ Secondary teachers
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☐ Community workers
☐ Researchers
☐ Evaluators
☐ Business leaders
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☐ All interested persons
Other (specify) ______

H. Intended language group.

☐ All language groups
☐ Some language groups ______
☐ One language group ______

I. Language of presentation ______________________

J. Audio-visual equipment required ______________________

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SAN ANTONIO
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CALL FOR PAPERS AND PRESENTATIONS

National Association for Bilingual Education
13th Annual International Bilingual/Bicultural Education Conference

April 3-7, 1984
San Antonio, Texas—Convention Center

Native Language Instruction

During the congressional hearings, most of the testimony has focused on the provision in H.R. 2682 which would eliminate the current requirement that Title VII students receive some instruction in their native language to supplement instruction in English. Regarding this basic change in the Bilingual Education Act, witness views were sharply divided.

In addition to Secretary Bell and AFT President Shanker, three witnesses testified in favor of eliminating the current flexible native language requirement. The witnesses were: Diane Ravitch, representative of the Twentieth Century Fund Task Force on Federal Educational Policy (SEE NABE RESPONSE TO THE TWENTIETH CENTURY FUND REPORT ELSEWHERE IN THIS ISSUE); Esther Eisenhower of the Fairfax County, Virginia Public Schools; and Jolly Ann Davidson, President-Elect of the National Association of State Boards of Education.

Ms. Davidson's views, presented on behalf of NASBE and five other national organizations (National Governor's Association, National Conference of State Legislatures, Council of Chief State School Officers, National Association of Elementary School Principals, and National Association of Secondary School Principals) typified testimony in favor of this fundamental statutory change. "It is a serious mistake," she declared, for the Federal government to prescribe a single method of teaching LEP students." In support of this contention, Ms. Davidson cited the internal ED "Baker-de Kanter" staff report on the relative effectiveness of Transitional Bilingual Education and the 1980 controversy over the Carter Administration's proposed civil rights regulations which would have required school districts to provide bilingual education to many LEP students.

A majority of the witnesses appearing before the Subcommittee have testified against the proposal to eliminate the Title VII requirement for native language instruction. Rep. Robert García, Chairman of the Congressional Hispanic Caucus, charged that such a change "would put the Federal government in the position of supporting monolingual instructional programs in which LEP students either 'sink or swim' in English." Rep. Manuel Lujan, Jr. (R-NM) and Rep. Edolphus Towns (D-NY) emphasized the voluntary nature of the Title VII program and its limited size in their statements against H.R. 2682. Both Lujan and Towns charged that the bill would dilute and weaken the Bilingual Education Act.

The benefits of bilingual instruction were detailed in the testimony of several educators, including past NABE officers Carmen Pérez and Awilda Orta, who testified against H.R. 2682. In addition to statistical data, both Ms. Pérez and Ms. Orta presented individual examples of how bilingual education has improved the academic attainment of language-minority students.

Linda Tarr-Whelan, Government Relations Director of the National Education Association (NEA), charged that by proposing the elimination of the native language requirement, "the Administration is in effect inviting school districts to revert to teaching only in English, using the 'sink or swim' method, an approach which has not proved successful." William Gollnick, Administrator of the Oneida Tribal School, and Sau-Lim Tsang, a bilingual researcher and educator from Oakland, California, told the Subcommittee that many school districts would drop bilingual programs if H.R. 2682 were enacted, and that such a statutory change would severely limit the educational opportunities available to language-minority students.

Mr. Tony Martin, Chairman of the Board of the First City National Bank of Midland Texas, testified against H.R. 2682. He urged the Subcommittee to "approach bilingual education as an opportunity for this country and not as a problem," and to expand Title VII while maintaining the current requirement for native language instruction.

Expansion of the Title VII program was also advocated by the American Association of School Administrators (AASA) which urged the Subcommittee to establish a formula-funded entitlement program for LEP students. Although the prepared AASA statement noted that "LEA's should have the discretion to select among several approaches to bilingual education including transitional bilingual education (TBE), English as a second language (ESL), immersion and other approaches," the AASA witness, Carmen Gamboa of the Austin, Texas Independent School District, emphasized the importance of native language instruction for LEP students.

Future Subcommittee Action

Prior to the start of Congress's August Labor Day recess, NABE joined with 18 other national organizations in a letter to Subcommittee Chairman Perkins urging that he "take no further action" on H.R. 2682. The organizations which co-signed the letter to Chairman Perkins were: ASPIRA of America, Center for Hispanic Educational Leadership, Council for Languages and Other International Studies, Cuban National Planning Council, El Congreso Nacional de Asuntos Colegiales, Hispanic Higher Education Coalition, Japanese American Citizens League, League of United Latin American Citizens, Mexican American Legal Defense and Educational Fund, National Association for Bilingual Education, National Association of Latino Elected and Appointed Officials, National Association for Asian Pacific American Education, National Association for Vietnamese American Education, National Congress for Puerto Rican Rights, National Congress of American Indians, National Council of La Raza, National Indian Education Association, National Puerto Rican Coalition, and the Organization of Chinese Americans.

In the letter to Chairman Perkins, the organizations stated that H.R. 2682 was "fundamentally flawed" and "weakens rather than improves the Bilingual Education Act." "Accordingly," wrote the organizations, "we believe that further deliberations on this particular bill serve no useful purpose and only divert attention from the pressing needs of language minority students and the school districts serving them."

At the same time, the organizations urged Chairman Perkins "to undertake a broad examination of the needs of language minority students, the schools they attend, and the responsiblity of the federal government in promoting educational equality and academic excellence for these children." According to the organizations, "such oversight activities would be an appropriate prelude to the process of reauthorization of the Bilingual Education Act."

Action by NABE Members

NABE members can influence the fate of H.R. 2682, and indeed, the future of bilingual education in the United States. They can do so by making their views on the bill known to their elected representatives and by informing Members of Congress of the needs of LEP students and the accomplishments of bilingual programs in their districts.

In addition to post-cards and letters to individual Members of Congress, NABE members can submit statements to the Subcommittee on Elementary, Secondary, and Vocational Education for inclusion in the hearing record on H.R. 2682. Statements for the hearing record can be sent to Room B-346-C, Rayburn House Office Building, Washington, D.C. 20515.

Whenever possible, NABE members should attempt to arrange visits to successful bilingual programs for their Congressional representatives. Similarly, NABE members should facilitate meetings between Members of Congress and language-minority parents from the Member's state or district. Such visits and meetings heighten congressional understanding of the needs of language-minority students and of the purpose and operation of bilingual education programs.

NABE NEWS REPORTERS NEEDED

NABE NEWS needs reporters to assist the Editor in securing articles. Duties include contacting potential contributors, submitting information on events of interest, or managing a column on a regular basis. Interested persons should contact Nancy Zelasko, Editor, *NABE NEWS*, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036.

Learning to Read

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— at least not to the same degree. Chomsky (1975) suggests that in languages which use an alphabetic system there is a high degree of predictability between graphemes and phonemes. However, this is not useful in processing until and unless the reader has a high degree of command over both phonology and lexicon of the language. The second language reader seems doomed to use the strategies which are known to retard and inhibit the beginning native-speaking readers from achieving their potential.

Processing in a Second Language

Cziko (1978) reports that reading emphasizes that the reader uses contextual information more than visual information from written material. The contextual information used by a reader is of three types: syntactic, semantic, and discourse.

McNamara (1979) hypothesized that the slower rate of reading in a second language does not permit the readers time to think about what they have read before moving on to the next segment of the text. The problem in reading the second language centers around an inadequate grasp of vocabulary, phrases, and syntactic structures.

Overall it seems that research (Cziko, 1978; Evans, 1977; Gomez, 1976; Hudelson Lopez, 1975; and McNamara 1970) done with bilinguals does indeed support the information processing model of reading. The disparity between reading skills in both languages or between bilingual learner's performance and the accepted norm for literate monolinguals is then the measure of the success (or lack of success) of any program.

Second language reading instruction is in a state of flux. Apparently there is, indeed, a transfer of processing strategies once the reader is past a certain point in the acquisition of the second language. This proficiency level has not been established. Time spent on improving first language reading speed and comprehension has a double reward. The intensive/extensive discussion is not yet settled although motivation provided by texts the learner feels of interest apparently can overcome some skills deficiencies. Considerably more and better research needs to be done in this area.

Migration, Adaptation, and Resettlement

One of the problems which is currently being confronted by the Department of Public Instruction in Puerto Rico is the return migrant (Charneco, 1981). Kavestky, 1978, Prewitt Diaz, 1981; Ramos Perea, 1972; 1978; and Seilhamer and Prewitt Diaz, 1982 have studied the educational problems of the migrant child in Puerto Rico and Pennsylvania. There are many issues that migrant populations are confronted with, such as: language and cultural roles, the need to identify a support system, personal and socioeconomic variables, economic adaptation and educational adaptation. In this section lets us explore some of the needs of the "Neoricans," as return migrant children are called here.

When a non-native Puerto Rican child enters Puerto Rican schools, that child is confronted with at least three dimensions of intercultural competence that s/he must understand and master. These dimensions are (1) ability to deal with psychological stress, (2) ability to communicate effectively, and (3) ability to establish interpersonal relations. The coping skills for children in diverse environments are quite new. Therefore children find themselves performing familiar tasks in a modified style. There are often a number of themes or modes of interaction in a culture which are common to a wide range of situations and therefore the proper use must be learned.

The difficulties of social interaction and communication arise in several main areas (Argyle, 1982): language, non-verbal communications, rules of social situations, social relationships, motivation, and concepts and ideologies. Three basic areas have been found to be successful in the process of adjustment, especially in combination. These include language-learning, educational methods, and reading.

Linguistic and Cultural Adjustment

Acquiring proficiency in the parents' mother tongue (the child's L2: Spanish) is one of the first requirements in the process of cultural adjustment. Learning a new language means learning to be a part of a new social system, and this in turn may mean having to relinquish elements. Their coping patterns have been learned within previous cultural contexts and adaptive strategies which are suitable in a home environment may not be appropriate in a new environment.

Belief systems, values, and cultural roots run very deep. This should not be surprising when it is considered that the cultural roots of people have evolved for centuries. Whether addressed explicity or implicitly, the importance of culture as a variable in adjustment and resettlement permeates the whole process. It is in this process that reading materials that provide knowledge about history and culture should be the core of any program for return migrant children that are involved in a dual language learning process. Literacy as a cultural adaptive tool must be emphasized.

Educational Adaption

Education for children ranks very high among resettlement goals of the return migrant families, so that schools become for them a very important resource. Because of language and cultural differences, however, some return migrant children find it extremely difficult to take advantage of educational opportunities.

Language learning and cultural adjustment are processes which are inextricably interwoven. The school experience of return migrants (Underhill, 1981) indicates that adjustment to the educational system by return migrant children often brings on conflicts in the home between the younger and the older generations. In the current educational programs the return migrant children's experience in the school must be linked with family experiences in the home and vice-versa. In the final analysis, successful educational and cultural adjustment means that children must learn how to live comfortably between two cultures — the old and the new.

Reading as a Tool for Adjustment

A review of the literature (Anderson, 1976; Ebel, 1978; Lado, 1977; Mallett, 1977, and Thonis, 1979) has revealed that there are fundamentally two approaches to classroom practices for teaching reading to dual language (bilingual) learners. The most widely used approach is to use methods and techniques which have proven successful with monolingual readers. The second approach is to adopt techniques used by foreign language educators.

In terms of school programs for the return migrant child (LEP or LSP), there is the added dimension of the second language. Approaches to teaching reading to this population separate into two basic thrusts: (1) treating the children essentially as if they were monolingual English Spanish speakers, and (2) teaching reading as one of several components of the school program. In the first approach the texts and techniques are transfered from the monolingual classroom with minor modification. In the second there is considerable attention to developing an oral language competence to which literacy is being added (Smith, 1980). Teaching writing skills at the same time as reading seems to have an influence on reading achievement (Esterellas and Regan, 1966; Paine, 1974; and Rodriguez, 1969).

Smith (1980) reports that due to the concurrent teaching of both the second language and second language literacy in many bilingual programs, *the language experience approach* is often used for an initial introduction to reading. In general the best rationale for this technique is that it allows the learner (1) to see the direct connection between oral speech and written symbols and that (2) it introduces reading within a contest of familiar experiences and vocabulary structures. I would recommend this approach in addition to the basal approach

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Learning to Read

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as a method of teaching how to read in a second language as an activity of cultural adjustment.

Conclusion

In the sense that a person's home language, the mother tongue (L1), is absolutely more a part of him her than any other human characteristic, it seems almost inhuman to deny fundamental education through that medium. As a "human right", as a medium of cultural heritage and expression, the mother tongue seems to have both a right to exist and a right to be considered important.

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Join NABE Today!

NABE JOURNAL EDITOR RECEIVES KELLOGG FELLOWSHIP

Dr. Eugene E. Garcia, Editor of the *NABE Journal*, has been named one of 47 outstanding young American professionals chosen for Class IV of the W.K. Kellogg Foundation's National Fellowship Program.

The Fellowship Program is aimed at helping the nation expand its vital pool of capable leaders and is structured to increase individual's skills and insights into areas outside their chosen disciplines so they can deal more creatively and effectively with society's complex problems.

Dr. Garcia has been professor and director of the Center for Bilingual/Bicultural Education at Arizona State University since 1980. A former chairman of the Department of Chicano Studies at the University of California, Santa Barbara, he also previously served as assistant professor of psychology at the University of Utah, Salt Lake City.

The Question of Effectiveness

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appropriate. The distinct educational problems of limited English proficient children, and the historical problems Title VII was designed to address, do not allow for such approaches. Title VII was designed to help school districts provide equal educational opportunities to their LEP students, and program effectiveness should be determined by using both student and instructional criteria.

Unfortunately, few examinations of bilingual education have utilized broad-based criteria reflecting the variety of program goals which exist. Student and institution-based measures of effectiveness are rarely considered together and policy recommendations have been made based on only one or two measures. Much of the current debate is based on discussions of program effectiveness measured using only the following two student-based criteria:

- Better performance in English; and
- Better performance in nonlanguage subject areas.

Basing a discussion of the effectiveness of Title VII on only those two student-based measures only allows for an examination of one narrow facet of the program. Even considering what those two criteria are intended to measure, they are overly simplistic and often too narrowly delimited. Aside from the obvious question of "better than what?", there are a number of different skill areas in English language acquisition which can and should be measured.

All too often "performance in English" is operationally defined as simply the ability to speak and understand English, as measured by a standardized test. Reading, writing, vocabulary, spelling and complex comprehension skills are often left unmeasured. Furthermore, reliance solely on standardized tests to determine performance raises a host of problems. Most standardized tests are normed on monolingual English speakers and are inappropriate for evaluating the abilities and progress of LEP students. Evaluations of bilingual education based on a single criterion measured by standardized tests which may not be valid for the LEP population are as meaningless as evaluating the effectiveness of our monolingual system of public education simply on the basis of SAT scores. The utilization of such narrow criteria to determine effectiveness in either case misses other important and equally valid measures of success.

Attempts to determine program effectiveness based solely on one or two student-based criteria also ignore the fact that bilingual programs do not exist in a vacuum; they face the same problems and challenges as the school district of which they are a part. All programs are shaped by the type of

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education offered by the local school district, and the resources which that district is able and willing to commit to address special educational needs. Many programs must struggle against educational roadblocks such as segregation, overcrowding, understaffing, and inadequate district-wide curriculum. The "regular" curriculum on which the bilingual programs are based, and the type of "mainstream" program to which bilingual program students must return, affect the effectiveness of any program. Bilingual programs, which in many instances represent only a small fiscal add-on to the per pupil expenditure, cannot be held responsible for correcting all the problems faced by students in the school district.

Given the fact that LEP students face a variety of educational problems and that Title VII was designed to accomplish broad purposes, there are a numer of ways that the effect of federal bilingual programs on school district and on limited English proficient chidren can be better measured. Criteria should be both student-based and institution-based and could include, but need not be limited to, the following:

1. Student-based criteria
    a. Achievement Criteria:
        - Improvement in oral English skills
        - Improvement in English comprehension
        - Improvement in English reading and writing
        - Improvement in English spelling
        - Improvement in English vocabulary acquisition
        - Improvement in other subject areas
    b. Other School-Related Criteria:
        - Changes in the student drop-out rate
        - Increased school completion rates
        - Improvement in patterns of school attendance
        - Decrease in incidence of disciplinary problems
        - Ability to stay at grade-level
        - Increased numbers of graduates attending college or vocational schools
    c. Parent Involvement Criteria:
        - Participation in parent advisory committees
        - Participation in classroom activities
        - Visits to the school
2. Institution-Based Criteria:
        - Changes in percentage of districts implementing special programs
        - Increases in numbers of trained teachers
        - Increased availability of texts and teaching materials
        - Increased amount of research about limited English proficient children
        - Decreased number of misplacements of LEP students in special education programs
        - Development of greater numbers of appropriate testing instruments
        - Greater numbers of bilingual support personnel
        - Greater incidence of district-wide plans to involve parents of LEP students

IV. Student-Based Criteria

Student-based criteria must be substantially broader than simply test-measured achievement criteria. This is due to the problems of accurately measuring student performance since most programs must rely on standardized tests normed for fluent English speaking children. It is also difficult to know with whom to compare LEP students' test scores. Comparisons with fluent English speakers are not reliable since educational problems and progress are quite different. Use of a control group of LEP students who have been denied treatment is against federal law. Other measures of school performance must also be utilized because language barriers and the previous absence of adequate programs have created a host of other problems for LEP children aside from lack of proficiency in English. Limited English proficient children have historically fallen behind in school and dropped out in much higher percentages than the fluent English speaking population. Because instruction in other subjects is often delayed while these children learn English, achievement scores in almost all areas are lower than for fluent English speakers. Segregation and dead-end tracking based on ethnicity and/or language characteristics have been the case in many areas of our country. Routine misclassification of LEP students into special education programs solely on the basis of limited ability to understand tests in English has been all too common a practice. High rates of absenteeism, disproportionate numbers of disciplinary problems, poor attitudes toward school and lack of parental involvement have plagued this population of students. There are a variety of ways in which the undereducation of LEP students can be measured. Any program attempting to provide equitable educational opportunities to LEP students must first be able to remove the roadblocks and reverse negative educational trends.

Most bilingual programs have been designed to address a variety of these educational problems, and success or effectiveness may be operationally defined in very different ways depending on the specific goals of a program. Program evaluations must be flexible enough to reflect the variety of ways in which success can be measured. For example, an evaluation defining success only by test scores which equal those of fluent English speakers ignores the fact that most Hispanic limited English proficient children (the largest group of LEP students) have historically fallen progressively further behind with each year they continue in school until one in five Hispanic high school students from non-English backgrounds is two years or more below grade level in school. These students also drop out of school at a rate much higher than other students. For students from this educational background, programs which help them make average gains, slow the rate at which they fall behind, or simply keep them in school longer *are* making positive gains and are being effective. Similarly, programs which reduce high absentee rates and disciplinary problems are also demonstrating success since they are removing educational roadblocks and helping to create an environment in which it is possible for students to learn. Outcome measures are also of great importance. A program which contributes to the number of LEP students staying at grade level, completing high school and entering some type of post-secondary program is making a positive difference for the students.

Many bilingual programs have also focused on improving rates of parent involvement, which has been positively correlated with school achievement. In the absence of bilingual personnel, parent participation has been all but impossible for limited English proficient parents. In many schools, the advent of a bilingual program brings the first school staff able to communicate with LEP parents. Prior to the presence of bilingual staff persons, attempts at communication, where they were made at all, were in a language incomprehensible to the parents. Parents were unable to communicate with the schools in emergency situations, let alone participate as classroom volunteers, join parent organizations, or help their children with homework. Bilingual programs which have been able to increase parent involvement and provide bilingual school staff to deal with limited English proficient parents have had a very important effect. Although parent involvement is an important goal of many programs, it is rarely discussed as a measure of program effectiveness. Recent and encouraging ex-

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ceptions have included the Colorado and Michigan evaluations of state bilingual programs. Colorado examined both parental involvement in advisory committees and other general activities and found an improving trend over the three years in which data had been collected. Michigan compiled data on advisory committee participation and number and purpose of parent visits to the schools and concluded that the high achievement gains of students were attributable in large part to the programs' creation of a climate of frequent family participation.

V. Institution-Based Criteria

Title VII also has an important goal apart from increasing individual student achievement. That is the goal of producing changes in educational institutions and improving the capability of those institutions to design programs offering equal educational opportunities. Prior to the creation of Title VII, very few districts had special programs of any kind to address the needs of LEP children. Few teachers had training to work with LEP students and very little was known about the unique educational needs of these students. Therefore, in order to examine the success of the federal bilingual education program, changes in schools and improvements in their ability to implement programs must also be examined. One important measure of success must be the changes in the number of school districts voluntarily designing educationally appropriate programs for LEP students. Although schools have clearly had other incentives in addition to the presence of federal seed money and technical assistance, including civil rights directives from the Office for Civil Rights (OCR) and the Supreme Court's decision in Lau v. Nichols, Title VII has played an important part in increasing the numbers of local districts implementing special programs for limited English proficient children. The number of districts requesting assistance to design programs has increased each year and the fact that each year twice as many districts as can be funded submit proposals to the Office of Bilingual Education for Title VII funding indicates that this program is positively received by local school districts.

Since the program was designed to increase the capability of local districts to design and run bilingual programs independent of federal assistance, the numbers of districts continuing their bilingual programs in some form at State or local expense after they cease to receive Title VII funds is also an important measure of success. Although many districts do not have the resources to continue services at the same level after federal funding ends, many programs remain at some level. The real measure of difference is not a comparison made between the Title VII and post-Title VII program, but between the post-Title VII program and what was in place, if anything, before a Title VII grant. Although programs may not be as extensive as they ideally should be, there have clearly been positive changes in many cases. In some districts although there may not be sufficient funds to continue bilingual classroom aides, the bilingual teachers are retained. Additionally, the textbooks, materials and teacher in-service training received during the time of the Title VII grant remain as district assets and enable programs to be continued even if at more modest levels. Changes in district hiring patterns, resulting in the presence of more bilingual school counselors, health practitioners, psychologists and office staff are also important signs that a school district is continuing to make its programs more accessible to limited English proficient students. Any contribution which Title VII has made to reversing the historical pattern of neglect is an important measure of the program's effectiveness.

Improvements in teacher preparedness to work with limited English proficient students must also be considered as an important institutional measure of Title VII's effectiveness. The number of teacher training programs focused specifically on preparing teachers to work with limited English proficient children has increased dramatically. Title VII, through its fellowship, training and dean's grant programs, has responded to requests from local school districts for greater numbers of qualified teachers and has been directly responsible for much of the increase in trained bilingual teachers. In-service training to teachers already employed by school districts has also been provided via Title VII training resource centers and service centers. Although teacher eligibility requirements have not been stipulated by the federal program, many states have set criteria and offer state bilingual education credentials. Although there is clearly a long way to go before there are enough qualified teachers for all limited English proficient students, the gains to date have been substantial.

The research and information available on bilingual education and the unique educational needs of LEP students have also begun to increase, albeit at a slower rate. In 1978 Congress expanded funding available for Title VII in recognition of the need for additional research and evaluation studies. The first group of funded studies is only now becoming available. Although the structure to produce needed research has been put in place, the need for in-depth, longitudinal, professionally conducted research to date remains largely an unmet need. The dearth of professionally conducted program evaluations is additionally a severe problem. To be of any real use these evaluations must include all program goals and rely on more than just standardized tests as performance measures.

VI. Conclusion

Inappropriately narrow "test-score" definitions or program effectiveness have provided the basis for much of the current contention that there is no evidence to prove that Title VII is effective. Many of the policy statements contained in recent initiatives to amend Title VII reflect this lack of information. Charges that federal bilingual programs are not effective run counter to the actual experience of those involved with the programs. Recent State evaluations, particularly those from Colorado, Michigan, New York and New Jersey, have had the foresight to measure effectiveness using a variety of criteria and have concluded that in their states, properly designed and administered bilingual education programs can and do make important and effective contributions to the education of limited English proficient students. If the aim of the current discussions about the effectiveness of federal bilingual education is truely to improve the educational opportunities for LEP students, then bilingual programs must be examined using broad-based student and institutional criteria which reflect the variety of ways that these programs may be changing the quality of education available to limited English proficient children.

ANNOUNCEMENT

1984-85 CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT: Applications invited by the Society for Research in Child Development. Open to scientists and professionals at postdoctoral level with interests in child development and public policy. Opportunity to spend one year as member of Congressional staff. Mid-career applicants especially encouraged. Fellowship year begins September 1, 1984. Deadline for receipt of applications materials November 15, 1983. Contact Dr. Barbara Everett, Director, Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Avenue, SE, Suite 1, Washington, D.C. 20003, (202) 543-9582).

NABE Responds *(continued from page 1)*

English language arts than language-minority students in English-medium instructional programs. Forty-six percent of the language-minority students in bilingual programs received 10 or more hours of classroom instruction per week in English language arts. In comparison, only 36 percent of the language-minority students in non-bilingual programs received 10 or more hours per week of instruction in English language arts.

Moreover, although Congress authorized the enrollment of English language students in Title VII classes (up to 40%) to prevent the segregation of students on the basis of national origin, the shortfall of Title VII funds has precluded substantial enrollment of English language students in Federally-assisted bilingual education programs. Thus, Federally-supported bilingual education programs are highly focused on the Title VII target group — student who are limited in their English language proficiency.

Task Force Recommendation #3:

> The Task Force recommends that the federal government promote and support proficiency in English for all children in the public schools, but especially for those who do not speak English, or have only limited command of it.

NABE Comment:

NABE concurs with the general spirit of this recommendation and completely agrees with the statement that the "Federal government [should] promote and support proficiency in English for all children in the public schools . . ."

The additional statement emphasizing Federal responsibility for students "who do not speak English, or have only limited command of it" adds little to the recommendation, and may, in fact, promote unnecessary confusion regarding the nature of literacy and language proficiency.

In 1978, Congress changed the definition of Title VII's target population from children of "limited English-speaking ability" to children of "limited English proficiency." This change in the Bilingual Education Act reflected Congressional understanding that literacy involves more than speaking and understanding and that students must possess English reading and writing skills if they are to learn in school and advance in society.

Accordingly, NABE believes that this recommendation is sound only to the extent that it calls upon the Federal government "to promote and support proficiency in English for all children in the public schools." English language proficiency must be defined to include speaking, understanding, reading, and writing skills, and all students deficient in one or more of these skills should receive Federally-supportes services.

Task Force Recommendation #4:

> This Task Force wants every American public school student to have the opportunity to acquire proficiency in a second language.

NABE Comment:

NABE recognizes the soundness of this recommendation. Indeed, during NABE's 1983 Conference in Washington, corporate executives, diplomats, and government officials emphasized the critical national need to expand our scarce linguistic resources.

NABE also shares the concern expressed by the Task Force regarding the practicability of this recommendation.

> Unfortunately, there is no practical possibility of obtaining this objective quickly. The neglect of foreign language study and instruction in the United States is of such long standing that we simply do not have enough language teachers to provide adequate training.

NABE believes, however, that rapid improvements and expansion of foreign language education programs are feasible if:

> foreign language programs build upon the experience and knowledge developed through Title VII programs; and,
>
> public schools utilize the language resources of students who have skills in a language other than English.

We know, for example, that children learn languages best at an early age, and that children learn language — like other things — from one another. This simple wisdom, confirmed by academic research, has led to the institution of "reciprocal" bilingual education programs in some schools. While such programs have been extremely successful in helping students develop proficiency in two languages, they are not offered in most school districts which enroll substantial numbers of non-English language background students.

Finally, NABE believes that this Task Force recommendation serves to underscore the importance of bilingual education and provides support for the view that bilingual education programs should develop a student's literacy in both English and the student's native language.

Bilingual education is an accepted feature of public education in virtually every other developed country. Throughout the world, students are taught to speak, understand, write, read, and think in two or more languages. Monolingual students in the United States — those whose only language is English as well as those with a different native language — are not intellectually inferior, they too can be literate in two or more languages.

If bilingualism — literay in two languages — is a national educational objective, then addiitonal attention should be paid to the development of the native language skills of students from a non-English language background. We know that language development is not spontaneous; it requires active effort. Although English is the native language of most American stuents, they are required to study the English language at the elementary, secondary and post-secondary levels. Similarly, NABE believes that bilingual education programs should develop the native language skills of non-English language background students in addition to helping students master the English language.

"Better Education for All"

The second section of the Twentieth Century Fund report which contains recommendations of particular relevance to language-minority students is entitled "Better Education for All." Although these recommendations relate to the education of "immigrant" children who make up less than half of all language-minority students, NABE recognizes that a substantial proportion of immigrant students need special assistance if they are to develop their English language skills and are to succeed in school. The report's recommendations are as follows:

Task Force Recommendations:

> The Task Force also recommends that "impact" aid, originally aimed at helping cushion the burden imposed on local school facilities by the children of military personnel, be reformulated to focus on school districts that are overburdened by substantial numbers of immigrant children.
>
> The Task Force thus urges that federal attention and assistance go to depressed localities that have concentrations of immigrnt and or impoverished groups as well as those that are already making strong efforts to improve their educational performance.

NABE Comment:

NABE supports the policy of focusing Federal aid on school districts which serve students with special instructional needs, especially educationally disadvantaged students and students with limited English proficiency.

Because the term "immigrant" is so frequently misunderstood (see Background Paper comments *infra*), and because most students who need special instructional programs to achieve full English language literacy were born in the United States, NABE believes the additional Federal assistance should be targeted on districts serving su

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NABE Responds

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stantial numbers of "limited-English-proficiency" students rather than immigrant" students. NABE does not take a position on whether such additional aid should be provide through a reformulation of the Impact Aid program.

BACKGROUND PAPER

Bilingual education programs are discussed in Chapter 5 of the background paper. Chapter 5, entitled "The Expansion: New Approaches to Equality", examines the development of Federal programs and policies to promote equal educational opportunities for three groups of students: "those for whom English was a second language, the physically and mentally handicapped, and those receiving racially segregated schooling." According to the background paper,

> each of these new federal attempts to provide equal educational opportunity — bilingual education, education for the handicapped, and aid for school desegretation . . . illustrate how federal involvement grew out of dissatisfaction with local practices, how the emphasis on reform led to regulation and control by federal officials, and how regulatory policy complicated the lives of educational practitioners at the local level.

Although a substantial number of NABE members have been involved in school desegregation programs and although NABE has a formal Special Interest Group on Special Education, our comments will focus exclusively on the section of Chapter 5, which addresses Federal bilingual education programs and policies.

NABE Comments:

The background paper presents a limited, inaccurate and distorted description of the development of Federal bilingual education policies and programs.

Limited Information

The amount of information presented in the background paper (14 double-spaced typewritten pages) is much too limited to adequately describe the development of Federal bilingual education programs and policies. The two topics treated in the section on bilingual education — Federal policy under Title VI of the Civil Rights Act and Federal programs under Title VII of the Elementary and Secondary Education Act — are exceedingly complex; the interaction between these related but distinctive policies and programs is even more complex.

Factual Errors

The information presented in the background paper on bilingual education is not only limited, but much of it is inaccurate. The following are examples of significant factual errors contained in the paper.

- The background paper incorrectly assets that Federal bilingual education programs "were in response to prior judicially induced changes in the educational system." In fact, just the opposit is true; Federal bilingual education programs and policies preceded judicial action to protect the rights of language-minority students. Consider the following chronology:

  1986 — Congress passes the Bilingual Education Act (ESEA Title VIII)

  1970 — DHEW's Office for Civil Rights issues interpretative memorandum under Title VI of the Civil Rights Act of 1964. The memorandum states in part: "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

  1974 — The Supreme Court upholds the validity of the 1970 OCR Memorandum in the landmark decision of *Lau v. Nichols* and requires the San Francisco School District to provide special instruction to non-English language background students with limited English language skills.

- In discussing bilingual education, the background paper frequently refers to "immigrant" groups, often confusing "immigrants" with US-born citizens. Thus, for example the paper states: "Unlike many of the earlier immigrant groups, those from Mexico, Puerto Rico, other islands in the Caribbean . . ." Puerto Ricans, of course, are American citizens. Moreover, most of the students needing bilingual education are not only US citizens but also were born in the United States.

- The paper erroneously asserts that "In response to criticisms that funds were being used to support maintenance programs, the department has required that 30 percent of all pupils participating in bilingual education programs be English-speaking . . ."

  In fact, the Education Department's regulations do not require school districts to enroll any English language background students in bilingual education programs. Rather, the regulations permit school districts to enroll "children whose language is English" in Title VII classes so long as they do not exceed 40 percent of those participating in the program.

  The Department's regulations concerning the participation of English language students in bilingual education programs merely restate the substance of the statutory provision, Section 703(a)(4)(B), which Congress added to the Bilingual Education Act in 1978. The purpose of the provision is clearly stated in the Act; it has nothing to do with bilingual maintenance programs.

  > In order to prevent the segregation of children on the basis of national origin in programs assisted under this title, and in order to broaden the understanding of children about languages and cultural heritages other than their own, a program of bilingual instruction may include the participation of children whose language is English, but in no event shall the percentage of such children exceed 40 per centum.

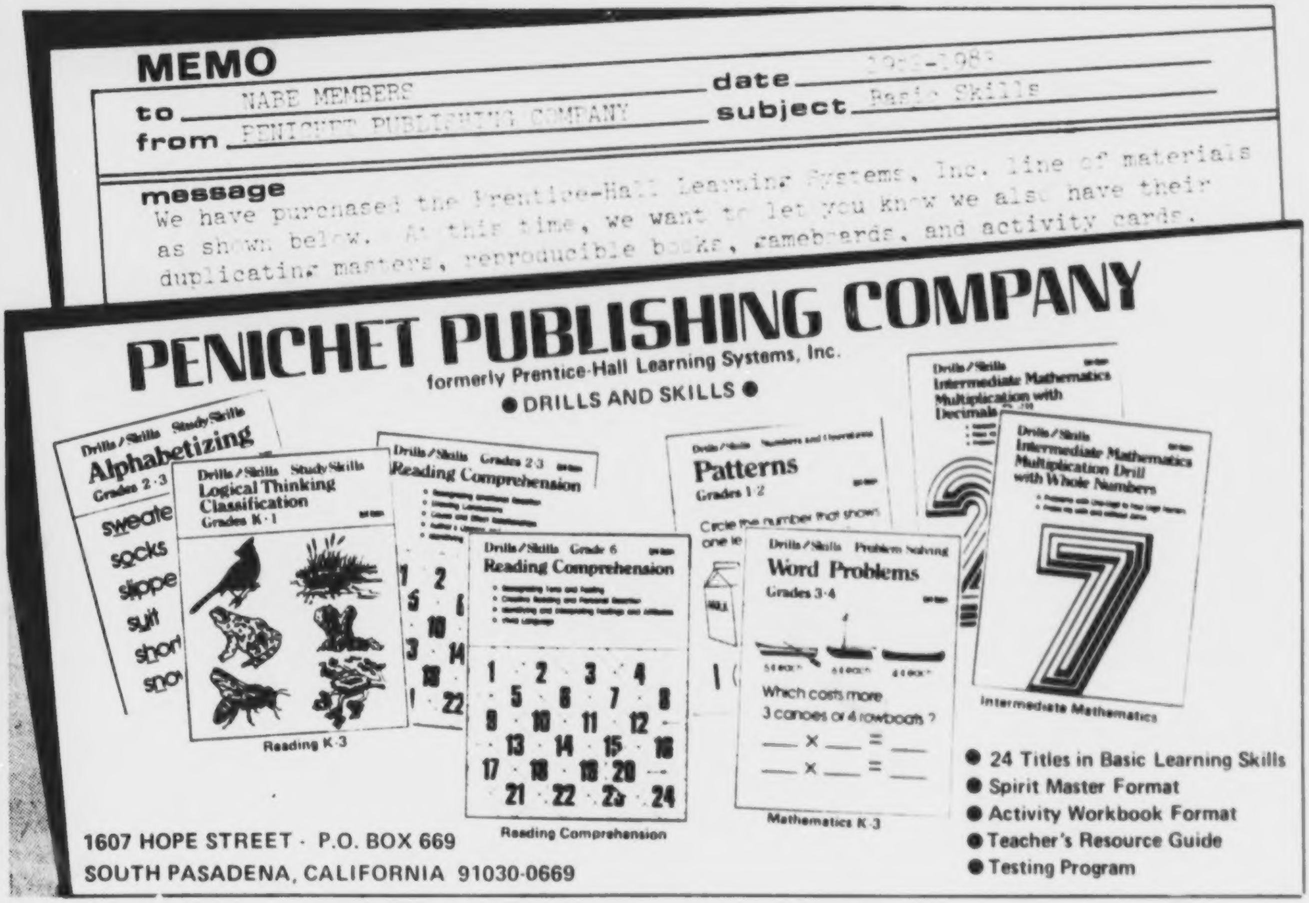
Distortions

The background paper presents a distorted description of the development of Federal bilingual education programs and policies. Among the most distressing distortions is the paper's conclusion that "political pressures", not "the needs of school children for bilingual education" were the main force driving Title VII expansion.

The background paper's statements regarding the popularity of bilingual education among language-minority Americans are, indeed, correct. Bilingual education is viewed as a vital program by most language-minority persons. Similarly, the growing political influences of language-minority Americans, especially Hispanics, has facilitated the expansion of programs serving limited-English-proficient students.

Because the background paper confuses political support for bilingual education with the motives and desires of its advocates, it presents a base, biased, and belittling view of the citizens and policy-makers responsible for the development of bilingual education programs. Bilingual education is more than "symbolically significant"; it is a successful effort to improve the educational opportunities available to language-minority students.

Although the background paper cites a few examples of the deplorable and often discriminatory treatment experienced by language-minority students prior to the enactment of the Bilingual Education Act, and although the background paper cites data showing, among other things, the positive impact of bilingual education on the dropout rate of national origin minority students, the background paper disregards these facts in explaining the development and expansion of bilingual education. In so doing, it renders a disservice not only to the citizen advocates of bilingual education, but also to the Federal policy-makers who have helped expand the educational opportunities available to language-minority students.



Drills / Skills Study Skills Alphabetizing Grades 2-3
sweater
socks
slipper
suit
short
snow
Drills / Skills Study Skills Logical Thinking Classification Grades K-1
Reading K-3
Drills / Skills Grades 2-3 Reading Comprehension
Drills / Skills Grade 6 Reading Comprehension
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Reading Comprehension
Drills / Skills Patterns Grades 1-2
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Drills / Skills Problem Solving Word Problems Grades 3-4
Which costs more 3 canoes or 4 rowboats ?
___ × ___ = ___
___ × ___ = ___
Mathematics K-3
Drills / Skills Intermediate Mathematics Multiplication with Decimals
Drills / Skills Intermediate Mathematics Multiplication Drill with Whole Numbers
7
Intermediate Mathematics

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VOLUME VII, NUMBER 1 / SEPTEMBER, 1983

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Strong Popular Support For Bilingual Education

Seventy percent of the Hispanics surveyed, and 63 percent of the non-Hispanics surveyed, favor bilingual education programs in the nation's public schools, according to a year-long study by a Columbia University research team.

The study, conducted by the Immigration Research Program at Columbia's Center for the Social Sciences, revealed that large majorities of non-Hispanics as well as Hispanics favor bilingual education programs for students who do not speak English. However, findings show that non-Hispanics are less likely to support bilingual programs for minority language students who already speak English.

The purpose of bilingual education is to help minority language childen keep up with their schoolwork while they learn English by providing academic instruction in their native tongue as well as language skills instruction in English. Although some programs maintain learning in both languages throughout the students' education, most programs are transitional and end instruction in the students' native language as soon as the students learn enough English to be able to make academic progress in an English-only classroom.

The researchers found that bilingual education programs also promote the integration of non-English-speaking parents into their schools and communities. The presence of bilingual staff and teachers makes it easier for non-English-speaking parents to participate in classroom, parent organization, and school board activities.

The project,which surveyed the historical, legal, political, and social aspects of bilingual education, was funded by a $75,000 grant from the G. Unger Vetlesen Foundation. The researchers were Josh DeWind, director of the Immigration Research Program at Columbia and the project's coordinator; Stephen Cole, professor of sociology at SUNY-Stony Brook; Sigmund Diamond, Giddings Professor of Sociology and professor of history at Columbia; and Susan Pouncey, instructor at Brooklyn Law School.

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A Message from the New President of NABE

by Dr. Gloria Zamora

June 1, 1983, marked a very significant day in my life for it is the day I became NABE's 9th President. Having been active in NABE for many years and cognizant of the excellent work that my very able predecessors have accomplished, it is indeed a great honor to serve this organization which is dedicated to a cause which I cherish: the promotion and development of bilingual education as the most effective way of ensuring that linguistic minority students can receive an education that is both equitable and excellent.

It is appropriate now to thank all of you who have placed your trust in me and to renew my pledge that I will, to the best of my abilities, devote my energies towards strengthening NABE's image and role in the American educational system. To this end I would like to share with you the three major efforts that I have undertaken for this year. These efforts have been identified with the input of the state affiliate Presidents in attendance at the Delegate Assembly during NABE's 1983 Conference in Washington, D.C. The three foci are categorized as: Organizational Development, Impacting Public Policy and the Development of Public Information Strategies.

I. *Organizational Development*

Shortly after NABE's Boston Conference, where I was nominated to run for the office of President-Elect, I was interviewed by the *Bilingual Journal*. I recall saying that NABE, like all fledgling organizations, had experienced all the growing pains typical of infancy, but that capable leadership had helped it grow and flourish. As we enter our second decade, we can point with pride to our growing network of thirty-two state affiliates and hundreds of local chapters. The unbridled potential that exists across this country and in the trust territories of the Pacific and the Commonwealth of Puerto Rico are electrifying. We have the latent strength, numbers and commitment to make bilingual-bicultural education an institutionalized and integral part of the school curriculum. With the collaboration of all state affiliates, organizational development has become a key objective.

Dr. Rosa Castro Feinberg of Florida will appoint a national committee to identify organizational needs such as increasing membership, increasing two-way communication, for representation of all language groups, parallel structures, etc. As a response to the need to increase membership at all levels, Dr. Macario Saldate, IV of Arizona, has agreed to serve as Membership Chairperson. He has developed short and long range goals with an immediate goal of doubling NABE's membership. Membership drives will be underway by the time this newsletter goes to press. Our Vice-President, Dr. Gene Chavez of Kansas, together with your President, is co-chairing the Fund-Raising Committee. Unfortunately, without adequate fiscal resources, NABE cannot operate successfully and cannot hope to achieve its goals. With your help, the successful fund-raising efforts of the past will continue. Parent-at-Large, Lucy Cruz of Colorado, together with Parent Standing Committee Chairperson, Patricia Louque, of Washington, D.C., will continue to develop the role of parents within NABE. Finally, the NABE board is exploring the feasibility of adding an Advisory Board to be composed of corporate leaders, political leaders and coalition groups. These are but a few of the tasks that are being undertaken in order to meld the energy of the thousands of bilingual education advocates into a powerful and unified voice for children.

(continued on page 15)

Dr. Gloria Zamora

National Association for Bilingual Education Executive Board 1983 - 84

President
Gloria Zamora
IDRA
5835 Callahan, Suite 350
San Antonio, TX 78228
(512) 684-8180

President-Elect
Sarah Meléndez
American Council of Education
1 Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-4742

Vice President
Gene Chávez
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

Secretary
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Midwest NODAC
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
(414) 963-5663

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Belia Cruz
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15 West Alhambra Road
Alhambra, CA 91801
(213) 308-2495

Past President
B. Robert Cruz
National Hispanic University
255 E. 14th Street
Oakland, CA 94606
(415) 451-0511

Parent-at-Large
Lucy Cruz
3120 West Alabama Place
Denver, CO 80219
(303) 922-0738

Eastern Regional Representative
Juan Zamora
U. of Massachusetts at Amherst
Dept. of Spanish & Portuguese
Amherst, MA 01003
(413— 545-2887

Central Regional Representative
Jerry Manus
Cherokee Bilingual Ed. Program
P.O. Box 769
Tahlequah, OK 74465
(918) 456-6177

Western Regional Representative
Edward Alarid
Española Municipal Schools
P.O. Box 249
Española, NM 87532
(405) 753-2243

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

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NABE NEWS is published five times per year: Sept., Nov., Jan., Mar. and June. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the first day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

JOIN NABE *TODAY!*

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific **application** of theoretical formulations to educational settings characterized by linguistic and cultural diversity. the *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712

by October 31, 1983

or to

Dr. Rosa Castro Feinberg
University of Miami
P.O Box 24806 · Merrick 312
Coral Gables, Florida 33124

by February 1, 1984

NABE Membership List

NABE rents its membership list in cheshire or gum label form at a cost of $200. This fee is the cost to anyone, within or without the organization. It is the policy of the organization to require a written explanation of the proposed use of the list, including a copy of the mailing going out, in advance of the sale. For further information, contact Ms. Carolyn Riddick, NABE Office Secretary, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036 (202) 822-7870.

NABE President Testifies Before Congress During Hispanic Heritage Week

On September 13, 1983, Dr. Gloria Zamora testified on behalf of NABE before the House Subcommittee on Census and Population. Her statement follows:

Mr. Chairman, I am Dr. Gloria Zamora from San Antonio, Texas. I have been an educator for more than 25 years and am currently the President of the National Association for Bilingual Education (NABE).

I want to commend Rep. Hall for scheduling these hearings in conjunction with National Hispanic Heritage Week. At the same time I want to commend you and your staff for identifying bilingual education as a policy issue of particular importance to the Hispanic community.

Although Hispanics have always valued education, the educational community has not always valued Hispanics. Historically, Hispanics have been excluded from our nation's schools and have been denied the benefits of an effective education.

I will leave to other witnesses today the grim chore of describing in detail the discriminatory and neglectful practices which compelled Congress to pass the Bilingual Education Act fifteen years ago. It suffices to say that many of these practices involved the rejection of Hispanic students because of their atypical language and cultural background.

The goals of the Bilingual Education Act are fundamental. Title VII is meant to help language-minority students

- learn English;
- learn subject matter skills and content;
- develop a positive self-concept; and,
- complete schooling.

To accomplish these fundamental objectives, Title VII helps State and local education agencies develop instructional programs which use both English and the student's native language. The simplicity and straight forwardness of Title VII's objectives belie the enormity of the work that has been done as well as the work which must be accomplished through the Bilingual Education Act.

I was a first grade teacher in one of the first bilingual programs in Texas. This program was an experimental program which predated enactment of Title VII. I should tell you, less than parenthetically, that establishment of this experimental program required a waiver of a 1918 Texas law which sanctioned the use in school of any language other than English. This law was subsequently repealed.

My colleagues and I in the experimental program struggled without curriculum materials, without tests and measurements to guide us, and with little special training for the task at hand. We did the best with what we had knowing that we could do much better than had been done, and, indeed, we could do no worse. Our confidence and efforts were rewarded with success; our students gained academically.

Because of my involvement in a pre-Title VII bilingual program, I appreciate the imporage-mintance of Federal support. Despite the limited amount of money appropriated for Title VII, the program has brought about a quantum increase in our ability to provide effective instructional programs to language-minority students.

As a result of Title VII, a growing but still small number of Hispanic students are being taught by teachers who have received professional preparation to teach language-minority students. These teachers use well-designed texts and materials to instruct their students, and employ increasingly accurate tests to measure student educational needs and progress.

Despite their newness, the bilingual programs made possible by Title VII are improving the educational opportunities and outcomes of Hispanic youth.

Because of the institution of bilingual programs, Hispanic students in many school districts are for the first time effectively learning English and essential subject matter skills. Students in bilingual programs consistently stay in school longer and attend school more regularly. In many districts, the establishment of a bilingual education program has resulted in a dramatic decline in discipline problems, and even more commonly, in the rate of false placement of language-minority students in special education classes and programs for the mentally retarded. As a result of improved educational preparation and enhanced self-image, more Hispanic students are seeking postsecondary instruction than ever before.

One of the reasons, or maybe I should say ways, in which bilingual education has improved the educational attainment of Hispanic students is parental involvement. A study recently released by Columbia University noted that "many critics of bilingual education fear that the program will hinder the integration of minority groups into American society and eventually foster cultural and political separatist movement." The study concluded, however, that "our research indicates that parents become more involved in their schools and community — more integrated into the educational and political system on local, state, and national levels — when their children are enrolled in bilingual programs."

The political popularity of bilingual education in the Hispanic community is testimony to its effectiveness. Yet, because of its political popularity, the Bilingual Education Act has become the target of narrow interest groups who oppose social change. Coincident with the Reagan Administration's taking office the Heritage Foundation issued a report entitled *Mandate for Leadership* setting forth a blueprint for "Policy Management in a Conservative Administration." While the Heritage Foundation recommended abolition of most Federal education programs as well as the Education Department, it focused special attention on two programs — ESEA Title VII and the "Women's Educational Equity" program — as programs which must be immediately eliminated. Why should these programs be eliminated? Because, to quote the report, they "are at present being used as captive vehicles by groups of ideological militants."

Mr. Chairman, the Heritage Foundation could not have been more right. The supporters of bilingual education like the supporters of WEEA are ideological militants; we militantly believe in the American ideology of equal opportunity. For this we have no apology, for this we are proud.

Despite the absurdity of the Heritage Foundation report, *Mandate for Leadership* has influenced the Reagan Administration's policy towards Title VII. Although the Administration failed to carry out the Heritage Foundation's primary recommendation that Title VII be eliminated through a block grant scheme, it has succeeded in slashing the level of funding for bilingual education.

The Title VII authorization level has been cut from $400 million to $139 million, and more than 110,000 students have been dropped from the basic grant program. Last year, and again this year, the Reagan Administration has proposed further budget cuts — to $94.5 million. Such an amount would serve approximately 120,000 students — slightly more than one-third the number of students served in FY 1980 under the basic grant programs. These cuts have been made and proposed despite the finding by the Secretary of Education, Terrel H. Bell, that "schools in general are not meeting the needs of Limited English Proficient children." These cuts have been made and proposed despite the fact that the population of students who need Title VII services is growing twice as fast as the general school age population.

But the attack on bilingual education involves more than money; indeed, it goes to

Popular Support *(continued from page 1)*

Unexpected Finding

The project's major, and somewhat unexpected, finding was the depth of support for bilingual programs among both Hispanics and non-Hispanics, according to DeWind.

"We expected to find support for bilingual education, but we were surprised by the strength of the support," DeWind said. "It seems most people realize that it can be helpful for immigrants and language minority groups to use their own language while they're becoming integrated into American society."

Surveyed through telephone interviews in random sampling were 518 Hispanic Americans from New York City and Los Angeles and 721 non-Hispanic Americans from across the country. Of these,70 percent of the Hispanics and 63 percent of the non-Hispanics support bilingual education programs for students who do not speak English.

Support for these programs drops, particularly among non-Hispanics, for students who already speak English. According to the survey, only 41 percent of the non-Hispanic Americans polled favor bilingual education when students already speak English, while 67 percent of the Hispanics polled continue to favor bilingual programs.

Cole interprets these finds as indicating that most non-Hispanics see bilingual education as necessary only until students learn English, while Hispanics still support it as a means of preserving their cultural heritage.

Increased Parental Involvement

DeWind found through his research in school districts in New York City that bilingual education programs encourage the involvement of parents in the schools and help integrate them into the social and political community.

"Many critics of bilingual education fear that the programs will hinder the integration of minority groups into American society,and eventually foster cultural and political separatist movements," DeWind said. "But our research indicates that parents become more involved in their schools and community — more integrated into the educational and political system on local, state, and national levels — when their children are enrolled in bilingual programs."

Historical and Legal Contexts

Diamond, who surveyed the historical background of bilingual education, maintains that since the great influx of immigrants at the end of the 19th century, the motivation behind language policies, either for or against bilingual education, has been primarily political rather than educational. Today, he said, supporters of bilingual education have put language policies on the political agenda "to test the social and cultural equality that they feel should accompany the political and legal equality they possess by virtue of their citizenship."

Pouncy, who examined the legal status of bilingual education programs and the federal government's role in their development, found that Congressional support for bilingual education has grown since the passage of the Bilingual Education Act in 1968. She also found, however, that under existing federal law, bilingual education "is not deemed a right or an entitlement," but rather one option schools can choose to fulfill their obligations to provide a "meaningful education" to non-English speaking students.

The research project, titled "Bilingualism and Bilingual Education in the United States: Historical, Legal, Political and Social Aspects," is the first to be completed by the newly created Immigration Research Program at Columbia's Center for the Social Sciences. Future research will focus on cultural resources in addition to language from which immigrant and ethnic minority groups can draw support while integrating into the rest of the society.

Summaries of the reports may be obtained by contacting Josh DeWind, Director, Immigration Research Program, Center for the Social Sciences, Columbia University, New York, NY 10027; (212) 280-2511.

Reprinted from NCBE Forum, summer 1983

ANNOUNCEMENT

1984-85 CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT: Applications invited by the Society for Research in Child Development. Open to scientists and professionals at postdoctoral level with interests in child development and public policy. Opportunity to spend one year as member of Congressional staff. Mid-career applicants especially encouraged. Fellowship year begins September 1, 1984. Deadline for receipt of applications materials November 15, 1983. Contact Dr. Barbara Everett, Director, Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Avenue, SE, Suite 1, Washington, D.C. 20003, (202)-543-9582).

Position Available

COORDINATOR OF COUNSELING AND BILINGUAL SERVICES

Developmental Studies

Millersville University has a tenure track permanent position available starting October 24, 1983.

Qualifications include a Master's Degree in counseling and at least 2 years of counseling experience with disadvantaged minority youths. Fluency in Spanish is required and experience with Afro-American and Hispanic teenagers is desirable.

The Coordinator of Counseling and Bilingual Services has 2 primary areas of responsibility — COUNSELING SERVICES: will develop and supervise holistic counseling program to include academic, personal, financial counseling, social and cultural activities. Will also hire, train and supervise a staff of outreach and peer counselors and be responsible for monitoring and assisting the progress of probationary students, maintaining the student files, recording tutoring and counseling contacts, academic schedules and completing semi-annual and annual performance reports in addition to other duties as assigned by the Act 1010 Director. BILINGUAL SERVICES: will work with faculty, staff, local community and students to develop support programs and services for bilingual students.

Screening will begin September 26; applications will be accepted until a candidate is selected. Qualified candidates should forward resume, letter of interest, three current letters of reference and official college transcripts to Ms. A. Rose Brown, Chairperson, Bilingual Counselor Search Committee, Center For Academic Development, Adams House, MILLERSVILLE UNIVERSITY, Millersville, PA 17551.

Millersville University earnestly seeks and is eager to receive applications from women and minority candidates. Equal Opportunity/Affirmative Action Employer.

Join NABE for 1983 - 84

TODAY!

AFFILIATE NEWS

- Affiliate Presidents: Have you submitted your Affiliate Information Sheet for 1983-84 to the NABE Central Office: If not, contact Carolyn Riddick immediately.
- 1983-84 Affiliate Dues should have been paid by now. If they haven't yet been sent to the NABE Central Office, do so today!
- Upcoming affiliate conference include:

Ohio Association of
Bilingual Multicultural Education
October 7 - 8, 1984
"Bilingualism: In Ohio's Interest"
Contact: Donald Cellini (216) 234-0405

Washington Association for
Bilingual Education
October 14 - 16, 1983

Colorado Association for
Bilingual Education
October 19 - 22, 1983

California Association for
Bilingual Education
January 11 - 14, 1984
"Bilingual Education:
A Bridge to
Academic Excellence"
Contact CABE (415) 585-0180

- NABE thanks the Ohio Association for Bilingual Multicultural Education for its $100 donation in memory of Dr. Madeline Cooke. Dr. Cooke, who passed away earlier this year, was an active supporter of bilingual education in the state of Ohio.

CALL FOR PAPERS

Deadline: November 4, 1983

CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS: April 5-7, 1984 (Hyatt Regency in Dearborn, MI). Papers will be presented on the teaching of business FRENCH, GERMAN and SPANISH, as well as commercial ENGLISH for foreign students. The program will include sessions on how to teach foreign languages for various professions, such as MEDICINE, SOCIAL SERVICES, the SCIENCES, ENGINEERING and TECHNOLOGY, LAW and MATHEMATICS. All presentations must be in English and last between 10 and 45 minutes. Program details, pre-registration materials, and guidelines for the submission of abstracts available from the Conference Chairman, Dr. Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 487-0130/0178.

Join NABE Today!

DON'T MISS
NABE NEWS

Message From The Membership Chairman, Dr. Macario Saldate IV

Bilingual Education for all children is being discussed in the halls of Congress, State Capitols, District Board Rooms and the schools and homes of our nation. Though certainly all of this conversation is not positive, the rising tide supporting bilingualism is the future. In light of this dialogue and movement, the underlying question we must ask ourselves is what is our commitment to the positive progress of Bilingual Education, and thus our children. The task of providing adequate educational opportunities for all children cannot be left to someone else unless **your** and **I** are willing to accept the consequences of our own neglect.

The time for action is always **now** and your interest in and commitment to Bilingual Education will be returned many times over by the success of your family, friends and schools. Please think about the importance of these issues and then take a moment to join NABE. Your participation and money are critical to **our** joint future.

Please take a few moments to join NABE by filling out and sending the NABE Membership Form. Your support is the heart and soul of a National Organization, educational advancement and our children.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
Room 405, 1201 16th St., N.W. • Washington, D.C. 20036 • (202) 822-7870

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Conference Committee
Dr. Albelardo Villarreal
IDRA
5835 Callaghan, Suite 350
San Antonio, Texas 78228
(512) 684-8180

Elections Committee
Jeannette Kwok
U. of Miami NODAC - DC Office
2727 29th Street, N.W.
Washington, D.C. 20008
(202) 265-3088

Fundraising
Gloria Zamora, Co-Chair
IDRA
5835 Callaghan, Suite 350
San Antonio, Texas 78228
(512) 684-8180

Gene T. Chávez, Co-Chair
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, Kansas 66204
(913) 722-0272

Membership
Macario Saldate, IV
Mexican American Studies &
Research Center
University of Arizona
Modern Languages Bldg., Room 209
Tucson, Arizona 85721
(602) 626-9521

Parental Concerns
Patricia Louque
Georgetown University
Bilingual Education Service Center
Suite 376, 3520 Prospect St., N.W.
Washington, D.C. 20007
(202) 625-3540

Public Relations
Luis A. Martínez-Pérez
School of Education
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 554-2768

Publications
Eugene García, Co-Chair
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, Arizona 85218
(602) 965-7134

Nancy F. Zelasko, Co-Chair
Georgetown University
Bilingual Education Service Center
Suite 376, 3520 Prospect St., N.W.
Washington, D.C. 20007
(202) 625-3540

Resolutions
Alfredo de los Santos
The Maricopa Colleges
3910 East Washington
Phoenix, Arizona 85034
(602) 244-8355

Sociopolitical Concerns, James J. Lyons, Lyons & Associates
308 E. Capital Street, Washington, D.C. (202) 544-5061

ERIC Database Needs Practice-Oriented Materials

The ERIC Clearinghouse on Languages and Linguistics, together with the San Mateo Educational Resource Center, recently began a project to expand the ERIC database to include practice-oriented materials that are "short, timely, and ready for immediate application in the classroom or at the school site". These materials may be teacher-made, locally produced, or developed by sources not previously tapped by ERIC.

The following types of practioner oriented materials are of interest to ERIC:

- educational games and puzzles (on paper)
- worksheets (questions or activities distributed to develop a concept or reinforce skills)
- descriptions of promising practices
- public relations materials
- handbooks (descriptions of school or departmental policies and procedures)

If you would like to have your materials considered for inclusion in the ERIC database, contact John Brosseau, Acquisitions Coordinator, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, D.C. 20007 (202) 298-9292.

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MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

____
Signature Date

Candidates for 1984-85 NABE Board

The following is the official information on the candidates for the 1984-85 NABE Executive Board. Candidates are reminded that NABE does not permit any media campaigning for positions. In order to be eligible to receive a ballot, you must be a member by November 1, 1983. Results of the election will be announced at the 1984 NABE Conference in San Antonio, Texas, April 3 - 7, 1984. Any questions regarding elections procedures should be addressed to Ms. Jeannette Kwok, NABE Elections Committee Chair, University of Miami NODAC - DC Office, 2727 29th Street, N.W., Washington, D.C. 20008 (202) 265-3088.

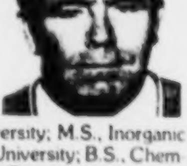
PRESIDENT-ELECT

GENE T. CHÁVEZ, Executive Director, Center for Multicultural Outreach, KCCBS, Overland Park, KS. Ed.D., Bilingual Multicultural Education and Social Foundations of Education, Arizona State University; M.Ed., Counselor Education, Arizona State University; B.Th., Theology, Kansas City College and Bible School; B.S., Spanish Language and Literature, NorthEast Missouri State University.

Professional Experience: 1983 - present: Executive Director, Center for Multicultural Outreach, KCCBS, KS; 1980-83: Training and Evaluation Coordinator, BUENO BESC, CO; 1979-80: Training Coordinator, InterAmerica Research Associates; 1977-79: Research Assistant, Center for Multicultural Education, Arizona State University; 1975-77: Bilingual Tutor Coordinator, Glendale Union High School, AZ; 1973-75: Affirmative Action Director, Ideal Basic Industries; 1970-73: Community Action Center Director, Denver Opportunity Northside Community Center, CO; 1966-70: Language Instructor, Kansas City College and Bible School.

NABE Organizational Experience: NABE Member since 1978. Affiliate Membership: Kansas Association for Bilingual Eeducation. Affiliate Positions Held: President, Arizona Association for Bilingual Education (2 terms), President, Colorado Association for Bilingual Education (2 terms). NABE Standing Committee Memberships: Chair, Membership Committee, 1981-82. NABE Executive Board Positions Held: Vice President, 1983-84.

Statement: My term as Vice President of the NABE Executive Board has given me unique insights into the future of bilingualism and bilingual education. I am prepared to serve as president of the ***only*** professional association that can assure that the needs of limited English proficient students are met; and at the same time capitalize on the nation's growing interest in its cultural and linguistic diversity.



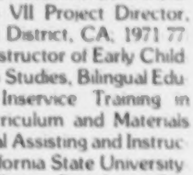
LUIS A. MARTÍNEZ-PÉREZ, Associate Professor of Science Education and Coordinator of the Multilingual/Multicultural Studies Center, Florida International University, Miami, FL. Ph.D., Science Education, Florida State University; M.S., Inorganic Chemistry, Florida State University; B.S., Chemistry, University of Puerto Rico.

Professional Experience: 1982 - present: Associate Professor of Science Education and Coordinator of the Multilingual/Multicultural Studies Center, Florida International University; 1980-82: Associate Professor and Assistant Dean of Education, Florida International University; 1979-80: Associate Professor and Chairperson of Subject Specializations, Florida International University; 1973-79: Assistant Professor of Science Education, Florida International University; 1968-70: Senior Analytical Chemist, General Electric Company.

NABE Organizational Experience: NABE Member since 1979. Affiliate Membership: Bilingual Association of Florida. Affiliate Positions Held: Chair, Fundraising Committee, 1982-present. NABE Standing Committee Memberships: Chair, Public Relations Committee, 1982-present. NABE Executive Board Positions Held: Eastern Regional Representative, 1982-83.

Statement: Our organization has enjoyed the "popularity" of bilingual education for the past few years. This will ***not*** be the position during the next few years. The strength of the organization depends on the actualization of our priorities. These are: 1) a strong membership drive, 2) reauthorization of bilingual education legislation, 3) an increased public relations campaign, and 4) the re-definition and strengthening of the role of affiliates within the organization. Success will only occur when the organization is made up of a membership which is united, well informed and willing to work toward the improvement of our society through the realization of its multilingual, multicultural potential. As president-elect, I strongly believe that the above is possible and pledge all my effort towards its achievement.

VICE PRESIDENT



BELLA C. CRUZ, Director of Bilingual Education, Alhambra School District, Alhambra, California. M.A., School Administration and Supervision, California State University, LA; M.A., Human Development, Pacific Oaks College, CA; B.S., Business Administration, Arizona State University.

Professional Experience: 1977 - present: Director of Bilingual Education, Alhambra School District, CA; 1975-77: Title VII Project Director, Pasadena Unified School District, CA; 1971-77: Lecturer in Education, Instructor of Early Childhood Education, Chicano Studies, Bilingual Education; Consultant on Inservice Training in Bilingual Education, Curriculum and Materials Development, Educational Assisting and Instructional Aide Training: California State University Fullerton, Whittier College, Pasadena City College, Rio Hondo Community College, East Los Angeles College. Consultant to numerous school districts and agencies in California.

NABE Organizational Experience: NABE Member since 1975. Affiliate Membership: California Association for Bilingual Education; Affiliate Positions Held: Vice President, 1978-80, Membership Secretary, 1975-78; NABE Standing Committee Memberships: Public Relations Committee; NABE Executive Board Positions Held: Treasurer, 1983-84, Eastern Regional Representative, 1982-83; Other NABE Positions Held: Chairperson of SIG's.

Statement: NABE, as a national organization, cannot be matched in terms of knowledge and expertise in bilingual education. Active participation of its members insures institutional accountability for the effective instruction of language minority students. NABE's strength is its leadership with membership acting as a function of sensitivity and commitment. As Vice President, I will work to bring this sensitivity and commitment from membership, and build an affiliate strength for effective leadership within NABE for an even stronger and greater organization.

HAI TRONG TRAN, Senior Program Associate Field Services Coordinator, Midwest National Origin Desegregation Assistance Center, University of Wisconsin - Milwaukee, Milwaukee, WI. Ph.D., Linguistics, Cornell University; M.A., Linguistics, University of Hawaii; Diploma in TESL, Victoria University of Wellington, New Zealand; B.A., English Education, Saigon University, Vietnam.

Professional Experience: 1979 - present: Senior Program Associate Field Services Coordinator, Midwest NODAC, University of Wisconsin-Milwaukee; 1978-79: Education Specialist, Intercultural Development Research Association, Texas; 1976-77: Teaching Associate and Lecturer, Department of Modern Languages and Linguistics, Cornell University, NY; 1976: Consultant, National Bilingual Resource Center, University of Southwestern Louisiana; 1967-70: Secondary Education Supervisor, Ministry of Education, Vietnam; 1961-67: High School Teacher, Tong Phuoc Hiep High School, Vinh long, Vietnam.

NABE Organizational Experience: NABE Member Since 1978. Affiliate Membership: Wisconsin Association for Bilingual Education; Affiliate Positions Held: President, 1981-83; NABE Standing Committee Memberships: Elections Committee, 1980-81; NABE Executive Board Positions Held: Secretary, 1983-84.

Statement: I believe in NABE as a valuable organization for all those concerned about bilingual education. To promote and advance the bilingual cause and to keep bilingual education alive and well, NABE needs to rally the support of all ethnic groups: Hispanic, Native American, Asian and Pacific American, and others. Also, a unity of purpose and action within NABE needs to be developed. In my role as Vice President, I will pledge to continue to strive toward the goals of NABE by increasing membership, by fostering awareness and understanding among the different ethnic groups, and by helping develop and implement a plan of activities aimed at educating the public about bilingual education and consolidating efforts for bilingual education.

SECRETARY

(EDWARD ALARID - Withdrew)

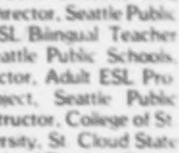
NANCY F. ZELASKO, Assistant Director, Georgetown University Bilingual Education Service Center, Washington, D.C. M.S., Sociolinguistics, Georgetown University; Certificate in Teaching ESL, Georgetown University; B.S., Linguistics, Georgetown University.

Professional Experience: 1980-present: Assistant Director, Georgetown University BESC, Washington, DC; 1979-80: Title VII Project Director, District of Columbia Public Schools; 1978-79 Acting Administrative Officer, Division of Bilingual Education, District of Columbia Public Schools; 1976-79, Program Specialist, Division of Bilingual Education, District of Columbia Public Schools; 1974-76: Research Assistant, Division of Bilingual Education, District of Columbia Public Schools; 1973-74: Substitute Teacher, District of Columbia Public Schools

NABE Organizational Experience: NABE Member since 1976. Affiliate Membership: District of Columbia Association for Bilingual Education. Affiliate Positions Held: President, 1981-83, Secretary, 1979-81. NABE Standing Committee Memberships: Sociopolitical Concerns Committee, 1976-present; Public Relations Committee, 1982-83; Co-Chair, Publications Committee, 1983-84, AD HOC Membership Committee, 1981. Other NABE Positions Held: Editor, *NABE News*, 1981-present; Co-Chair, NABE '83 Annual Conference, Conference Coordinator, First and Second Annual NABE Affiliate Presidents' Meetings, 1980, 1981; Special Recognition Award for Excellent Service to NABE, 1979-80.

Statement: As NABE Secretary, I will draw upon my experience within the organization and in Washington, D.C. to work towards NABE's reaching its full potential both in terms of services to members and as a national professional organization.

TREASURER



JANET LU, Title VII Project Director, Seattle Public Schools, Seattle, Washington. M.A., Teaching Chinese as a Second Language, University of Hawaii, M.Ed., Teaching Social Studies, College of St. Thomas, B.A., English and Speech, Nazareth College, Kentucky.

Professional Experience: 1983-Present: On sabbatical from Seattle Public Schools, WA, 1977-83: Title VII Project Director, Seattle Public Schools, WA, 1972-77: ESL Bilingual Teacher and Inservice Trainer, Seattle Public Schools, WA; 1972: Assistant Director, Adult ESL Program, Model Cities Project, Seattle Public Schools, WA; 1979-72: Instructor, College of St. Benedict, St. John's University, St. Cloud State University; 1963-69: High School Teacher, Cathedral High School; 1975-78: Instructor, Seattle University, WA; 1979-80: Treasurer, WAAPAE, 1977-81, Secretary/Treasurer, NAAPAE.

NABE Organizational Experience: NABE Member Since 1978. Affiliate Membership: Washington Association for Bilingual Education. Affiliate Positions Held: Conference Program Committee Member, 1980-81. NABE Standing Committee Memberships: Resolutions Committee, 1983. Other NABE Positions Held: NABE '79 Conference Program Committee Member.

LILLIAM MALAVE, Director, Bilingual Education Program, SUNY-Buffalo, NY. Ph.D., Educational Administration, SUNY-Buffalo, NY; M.Ed., Guidance and Counseling, Columbia University, NY; M.A., Education, Columbia University, NY; B.A., Math and Science, University of Puerto Rico.

Professional Experience: 1979-present: Director of Bilingual Education, SUNY-Buffalo, NY; 1976-79: Director of Bilingual Education, D'Youville College, NY; 1975-76: Assistant Director, Bilingual Education, Buffalo Public Schools, NY; 1973-74: Confidential Aide to the Mayor, Buffalo, NY; 1973-74: Instructor, SUNY-Buffalo 1969-71: Guidance Counselor, NYC Public Schools; 1968-69: Bilingual Teacher, NYC Public Schools; Present positions: Governors Advisory Council for Hispanic Affairs, Commissioner's Advisory Council for Bilingual Education, National Clearinghouse for Bilingual Education Advisory Council.

NABE Organizational Experience: NABE Member Since 1975. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: President, 1982-83. NABE Standing Committee Memberships: Public Relations Committee; Sociopolitical Concerns Committee.

PARENT-AT-LARGE

NORMA I. PRECIADO, Parental Involvement Consultant, Playas, New Mexico. Working towards teaching degree.

Professional Experience: 1983-present: Parental Involvement Consultant, Playas, NM, 1980-82: Community Liaison, Title VII Program, Animas Public Schools, NM, 1972-82: 4H Project Leader, 1972-76: 4H Community Leader, 1967-71: Girl Scout Leader, 1966-77: PTA Member, holding offices of President, Vice President, Secretary, and Membership Chairperson.

NABE Organizational Experience: NABE Member Since 1980. Affiliate Membership: New Mexico Association for Bilingual Education. Affiliate Positions Held; Parental Interests Committee Chair, 1982-82. NABE Standing Committee Memberships: Parental Concerns Committee, 1980-present. NABE Executive Board Positions Held: Parent at Large, 1982-82.

Statement: As Parent at Large, I hope to continue encouraging and helping parents to become involved in the schools and in their communities. My hope is to see all parents becoming aware that they are an important part of the total educational system in America.

CARMEN MILLAN, Assistant Director, New Horizons, New York City, NY. Highschool diploma, mother of two children attending P.S. 145 Bilingual Program, New York City, NY.

Professional Experience: 1982-present: Assistant Director, New Horizons, New York; Member, Board of Directors, National Association of Puerto Rican Women; President, Parents Advocates for Bilingual Education; Member, Puerto Rican Educators Association; Planning Committee Member, United Parents Association; Advisory Committee Member, Gifted and Talented Title I, Title III and Title VII; President, PAC, Community School District 3, Manhattan; Sceening Committee Member for Community School Superintendent, Principal P.S. 145, Director Funded Programs, Director Narcotics Program, Supervisor Special Education, Community School District 3, Manhattan; Member, Chancellor's Council on Funded Programs, New York City Board of Education; Member, Alcoholism and Substance Abuse Advisory Committee, New York State;, Keynote Speaker, NY SABE, Hispanic Parent Conference, NY State Education Dept., Bureau of Bilingual Education; Presented position papers to NACBE; worked on District 2 newsletter.

NABE Organizational Experience: NABE Member Since 1980. Affiliate Membership: New York State Association for Bilingual Education.

Statement: I am committed to quality education and bilingual instruction for all children at all levels in the schools, district, city, state and national.

EASTERN REGIONAL REPRESENTATIVE

NGUYEN NGOC BICH, Trainer, Georgetown University Bilingual Education Service Center, Washington, D.C. Ph.D. Candidate, Linguistics, Georgetown University; A.B.D., Japanese Literature, Columbia University; B.A., Political Science, Princeton University.

Professional experience: 1980-present: Trainer, Georgetown University Bilingual Education Service Center, 1978-80: Vietnamese Resource Specialist, Title VII Secondary Project, Arlington County Public Schools, VA; 1976-78: Vietnamese Community Coordinator, Teacher Corps, Arlington, VA; 1975-76: Deputy Director, National Center for Vietnamese Resettlement, Washington, D.C., 1972-75: Vice Chancellor, Mekong University, Vietnam; 1967-72: Director of Information, Embassy of Vietnam, Washington, D.C., 1959-66 Editor and Translator, JPRS, U.S. Department of Commerce, Washington, D.C.

NABE Organizational Experience: NABE Member Since 1978. Affiliate Membership: Virginia Association for Bilingual Education. Affiliate Positions Held: Secretary, 1981-82. Other NABE Positions Held: Member, Local Conference Planning Committee, NABE '83; Major Speaker, NABE '83.

Statement: As NABE Eastern Regional Representative, I shall try to bring an awareness of bilingual education issues to all language minority communities, especially to the new immigrant groups, so that all of them can actively participate in a field that fundamentally benefits their children.

ROSA CASTRO FEINBERG, Director, University of Miami National Origin Desegregation Center, Corol Gables, FL. Ph.D., Administration, University of Miami; M.S., Curriculum and Supervision, Florida State University; B.A., Speech Education, Florida State University.

Professional Experience: 1983-present: Director, Bilingual Education Training Program for Administrators, University of Miami, FL; 1980-present: Director, University of Miami NODAC, 1978-83: Short Term Consultant to the Agency for International Development and the Ministries of Education in Guatemala, Honduras and the Dominican Republic; 1975-80: Associate Director, University of Miami NODAC, 1973-75: Bilingual Education Consultant, Florida School Desegregation Consulting Center, University of Miami; 1960-72: Public School Teacher of Spanish as a Foreign Language, Speech, Debate, and Social Studies in Godsen, Leon, and Dade Counties, FL.

NABE Organizational Experience: NABE Member Since 1975. Affiliate Membership: Bilingual Association of Florida. Affiliate Postions Held: President, 1st Vice President, 2nd Vice President, Parliamentarian, Legislation Committee Chair, Fundraising Committee Co-Chair. NABE Standing Committee Memberships: Chair, AD HOC Committee on Organizational Development, 1983-84. Other NABE Positions Held: Guest Associate Editor for Administration and Supervision, *NABE JOURNAL*, 1983-86; Member, NABE '83 Conference Advisory Committee; Member, Planning and Proposal Writing Team for NABE-sponsored National Working Session on New Directions in Bilingual Bicultural Education; Parliamentarian, NABE General Business Meetings, 1981-82; Editor (with L. Valverde and E. Marquez) of ASCD-NABE sponsored publication, *Educating English Speaking Hispanics*; Presentor on Lau Compliance at first Annual NABE Affiliate Presidents' Meeting, 1980; Member, *NABE JOURNAL* Editorial Board, 1978-81. Member, NABE '77 Conference Planning Committee.

Statement: The major task of a Regional Representative is to facilitate the exchange of ideas and information among regional affiliates and between the affiliates and the NABE Board. I am mindful of the urgency associated with the responsibility as we approach the time for reauthorization of the Bilingual Education Act. If I am elected as East Coast Representative, I will devote the time and energy which the position requires, in hopes that the application of my organizational experience will be of service to the NABE membership and help to further NABE goals.

CENTRAL REGIONAL REPRESENTATIVE

STAN SEIDNER, Associate Dean for Research and Development and Executive Director, Language Institute and Minorities Resource Center, National College of Education, Chicago, Illinois. Post Doctorate Studies, Program Research, Columbia University, NY; Sixth Year Degree, Administration, Curriculum Development, and Language Acquisition, City University of New York; Ph.D., East European Studies, St. John's University, NY; B.A., Education and Linguistics, Brooklyn College, NY.

Professional Experience: 1982-present: Associate Dean for Research and Development and Executive Director, Language Institute and Minorities Resource Center, National College of Education, IL; 1980-82: Assistant Dean for Research and Development, National College of Education, IL; 1979-80: Director, Graduate and Undergraduate Bilingual Programs and ESL, University of Miami, FL; 1979-79: Senior Research Associate and Assessment Professor, Teachers College, Columbia University, NY; 1977-79: Instructor, Glassboro State College, NY; 1968-75: Director and Bilingual/ESL Teacher, New York City Public Schools. Author of three volume series: *Issue of Language Assessment; Education Research Political Expediency: Analysis of the Baker de Kanter Report; Ethnicity, Language and Power from a Psycholinguistic Perspective.*

NABE Organizational Experience: NABE Member Since 1978. Affiliate Membership: Illinois Associate for Bilingual Bicultural Education. Affiliate Positions Held: Candidate for President, 1983-84.

Statement: The future of bilingual education will rest upon a number of important conditions. These include successful coalition building among interethnic groups and crossoccupational interest, as well as a greater involvement of NABE affiliates through increasing activism and an enlarged membership. As your regional representative, I will endeavor to work with you in securing these worthwhile pursuits, and strive to represent your views toward mutual goals.

MONICA MARTINEZ SANDOVAL, Director, Bilingual Vocational Instructor Training Program, Intercultural Development Research Association, San Antonio, Texas. Graduate work at U. of Oklahoma and U. of Texas at San Antonio; B.S., Spanish/Social Studies, University of Oklahoma.

Photo
Not Available

Professional Experience: 1983-present: Director, Bilingual Vocational Instructor Training Program, IDRA, TX, 1981-83: Coordinator, Bilingual Education Service Center, IDRA, TX; 1980-81: Education Specialist, Training Institute for Board Members and Administrators, IDRA, TX; 1979-80: Education Specialist, NODAC, IDRA, TX; 1973-79: various positions including teacher, consultant and Title VII Director with Oklahoma City Public Schools.

NABE Organizational Experience: NABE Member since 1976. Affiliate Membership: Texas Association for Bilingual Education. Affiliate Positions Held: Co-Chairperson, Fall TABE Conference, 1982; Member, Task Force to Study New Curriculum Bill in Texas; Secretary, Oklahoma Association of Bilingual Education, 1977-78. NABE Standing Committee Memberships: Co-Chair, NABE '84 Conference.

WESTERN REGIONAL REPRESENTATIVE

AURORA MARTINEZ-QUEVEDO, Director, San Jose Area Bilingual Consortium, San Jose, California. M.A., Bilingual Education, University of Santa Clara; M.A., Education, Stanford University; B.A., Spanish, San Jose State University.

Photo
Not Available

Professional Experience: 1980-present: Director, San Jose Area Bilingaul Consortium, San Jose, CA, 1977-1980: District Supervisor, Bilingual Bicultural Education, San Jose Unified School District, CA, 1977Z: Secondary Bilingual Resource Teacher,San Jose Unified School District, CA, 1973-77: Secondary Teacher/Bilingual Program Coordinator, San Jose Unified School District, CA, 1971-73, Secondary Teacher, San Jose Unified School; District, CA; 1971: Teacher Assistant/ESL, Metropolitan Adult Education Program, Escuela Amistad; 1970-71: Script Translator/Clerk-Typist, San Jose State University, CA, 1966-70: Clerk-Typist, Campbell Union High School District.

NABE Organizational Experience: NABE Member Since: information not available. Affiliate Membership: California Association for Bilingual Education. Affiliate Positions Held: Director of Financial Affairs, 1983. NABE Standing Committee Memberships: Membership Committee.

National Conference on Education, Public Policy, and the Reagan Administration

Education — one of the most important social and political issues in the United States — will be the focus of an intensive national conference, "Education, Public Policy, and the Reagan Administration," November 21-22, 1983, at the Hyatt Regency Hotel in Washington, D.C.

The conference is sponsored by the *Harvard Educational Review*, the Institute for Educational Leadership, Inc., and The Bureau of National Affairs, Inc.

Among the conference speakers are John Brademas, President of New York University; Gary Bauer, Deputy Under Secretary for Planning, Budget, and Evaluation at the U.S. Department of Education; Milton Goldberg, Executive Director of the National Commission on Excellence in Education; John Jennings, Counsel of the House Subcommittee on Elementary, Secondary and Vocational Education; Robert Carlson, Special Assistant to the President for Policy Development; Ted Sizer, Chairman of "A Study of High Schools"; Thomas Shannon, Executive Director of the National School Boards Association; and William Reagan, Superintendent of Schools in Houston, Texas.

Panel discussions will focus on recommendations of the National Commission on Excellence and other high-level education study groups; the federal role in education; directions in civil rights policy in education; policy initiatives to meet a high technology future; and differing views of the competent teacher.

Fred Hechinger of the *New York Times*, Richard Shaffer of the *Wall Street Journal*, Lucia Solorzano of *U.S. News and World Report*, Jim Bencivenga of the *Christian Science Monitor*, and Carol Innerst of *The Washington Times* will serve as moderators for the panels.

The registration fee of $350 includes all sessions, course materials, and a luncheon. To register or obtain further information, write Educataion Conference Registrar, BNA Conferences, The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Suite S-602, Washington, D.C. 20037; or phone toll-free 800—424-9890; (202) 452-4420 in the Washington, D.C., metropolitan area.

BILINGUAL EDUCATION: DEVELOPING PARTNERSHIPS WITH INDUSTRY AND GOVERNMENT

13th Annual International
Bilingual Bicultural Education Conference of the
National Association for Bilingual Education

CONFERENCE CHAIRMAN:

Dr. Abelardo Villarreal
5835 Callaghan Rd., Suite 350
San Antonio, TX 78228
(512) 684-8180

CONFERENCE CO-CHAIRPERSONS:

PROGRAM
Dr. Mario Benitez
Department of Curriculum
and Instruction
University of Texas at Austin
Austin, TX 78712
(512) 471-3919

REGISTRATION
Monica Sandoval
5835 Callaghan Rd., Suite 350
San Antonio, TX 78228
(512) 684-8180

EXHIBITS
Mary Esther Bernal
6410 Laurelhill Drive
San Antonio, TX 78229
(512) 227-2384

FACILITIES
Vangie Aguilera
114 Hope Drive
San Antonio, TX 78228
(512) 224-1868

PUBLICITY
Aurelio M. Montemayor
5835 Callaghan Rd., Suite 350
San Antonio, TX 78228
(512) 684-8180

CONFERENCE HEADQUARTERS:

IDRA
5835 Callaghan Rd., Suite 350
San Antonio, TX 78228
(512) 684-8180

TO: ALL NABE MEMBERS

FROM: NABE '84 CONFERENCE PLANNING COMMITTEE

RE: THE GREATEST NABE CONFERENCE EVER!

San Antonio's multilingual and multicultural warmth and hospitality are awaiting thousands of NABE conferees.

The conference program will have special strands each day: Economic Development - Political Action - Educational Research and Practice.

Important national figures will be featured in: breakfast seminars, papers, workshops, demonstrations, symposia, and discussions. Other activities include a parent institute; school visits; pre-conference sessions; job placement services; writing contest awards; and a wide variety of concurrent sessions. You won't want to miss the receptions, dances, banquets, and luncheons either!

American Airlines has been selected as the official conference carrier and Sanborn is the official travel agency. Those booking travel through these companies will be eligible to win a free post-conference ticket.

The conference headquarters will be at the Marriott Hotel.

Please call us if you have questions, ideas, or suggestions.

PLAN TO ATTEND! INVITE OTHERS!

APRIL 3 - 7, 1984 H.B. GONZALEZ CONVENTION CENTER SAN ANTONIO, TX

NACBE Issues — *Sixth Annual Report*

In its sixth annual report, covering 1981-1982, the National Advisory Council on Bilingual Education (NACBE) calls upon the bilingual education community to mount immediate efforts on two key issues to increase the United States' multilingual capacities. The first effort involves the establishment of two-way bilingual programs, in which English-language background children learn a second language in the classroom. The second effort involves coordination and development of ties between bilingual education programs, agencies, representatives, etc., and other foreign language disciplines, business enterprises, and international studies; this effort also involves cooperative inter-agency endeavors with trade, labor, defense, and international education. In this way, NACBE concludes, bilingual education can "lead an unprecedented effort toward reaching a multilanguage capacity that not only brings us into complementary status in international trade and security, but demonstrates our leadership position in world understanding.

The council examined and made recommendations in the following areas:

Research and Evaluation

- All Title VII programs should recognize the importance of quality program evaluation and address specific questions of program effectiveness through the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).
- Research to determine the effectiveness of different instructional approaches should be continued.
- Validation studies of language proficiency tests should be given high priority by researchers.
- A national bilingual education data bank should be established, making information from all types of bilingual and non-bilingual programs available to researchers and educators.
- The Part C Research Agenda should be extended to include a cost-benefit analysis.
- Field-initiated longitudinal studies to assess the effects of bilingual education should be encouraged.

Title VII Demonstration Projects

- OBEMLA should continue to fund demonstration programs on a matching fund basis with educational agencies.
- The evaluation components of every demonstration project should be emphasized through provision of technical assistance.

Materials Development

- The National Clearinghouse for Bilingual Education should be funded to develop an inventory of teacher training materials and non-English instructional materials for grades K-12.
- OBEMLA should use this inventory to develop a feasible materials development plan.
- OBEMLA should encourage the development and "packaging" of trainer-of-trainer efforts on the part of Bilingual Education Service Centers, and support the development of a Guide to Materials Development and Adaptation for Local Project Use for small and/or isolated language groups.
- OBEMLA should be directed to devise and submit to Congress a list of possible incentives to encourage commercial publishers to become more active in bilingual and foreign language materials development.

Development of the Nation's Language Capabilities with Ties with Other Programs

- Congress should expand the bilingual education eligibility requirements to allow greater participation in other programs.
- Title VII should be expanded to include programs where English proficient children have opportunities to learn a second language.
- The National Advisory Council on Bilingual Education should become the National Advisory Council on Multiple Language Education (NACMLE) in order to include representation of international education, commerce, and security interests.
- The newly formed NACMLE should be elevated to the level of a presidential council.

Federal-State Relations

- Especially concerning categorical vs. block grant funding, promises to leaders of minority language groups should be honored to ensure that the programs for limited English proficient students will not be consolidated with programs for the disadvantaged or the handicapped.
- State education agencies and other service providers should be required to develop interagency agreements showing coordinated effort.
- Title VII funds for Basic Programs should be allocated to states on a formula basis to supplement local support, with all funding monitored through OBEMLA.

Professional Development

- Funding priority should be given to bilingual education training programs.
- The number of Dean's Grants and doctoral fellowships should be increased.
- Bilingual Education Service Center services should include materials development and dissemination efforts in training programs and materials.
- Interdisciplinary programs including foreign languages, international studies, business, and commerce should be encouraged and supported.

Structure and Function of OBEMLA

- The Office of Bilingual Education and Minority Languages Affairs should become an Office of Multiple Language Education (OMLE).
- This newly formed office should direct the work of a committee representing the U.S. Department of Education Programs of Civic Education, Foreign Languages and International Education and also representing members of trade, labor, commerce, and security agencies.
- This committee should examine means of developing interprogram cooperation and reinforcement through efforts coordinated by OMLE.
- This committee should also coordinate efforts with NACMLE.
- OBEMLA, during its transition to OMLE, should design and submit to NACBE a program utilizing bilingual education resources to teach other languages to English proficient children.
- This design should include plans to increase utilization of the private sector in improving and providing educational services to persons of limited English proficiency.

The NACBE's Sixth Annual Report to Congress concludes with the statement that the bilingual education system — including professional development, materials development, information networks, and basic projects — must be applied to both national concerns: the English proficiency of all those residing in the United States, and the multilanguage capability of the nation.

The Sixth Annual Report of the National Advisory Council on Bilingual Education is not presently available for dissemination; FORUM *will announce its availability should the report be released to the public.*

Reprinted from NCBE FORUM Summer 1983

National Advisory Council On Bilingual Education

Ms. Carolyun Hong Chan
Tony Q. Chan O.D., P.A.
5341 Wyoming, NE
Albuquerque, NM 87109

Mr. José E. Delgado, Jr.
Board Member
Camden Board of Education
Camden, NJ 08105
(609) 757-7200

Dr. Esther Joseanne Zarur Eisenhower
Coordinator, ESL
Fairfax County Public Schools
3705 Crest Drive
Annandale, VA 22003
(703) 698-7500

Dr. Juan M. Flores**
Assistant Superintendent of Schools
Dallas Independent School District
District Wide Programs
Dallas, TX 75204
(214) 824-1620

Mr. George Giannetti
Director of Multilingual/
Multicultural Education
Oak Park High School
13701 Oak Park Boulevard
Oak Park, MI 48237
(313) 548-4484

Dr. Arnhilda González-Quevedo
Assistant V.P. for Academic Affairs
Florida International Univ. P.C. 529
Miami, FL 33199
(305) 554-2805

Ms. Joan Keefe
Department of Romance Languages
George Washington University
Washington, D.C. 20037
(202) 676-6330

Dr. Charles F. Leyba
California State University, LA
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3676

Ms. Berta Pérez Linton
Attorney at Law
806 First Savings Building
San Angelo, TX 76903
(915) 655-5614

Dr. David Machlis
Associate Dean of Academic Affairs
Adelphi University
Garden City, Long Island, NY 11530
(516) 294-8700, Ext. 7286

Ms. Lorella LeDee Marshall
St. Landry Parish School Board
P.O. Box 310
Opelousas, LA 70570
(318) 543-2315

Ms. Judith Valdez Moses
Department of Secondary/Postsecondary
Education Technology
San Francisco State University
1600 Holloway Avenue, ED 38
San Francisco, California 94132
(415) 469-1201

Dr. Lina B. Navarro, M.D.
3932 Wilshire Blvd., No. 208
Los Angeles, CA 90010

Ms. Cecilia Santa Ana
Educational Consultant
Michigan Department of Education
Migrant Program
Lansing, MI 48909
(517) 373-0160

Mr. Moises S. Tirado
Lecturer of Foreign Languages
Waggoner College
Guild Hall
Staten Island, NY 10301
(212) 390-3100

**Chairperson

Fifth Los Angeles Second Language Research Forum (SLRF)

The Fifth Los Angeles Second Language Research Forum (SLRF) will be held November 11-13, 1983 at the University of Southern California. The plenary speakers will be Christopher Candlin, Stephen Krashen, Tracy Terrell, and Merrill Swain. There will be papers in the areas of second language teaching, language acquisition research, discourse analysis, interlanguage, and phonology. A special panel on Computer Assisted Instruction (CAI) will discuss the application of CAI to second language learning and the relationship of work on artificial intelligence to computer-assisted language learning. For registration information contact: Roann Altman, SLRF '83 Conference Chair, American Language Institute, JEF 251, University of Southern California, University Park Mc-1294, Los Angeles, CA 90089-1294; (213) 743-2678.

Don't Miss *NABE News*

Join NABE Today!

Two Passaic High School Teachers Win Coveted NEA Fellowships

Two outstanding Passaic, N.J. teachers received a highly coveted award from the National Education Association (NEA for their proposed project aimed at helping non-English speaking students and others with limited English language ability make better progress in vocational education.

The award recipients are Mona Scheraga, a teacher in the Passaic High School English department, and Lawrence Mayo, chairperson of the school's industrial education department, announced Willard H. McGuire, NEA president.

The award, a Hilda Machling Fellowship valued at $1,000, one of 11 such prizes given this year, was presented by McGuire at the NEA annual convention in Philadelphia, June 30 - July 5, 1983. The nationwide competition for the fellowships drew over 100 entries.

The purpose of their project, "VESL: The Way to Equal Educational Opportunity," is to develop and sharpen Vocational English as a Second Language (VESL). It is aimed at meeting the problems and frustrations encountered at both ends of the learning experience — by the limited English-speaking student and the teacher — in the vocational education field.

The project, to be coordinated by Ms. Scheraga, calls for the preparation of special booklets, wall charts and other learning aids, using captions in English and Spanish and illustrations prepared by students.

The Passaic High School, with an enrollment of about 2,100, has approximately 300 students with limited English ability among a non-native English speaking population of about 700.

"The concept for this program is a direct outgrowth of the need for limited English proficient students to have access to the superior vocational educational programs available to them at the local high school," said Ms. Scheraga, a teacher of English as a second language (ESL) in grades levels 9 to 12.

"The assimilation of the Spanish-speaking student into our technically oriented society is important for both the social and economic benefit of our students and the nation as a whole," added Mayo.

McGuire cited the project as an "example of the continuing creativity that characterizes the American teacher's effort to enrich learning and to accommodate teaching to changing conditions."

JOB LISTINGS

Positions are advertised in *NABE NEWS* at a cost of $20 per listing, prepayment required.

From Theory to Practice

NABE NEWS's regularly featured column, "From Theory to Practice," *is managed by Carol Montgomery.* "From Theory to Practice" *presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

Teaching Non-English-Using Hearing Impaired Students

by Barbara Luetke-Stahlman
University of Nebraska at Omaha

It is estimated that 7% of those hearing impaired (H.I.) children being served in educational programs in the United States are from non-English speaking homes (Delgado, 1980). Often, however, there are only one or two such children in a school program and teachers can have difficulty locating resources to meet the needs of these unique students.

As a first step in planning for non-English-using students, teachers should determine which language is most useful to the child for instructional purposes. This language may be the same or different than the language used in the home **or** the language and sign system used by the school. Methodology for a workable language identification procedure was demonstrated by Luetke-Stahlman and Weiner (1982). In a study using deaf Hispanic preschool subjects, they found that cultural background does not automatically denote a particular "first language." Students should be presented with numerous possible languages and sign systems and allowed to demonstrate which L/S the teacher should use for instruction. Students who demonstrate a language other than oral or manual English to be their "first language" should receive instuction from a native user of that language. The Rhode Island School for the Deaf, for example, provides educational programming from ethnic adults in English, Spanish, and Portuguese paired with a sign system.

Non-English-using H.I. students who have a solid language base (in a language other than English or in American Sign Language) should be exposed to oral and signed English (called simultaneous communication) in a natural, experience-based manner. English language activities should be centered on the students' interests; grammar should not be taught in a formal manner. General considerations for teachers of H.I. students acquiring English as a second language are thoroughly discussed by the author (Luetke-Stahlman, in press).

Often parents of H.I. non-English-using students will require special services (e.g. babysitting, transportation) if their attendance is to be expected at school functions. Interpreters should be provided for them so that they can fully participate in parent meetings, sign classes, etc. Such parents can provide valuable resource assistance to the classroom teachers by providing non-English language tutoring to minority H.I. students, translating school-parent communications, and providing cultural activities and materials for the classroom.

Minority parents shuld be encouraged to also pair their home language with sign (following the system used by the school) rather than be expected to first learn English. This may result in the hearing impaired student being exposed to at least two different languages. Such students may not realize that their lip reading difficulties are being compounded by this dual language exposure. Teachers can work to develop a language awareness in such children by requiring that conversation in one language be consistently and completely carried on in that language. Thus, the student begins to learn that Spanish, for example, is written, spoken, and perhaps signed differently than English.

A newsletter for Hispanic parents and teachers of H.I. chidren is edited by the author. For information, contact Dr. Barbara Luetke-Stahlman, Dept. of Counseling and Special Education, University of Nebraska at Omaha, Omaha, Nebraska 68182. Two new books are also now available and can supply important resource information to teachers of non-English using H.I. students. They are: 1) Omark and Erickson, *The Bilingual Exceptional Child*, San Diego: College-Hill, 1983; and 2) Thomas and Thomas, *Bilingual Special Education Resource Guide*, Phoeniz: Oryx Press, 1982.

— NAFSA K-12 Program Incentive Grants —

The National Association for Foreign Student Affairs (NAFSA) announces the availability of incentive grants to be awarded to U.S. secondary schools and community groups working with high schools to facilitate communication and interaction between foreign students and Americans. These grants are being made available by the NAFSA K-12 Program, funded by the International Youth Exchange Office of the U.S. Information Agency (USIA), in support of the President's International Youth Exchange Initiative. The Initiative was announced by President Reagan on May 24, 1982, as a means to "ensure close relations and mutual understanding among the 'successor generations'," by increasing the number of youth exchanges (ages 15-19) between the United States and the summit partners (Canada, Federal Republic of Germany, France, Italy, United Kingdom and Japan).

NAFSA believes creating opportun]ities for substantive contact and communications between foreign students and American students, teachers and individuals in the community is important not only to increase the foreign visitors' knowledge of the United States and enhance the exchange experience, but also to increase the knowledge of Americans about other cultures. To encourage such efforts, the K-12 Program will award, on a competitive basis, approximately 20 incentive grants of a maximum of $500 each to U.S. community organizations and high schools for the development of innovative programs to facilitate contact and communication between foreign students participating in the President's Youth Initiative and Americans.

Proposals should be submitted **by December 15, 1983** to Anna R. Cororales, K-12 Program Coordinator, NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009; (202) 462-4811. Questions about the incentive grants should also be directed to Ms. Corrales.

NABE President Testifies

(continued from page 3)

the very essence of Title VII — bilingual instruction. Last year, subordinate education department staff who are witnesses here today, released a draft report which purported to assess the relative effectiveness of "transitional bilingual education" as compared with other special programs for language-minority students.

Time does not permit me to identify the glaring problems with this staff report, in terms of its design, substance, or methodology. Accordingly, I would like to submit for the record certain public materials and correspondence regarding the report.

Although Secretary Bell has publicly disclaimed the so-called "Baker/de Kanter Report" as an official Education Department report, it is clear that the report has influenced the Administration's proposals to amend ESEA Title VII. It has also been cited by several members of Congress.

Although the Baker/de Kanter Report provided impetus to the efforts of the Reagan Administration to amend ESEA Title VII, the Administration's proposed legislation goes even beyond the scope of the flawed report. The central finding of the report — a finding that is more misleading than fallacious — was that "transitional bilingual education" programs (the kind of program authorized under Title VII) was not "uniformly effective" for all limited English proficient students.

From this finding, opponents of bilingual education have fashioned a set of amendments — ironically called the "Bilingual Education Improvement Act" — which would literally destroy the Bilingual Education Act. Among other things, the Administration's amendments would further reduce the level of Title VII authorizations, restrict student eligibility, and impose an inflexible limit on the duration of a school district's participation in the Title VII program. But most importantly, the proposed amendment would eliminate the current flexible requirement that a child's native language as well as English be used in Title VII programs. In other words, Title VII money could be used for monolingual instructional programs.

As Congressman Ed Towns noted in his statement to the Elementary, Secondary, and Vocational Education Subcommittee:

> elimination of the current requirement concerning the use of a child's "native language" totally abdicates the Federal Government's responsibility to establish standards for the appropriate use of its funds. Title VII is neither a mandated nor an entitlement program. If school districts do not want to use "native language" instuction then they do not have to apply for Title VII funds . . . The Federal government, however, should not loosen educational standards which can only result in a diminution of equal educational opportunity for LEP students.

Let us be perfectly clear. ***There can be no bilingual education without native language instruction***. If this Congress were to approve the Administration's amendments, they must, at the very least, have the courage and decency to change the Title of the Bilingual Education Act. My humble suggestion would be the "Discredited Educational Practices Act." Such a title would aptly describe the kinds of programs which it would support.

I trust that Congress will not reverse Federal policy, and that it will not allocate scarce resources for monolingual education programs which ignore the very special needs and resources of students who are linguistically and culturally atypical. My trust in Congress is based on the belief that you and your colleagues, like the citizens you represent, are unwilling to reverse progress or to recommit the errors of the past.

I also hope that the recent statements of the President and Vice President to Hispanic audiences regarding their support for bilingual education affects the administration's policies toward bilingual education. The President's desire to "depoliticize" this issue could be accomplished if Education Department staff would focus on improving rather than destroying bilingual programs.

As a bilingual educator, I am all too aware of the shortcomings of Title VII. Indeed, much additional research is needed. The needed research is not of the pseudo-scientific type that examines meaningless program labels like "TBE", "ESL", or "Immersion"; rather the needed research must focus on what types of bilingual education programs are being implemented, and what kinds of programs work for what kinds of students under what conditions.

Future research on bilingual education must not commit the fallacy of universal treatment which equates bilingual education as a concept with bilingual education as a treatment. Bilingual education, as implemented in this country, is not a "treatment" of the sort contemplated in a pure research design. Rather, bilingual education is an educational approach — simply involving the use of two languages — which is operationalized in diverse classroom treatments. Instead of asking the irrelevant question of whether "bilingual education" works, we must examine the real life variables which determine the effectiveness of this or any other educational programs.

In closing, I would like to share with you a few thoughts about the future direction of bilingual education policy in this country.

Virtually every major report on American education has identified the scarcity of foreign language programs as a fundamental problem of our schools. At the same time, there is mounting evidence that the nation's future is threatened — economically, diplomatically, and militarily — by our inability to communicate with most of the world's people — people who use a language other than English.

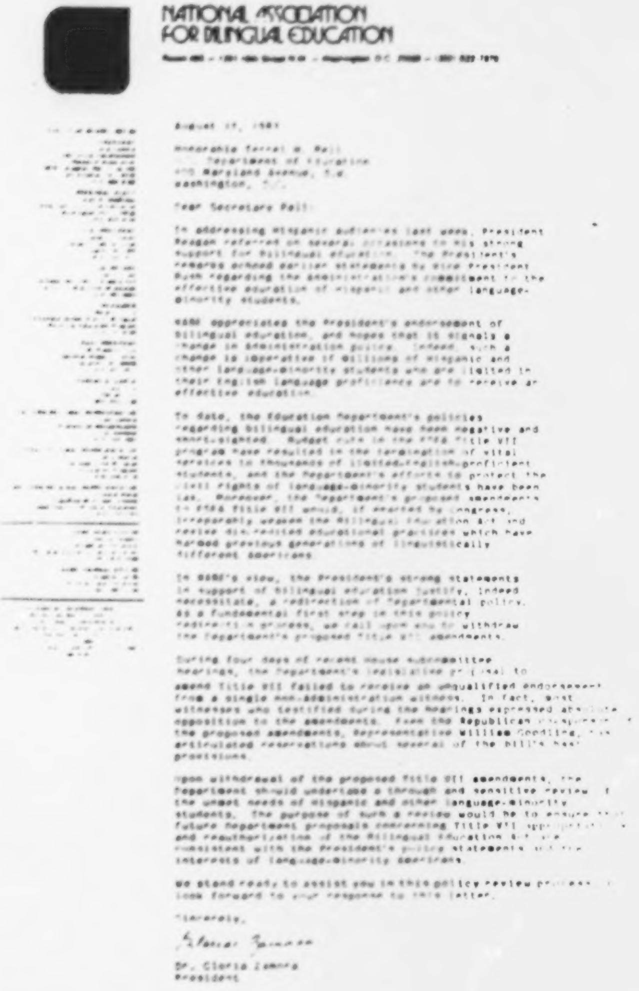
Bilingual education has the potential for helping to improve our national communications capability. I say, has the potential since most bilingual education programs, in fact, the only programs authorized under Title VII, are "transitional" in nature. Quite honestly, the concept of "transitional" bilingual education is the result of a political compromise between the advocates and opponents of bilingual education.

Like most compromises, the "transitional" provision in the Bilingual Education Act is far from ideal. This provision has resulted in the premature exiting of thousands of children — a practice which denies them the opportunity to develop their English language skills to the fullest. Additionally, this practice does not promote the full development of a child's native language skills — skills which are not only a scarce commodity in this country, but important in their own right and which have also been shown to be directly and positively associated with English language acquisition.

Mr. Chairman, those of us who are culturally and linguistically atypical in this society, and those of us who are fortunate enough to be bilingual feel that we have reached a point in time when it is no longer in our self-interest, nor in the best interests of this country, to disassociate ourselves from our native language or culture.

Bilingualism, indeed multilingualism, is both possible and patriotic. America's linguistic and cultural resources — the richest but least developed in the world — should and can be expanded through the expansion and improvement of bilingual education.

JOIN NABE TODAY
TO MAKE SURE
YOU ARE ELIGIBLE
TO VOTE!



NATIONAL ASSOCIATION
FOR BILINGUAL EDUCATION

[illegible]

August 17, 1983

Honorable Terrel H. Bell
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C.

Dear Secretary Bell:

In addressing Hispanic audiences last week, President Reagan referred on several occasions to his strong support for bilingual education. The President's remarks echoed earlier statements by Vice President Bush regarding the administration's commitment to the effective education of Hispanic and other language-minority students.

NABE appreciates the President's endorsement of bilingual education, and hopes that it signals a change in Administration policy. Indeed, such a change is imperative if millions of Hispanic and other language-minority students who are limited in their English language proficiency are to receive an effective education.

To date, the Education Department's policies regarding bilingual education have been negative and short-sighted. Budget cuts in the ESEA Title VII program have resulted in the termination of vital services to thousands of limited-English-proficient students, and the Department's efforts to protect the civil rights of language-minority students have been lax. Moreover, the Department's proposed amendments to ESEA Title VII would, if enacted by Congress, irreparably weaken the Bilingual Education Act and revive discredited educational practices which have harmed previous generations of linguistically different Americans.

In NABE's view, the President's strong statements in support of bilingual education justify, indeed necessitate, a redirection of Departmental policy. As a fundamental first step in this policy redirection process, we call upon you to withdraw the Department's proposed Title VII amendments.

During four days of recent House subcommittee hearings, the Department's legislative proposal to amend Title VII failed to receive an unqualified endorsement from a single non-administration witness. In fact, most witnesses who testified during the hearings expressed absolute opposition to the amendments. Even the Republican [illegible] the proposed amendments, Representative William Goodling, has articulated reservations about several of the bill's basic provisions.

Upon withdrawal of the proposed Title VII amendments, the Department should undertake a thorough and sensitive review of the unmet needs of Hispanic and other language-minority students. The purpose of such a review would be to ensure that future Department proposals concerning Title VII appropriations and reauthorization of the Bilingual Education Act are consistent with the President's policy statements and the interests of language-minority Americans.

We stand ready to assist you in this policy review process. I look forward to your response to this letter.

Sincerely,

Gloria Zamora

Dr. Gloria Zamora
President

Message From The President *(continued from page 1)*

II. *Impacting Public Policy*

This has been a summer of action! Under the very capable leadership of Legislative Counsel Jim Lyons, who is also chairing the Socio-Political Concerns Committee, NABE has for now successfully fought off the assaults of an Administration seemingly bent on amending the current bilingual education bill to the point of destruction (Jim has kept you thoroughly apprised of all developments through the *NABE NEWS* and Action Alerts). Our increasing sophistication in the arena of political activity at the local, state and national levels is having a positive impact. Within the last month both President Reagan and Vice-President Bush have publicly stated the Administration's support for bilingual education. As Jim Lyons and I have said to the press, this Administration's current actions do not match their rhetoric. However, we would like to believe that their statements are more than an attempt to garner minority votes for 1984. Time will tell. In the meantime, the NABE Board through its regional executive board meetings with state affiliates will continue to develop the art of networking as well as the development of Congressional Contact Teams in each state so that we may more effectively impact upon the development of policies that affect the education of the children whom we represent.

III. *Public Information Strategies*

The March 1982 issue of the *NABE News* carried the Presidential Address delivered by Dr. Ramón Santiago at NABE's Detroit Conference. In his address, Dr. Santiago referred to our image problem and the "catalog of evils" that are attributed to bilingual education. This year, several major efforts will be undertaken to attempt to get the correct information on bilingual education before our various publics: Congress, State Legislatures, Schools, coalition groups, business groups, civic groups, etc.

The first effort involves the development of a film. Your President has developed a proposal and has approached several corporations for funding. The second effort is the development of a booklet on bilingual education. This proposal, developed by President-Elect Sarah Melendez and Jim Lyons will soon be in the hands of several major corporations for their consideration. The booklet has the endorsement of our coalition groups; both the film and booklet will have extensive input from a broad representation of NABE members.

With the able assistance of Dr. Luis Martínez-Pérez of Florida who is NABE's Public Relations Committee Chair, the film and booklet will form the content for the third major effort: the development of a Speakers Bureau in each of our state affiliates. Each affiliate (and local chapter) interested in developing a Speakers Bureau will receive training from NABE on how best to use the film and booklet to inform the public on bilingual education. Imagine the impact, if at least once each month, the correct story on bilingual education were told in each of our thirty-two state affiliates!

Conclusion

Your 1983-84 Executive Board held its first meeting in July in San Antonio, Texas. State Affiliate Presidents from the Central Region were invited. In October, the Board will meet in Denver, Colorado; an invitation to the Western Regional Affiliates has already gone out. A third Board meeting is scheduled for the Eastern Region during January to which Eastern state affiliates will be invited. In April, 1984, all State Affiliate Presidents will be asked to set aside one full day for our annual Delegate Assembly during the NABE Conference scheduled for April 3-7, 1984, in San Antonio, Texas. With the active collaboration of all state affiliates working through our Regional Representatives, NABE, and each affiliate, can accelerate its growth into a powerful and united voice for the hundreds of thousands of children whose rights to an equal educational opportunity must be protected.

It is two o'clock in the morning as I try to conclude this message and there is still much adrenalin flowing through my veins. I want very much to convey a magnificent message that will inspire you and energize you into action. Perhaps simplicity is best . . . THE CHILDREN NEED YOU AND ME. The children whose enhanced quality of life depends on access to quality bilingual education programs are relying on us to meet the many challenges that lie ahead. **Together** we can accomplish that which we cannot do **alone**. I have no doubt that we are up to the challenge.

SAN ANTONIO
ALL-AMERICA CITY

BILINGUAL EDUCATION: DEVELOPING PARTNERSHIPS WITH INDUSTRY AND GOVERNMENT

13th Annual International
Bilingual Bicultural Education Conference of the
National Association for Bilingual Education

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Language Competence and Cultural Awareness in the United States: *A Statement of the Position of the Joint National Committee for Languages and the Council for Language and Other International Studies*

The United States is a nation to whose shores have come peoples from every continent, and history records their priceless contributions. From the beginning the quality of life has been ennobled and enriched by them, and city and village streets have resounded with the music of many languages. It is a rich heritage, one to be nurtured, encouraged, cherished.

We hold that all persons in our culturally rich and linguistically diverse nation should be provided the opportunity and be encouraged to become proficient in more than one language to a degree of mastery consonant with their need and aspiration. The learning of other languages adds new linguistic competence and cultural sensitivity to already valuable linguistic backgrounds. One language is never intended to supplant another. We hold, therefore, that all persons, whatever their linguistic and cultural background, should be encouraged to preserve that proud birthright and be given the opportunity to continue to grow in the understanding and use of it.

Those who are not proficient in English should be provided the opportunity and encouragement to become so, since English is the key to gaining an accurate, broad perspective on American life, to obtaining equality of educational, economic, social and political opportunity, and thereby to participating fully and freely in society. In the same way, those who are proficient only in English should have the opportunity and should be encouraged to achieve proficiency in other languages and to know and appreciate the history and culture of other peoples. It is through the knowledge of languages and cultures that we best begin to know and comprehend the scope and significance of human experience in history, from ancient times to modern; it is through the knowledge of languages and cultures that we best learn to tolerate and appreciate cultural and linguistic diversity at home, to understand our contemporaries abroad,

(continued on page 9)

A Message from the President of NABE

by Dr. Gloria Zamora

The celebration of another New Year provides an opportunity for us to review the past and to plan the future of NABE. I say "us" because NABE — the only national organization exclusively devoted to promoting educational equity and excellence through bilingual education — is **our** organization; its performance reflects our collective abilities, contributions, and interests.

I would like to reflect upon NABE's 1983 performance and share 1984 prospects in terms of three major areas of organizational effort. These areas — Impacting Public Policy, Development of Public Information Strategies, and Organizational Development — are the focus of the work of your NABE Executive Board.

Impacting Public Policy
1983

In 1983, NABE had a very substantial and positive impact on public policy. This impact was most apparent at the Federal level where bilingual education and other programs for language-minority students came under political attack.

Last January, the Reagan Administration asked Congress to make further cuts in Federal education funding. These cuts would have had a particularly harsh impact on language-minority students. For example, the President's proposed FY 1984 budget called for the elimination of the programs authorized under the Indian Education Act and the Training and Technical Assistance programs authorized under Title IV of the Civil Rights Act of 1964. The Administration also proposed a 30 percent ($43.5 million) cut in Title VII funding, a 48 percent ($126.3 million) cut in Chapter I Programs for Migrant Students, and elimination of the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) which serve migrant students.

As a result of NABE's sustained and intensive efforts in coalition with other education advocates, Congress rejected the proposed cuts in programs serving language-minority students, and actually increased the funding for some programs. The FY 1984 appropriations act for the Departments of Labor, Health and Human Services, and Education — the first full-fledged education appropriations bill enacted by Congress in the last five years — provided level funding for the Title IV (CRA), HEP, AND CAMP programs and increased funding for ESEA Title VII programs ($1.3 million) and Chapter I Migrant programs ($2.2 million). Instead of eliminating Indian Education programs, Congress appropriated $68.7 million for the programs authorized under the Indian Education Act.

During 1983, NABE successfully defended the Bilingual Education Act from weakening amendments. Working with a coalition of organizations which support bilingual education, NABE helped Members of Congress appreciate how legislation such as H.R. 2682 would weaken Title VII and jeopardize the educational opportunities available to language-minority students. Although the Education Department and a newly-formed lobby group called US English pushed for passage of H.R. 2682, Congress declined to take action on the proposed amendments to the Bilingual Education Act.

Last year, Congress did approve a series of technical amendments to the Education Consolidation and Improvement Act of 1981 (ECIA). The NABE-endorsed ECIA technical amendments sustain and improve the delivery of resources to language-minority students under the Chapter I Compensatory Education Program, the Chapter I Migrant Education Program, and the

(continued on page 14)

Dr. Gloria Zamora

National Association for Bilingual Education Executive Board 1983 - 84

President
Gloria Zamora
IDRA
5835 Callahan, Suite 350
San Antonio, TX 78228
(512) 684-8180

President-Elect
Sarah Meléndez
American Council of Education
1 Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-4742

Vice President
Gene Chávez
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

Secretary
Hai Trong Tran
Midwest NODAC
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
(414) 963-5663

Treasurer
Belia Cruz
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801
(213) 308-2495

Past President
B. Robert Cruz
National Hispanic University
255 E. 14th Street
Oakland, CA 94606
(415) 451-0511

Parent-at-Large
Lucy Cruz
3120 West Alabama Place
Denver, CO 80219
(303) 922-0738

Eastern Regional Representative
Juan Zamora
U. of Massachusetts at Amherst
Dept. of Spanish & Portuguese
Amherst, MA 01003
(413) 545-2887

Central Regional Representative
Jerry Manus
Cherokee Bilingual Ed. Program
P.O. Box 769
Tahlequah, OK 74465
(918) 456-6177

Western Regional Representative
Edward Aland
Española Municipal Schools
P.O. Box 249
Española, NM 87532
(405) 753-2243

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

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1/2 Page	$150	$650
1/4 Page	$100	$425

DEADLINES

ISSUE	DEADLINE
Winter 1984	November 15, 1983
Spring 1984	February 15, 1984
Annual Conference 1984	April 15, 1984*
Summer 1984	May 15, 1984
Fall 1984	August 1984

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer, and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific **application** of theoretical formulations to educational settings characterized by linguistic and cultural diversity. the *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712

by May 1, 1984

or to

Dr. Rosa Castro Feinberg
University of Miami
P.O Box 24806 - Merrick 312
Coral Gables, Florida 33124

by August 1, 1984

New Publication Schedule For *NABE News*

Effective with this issue, *NABE NEWS* will be following a new publication schedule. *NABE NEWS* will still publish five issues per year, however, the dates for receipt of copy or advertising material will be as follow:

Issue	Copy Receipt Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

CITY OF SAN ANTONIO
SAN ANTONIO, TEXAS 78285

HENRY G. CISNEROS
MAYOR

"To All In Attendance"
National Association for Bilingual Education

Welcome! The City of San Antonio is honored to host the XIII Annual Conference of the National Association for Bilingual Education (NABE) on April 3-7, 1984. Your visit will come at a time when we are especially proud for being named an All America City; it is altogether fitting and proper that our city should serve as the site for the further development of bilingual education -- an all American concept.

The future of San Antonio is as bright as our imagination is bold, but we must pursue our development with a tenacious commitment to the full participation of all our citizens. Equality of educational opportunity is a non-negotiable if this city is to thrive for generations to come, and bilingual education is a cornerstone of that opportunity.

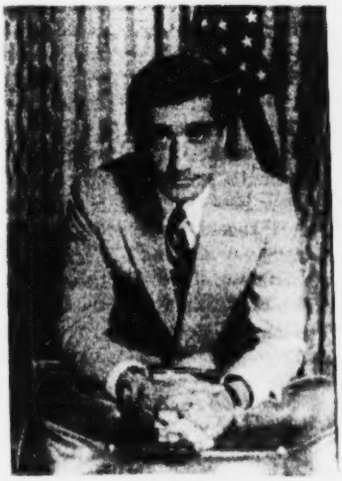
Bilingual education is very much alive in our community. We see it as a program that is saving your people's minds, making it possible for them to learn, to be respected and to see school as an interesting place. Furthermore, for San Antonio, the people of our Latin American sister republics are neighbors in a true sense; our destinies are intertwined just as are our histories and our cultures. By cultivating our linguistic and cultural strengths, we in San Antonio believe that we can better serve ourselves, our country, and indeed, the world.

From all indications the NABE Conference will be an exciting and a very productive one. Interest from throughout the country is high. The theme of the Conference is timely, and the presenters are outstanding. I invite you to come and share your knowledge and experience with us and all the participants.

San Antonio, the All-America City, is at your service. ¡BIENVENIDOS!

Sincerely,

HENRY G. CISNEROS
Mayor



Conference on "Research Needs In Chicano Spanish":
Language Use in the Community, at School, at Home and at Work

*by **Mary McCroarty**,* Assistant Professor
TESL Section, English Department UCLA

This highly specialized conference, organized by Jacob Ornstein-Galicia (UT El Paso), provided an excellent overview of research efforts on Spanish in the US. Held at the University of Texas, El Paso, on August 11-13, 1983, the conference had a dual aim: examination of the status of Chicano Spanish and determination of future directions for research. Over 35 papers were presented. Established scholars with distinguished research records discussed their work and assessed additional needs, while younger investigators presented original studies of varieties of Spanish and Spanish-English language contact for the first time. In addition, several panels highlighted aspects of language use not always included at academic meetings: journalists and broadcasters discussed their use of Spanish in the media; counselors described the Spanish language issues identified in their work; and playwrights and poets offered their insights into language use in Chicano literature. Thus the conference was marked by both diversity of topic and by a welcome depth of treatment for many language issues which are often mentioned but rarely explicated in detail at more general scholarly meetings.

This report summarizes the major substantive papers relevant to five areas: definition of Chicano Spanish; trends in dialect study, language change, and language contact as related to Spanish in the US; matters of teacher training, community opinion, and language use in bilingual education; use of Spanish in other public settings like medical and legal institutions; and broader sociolinguistic questions related to Spanish in the US. These areas are not an exhaustive list. They represent a selection of the topic central to the concerns of linguists and educators who work with Spanish in the US.

In "Chicano Spanish: Variety, Stability, and Change," Amado Padilla and Benji Wald (National Center for Bilingual Research) provided a comprehensive review of the definitions of Chicano Spanish. They included considerations of the way Chicano Spanish, best viewed as a group of dialects rather than a single variety, is acquired, maintained, and adapted in communities where it has been a long-established communication system. As they pointed out, investigations of Chicano Spanish must approach it as a wide-range urban dialect group with considerable internal variation. This makes it a different kind of research topic than the isolated rural dialects of Spanish first studied in the US; the urban character and internal diversity of Chicano Spanish also require different research methods than those used by pioneers like Espinoza who compiled word lists typical of rural areas or larger but still geographically isolated regions.

Padilla and Wald noted that language change in Chicano Spanish, once thought to originate in the country and then move to the city with urban migration, was now more likely to develop in the city and then spread to rural areas. The power of language attitudes, frequently negative towards the use of Spanish once English has been learned, was revealed as a strong influence promoting increased use of English in all domains. Still, Chicano Spanish, very close to Mexican Spanish in structure and lexicon, has been quite stable in many areas for two main reasons: it is constantly renewed by immigration from Mexico and by the marriage of Chicanos to first-generation Mexican immigrants. Other sources of stability and change are the ever-increasing contacts with other types of Spanish in the US. It was remarked in this paper and in several others (by Lucía Elías-Olivares, U of Illinois, Chicago Circle; John Attinasi, U of Indiana, Northwest; and Lenard Stuerus, UT Arlington) that contact not just between Spanish and English but also between the major dialects of Spanish (Mexican, Puerto Rican, Cuban, many Caribbean and Central American varieties) now found in most urban centers constitutes a topic worthy of much further research. Studies in this area could tell us a great deal about language contact and about the social dynamics of the communities involved.

Two papers relevant to language contact, change, and stability approached these topics from widely differing methodological perspectives. Jerry McMenamin (California State U, Fresno) used spectrographic techniques to study vowel realization in Spanish-English bilinguals. He found that bilinguals appeared to have a vowel pronunication system in English that was, in most cases, different from monolingual speakers of English; often the same was true of their Spanish vowel systems, which differed from those of monolingual Spanish speakers. Thus pronunication is one linguistic system apparently influenced by bilingual proficiency. Even within Spanish, alternate realizations of a form at the word level may be used to signal high levels of proficiency. Using techniques of literary text explication, George Green (Pan American U) demonstrated the now established conclusion that many so-called archaisms (e.g., 'ansina' or 'asina' for 'así') survive in common use in southwest Spanish. Furthermore, he proposed that some of the formal variations in word forms in 14th century texts (e.g., 'huerco/uerco' for 'small child'; 'vido/vio' for 'he saw'; 'muncho-mucho' for 'much, greatly') reflected not random spelling variation prior to standardization but a deliberate strategy of the author in adding emotional emphasis to events in the text. These same unusual forms, labeled 'ponderative', were found in some recorded examples of vernacular Spanish spoken in the lower Rio Grande Valley in 1983. This exemplifies an emphatic strategy used by native speakers of Spanish which has persisted for over five hundred years.

Several papers (by John Sharp and Eleanor Cotton, UT El Paso; Merryl Kravitz, U of New Mexico; and Pedro Escamilla, Angelo State U) provided examples of another topic of linguistic investigation now standard in research on Spanish: the various uses of the subjunctive. It was interesting to note that in all three investigations using populations from different parts of the southwest (and addressing many other issues in addition to the subjunctive; two using speech and one using writing samples of native Spanish speakers) found strikingly similar results. The use of the subjunctive to express volition was well established (generally over 90% use or agreement on acceptability judgment), while the subjunctive to express doubt was much less categorically used (generally about 40% use or agreement on acceptability; less than half). This suggests that some language change may be in progress. Also important to note is that in all cases, the order of the frequency with which the subjunctive was used was the same as the order found in Mexican samples. While the absolute frequencies were sometimes slightly lower for the US samples, the patterns were quite consistent. This supports the great similarity of Chicano and Mexican Spanish in the area of verb mood.

An area of difference between US and Mexican Spanish documented in several papers (by Sharp and Cotten; Aida Hurtado, Pan American U; and Sally Said, UT San Antonio) was the increasing use of periphrastic verb forms (e.g., 'voy a ir' instead of 'iré') in areas with substantial English contact. While the growing preference for peri-

(continued on page 18)

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NABE Board Establishes Committee On Organizational Develpment

The NABE Executive Board has created an Ad Hoc committee on Organizational Development and appointed Dr. Rosa Castro Feinberg as Chairperson of the committee. The Committee was established to assist the Board in carrying out the activities of the Association with particular reference to the three goals of this year's Executive Board: Public Information, Organizational Development, and Impact on Public Policies.

The Committee will be responsible for the following activities:

1. Conducting affiliate needs assessment activities and providing technical assistance or support to affiliates upon request.
2. Offering recommendations to the Executive Board on the content of Affiliate Presidents' meetings with the Board.
3. Assisting standing committees, special interest groups, and Ad Hoc Committees in establishing liaison with the affiliates.
4. Conducting activities which promote better understanding of NABE issues among members of other organizations.
5. Planning and conducting activities which facilitate the development of organizational resources.
6. Developing recommendations for consideration by the NABE Executive Board related to the attainment of Association goals, internal and external coordination, and Association procedures.

For more information on the Organizational Development Committee's activities, contact:

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Co-Chairman:
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Portland, OR
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(305) 251-90402

Samuel Betances
Chicago, IL
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Bilingual Association of Florida Raises Over $16,000

Dr. Luis A. Martínez-Pérez, Chairman of the Bilingual Association of Florida's Fundraising Committee reports raising $16,128.50 from two events. The first effort was the sale of tickets to the play, "la familia Pilo." The second fundraising effort involved the preparation of a proposal for funding through the Western Center on Law and Poverty to hold a conference on bilingual/bicultural issues. NABE will receive over $2,000 for coordinating this conference.

NABE recognizes and appreciates the efforts of the Bilingual Association of Florida and its Fundraising Committee Chair, Dr. Luis A. Martínez-Pérez.

NAVAE NEWS

by Nguyễn Ngoc Bích

Tính đến nay, Tổng-hội Giáo-dục Việt-Mỹ (NAVAE) đã dựng được một bảng ghi thành-tích đáng kể. Một mạng lưới toàn-quốc đã được tạo nên trong mục-đích thông tin và liên-lạc giữa những người làm văn-hoá, giáo-dục, xã-hội, định cư liên-quan đến người Việt và người Đông-dương. Đến cuối tháng Ba 84, hội sẽ nhóm họp Hội-nghị Toàn-quốc lần thứ 5 ở Anaheim, Cali, kéo dài một truyền-thống được dựng lên từ năm 1980. Hội-nghị năm nay sẽ thu hút khoảng 500 tới 700 người tới để nghe, dự và trình bầy khoảng 45 buổi xướng-luận và tiền-hội-nghị.

Ngoài hội-nghị hằng niên, NAVAE cũng đã đỡ đầu được hai hội-nghị Việt-học năm 1981 và 1983. Những sinh-hoạt thường-xuyên khác của hội gồm: ra bản tin thư (4 lần một năm), in danh-sách hội-viên, ra danh-mục hội-đoàn, đi diễn-thuyết, trao đổi hay tìm kiếm tài-liệu về giáo-dục, văn-hoá VN, lên tiếng về các vấn-đề giáo-dục xã-hội liên-quan đến người Đông-dương, và giới-thiệu việc làm. Trong tương lai, hội sẽ tăng cường việc huấn luyện giáo-sư, in thêm sách báo cho tuổi thơ VN ở hải-ngoại, tham-gia việc viết sách để dạy con em ở trung, tiểu-học, và nếu có phương-tiện sẽ điện-toán-hoá các tín-liệu về văn-hoá, văn-minh và giáo-dục Việt-nam.

NAVAE Fifth Annual Conference on Indochinese Education and Social Services will meet March 29-31, 1984, at the Disneyland Hotel, Anaheim, California. A call for papers has gone out with a deadline of January 31, 1984. Those interested please contact:

Dr. Nguyen Manh Hung, President
National Association for Vietnamese American Education
3206 Wynford Drive
Fairfax, VA 22031
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Lecturas fáciles

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¿Qué dice el periódico?: actual newspaper clippings from Spain and Latin America, from editorial and business sections to help-wanted ads (Level 3).

Ritmos y melodías: popular dances from Latin America discussed with attention paid to the original and present contexts, musical instruments, and costumes (Level 3).

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Grant Funds Study of Students From Non-English-Speaking Backgrounds

The U.S. Department of Education has awarded a grant of $120,000 to Educational Testing Service (ETS) of Princeton, N.J. The grant will fund a research project designed to identify factors to consider when assessing the academic achievements of children from non English speaking backgrounds.

The research will use data collected throughout the current school year during a nationwide survey of the reading and writing skills of 90,000 public and private school students conducted by the National Assessment of Educational Progress (NAEP).

According to Joan Baratz, ETS project director, those 4th, 8th, and 11th graders who have learned English as a second language and the schools they attend will be asked to provide information on the characteristics of teachers, school programs, and the children's school achievement in reading and writing.

The results of the research will be valuable to NAEP in future assessments of student academic achievement. Meanwhile, the data will be used to design a survey of the special needs of children from non English speaking backgrounds and the services these students receive in the nation's public and private schools.

University of Alaska Holds Summer Institute on Bilingual Special Education

Alaskan teachers and administrators learned about working with culturally and linguistically different exceptional children during an intensive summer Institute on Bilingual Special Education held at the University of Alaska, Fairbanks, in August. The educators, who work with these special students in a number of school districts, studied the socio-cultural and linguistic factors which must be considered when identifying and working with exceptional childen from eight major cultural and linguistic groups found in Alaska.

Over 50 professionals from 20 school districts, two universities and two bilingual education service centers attended the two week institute sponsored by the Alaska Department of Education. The professionals included teachers and aides in both bilingual and special education as well as principals and district office staff.

Twenty presenters addressed topics important for the identification, assessment, and development of appropriate services for children from eight major groups of Alaska's culturally and linguistically diverse school population.

Speakers the first week talked about socio-cultural and linguistic factors important in understanding students who are members of the eight major cultural groups in the state: Athabascan, Inupiaq, Japanese, Korean, Philipino, Spanish, Tlingit and Yup'ik. These sessions provided background information to help participants gain a perspective on the influences of a child's culture and language in the school setting.

During the second week of the Institute, participants focused on issues in special education for the culturally and linguistically different child. Of primary importance were issues in the identificaton of students who are learning disabled or who have communicative disorders. Other areas of study included gifted and talented programs, computer-assisted instruction, information networks for bilingual and special education and teaching strategies for oral language development.

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The Sink or Swim Era of Hispanic Schooling: *A Brief Overview of Source Materials*

by Alex Stein
Education Consultant, Washington, D.C.

Before modern bilingual education became a reality, there were many generations of Hispanic school children who grew up under a submersion or Sink or Swim school policy. This meant that Spanish speakers were placed in English-only classrooms and were expected both to learn the language by osmosis and to keep up with content subjects without any special English instruction. In order to understand bilingual education as a policy, it is necessary to understand what it replaced. In this article I will briefly present some of the more useful sources of information on this historical period of education that lasted until ESL and or bilingual education replaced it in the 1960's and 1970's.

Meyer Weinberg's *A Chance to Learn*, 1977, is probably the best single source on the history of minority education in the U.S. He has a chapter on Mexican-American schooling history and another on Puerto Rican educational history. The U.S. Commission on Civil Rights has numerous valuable reports. Among them are the *Mexican-American Education Study*, 1971-1974, *Puerto Ricans in the Continental United States*, 1976, and *A Better Chance to Learn*, 1975. Testimony at several of the Commission's hearings shed some light on historic schooling practices. These hearings were in San Antonio-1968, New York City-1972 and in Tampa, Boston, Corpus Christi and Denver in 1976. The hearing records are available in most libraries that are depositories of federal records. When Walter Mondale was a U.S. Senator, he chaired a Senate Select Committee on Equal Educational Opportunity from 1970 to 1972. The Select Committee issued a 12-part report that is also available in libraries that receive federal documents. Parts 4 and 8 directly concern Hispanic education.

Several studies of specific school system histories as they affect Hispanic children are available in recent doctoral dissertations. Among them are Diego Castellanos on New Jersey Schools (Fairleigh Dickinson University, 1979), Guadalupe San Miguel on Corpus Christi schools (Stanford, 1978) and Gilbert González on Los Angeles schools (UCLA, 1974). Two dissertations focus on Texas schools: Marjorie Friedman (New York University, 1978) and Theodore Simmons (Texas A and M University, 1976). Another dissertation on the Puerto Rican community in New York City from 1917-1948 contains a good deal of information on the condition of schooling; the author is Virginia Sánchez Korrol (State University of New York Stony Brook, 1981). Mario García's *Desert Immigrants*, 1981, also contains valuable information on schooling amidst his larger study of E1 Paso's Hispanic community. Gladys Wiggins' *Education and Nationalism* 1962, includes a significant chapter on Hispanic schooling in New Mexico.

There are several authors who concentrate on Mexican-American schooling or on studies of the community that include the historic educational experience. Among these are Herschel Manuel's *The Education of Spanish and Mexican-American Children in Texas*, 1930, and Paul Taylor's 7 volume study of *Mexican Labor in the United States*, 1927-1934. Thomas Carter's *Mexican-Americans in Schools: A History of Educational Neglect*, 1970, presents a wealth of useful information. So does Charles Wollenberg's *With All Deliberate Speed*, 1976, and Carey McWilliams' *North From Mexico*, 1948.

Schooling in Puerto Rico is covered in Erwin Epstein, ed. *Politics and Education in Puerto Rico*, 1970, and in María Canino's dissertation on the subject (Harvard, 1981). Schooling on the Mainland is dealt with by Francisco Cordasco and Eugene Bucchioni, eds., *The Puerto Rican Community and Its Children on the Mainland*, 1972, as well as in the Castellanos and Sánchez Korroll dissertations cited above. Also of interest are autobiographies and autobiographical novels that describe schooling experience. Among these are Elena Padilla, *Up From Puerto Rico*, 1958, Piri Thomas, *Down These Mean Streets*, 1965, and Ernesto Galarza, *Barrio Boy*, 1971. Also of interest are the accounts of the first principal of the first largely Puerto Rican high school in New York City. His name is Leonard Covello and his 1958 autobiographhy, *The Heart is the Teacher*, describes the educational condition for both Italian-Americans and Puerto Ricans in East Harlem. Another important work that connects the Hispanic educational experience to the experience of European immigrants is David Tyack's *The One Best System*, 1974. He has an important chapter on this subject. Finally there are several works by Arnold Leibowitz that describe the legal and legislative context from which bilingual education arose: *The Bilingual Education Act: A Legislative Analysis*, 1980, and *Educational Policy and Political Acceptance: The Impositon of English as the Language of Instruction in American Schools*, 1971.

All of these works provides useful data to help reconstruct and understand the past period of Hispanic schooling. They make clear the way things used to be. There is a lot of pain and suffering in these histories, but there is also courage and persistence by many Hispanic parents and teachers and by empathetic Anglos. In the present Congressional Reauthorization period on bilingual education, it is necessary to know about and be able to articulate an awareness of the past so that we can put forth a better vision of the future.

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NABE Membership List

NABE rents its membership list in cheshire or gum label form at a cost of $200. This fee is the cost to anyone, within or without the organization. It is the policy of the organization to require a written explanation of the proposed use of the list, including a copy of the mailing going out, in advance of the sale. For further information, contact Ms. Carolyn Riddick, NABE Office Secretary, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036 (202) 822-7870.

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Summer Seminars

Middlebury College Language Schools will hold the following special two-week graduate seminars:

July 1 -14, 1984: Teaching of Civilization (French) and *Landeskunde*: The Media and Politics (German).

July 14 - 28, 1984: *Le Français des affaires*: Strategies and Goals (French) and Language Teaching and Communication (German).

July 29 - August 11, 1984: Oral Proficiency Testing (Spanish).

Each seminar carries one unit (three semester hours) of credit and students are bound by the pledge to use only the language of their school. Contact: Language Schools Seminars, Sunderland Language Center, Middlebury College, Middlebury, Vermont 95753.

Language Competence . . .

(continued from page 2)

and so achieve our full potential as citizens of the world.

The educational establishment, despite all its diversity and resources, cannot alone assume the responsibility for providing the means for language study and encouraging learners to achieve mastery; government, at all levels, business, industry, cultural and other public and private institutions must support this effort as well.

The consequences of these principles of opportunity and encouragement are significant for both the individual and the nation. The individual will enjoy a wider and richer range of personal experience and, at the same time, benefit from an expanded scope of employment and professional opportunities. The nation also will benefit. During its relatively short history, the United States has assumed an important international role, influencing in many ways the political, social, and economic structures of life in other countries and, in turn, being influenced by those with whom it interacts. These relationships will continue, will become more numerous, and will change in character out of both choice and necessity. We believe, therefore, that language competence and cultural awareness are essential to the responsible and sensitive fulfillment of this international role.

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Language Study Abroad For College Credit for High School Students

AFS International Intercultural Programs is now offering opportunities for high school students to study languages abroad while earning college credits.

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AFS offers Intermediate courses in Spanish, French, German and Hebrew. Elementary level courses are offered in Portuguese and Hebrew.

Eligibility for an Intermediate course requires 2 years of prior study of the language with a B average or better. Elementary courses require no previous study of the language, but students must have an academic B average.

Applications must be received at AFS by 1 March, and are available from the Program Information Office.

For more information about the Language Study Program, please contact the AFS chapter in your high school, or Program Information Office at AFS International Intercultural Programs, 313 East 43rd Street, New York, N.Y. 10017.

AFFILIATE NEWS

- Dr. Myriam Met, Supervisor of Language Programs in the Cincinnati Public Schools, has been awarded one of ACTFL's (American Council on the Teaching of Foreign Languages) highest honors, the Florence Steiner Award for Leadership in the K-12 category. Dr. Met has supervised the growth of the foreign language immersion program in Cincinnati's elementary schools. It is the largest such program in the country and currently serves about 2,400 children in nine schools with 80 teachers. Four elementary schools offer Spanish, three offer French, one offers German, and one middle school gives students the opportunity to continue their language learning. The students represent an academic, economic, and racial cross section of the district's student body. On behalf of the Ohio Association for Multicultural Bilingual Education and all of NABE, Congratulations!
- Congratulations also go to Thanh Ingalls, member of the Florida Association for Bilingual Education. Mr. Ingalls recently received President Reagan's Volunteer Action Award.
- Upcoming affiliate conferences include:

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1983 - 1984
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Nellie García, Chair
P.O. Box 589
Falfurrias, Texas 78355

Eastern Rep. - Don Chao
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Western Rep. - Kay Joseph Shender

Early Childhood
Dolores Fernández, Chair
C.W. Post Center
Long Island University
Library Bldg., 203, Office #30
Greenvale, N.Y. 11548

Elementary Education
Agnes Cowen, Chair
Box 769
Tahlequah, OK 74465
(New chair to be appointed)

Global Education
Bernard Cohen, Chair
3 Burd Street
Nyack, NY 10960

Eastern Rep. - to be named
Central Rep. — Irma González
Western Rep. - to be named

Higher Education
Rosa Quezada, Chair 82-83
47 Braeburn Lane
Middletown, CT 06457

Dr. Vinicio Reyes, Chair 83-84
122 Central
Matteson, Illinois 60443

Eastern Rep. - Ana Rodríguez
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Western Rep. - Dr.Frank Ciriza

Research and Evaluation
Marietta Saravia Shore, Chair
131 93rd Street
New York, NY 10028

Secondary Education
Rick Sullivan, Chair
Alhambra School District
15 West Alhambra Rd.
Alhambra, CA 91801

Special Education
Nancy L. Dew, Co-Chair
121 South Humphrey Ave.
Oak Park, Illinois 60302

Pat Chamberlain, Co-Chair
625 Cope Street
Elgin, Illinois 60120

Eastern Rep. - Anna López
Central Rep. - Pat Chamberlain
Western Rep. - Beth Laskey

Vocational Education
Jeanne López-Valadez, Chair
1954 Brice Court
Palatine, Illinois 60067

Parent
Norma Preciado, Chair
Box 374
Playas, NM 88020

Student
Michael Reed, Chair
Stayer Research & Learning Center
Millersville State College
Millersville, PA 17551

Call for Papers
Advances in Bilingual Education Research
Deadline: March 15, 1984

All papers must relate to theory, technology, or public policy in bilingual education. Papers may focus on bilingual and bicultural phenomena as well as bilingual bicultural pedagogy. Examples of subject areas include: 1) bilingualism, 2) biliteracy, 3) culture, biculturalism, 4) bilingual education models, methods, or materials, 5) tests, measurement, and instrumentation, 6) evaluation, 7) state and federal bilingual legislation, 8) analyses of relevant court decisions, 9) role of the mass media, and 10) role of relevant communities. Both qualitative and quantitative research approaches are acceptable. However, the papers selected for publication will represent one of the following types: a) state of knowledge papers in a specific field or subfield related to bilingualism/biculturalism b) reports of well documented empirical findings c) rigorous analytical/theoretical frameworks relevant to bilingual thought and experience. Some twenty-five paper will be selected. The resulting volume will be published cooperatively by the Center for Bilingual Education and the University of Arizona Press. Each paper must represent the work of the author(s) and shall not have been previously published. Four copies of the complete paper must be submitted by the deadline date. All submissions are subject to a blind review to insure quality. Therefore, three copies of the paper should contain no reference to the author's name or affiliation. A cover letter should contain all pertinent details. Mail to: Center for Bilingual Education, 414 Farmer, College of Education, Arizona State University, Tempe, AZ 85287.

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- ☐ 001-0005 Adult Education
- ☐ 001-0006 Parent & Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research & Evaluation
- ☐ 001-0010 Special Education
- ☐ 001-0011 Global Education

LEVEL OF WORK (Check One)

- ☐ 002-0001 Early Childhood
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- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

______________________ Signature ______________________ Date

TPR Materials

Elementary school teachers, here are two books that apply the Total Physical Response (TPR) method to reach children!!

Reviewed by Fay Pallen, P.S. 54, District 13, Brooklyn, New York

Beginning English Through Action BETA by Celeste Padover, Marge Dequine, Kathryn Price and Pat Jackson. Addison Wesley Publishing Company, Reading, MA, 1983. 212 pages plus Preface and Introduction IX pages, 11 programs, Spiral bound, $11.22

Beginning English Through Action BETA consists of eleven programs which are subdivided into steps; based on the instructional strategy that a student can learn language by listening and responding to instruction or commands. Since *BETA* is highly structured, an inexperienced ESL teacher or educational aide could easily follow the program.

The *BETA* Program was designed by teachers for teachers. *BETA* is especially appropriate for pre-school and primary school children, but can be adapted for language beginners of any age. It is based on the common knowledge of teachers that there is a strong relationship between children's use of their bodies and the acquisition of language. However, it shows teachers how to go beyond the simple commands of "Stand up", "Sit down" to complex commands utilizing prepositions and adjectives, "Put the pencil between the blue book and the eraser."

As the user of the word program might indicate, this is a lockstep method with blank charts to complete in order to track the progress of the students; this may be helpful for inexperienced teachers but irritating to others. Many experienced teachers may only use the overview of vocabulary and materials at the beginning of each program and the cumulative commands at the end of each program; that is they might only use twenty-two pages of a two hundred and twelve page book!!

Although *BETA* makes a valuable contribution to the field of teaching children English as a Second Language, perhaps a better format could have been devised. The charts for monitoring the progress could have been available on duplicating masters and a small handbook could contain the introduction, overviews of the programs and cumulative reviews. The introduction needs to be expanded to show teachers how to extend *BETA* when developing different verb tenses and various structures.

Despite these weaknesses, *BETA* is a valuable resource that will help teachers incorporate physical movement in their language instruction.

The Children's Response by Caroline Lense. Alemany Press, San Francisco, CA 1983. 60 pages plus Contents, Forward, Introduction, XII pages and 14 pages of large line illustrations. $5.95

The Children's Response is a Total Physical Response (TPR) resource and reference text to supplement a basal ESL elementary school curriculum (K-6). Sixty illustrated lessons present grammatical points that are found in most ESL programs for children. A limited number of vocabulary items and a maximum of one idiom are introduced in each lesson. The introduction describes how to use these lessons in Bilingual, ESL and/or first language programs. An approach for language experience stories based on these lessons is also described.

The author's elementary teaching experience is reflected in this book. The format is clear and uncluttered making it visually easy for a teacher to refer to during a lesson. Each page has the grammatical concept, examples of the concept, materials and title of the action series in bold dark print. Caroline Linse knows how to talk to teachers. The following is from her introduction:

" . . . each grammatical concept is presented twice. Both presentations emphasize or illustrate the same key grammatical concept. Either or both of the lessons may be used, but it is best to use only one lesson at a time. The first of these paired presentations requires no preparation and the simplest of materials: paper, pencil, chalk or crayons. Once you feel comfortable with the basic technique, these lessons can be considered as emergency, last minute 'I was out late last night' lessons. The second lessons require slightly more preparation and in some instances you may need to bring items from home."

The Children's Response is an important resource for all elementary school teachers to own. Its flexibility makes it easy to incorporate lessons and ideas from this book into any language program. It will inspire teachers to include TPR method in their instruction.

Fellowships Available

Bilingual Math and Science Teachers, Fairleigh Dickinson University. Contact: Dr. Annette López, Director, Office of the Dean, College of Education, Fairleigh Dickinson University, Teaneck, New Jersey 07666, (201) 692-2834.

College Board Receives $2.1 Million Mellon Grant for New National Hispanic Scholar Awards Program

The Andrew W. Mellon Foundation has made a grant of $2.1 million to the College Board to award college scholarships of $1,500 each over the next three years to 1,100 Hispanic high school seniors who demonstrate outstanding academic achievement, Board President George H. Hanford has announced.

Mr. Hanford added that the Mellon grant will also enable the Board to present an equal number of honorable mention awards of $100 each to deserving Hispanic scholars.

"In establishing the National Hispanic Scholar Awards Program, we seek not only to recognize superior acdemic achievement by Hispanic high school seniors, but we also want to identify other academically well-prepared Hispanic students and encourage their recruitment by postsecondary institutions," said Mr. Hanford. "The program intends to focus renewed attention on the academic preparation of all Hispanic high schools students."

Mr. Hanford said the Mellon grant was particularly significant because of the relatively low number of Hispanic youths who enter postsecondary institutions. Hispanics make up 6.5 percent of the United States population but only 3.9 percent of total enrollments in higher education. In 1980, of the more than one million Hispanics who graduated from high school, only 315,000 went on to college.

Retention rates for Hispanic students also continue to lag behind those of the general population, with 55 percent of Hispanics dropping out of college, as compared to only 34 percent of white non-Hispanics. "Financial difficulties" are cited more often by Hispanic students than by white non-Hispanic students as a major factor influencing their withdrawal from college.

In 1984-85, the first year of the program, approximately 250 nonrenewable $1,500 scholarships will be awarded, followed by 350 scholarships in 1985-86, and 500 in 1986-87. The $100 honorable mention awards will go to an additional 250 Hispanic high school seniors the first year, rising to 350 and then to 500 over the next two years.

All high school juniors who identify themselves as Hispanic on the Preliminary Scholastic Aptitude Test (PSAT) will be eligible for preliminary consideration for an award. A percentage of those with the highest scores will be invited to apply for a Hispanic Scholar Awards; then, from the applicant pool, winners will be chosen on the basis of their scores on the Scholastic Aptitude Test (SAT), their high school

(continued on page 19)

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BILINGUAL EDUCATION: DEVELOPING PARTNERSHIPS WITH INDUSTRY AND GOVERNMENT

13th Annual International
Bilingual Bicultural Education Conference of the
National Association for Bilingual Education

APRIL 3 - 7, 1984 H.B. GONZALEZ CONVENTION CENTER SAN ANTONIO, TX

Handicapped-Minority Research Institute to be Developed by the National Center for Bilingual Research

The U.S. Department of Education, Special Education Programs, recently announced the award of a major contract to the National Center for Bilingual Research in Los Alamitos, California, to establish a Handicapped-Minority Research Institute. The Institute, which will conduct research and training in the area of education of handicapped students from non-English backgrounds, is located at SWRL Educational Research in Orange County.

The work of the Institute will provide information regarding the education of language minority students, who are educably mentally retarded, specific learning disabled, or language impaired. The Institute will conduct research on effective educational practices and decision-making strategies for students who exhibit language-related handicapping conditions and will provide training for graduate students interested in bilingual special education.

Victor Rodríguez has been named Director of the newly-created Institute. Dr. Rodríguez worked in the Technical Assistance Unit of the Southwest Regional Laboratory and served as the Associate Director of the National Center for Bilingual Research prior to being assigned to his new position. "We here at NCBR are excited about this award. It gives us the opportunity to do urgently needed work in the area of bilingual special education," said Dr. Rodríguez when contacted at his office. He added, "The Institute's work represents a direct and important response to the needs of an increasingly large number of our nation's school children. Students from non-English backgrounds who have special education needs require services that take into account their language and cultural background as well as their handicapping conditions. Unfortunately, information on how to provide these services is very limited."

Specific activities of the Institute will include two major long-term studies and several short-term studies over a five-year period. One of the long-term studies will explore decision-making strategies and actions that occur at various points in the educational lives of handicapped-minority children. The study will identify successful strategies and will develop and validate a model for improving decision-making in the schools. The second project will study the transition of handicapped-minority students from school to work by analyzing the language abilities of these students and the language demands that are made in typical work settings. The short-term projects will explore issues such a assessment, parental involvement, mainstreaming, and bilingual special education staff development.

The Institute's training component, which is being developed in conjunction with UCLA, USC and the California State Universities at Long Beach and Los Angeles, will provide opportunities for graduate students from each of these campuses to participate in all of the Institute's activities.

"We are particularly interested in seeking highly qualified minority students with bilingual skills to develop professionals who are not only well qualified bilingual special educators but who are trained researchers as well," continued Dr. Rodríguez. "Such professionals will be able to provide evidence which is now lacking that certain services and strategies are most effective for students who are handicapped and speak little or no English, and, in particular, that the language — either English or the student's home language — in which those services are provided is critical."

In addition, the Institute will have an active communication and dissemination component in order to make information and products readily available to educators, administrators and researchers.

Further information may be obtained by contacting Dr. Rodriguez, Handicapped-Minority Research Institute, 4665 Lampson Avenue, Los Alamitos, CA 90720, or by calling (213) 598-0481.

Graduate Study Abroad Program in Puerto Rico June 4 - July 20, 1984

Program in Bilingual Education leading to M.A. or Ph.D. Program is designed to provide teachers and prospective teachers, counselors, supervisors and administrators in the field of bilingual education with an opportunity for on-site study of the social and cultural backgrounds of the people of Puerto Rico and other parts of the Spanish-American world. Courses will be offered in linguistic analysis, literacy in a bilingual community, curriculum adaptations to bilingual education, and administration and supervision of foreign language and bilingual instructon. Tuition is $125 per credit. Students may enroll for a maximum of 12 points. Contact: Helen J. Kelly, Director, Office of Summer Sessions, Overseas and Special Programs, New York University, School of Education, Health, Nursing and Arts Professions, 60 Press Building, Washington Square, New York, NY 10003, (212) 598-2126.

From Theory to Practice

NABE NEWS's regularly featured column, "From Theory to Practice," *is managed by Carol Montgomery.* "From Theory to Practice" *presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

"Lotto" — A Language Learning Game

by Judith Book-Ehrlichman

Many of the commercially-made games now on the market can be used to promote various language skills in the ESL or foreign language classroom. Others may be modified to fit the content of a particular course or the langauge needs of a particular group of students.

Games, when used along with other language learning activities, can add interest and motivation to the class. They are an excellent vehicle for oral interaction. Students will, of course, need to be taught the language needed to keep the game going. For example:

> Whose turn is it?
> I didn't hear you.
> I won.
> Do you want to play again?

Although the choice of games will vary, games can be enjoyed by L2 students of all ages.

"Lotto" as described here can be added to the L2 teacher's repertoire of games.

"Lotto" is an adaptation of the familiar game for ESL students. It is intended as a review or reinforcement activity for a particular grammatical structure. Any structure may be used that can be illustrated in a picture. Ours are all home-made — cut out of magazines and pasted on cardboard.

The materials required for the game are a teacher's blackboard, paper, (one sheet per student) a set of pictures, and small colored paper squares (1" x 1") to be used as markers.

In preparation for the game, the teacher decides on the structure he/she is going to use, and gathers at least 25 pictures that illustrate that structure. The game begins with the teacher modeling several pictures, (or all — depending on the difficulty of the vocabulary involved) the structure under study is, e.g., the Present Continuous Tense, in combination with possessive adjectives:

> Teacher: (Holding up picture)
> "What are they doing?"
> Students:
> "They're washing their dog."

Once the pattern is established, a student volunteer holds up the pictures and asks the questions; as students respond, the teacher places a cryptic version of the answer on the blackboard, e.g., THEY / WASH / DOG and continues doing this until all the pictures have been shown. At this point, the students take a sheet of blank paper and fold it in threes and in threes again so that it has nine boxes. The students are to write, in this case, an affirmative present continuous statement with a possessive adjective in each box, a total of nine different statements based on the pictures and the cue words on the blackboard. The teacher should advise the students to choose at random — not just the first nine.

Now the "Lotto"'f play begins. Initially, the teacher is caller; the winner of the first game then becomes caller, and so on. The teacher distributes the lotto markers, shuffles the pictures, and places them face down on the desk. As (s)he picks each one up, (s)he asks the class or an individual to reply:

> Teacher: (holding up picture)
> "What's he doing?"
> Students:
> "He's kissing his wife."

The students with this statement on their paper cover it with a lotto marker. The game proceeds until a student has covered all nine boxes, at which point he calls out, "LOTTO!" If in the unusual event there are only two pictures left and no student has won yet, the game is a stalemate as there will be multiple "winners."

Although a student has called out "Lotto" (s)he hasn't won yet! (S)he must read his/her statements out loud as the caller verifies them by checking the pictures. To sustain interest, there can be two winners for each game. After a student wins, the caller can continue picking up pictures until a second student has "lotto". Using a point system, the first winner gets fourteen points and the second winner gets eight.

If subsequent games are to be played, (depending on time constraints, student interest, etc.) then the first winner becomes caller for the second game, and so on. A fun alternative is to organize the class into two teams for a Lotto "World Series." The first team to win four games is champ! If the game is played on an individual basis and there is a tie, each winner picks a present continuous statement (in this case) and the caller picks up pictures at random until one comes up that matches a contestant's statement. That student is then proclaimed the winner. Enjoy the game!

Judith Book-Ehrlichman recently returned from teaching ESL at Shanghai Jaio Tong University in the People's Republic of China.

Summer Institute In Child Development and Social Policy June 17-29, 1984

Society for Research in Child Development. Featuring a case study approach to illustrate interplay between child development research and policymaking in three areas: nutrition, health, and safety; adolescence and youth; parental employment. Leading scholars and policymakers to present a variety of perspectives in each area. Moderate stipend. Participation limited; advanced graduate students, recent Ph.D.'s and faculty from broad range of disciplines encouraged to apply. Deadline January 15, 1984. Contact Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Ave., S.E., Suite 1, Washington, D.C. 20003, (202) 543-9582.

Message

(continued from page 1)

Chapter 2 Block Grant Program. Specifically, the technical amendments:

- freeze existing definitions of "migrant" children thereby preventing the Administration from adopting new definitions which would sharply limit the number of children eligible for assistance under the Chapter I Migrant Education Program;
- mandate the continuation of Parent Advisory Councils in migrant education programs;
- require school districts to focus Chapter I programs on children with the greatest need for assistance; and,
- call for weighted "high-cost" formulas to target more Chapter 2 funds on districts which enroll the greatest numbers of educationally-disadvantaged children.

The ECIA Technical Amendments also resolved a statutory ambiguity regarding the length of authorization for ESEA Title VII by extending the Bilingual Education Act for an additional year.

1984

In 1984, NABE's role in influencing the development of public policy is likely to be even more critical than it was in 1983. In addition to opposing anticipated proposals to further cut Federal education aid, NABE will concentrate on the enactment of legislation to reauthorize and improve the Vocational Education Act and the Bilingual Education Act.

In February, the House of Representatives is slated to resume consideration of legislation to reauthorize the Vocational Education Act. The original reauthorization bill introduced by House Education and Labor Committee Chairman Carl Perkins (D-KY) was drafted by the American Vocational Association (AVA). The AVA reauthorization bill would eliminate most of the provisions in current law which target vocational training on populations with special needs, including language-minority students. The bill would also eliminate separate funding for bilingual vocational training. NABE has already joined with the Lawyers' Committee on Civil Rights, the National Council of La Raza, and other organizations representing female and minority group students in submitting testimony on the AVA bill and changes in the legislation which are necessary to ensure that the Vocational Education Act meets the needs of language-minority and other under-served student populations.

The successful reauthorization of the Bilingual Education Act will be a major priority for NABE in 1984. Early in the spring, legislation to reauthorize, strengthen, and improve Title VII of the Elementary and Secondary Education Act will be introduced in Congress. NABE, at the request of Congressional staff, and in concert with a variety of other organizations committed to educational equity and excellence through bilingual education, has been drafting a reauthorization bill. Although the reauthorization bill has not been finalized, it is likely to embody the following basic principles:

- The current flexible requirement that some native language instruction be provided under Title VII must be maintained.
- The current requirement that Title VII staff, to the greatest possible extent, be bilingual must be maintained.
- Title VII standards regarding program monitoring and evaluation should be strengthened.
- Title VII teacher training programs should be improved and expanded.
- Title VII's provisions regarding the involvement and education of LEP adults, especially parents, should be expanded; consideration should be given to the establishment of adult English language literacy programs.
- Title VII should recognize and utilize, through "Excellence Grants", bilingual education programs which have been particularly successful in meeting the needs of LEP students.
- Title VII should be expanded so as to provide support for the development of comprehensive language education programs serving LEP and non-LEP students. The purpose of these comprehensive language programs would be to fully develop student skills in English and a second language through two-way bilingual education programs.

The successful reauthorization of the Bilingual Education Act presents a challenge to NABE and its members. Fortunately, James Lyons, who has been NABE's extremely effective Legislative Counsel for almost two years, will continue to provide leadership for the reauthorization drive. Mr. Lyons' leadership and legislative expertise, however, must be augmented by the efforts of NABE and its members. In that regard, NABE's second organizational effort — the Development of Public Information Strategies — is especially critical.

Development of Public Information Strategies

1983

The political controversy surrounding bilingual education and other Federal programs and policies designed to ensure that limited English language proficiency does not bar citizens from enjoying or exercising fundamental civil rights heightens the importance of NABE's efforts to develop effective public information strategies. Indeed, misinformation — much of it propagated by supposedly objective and informed national publications — explains a substantial amount of the political opposition to bilingual education and other language programs.

In 1983, NABE accelerated its efforts to disseminate accurate information regarding the language education needs of students and the benefits of bilingual education. Tragically, much of our public information effort was reactive in the sense that we were forced to respond to spurious claims and allegations against bilingual education and language-minority persons. Only recently have we been able to focus public attention on the positive potential of bilingual education.

While many of NABE's public information efforts last year were directed towards policy- and opinion-makers, I along with members of the NABE Executive Board and Legislative Counsel Lyons have also tried to improve the flow of information within NABE and the bilingual education community. We have participated in numerous conferences of NABE State Affiliates, and have sponsored and attended meetings of other national groups who share our concerns and interests.

1984

The development of effective public information strategies will continue as an area of organizational concentration in 1984. As I reported to you in my last message, NABE has developed proposals for two externally-funded public information projects: the development of a booklet and a video presentation about bilingual education. The successful production of the booklet and video presentation will provide a foundation for a third NABE public information effort: the development of a Speakers Bureau in each of our state affiliates.

Because 1984 is an election year, tomorrow's policy-makers — today's candidates — will be especially accessible and interested in the full range of public issues. Accordingly, in the Spring, NABE will distribute to all Presidential candidates a statement of its position on issues of particular interest to language-minority Americans, and will urge the candidates to go on record as pledging their support for NABE's positions.

The development of public information strategies, like impacting public policy, is a task that requires effort by all NABE members. While NABE can and will carry out work in both of these critical areas, public opinion and policy will be ultimately shaped by you.

For this reason, NABE members should resolve to make 1984 a year of outreach and communication. Fellow educators, researchers, and most importantly, parents, must be made aware of student language education needs and the benefits of bilingual education. At the same time, political candidates and opinion makers need to learn about America's language minority population and about the role of bilingual education in promoting educational equity and excellence. This information is most effective when it is communicated by individuals on the basis of their own experience.

As NABE members, we must write about, and speak about bilingual education more frequently. Our personal and professional experiences collectively represent a vital information resource. If we neglect to make the fullest possible use of our experiences and our contacts, we cannot complain if public opinion and public policy contravene our expectations and the nation's interests.

Organizational Development

Organizational Development — the development of NABE — has been and will continue to be my priority and the priority of the Executive Board. Indeed, it must also be your priority if NABE is to achieve its potential.

NABE's membership and resources are but a tiny fraction of what they should be. Consider, if you will, the following:

- There are more than 23 million Americans (one-tenth of the U.S. population) who speak a language other than English at home.
- There are more than 3.6 million children of school age who are so limited in their English language ability that they cannot receive the equal education opportunity to which they are legally and morally entitled through monolingual, English-language instruction.
- There are between 27,000 and 32,000 teachers with bilingual education training who are teaching or who are willing to teach in bilingual education programs.

By virtue of its exclusive mission and orientation, NABE is the only organization that can be counted upon to represent the language education interests of literally millions of adults and school children and thousands of school personnel. If NABE is to successfully represent these interests, it must grow — it must grow substantially, and it must grow quickly.

In my last message, I reported on efforts that have been undertaken to expand not only NABE's membership but also to improve the quality of service NABE provides to its members. The success of these efforts, like all others, ultimately depends upon you. We could immediately achieve our first organizational development goal if each of you would do two simple things: renew your NABE membership and recruit one additional person to become a NABE member.

1984 NABE Conference

The 13th Annual NABE International Bilingual Bicultural Education Conference scheduled for April 3-7 in San Antonio provides an opportunity for all of us to advance the three critical efforts — Impacting Public Policy, Developing Public Information Strategies, and Organizational Development — I have discussed. I hope to see each of you in San Antonio, so that working together we can achieve that which we cannot alone.

JOB LISTINGS

Positions are advertised in *NABE NEWS* at no cost

JOIN NABE *TODAY!*

Free Health Materials Available

For those involved in promoting the health and well-being of young Hispanic women 15-18 years of age, the National Cancer Institute has recently produced a set of bilingual materials that provide useful health information. The materials address such issues as nutrition, smoking, exercise, etc., and discuss some basic steps these women can follow to take good care of themselves. A bilingual fotonovela entitled *A Time of Change* describes the story of adolescent women awakening to their own womanhood, and how they can look and feel good in the process. A leader's guide is available for helping professionals conduct group discussions on health promotion, and may be used with the fotonovela. Also available are transcripts of public service announcements on health tips for Hispanic teenagers. Copies of any of these materials are available free of charge from: Rose Mary Romano, Office of Cancer Communications, National Cancer Institute, Building 31, Room 4B39, Bethesda, MD 20205.

GLOBAL/INTERNATIONAL EDUCATION

THE ASIAN & PACIFIC AMERICAN PERSPECTIVE

Sixth Annual Conference of the National Association for Asian and Pacific American Education

May 2-5, 1984
Sheraton New Orleans Hotel
New Orleans, Louisiana

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NEW ORLEANS IS THE SITE OF THE 1984 WORLD'S FAIR

NASBE Receives Bilingual Education Grant

The National Association of State Boards of Education (NASBE) was recently awarded a grant from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to establish long-term state support for the education of language minority children. The project is designed to fill a void with respect to the need for long-term state capacity building programs focusing on a continuum of services for limited English proficiency (LEP) children.

The state capacity building program will consist of on-site technical assistance to four states each year for the purpose of developing a comprehensive state plan of action which would focus on issues such as teacher certification, reclassification for mainstreaming criteria, testing high school minimal competencies, special education, and Computer Assisted Instruction (CAI) for LEP students.

In addition to addressing school-related issues, this project will review and attempt to identify those variables having the most significant impact on the successful employment of this target population. The National Center for Education Statistics reports that the non English language background population in the U.S. has increased from 28 million in 1976 to 30 million in 1980, and it is projected to grow to 34.7 million by 1990, and 39.5 million by the year 2000. If we translate these figures into education and economic realities, it is clear that state policymakers must develop and maintain quality support for educational programs in order to mainstream this segment of the population into today's complex workforce. This effort will be accomplished through forum meetings comprised of policymakers, school administrators, and key representatives from business and industry, in order to present specific policy implications to the state board of education in each of the states.

The criteria for state identification will take into account the states' current minority language population, the availability of state and local resources for the support of LEP children, geographic and demographic considerations, and a firm commitment on the part of the state board of education to support this project. Once the target states have been identified, NASBE will convene a meeting to include representatives from the state board of education, department staff, state legislature, Bilingual Education Service Centers (B.E.S.C.), the state Title VII director, and others, to develop a technical assistance plan specifically for that state, which will hopefully chart a course of action for the duration of this project (estimated to be two years).

The resource persons who will be assisting in the design of the technical assistance activities include: Maria C. Torres, Project Director; Harry Cooper, Project Research Associates; Dr. Ronald Howard, Project Administrator; and members of the Project Advisory Committee. The project's director and administrator will provide on site technical assistance, along with key individuals from each state.

The project will not represent any cost to participating states. However, there is an expectation that key resource persons within these states will devote a minimal amount of time to project related activities. These activities include participating in two or three half-day meetings and assisting project staff with information and data collection.

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SUCCESS STORY:
Tucson Association for Bilingual Education

On the way back from the 1982 NABE Conference, three Tucson educators were discussing several educational issues. Two of the questions generated by the discussion were (1) Why is it that only 24 Arizonans belong to NABE and (2) Who is it that participates in NABE and state affiliates? They soon realized that the answers to these questions were interrelated. There were three main groups which were usually actively involved at the national and state bilingual conferences. They were project directors, administrators and college instructors. Their level of involvement in Bilingual Education was usually in the political arena, but neither the national nor the state affiliates of Bilingual Education were getting classroom teachers or parents to participate.

It was also obvious that there were many immediate needs of classroom teachers and parents at the local level that needed to be addressed quickly and effectively. But the structure of the national and state bilingual associations were such that a quick or effective response could never meet the needs of classroom teachers at the local level which would also strengthen the state and national associations.

After the need for a local association was assessed, every proponent of Bilingual Education was invited to a meeting for the purpose of organizing. The invitation stressed the timeliness for an association and the importance of meeting the needs of all language minority students. It also emphasized the fact that the responsibility for developing and promoting Bilingual Education could not be left solely to educational agencies, thus establishing a need for teacher and parent involvement.

A formal invitation went to the news media to attend the meeting, and, in fact one newspaper wrote an article which told about the meeting.

The location and time for the meeting were carefully chosen. Both time and place had to be convenient to both teachers and parents. The place had to be a school and it had to be centrally located. The time had to be right after teachers were getting out of work. The teachers and parents were assured that the meeting would start on time and that it would not last more than one hour.

Prior to the first meeting, a bilingual educator in each building was contacted to serve as a liaison between the association and the faculty. That person would notify the faculty about meetings, distribute information and encourage membership. A telephone tree was also set up to get the latest word out to members in the fastest and most efficient way possible.

The first meeting had a limited agenda and was organizational in nature. There were membership forms available as people walked in the door. Proposed constitution and by-laws were ready to be distributed with the understanding that they would be ratified at the second meeting. An interim executive board was introduced which would serve until a formal election was held. The new association received the name of Tucson Association for Bilingual Education, TABE.

Since the first meeting the following procedures have become standard: (1) An invitation in both English and Spanish is mailed out to members which includes major topics to be discussed; (2) Members are also advised to encourage non-members to attend; (3) At the meeting, a copy of the agenda is given to every person attending; (4) Coffee and iced tea are always served to make people feel welcome and to show appreciation for their attendance; (5) Meetings are almost always turned into working sessions; (6) Committees are formed as needed to work on different projects and a portion of the meeting is usually provided for these committees to work on their projects. These small rap sessions are followed by a sharing of committee reports to the general meeting.

In the five months of existence, TABE has been involved in the following:

Teacher Contract Negotiations: Working through the local NEA affiliate, Tucson Education Association (TEA), several of our teacher members are participating in the negotiations process. Two items being endorsed are small class size and the elimination of combinations in bilingual classrooms.

Bilingual Special Education: Presently a TABE Committee is working on a position paper soon to be published.

Involvement in Administrative Appointments: Prior to administrative appointments, the TABE Executive Board members assure that proponents of Bilingual Education are considered.

Use of News Media: There is constant communication between the TABE Executive Board and representatives of the local media.

Goal Setting: Goals and objectives have been set for the 1983-84 school year in order to set direction for the total association effort.

Membership: 219 are paid members as of October 30, 1983. The goal is 300 paid members at the end of the year.

Recruitment Efforts: A pachanga was held to celebrate the establishment of the new association and to attract new members. Forty-five new people signed up. A TABE pin is being developed to be worn by TABE members at conferences and conventions.

Advertising: A logo was designed by a local Pueblo High School student. Stationery with the TABE logo and letterhead have been printed.

Enhancing the state and national efforts, several TABE members have joined the state and national associations. A trip by TABE members to the National Bilingual Conference is being planned with available group rates.

Full Time Graduate Assistantships and Part Time Tuition Assistance

Applicants must hold or be eligible for provisional certification as special education teachers, meet all graduate school entrance requirements, and be bilingual. Assistance includes tuition waiver, stipend (full time only), and text book reimbursement. Contact: Sarita Samora Curry, Bilingual Special Education, State University College at Buffalo, Ketchum Hall 204E, 1300 Elmwood Avenue, Buffalo, NY 14222.

POSITION AVAILABLE
Bilingual Special Education Project Instructor

Appointment Date: Sept. 1, 1984
Application Deadline: April 15, 1984

Duties include teaching, supervising students, advising students and assisting the Project Director in program activities. Applicants must be fluent in Spanish and English; have degree and certification in Special Education (preferably Ph.D. or Ed.D.), have three years teaching experience with typical or handicapped children of limited English proficiency, and be familiar with the culture of the Puerto Rican and/or Mexican American population. Contact: Sarita Samora Curry, State University College at Buffalo, Exceptional Children Education Dept., Ketchum Hall 204E, 1300 Elmwood Ave., Buffalo, NY 14222.

Research Needs . . .

(continued from page 4)

phrastic forms has also been recorded in other parts of the Spanish-speaking world where contact with English is not as constant, it appears that contact with English reinforces what Sapir might have called the 'natural drift' of Spanish towards analytic rather than synthetic verb forms. Informants sometimes noted that they used both forms, but that the synthetic form ('iré') sounded more formal to them. This suggests that choice between two verbs that are semantically equivalent but formally distinct is a clue to level of formality in the Spanish of the US as it is elsewhere.

Investigations of levels of formality and preferred forms are only one aspect of the large-scale research project "Las normas lingüísticas del habla culta de las ciudades principales de Sudamérica" described by Juan Lope Blanch (Universidad Nacional Autónoma de México). Lope Blanch recounted the monumental task of collecting comparable data in Mexico, Argentina, Puerto Rico, Columbia, Chile, and Seville, Spain. Another great challenge in this project was attaining the consensus of a group of linguists on the unit of analysis, which was at last defined as the 'clausula,' a unit approximately equivalent to the notion of a sentence.

Issues of bilingual education in Central and South America are not covered in the project on linguistic norms. However, Lope Blanch described another project in Mexico, "El proyecto de las limitaciones de las zonas lingüísticas de México," which aims to delineate the major dialect regions in Mexico and collect data on the indigenous languages that influence the Spanish in many areas.

The panel on bilingual education in the US, moderated by Dennis Bixler-Márquez (UT El Paso), addressed some pedagogical, sociological, and lingusitic matters pertinent to an educational question. Rodolfo Jacobson (UT San Antonio) described the methodology he has used in training bilingual teachers in "Intersentential Code Switching: An Educationally Justifiable Strategy." By learning to switch languages in response to specific cues, teachers were able to provide effective instruction that did not bore students or repeat information unnecessarily. Because most of the teacher training literature to date recommends against this method of combining languages, Jacobson's presentation proved a thoughtful reevaluation of the issues involved; the preliminary evidence indicates that such a strategy may be reasonable for teachers and beneficial for the students. Adalberto Aguirre (UC Riverside) discussed "Opinions of Parents, Teachers, and Principals on Bilingual Education." His work showed that parents and teachers, the two groups closer to the experience of children, are more similar in their views of bilingual education than are principals. Additionally, parents in particular felt that use of Spanish should not stop once English had been learned. Also, they saw Hispanic culture as no barrier to school progress. Turning to some of the psycholinguistic issues related to bilingual education, Ricardo Cornejo (San Diego State U) reviewed the use of discourse analysis techniques to study the speech of bilingual children. Using a category system based on the work of John Dore, he and colleague Delam Bañuelos (Eastern Michigan U) are gathering a corpus of the speech of five-year-old bilingual children to assess the functions these children control in Spanish and English.

Important questions related to the uses of Spanish in medical, legal, and business settings were raised in a number of papers. In "Research Needs for Chicano Spanish in Health Care," Margarita Kay (U of Arizona) provided dramatic examples of linguistic and conceptual misunderstandings which have affected the health care received by Spanish speakers in the southwest. Some of these misunderstandings were lexical. For example, a patient's use of 'ánginas' to mean bad tonsils was interpreted by a health care worker as heart trouble because of the influence of the English 'angina', which has only that meaning. Other difficulties were best termed cultural, such as radically different beliefs about the origins and proper treatments for various conditions. The therapeutic ramifications of language choice even in circumscribed areas like pronoun use was discussed by a panel of psychologists (Harmon Hosch, Antonio Juárez, and Larry Meyer, UT El Paso and El Paso Center for Mental Health) who had noted that use of the formal 'Usted' and the informal 'tu' in counseling could have major consequences. Spanish and English language translation in legal and business office situations was described by Donna Mellen (UT El Paso) and Lucy Calderón (El Paso Community College). Based on their experiences in developing a training program for Spanish-English translators, they have found that it is sometimes difficult to persuade decision makers that interpretation and translation are skills which can be taught and evaluated. Often employers wish to tap the nearest bilingual person (secretary, custodian, another customer or client); asking that person to interpret is not always a wise approach to accurate communication between monolingual speakers of English and Spanish.

All investigators present agreed that more research in all areas of linguistics — applied as well as theoretical studies, macro as well a micro-linguistic and sociolinguistic concerns — was critical to substantiate the current status and dynamism of Chicano Spanish. John Attinasi stressed the need for more sophisticated instruments to assess the intuitions and judgments of insiders in the Spanish-speaking community; he noted that their ideas of language proficiency could easily differ from those proposed by linguists and educators. Without a comprehensive understanding of the way communities define language proficiency, he pointed out, scholars can only attain a partial picture of bilingual language skill. In his keynote address for the conference, "Chicano Speech Communities: The Research We Still Need," Fernando Peñalosa (California State U, Long Beach) called for more investigation of the larger social phenomena that affect minority language communities all over the world. He noted that some of the practical constraints of research funding may limit the theoretical perspectives available to shape reserach questions. Noting that all types of research were valuable and still needed, Peñalosa urged researchers to approach topics related to Chicano Spanish within the broad historical, sociological, and political frameworks that would illuminate questions of language in new ways. Knowledge of Chicano speech communities as compared with other minority language communities will sharpen the awareness of language as a social issue, he argued, and encouraged all researchers to include these broader influences in future work.

The conference was attended by 135 people, most from the southwest, with some representation from other parts of the US and other Spanish-speaking countries. Presentations were complemented by two extensive book exhibits, one dealing with the scholarly works published by many of the presenters,one featuring many smaller regional presses rarely seen at scholarly conferences. Current publication plans for papers presented here include one volume on sociolinguistic aspects of Chicano Spanish, to be edited by Jacob Ornstein-Galicia (after 9/1/83 at Seton Hall University, South Orange, NJ 07079) and one on Chicano Spanish in the bilingual classroom, to be edited by Dennis Bixler-Márquez (UT El Paso, El Paso, TX 79968). Authors of related manuscripts are invited to contact the editors and submit original papers for consideration.

College Board . . .

(continued from page 11)

records, and other criteria to be determined by an Advisory Committee.

As early as practicia in their senior year of high school, the College Board will make the list of applicants known to colleges and universities as a way of encouraging institutions to seek out these talented students as potential candidates for admission.

"In establishing this program, the Mellon Foundation and the Board hope to reinforce continued academic achievement by Hispanic students," said Mr. Hanford. "However, we realize that to increase the number of Hispanics who enter college and complete degrees, the educational community must do more than just provide financial incentives."

Mr. Hanford urged that educators take measures to assure that significantly more Hispanics take and complete college preparatory programs; that institutional policies and practices (such as "tracking") and extra-institutional factors that divert students from academic work be overcome; and that students and their parents be educated as to the value of higher education, institutional options, educational costs, and financial aid opportunities.

The National Hispanic Scholar Awards Program will be the fourth program affecting minorities in which the College Board plays an administrative role. The Board's College Scholarship Service (CSS) administers the annual Talent Roster of Outstanding Minority Community College Graduate, a program that identifies and recognizes exceptional academic achievement of minority students transferring from two-year college to four-year colleges and universities.

CSS also administers, on behalf of the General Electric Foundation, an engineering scholarship program for minority community college graduates and dual degree transfer students. Another program, sponsored by the National Action Council for Minorities in Engineering, encourages minority high school students, who take the PSAT or SAT and meet certain score requirements, to enter the field of engineering and other technical careers.

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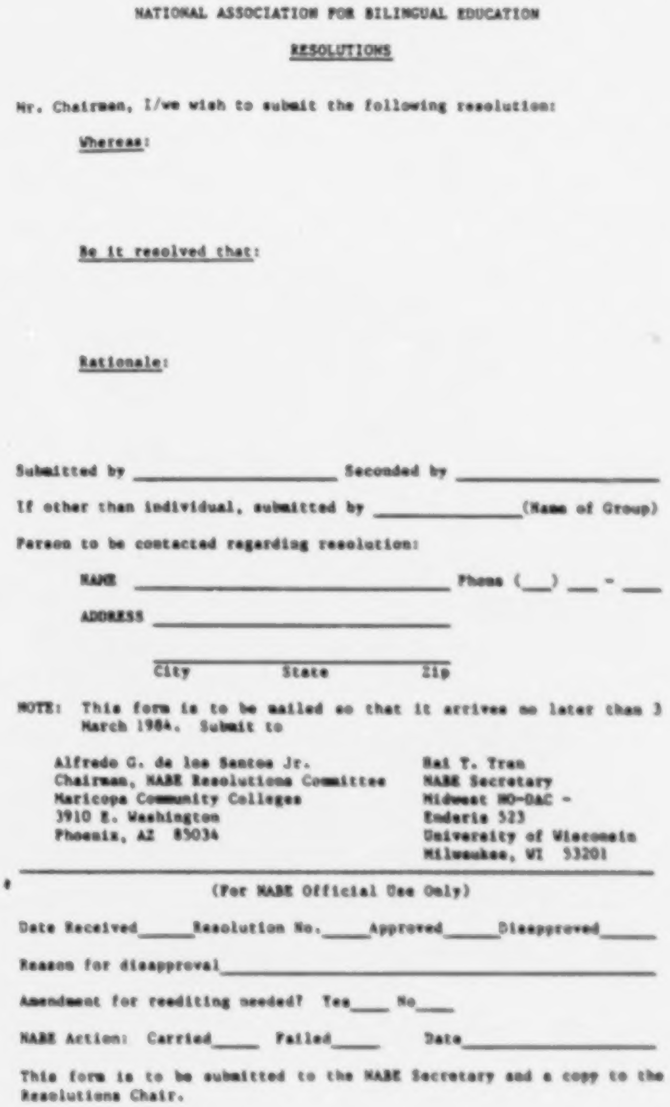
Resolutions to be Submitted to the National Association for Bilingual Education

Resolutions to be considered at the NABE Conference in April 1984 should be submitted by 3 March 1984. NABE procedures state "the Maker and Seconder of a proposed Resolution must be NABE members in good standing." The Resolutions Committee, "composed of the appointed chair and a representative from each affiliate," will be considering resolutions prior to the conference. Therefore, all members or affiliates should submit resolutions, using the appropriate form, to:

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions Committee
Maricopa Community College
3910 E. Washington
Phoenix, AZ 85034

and

Hai T. Tran
NABE Secretary
Midwest NO DAC Enderis 523
University of Wisconsin
Milwaukee, WI 53201



NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

RESOLUTIONS

Mr. Chairmen, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by ____________________ Seconded by ____________________

If other than individual, submitted by ______________(Name of Group)

Person to be contacted regarding resolution:

NAME ______________________________ Phone (___) ___ - ___

ADDRESS ______________________________

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NOTE: This form is to be mailed so that it arrives no later than 3 March 1984. Submit to

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions Committee
Maricopa Community Colleges
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Phoenix, AZ 85034

Hai T. Tran
NABE Secretary
Midwest NO-DAC -
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University of Wisconsin
Milwaukee, WI 53201

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Date Received_____Resolution No._____Approved_____Disapproved_____

Reason for disapproval______________________________

Amendment for reediting needed? Yes____ No____

NABE Action: Carried____ Failed____ Date____________________

This form is to be submitted to the NABE Secretary and a copy to the Resolutions Chair.

National Conferences of Interest

Feb. 2 - 4 San Antonio	**American Association Of Colleges For Teacher Education**, One Dupont Circle, N.W., Suite 610, Washington, D.C. 20036 (202) 293-2450
Feb. 3 - 7 Las Vegas	**National Association of Secondary School Principals**, 1904 Association Dr., Reston, VA 22091 (703) 860-0200
Feb. 8 - 10 Lubbock, TX	**Research In Action III**, Institute For Child and Family Studies, Texas Tech University, P.O. Box 4170, Lubbock, TX 79409
Feb. 15 - 17 Tucson	**Conference on Instructional Improvement and Evaluation Techniques For Colleges and Universities**, Office of Instructional Research and Development, Dept. of Educational Psychology, University of Arizona, Tucson, AZ 85721
Feb. 29 - March 2 Washington, D.C.	**Children's Defense Fund**, 1520 New Hampshire Ave., N.W., Washington, D.C. 20036 (202) 628-8787
Feb. 29 - March 3 Tucson	**Second Biennial Conference On Adolescent Research**, University of Arizona, Dept. of Educational Psychology, Tucson, AX 85721 (602) 621-7825
March 4 - 7 Arlington, Virginia	**National Committee For School Desegregation**, c/o Larry Maynard, 131 W. Broad St., Rochester, NY 14608 (716) 325-4560
March 10 - 15 New York City	**Association For Supervision and Curriculum Development**, 225 N. Washington St., Alexandria, VA 22314 (703) 549-9110
March 14 - 15 Washington, D.C.	**Leadership Conference on Civil Rights**, 2027 Massachusetts Ave., N.W., Washington, D.C. 20036 (202) 667-1780
March 29 - 31 Anaheim, CA	**National Association For Vietnamese American Education**, 3206 Wynford Dr., Fairfax, VA 22031 (703) 560-7662
March 29 - April 1 Washington, D.C.	**National Association For Equal Opportunity In Higher Education**, 2243 Wisconsin Ave., N.W., Washington, D.C. 20007 (202) 333-3855
April 3 - 7 San Antonio	**National Associaton For Bilingual Education**, 1201 16th Street, N.W., Washington, D.C. 20036 (202) 822-7870
April 5 - 7 Dearborn, MI	**Conference on Foreign Languages For Business and the Professions**, Eastern Michigan University, Ypsilanti, MI 48197 (313) 487-0130
April 12 - 15 New York City	**Northeast Conference on the Teaching of Foreign Languages**, Northeast Conference, P.O. Box 623, Middlebury, VT 05753
April 12 - 16 New Orleans	**National Association of Elementary School Principals**, 1920 Association Dr., Reston, VA 22091 (703) 620-6100
April 20 - 21 Washington, D.C.	**Fifth East Coast Asian Conference**, c/o Lungching Chiao, International Education Programs, Office of Post Secondary Education, U.S. Dept. of Education, Washington, D.C. 20202 (202) 245-2794
April 23 - 26 New Orleans	**American Educational Research Association**, 1230 17th St., N.W., Washington, D.C. 20036 (202) 223-9485
April 23 - 27 Washington, D.C.	**Council For Exceptional Children**, 1920 Association Dr., Reston, VA 22091 (703) 620-3660

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Special Report on Research Findings

Three major studies funded under the Part C Research Program at OBEMLA have been completed. The following abstracts were provided by Dr. Gilbert Garcia, Manager, Research and Evaluation, MPPS, OBEMLA. In this issue, the findings of the "Classroom Instructional Component Study" and the "Significant Instructional Features Study" are presented. The Summer Issue of *NABE NEWS* will carry the findings of the "1980-81 Teacher Language Skills Survey". For further information on these studies, you may contact Dr. Garcia at (202) 245-2600.

Summary Abstract of the "Classroom Instructional Component Study"

The results of the descriptive study of the "Classroom Instruction Component of the ESEA Title VII Bilingual Education Program" provide the most comprehensive picture to date. The goal of the Study was to acquire an understanding of the characteristics of K-6 grade bilingual education projects funded through the Basic Program of the Office of Bilingual Education and Minority Languages Affairs, and the ways in which these projects were implemented. The Study is based on projects funded in FY 1980 or school year 1980-81.

The major objectives of the Study were:

- To describe characteristics of a representative sample of Title VII—funded basic bilingual education projects and to identify groups of projects which appear to represent distinctly different instructional approaches to the education of children with limited English proficiency.
- To determine the project objectives, and the relationship between skills actually addressed by the projects and those skills necessary to function effectively in an all-English-medium classroom in the United States.
- To determine the degree of program implementation among ideal education agencies and to identify factors which enhance or impede project implementation.

Study Objective 1 was "to describe the characteristics of a representative sample of Title VII-funded Basic bilingual education projects."

The major findings from this objective were:

- The heaviest concentration of projects (28%) was in the Pacific Southwest region of the country. The vast majority of projects operated within a single school district and served an average of 30% of all schools within their districts.
- A typical bilingual education classroom was found to contain a heterogeneous group of students who varied in language background and English proficiency levels.
- Overall, project staff members were qualified and experienced. The typical project director had previous experience as a teacher in a bilingual classroom. The average principal had 11 years' experience in the position and also had 7 years' experience with Title VII. The majority of classroom teachers (66%) reported that they were proficient in a language other than English. Forty percent of the classroom teachers and 30 percent of the resource teachers were certified in bilingual education. Aides were used in 87 percent of the classrooms in the sixty sites visited. Aides were most frequently used to assist the teachers in teaching ESL and native reading and language arts.
- Ninety-eight percent of the projects had Parent Advisory Committees. The committes were reported to be playing a strong and active role in project operations.

Study Objective 2 was "to identify groups of projects which appear to represent distinctly different instructional approaches to the education of children with limited English proficiency."

The major findings were:

- Based on responses by project directors to the modified Fishman-Lovas typology, it was found that a small proportion (7%) of K-6 projects use only English (Type I). The majority (69%) of projects use both English and the native language (Types II-IV), but place their major focus on English and use the native language to varying extents and

(continued on Page 8)

Summary Abstract of the "Significant Instructional Features Study"

The final results of Part 1 and the preliminary results of Part 2 of the *Significant Bilingual Instructional Features (SBIF)* study provide the most comprehensive picture to date. The study was designed to identify and describe important characteristics of bilingual instruction and their consequences for limited English proficient (LEP) students.

In order to learn how bilingual teachers improve both students' English proficiency and their academic skills, the SBIF researchers studied bilingual instruction in widely disparate sites around the country. Part I of the study involved 58 teachers, 232 target students (grades K-12), and six nationally representative sites. Each of five sites represented a different ethnolinguistic group (Mexican, Puerto Rican, Cuban, Chinese, and Navajo); the sixth site was multilingual.

The researchers, moreover, used a variety of observational strategies that resulted in measures of instructional organization, time allocation to content areas and languages, language use, and student engagement and accuracy in instructional tasks as well as qualitative descriptions of instruction and student participation. Analyses of these data sets separately and in combination have provided a description of bilingual instruction. The study was divided into other phases in order to: (1) verify the findings, (2) to determine the stability of the instructional features over time and in varied bilingual settings, (3) to determine the compatiibility of the feaures with other research on instruction for LEP students, and (4) to determine the utility of the features for instruction of LEP students.

The significant instructional features identified by the researchers and exhibited by teachers in the investigated classrooms were:

(1) Congurence of instructional intent,

(continued on page 11)

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Eastern Regional Representative
Juan Zamora
U. of Massachusetts at Amherst
Dept. of Spanish & Portuguese
Amherst, MA 01003
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Central Regional Representative
Jerry Manus
Cherokee Bilingual Ed. Program
P.O. Box 769
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(918) 456-6177

Western Regional Representative
Edward Alarid
Española Municipal Schools
P.O. Box 249
Espanola, NM 87532
(405) 753-2243

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
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DEADLINES

ISSUE	DEADLINE
Winter 1984	November 15, 1983
Spring 1984	February 15, 1984
Annual Conference 1984	April 15, 1984*
Summer 1984	May 15, 1984
Fall 1984	August 15, 1984

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer, and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific **application** of theoretical formulations to educational settings characterized by linguistic and cultural diversity. the *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712

by May 1, 1984

or to

Dr. Rosa Castro Feinberg
University of Miami
P.O Box 24806 Merrick 312
Coral Gables, Florida 33124

by August 1, 1984

New Publication Schedule For *NABE News*

Effective with the Winter 1984 issue, *NABE News* will be following a new publication schedule. *NABE News* will still publish five issues per year, however, the dates for receipt of copy or advertising material will be as follows:

Issue	Copy Receipt Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

From Theory to Practice

NABE NEWS's regularly featured column, "From Theory to Practice," *is managed by Carol Montgomery.* "From Theory to Practice" *presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

The Bilingual Teacher As Diplomat

by Betty Johnson

When I was young, I dreamed of becoming a diplomat, speaking foreign languages and bridging different cultures. Little did I know that this dream would be realized in a more effective, down to earth way. I became a bilingual teacher.

I would like to share with you some thoughts and experiences concerning how a bilingual teacher cn serve as a diplomat to make Bilingual Education an asset to all education. The value of Bilingual Education is under attack by the general public largely because of a lack of understanding of what is involved. Monolingual educators and students have, for a variety of reasons, been excluded from involvement in Bilingual Education. Bilingual educators have frequently taken a defensive position and have isolated themselves from the educational mainstream. There is a communication gap, to say the least.

Bilingual/Multicultural education is an excellent product to be sold and bilingual educators must sell it. We must each take an assertive and *diplomatic* stance in our individual educational settings, be they higher education or direct service to children. This must be a *positive* offensive stance rather than a *negative* defensive position.

First, we must rethink the way we as bilingual educators fit into the regular education picture. I offer the following thoughts on the subject:

1. Our primary purpose is still to advocate quality appropriate education for our LEP students.
2. We are part of a broader group of educators and students and should participate actively in activities common to us all. We do our students a disservice when we isolate them and ourselves from the mainstream.
3. Bilingual Education can be an asset to regular education and it is to our political advantage to demonstrate this in imaginative and visible ways.
4. Bilingual educators should promote their skills as cultural brokers between school personnel and culturally and linguistically different students and parents. This is a two-way process, helping parents and students relate to school and helping school to relate to parents and students.
5. Emphasis should be placed on appreciating the richness of the variety of contributions all parents, students and educators can make to create a dynamic multicultural environment for all students.

So much for the rationale. I believe in action and would like to share with you some ways I, as a bilingual teacher, have tried to make Bilingual Education an asset in my school and community.

I have used three approaches:

1. Informal Communication or "Paving the Way"
2. Role Modeling or "Practice what you preach, don't be a snob!"
3. Structured Programs for Cultural Awareness and Sharing.

This year, I found myself and my class moved to a different school, the fourth in eight years. (This tells you something about the support for the Bilingual program.) I viewed the move as a new chance to learn from the past.

I now look for every opportunity to "pave the way" for myself and my class to be not only accepted but contributing members of the school community. At the first faculty meeting there was an opening on the school social committee. I volunteered (and I'm not a 'joiner'!). Later, I offered my classroom, which is part of a large divided room for multiclass activities such as movies and parties.

The most dramatic chance for "recognition" came when Jose Feliciano phoned my class while in Boston for a concert. The whole school shared in the excitement as other teachers offered their expertise and equipment in hooking up a loudspeaker to the phone. These actions have all helped "pave the way" for the more formal integration of my students with regular class students.

My second strategy "Role Modeling: Don't Be a Snob", is similar to the first. However, this strategy emphasizes the role the bilingual teacher plays in everyday situations and routines. My informal relationships with other faculty members are important because they affect the "communication gap" between bilingual and regular educators. While I may or may not have much in common with some faculty members, I make it a point to eat lunch in the teachers' room and participate in everyday conversation and discuss general concerns. I take part in all coverage duties — recess, cafeteria coverage, etc. This enables me to get to know the other students and emphasizes that I share equally in faculty responsibilities.

I firmly believe in equal opportunity and this extends to my colleagues and their (our) students. My daily routines illustrate I am the "Bilingual Teacher" who also plays a lot of other roles and shows an interest in a lot of other people.

One way of doing this is to teach Spanish to a group of regular fourth and fifth graders in a voluntary after school class. The "Spanish as a Second Language" students and my Hispanic students jointly prepared and performed songs in Spanish in the school Christmas programs. Leaning Spanish has become "fashionable" in my school.

When other teachers reciprocate and invite my students to participate in their activities, I have achieved my goal. I was thrilled when three fifth grade classes invited us to join them on a spring field trip. One teacher, who voluntarily teaches an after school carpentry class, has invited my students to participate.

Once rapport has been established with the other faculty members and students, they have become receptive to some formalized multicultural programs. I would like to share two of these with you. The first is "Roots Week." "Roots Week" gives students, teachers and parents in my school a chance to explore and appreciate their own roots as well as learn about other cultures. Since Fitchburg is an ethnically rich and diverse working class community, the people have a great deal to contribute to the program.

Fifteen ethnic groups are represented during the week of hands-on activities, displays and assemblies. Cultural awareness is taught through values clarification exercises, role modeling and other activities. "Learn a Language" displays are seen throughout the halls where passersby are encouraged to learn a new phrase daily in a variety of languages.

A different ethnic meal is served each day in the cafeteria to a background of appropriate ethnic music. Teachers, parents and

(continued on page 4)

Bilingual Teacher As Diplomat *(from Page 3)*

students contribute ethnic recipes to make the *Reingold Roots Cookbook*.

Students and techers participate in Greek dancing, African games and Italian cooking, among other activities. The greatest benefit is to see the enthusiasm build as teachers, students and parents work together to share *personal* ethnic experiences. The effect has been to draw our school community closer together at a time when school spirit and appreciation for education are desperately needed.

For the students in the bilingual program, "Roots Week" gives them a chance to share their pride in their culture and gives them exposure to the struggles, accomplishments and joys of other ethnic groups.

The second program I have developed is an in-service training program for school personnel in Cultural Awareness. Again, reaping the benefit of the rapport established with other educators, I have been able to attract a respectable number of participants to my annual workshop. During the first part of the workshop, the participants explore their own cultural backgrounds and value systems. Many recognize their own ethnicity for the first time. ("I'm not ethnic — my grandparents were only English.") Participants see that multicultural issues involve everyone and they are ready to personalize the experience of learning about people with values, communication systems and learning styles different from their own. The workshop is authorized by the Fitchburg In-service Committee and participants receive in-service credit toward salary increments.

To succeed, Bilingual Education must be accepted as part of regular education. It can be an asset, a catalyst for innovative quality programs for *all* students. But it is up to bilingual teachers to make the first move.

Betty Johnson is a bilingual teacher in the Fitchburg (Mass.) Public Schools and is an adjunct at Fitchburg State College.

Note to Candidates For 1985-86 Executive Board

NABE regulations require that all candidates for the positions of President-Elect, Vice President, Secretary, Treasurer, Parent at Large, and Regional Representative be regular or associate members in good standing for not less than *12 consecutive months*. In addition, only NABE members having at least one child enrolled in a bilingual education program are eligible to run for the position of Parent at Large. Delegates to the Nominating Committee should obtain certification of membership for each candidate they wish to nominate prior to the meeting on Friday, April 6. Certification may be obtained at the NABE Membership Desk in the Conference Registration Area

Update on Organizational Development Committee Activities

NABE wishes to express its appreciation for the efforts of Dr. Jerry Felz, Assistant Dean of the School of Education at the University of Miami, in securing institutional support for mailing costs associated with the work of the Ad Hoc Committee on Organizational Development.

The following NABE members have joined the Association's Standing Committee on Organizational Development, as part of the Problem Census Subcommittee chaired by Ernie Mazzone. This report has been completed and will be disseminated after the NABE conference.

George Blanco
Austin, TX

Aida Colón
Boston, MA

John Correiro
Fall River, MA

Keith Crosbie
Tumwater, WA

Ernest Frechette
Tallahassee, FL

Rosa Inclán
Miami, FL

Charles Leyba
Los Angeles, CA

Guillermo López
Sacramento, CA

Ernest Pérez
El Paso, TX

Miguel Ruíz
Lansing, MI

Angie Soler Galiano
Hartford, CT

Rudolph Troike
Urbana, IL

Robert Underwood
Mangilao, Guam

José Vázquez
New York, NY

Linda Wing
Oakland, CA

For more information on the Organizational Development Committee's activities, contact:

Chairperson:
Dr. Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-6501

Co-Chairman:
Dr. Ricardo R. Fernández
Midwest NODAC
University of Wisconsin-Milwaukee
School of Education
Endris Hall 453
Milwaukee, WI 53201
(414) 963-5663

Co-Chairman:
Dr. Alfredo de los Santos
Maricopa Community Colleges
3910 E. Washington Street
Phoenix, AZ 85034
(603) 244-8355

Join NABE TODAY!

Congressional Hispanic Caucus, Inc. Announces Continuation of Fellowship Program

Congressman Robert García, chairman of the Congressional Hispanic Caucus, Inc., has announced that applications are being accepted for the 1984 Congressional Hispanic Caucus, Inc. Fellowship Program. "The program has been a tremendous success in its first three years," said García. "The Fellows found the program to be a worthwhile and meaningful experience and the committees where they worked were pleased with the contributions the fellows made. We look forward to having an equally successful group this year."

The Congressional Hispanic Caucus, Inc. will award four graduate fellowships to students currently enrolled in graduate programs in the public policy or policy related fields. The CHC, Inc. Fellowships are to be for a period of one academic term. This year the program will commence on September 1, 1984 and will extend through December 15, 1984. The Caucus, Inc. will provide each of the Fellows with a stipend of $3000 and transportation to and from Washington, D.C. The Fellows will be placed with a Congressional committee and will attend regular seminars designed to introduce them to the federal level of government.

All applications should be made according to the following format: a brief resume; 3 letters of recommendation from a faculty member, a community leader, and a former or current employer (1 each, 3 total); a scholastic transcript; an essay stating career goals and how the program would related to these goals; and a letter form the department chairperson approving the Fellowship for independent study credit.

Candidates will be selected based on the strength of their applications. The application deadline is April 16, 1984. For more information contact: Lillian Fernández, Director, Congressional Hispanic Caucus, Inc. 504 C Street, N.W., Suite 1, Washington, D.C. 20002, (202) 543-1771.

The Fellowship Program is made possible by a grant from R.J. Reynolds Industries, Inc.

Conference Reporters Needed for NABE News

NABE NEWS is looking for reporters to cover the various events at the 13th Annual International Bilingual Bicultural Education Conference. If you are going to San Antonio and would like to write an article on the keynote speakers, major speakers, concurrent session and workshops, exhibits, or other activities, please contact Nancy Zelasko, *NABE News* Editor at (202) 625-3540 prior to the conference. A special Annual Conference issue of NABE News will be published in late April.

A Message from the President of NABE

by Dr. Gloria Zamora

Dearest Collegues:

1984 is shaping up to be a very important year for bilingual education for a number of reasons. First, the American public is increasingly concerned with the inadequacies of our educational system with special concern for the lack of foreign language education; second, the Reagan Administration is, for the third consecutive year, preparing to re-submit amendments to the Bilingual Education Act; third, the Title VII Bilingual Education Act is up for reauthorization; and fourth, 1984 is a presidential election year and all candidates will be vying for our votes.

American Educational System

Numerous reports have been issued this year pursuant to the American educational system. All the reports have been critical and several have suggested that our nation is in grave peril if steps are not taken to bring about educational excellence. NABE is concerned that in the pursuit of educational excellence, educational equity issues will be abandoned. There can be no educational excellence without educational equity; excellence without equity is an elitist system of education.

Interestingly, the reports on American education have all spoken to this nation's lack of foreign language skills. We have been called "*Tongue-Tied Americans* by Congressman Paul Simon; our lack of foreign language skills is impeding this nation's ability to market our products abroad; we are currently importing more than we are exporting. In the face of this obvious need, bilingual education programs whose goal it is to develop fully bilingual American citizens, continue to be maligned and looked upon with suspicion. However, in late February, the U.S. House of Representatives passed a $50 million Foreign Language Bill to promote foreign language education. NABE joined the Joint National Committee on Languages (JNCL) to support passage of this bill. We must now wait to see what the Senate does with this bill. NABE will continue to work with JNCL in seeking passage of this important piece of legislation.

Bilingual Education Amendments

As of this writing NABE is preparing to fight, for the third consecutive year, the Reagan Administration's stated intention to amend the Bilingual Education Act.

The most damaging of the proposed amendments would, under the guise of "flexibility", allow school districts to receive bilingual education dollars without being required to provide native language instruction to its children of limited English proficiency. NABE's position on this is very clear: THERE CAN BE NO BILINGUAL EDUCATION WITHOUT NATIVE LANGUAGE INSTRUCTION. This position has been clearly communicated to Secretary of Education Bell and to OBEMLA in a letter dated August 17, 1983 (see *NABE News*, Sept. 83 issue, p. 15). Also, I testified to this effect before a Congressional Committee in September, 1983. NABE will not equivocate on this position. Any school district that does not opt to provide bilingual education need not apply for bilingual education dollars. The $139 million currently allocated is very small when one considers that need; this amount must be reserved for those districts desirous of providing quality bilingual education programs.

Title VII Reauthorization

NABE's Legislative Counsel, Jim Lyons, has been working non-stop with key members of our coalition groups (LULAC, MALDEF, National Council de la Raza, and others) as well as with key Congressional staff to draft the legislation reauthorizing Title VII. The legislation, to be introduced in mid-to-late March, contains some exciting new concepts including provisions for developmental bilingual education, increased parent involvement and adult literacy programs. NABE is seeking bipartisan support for this bill which can help to address the foreign language needs of this country by preserving the native languages of 3.5 million school-age American youngsters. Today, these children are limited in English, but tomorrow, through quality bilingual education programs, they could be fully bilingual and biliterate. By supporting bilingual education, this country could, in a few short years, reap the benefits of a bountiful language harvest.

1984: A Presidential Election Year

I come now to an issue that will be foremost in our thoughts throughout the spring, summer and fall — the election of a United States President.

As NABE members and as bilingual education advocates it will be incumbent upon us to remind all who would seek our vote that the quality education of our youngsters is a non-negotiable; that strong federal commitment to education is a non-negotiable; that a strong federal commitment to the protection of civil rights and desegregation is a non-negotiable; and that strong federal support for bilingual education as a program that addresses both equity and excellence is a non-negotiable. Children are our most vulnerable citizens; they have only those rights which we choose to protect for them — NABE IS FOR THE CHILDREN!

Conclusion

NABE is a non-partisan organization in that its membership encompasses all parties. Among our members, however, there must be one common denominator: unequivocable support for bilingual education as a program that offers the best opportunity for LEP children to develop their fullest capacities. I challenge our Republican and Democratic NABE members to speak out for the rights of children during 1984 and the years to come. NABE has voting strength; NABE is a political force to be dealt with; and bilingual education is a non-negotiable! Together we can achieve that which we cannot do alone.

Dr. Gloria Zamora

NABE '84 Conference Preview

NABE '84 promises to be one of the most exciting NABE conferences ever! The local conference committee, under the direction of Conference Chairman Albelardo Villarreal, has put together a wide range of educational and social activities to make your trip to San Antonio unforgettable!

Schedule at a Glance

Tuesday, April 3
NACBE Business Meeting
NABE Executive Board Meeting
Pre-Conference Workshops

Wednesday, April 4
Delegate Assembly
Native American Bilingual Education Meeting
NACBE Business Meeting
TABE Affiliate Presidents Workshop
NABE Standing Committee Meetings
Pre-Conference Workshops
School Visits
NABE SIG Business Meetings
Exhibits
1st GENERAL SESSION
Publisher Hospitalities

Thursday, April 5
ECONOMIC DEVELOPMENT DAY
Parent Institute
Exhibits
NACBE Forum
Concurrent Sessions
Major Sessions
Symposia
2nd GENERAL SESSION
Awards Luncheon
State Caucuses
NABE President's Reception

Friday, April 6
POLITICAL ACTION DAY
Breakfast Seminars
Parent Institute
Exhibits
Concurrent Sessions
Major Sessions
3rd GENERAL SESSION
Symposia
Special Sessions
NABE Nominating Committee Meeting
NABE Resolutions Committee Meeting
Banquet and Dance

Saturday, April 7
EDUCATION DAY
Exhibits
Concurrent Sessions
Major Sessions
4th GENERAL SESSION
NABE Membership Meeting
Despedida Dance

Congressional Hispanic Caucus To Be NABE Honoree for 1984

In this crucial election year, NABE has selected the Congressional Hispanic Caucus as its Honoree for 1984. The Caucus has shown outstanding advocacy for the rights of minority children to equal educational opportunity. It has consistently fought off attempts to weaken federal support to bilingual education. It has recognized the benefits of bilingual education both to children of limited English proficiency and to this country. Congressman Robert García, Chairman of the Congressional Hispanic Caucus, will accept the award on behalf of all the members of the Caucus. Appropriately, the award will be made at the Henry B. González Convention Center, with Caucus member González present.

NABE '84 Continues Effort To Reach Out to the Private Sector

The private sector will be strongly represented at NABE '84. Three major corporations have already committed support for the conference. While education and research issues in bilingual education will receive significant attention, the conference will also focus on the concerns of the private sector and of government. The decision to have three strands—education, government, and business—was based on the growing awareness that education cannot be isolated from the other major institutions that effect or are affected by the schools.

Parent Institute

NABE '84 will hold a one and one half day Parent Institute on topics of concern to parents of limited English proficiency students. This special event is geared to the needs of parents, bilingual and ESL teahcers, and school community liaisons. Concurrent sessions will be held in English and Spanish. Topics include:

"Influencing State Policy"
"Parent Involvement in Program Evaluation"
"Parent Involvement in the Instructional Process"
"Establishing a Parent Communications Network"
"Mosaic of Cultures"
"Involvement at the National Level:
Parent Perspectives"

Outstanding Keynote Speakers

The Honorable Henry Cisneros, Mayor
San Antonio, Texas

Agnes Cowen, Director
Cherokee Bilingual Education Program

Mary Futrell, President
National Education Association

Congressman Robert García, Chair
Congressional Hispanic Caucus

Mario Obledo, President
League of United Latin American Citizens

Jesse Soriano, Director
Office of Bilingual Education
And Minority Languages Affairs

Raúl Yzaguirre, President
National Council of la Raza

Gloria Zamora, President
National Association
Bilingual Education

Many Other Exciting Activities

Space limitations do not permit us to list the many major speakers, breakfast seminar guests, workshops, demonstrations, papers, and symposia to be presented at NABE '84. Suffice it to say that there will be something for everyone!

Plan on enjoying the city of San Antonio. City tours have been organized to the Alamo, San José Mission, El Mercado, the Institute of Texan Cultures, the Spanish Governor's Palace and many other historic sites. Post convention tours are also available to Mexico City, Guadalajara, Acapulco, and Cancún!

American Airlines and National Car Rental have made special arrangements for NABE '84 participants. Call the American Airlines Meeting Services Desk at 800-433-1790 (in Texas, call 800-792-1160) to save a minimum of 25% off unrestricted day coach fares. Contact the NABE Housing Bureau and the San Antonio Convention & Visitors Bureau, P.O. Box 2277, San Antonio, Texas 78298 for information on hotels.

For more information on NABE '84 contact the Conference Headquarters at IDRA, 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228 or call (512) 684-8180. Don't miss the best NABE Conference ever!

NABE Business Meetings To Be Held At Annual Conference

The annual conference is an important event not only because of the exciting educational and social activities held, but also because it is the only time that the membership as a whole can personally interact with the Executive Board and make recommendations on the future direction of our organization. Your participation is crucial to the success of NABE. Plan to participate in the following business meetings to be held at the Annual Conference:

Tuesday, April 3

- NABE Executive Board Meeting — Open to all NABE members
- NABE Board SIG Chairs Meeting — NABE SIG Chairs present annual reports to Executive Board
- NABE Board Standing Committee Chairs Meeting — NABE Standing Committee Chairs present annual reports to Executive Board

Wednesday, April 4

- Delegate Assembly — Affiliate Delegates meet with NABE Executive Board
- NABE Standing Committee Meetings — Standing Committee Chairs present annual reports, get feedback from membership, and make future plans
- NABE SIG Business Meetings — All SIG members meet to plan future SIG activities

Friday, April 6

- NABE Nominating Committee Meeting — Affiliate delegates meet to select slate of candidates for 1985-86 NABE Executive Board
- NABE Resolutions Committee Meeting — Affiliate delegates meet to prepare resolutions to be submitted to the membership

Saturday, April 7

- NABE General Membership Meeting — open to all NABE members

Agenda to include:

President's Report
Treasurer's Report
Elections Committee Report
Nominating Committee Report
Voting by Membership on Resolutions
NABE '85 Preview

Classroom Instructional Component Study *(continued from page 1)*

for different purposes. Twenty one percent of the projects use both languages to teach all subjects (Type V), and a few (3%) reported using more than one type. These findings were generally corroborated by teacher reports of the time they spent in English and native language instruction. Teachers reported using English more than 70 percent of the time in English reading and language arts, ESL, mathematics, social studies and science. English was used 61 percent of the time for cultural enrichment. The native language was used 88 percent of the time for instruction in native language reading and language arts. Overall, teachers reported using English as the language for instruction 72 percent of the time.

- The language in which LEP non-readers were first taught to read varied by project language. For example, the native language was used exclusively in 75 percent of the Spanish-only projects to *first* teach reading.
- Project staff try to integrate LEP students with their all-English-speaking peers to the greatest extent possible, while at the same time providing special language help, often using the pull-out mode of instruction. Nearly 40 percent of the projects used the pull-out model either exclusively or in conjunction with the in-class model. The frequency of the pull-out approach increased with grade level, with pull-out used more in grades three through six than in kindergarten through grade two. The use of the pull-out approach also varied by subject matter. For example, pull-out was used more frequently in conjunction with ESL than with any other subject area, where it was used to some extent by 23 percent of the classroom teachers who taught ESL. The pull-out approach was also used by about one-fifth of the teachers for native language and English language reading and language arts but was used less for teaching other subjects.
- It was clear that projects utilize more than one instructional approach to meet the needs of the various grade levels they serve and the subject areas being taught. Thus, in the future, instructional approaches or activities should be examined not at the project level but at the classroom level and, if possible, at the individual student level.

Study Objective 3 was "to determine project objectives."

The major findings were:

- Project objectives were reviewed in the areas of instruction, staff development and training, parent and community involvement, management/administration, and materials development and acquisition. Instructional objectives were the most frequently formulated. It was found that 97 percent of projects included among their annual objectives increasing their students' English language skills. Social studies/cultural heritage and mathematics/science instructional objectives were formulated by 82 percent and 79 percent of projects, respectively. Native language skills instructional objectives were prepared by 67 percent of projects.

  Management/administration objectives were also frequently formulated. Ninety-one percent of projects had objectives pertaining to project staffing, and 86 percent of projects cited the employment of bilingual personnel as an objective. With regard to staff development and training, 79 percent of projects reported district level inservice training as an objective, while 68 percent cited college or university coursework for staff as an objective.
- Instructional objectives in the area of English language skills were the most completely formulated, followed by mathematics/science and social studies/cultural heritage instructional objectives. Staff development and training objectives were less completely formulated than instructional objectives. Projects are concentrating their efforts concerning formulation of annual objectives in the areas of instruction, management, and staff development/training. Within the instructional area, projects clearly emphasize English language skills objectives over native language skills objectives.

Study Objective 4 was "to determine the relationship between skills actually addressed by the projects and those skills necessary to function effectively in an all English-medium classroom in the United States." *

The major findings were:

- The survey of teachers in English Language Arts indicated that as the classroom grade level increased, the LEP students tended to function increasingly below classroom grade level. The data showed that model LEP students were most typically on-grade for the lowest grades, one grade below classroom grade of the middle grades, and two grades (sometimes more) below level at the fifth and sixth grade levels. Possible, but not documented, explanations of this are that: individual students fall further behind each year; the more capable students exit early, leaving only the least proficient behind; and new children (e.g., refugees) enter the program.
- From the pespective of reading, writing and oral language skills taught at assigned classroom grade levels, the percentage of above grade level skills addressed tended to be substantially below the percentage of on-grade and below grade level skills addressed. Generally, reading skills were addressed more completely than writing skills, and both these skills were more completely addressed than oral language skills.
- Teachers tend to emphasize skill levels at the students' functional grade level, rather than at the assigned classroom grade level. The teacher survey data suggest this is a part of an effort to individualize instruction; teachers indicated they frequently modified their objectives and used a slower pace and the native language to assist LEP students.
- Overall it was found that the skills necessary to function effectively in an all-English speaking classroom were generally being taught.

Study Objective 5 was "to determine the degree of program implementation among local education agencies."

The major findings were:

- The Study examined levels of activity and program development in each of four general implementation areas: classroom instruction, staff development, parent involvement, and project management. Overall it was found that a full instructional program was provided to students with most of the instruction being provided in English. Project teachers used English more than 70 percent of the time for teaching English reading and language arts, ESL, mathematics, social studies, and science. For cultural enrichment, English was used 61 percent of the time. In native reading and language arts, the native language was used 88 percent of the time. There appeared to be a greater tendency to use the native language at the lower grade levels and to use English more frequently at the upper grade levels.
- Important aspects of classroom instruction are the skills taught and the determination of when to transfer students to an all-English speaking classroom. The skills taught were previously discussed under Objective Four where it was stated that, generally, students were being taught appropriate skills. The time it takes for skill instruction to result in student transfer varied depending on grade level. Kindergarten teachers reported the longest time period (2.7 years) and second grade teachers the shortest (1.7 years). However, since

(continued on next page)

teachers also reported teaching further below grade level as the students' assigned grade level increased, it appears that some students need to stay in the program considerably longer than others.

- In the area of project management, the Study generally found strong evidence of effective implementation of approved objectives.
- The Study looked at the important area of institutionalization of project services which can be viewed as another indicator of the extent of program Implementation. Title VII project and district staff were asked if the project was effectively accomplishing its goals and meeting local needs. Almost three-quarters of the superintendents who were interviewed believed that project was effectively accomplishing its goals and meeting local needs. Almost three-quarters of the superintendents who were interviewed believed the project was effectively accomplishing its goals to a great or very great degree. In addition, approximately two-thirds of teachers considered the project to be a definite advantage or a vital addition to the district's educational system. However, district administrators were concerned about their ability to continue the project without federal finding. Seventy-six percent of superintendents, 82 percent of federal programs coordinators, and 72 percent of principals said that bilingual education services would be reduced or dropped if Title VII funding was reduced or discontinued.

Study Objective 6 was "to identify factors which enhance or impede project implementation."

The major findings were:

- Broad-based participation and support by both district and school personnel and by the community are important to project implementation.
- The literature on implementation also suggest that pre-service and inservice training are important. Title VII regulations recognized this by delineating a separate staff development component. It was found that 61 percent of classroom and 76 percent of resource teachers had received some bilingual education training prior to the 1980-81 school year. Further, 54 percent of classroom teachers and 62 percent of resource teachers reported they received inservice training during the 1980-81 school year prior to the site visits.
- Resource support, has also been frequently cited as necessary to project implementation. Specifically, project directors, principals, and teachers reported that available materials and the technical assistance they received helped project implementation. Three-quarters of projects received materials, services, or training from a Bilingual Education Service Center (BESC), and two-thirds of the directors of these projects reported that this support was moderatley or very effective. Over half of the project directors also reported that resource support received from their SEA was useful.

Overall, the results of the Study describe a program which is changing to meet new circumstances and students. In essence, the Title VII Basic Program across the country is:

- highly varied with an emphasis on meeting individual students needs;
- emphasizing English instruction, but with many projects making heavy use of the native language as determined by LEP student needs;
- being implemented to a successful degree in many school districts, but facing problems regarding the need for more staff training, and the need for more effective parent participation in some projects; and
- only partially successful at the local level in terms of institutionalization, with Title VII remaining the primary source of funds for projects.

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*Notes:
The Language Skills Framework (LSF) developed by SWRL was used as the basis for determining the "skills necessary to function effectively in an all English-medium classroom." The LSP system comprised three major components: reading skills, writing skills, and oral language skills. Some modifications were made by Development Associates and the revision was titled the Classroom Skills Inventory (CSI). The purpose of the CSI was to measure the exent to which teachers addressed the specific reading, writing and oral language skills which LEP students need to function effectively in an all-English speaking classroom.

The respondents for CSI were Title VII classroom teachers randomly sampled from grades K through 6 in proportion to classroom grades represented. Since a typical classroom has LEP students functioning at several different grade levels, the CSI was designed to focus on the skill level of the majority of LEP students in the classroom. Prior to completing the CSI, each teacher was instructed to focus on the model (average) group of LEP students, and to specifically indicate whether each of the skills described in the CSI had been or would be taught that year to the identified group of students. The "model LEP grade" for each classroom was the grade level at which the teacher indicated the greatest number of LEP students were functioning, and this determined which CSI booklet was to be completed.

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Significant Instructional Features Study (continued from page 1)

organization and delivery of instruction, and student consequences;

(2) Use of active teaching behaviors;
(3) Use of the students' native language (L1) and English (L2) for instruction;
(4) Integration of English language development with basic skills instruction; and
(5) Use of information from the LEP students' home culture.

- With respect to *congruence of instructional intent*, the researchers found that competent student participation is predicated upon the students' ability to perform three major functions: (a) decoding and understanding task expectations, new information, and the teachers' norms and expectations; (b) participating productively; and (c) obtaining feedback concerning their completion of the task. The study employed two measures to determine the extent of LEP students' productive participation. They were Academic Learning Time (ALT) and student participation characteristics. ALT is a measure of student learning that is more proximal to instruction than achievement scores. The researchers found, for example, that the average time allocated to instruction in basic skills across the 58 classrooms in the sample was 128 minutes per day. The average engagement rate for all 232 students was 82 percent, or a total of 105 minutes of engaged time-on-task per day. During this engaged time, target LEP students worked on high accuracy tasks for 80 percent of the time, thereby obtaining an average of 84 minutes of ALT per day in reading, language arts, and math. Thus, about two thirds of the time allocated to basic skills instruction was experienced as ALT for these target LEP students.

  In the bilingual classes studied, there was strong emphasis on instruction in reading, language arts, and mathematics. Instruction in these basic skills accounted for 74 percent of the school day. On the average, reading and language arts occupied slightly over half of each school day while math accounted for about one fifth. Other subjects took up about 25 percent of the day.

- With respect to the *use of active teaching behaviors*, the researchers found that effective teachers exhibited active teaching in four major categories of behavior. These were: communication, engagement, monitoring, and feedback. The behaviors were found to correlate highly with increased student performance in reading and math.

- *Use of L1 & L2 for instruction* is the third significant feature identified by the researchers. Teachers in the study used both L1, the students' native language, and L2, English, for a portion of the instruction. English was used for instruction approximately 60 percent of the observed time, and L1 or a combination of the two languages approximately 35 percent of the time.

  When the sampled teachers perceived that a student was not comprehending what was required, or needed feedback to complete the task, teachers frequently switched to the LEP students' native language. Thus the sampled teachers used L1 to clarify instruction. This finding was particularly interesting in that *many school districts tell their teachers to avoid switching languages* during instruction because they feel such switching confuses students.

  A strong indicator of effective communication by teachers, whether in L1 or L2, would be whether or not the communication promoted competent participation by students. The ability of the 58 teachers in the sample to communicate effectively was demonstrated by the degree of successful participation of the target LEP students in instructional activity. The high average ALT achieved by the target students, as well as their increasingly competent participation, indicated that the teachers in the study were communicating clearly.

- The nature of the fourth feature, *integration of English language development with basic skills instruction* was equally revealing. Teachers in the SBIF study focused on developing LEP's use of English even outside the time regularly reserved for language instruction. This emphasis on language development during instruction in other academic skills appeared to further reinforce language acquisition. Stated differently, LEP students were simultaneously instructed in English language use and other basic academic skills. Moreover, the sampled teachers communicated in L1 at least part of the time. A feature of bilingual instruction was the frequent stress on language development during skills instruction. Being instructed in a language during other classroom activities is very different from acquiring a language through either immersion or "pull-out" approaches. In the integrated approach described here, English language development occurred with instructional tasks and learning new concepts. English language picked up by students during immersion or isolated pull-out processes, on the other hand, may be external to the instructional task at hand.

  The sampled teachers used the students' native language to clarify instruction and new information. The use of L1 appeared to facilitate communication between the teacher and students. By integrating language development into other instruction, the teachers appeared to reinforce acquisition of both L1 and L2 without inhibiting the learning of other academic skills.

- The fifth instructional feature found in effective bilingual classrooms was the *use of information from the LEP student's home culture*. The sampled teachers used their LEP students' native culture to promote the students' engagement in tasks. This type of mediation took both verbal and nonverbal forms and fell into three categories: (a) response to cultural referents to enhance instruction; (b) organization or instruction based on structures from the L1 culture; and (c) observing values and norms of L1 and L2 cultures.

In summary, description of instruction as observed in the classrooms of the SBIF study presented a paradigm of instruction in which a teacher's intent, the organization and delivery of instruction, and student consequences were closely linked.

Mediation of instruction, moreover, was achieved in three ways: (a) by the use of both L1 (the LEP students' native language) and L2 (English) for instruction; (b) by the integration of English language development during basic skills instruction; and (c) by using information from the LEP students' home culture.

The findings suggest that if LEP students are expected to acquire English language proficiency and at the same time to progress in academic skills, then this can be accomplished by teachers who provide effective instruction in each subject area using both English and the students' native language and culture.

The significance of the above is that effective instructional features have been documented in bilingual education classrooms.

Heretofore, the contention has been that bilingual education classrooms serving LEP students are, across the board, unstructured settings in which little learning takes place, in which little English is learned and used, and in which low caliber instruction and instructors are the norm. The results strongly point in the opposite direction.

Conferences of Interest

Bilingualism: *Expressway to Tomorrow*

The Connecticut Association for Bilingual-Bicultural Education will hold its 1984 Annual Conference on Friday and Saturday, March 23-24 at the Treadwell Lord Cromwell Inn, Cromwell, CT.

Parents, bilingual and ESL teachers, foreign language educators, administrators, community workers, researchers, evaluators, and any other interested persons are invited to attend. Events will include exhibits, guest speakers, workshops, program visits, cultural entertainment and a dance with a live band.

For more information, contact Ms. Anna Consoli, 1984 Conference Chair, 25 Textbook Avenue, Rocky Hill, CT 06067

3rd Annual Conference On Educational Equity & Excellence: *Programs That Work*

June 20 - 22, 1984
Kallspell, Montana

Keynote speakers to include Anne Campbell (President's National Commission on Excellence in Education), Billy Reagan (Superintendent, Houston Public Schools), Wilson C. Riles (former Caifornia State Superintendent of Schools)

For more information, contact: Judith A. Johnson, Assistant Superintendent, Office of Public Instruction, Helena, Montana 59620 (406) 444-3693

Current Approaches To Second Language Acquisition 13th Annual Linguistics Symposium

March 29 - 31, 1984
University of Wisconsin-Milwaukee

This symposium will perform a state-of-the-art analysis of the second language field. Proponents of fifteen current approaches will outline their models and methods. Three background papers will present perspectives from related fields, and two summaries will review theoretical and pedagogical issues.

For more information, contact Department of Linguistics, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

The Teaching of Reading In Bilingual Education

June 13 - 15, 1984
Texas Woman's University

The Bilingual/ESL Programs at Texas Woman's University, Denton, Texas, has announced a Call for Papers on the topic of The Teaching of Reading in Bilingual Education. Deadline for submission is March 26, 1984. Papers may report on results of educational practices, policies, research; new perspectives, analyses of readers, appraches, etc., in all levels—Preschool, Elementary, Secondary, and College.

For more information, contact: Dr. Irma Hanson or Dr. Rudy Rodríguez, Depart. of Curriculum & Instruction, Texas Woman's University, Denton, TX 76204 (817) 566-1039.

Summer Institute of Linguistics For Native Americans

June 4 - July 13, 1984
Alburquerque, New Mexico

The Summer Institute of Linguistics for Native Americans (SILNA) is a six-week summer college program open to speakers of Native American languages who are interested in developing skills in practical application of the science of linguistics to native languages. Participants must have completed high school or its equivalent, be a native speaker of a Native American language, and have a serious interest in writing and/or teaching a native language. Course accreditation is provided through the University of New Mexico.

For more information, contact: SILNA, P.O. Box 11339, Albuquerque, NM 87192 (505) 293-7986.

Fifth East Coast Asian-American Education Conference *"Entering the Mainstream"*

April 20 - 21, 1984
Quality Inn Capitol Hill
Washington, D.C.

For more information, contact: Libby Chiu, Patrick Kennedy School, 343 Saratoga Street, E. Boston, MA 02128 (617) 569-2681 or Lily Din Woo, NY State Education Dept., Bureau of Bilingual Education, Two World Trade Center, Suite 5040, NYC, NY 10047 (212) 488-7294

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VOLUME VII, NUMBER 4 / ANNUAL CONFERENCE 1984

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE '84:

A Conference To Remember

Letters, cards, and telephone calls have been pouring in from all over the country congratulating NABE on our 13th annual conference which took place in San Antonio, Texas, on April 3-7, 1984. We have heard from students, parents, educators, publishers, corporate sponsors and even from the Pennsylvania Governor's Office. Hundreds of people took the time during the conference to congratulate the conference organizers. One of the most complimentary was State Assemblyman Joseph Pelletere who traveled from New York State to participate in his first ever NABE Conference. Remarks such as "this conference shows that NABE is an organization with class" certainly made the year of hard work worthwhile. The conference organizers, headed by NABE President, Dr. Gloria Zamora and Conference Chairperson, Dr. Abelardo Villarreal, were determined that every effort would indeed be expended to make the conference an event worthy of the cause to which we are committed: educational equity and excellence through bilingual education for children of limited English proficiency.

The conference was attended by more than 3,300 registered participants, including over two hundred parents who participated in the Parent Institute which has become a standard feature of the annual NABE Conference. Seventy-six booths and twenty-nine tables were set up in the Exhibit Hall by publishers of educational materials and personnel recruiters. One educational publisher came from Spain and several private businesses not connected to education also purchased booths. The conference had eighteen educational sponsors, nine corporate sponsors, and the cooperation of seven other agencies.

Pre-conference activity took place on April 2, 3, and 4. These included the NABE Executive Board meeting, organizational committee meetings, the Delegate Assembly, and twenty-two intensive workshops. The National Advisory Council on Bilingual Education, the Dallas-EDAC, and the National Indian Bilingual Center also scheduled business meetings as part of the pre-conference activities.

The major conference days, April 4-7, included seven keynoters, twenty-four major speakers, ten publishers sessions, ten special sessions, seventeen symposia, six workshops and 131 concurrent sessions. The sessions covered the following major strands: educational equity and excellence, research findings, parent participation, teacher development, political participation and economic development. The impact of computer technology on bilingual education was not over-looked. The program organizers were especially pleased to welcome the participation of government and industry representatives: Peace Corps, Xerox Corporation, the Hispanic Media, the Mexican Chamber of Commerce, and the ministries of education from Mexico and Spain.

The major conference highlights were the Awards luncheon and the banquet which was a "Salute to the Congressional Hispanic Caucus." As is our custom, the Awards luncheon recognized the winners of the NACBE-NABE sponsored "Dissertation of the Year" competition. The three winners of the NABE Essay Contest, together with their parents and teachers were also recognized. These children once again "stole the show" as they nervously approached the podium to read their beautiful essays. These winners represented the best of 700 entries received!

The NABE Honoree for 1984 was the Congressional Hispanic Caucus, which was represented by Caucus Chair, Hon. Robert García of New York. The Caucus has demonstrated its commitment to bilingual education, to equal educational opportun-

(continued on page 11)

Keynote Speakers Stress Importance of Bilingual Education

By Dorothy Waggoner

Keynoters at the 13th Annual International Bilingual Bicultural Education Conference of NABE in San Antonio agreed that the country must not only cherish and develop the bilingual potential of its language minority children, but must further bilingualism among all children. "We must capitalize on these resources" said Mary Futrell, President of the National Education Association, at the opening afternoon session on April 4, adding that English-speaking children need to learn to communicate more effectively with people abroad. "Every child in the Western Hemisphere should have an opportunity to learn two languages for better communication and a better life for all," stated Mario Obledo, President of the League of United Latin American Citizens, on April 6. Jesse Soriano, Director of the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs, speaking on the final day of the conference, echoed the theme, saying that bilingual education should be a source of enrichment for all children.

Drawing upon his recent experience as a member of the Kissinger Commission on Central America, Henry Cisneros, San Antonio's mayor, affirmed that the country will never again be indifferent to the countries to the south. Their problems will be of major concern for the rest of the decade and they are much more complex than considerations of economic or military aid. Dealing with them will require cultural sensitivity, maturity and the ability to communicate directly. The problems of immigration will not be solved, he said, by throwing up fences on the border. "We must work cooperatively with the Government of Mexico to create jobs and foster exports."

The problems will be solved, he declared, by Hispanics in the Southwest who maintain their language and culture as assets for the survival of the hemisphere.

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Gloria Zamora
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3120 West Alabama Place
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(303) 922-0738

Eastern Regional Representative
Juan Zamora
U. of Massachusetts at Amherst
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Amherst, MA 01003
(413) 545-2887

Central Regional Representative
Jerry Manus
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Tahlequah, OK 74465
(918) 456-6177

Western Regional Representative
Edward Aland
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P.O. Box 249
Española, NM 87532
(405) 753-2243

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
3520 Prospect St., N.W.
Suite 376
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
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DEADLINES

ISSUE	DEADLINE
Winter 1984	November 15, 1983
Spring 1984	February 15, 1984
Annual Conference 1984	April 15, 1984*
Summer 1984	May 15, 1984
Fall 1984	August 15, 1984

*This date will vary from year to year, depending upon the dates of the annual conference.

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NABE NEWS is published five times per year: Fall, Winter, Spring, Summer, and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific **application** of theoretical formulations to educational settings characterized by linguistic and cultural diversity. the *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Leonard Valverde
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New Publication Schedule For *NABE News*

Effective with the Winter 1984 issue, *NABE News* will be following a new publication schedule. *NABE News* will still publish five issues per year, however, the dates for receipt of copy or advertising material will be as follows:

Issue	Copy Receipt Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

Resolutions

General Membership Meeting - Annual NABE Conference

At the General Membership Meeting held at the Annual NABE Conference on April 7, 1984, Resolutions Committee Chairperson Alfredo de los Santos, Jr. presented 12 resolutions to the membership for their consideration. Ten of the resolutions were passed and two were tabled. Brief summaries of the resolutions are printed below. Copies of the complete resolutions may be obtained from the NABE Central Office in Washington, D.C.

1. That NABE strongly recommend that the United States Congress pass and that the President sign into law "The Academic Equity and Excellence Through Bilingual Education Act of 1984."
   NABE MEMBERSHIP ACTION: Carried Unanimously.

2. That NABE strongly recommend that the United States Congress reject the Administration's budget proposals regarding TRIO, Chapter 1 Migrant, Title IV (CRA) Training and Technical Assistance, Women's Educational Equity Act, HEP and CAMP Higher Education Programs, International Education and Foreign Language Programs. That NABE recommend that Congress increase the FY'85 appropriations levels for these and other programs, including ESEA Title VII, which promote educational equity and excellence.
   NABE MEMBERSHIP ACTION: Carried Unanimously

3. That NABE strongly recommend that the U.S. Senate pass and that the President sign into law HR 2708, the Foreign Language Assistance for National Security Act.
   NABE MEMBERSHIP ACTION: Carried Unanimously

4. That NABE strongly recommend that the U.S. Congress authorize and appropriate funds for the improvement of language education as part of the legislation to improve mathematics and science education.
   NABE MEMBERSHIP ACTION: Carried Unanimously

5. That NABE explore with each of its affiliates the possibility of establishing a procedure which includes special rates for joint memberships in NABE and the affiliate organization.
   NABE MEMBERSHIP ACTION: Carried Unanimously

6. That NABE strongly recommend that the U.S. Congress a) reauthorize Title VII, ESEA, the Bilingual Education Act, and reject any attempt to change or alter the present focus and intent; b) reject any and all proposals that would narrow the definition of children eligible to participate; c) preserve the existing statutory requirement as pertaining to the use of the native language of the children as a means of instruction; and d) safeguard the provision in section 703, which addresses the special needs of Native American and Alaskan Native students under this program.
   NABE MEMBERSHIP ACTION: Carried Unanimously

7. That NABE strongly recommend that OBEMLA eliminate the formula for state inclusion in the National Indian bilingual program.
   NABE MEMBERSHIP ACTION: Carried Unanimously

8. That NABE recommend that OBEMLA eliminate the formula for state inclusion in the National Indian Bilingual Center and that tribes from the states of NC, NE, WI, NY, ME, FL, IL, KS, IA, NV, CO, ID, OR, and MS be included in the Center's service delivery plan; and that the necessary financial resources be awarded to provide service.
   NABE MEMBERSHIP ACTION: Carried unanimously.

9. That NABE strongly urge that American Indians be hired as professionals by the Office of Bilingual Education and Minority Languages Affairs.
   NABE MEMBERSHIP ACTION: Carried Unanimously

10. That the Annual Conference schedule be such as to allow for the possibility for members and others to participate in more than one SIG meeting.
    NABE MEMBERSHIP ACTION: Tabled

11. That NABE continue to urge implementation of the resolution approved by the membership last year that each state affiliate create the position of parent-at-large on its executive committee; and that NABE continue to facilitate the communication between parents-at-large on the local, state, regional and national levels.
    NABE MEMBERSHIP ACTION: Carried Unanimously

12. That the Parent Institute be continued as a part of the NABE annual conference and that it be structured to meet the different needs of the parents participating.
    NABE MEMBERSHIP ACTION: Tabled

AFFILIATES: NABE Fundraising Items Available!

One of the unique offerings at NABE '84 was the first official conference poster. It is a beautiful large color photograph of children with the caption "BILINGUAL EDUCATION: Because Their Future Demands It." The poster is being offered in quantities of 50 or 100 to affiliates at a special price of $4.00 each plus handling charges.

T-Shirts are also available with the messages "Blessed with Bilingual Brains" or "Bilingüe, Bicultural y orgullozo de mi raza." The T-Shirts sell for $4.50 each in quantitities of 50 or more.

To obtain any of these items, contact Aurelio M. Montemayor or Albelardo Villarreal, at IDRA, 5835 Callaghan, Suite 350, San Antonio, TX 72118 (512) 684-8180.

NABE Standing Committees
Annual Reports

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairs of the NABE Standing Committees for 1983-84. Members may obtain further information on individual committees by contacting the chairperson listed.

Elections Committee

Jeannette Kwok, Chair
U. of Miami NODAC
2727 29th St., N.W.
Washington, D.C. 20008

Activities To Date:

- Ran 1984 elections
- Submitted analysis of elections results to Executive Board

Recommendations Made NABE Executive Board:

- That the Board cast the deciding vote in the case of a tie after two rounds of voting for any position on the Executive Board [Board action pending]
- That the Chair of the Elections Committee be from the metropolitan Washington area in order to facilitate the transfer of ballots from the NABE Central Office and the election certification process [Board action pending]
- That the Executive Board consider establishing a fixed schedule for elections [Board action pending]

Future Activities:

- To review the nominations and elections procedures and make recommendations to the Executive Board

Fundraising Committee

Gloria Zamora, Co-Chair
(Corporate Sector)
IDRA
5835 Callaghan, Suite 350
San Antonio, TX 78228

Gene Chávez, Co-Chair (In-House)
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204

Activities To Date:

- Submitted a proposal to Stroh Brewery Co. to develop a video presentation on bilingual education
- Secured the following corporate contributions for various events at the Annual Conference:
  - Miller Brewing Company ($3,000 for the Despedida dance)
  - Anheuser-Busch ($1,300 for the orchestra at the banquet)
  - Stroh Brewery Co. ($2,000 plus beer and orchestra at the President's reception)
  - Crane Publishing Company (over $2,000 for the President's Reception)
  - Xerox Corporation ($150 for tables at Awards Luncheon for Student Essay Contest Winners)
  - Economy Company ($2,700 for the conference portfolios)
  - HEB Grocery ($1,000 towards airfares for writing contest winners)
  - McGraw Hill (envelopes for the preregistration packets)
  - Santillana (awards for the writing contest winners)
  - Flame Co. (award for writing contest winner)
  - National Textbook (award for writing contest winner)

Recommendations To NABE Executive Board:

- To continue fundraising efforts with corporate sector
- To develop strategies for in-house fundraising

Future Activities:

- To submit a proposal to corporations for support for the development of a booklet on bilingual education.

Membership Committee

Macario Saldate, IV, Chair
Mexican Aemrican Studies and
Research Center
Modern Languages Bldg., Room 209
Tucson, AZ 85721

Activities To Date:

- Mailed 4,100 membership renewal letters on September 16, 1983
- Mailed 300 letters to potential members on September 16, 1983
- Mailed letters to organizations encouraging membership on October 14, 1984
- Submitted membership article to *NABE NEWS* for September 1983 issue
- Worked with Organizational Development Committee to have affiliates designate liaisons to the Membership Committee

Recommendations To NABE Executive Board:

- To continue to examine the possibility of joint affiliate/NABE memberships and the standardization of dues

Organizational Development Committee

Rosa Castro Feinberg, Chair
University of Miami
School of Education - Lau Center
P.O. Box 248065
Coral Gables, FL 33124

Ricardo Fernández, Co-Chair
Midwest NODAC
University of
Wisconsin-Milwaukee
School of Education -
Endris Hall 563
Milwaukee, WI 53201

Alfredo de los Santos, Co-Chair
Maricopa Com. Col.s
3910 E. Washington St
Phoenix, AZ 85034

Activities To Date:

A. ***Public Information***

1. In cooperation with the Public Relations Committee chaired by Dr. Luis Martínez-Pérez, public information data was requested from the Affiliates. Analysis of that data will be provided by Dr. Martínez-Pérez.
2. Dr. Alfredo de los Santos, in cooperation with Dr. Luis Martínez-Pérez, will coordinate a National Media Watch Project, to respond to media presentations related to NABE goals. Representatives to this project have been appointed by Affiliate Presidents.

B. ***Organizational Development***

1. Dr. Ramón Santiago has completed a survey of Past Presidents and submitted his analysis of the survey results with recommendtions for Board action designed to maximize opportunities for continued contributions from these NABE Leaders.
2. Mr. Ernie Mazzone and his subcommittee have completed a problem census which indicates major areas of organizational strength and weakness as perceived by a representative cross section of the membership, for Board review and discussion.
3. Dr. Sarah Meléndez and Mr. Franklin Cruz have submitted concept papers for Board action on NABE enterprise and staffing options.

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4. Dr. Ricardo Fernández has coordinated training activities, based on the results of a training needs questionnaire distributed to Affiliate Presidents in December. The results of that survey established the agenda for the Presidents' all day training session conducted by Dr. Fernández on April 4. The product from that session will be distributed to all Affiliate Presidents as the first draft of a Guide Book for Affiliate Board Members. In state training assistance, in cooperation with other agencies, has also been planned or provided for Indiana, Minnesota, Kansas, and Ohio Affiliates.
5. Ms. Terry Dale has outlined alternatives to the present nominations process.
6. Liaison persons to NABE Membership, Fund Raising, and Public Relations Standing Committees have been appointed by Affiliate Presidents.

C. ***Public Policy Impact***

1. Initial efforts at inter organizational linkages have been made by Dr. Gilbert Cuevas with Math Education Associations and by Ms. Jeanne López Valadez with Vocational Education Associations. Evidence of receptivity to joint efforts exists for both sets of associations. Dr. José Aybar is completing a similar survey of Political Science and Latin American Studies Association.
2. The Affiliates have been systematically involved in the work leading to reauthorization of Title VII. The Affiliate Presidents received preliminary drafts of the Bill in February and two brief status reports in March. There has been extensive telephone communication among the Affiliate Presidents and Public Policy Chairs, the Socio Political Concerns Committee, and the Organizational Development Committee, contributing to the introduction of the Bill with 51 sponsors (for which Jim Lyons deserves our highest praise).
3. Public Policy representatives have been appointed by Affiliate Presidents and have been involved in the reauthorization process. They have received invitations to receive training in San Antonio at the Presidents' Training Session and at the Networking Symposium and to meet individually with our Legislative Counsel.
4. The Spanish American League against Discrimination (SALAD), the National Network of Hispanic Educators (NNHE), The National Association of Asian and Pacific Educators (NAAPE) and The Florida Association of State and Federal Education Program Administrators (FASFEPA) and its national parent body have worked in cooperation with NABE. Similar assistance is anticipated from The National Alliance of Black School Administrators. Additional allies worked closely with Jim Lyons on developing the legislation and in explaining its significance to key policy makers, and will be identified in the Socio Political Concerns Report.

Recommendations Made To NABE Executive Board:

- That the Board implement the six recommendations presented in the report on Past Presidents submitted by Dr. Ramón Santiago [The Board adopted the recommendations with slight modifications and assigned responsibility for the implementation of these recommendations]
- That the Board analyze the NABE Office operation and enterprise options suggestions in the concept papers submitted by Dr. Sarah Meléndez and Mr. Frank Cruz [The Board authorized this analysis]
- That the Board review Affiliate structure and procedures [The Board appointed a Task Force to review and report on ways in which NABE can increase levels of mutual support for Affiliate and Association activities]
- That the Board appoint a Task Force to review NABE nominations and elections procedures [The Board assigned this task to the NABE Elections Committee]
- That the Board consider the feasibility of publishing an "action alert" type of publication in addition to the *NABE JOURNAL* and *NABE NEWS* [The Board directed the Publications Committee to investigate this matter]
- That the Board appoint a Task Force to seek additional views on the issues presented in the Problem Census submitted by Mr. Ernie Mazzone and to present recommendations to the Board [The Board tabled discussion to allow time for extended consideration during the Board's meeting in July]
- That the Board appoint a Task Force to develop an orientation guide on membership, fundraising, parental involvement, public policy, and similar topics for Affiliate Boards, incorporating the contributions of the Affiliate Presidents recorded by Dr. Stan Seidner at the April 4th Training Session [The Board appointed a Task Force].
- That the Board send copies of the Organizational Development Committee's annual report to all Past Presidents, SIG Chairs, and Affiliate Presidents [The Board authorized this mailing]

Public Relations Committee

Luis A. Martínez Perez,Chair
School of Education
Florida International University
Tamiami Trail, Miami, FL 33199

Activities To Date:

- Sent questionnaires to all state affiliates requesting information on lawmakers, public broadcasting, county and state bilingual programs, speaker's bureau, advocacy organization, private media, school board membership support, and sources of funding. Received responses from seven affiliates.
- Coordinated with the Organizational Development Committee in the drafting and mailing of an "Affiliate Organizational Survey" stressing membership history. Received responses from five affiliates.

Recommendations Made To NABE Executive Board:

- To support the efforts of the Public Relations Committee by stressing the importance of data gathering at the affiliate level.

Future Activities:

- Continue conducting the above-mentioned surveys and assemble the appropriate data.
- To coordinate with the Organizational Development Committee on the "Media Watch" Project.
- To gather information from the committee's membership on future plans.

Publications Committee

Eugene García, Co Chair
(NABE JOURNAL)
Bilingual Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218

Nancy Zelasko, Co Chair (*NABE NEWS*)
Georgetown University BESC
Suite 376, 3520 Prospect St., N.W.
Washington, D.C. 20007

Activities To Date:

- Revised *NABE NEWS* publication schedule.
- Developed *NABE NEWS* plan.
- Planned incorporated two special editions sections of the *NABE JOURNAL*.

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Students Consider Bilingual Education Essential For Future Success

Over 700 students from bilingual education programs throughout the United States submitted essays on "What Bilingual Education Means to My Future" in NABE's Third Annual Nationwide Writing Contest for Bilingual Students, coordinated by Jaime de la Isla and the Detroit Public Schools. First, second and third prize winners were selected in each of three levels (grades 3-5, grades 6-8, and grades 9-12) by a group of readers.

The first prize winners in each level and their teachers were flown to the 13th Annual International Bilingual Bicultural Education Conference in San Antonio, Texas, where they received their awards at the NABE Awards Luncheon on Thursday, April 5, 1984. In addition to the prizes awarded to the students, the teachers and the children's schools were presented with plaques. The audience was obviously moved when first prize winners Peggy Shen (grade 3) from Monterey Park, CA; Mai Nguyen Huynh (grade 6) from Cleveland, OH; and Teodora Tastaman (grade 10) from Reading, PA read their winning essays.

Second place winners included:

Luz Ramírez, Grade 5
27th Street School
Milwaukee, WI
Mr. Russo, Teacher

Kathryn García, Grade 8
Intermediate School 233
New York City, NY
Mr. Isreal Soto, Teacher

Irving Vázquez, Grade 11
Dickinson High School
Jersey City, NJ
Mrs Georgina Rey-Colley, Teacher

Third prize winners were:

Khanh Duy Ha, Grade 5
Etienne De Bore School
New Orleans, LA
Mrs. Jebara, Teacher

Elsa Meléndez, Grade 6
Walton School
Cleveland, OH
Mrs Freddie Richards and
Mrs. Carmen Rodríguez, Teachers

Sorin Pop, Grade 10
Chadsey High School
Detroit, MI
Stefana Calugar, Teacher

What Bilingual Education Means To My Future

Bilingual education means that I will have a good future.

Bilingual education helps me learn and understand things more easily, such as, when I don't understand the meaning of community my teacher can explain it to me in my language. I learn quickly. Bilingual education makes me smarter. When I grow up I can find a job easily.

Bilingual education is fun. I learn about other countries' customs. I celebrate both countries' holidays. On Christmas I get presents and Chinese New Year's Day, I get red good luck envelopes. I eat Mexican tacos and Chinese egg rolls. Bilingual education makes life more interesting.

Bilingual education helps me make more friends with different languages. We all are friends. We play and work together. In the future, I can get along with many people.

I feel special about myself because I can speak in both languages and help people in my language. I'm proud of myself and I know I'll have a great future.

Peggy Shen
Ynez Elementary School
Monterey Park, California
Grade 3
Ms. Helena Li, Teacher

What Bilingual Education Means To My Future

Two years ago in Seattle, I got off a plane. In front of me was a whole new world. I wondered if I would survive in this world, a world where the people, the language and the whole environment were different than mine. I had a question in my mind about what my future was going to be.

I found myself as a deaf person in a strange world. I started to go to school and participated in the bilingual program where I would learn both English and my own language. Bilingual education brought back my hearing. It helped me to survive in the new world. It helped my family adapt to the new environment. The bilingual program introduced me to American people and taught me their way of life and their language. It brightened up my future. It helped me to climb up the "vocabulary ladder" to show the Americans that I was not a useless person, no matter what country I came from. It supplied me with a good education and a better chance to achieve my goals. It assisted me in looking forward into my future in America. I knew that I could do and be whatever I wanted.

With the help that I had from the bilingual program, I am right now in a magnet school of science, and my dream of being a scientist will come true. It does not matter whether I become a scientist, a doctor or a businesswoman. I will have the advantage of speaking two languages smoothly. The bilingual program is now training more and more useful people for the United State's government and business.

We need the bilingual program to continue the work and to help build the United States into a stronger and richer country. The present soon will be the past, but the future will always be waiting for us.

Mai Nguyen-Huynh
Cleveland Magnet School of Science
Cleveland, Ohio
Grade 6
Ms. Lynn Marple, Teacher

What Bilingual Education Means To My Future: An Idea Can Change The World

It was a nice summer day in Rumania. The wind blew over the trees and the sun was shining when my father and I began to talk about life. He asked me about trying a new life in United States.

At first I thought, I can't do that, leave my home where I lived for so many years, leave my best friends, my childhood with them, no!

It's a thing that I might hate all my life. I thought and thought but — what about my future? I couldn't do anything with my future in my country.

I wanted to study engineering, but because Rumania is a Communist country and makes decisions for me, I couldn't go to a special high school, not because I wasn't qualified but because my parents didn't know the right people.

In the United States I felt that I would be judged on what I know, not who I know. And of course I decided to come where everybody is free to study anything.

Still trying to leave my country, I felt like something was holding me inside a cage while something was dragging me outside and that's not a good way of life. So I left my country where I was born and where I grew like a bud in the sun and fresh air.

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Message From the President

by Gloria Zamora

Dear Colleagues:

Those of you who missed the '84 NABE conference in San Antonio missed a very exciting one. For those who missed our annual membership meeting which took place during our conference, I would like to take the opportunity to share the President's Report which was part of the agenda.

Serving as your President for 1983-84 has been one of the most rewarding experiences of my professional career. I have travelled thousands of miles and made hundreds of new friends, all of whom share the same dream with me: quality bilingual education for all children. I have talked to dozens of reporters — some whom reported fairly and others who chose to distort the truth. I have talked with politicians and political appointees — some who are our friends, some who do not understand bilingual education and, regretably, some who would sacrifice the welfare of children for their own political gain. I have learned a great deal — and for that, I thank you.

At the outset of my term and with your input, we organized our NABE efforts around three areas of focus: I. Organizational Development, II. Impacting Public Policy, and III. the Development of Public Information Strategies. My report briefly addresses each of these.

I. Organizational Development

At my request, the NABE Executive Board approved the formation of a Standing Committee on Organizational Development. I appointed Dr. Rosa Castro Feinberg of Florida to chair this committee and she graciously consented. Dr. Feinberg immediately appointed a large national committee and assigned tasks. The work of this Standing Committee is so excellent and so extensive, that a separate report detailing its objectives and accomplishments is contained in this issue. Additionally, Dr. Feinberg and her committee designed and implemented the agenda for the annual Delegate Assembly held in San Antonio during NABE '84. It is projected that the work of the OD Committee will result in the development of an "Organizational Development Guide for Affiliate Presidents".

II. Impacting Public Policy

Our Legislative Counsel and Socio-Political Concerns Chairperson, Jim Lyons, has dedicated hundreds of hours to the reauthorization of Title VII. Under his very capable leadership NABE has taken the lead in developing the legislation reauthorizing and strengthening the bilingual education legislation. With the support of an extremely dedicated nucleus of coalition groups in Washington, D.C., the bill was written and introduced on March 25, 1984. Chief sponsors are Congressman Dale Kildee of Michigan and Congressman Baltasar Corrada of Puerto Rico. Your President had the distinct honor of presenting testimony in support of H.R. 5231, "The Equity and Excellence Through Bilingual Education Act of 1984" before the House Sub-Committee on Education and Labor. As of this writing the bill has passed the sub-committee and the full commmittee and is on its way to the full House. The Senate companion bill is being drafted and several Senators have already agreed to be co-sponosrs. You need to know that this task has been a *very difficult* one; and that we need the help of *every* one. During the NABE '84 Conference, participants signed up to send 2,000 mailgrams to Congress in behalf of H.R. 5231. *What have you done personally?* Have you written your Senators and Congressman? Have you sent a mailgram? The children need you.

III. Public Information Strategies

Thanks to Dr. Luis Martínez-Pérez, Chair of the Public Relations Committee, a public relations questionnaire and an affiliate data survey were sent to all affiliate Presidents on February 3 and March 10, 1984. Affiliates were asked to identify a Public Policy/Public Relations Chairperson to serve as a liaison to the national committees. Gathering this type of information is critical to strengthening our public image. Unfortunately, very few affiliate Presidents returned the questionnaire.

Another very necessary and very interesting public relations effort is underway. Dr. Martínez-Pérez and Dr. Alfredo de los Santos are working on the development of a national "Media-Watch" project whose purpose will be to respond promptly and appropriately to articles dealing with bilingual education. They have requested that each affiliate appoint a liason person to work with them. More informtion on this project is forthcoming.

IV. Other Activities

Fundraising

For three years it has been my responsibility to lead NABE's fundraising efforts. This year I focussed my efforts on corporate fundraising; Gene Chávez focussed his efforts on fundraising within NABE. I feel that we are making significant gains in obtaining corporate support for our efforts. This year nine corporations made fiscal contributions to the implementation of the NABE Conference. Their contributions resulted in a greater net profit which will assist us in carrying out our work.

Membership

Dr. Macario Saldate, NABE Membership Chairperson, with the assistance of our national office secretary, Carolyn Riddick, sent out 4,000 membership letters. We continue to have a solid core of about 1800 members, but this is not enough. I am going to ask you for a personal favor. Will each of you promise to sign up *one* new NABE member during the month of June? Let me know if you did! In turn, I promise to sign up *ten* new members.

Conclusion

Again, it has been my pleasure to serve as NABE President for 1983-84. As my term comes to an end I pledge my support and continuing work to incoming President Sara Meléndez. Let us all pledge that we will continue to work diligently for equity and excellence through bilingual education. Together we can accomplish that which we cannot achieve alone!

Students

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I have to learn English. But, what world is that? When I came to the United States, I felt like I was dropped from the sky. If somebody talked to me in English, I looked at that person like a cat looking at a calendar. But anyway, time will help me to learn English.

A way in the United States is of course the language. Without it we can't do anything; just to move around a little in a city or town English is needed.

For me now, a bilingual education is the most important thing in my life. In this program all students get special help. The teachers introduce us to general notions about the correct writing, reading and especially speaking. We feel like in a family, and I feel too like a part of it.

I learned something about other cultures, their traditions and new ways of doing things.

Now, with my English I feel like a woman and half because I came here five months ago and already I am feeling and talking like in my own language. I have new ideas and more inspiration. That's because I took my heart in my teeth and I tried.

I'm the master of my future; I have it in my own hands.

To me bilingual education can be a bridge between my old and my new culture and can change the world around me.

For the teachers who help us in this program I say a hot THANK YOU for all they do for me and for everybody.

Teodora Tastaman
Reading High School
Reading, Pennsylvania
Grade 10
Ms. Joan Groves, Teacher

NABE Special Interest Groups

Annual Reports

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairs of the NABE Special Interest Groups for 1983-84. Members may obtain additional information on the individual SIG's by contacting the chairperson listed.

EARLY CHILDHOOD SIG

1983-84 Chair:	1984-85 Chair:
Dolores M. Fernández Curriculum Resource Specialist Hempstead Public Schools 185 Peninsula Blvd. Hempstead, NY 11550	Elizabeth Garza IDRA 5835 Callaghan Suite 350 San Antonio, TX 78228

Goals:

- To disseminate state of the art information to all Early Childhood SIG members.
- To develop an early childhood network.
- To encourage more early childhood presentations at the NABE Conference.
- To assume an advocacy role for early childhood.
- To serve as a linkage with the state affiliates with respect to early childhood.
- To have an Early Childhood SIG booth at the NABE Conference.
- To increase membership in the NABE Early Childhood SIG by making connections at other conferences.
- To raise the awareness of the NABE Board to the importance of early childhood bilingual education.

ELEMENTARY EDUCATION SIG

1983-84 Chair:	1984-85 Chair:
Vacant	Belia Cruz 1005 Mariposa Lane Montebello, CA 90640

Goals:

- To reactivate the elementary education SIG.
- To correspond with all NABE members interested in elementary education.

HIGHER EDUCATION SIG

1983-84 Chair:	1984-85 Chair:
Vinicio H. Reyes College of Education Governors State University Park Forest South IL 60466	Same as 1983-84

Goals:

- To plan and implement at least one activity in each of the three regions of the country.
- To explore the possiblity of having one issue of the *NABE JOURNAL* devoted to higher education issues.
- To present a panel discussion on Higher Education Issue for the '80's at the NABE Conference.

RESEARCH & EVALUATION SIG

1983-84 Chair:	1984-85 Chair:
Sylvia C. Peña Curriculum & Instruction University of Houston University Park Houston, TX 77004	Same as 1983-84

Goals:

- To sponsor two sessions at the NABE '85 Conference on Part C research priorities and findings.
- To propose a pre-conference session on research design and proposal writing.
- To actively recruit members for the Research & Evaluation SIG.

SECONDARY EDUCATION SIG

1983-84 Chair:	1984-85 Chair:
Rick Sullivan 2409 Birch Street, Alhambra, CA 91801	To be announced

Goals:

- To network with others — especially NABE affiliates and TESOL — to gather and share information.
- To have a secondary education strand at future NABE conferences.
- To increase membership in the SIG.
- To focus on ways of increasing the status of secondary bilingual education.
- To include items on secondary bilingual education in the *NABE NEWS*.

SPECIAL EDUCATION SIG

1983-84 Chair:	1984-85 Chair:
Pat Chamberlain 625 Cooper Elgin, IL 60120	To be announced

Goals:

- To encourage state affiliates to establish special education SIG's.
- To continue the SIG's networking efforts.
- To make recommendations to the NABE Board regarding issues in bilingual special education.

STUDENT SIG

1983-84 Chair:	1984-85 Chair:
Michael Reed PA Dept. of Education 333 Market Street 7th Floor Harrisburg, PA 17108	To be announced

Goals:

- To disseminate information on current projects and those of students engaged in bilingual education studies.
- To participate in meetings and forums related to bilingual education.
- To increase student input into Title VII training programs.

Keynote

(continued from page 8)

Bilingual education is also required, Cisneros affirmed, to further the sense of dignity and worth of Hispanic and other minority children and to enable them to keep up in a world in which technical demands will increasingly determine that only the best prepared succeed. "Our children cannot afford to lose time", he stated. They must progress in science and mathematics and other subjects while they improve their English. The regional reality is that the U.S. population is shifting to the Southwest and to the cities and areas in which language minority populations, especially Hispanics, are growing. The dynamism of the Hispanic communities will be magnified by the growing importance of these cities and areas in the remainder of this century. Education must respond to this reality.

While stressing the theme that bilingual education must embody excellence and that education must be dedicated to excellence, keynoters also affirmed their commitment to equity. "We must help all children to reach their full potential and this means children who are linguistically different", said Futrell, adding that "as a Nation we have begun to recognize that schools cannot remain rigidly monolingual." Children build on what they bring to the school. They need to feel good about themselves. Minority children bring skills which enrich American life and which bind and unite us. "We must no longer try to homogenize those who are different", Futrell declared. She affirmed NEA's continued support of bilingual education and its commitment to excellence for all children.

Obledo declared that we all desire excellence in education but that we must still struggle and dedicate ourselves to the realization of every thing that U.S. citizenship means. Reminding his audience of the drop-out rates and the college and university attendance rates for minorities, Obledo finds that the future does not look much brighter than the past. "The system has perpetuated crime", he said. The threat represented by the unemployment rates, by substandard housing and hunger is greater than any threat presented from abroad. LULAC desires excellence in education and supports bilingual education and other programs to help minorities achieve their potential, Obledo stated.

Soriano affirmed the intent of his office to move beyond bilingual education as a remedial effort making up for a presumed deficiency in the child. Bilingual education must change and be integrated into the mainstream of education, he said. He reminded

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NABE '84

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the audience that bilingual education in the United States is concerned with many languages and cultures. Groups such as those from Southeast Asia, from Haiti and from the Arabic speaking countries have increased in size over the last ten years. As Director of OBEMLA, he has tried to broaden the perspective of ways to teach language minority children, to deal with children from many language backgrounds, and to draw in other groups and organizations. "What we've tried to do is to insure that bilingual education provides the excellent education needed by language minority children", he declared. He foresees that bilingual education will be around for a long time.

Don't Miss
NABE NEWS!
Join
NABE
today!

NABE Elections Results

The results of the elections for the 1984-85 NABE Executive Board were announced at the General Membership Meeting held at the annual conference on April 7, 1984. Jeannette Kwok, Chairperson of the NABE Elections Committee, submitted the following analysis of the elections.

Voting for the positions of President Elect, Vice President, Secretary, Treasurer and Parent At Large was on a national basis. Of the 800 ballots mailed to eligible members, 396 were cast. Voting for the Regional Representative positions was done by the Affiliate Presidents in each region. The results of the voting were as follows:

Office	Ballots Cast	Candidate	# Of Votes	% Of Votes
President Elect	359	Gene Chávez	207	57.7%
		Luis Martínez Pérez	148	41.2%
		Write Ins	4	1.1%
Vice President	361	Hai Trong Tran	200	55.2%
		Belia Cruz	159	42.9%
		Write-Ins	3	0.8%
Secretary	334	Nancy Zelasko	315	94.3%
		Write-Ins	19	5.7%
Treasurer	356	Lilliam Malavé	202	56.7%
		Janet Lu	151	42.4%
		Write Ins	2	0.8%
Parent At Large	354	Norma Preciado	194	55.1%
		Carmen Millán	157	44.3%
		Write Ins	2	0.6%
		(First Ballot)		
Eastern Regional Rep.	8	Rosa Castro Feinberg	4	50%
		Nguyen Ngoc Bich	4	50%
		(Second Ballot)		
	7	Rosa Castro Feinberg	5	71.4%
		Nguyen Ngoc Bich	2	28.6%
Central Regional Rep.	5	Stan Seidner	4	80%
		Monica Sandoval	1	20%
Western Regional Rep.	4	Aurora Martínez Quevedo	4	100%

Congratulations to the winners and best wishes for a productive year on the NABE Executive Board!

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
Room 405, 1201 16th St., N.W. • Washington, D.C. 20036 • (202) 822-7870

APPLICATION FOR ☐ NEW MEMBERSHIP ☐ RENEWAL MEMBERSHIP

TYPE OF MEMBERSHIP (Check One)

	1 YR	2 YR	3 YR
☐ REGULAR	☐ $35	☐ $65	☐ $90

☐ 004-0001 Teacher
☐ 004-0002 College Instructor
☐ 004-0003 Administrator
☐ 004-0004 Consultant
☐ 004-0005 Other ____________

	1 YR	2 YR	3 YR
☐ ASSOCIATE	☐ $20	☐ $37	☐ $51

☐ 003-0001 Community Person
☐ 003-0002 Para-professional
☐ 003-0003 Full-time Student

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☐ 009-0001 Elections
☐ 009-0002 Annual Conference
☐ 009-0003 Publications
☐ 009-0004 Membership
☐ 009-0005 Socio-political Concerns
☐ 009-0006 Fund Raising
☐ 009-0007 Resolutions
☐ 009-0008 Public Relations
☐ 009-0009 Parental Concerns

Slate Selected for 1984-86 NABE Executive Board Elections

Nineteen affiliate delegates serving on the NABE Nominating Committee met on April 6, 1984 at the annual conference in San Antonio, Texas. The following slate of candidates for the 1985-86 NABE Executive Board was selected. Detailed information on each candidate will appear in the Fall 1984 issue of *NABE NEWS*. Remember, you must be a member of NABE on November 1, 1984 to be eligible to receive a ballot. Renew your membership today!

Office	Candidate	Nominated By	Seconded By
President-Elect	Jim Bransford (CO)	CO	NM
	Josué González (IL)	IL	NY
Vice President	Lilliam Malavé (NY)	FL	NJ
	Macario Saldate (AZ)	TX	NM
Secretary	Dick Hsieh (OK)	OK	IL
	Aurora Martínez Quevedo (CA)	CO	NY
	Nancy Zelasko (DC)	WI	SD
Treasurer	Agnes Cowen (OK)	OK	MA
	Stan Seidner (IL)	IL	MA
Parent At-Large	Edelmiro Domínguez (WI)	WI	OH
	Norman Gold (CA)	CA	AZ
Eastern Regional Representative	Arístides Cruz (PR)	VA	WI
	Myrella Lara (CT)	CT	MA
	Janice Schroeder (NY)	NY	WI
Central Regional Representative	Tony Báez (WI)	WI	IL
	Gay Kingman (SD)	SD	WI
Western Regional Representative	Lucy Cruz (CO)	CO	NY
	Olivia Schaad (AZ)	AZ	CA

Publications Committee

(continued from page 5)

one on administration and supervision and one on bilingual vocational education.

- Added two "brief" sections to the *NABE JOURNAL*: Options and Ideas.

Recommendations Made To NABE Executive Board:

- That the Executive Board approve the *NABE NEWS* plan [Board approved the plan]
- That NABE investigate the implementation of a reprint service for the *JOURNAL* [The *JOURNAL* editor was assigned this task by the Board]
- That NABE consider the possibility of joint advertisements in the *NEWS* and *JOURNAL* [The editors of the *NEWS* and *JOURNAL* were assigned this task by the Board]

Future Activities:

- Investigate the possibility of contracting for advertising on a commission basis.
- Create a materials review section in *NABE NEWS*.
- Investigate the implementation of a reprint service for the *JOURNAL*.

Don't Miss *NABE NEWS!*

JOIN NABE . . . AND TELL A FRIEND

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HOME PHONE ____________________

SPECIAL INTEREST GROUP (Check One)

- ☐ 001-0001 Early Childhood
- ☐ 001-0002 Elementary Education
- ☐ 001-0003 Secondary Education
- ☐ 001-0004 Higher Education
- ☐ 001-0005 Adult Education
- ☐ 001-0006 Parent & Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research & Evaluation
- ☐ 001-0010 Special Education
- ☐ 001-0011 Global Education

LEVEL OF WORK (Check One)

- ☐ 002-0001 Early Childhood
- ☐ 002-0002 Elementary Education
- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

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NABE '84

(continued from page 1)

ity, to civil rights and to educational excellence for all children. NABE was proud to honor them and in their honor created a special poster which shows young children of all cultural groups and is captioned: "Bilingual Education . . . because their future demands it!" Copies of the poster are available for $5.00 each and can be obtained through IDRA (512) 684-8180. Much appreciation is due our corporate sponsors whose financial support enabled us to realize a greater net profit. These included Anheuser-Busch Brewing Company, Crane Publishing Co., McGraw Hill Publishing Co., Miller Brewing Co., Stroh Brewery Co., Santillana Publishing Co., Xerox Corporation and the HEB Grocery Company. Special thanks are also due the local school districts for supporting the involvement of their teachers, administrators, parents and school children, the Texas State Teachers Association (an NEA affiliate) which contributed both personnel and fiscal resources; to the conference co-chairpersons and their staffs who worked diligently for nearly a year; and most especially to Dr. José Cárdenas of the Intercultural Development Research Association without whose support (moral, fiscal, and personal) this conference could not have taken place.

Finally, the '84 Conference Committee feels greatly indebted to our Mayor, Dr. Henry Cisneros and our City Councilwoman, María Antonietta Berriozabal who so generously gave of their time to demonstrate their personal support for the cause of bilingual education. They, like we, know that through bilingual education, America can reap a rich harvest of human and language potential.

We think the '84 conference was great! But we are reminded that there are many obstacles to overcome in order to make quality bilingual education a reality for all the children who need it. We trust that you left the conference re-energized, ready to reaffirm your commitment to the millions of children in this country who must rely on us to protect their rights to an education that is both equitable and excellent. If so, our goal was realized. Thank you for choosing us as your 1984 host.

Don't Miss *NABE News*!

NABE '84 Tapes Available

- ☐ "Keynote Address", Henry Cisneros
- ☐ "Special Education and the Bilingual Child," Alba Ortiz
- ☐ "New Directions in Legal Strategies for the Promotion of Bilingualism," Camilo Pérez Bustillo and Roger Rice
- ☐ "Conceptions and Misconceptions of Cognitive Styles as Applied to the Bilingual Bicultural Child," Manuel Ramírez, III
- ☐ "The Bilingual Special Education Interface," Leonard Baca and Hermes Cervantes
- ☐ "Indochinese Cultures and Education Systems," To Thi Diem
- ☐ "Total Physical Response (TPR): A Right Brain-Left Brain Approach to Second Language Acquisition," Berty Segal
- ☐ "Current Research in Bilingual Vocational Education," Juan C. González
- ☐ "Language Policy for Indian Tribes," Milo Kalectaca and Barney Old Coyote
- ☐ "Bilingual Education in Canada: Instructional Approaches and Research Findings," David P. Baral
- ☐ "Instructional Practices for LEP Students: Summary of Two Recent Studies," Sylvia C. Peña, et al.
- ☐ "Using the Microcomputer to Teach Problem Solving Skills in English to LEP Students," Angela Carrasquillo, et al.
- ☐ "Toward a National Language Policy: The United States Language Policy," Raymond J. Pelletier and Walter Landry
- ☐ "Is Bilingual Education a Civil Rights Issue?" Blandina Cárdenas Ramírez
- ☐ "A Meta-Analysis of Selected Studies on the Effectiveness of Bilingual Education," Ann C. Willig
- ☐ "Is There a Bilingual Brain?" Antonio Simoes, Jr. and Nellie B. Mulkay
- ☐ "Bilingual Education in Guatemala: A First Report," Rudolph C. Troike
- ☐ "Getting Published in Bilingual Education," Joan E. Friedenberg and Curtis H. Bradley
- ☐ "Closing General Session Address," Jesse Soriano, Gloria Zamora and Sarah Meléndez
- ☐ "Transitional Bilingual Education: Why Is It Still Such a Bad Word?" Gilbert N. García
- ☐ "'Nuyoricans' in Puerto Rico: Language Attitudes and Implications for Bilingual Education," Ana Celia Zentella
- ☐ "The Lakota Family Unit — Then and Now," Marilyn Circle Eagle, et al.
- ☐ "The Mexican American Electorate: Political Participation and Ideology," Willie Velásquez

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Congratulations to the Conference Planning Committee

The NABE Executive Board gratefully acknowledges the outstanding efforts of the 1984 Conference Planning Committee. Your dedication and commitment to the cause of bilingual education and the children served by these programs resulted in an outstandingly successful conference. To Conference Chair Abelardo Villarreal, Co-Chairs Vangie Aguilera, Mario Benítez, Mary Esther Bernal, Mónica Sandoval and Aurelio Montemayor and all the members of the Conference Planning Committtee, please accept our deep appreciation and congratulations.

Events of Interest

PERSPECTIVES ON BILINGUALISM

June 4, 1984 · Bronx, New York

The first conference in this series will be devoted to the topic "Bilingualism in School and Community." The program features Joshua Fishman, Courtney Cazden, Wallace Lambert, Richard Tucker, Ana Celia Zentella, Ofelia García and others.

For more information, contact Dr. Joshua Fishman, Ferkauf Graduate School of Psychology, Yeshiva University, 1165 Morris Park Ave., Bronx, NY 10461 (212) 430-2340/4205.

LANGUAGE AND LITERACY: LIBERATING THE LEP

CALL FOR PAPERS

October 26 - 27, 1984

William Paterson College, NJ

The intent of the Symposium is to provide a sociolinguistic perspective on literacy, especially as it pertains to students who are in the process of acquiring proficiency in two languages. Topics may include: oral language development, formal and functional differences between written and spoken language, social functions of literacy, cultural values and motivation of the learner, second language acquisition in formal and informal settings, language variation, and learner strategies.

For more information, contact Dr. Gladys Nussenbaum, Bilingual ESL Program, Mateison 205, William Paterson College, Wayne, NJ 07470. Deadline for submission is June 29, 1984.

SECOND ANNUAL OHIO BILINGUAL/MULTICULTURAL SUMMER INSTITUTE

July 9 - 13, 1984 · Findlay, Ohio

Teachers, aides, and other interested persons are invited to attend the Second Annual Ohio Bilingual/Multicultural Summer Institute to be held at Findlay College in Findlay, Ohio. Outstanding authorities in the field of bilingual education and ESL including Dr. Christina Paulston and Dr. Merrill Swain will be at the Institute.

Tuition is $250 (non-credit) or $475 (3 credit hours). Scholarship monies are available. For more information, contact Dr. Jean Nye, Director, Center for Bilingual/Multicultural Studies, Findlay College, 1000 N. Main Street, Findlay, OH 45840 (419) 422-8313.

MASTERS PROGRAM IN PUBLIC ADMINISTRATION

The John F. Kennedy School of Government at Harvard University is looking for minority candidates for its Master in Public Administration Program. The MPA program provides experienced public service professionals with an opportunity to strengthen policy analysis and management skills before assuming positions of greater leadership and responsibility.

For more information, contact: Mary Jane England, M.D., Assistant Dean and Director of the Lucius N. Littauer Master in Public Administration Program, John F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, MA 02138 (617) 495-1353.

SUMMER INSTITUTE FOR EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

July 14 - 21, 1984

Kamehameha Schools

Honolulu, Hawaii

The goal of the institute is to promote research on educational issues concerning Asian and Pacific Americans. Specifically, the institute will provide a forum for participants to exchange information and to discuss a research agenda, enhance the participants' research skills on small language groups, and to enlarge the informal network of educational researchers established by the participants of the last three institutes.

For more information, contact: Asu-Lim Tsang, ARC Associates, Inc., 310 Eighth Street, Suite 220, Oakland, CA 94607.

NABE '85

MARCH 13 - 16, 1985

SAN FRANCISCO, CALIFORNIA

Start making plans now for an exciting week in San Francisco at the downtown Hilton Hotel. The local conference committee, under the direction of Conference Chairman Dr. B. Roberto Cruz, is busy planning a conference program to include prominent figures from the field bilingual education as well as representatives of corporate America and government.

For more information, contact Blanca Mosca Carreon, Conference Coordinator, at (415) 451-0511.

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Special Report on Research Findings

Three major studies funded under the Part C Research Program at OBEMLA have recently been completed. The Spring issue of *NABE NEWS* carried the findings of the "Classroom Instructional Component Study" and the "Significant Instructional Features Study." In this issue, we are pleased to present the findings of the "1980-81 Teacher Language Skills Study." The abstracts of these studies were provided by Dr. Gilbert García, Manager, Research and Evaluation, MPPS, OBEMLA. For further information, you may contact Dr. García at (202) 245-2600.

Summary Abstract of the "1980-81 Teacher Language Skills Survey"

Specific Objectives of the TLSS.

The 1980-81 TLSS was designed to address a number of specific policy and research questions concerning the supply of teachers qualified to offer instructional services to limited English proficient children.

The principal objectives of the study were as follows:

- *Comparison Over Time* — to compare results of the 1976-77 and 1980-81 TLSS to indicate changes in estimates of full-time public school teachers who are qualified or partially qualified to offer instructional services in bilingual education or English as a Second Language, and to describe their training and current educational assignments nationally,
- *Analysis of Teachers in ESEA Title VII* — to inspect qualifications of a special sample of ESEA Title VII teachers;
- *Analysis for Major Geographic Areas* — to estimate numbers of teachers by current assignment who are qualified or partially qualified to offer instuctional services in bilingual education or English as a Second Language for California, Texas, New York, and the remainder of the country in the aggregate, and,
- *Source of Supply*-to estimate the number of teachers by current assignments who were trained in institutions of higher education that received support from ESEA Title VII, all other U.S. institutions, and all foreign institutions.

Major findings from the 1980-81 TLSS indicated that approximately 500,000 teachers, or nearly one-quarter of all public school teachers in the United States, had limited English proficient language minority students in their classes. Approximately 56,000 of these teachers were using a non-English language in the classroom. Twice as many teachers using a non-English language reported having the language skills and basic academic prepartion to use the home languages of these students in 1980-81 as in 1976-77, the first year of operation for bilingual education teacher training programs funded by the Federal Government. In spite of this increase, approximately four out of every five teachers using a non-English language in the classroom during 1980-81 did not report having the necessary language skills or basic academic preparation for bilingual instruction.

In addition, a number of other findings should be considered. They are:

1. **Changes Since 1976-77**

A number of important changes in the supply of bilingual teachers have taken place since the 1976-77 TLSS was performed. These changes are accompanied by changes in the number of teachers assigned to bilingual programs, and in the number of teachers with self-reported language skills and training for using a non-English language for instructon. Findings are as follows:

- *The number of teachers reporting using a non-English language or teaching English as a Second Language (ESL) has increased by about one-third in the four years between 1976 and 1980,* whereas the total number of public school teachers has increased by only about four percent. (See Table IV-2).
- *The number of teachers with self-reported language skills to teach language arts and/or other subjects and training in all four basic bilingual education areas has more than doubled.* These basic areas include language arts of the non-English language, other subjects

(continued on page 17)

Plans Have Already Begun for NABE '85

San Francisco, the beautiful city by the Bay, is the site of the 14th Annual International Bilingual Bicultural Education Conference. San Francisco is one of the world's most exciting cities, with numerous world-famous attractions: The Golden Gate Bridge, Fisherman's Wharf, Ghiardelli Square, Chinatown, and the one and only Cable Car within walking distance from the Hilton Hotel and Tower, the conference headquarters. The hotel is located in the center of the city's shopping, theater, and business district, only two blocks away from Union Square and BART.

The theme for NABE '85 is "Bilingual Education, Government, and Corporate America: Partners in the National Interest." Under the direction of Conference Chairperson B. Roberto Cruz, Conference Director Curtis R. Cooper, and Conference Coordinator Blanca Mosca-Carreon, the local committee is busy planning the program and identifying speakers.

Pre-conference activities will begin on March 12 and the Opening Session will be held at 4:00 p.m. on March 13. During the week there will be many different activities including the NABE Awards Luncheon, President's Reception, Banquet and Dance, Parent Institute, NABE Organizational Meetings and many cultural events. Saturday, March 16, has been scheduled as a special Teachers' Day.

The program will reflect the Special Interest Groups as well as drawing upon representatives from government and corporate America. The Call for Papers is contained in this issue of *NABE NEWS.* Make sure your presentation proposal is submitted by the October 14,1984 deadline.

For further information, contact:

Blanca Mosca-Carreon
NABE '85 Conference Headquarters
The National Hispanic University
255 East 14th Street
Oakland, California 94606
(415) 451-0511

MAKE PLANS NOW
TO BE IN SAN FRANCISCO
MARCH 12-16, 1985!

National Association for Bilingual Education Executive Board 1983 - 84

President
Gloria Zamora
IDRA
5836 Callahan, Suite 350
San Antonio, TX 78228
(512) 684-8180

President-Elect
Sarah Meléndez
American Council of Education
1 Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-4742

Vice President
Gene Chávez
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

Secretary
Hai Trong Tran
Midwest Bilingual
Education Multifunctional
Support Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4143

Treasurer
Belia Cruz
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801
(213) 308-2495

Past President
B. Robert Cruz
National Hispanic University
255 E. 14th Street
Oakland, CA 94606
(415) 451-0511

Parent-at-Large
Lucy Cruz
3120 West Alabama Place
Denver, Colorado 80219
(303) 922-0738

Eastern Regional Representative
Juan Zamora
U. of Massachusetts at Amherst
Dept. of Spanish & Portuguese
Amherst, MA 01003
(413 545-2887

Central Regional Representative
Jerry Manus
Cherokee Bilingual Ed. Program
P.O. Box 769
Tahlequah, OK 74465
(918) 456-6177

Western Regional Representative
Edward Alarid
Española Municipal Schools
P.O. Box 249
Española, NM 87532
(405) 753-2243

***NABE JOURNAL* Editor**
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

***NABE NEWS* Editor**
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

NABE NEWS ADVERTISING INFORMATION

RATES (back page is considered full page)

	Single Issue	5 Issues (Same Ad)
Full Page	$225	$900
1/2 Page	$150	$650
1/4 Page	$100	$425

DEADLINES

ISSUE	DEADLINE
Winter 1984	November 15, 1983
Spring 1984	February 15, 1984
Annual Conference 1984	April 15, 1984*
Summer 1984	May 15, 1984
Fall 1984	August 15, 1984

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer, and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific **application** of theoretical formulations to educational settings characterized by linguistic and cultural diversity. the *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Rosa Castro Feinberg
University of Miami
P.O Box 24806 · Merrick 312
Coral Gables, Florida 33124

by August 1, 1984

or to

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712

by January 4, 1985

New Publication Schedule For *NABE News*

Effective with the Winter 1984 issue, *NABE News* will be following a new publication schedule. *NABE News* will still publish five issues per year, however, the dates for receipt of copy or advertising material will be as follows:

Issue	Copy Receipt Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

Message From the Out-Going President

by Gloria Zamora

Thank you for having given me the opportunity to serve as President of NABE for '83-'84. It was one of the most professionally rewarding periods of my life — and a very busy one too!

One year is a very brief time to serve, nevertheless, I look back with pride at some very significant accomplishments:

- HR5231, the bill to reauthorize ESEA Title VII, the Bilingual Education Act, was developed under NABE's leadership and in collaboration with many coalition groups.
- Endorsement of HR5231 was obtained from NEA, the National School Board Association, National Council of La Raza, MALDEF, LULAC and others.
- I presented testimony in behalf of NABE before two Congressional Committees on two separate occasions. The testimony received excellent comments.
- I was able to accept invitations to represent NABE and keynote numerous state affiliate conferences. Meeting bilingual education leaders across the country was an energizing experience.
- A new Standing Committee on Organizational Development was formed which will have long-term impact on NABE, the state affiliates and the local chapters.
- We initated fundraising with the corporate sector and were successful in opening some very important doors and making excellent corporate contacts.
- We planned and carried out a '84 NABE Conference that was both professionally and fiscally successful. I am very proud to report that conference profits exceeded $110,000! This is the most fiscally successful NABE Conference ever held.

It is time to transfer the leadership of NABE to Sarah Meléndez. She is an outstanding individual who will represent us well. In transferring the leadership I wish to thank all Executive Board Members and Committee Chairs who never said "no" when I asked for help. It was a pleasure to have served with such a hard-working and committed group.

Finally, I have one final request of each of you: *Recruit one new NABE member before September 30, 1984!* Let's double our membership so that the great dreams and hopes that we have for our children and this country may become a reality. Together we will achieve that which we cannot do alone.

Again, serving you was a great honor. I hope you will judge that I served you well.

Gloria Zamora
Out-Going President

Sarah Meléndez
In-Coming President

Message From the In-Coming President of NABE

by Sarah E. Meléndez

On June 1, when I assumed the presidency of NABE, I was filled with many, sometimes conflicting, emotions. I felt honored and anxious, enthusiastic and cautious, eager and hesitant.

NABE has come such a long way and yet we have so much farther to go. Thanks to the able and dedicated leadership of my pedecessors and the officers who served with them, NABE has taken giant steps toward becoming the strong, visible, powerful organizaion we need if we are to protect and improve access and opporunity for excellence for Limited English Proficient (LEP) students.

Unfortunately bilingual education is still not accepted by the majority population as the most effective method for educating LEP students. Indeed, there is a backlash sweeping the country that threatens the very survival of bilingual education. Legislators, school administrators, school board members, the federal administration and the press are all clamoring for "flexibility." Flexibility translates into no instruction in the native language.

A group called U. S. English is pressing for a constitutional amendment declaring English the official language of the United States. This follows closely on the heels of a similar state law passed in Indiana and a referendum passed in San Francisco which would ban bilingual ballots.

Simultaneously, there is a great deal of talk around the country about the need to institute foreign language requirements in the high schools and even of providing four years or more of foreign language instruction in elementary schools. The folly of wasting the natural assets that LEP children bring to the classrooms of this country, their native language and culture, and concurrently, attempting to teach foreign languages and cultures to monolingual English-speaking students has not been recognized by many well-meaning educators, legislators, and policy makers.

It is obvious that NABE has a difficult task ahead. We must continue and intensify our efforts to educate the public. We must convince them that bilingual education is the most effective way to teach English to LEP children, as well as to teach English-speaking students other languages. This task will be extremely difficult. The press has apparently adopted an opposing editorial stance and refuses to allow facts to divert them from their cause.

While we are educating and convincing the public, we must continue our quest for quality and excellence in our bilingual programs. We must document our successes and publicize them. We must develop standards for excellence and publicize them. We must ensure that the national dialog on excellence includes the needs of LEP students — but we must insist on a voice in

(continued on page 10)

Language Minority Children and Adults in the 1980 Census

by Dorothy Waggoner, PhD

On April 1, 1980, Census Day,more than eight million school age children, aged five to seventeen, lived in households in which non-English languages are spoken. Above five million of these children are estimated to need special educational programs because of their language backgrounds and proficiency in the school-related English skills, including reading and writing as well as speaking and understanding.

The total language minority child population, as estimated form the 1980 Census, is about 10.7 million, including two and a half million children under five years of age, whose parents speak a non-English language. There were, in addition, 24 million adults in households in which non-English languages are spoken and about 600,000 adults who speak non-English languages at home who live in group or other quarters not classified as households by the Census Bureau. The number of language minority adults who no longer speak their mother tongues and presently live in all-English environments cannot be estimated from the 1980 Census.

The number of language minority children increased by nearly 60 percent between spring 1976 and Census Day. This group is growing much faster than school-age children in the general population. The number of school-age children in general actually decreased between 1976 and 1980 because of declining fertility and aging of the "baby boom" generation. Further evidence of the dynamism of the language minority population is provided by comparison between the growth in the number of children — 59.7 percent — and that of adults in language minority households — 18.8 percent. As these proportions suggest, language minority children will constitute an increasing proportion of the children attending U.S. schools in the future.

Non-English languages are being preserved and passed on to the children in America's homes. Fifty-six percent of the school-age children in language minority households speak the home language at home according to the 1980 Census. However, as expected, speaking the home language is much more prevalent among adults, nearly three quarters of whom speak a non-English language at home.

The estimates of the number of children and adults in households in which languages other than English are spoken are the result of the combination by household of responses to the 1980 Census question on the language spoken at home by each individual in the household. The data have just been made available by the Bureau of the Census. They will eventually be published by the Bureau of the Census in its volume reporting the data on language obtained in the 1980 Census in detail.

Data on the number of children in language minority households in 1980 provide a definitive base for estimating the number of children with special needs related to their language backgrounds and level of proficiency in English. In the Projections Study, findings on the rates of limited English proficiency from the 1978 Children's English and Services Study (CESS) (O'Malley 1981) were applied to a language minority base identified in the 1976 Survey of Income and Education (Oxford *et al.* 1981, Bell 1982:11). Previous attempts to estimate the numbers of LEP children from the 1980 Census have applied the CESS findings to the 1980 estimates of children who speak their home languages at home (Waggoner 1982, 1983a, 1983b, 1984). Because of the difference in the questions asked in the CESS and the 1980 Census, the number of language minority children serving as the base for estimates could not be determined with any certainty. The previous estimates of language minority children with limited English proficiency therefore ranged from at least 3.4 million upwards to a maximum of 6.6 million, depending on assumptions about the base.

Applying the CESS findings to the total 8 million language minority children found in the 1980 Census, it is estimated that about 5 million are in need of bilingual education and other programs sensitive to their language backgrounds and proficiency in English. These children must be helped to develop their non-English language skills and their English skills in order to succeed in school and become productive and contributing members of society.

The following table shows the number of language minority children and adults and their home language usage, as identified in the 1980 Census.

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Estimated Number of People In Households In Which Non-English Languages Are Spoken and People Who Speak Non-English Languages at Home, by Age, and Home Language Usage: 1980

Home Language Usage	Total	Under 5 1/	5-17	18+
Total	35,306,000	2,562,000	8,123,000	24,621,000
People in households in which NEL's are spoken	34,679,000	2,562,000	8,096,000	24,021,000
Speak only English	9,684,000	—	3,555,000	6,130,000
Speak a NEL at home	22,433,000	—	4,541,000	17,892,000
People who speak NEL's at home not living in households	627,000	—	27,000	600,000

1/ Children whose parents speak non-English languages at home

NOTE: Detail may not add to totals because of rounding

SOURCE: U.S. Bureau of the Census, 1980 Census; data from subject report in press

From Theory to Practice

NABE NEWS's *regularly featured column,* "From Theory to Practice," *is managed by Carol Montgomery.* "From Theory to Practice" *presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Passaic County Community College, College Blvd., Paterson, NJ 07509.*

English for Moms and Tots

by Holly Gauthier

Problem

Learning begins at a very early age within the family. The children of non-English speaking mothers miss out on the vocabulary, stories, nursery rhymes and other common frames of reference that English-speaking kindergarten children already know. Consequently, the children from non-English speaking homes begin school at a disadvantage.

In addition, many non-English speaking mothers are unable to attend regular English classes because of the presence of small children at home or because of other family or cultural restrictions.

In spite of the fact that many fine programs for pre-school children and also for adults exist, many families are unable to take advantage of them because of the above mentioned problems. In addition, many cultures are not in the habit of sending small children out of the home to nursery school as has become so common in the United States, nor do they attend classes without their family. Also, classes for children or adults may be a great distance from the home, and transportation problems prevent these families from using the educational services available.

Solution

An early learning experience that does not separate the mothers from their children and which is in an environment with which the mothers are familiar would markedly help these children prepare for school. It would also minimize the feeling of separation the mothers might have when their children learn a "foreign" language since the mothers would be learning it too. And it would help the mothers operate in an English-speaking environment and may even encourage them to later attend conventional English and/or vocational classes. The Moms and Tots Program does all of these things. By having mothers and their children learn together, it improves the learning of both. It also teaches the mothers how to help their small children in school and familiarizes them with American educational methods.

A typical 1½ hour class is detailed below. Classes meet twice a week for 12 weeks in the introductory program and include at least one visit to a store or zoo, where the mothers and children listen to and practice English.

Moms and Tots Class

- Free Play for the children with toys selected to reinforce conceptual skills and hand to eye coordination. Children also listen to tapes of previously learned nursery rhymes and songs. The aide may guide the children during this time but does not attempt to teach new concepts. This is a time of exploration and creativity for the children.
- English Class for the mothers at the time of free play for the children. The mothers are in another area of the room to which the children can easily come for comfort or other needs. The mothers learn vocabulary and some conversations. They too have an opportunity to listen to tapes of previously learned conversations and vocabulary.
- Whole Group Activities include mothers, children, teacher and aide. During this time the mothers and children learn songs, nursery rhymes, colors, animals, etc. Children and mothers individually say "good morning" to each other; "acting out" and hands on activities are encouraged.
- Snack time for the children. Children eat apples, oranges or other fruit and learn to say "please" and "thank you".
- Craft Time reinforces one of the whole group activities. Children, with the help of their mothers, produce a craft that relates to the concept explored that day. The crafts are then put into a book. Each child receives his/her book later at "graduation". Children also color during this time.
- Closing Activity involves mothers, children, teacher and aide singing and saying good-bye to each other.

English for Moms and Tots teaches non-English speaking mothers survival English and teaches their 3-5 year old children language and social skills that prepare them for kindergarten.

It provides language training that will expedite the women's entrance into the American work force. This program gives them the confidence to subsequently participate in job training and/or language classes. It also helps them learn to function in the new culture and introduces them to the school system their children will enter. Finally, it gives them examples and experiences in productive parenting.

The youngsters learn English through nursery rhymes, songs and games. Of course, they acquire functional ("Please be quiet!") and expressive language as well. They develop school readiness skills such as group participation and following directions. They too learn about the American culture.

The mothers and tots represent a group of limited speakers of English not generally served by other ESL or bilingual programs. The success of this approach indicates that in some instances, it may not be practical or adviseable to separate language learners according to their ages.

Holly Gauthier is Director of the English for Moms and Tots Program of International English, a private language school in Evanston, Illinois.

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On the Education of Richard Rodriguez

by Marco A. Portales, University of Houston-Clear Lake

Overall, the American media has been generous and partial to *The Education of Richard Rodriguez*, but enlightened Chicanos, angry at the publication of this book,* are likely to continue to approach this autobiography as Arturo Islas did in his March 14, 1982 *San Francisco Chronicle* review:

> *The greatest irony about this book is that it will be read not so much by gringos into whose society Richheard wants so desperately to be admitted but rather by those very beneficiaries of affirmative action and bilingual programs who are now beginning to populate universities in increasing numbers. Where would they be, what would have become of them, without such programs? asks Mr. Islas.*

Others will be tempted to poke fun at *The Education of Richard Rodriguez* more along the lines of Arturo Madrid's review of the book in the April 1982 issue of *La Red*:

> *Richard unfortunately came along at the wrong historical moment (says Mr. Madrid). The Civil Rights Movement hit university campuses while Richard was an undergraduate and its fallout, particularly affirmative action, began progressively to pollute the world Richard had worked so hard to penetrate. The Civil Rights Movement made Richard something he didn't want to be. What he wanted to be — for ever so many years — was a Middle American. And now he was being made a Mexican American, a minority . . . Soon thereafter, (Mr. Madrid says), Richard Rodriguez ceased to be exotic. No longer would people ask if he were from India or Peru.*

* * *

When I first arrived as an Assistant Professor of English at Berkeley in 1974 a number of faculty members in the English Department asked me about Richard Rodriguez. Did I know him? Had I met him? I would be sure to to like him, I was told. I was, of course, pleased to hear this; I was pleased that there was a Chicano doing graduate work in English at Berkeley that was so well-regarded. According to some, he was "brilliant," a word used very carefully out there where people have a high regard for themselves and thus praise sparingly. I was, in other words, prepared by everyone to like him.

I expected to find a friend, a camarada, a Chicano compatriot who had successfully also gone through the American educational system and won. But when I met Richard Rodriguez, about a week after, nothing happened. I introduced myself, shook hands, and asked the standard questions, where are you from, etc. He spoke English well and when I moved into Spanish, as I usually do when I address Spanish-speakers, he answered in a word or two and I could see that he was plainly uncomfortable. In his *Education*, he says:

> *I grew up victim to a disabling confusion. As I grew fluent in English, I no longer could speak Spanish with confidence. I continued to understand spoken Spanish. And in high school, I learned how to read and write Spanish. But for many years I could not pronounce it. A powerful guilt blocked my spoken words; an essential glue was missing whenever I'd try to connect words to form sentences. I would be unable to break a barrier of sound, to speak freely. I would speak, or try to speak, Spanish, and I would manage to utter halting, hiccuping sounds that betrayed my unease (Chapter 1).*

There is much material in this passage that I later want to discuss briefly, but here I will say that when I noted his uneasiness, I reverted to English but I think the damage had been done. Our conversation didn't amount to much. I have forgotten it. When colleagues, friends, and students later asked me about Richard Rodriguez, I said that I couldn't say; I didn't know him; I hadn't talked to him.

About a year and a half or two later — apparently after he had decided not to finish his work for a Ph.D. and I gather after he had returned from Oxford — I heard that he had published an essay on running and living. I read the piece, noted that he could write, but I wasn't too impressed by what he said or by the idea of jogging as a subject. I don't remember if I read a note somewhere or if his faculty supporters at Berkeley told me, but I soon learned that he was writing an autobiography, that his piece on running would be part of the story of his life. Three years later, when I was already teaching at the University of Houston-Clear Lake, I heard about Mr. Rodriguez once more; this time through a writer who lives in San Francisco. My friend had apparently made a presentation at the 1979 Modern Language Association's Convention in San Francisco and Richard Rodriguez had also spoken there. "D'you know an Anglophile named Richard Rodriguez?" my friend asked. "What's the matter with that guy; he wants to change the name of San Francisco to Yorktown."

* * *

A person who writes an autobiography does so because the general public is familiar with that person's exploits or achievements. When Henry Adams wrote his *Education*, he was at the end of an illustrious career. When Anthony Queen published his life's story in *The Original Sin* he was a well-known international actor of the first rank. When Ernesto Galarza gave us his story in *Barrio Boy* his life commanded attention only because he had already made a name for himself as a scholar and recognized American educator. But Richard Rodriguez? From what I understand, he has published several essays; one in *The American Scholar*, another in *College English*, a third in *Change*, and a fourth in *The Columbia Forum*. These are very respectable outlets but these pieces are hardly the stuff on which a writer would build an autobiography. When *Hunger of Memory: The Education of Richard Rodriguez* was published in February of 1982, I wanted to say something along these lines, so I wrote to *The American Scholar* to say that I was interested in reviewing the book.

> *Dear Professor Portales:*
>
> *Thank you for letting us know of your interest in reviewing Richard Rodriguez's Hunger of Memory for* us. Because we already have a reviewer for this book, we cannot take up your offer. Do let us know in the future of other books you'd be interested in reviewing for us. Thank you again for writing.

Herminio Rios, one of the early forces behind *El Grito*, and later the editor and founder of Editorial Justa Publications, once told me that there are two kinds of writers. There are those writers who make us feel good, who gain strength from their experiences and who fill others with a sense of pride by what they write. Then there are writers, he said, who are always crying, always whimpering. Great writers, to be sure, have always called into question self-righteousness, complacency, smugness, and self-satisfaction, but I can't think of such writers who in doing so ended crying, and complaining and simply hoping for the reader's commiseration. In *Hunger of Memory*, Richard Rodriguez shows himself to be the later kind of writer; and yet, I will argue, it is very natural for him to feel as he does.

* * *

When he was growing up in the Sacramento of the 1950's Richard Rodriguez was the only Mexican American in his parochial school classes from grades one through

(continued on next page)

twelfth. One Saturday, he tells us, three nuns visited his home when he was in the first grade. "Do your children speak only Spanish at home, Mrs. Rodriguez?" "Is it possible for you and your husband to encourage your children to practice their English when they are home?" From that day, Richard Rodriguez's parents made an effort to speak English:

> *My mother and father, for their part, responded differently as their children spoke to them less. She grew restless, seemed troubled and anxious at the scarcity of words exchanged in the house. It was she who would question me about my day when I came home from school. She smiled at small talk. She pried at the edges of my sentences to get me to say something more. (What?) She'd join conversations she overheard, but her intrusions often stopped her children's talking. By contrast, my father seemed reconciled to the new quiet. Though his English improved somewhat, he retired into silence. At dinner he spoke very little. One night his children and even his wife helplessly giggled at his garbled English pronunication of the Catholic Grace before meals. Thereafter he made his wife recite the prayer at the start of each meal (24).*

These events led to the inevitable results: Richard Rodriguez grew up ashamed of his parents.

> *I was not proud of my mother and father. I was embarrased by their lack of education. It was not that I ever thought they were stupid, though stupidly I took for granted their enormous native intelligence. Simply, what mattered to me was that they were not like my teachers (52).*

On another occasion, his own mother blushed when on a Sunday at a public swimming pool, she felt compelled to shout through a crowd in Spanish to tell dark-skinned seven-year-old Richard to put a towel over his shoulders. "In public," says Mr. Rodriguez, "she didn't want to say why. But I knew." To what does this in turn lead?

> *One night when I was eleven or twelve years old, I locked myself in the bathroom and carefully regarded my reflection in the mirror over the sink. Without any pleasure I studied my skin. I turned on the faucet. (In my mind I heard the swirling voices of aunts, and even my mother's voice, whispering, whispering incessantly about lemon juice solutions and dark, feo [ugly] children.)* With a bar of soap, I fashioned a thick ball of lather. I began soaping my arms. I took my father's straight razor out of the medicine cabinet. Slowly, with steady deliberateness, I put the blade against my flesh, pressed it as close as I could without cutting, and moved it up and down across my skin to see if I could get out, somehow lessen the dark. All I suceeded in doing,however, was in shaving my arms bare of their hair. For as I noted with disappointment, the dark would not come out. It remained trapped. Deep in the cells of my skin (124).

There is a heart-wrenching, courageous honesty here but it is pitiful to see that Mr. Rodriguez, for all his supposed intelligence, does not see, or does not want to see, the obvious. Growing up as he did, in an Anglo community with parents whose main thrust was to assimilate, I doubt if young Richard Rodriguez could have felt and acted otherwise. Yet in writing his *Hunger of Memory*, particularly after writing the passages I have quoted, he should have seen that such growing up experiences were simply the natural result of the forces pressing against him.

Under such conditions, a youngster would clearly be prompted to assimilate but, as we have seen in Richard Rodriguez's case, to do so is to deny himself his very looks and to seek to escape how he is seen by nearly everyone he encounters. This is what Richard Rodriguez should have seen, and having seen this, he should have understood the significance and lesson of his childhood and adolescent experiences. If his memory remains hungry, as the title of his book says, it must be because Mr. Rodriguez does not serve his memory with the food that his experiences clearly provide.

This is why even today Mr. Rodriguez is always engaged in showing that he is fully assimilated, and he undoubtedly is; but wouldn't having to prove this day in and out grow old, burdensome, and wouldn't having such a task essentially highlight an insecurity that effectually calls into question that very assimilation? This, it seems to me, is the onus under which Richard Rodriguez, for all his sophistication, apparently lives. To my way of seeing things if this is how he prefers to live, then fine. This is to say that Mr. Rodriguez is certainly entitled to his opinion and he has every right to express himself. What I take issue with is this: since he is still laboring under the very insecurities I have described above, I do not think that he should publicly present himself as the supposed shining example of what other Mexican Americans should try to emulate. He has paid a very high price for his coveted assimilation, and he knows it, and he has clearly been willing to pay such a price, but is this any grounds for publicly arguing that this is the price that all Mexican Americans should hereafter pay or would want to pay? I would rather that our youngsters feel very good about themselves, that they be taught not to feel that their Mexicanness is the first and primary concern in everything they do, but rather that they be taught to respect and to have a good sense of themselves as human beings so that they can go on with the business of living truly successful lives.

Richard Rodriguez doesn't say as much, but the implied message throughout his autobiography is that Mexican American parents should be willing to efface themselves for the educational benefit of their children. He clearly sees himself as a success, but if this is success then we are in for many bad years ahead and this means that we need to redouble efforts to teach our children both America's ways as well as our own. What we have in Richard Rodriguez is not the success that he sees, I lament to say, but unfortunately the glaring failure of the American educational system to give such an individual a good, positive sense of himself. The success of an educational system, as I see it, is not measured solely on whether a student shows everyone that he is Ph.D. material, but rather on how well that person is made to feel wherever he is and whenever he or she has to deal with the world at large. If an individual is constantly concerned, even if only slightly, with "I wonder how I am now being looked at, I wonder if they think I am . . . whatever," then such a person has time to do little other than think about such a problem and to deal with it perpetually. Save us, I say, from such Sisyphean fates.

All of this means that if Richard Rodriguez understood the true nature of his education, he would not be against Bilingual Education and Affirmative Action. In the first place, he was not the product of any Bilingual training; he has never taken courses in Bilingual Education, and clearly misunderstands it. He never, apparently, had a Hispanic teacher; had he, I think he would be better adapted both to himself and his American experiences. Bilingual Education, as it is taught, seeks exactly this, the full, healthy socialization of an other-language speaking child to the mainstream or dominant culture. It seeks to teach a youngster both respect and a good positive sense of himself or herself so that such a student can deal with the world on its terms without feeling belittled or "apocado," as we say in Spanish. The essence of an education is not that we choose between two cultures, not an either America or the Mexican American culture, but the opportunity to reconcile two, three, or whatever number of cultures we have been fortunate to know.

Bilingual Education has not been as successful as it might be in this country because it has never been given a fair chance. It was always suspect, and when political pressure finally made the Federal and State legislatures pass bills to support such an educational approach, programs were hastily put

(continued on page 16)

Language Minority Children
— *One In Seven Public School Students* —
Implications for Bilingual Education

by Alex Stein

Language minority (LM) youngsters currently comprise about 14% of the 39 million U.S. public school children, or 1 in 7. Their numbers are growing rapidly in relation to a declining base of majority students. As awareness of these trends becomes widespread, the implications for bilingual education are significant. Bilingual education programs serve diverse language minority students: Hispanics, Asians, Indians-Eskimos, French and Portuguese-speakers; and, to a lesser extent, recent immigrants from Greece, the Arab countries, Italy and Poland. Within these groups, a majority of children lack English proficiency, but the data base is incomplete. Language minority children live in every part of the nation, but tend to cluster in certain belts of urban, suburban and rural settlement, especially the Southwest, Hawaii and Alaska, Florida, Louisiana, the Great Lakes and the Northeast. The seven largest school systems are 10-55% language minority:

- New York — 35%
- Los Angeles — 50%
- Chicago — 23%
- Dade County (Greater Miami) — 45%
- Houston — 25%
- Detroit and Philadelphia — 10%

A number of other major systems are 10-65% language minority including: Seattle, Honolulu, Tampa, Milwaukee, Providence, Boston, Hartford, Phoenix, Washington, D.C., San Antonio, Denver, El Paso, Dallas, San Francisco, San Diego, Albuquerque, etc.

Some state school systems had a significant language minority presence in 1980, which has probably increased since:

- Hawaii — 74%
- New Mexico — 55%
- California — 34%
- Texas — 32%
- Arizona — 29%
- Colorado — 17%
- New York — 14%
- Washington — 12%
- Oklahoma — 12%
- New Jersey — 10%
- Rhode Island — 9%
- Florida — 9%

This does not include the heavy French-speaking presence in Louisiana and Northern New England and the Portuguese-speaking presence in Southern New England, which were not included in statewide figures.

There are also many heavily impacted school districts in states which are not yet impacted. One example would be the Washington, D.C. area where the central city is 9% language minority; Arlington County, Va., 15%, and Montgomery County, Md., 13%. Indiana is another example. Several Northern districts like E. Chicago or Indiana Harbor have Hispanic majorities or pluralities, others like South Bend are more polyglot. Other examples are the Cheyenne area of Wyoming, the Wilmington area of Delaware, the St. Paul area of Minnesota, the Las Vegas area of Nevada and the Salt Lake City area of Utah.

Finally, there are many Southern and Midwestern school districts where language minority populations have been small or non-existent, that are now reaching the 5-15% language minority population range: Nashville, Atlanta, Omaha, Cincinnati, Columbia, S.C., Kansas City, New Orleans, etc.

Office of Civil Rights' figures in 1980 placed the Hispanic student population at 8%, the Asian at 2% and the Indian-Eskimo at 1%. This 11% total was up from 8% in 1976 and the expectation of similar growth from 1980-84 is based on the following demographic factors in the 14 years since 1970:

1. Hispanics, the largest group, have an average age 7 years less than the national average and 10 years less than non-Hispanic whites. This helps account for the language minority bulge at the pre-school and elementary levels. Hispanic population grew 61% from 1970-1980 and is expected to grow at the same rate in the 1980's.
2. Asian population doubled from 1970 to 1980. Southeast Asian population doubled from 1980 to 1983. A higher than average number of Asians of child bearing age and continued immigration implies continued growth.
3. Indian-Eskimo population also doubled from 1970-1980 due both to natural increase and to improved census counting procedures for reservation Indians.
4. The entry of immigrants and refugees — documented, entrants and undocumented — from all over the world. The Indochinese, Haitian, and Mariel Cuban "Boat People" have perhaps been the most dramatic, but those from China, Mexico, Central America, Afghanistan, Iran, and the Philippines have been numerically greater. Children of all immigration status must be educated in public schools.

The steady expansion of language minority political influence mirrors this demographic growth. Probably the most successful language minority group has been the Japanese-Americans who in 1982 were 1/4 of 1% of the population, but had 3 of 100 U.S. Senators, a governor and 3 Congressmen. Louisiana's French-speakers regularly elect 2 of the state's 8 Congressmen and have the state's governor. Hispanics have augmented the Congressional presence recently, although numbers run far behind population figures. In 1982, 4 Hisparics won seats in the Southwest and another was nominated this year.

There is a Govenor and a number of recently elected mayors in Florida and the Southwest. The potential bargaining power of the Hispanic swing vote in national, state and local elections is of critical importance. This vote determined the winner in Chicago's mayoral race and Texas' gubernatorial race and should play a crucial role in the upcoming national elections. The top priorities on the Hispanic agenda have been equitable immigration reform and bilingual education. Translating language minority support for bilingual education, as well as that by members of the majority, into electoral and school district power is a major challenge for the coming years.

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Official Notice To NABE Members

PROPOSED AMENDMENTS TO NABE ARTICLES OF INCORPORATION AND CONSTITUTION

Upon the advice of NABE's attorney, the NABE Executive Board is proposing several amendments to the *Articles of Incorporation* and the *Constitution*. In accordance with the *Constitution*, such amendments may be proposed by a simple majority of the Executive Board and must be ratified by the membership. The proposed amendments are as follows:

1. In order to bring the *Articles of Incorporation* into agreement with the *Constitution*, the Executive Board proposes that Section 5 of the *Articles of Incorporation* ("The manner in which the directors are to be elected or appointed is: By majority vote of the members entitled to vote.") be amended to read:

> "The manner in which the directors are to be elected or appointed is: By the method prescribed in the By-laws."

The *NABE Constitution* (which under law is also referred to as the "Bylaws") already states that members of the Executive Board will be elected based on a plurality of those voting.

2. In order to insure that there is an established policy for filling vacancies in any of the positions on the Executive Board, the Board is proposing that a new section (Section F) be added to Article VII of the *Constitution*. The new section would read as follows:

"F. Vacancies

1. Any vacancy occurring in the Board of Directors for any reason, except for President and President-Elect, may be filled, as the Board shall determine, for the entire term of the vacancy or until the next election of directors by a simple majority of the remaining members of the Board of Directors.
2. Should a vacancy occur in the position of President-Elect, the Board, in consultation with the Affiliate Presidents, will select two nominees for the position of President-Elect, to be voted on by the general membership."

This notice constitutes duly written notification to the membership 30 days before the amendments are brought to a vote. Voting will be done by mail. Any questions regarding this matter should be referred to Sarah E. Meléndez, NABE President, at the American Council on Education, One Dupont Circle, N.W., Washington, D.C., 20036 (202) 833-5940.

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AFFILIATE PRESIDENTS:
Check here if you are an Affiliate President for 1984-85: ☐ 010-0001

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Check if you are interested in serving on a NABE Standing Committee:
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- ☐ 009-0002 Annual Conference
- ☐ 009-0003 Publications
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- ☐ 009-0005 Socio-political Concerns
- ☐ 009-0006 Fund Raising
- ☐ 009-0007 Resolutions
- ☐ 009-0008 Public Relations
- ☐ 009-0009 Parental Concerns

Message from the In-Coming President

(continued from page 3)

setting the standards and in designing the program.

1984-85 promises to be one of the most difficult and exciting years for NABE. Adversity often provides opportunity for growth. We will be realistic but not fearful. We will set our goals, develop our plans and move forward.

We will continue our resource development — fiscal and human. I hope to begin a significant fundraising effort. NABE must acquire professional staff if it is to respond to all the challenges ahead. We cannot hire staff without a fundraising effort. Paradoxically, a fundraising effort is almost impossible without staff. We will begin to work on both this year.

Another continuing concern is membership — numbers and groups. The NABE membership must be representative of all the children we serve. Our diversity makes us rich and strong and we must continue to become richer and stronger.

We must work closely with state affiliates to help strengthen them. It is obvious that, as the federal administration reduces its leadership role in education, the decisions and action will increasingly take place at the state and local levels. The state affiliates must play a role in those decisions, and NABE must exercise leadership and support.

NABE will join the dialog on excellence and begin the work of defining excellence in bilingual education.

As the *NABE News* goes to press, we are busy in Washington keeping our legislators informed in order that they may make the right decisions in terms of the reauthorization of Title VII. This is our first, short-term task. We are, however, already working on the other goals I described.

As you can see, the agenda is an ambitious one and one we can accomplish only with your support and active involvement. We need your ideas, your comments, even constructive criticism. But we need your assistance at the state level. We will be working on membership, fundraising, public relations, a media watch, and developing standards. If only half of the *NABE News* readers make a commitment to take on a task for NABE, I have no doubt we would surpass our modest goals for the year.

You did an excellent job of electing a fine board of directors. Now we need you to roll up your sleeves and give us a hand. Can we count on you? Please drop a line and let me know what you would like to do for NABE — and the children — this year. Let's make 1984-85 the best NABE has ever had.

Benefit Increase Planned for NABE

The NABE Group Term Life Insurance Plan, which has already profited from two permanent percent increases in benefits, gained another $1,000 no-cost benefit increase planned to go into effect June 1 and continue as long as good claims experience continues.

The extra $1,000 of no-cost insurance means each original $10,000 unit of coverage is now worth $13,000 without an increase in price. Each original unit has gained a total of 30 percent more coverage at no further cost since the plan went into force. All current insureds are eligible for this new benefit increase and will be informed of these benefits with their next premium notice billing.

Once the increase becomes effective the maximum coverage available to each member and spouse will automatically be raised to $130,000. Insureds who carry the current maximum of $120,000 will gain an additional $10,000 in benefits while paying the same premium.

Unmarried dependent children can still be insured for $1,200 each if they are between the ages of 6 months and 23 years. Other features of the Plan, including a 10-day-examination period, minimum eligibility requirements and group coverage for all members and their spouses under age 60, will remain the same.

The Plan's growing popularity with NABE along with the pooled memberships of many other educational associstions exercise a great deal of mass buying power. Each association can offer its members and their spouses group coverage with rates that are 30 percent to 50 percent lower than those for individually purchased policies.

For further information on the NABE Group Term Life Insurance Plan, members can contact the NABE Insurance Administrator: Albert H. Wohlers & Co., NABE Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068.

JOIN NABE . . . AND TELL A FRIEND

BUSINESS PHONE: ______________________

HOME PHONE: ______________________

SPECIAL INTEREST GROUP (Check One)

- ☐ 001-0001 Early Childhood
- ☐ 001-0002 Elementary Education
- ☐ 001-0003 Secondary Education
- ☐ 001-0004 Higher Education
- ☐ 001-0005 Adult Education
- ☐ 001-0006 Parent & Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research & Evaluation
- ☐ 001-0010 Special Education
- ☐ 001-0011 Global Education

LEVEL OF WORK (Check One)

- ☐ 002-0001 Early Childhood
- ☐ 002-0002 Elementary Education
- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

______________________ Signature ______________________ Date

NABE

FOURTEENTH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

San Francisco, California — Hilton + Tower — March 12 - 16, 1985

A CALL FOR PAPERS AND PRESENTATIONS

OVERALL THEME

The overall theme for the 1985 NABE conference is BILINGUAL EDUCATION, GOVERNMENT, AND CORPORATE AMERICA: PARTNERS IN THE NATIONAL INTEREST.

TYPES OF PRESENTATIONS

PAPER. Emphasis is on empirical research or well documented theoretical perspectives. Also acceptable are critical reviews of literature, well documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. (1 hour, 10 minutes)

Workshop or Demonstration. A "How-to-do-something" session: teaching method, testing, research technique, etc. (1 hour, 10 minutes)

Workshop. Participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Emphasis is on providing hands-on experiences. Intensive workshops will take place on March 12 - 13, in 3-hour (half-day) and 6-hour (full day) blocks of time.

Symposium. Provides a forum for a group of scholars, administrators, politicians, business and government executives to discuss a specific problem or topic from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large group setting and longer time. (2 hours, 15 minutes)

SIG Session. Discussion and sharing of ideas of interest to a special interest group. The group is identified in the program. (1 hours, 10 minutes)

Publisher Session. Presentation by publishers of issues related to their own publications. Authors and consultants demonstrate new materials. (1 hour, 10 minutes)

THE CONFERENCE

The Fourteenth Annual International Bilingual/Bicultural Education Conference will consist of:

1. The **Intensive Workshops**. March 12 (afternoon) and March 13.
2. The **Conference**. Starting with the First General Session, March 13, at 4:00 p.m.

DEADLINE FOR PROPOSALS

All proposals for presentations (all types) must be postmarked no later than October 14, 1985. Notification of acceptance or rejection will be sent by December 1, 1985.

WHERE TO SUBMIT PROPOSALS

Please, submit all proposals to:

NABE '85 HEADQUARTERS
National Hispanic University
225 E. 14th Street
Oakland, California 94606
(415) 451-0511

WHAT SHOULD BE SUBMITTED BY PRESENTERS

1. **Proposal Sheet** (enclosed). Three copies with all items completed and carefuly proofread for publication in the program.
2. **Abstract.** Three copies. A 300-word abstract of the presentation for review by readers. Use clear and concise language. Abstracts should be typed on one 8½" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. On top of the page, the title/topic of the paper of presentation and the type of session (see above) should be stated. Abstracts for SIG and publishers' sessions may contain the names of the presenter(s) or discussion leaders. Abstracts for papers, demonstrations, workshops or symposia should have no author identification or affiliation either in the title or in the body of the abstract in order to insure anonymous review.
3. **Postcard.** Please enclose a self-addressed stamped postcard if you wish to receive acknowledgement of receipt of your proposal.

GENERAL POLICIES

1. It is the responsibility of the presenter(s) to appear at the annual meeting and make the agreed upon presentation. If unforseen circumstances arise which prevent the presenter from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to NABE '85 PROGRAM.
2. A minimal amount of audio-visual equipment will be available. Special equipment or equipment that requires a substantial expense must be provided by the presenter.
3. Requests for SIG sessions must come from bona fide NABE special interest groups. The SIG chair must submit to NABE '85 PROGRAM the same information (proposal sheet, abstract, postcard) required from all presenters and meet the same deadline.
4. Presenters will be required to register for the NABE Conference. There will be no complimentary registration for presenters.
5. There will be no honorarium paid to preconference workshop presenters or conference presenters.
6. Only proposals which conform to all the requirements stated in the **Call for Papers and Presentations** can be considered for inclusion in the program. Severe constraints of time and funds do not allow for follow-up calls or correspondence. Presenters should read instructions carefully and follow them exactly.

PROPOSAL SHEET

PLEASE TYPE

A. Title (or topic) ______________________

B. Name(s) and affiliation(s) of presenter(s). First name will be the contact person.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

C. Description (50-word description for publication in the program. Please edit carefully).

D. Place an "x" before the presentation format of your choice.

Intensive Workshop	**Conference**	
☐ 3 Hour Workshop	☐ Paper	☐ SIG Session
☐ 6 Hour Workshop	☐ Demonstration	☐ Publisher's Session
		☐ Symposium
☐ Parents' Institute (3/16)	☐ Teachers' Day (3/16)	☐ Workshop

E. Indicate which conference strand your presentation best addresses.

☐ Education ☐ Industry & Business ☐ Government

F. Intended audience (up to **three** types of audiences only)

☐ Parents
☐ Elementary Teachers
☐ Secondary Teachers
☐ Teacher Trainers
☐ Administrators
☐ Community Workers
☐ Researchers
☐ Evaluators
☐ Business Leaders
☐ Government Workers
☐ All Interested Persons
☐ Special Education
☐ Other (specify) ________

H. Intended language group.

☐ All Language Groups ☐ Some Language Groups ________ ☐ One Language Group ________

I. Language of Presentation ______________________

J. Audio-visual equipment required ______________________

K. ADDRESS ______________________

L. PHONE ______________________

CALL
for
PAPERS
and
PRESENTATIONS

National Association
for
Bilingual Education

14th Annual International Bilingual/Bicultural Education Conference

MARCH 12 - 16, 1985

SAN FRANCISCO, CALIFORNIA

Hilton Hotel + Tower

Parent Involvement: School Audience Vs. Home Learning

by *José Oliva, Ed.D.*

Recently I attended various activities on parent involvement in bilingual education. With few exceptions, the trend perceived at the meetings and working groups was characterized by the following themes:

1. Assignment of 'audience' roles to parents by educators.
2. Tolerance by parents of highly sophisticated communications ('educationese').
3. Requests by educators for parents to play school supporting roles, according to school rules and mainly in school environments.
4. Sincere efforts by concerned parents and educators to make parent involvement work for the children's sake.

It is this last and most important general theme that keeps parental involvement hopefully alive in spite of the above listed shortcomings.

The emphasis for parents to play the 'school audience' role is not limited to bilingual education. A 1983 study sponsored by the National Institute of Education (1) found that administrators, principals and teachers view parents primarily as 'audience'. The 'audience' role in the study is defined as "involvement of parents in activities which generally require their presence but no real active participation". It is curious to observe that in trying to define parental involvement 'no real active participation' is assigned first and foremost to parents by professional educators. With the exception of 'home tutor' which was rated as the second most important role, the other priorities in the survey focussed again in the school where the parent is supposed to be 'school supporter', 'advocate', 'decision maker', 'paid school staff' and finally 'co-learner' along with other school staff or children. The most poignant finding of the study is that the parents themselves ranked their parent involvement roles in a similar fashion as the professional educators. Parents see their roles in parental involvement as they are told by educators: sort of 'teacher knows best' approach.

The fact that the survey results corroborate some of the parent involvement practices in bilingual education and show the parents' willingness to play the 'audience' role seems no excuse to try to balance the current emphasis on supporting roles particularly if the trend is detrimental to parents, children and the school system itself.

Other research findings so vividly emphasize the often forgotten role of 'home learning' that one cannot fail to stand up against the current 'mandate' for parents to play *supporting roles in the school* at the cost of disregarding their *leading roles in the home.*

Research for Better Schools Inc. has defined the first major objective of parent participation as "improving a parent's capacity to provide a home environment that encourages school-oriented learning." This "first goal is backed by research that indicates that when home learning environments supply more instructional opportunities or positive reinforcement for skills and behavior being learned in school, then school achievement and learning increases". (2) Again, Ira Gordon's "first goal for parent involvement is to improve the family's capabilities to provide the type of learning environment in the home that accentuates the positive elements of the cognitive and emotional factors." (3)

According to Rich, Van Dien and Mattox ". . . priority attention should be given to the mode of participation which directly involves parents in the education of their own child. This is the basic, most fundamentally meaningful form of participation from which other modes can flow . . . The reasons for this position are twofold. First, it is the approach which a continuing line of research indicates is most directly linked to improved academic achievement . . . The second reason for this position is that it offers the greatest opportunity for widespread involvement and sustained participation. Programs that require attendance at meetings or involvement in school activities during the day will necessarily have limited participation." (4)

After reviewing several research studies, Benjamin Bloom states that "the results suggest that the home has the greatest influence on the language development of the child, his general ability to learn, and his motivation to learn well in school." (5)

In summary, the research evidence presented so far rightly emphasizes 'home learning' and the role of parents as the children's first primary teachers, a role which is so often bypassed and forgotten.

Similar claims can be made for a 'home learning' companion role of the parents as 'learner', in the sense that parents who implement life-long learning teach their children the value of learning through role modeling behaviors.

Laosa has extensively studied the direct impact of parental schooling on parent-child relationships and their effect on children's learning strategies and consequent scholastic performance. Because of the cross cultural and ethnic implications of his findings, Laosa's research needs to be noted in more detailed conclusions:

1. **Maternal teaching behaviors correlated with maternal schooling.** In other words, the mother's number of years in school markedly determined the amount of time she would spend in inquiry and praise behaviors in dealing with her child (6). In discussing these results, Le Vine (7) has called attention to the striking similarity between the approach to teaching employed by the more highly educated Chicano mothers and the academic style of many school teachers. One might say that mothers 'imitated' the academic style in the classrooms where they had spent so much of their lives. Thus in the privacy of the home mothers were unconsciously introducing their children to the cultural mode of learning prevalent in the school system.
2. **Regardless of the mother's culture, maternal teaching strategies did not differ when maternal levels of schooling were similar.** In a follow-up study (8) Laosa found that, when ethnic-group comparisons between Chicano and non-Hispanic mothers' teaching styles were made (holding constant their schooling levels) all ethnic group differences in maternal teaching strategies became nonsignificant.
3. **Maternal teaching strategies determine childen's learning strategies.** Laosa argues that the low educational attainment of the mother establishes a learning style in the child which is extraneous to the one prevalent in the school. (9) "As a result of this 'discontinuity' between the family and the school, the child and the teachers will spend a great portion of their time simply attempting to make sense of each other's relational system."(10) As a consequence, "children of the lower-schooling parents are likely to be at a disadvantage vis a vis the children of the more highly schooled parents, since the latter have learned to master this interactional mode in their houses." (10)
4. **Highly schooled parents read to their children more frequently than those with less schooling.** Hess and Holloway's review (11) shows that the amount of time parents spend reading

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Parental Involvement

(continued from page 11)

to their children has important consequences for the child's intellectual development. Both findings linked together stress the value of parental schooling (parent role as 'learner') and 'home learning' (parent role as 'teacher').

5. **Maternal schooling (and consequent maternal reading to the child) correlated signficantly with the child's acquisition of preschool literacy.** (10) The finding boosts again role modeling behaviors.
6. **Maternal aspirations for the child's education increase with paternal schooling.** This finding coupled with Marjoribanks' review (12) showing that parents' education aspirations influence the child's academic development again emphasize the value of parental schooling and of the parent's role as 'learner'.
7. **Parent schooling is strongly associated with home language use.** In very specific fashion Laosa (10) showed that "parent-child interactions in the homes of the more highly schooled Chicano parents tended to take place more frequently in English than in Spanish. Conversely, parent-child interactions in the homes of the lower-schooling Chicano parents tended to take place more frequently in Spanish than in English." (10)

In summary, current research in parental involvement seems to endorse the preference for parents' leading roles at home as 'teachers' and 'learners' over supporting roles in the school as 'audience', 'supporter', 'advocate', 'decision maker' and 'paid school staff'. Emphasis on leading roles does not eliminate their supporting roles which are necessary once the following premises are established:

1. **Before asking parents to move to the frequently extraneous school environment, one has**
   - to recognize their positive contribution in the home as their children's first teachers and, therefore, boost their often low self-concepts;
   - to build on what they already know and do with their childen reassuring them that it is all valuable so that they increase the quality if not the quantity of their parent-child home learning interactions;
   - to encourage parents' life-long learning aspirations by means of refresher courses leading to a H.S. diploma or college degree if needed, as well as individual study through personal reading, educational TV, etc.;
   - to commend parents' efforts at providing the child with a suitable home learning environment to carry out homework assignments, making sure they are completed even with the assistance parents can provide.
2. **As parents 'home learning' leading roles are being strongly secured and they are invited to step out of the home to assume 'school audience' supporting roles, one has**
   - to avoid bombarding parents with languages, technical and otherwise, which expose their ignorance and belittle their self-concept;
   - to control requests for their assistance as if parents were stepping stones for educators to maintain or increase their professional status. Parents can sense the utilitarian tone of many school lobbying efforts carried out for 'their children's sake'.
   - to place children's welfare and learning in the primary stand that they deserve. If this is our joint upmost consideration of parents and professional educators, parental involvement will achieve its goal: home-school and school-home continuity.

Conclusion

There are three major educational currents flowing convergently which can bring momentum if administrative leadership can harness their potential:

1. The President's Adult Literacy Initiative
2. The National Commission on Excellence in Education and other parallel efforts.
3. The thrust of the new proposed Bilingual Education Act emphasizing 'family learning'.

It belongs to adult, bilingual and compensatory educators among others to join forces and serve L.E.P. parents and children together.

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(2) **Newcombe, Ellen,** *"Parent Involvement in Education: Highlights from the Literature"* presented at the Title I Dissemination and Program Improvement, East Coast Seminar, January 1982, p. 2.

(3) **Gordon, I.J.,** *"The Effects of Parent Involvement on Schooling."* Paper presented at the annual meeting of the Association for Curriculum Development. San Francisco, March 1978

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(11) **Hess, R. D., and Holloway, S.** "The Intergenerational Transmission of Literacy" (Report prepared for the Department of Health, Education and Welfare, National Institute of Education.) Stanford, California: Stanford University, (1979).

(12) **Marjoribanks, K.** *Families and their Learning Environments: An Empirical Analysis.* London: Routledge and Kegan Paul, 1979.

NABE Membership List

NABE rents its membership list in cheshire or gum label form at a cost of $200. This fee is the cost to anyone, within or without the organization. It is the policy of the organization to require a written explanation of the proposed use of the list, including a copy of the mailing going out, in advance of the sale. For further information, contact Ms. Carolyn Riddick, NABE Office Secretary, Room 405, 1201 16th Street, N.W., Washington, D.C. 20036 (202) 822-7870.

Future NABE Conference Sites Selected

Proposals have been accepted from three cities to host NABE Conferences in 1986, 1987, and 1988. The sites and dates for the Annual International Bilingual Bicultural Education Conferences are:

March 31 - April 5, 1986 — Chicago, IL
March 31 - April 5, 1987 — Denver, CO
April 24 - April 30, 1988 — Houston, TX

A Tradition of Involvement Refutes the Ancestors Myth

by Alex Stein

Many people believe that generations of immigrant ancestors passively blended into public school culture, shed their "foreignness" and evaported into the Melting Pot. This nostalgic look backward has become a major prop in the opposition to bilingual education. After all, it is argued, if our ancestors got no special programs why should language minorities get bilingual instruction? Historical facts, however, are stubborn reminders that this picture is flawed. While some immigrants followed this path, many others helped reform ethnocentric schooling patterns. They pressed for special programs that would help them learn English and become part of society. They helped shape the schools as the schools helped shape them.

U.S. schooling has traditionally been monolingual and monocultural. Divergence from the English-only Anglo-American perspective has been viewed with alarm (Butts). School officials "for the most part held a common set of WASP values, professed a common-core (that is a pan-Protestant) Christianity, were ethnocentric, and tended to glorify the sturdy virtues of a departed tradition" (Tyack, p. 109). Although this mentality has persisted, 19th Century ethnic groups succeeded in making significant modifications:

- The Irish under Bishop John Hughes led the movement to reduce sectarian religious influence within the public schools. They launched institutional, legal and political challenges to the teaching of Protestant precepts as the central core of instruction (Tyack).
- The Germans promoted bilingual education as an antidote to monolingualism. Schools systems became bilingual in many areas of the country. The U.S. Commissioner of Education stated in 1870: "The German language has actually become the second language of our Republic." (Heath, p. 13) Cincinnati's School Superintendent contended that "a child can study in two languages at the same time and do as well in each as he would if all his time were devoted to each language alone." (Schlossman, p. 156).
- New Mexico's Spanish-speakers supported bilingual schools in a state whose constitution encouraged Spanish and English instruction (Kloss, Weinberg).
- The Chinese and Japanese resisted and eventually removed segregated schooling and kept language and culture alive in after-school and weekend classes (Wollenberg).
- Louisiana's French-speakers maintained bilingual schools in a state that entered the Union with a French majority whose constitution called for dual language instruction (Kloss).
- Puerto Rico resisted attempts to impose English-only instruction and currently uses both Spanish and English in public schools (Weinberg).

An early 20th Century wave of xenophobia swept away laws permitting bilingual instruction and drastically reduced immigration. Many educators acted out this anti-foreign mentality. Stanford's Dean of Education stated that Southern and Eastern European immigrants were

> "Illiterate, docile, lacking in self-reliance and initiative and not possessing the Anglo-Teutonic conceptions of law, order and government, their coming has served to dilute tremendously our native stock and to corrupt our civic life. . . Our task is to break up these groups or settlements, to assimilate or amalgamate these people as part of our American race, and to implant in their children, so far as can be done, the Anglo-Saxon conception of righteousness, law and order" (in Butts, p. 236).

A normal school principal told the National Education Association Convention that teachers should bring immmigrant children 'to the Anglo-Saxon standard.' (Brown)

This mentality produced generations of children who were caught between the values of home and school. As Leonard Dovello, a New York educator, remembered it:

> "During my schooling the Italian language was completely ignored in the American schools. In fact throughout my whole elementary school career I do not recall mention of Italy or of the Italian language or about what famous Italians had done in the world with the possible exception of Columbus . . . We soon got the idea that Italian meant inferior and a barrier was erected between children of Italian origin and their parents. This was the accepted process of Americanization. We were becoming Americans by learning to be ashamed of our parents." (Covello, 1969)

Ethnic groups and their supporters were not silenced in this period of born-again ethnocentrism. They pressed school officials to make small, but significant, concessions:

- The teaching of immigrant languages in elementary schools in many cities, not as dual language instruction, but as foreign languages (Kloss, Tyack).
- The establishing of special English classes for newly-arrived children and adults (Seller, Tyack).
- The diminishing of textbook stereotyping. This movement was led by B'nai B'rith's Anti-Defamation League (Kane).
- The weakening of the social science assumption that immigrants were "feeble-minded," "defective" or "retarded" because they scored poorly on IQ tests given in English (Butts, Tyack).
- The neutralizing of home-school conflict through the use of pluralistic approaches as exemplified by the Intercultural and Community Education Movements (Covello,1956 Montalto).
- The resisting of efforts to ban foreign language instruction in private schools or after-schools classes (Health).

These campaigns were aided by enlightened educators like Boston's School Superintendent who realized that "the mere imposition of language cannot bring about automatic nationalization, a fact which uncompromising advocates in this country should note" (Health, p. 15) as well as by professional associations, religious groups and labor organizations.

These partial measures, however, do not fulfill the needs of the current generation of language minority children whose dropout rate is high. Earlier, students could withdraw from schools and find fairly well-paid jobs in an expanding industrial economy. Today, dropouts are frequently relegated to dead-end low-paying jobs or to the ranks of the unemployed in a technological economy. Additionally, at present, most non-English-speakers are ethnic-racial minorities who suffer more intense discrimination than did their European counterparts of earlier generations. Language minority students often encounter barriers that prevent them from competing equally for society's good jobs. This is due partly to the absence of adequate special language instructional programs that were supposed to have been guaranteed by the Supreme Court's Lau Decision.

In order to help rectify this situation for language minorities and to enrich schooling for all, a pluralistic reform agenda is needed. This agenda should include:

(continued on page 14)

— MATERIALS REVIEW —

Open Sesame
Picture Dictionary
By Jill Wagner Schimpff
1982, Oxford University Press, New York
($4.95, 1X + 83 pp.)

The Addison-Wesley
Picture Dictionary
1984, Addison-Wesley
Publishing Company
Reading, MA. ($4.95, 66 pp.)

Reviewed by Fay Pallen
New York City Public Schools

In my opinion elementary school teachers are faced with the most challenging task in the field of teaching ESL. Not only do their students vary in English language proficiency, degree of native literacy (and perhaps linguistic backgrounds), but also in maturity levels. Elementary school ESL students range in maturity levels from early childhood to adolescence. As a consequence, the elementary school ESL teacher is constantly seeking appropriate materials. More and more wonderful resources are commercially available. There now are two colorful and attractive picture dictionaries designed specifically for children learning English as a second language.

The *Open Sesame Picture Dictionary* is especially for young children learning English as a Second Language. Jim Henson's Sesame Street Muppets present over 550 high-frequency vocabulary words. There are 34 units covering situations which are universally familiar to children including: the classroom, the family, clothes and animals. Each unit is comprised of two full-color, full page illustrations. The left-hand page is an illustration in which the numbered items are presented in context. The facing right-hand page presents the same numbered pictures in isolation with the vocabulary word. Thus, the children see each vocabulary item in isolation and in context, to ensure comprehension.

Open Sesame Picture Dictionary includes a table of contents and a complete index of vocabulary words. The table of contents gives the name of the unit, the topic of the unit and the page, ie. "Henry Monster's Gym, Verbs, 62." The index presents all the vocabulary words in alphabetical order giving page number and word number on that page.

This delightful picture dictionary is very appropriate for young children. The format is consistent. The illustrations are clear and easy to recognize. The colors of the vocabulary items are limited; for example, on p. 66 the couch is only red, the table is only green. The contextual illustrations are uncluttered. Clear, uncluttered visuals are important for very young students, kindergarten through second grade.

The *Addison-Wesley Picture Dictionary* not only features 550 high frequency words, but also depicts several thousand words. Thus this picture dictionary is more complex than the *Open Sesame Picture Dictionary*.

The 550 featured words are shown through pictures and print in two ways. Some words are grouped by initial letters. Other words are grouped in scenes that provide a context — an airport, a supermarket, a house, etc.

The change in the format of this dictionary from "letter" pages to "scene" pages can be confusing for some children. The use of two different kinds of lower case letters as on page 5 can be confusing to pre-literate children or students who are not familiar with our alphabet. Other children will find no difficulty with these items and enjoy the stimulation of this more complex picture dictionary.

Preceeding the alphabet and scene pages, there are two pages that present numbers and colors. There are some problems with the use of color. The item illustrating "ten pink pigs" is clear because the pigs are pink. However "nine purple parrots" are not purple but rather blue and purple. The balls, owls and bugs are likewise multi-colored. Needless to say that "eight blue balls" was an unfortunate choice because of the connotation of this phrase.

A unique feature of the *Addison-Wesley Picture Dictionary* is the inclusion of a little mouse in each illustrated page. A continuing story can be created by the children about this cute mouse that appears throughout the book. However, some children may have negative connotations associated with rodents.

The *Addison-Wesley Picture Dictionary* provides a table of contents and index to the 550 words. The preface provides a general introduction for use of this dictionary. There is a separate teacher's guide which gives specific suggestions on how to use this dictionary.

An ESL teacher who teaches Kindergarten through sixth grade (or possibly eighth grade) can definitely use both picture dictionaries. I highly recommend the *Sesame Street Picture Dictionary* for young children: K - 2 or for older children who have had little or no experience with books and/or pictures. The *Addison-Wesley Picture Dictionary* is better suited for older beginning students above grade three who are literate in their native language. This dictionary is more complex and can be used as a spring board for language development. Practically, it is not wise to give beginning level older students the same book as younger children; the older children often feel insulted.

Please note that features that can be confusing to some children can be stimulating and interesting to other children. I have used a general rule that young children and older children who are not literate in their native language need a simple, clear, uncluttered dictionary to begin with. However, while this may be generally true, each teacher must judge what is appropriate for his/her student. Elementary ESL teachers are fortunate that they now can have two picture dictionaries to use in their program.

Tradition

(continued from page 13)

- Curricula which reflects the contributions of all groups to the building and maintenance of US. society.
- Bilingual instruction to teach English to non-English-speakers and to teach major world languages to English-speakers.
- Additive education which builds on a child's linguistic and cultural heritage, rather than subtractive education which denies it.

In this way we can provide the Ancestors Myth the burial it so richly deserves.

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NABE Board Takes Action On Resolutions

Ten resolutions were approved by the membership at the General Membership meeting held at the annual conference in San Antonio, Texas on April 7, 1984. The action taken by the NABE Executive Board on each resolution appears below:

1. That NABE strongly recommend that the United States Congress pass and that the President sign into law "The Academic Equity and Excellence Through Bilingual Education Act of 1984."

NABE Executive Board Action:
President Zamora testified before the House Subcommittee on Education and Labor to this effect. A copy of this resolution has been forwarded to the Chair of the Sociopolitical Concerns Committee for additional appropriate action.

2. That NABE strongly recommend that the United States Congress reject the Administration's budget proposals regarding TRIO, Chapter 1 Migrant, Title IV (CRA) Training and Technical Assistance, Women's Educational Equity Act, HEP and CAMP Higher Education Programs, International Education and Foreign Language Programs. That NABE recommend that Congress increase the FY'85 appropriations levels for these and other programs, including ESEA Title VII, which promote educational equity and excellence.

NABE Executive Board Action:
NABE testimony to this effect has already been submitted. A copy of this resolution has been forwarded to the Chair of the Sociopolitical Concerns Committee for appropriate additional action.

3. That NABE strongly recommended that the U.S. Senate pass and that the President sign into law HR 2708, the Foreign Language Assistance for National Security Act.

NABE Executive Board Action:
A copy of this resolution has been forwarded to the Chair of the Sociopolitical Concerns Committee for appropriate action.

4. That NABE strongly recommend that the U.S. Congress authorize and appropriate funds for the improvement of language education as part of the legislation to improve mathematics and science education.

NABE Executive Board Action:
A copy of this resolution has been forwarded to the Chair of the Sociopolitical Concerns Committee for appropriate action.

5. That NABE explore with each of its affiliates the possibility of establishing a procedure which includes special rates for joint memberships in NABE and the affiliate organization.

NABE Executive Board Action:
A copy of this resolution has been forwarded to the Chairs of the Organizational Development and Membership Committees for study and further action.

6. That NABE strongly recommend that the U.S. Congress a) reauthorize Title VII, ESEA, the Bilingual Education Act, and reject any attempt to change or alter the present focus and intent; b) reject any and all proposals that would narrow the definition of children eligible to participate; c) preserve the existing statutory requirement as pertaining to the use of the native language of the children as a means of instruction; and d) safeguard the provision in section 703, which addresses the special needs of Native American and Alaskan Native students under this program.

NABE Executive Board Action:
Testimony to this effect has been presented by President Zamora. A copy of this resolution has been forwarded to the Chair of the Sociopolitical Concerns Committee for additional appropriate action.

7. That NABE strongly recommend that OBEMLA eliminate the formula for state inclusion in the National Indian bilingual program.

NABE Executive Board Action:
A copy of this resolution has been forwarded to Secretary Bell and to OBEMLA.

8. That NABE recommend that OBEMLA eliminate the formula for state inclusion in the National Indian Bilingual Center and that tribes from the states of NC, NE, WI,NY, ME, FL, IL, KS, IA, NV, CO, ID, OR, and MS be included in the Center's service delivery plan; and that the necessary financial resources be awarded to provide service.

NABE Executive Board Action:
A copy of this resolution has been forwarded to Secretary Bell and to OBEMLA.

9. That NABE strongly urge that American Indians be hired as professionals by the Office of Bilingual Education and Minority Languages Affairs.

NABE Executive Board Action:
A copy of this resolution has been forwarded to Secretary Bell and to OBEMLA.

11. That NABE continue to urge implementation of the resolution approved by the membership last year that each state affiliate create the position of parent-at-large on its executive committee; and that NABE continue to facilitate the communication between parents-at-large on the local, state, regional and national levels.

NABE Executive Board Action:
A letter has been sent to all NABE Affiliate Presidents regarding this resolution.

NABE News regrets that the Annual Report of the Parental Concerns Committee was accidently ommitted from the Annual Conference Issue. The full report appears below:

Parental Concerns Committee

Patricia Louque, Chair
Georgetown University BESC
Suite 376, 3520 Prospect St., N.W.
Washington, D.C. 20007

Activities To Date:

- Conducted survey of Parental Concerns Committee members, the Parents SIG members and parent members of NABE on the role of the Parent-at-Large member of the Executive Board
- Assisted in the development of a job description for the position of Parent-at-Large
- Encouraged state affiliates to create the position of Parent-at-Large on their executive boards

Recommendations Made To NABE Executive Board:

- That assistance be povided to affiliates in establishing the position of Parent-at-Large on their executive boards [Board action pending]
- That parents be consulted as to how NABE can best meet their needs [Board action pending]
- That the Executive Board consider the possibility of having regional Parent Affiliates in NABE [Board action pending]
- That the Parental concerns standing committee be abolished in light of the presence of the ParentatLarge member of the Executive Board [Board action pending]
- That a mechanism be established to assist parents in attending Congressional hearings on bilingual education [Board action pending]
- That the organizers of the Parent Institute at the annual conference consult with past Institute coordinators and the Chair of the Parent SIG and the Parent-at-Large member of the Executive Board in designing the Institute [The Board will so notify the organizers of the '85 conference]

JOIN NABE TODAY
TO MAKE SURE
YOU ARE ELIGIBLE
TO VOTE!

Rodriguez

(continued from page 7)

in place and teachers were trained literally overnight and sent out into the field to begin teaching bilingually. At that time, few professors were prepared to train teachers; nonetheless, Bilingual Education had been approved and the need was clearly there, so the teachers went out on their missions. But not being properly prepared for such an enormous task, they basically had to find ways for themselves that would work. This was, I think we can see, a trial and error approach and not carried out by professional teachers who had been in the teaching profession but largely by the newer waves of teachers. Critics and opponents of Bilingual Education and the general public and the legislative bodies, of course, kept their eyes on such programs; and when they began to see that such an education was not immediately successful, they began the campaign against the new approach. Could we, however, have expected success, especially given the political pressures, the general skepticism, and the initial, inappropriate training that many Bilingual teachers then received?

Bilingual Education in this country has been practiced roughly about fifteen years and by educational standards it is not entirely successful, but then neither is the standard American system of education. This last has been in effect for at least two hundred years, and Johnny still can't read and, in some cases, he can barely add and subtract.

Now we are likely to hear that because Richard Rodriguez made it, then other Mexican Americans should also be able to make it. The issue, of course, is that other Mexican Americans are not at all like Richard Rodriguez; they are not prone to escape into the educational system. Most students, like students of any other race, would rather not read, would rather not study, would rather not do their arithmetic problems; so if we don't have special help for these students, then, as we know, they get left behind, especially since they have trouble understanding English in the first place. Bilingual Education, as teachers practice it, essentially means using a student's initial language to help him or her understand what is being said in English. The end here is not to teach the student Spanish, not to enlarge his or her Spanish vocabulary — goals that I personally consider unfortunate — but rather to use what the student already knows in Spanish or any other first language to help him or her learn in English. If this were clearly understood by the general public and our legislators, I doubt if there would be as much opposition to such an approach as there is. The problem, however, is that many people suppose that Bilingual teachers are only teaching Spanish, that they are teaching Spanish and in Spanish instead of in English.

Mr. Rodriguez also misunderstands Affirmative Action. Here again, Mr. Rodriguez fails to see that Affirmative Action has sought simply to give minority citizens an opportunity at positions that before were not available. Mr. Rodriguez feels that Affirmative Action should have been aimed at recruiting not minority students from the middle class but those that are truly disadvantaged. This is certainly commendable, and Affirmative Action should consider moving in this direction. The point, however, is that the endeavor to represent minority peoples, regardless of class standing, is not any grounds for calling into question the entire program.

We know that there are inequities with the present policy, but we must remember that it has taken Affirmative Action to make the vast majority of employers and Americans aware that before it, there was such a practice in this country as job discrimination based simply on race. Affirmative Action, as we know, has not fully solved such practices, and it has created yet other problems, but no one can say that it has not advanced

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Research Findings

(continued from page 1)

taught through the non-English language, history and culture of the student's non-English language, and English as a Second Language. By 1980-81, the number of teachers with self-reported language skills and basic preparation had also more than doubled among teachers using a non-English language in instruction. (See Table IV-3)

- *The number of teachers with self-reported language skills to teach the language arts and/or other subjects in a non-English language and/or other subjects in a non-English language and having at least minimal academic training, as defined in the study, has increased by 40 percent.* Minimal academic training was defined as preparation in either language arts of the non-English language, or other subjects taught through the non-English language. The number of teachers who reported having language skills and minimal academic training has increased in the general population of public school teachers and among teachers using a non-English language in instruction.
- *In 1980-81, about twice the percentage of teachers wih basic academic preparation and self-reported language ability were teaching LEP children, compared with teachers who had minimal bilingual training and self-reported language ability. Proportionately three times as many teachers with basic academic preparation and self-reported language skills were teaching LEP children compared with teachers with ESL training.* These findings had generally been true in 1976-77 as well. (See Table IV-4).
- *The number of out-of-field assignments to bilingual programs (i.e., teacher assigned to teach language minority students without at least minimal preparation and language ability) remained relatively constant from 1976-77 to 1980-81 at about two thirds of all teachers using a non-English language for instruction.*

2. Teachers in ESEA Title VII Basic Programs

One of the purposes of the 1980-81 TLSS was to identify the numbers of teachers in ESEA Title VII bilingual education basic programs nationwide who have training and self-reported language skills to provide instruction to limited English proficient students. Because the bilingual education basic programs are intended to apply bilingual instructional practices, these programs would be expected to have a higher percentage of qualified bilingual education teachers than classrooms in general or non-Title VII programs.

- *Teachers teaching in ESEA Title VII basic programs constituted about 19 percent of all teachers using a non-English language for instruction in 1980-81.* (See Table IV-5).
- *Among teachers using a non-English language for instruction, over three times the percentage of teachers in Title VII-funded programs had self-reported language skills and preparation in all four basic areas in 1980-81 compared with teachers in non-Title VII programs.*

3. Distribution of Teachers by Major Geographic Area

The number of teachers with self-reported language skills and preparation to provide bilingual instruction would be expected to vary considerably in different sections of the country. Among the factors that could influence this variation are local conditions such as the concentration of language minority populations, local support for bilingual instruction, and Federal or State support for teacher training. Data from the 1980-81 TLSS were analyzed for four geographic areas: California, Texas, New York, and the rest of the United States. The findings were as follows:

- *Nationwide, an estimated 3.2 percent of all full time public school teachers had at least minimal academic preparation and self-reported language skills or ESL training to provide instruction for non-English language background students.* The estimated percent of all full-time public school teachers with at least minimal bilingual academic preparation and self-reported language skills or ESL training in different areas of the country was 8.7 percent in California, 9.5 percent in Texas, 5.1 percent in New York, and 1.9 percent in the rest of the country. (see Table IV-6).
- *Nationally, an estimated 21.4 percent of all full-time public school teachers who were using a non-English language for instruction had self-reported language skills and basic-level academic preparation.* The percentage of all full time public school teachers who were using a non-English language for instruction and who had basic academic preparation and self-reported language skills in each area of the country was 19.1 percent in California, 41.5 percent in Texas, 21.0 percent in New York, and 14.9 percent in the rest of the country.

4. Source of Supply

Since 1975, the Office of Bilingual Education and Minority Languages Affairs has provided financial support for bilingual education teacher training through institutions of higher education. The earliest graduates of these ESEA Title VII teacher training programs were only beginning to enter the teaching field in 1976-77, when the first TLSS was conducted. Numerous other institutions of higher education in the United States have provided training for bilingual teachers, and some teachers may be expected to have been trained outside the United States. One of the features that differentiated the 1980-81 TLSS from the 1976-77 TLSS was the capability to identify sources of training for qualified teachers. Three sources of training were of interest: academic training in institutions of higher education supported by ESEA Title VII, academic training in other U.S. institutions, and academic training outside the U.S. For each source of training, it was important to determine the type of training received and the use of an NEL for instruction.

Results indicated that an estimated 34 out of 139 thousand or 24.5 percent of all teachers with bilingual academic training were trained in institutions receiving support from ESEA Title VII. Further, approximately 90 out of 139 thousand or 64.7 percent were trained in other U.S. institutions. An additional 38 out of the 139 thousand or 27.3 percent received training outside the U.S. It is not known to what degree these teachers received training from multiple sources. Consequently, the figures may overlap.

Of the teachers academically trained in programs offered in institutions that received support from ESEA Title VII, an estimated 21 out of 34 thousand or 61.8 percent had language skills and training to use a non-English language in instruction. An estimated 38.2 percent had language skills and basic bilingual training. Further, an estimated 83.3 percent of the Title VIII teachers who were using an NEL in instruction had the language proficiency and training to teach language arts and other subjects, and 66.7 pecent had language skills and basic bilingual training.

The exact sources of the supply of teachers were of considerable interest in the 1980-81 TLSS. The following summary findings indicate the source of the supply of trained teachers:

- *The number of teachers completing programs designed to prepare them to use English and another language in instruction since 1976 is approximately the same as in all other years before.* Most of these teachers received training to teach the languages arts and/or other subject areas of a non-English language. About one-half received training in all four basic bilingual areas. More of the teachers completing

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Research Findings

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programs since 1976 had bilingual assignments in 1980-81 than teachers completing programs in 1976 or earlier.

- *Approximately one-fourth of all teachers with bilingual academic training were trained in programs receiving support from ESEA Title VII.* Roughly two-thirds were trained in other programs within the U.S., and just over one-fourth received training outside the United States. Some of these teachers may have participated in several training programs. (See Table IV-7).
- *About four times the percentage of teachers trained in Title VII-supported academic programs had basic bilingual preparation and self-reported language skills compared with teachers trained in non-Title VII-supported academic programs.* The more extensive training provided to ESEA Title VII-trained teachers was also found for teachers with 1980-81 teaching assignments to use a non-English language in instruction.
- *Over three times the percentage of teachers trained in Title VII programs were using a non-English language or English as a Second Language in 1980-81 compared with teachers trained in non-Title VII programs in the United States.*

5. Non-Bilingual Teachers

Teachers trained only in English as a Second Language (ESL) methodology represent one alternative to bilingual instructors as a means of meeting the eductional needs of LEP children. Although ESL is often provided as part of a bilingual education program, ESL may be offered alone in special situations where bilingual education is neither possible nor desired. The TLSS collected information on teachers trained only in ESL in addition to information on teachers specifically trained to provide instruction in language arts and/or other subjects of a non-English language. Selected findings are as follows:

- *The total number of teachers with ESL training in 1980-81 was 76,000.* Of these, an estimated 59,000 also had received training in one or more areas of bilingual education. (See Table IV-8 for additional details).
- *Nearly nine out of ten teachers with ESL training who were teaching ESL in 1980-81 had also had bilingual training.* More than two-thirds of teachers with ESL training who were not teaching ESL or using a non-English language in instruction in 1980-81 had also had bilingual training.
- *Teachers using a non-English language for instruction were more likely to report having appropriate academic preparation than teachers providing ESL.* This was the case in 1976-77 and also in 1980-81. One-third of the teachers using a non-English language in 1976-77 and about 44 percent in 1980-81 had academic preparation to do so. About 7 percent of teachers teaching ESL in 1976-77 and 17 percent of those teaching ESL in 1980-81 had ESL training.

6. Teachers with Inservice Training

Teachers with inservice preparation may be used to augment the supply of teachers with preservice academic qualifications to teach language minority students. Teachers with inservice preparation may have been trained at the basic level of bilingual preparation, or at the minimal level, or have received training in ESL alone. The findings for teachers with inservice preparation are as follows:

- *An estimated 21,000 teachers reported having received inservice training to use a non-English language or ESL in 1980-81.* About 2,000 of these had received training at the basic level and had self-reported language skills for teaching bilingually, another 6,000 had training at the minimal level and had self-reported language skills, and about 13,000 had training in ESL.
- *Approximately 10,000 of the teachers reporting inservice preparation were using their skills to teach language minority children in 1980-81. Of these, just over half were using a non-English language, and a little less than half were teaching ESL only.*

The Need for Teachers. The number of additional bilingual teachers needed nationally can be updated based on the 1980-81 TLSS estimates of the number of teachers qualified for bilingual instruction, provided a number of adjustments are made. The Department's prior projections of additional teachers needed were presented in the report, *The Condition of Bilingual Education in the Nation, 1982.* In that report, the Department indicated that a projected 67,500 to 72,500 additional teachers were required to meet the needs of limited English proficient children in the schools.

In developing projections of the total supply of bilingual education teachers for the year 1980, based on the 1976-77 TLSS and other sources, the Department made specific assumptions concerning the number of teachers available to teach four years after the survey, the number willing to teach of those available, and the number of new graduates entering the bilingual teaching profession. Then, to derive the number of additional teachers needed, the Department factored in the total number of limited English proficient students of school age and made assumptions concerning the student teacher ratio for a typical bilingual classroom, and the number of students concentrated in groups of 25 per school. The number of LEP students of school age is the critical factor in attempts to estimate need. Unfortunately, because the final results of the 1980 census and 1982 English Language Proficiency Studies are not available, the estimates can not be validly made at this time. For now, it is sufficient to indicate that the bilingual education teacher shortage seems likely to continue until those results are available.

TABLE IV-2

Estimated Number of Public School Teachers in the U.S. in 1976-77 and 1980-81 by Teaching Assignment

Teaching Assignment	1976-77	1980-81	% Change
Total Teachers	2 182 000	2 266 000	[illegible]
Teachers using an NEL in instruction	42 000	[illegible]	[illegible]
Teachers teaching ESL only	77 000	[illegible]	[illegible]
Total teachers teaching ESL (including ESL & using NEL)	[illegible]	[illegible]	[illegible]

TABLE IV-3

Estimated Number and Percent of Public School Teachers in the U.S. in 1976-77 and 1980-81, by Self-Reported Ability to Teach the Language Arts of a non-English Language or Teach Other Subject Areas in it, Academic Training to do so, and Teaching Assignment

Teaching Assignment	1976-77			1980-81			% Overall Change
	TOTAL	Teachers with Proficiency and Training in Language Arts and/or Other Subjects (a)		TOTAL	Teachers with Proficiency and Training in Language Arts and/or Other Subjects		
		Number	%		Number	%	
Total Teachers	2 182 000	34 000	1 6	2 266 000	57 000	2 5	+ 67 6
Teachers using an NEL in instruction	42 000	13 000	31 0	55 000	20 000	36 4	+ 53 8
Teachers not using an NEL in instruction	2 140 000	21 000	1 0	2 211 000	37 000	1 7	+ 76 2

(a) Includes teachers with basic bilingual training (training in language arts of the non-English language, other subjects taught through the non-English language, history and culture of the children's non-English language, and English as a Second Language)

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TABLE IV-4

Estimated Number and Percent of Public School Teachers in the U.S. in 1976-77 and 1980-81, by Self-Reported Ability to Teach the Language Arts of a Non-English Language or Teach Other Subject Areas in It, Basic Academic Training in Bilingual Education, and Teaching Assignment

Teaching Assignment	1976-77			1980-81			
	TOTAL	Teachers with Ability to Teach and Basic Bilingual Training		TOTAL	Teachers with Ability to Teach and Basic Bilingual Training		% Overall Change
		Number	%		Number	%	
Total Teachers	2,182,000	11,000	0.5	2,266,000	24,000	1.1	+118.2
Teachers using an NEL in instruction	42,000	6,000	14.3	55,000	12,000	21.8	+100.0
Teachers not using an NEL in instruction	2,140,000	5,000		2,211,000	12,000		+140.00

Note 32.4% of the trained teachers who also claimed ability to teach the langauge arts and/or other subject areas had training in the four basic areas in 1976-77. 42.1% of such teachers had basic training in 1980-81.

TABLE IV-5

Estimated Number and Percent of Public School Teachers Assigned to Title VII, ESEA-Funded Programs, by Self-Reported Ability to Teach the Language Arts of a Non-English Language or Teach Other Subject Areas in It, Academic Training to do so, and Teaching Assignment: 1980-81

Teaching Assignment	Total Teachers	Teachers With Ability to Teach Language Arts or Other Subject Areas (a)			
		With Academic Training to Teach Language Arts and/or Other Subjects (a)		With Basic Bilingual Education Preparation	
		Number	%	Number	%
Total, Title VII Teachers	70,000	23,000	32.9	14,000	20.0
Title VII Teachers using an NEL in instruction	22,000	13,000	59.3	9,000	40.9
Title VII Teachers not using an NEL in instruction	48,000	10,000	20.8	5,000	10.4

(a) Includes teachers with basic bilingual training (training in language arts of the non-English language, other subjects taught through the non-English language, history and culture of the children's non-English language, and English as a Second Language)

TABLE IV-6

Estimated Number and Percent of Public School Teachers In Selected Geographic Areas in the U.S. in 1980-81, by Self-Reported Language Skills, Training, and Teaching Assignment (a)

Teaching Assignment	Geographic Area	Total Teachers Teachers	Teachers with Ability to Teach Language Arts or Other Subject Areas			
			With Academic Training To Teach Language Arts and/or Other Subjects		With Basic Bilingual Education Preparation	
			Number	%	Number	%
Total Teachers	California	229,000	16,000	7.0	7,000	3.1
	Texas	136,000	11,000	8.1	6,000	4.4
	New York	140,000	4,000	2.9	2,000	1.4
	Remainder	1,760,000	25,000	1.4	10,000	0.6
	Total	2,266,000	57,000	2.5	24,000	1.1
Teachers using an NEL in instruction	California	14,000	5,000	35.7	3,000	21.4
	Texas	11,000	6,000	54.5	4,000	36.4
	New York	4,000	2,000	50.0	1,000	25.0
	Remainder	27,000	6,000	22.2	3,000	11.1
	Total	55,000	20,000	36.4	12,000	21.8
Teachers not using an NEL in instruction	California	215,000	11,000	5.1	4,000	1.9
	Texas	125,000	5,000	4.0	2,000	1.6
	New York	136,000	2,000	1.5	1,000	0.7
	Remainder	1,733,000	19,000	1.1	7,000	0.4
	Total	2,211,000	37,000	1.7	12,000	0.5

(a) Numbers may not add to total due to rounding

TABLE IV-8

Estimated Number and Percent of Public School Teachers Trained in Teaching English as a Second Language, By Type of Training and Teaching Assignment: 1980 - 81

Teaching Assignment Assignment	Total Teachers	Trained in ESL and Bilingual Education		Trained in ESL Only	
		Number	%	Number	%
Total teachers with ESL training	76,000	59,000	77.6	17,000	22.4
Teachers teaching ESL	31,000	27,000	87.1	4,000	12.9
Teaching ESL and using an NEL	14,000	13,000	92.9	1,000	7.1
Teaching ESL only	17,000	14,000	82.4	3,000	17.6
Using an NEL but not teaching ESL	5,000	4,000	80.0		*
Not teaching ESL or using an NEL	40,000	27,000	67.5	13,000	32.5

* Fewer than an estimated 1,000 teachers

TABLE IV-7

Estimated Number and Percent of Public School Teachers by Self-Reported Ability to Teach the Language Arts, of a non-English Language or Teach Other Subject Area in It, and Academic Training to do so, Level of Training, Teaching Assignment and Source of Training: 1980-81

Source of Training	Teaching Assignment	Total Teachers	Teachers with Ability to Teach Language Arts or Other Subject Areas			
			With Academic Training to Teach Language Arts and/or Other Subjects		With Basic Bilingual Education Preparation	
			Number	%	Number	%
All Sources	Total Teachers academically trained	139,000	57,000	41.0	20,000	17.3
ESEA Title VII academic training	Total teachers	34,000	21,000	61.8	13,000	38.2
	Teachers using an NEL in instruction	12,000	10,000	83.8	8,000	66.7
	Teachers not using an NEL in instruction	22,000	11,000	50.0	4,000	18.2
Academic training in all other U.S. institutions	Total teachers	90,000	28,000	31.1	9,000	10.0
	Teachers using an NEL in instruction	9,000	4,000	44.4	2,000	22.2
	Teachers not using an NEL in instruction	81,000	24,000	29.6	7,000	8.6
Academic training outside the U.S.	Total teachers	38,000	30,000	78.9	7,000	18.4
	Teachers using an NEL in instruction	7,000	7,000	100.0	4,000	57.1
	Teachers not using an NEL in instruction	31,000	23,000	74.2	3,000	9.7

All figures reflect training categories only. Language proficiency assumed to be present for teachers trained outside the U.S. to use a non-English language

Numbers may not add to total due to teachers receiving training from multiple sources

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Rodriguez *(continued from page 16)*

our hiring practices and moved us closer to the day when skin color will not be a hiring issue. This last, skin color as hiring issue, is exactly the issue that Mr. Rodriguez opposes. Since he was fortunate, talented, and willing enough to sever his ties with his culture in order to succeed in the Anglo American world without the benefit of Bilingual Education and the help, initially, of Affirmative Action, he mistakenly reasons that others should do as much, that neither of these two programs for minority students are needed to advance their educations.

Although enlightened Chicanos are disposed to take Richard Rodriguez's views lightly, his views, we have seen, do require examination. But having weighed these, we also have to conclude that Mr. Rodriguez's views are severly skewed, for he does not represent the normal Mexican American youngster whose education can benefit both from Bilingual Education and from Affirmative Action. What we have in Richard Rodriguez is thus clearly a middle class Mexican American who was, as he argues, capable of "succeeding" on his own. As such, he is the exception, as there will be other very scattered exceptions, but what we need to see here is not how many Mexican Americans have made it on their own, but rather how many have been discouraged and turned away by the very type of educational experiences that have clearly mained Mr. Rodriguez. What his autobiography tells us is that we have to work to see that our own children do not go through the psychologically harmful experiences that Mr. Rodriguez endured, for if we do not improve the educational system of this country to reduce the possibilities of producing further future Richard Rodriguezes, our generation will have failed to carry out its responsibility both to our children and their children.

* All references in the text of this paper are to the Bantam paperback edition of *Hunger of Memory: The Education of Richard Rodriguez*, 1982.

Events of Interest

CALL FOR PAPERS

Deadline September 15, 1984

International Conference on Second/Foreign Language Acquisition By Children: Theoretical Aspects and Practical Applications

March 29-30, 1985—Oklahoma City

The purpose of this conference is to provide a forum to share information about current research into second/foreign language acquisition by children; rationales for programs for teaching a second/foreign language to children; successful existing programs for second/foreign language acquisition by children; specific suggestions on how to prepare and implement such programs; and available techniques, methods, texts, and materials for these programs.

Submit abstract (no more than two pages) by September 15, 1984. For more information contact: Dr. Rosemarie A. Benya, East Central Oklahoma State University, Ada, Oklahoma 74820 (405) 332-8000, ext. 290.

TESOL '85 CHANGES DATES

There has been a change in the dates for the 19th Annual Convention of TESOL. It will now be held April 9-14, 1985, at the New York Hilton, New York City, NY. For more information contact Rosemarie Lytton, Convention Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (202) 625-4569.

El Español En Los Estados Unidos V

October 5 - 6, 1984

University of Illinois at Chicago

Featured topics at this conference include Spanish language use, variation and maintenance; Spanish in public life; and Spanish in discourse. Keynote speakers are Shirley Brice Heath and Rosaura Sanchez. For more information contact: Lucia Elias-Olivares, Dept. of Spanish, Italian and Portuguese, University of Illinois at Chicago, Box 4348, Chicago, IL 60680 (312) 996-5217.

First Annual Conference On Language Learning "Bilingualism: A Focus on Immersion Education"

November 2-3, 1984

Los Angeles, California

The focus of the conference will be on immersion education. Presentations will be designed to highlight the appropriate use of immersion as a second or foreign language program for native speakers of English. In addition, other presentations will point out the serious consequences of misusing the immersion strategy with language minority students.

For more information contact: Madeline Ehrlich, Advocates for Language Learning, P.O. Box 4964, Culver City, California 90231 (213) 398-4103.

Bilingual Education In Wisconsin: Many Languages, Many Challenges

September 28 - 29, 1984

Janesville, Wisconsin

The Fifth Annual State Bilingual Education Conference sponsored by the Wisconsin Association for Bilingual Education will be held at the Janesville Motor Lodge on September 28-29, 1984. Conference activities include keynote address, workshops, exhibits, and a banquet. For more information contact: Ezequiel Vargas, WIABE President, Dept. of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707 (608) 267-9234.

VIII Symposium On Spanish and Portuguese Bilingualism

November 16 - 17, 1984

Amherst, Massachusetts

Those wishing to present papers in the general sessions should submit abstracts by October 15, 1984. Subjects for papers include Bilingual Education; Hispanic and Portuguese Minority Literature; Linguistic, Psycholinguistic and Sociolinguistic Aspects of Hispanic and Portuguese Bilingualism.

For more information, contact: Juan C. Zamora, Dept. of Spanish and Portuguese, University of Massachusetts, Amherst, MA 01003 (413) 345-2887.

NABE NEWS
Room 405
1201 16th Street, N.W.
Washington, DC 20036

VOLUME VIII, NUMBER 1 / FALL 1984

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

VICTORY!

Congress has passed and the President has signed into law legislation reauthorizing the Bilingual Education Act (ESEA Title VII). The new law, Public Law 98-511, known as the "Education Amendments of 1984", also reauthorizes other important Federal education programs which had expired. These programs include: Adult Education, Indian Education, Women's Educational Equity Act, Emergency Immigrant Education Act, Impact Aid, and the Emergency School Asbestos Removal Act.

Title II of the new law reauthorizes the Bilingual Education Act for four more years. It also provides for a thoughtful and thorough revision of the Title VII program.

Title II of the new law began as H.R. 5231, the "Academic Equity and Excellence through Bilingual Education Act", sponsored by Representatives Dale Kildee (D-MI) and Baltasar Corrada (D-PR). H.R. 5231, which NABE helped to develop, beefs-up existing Title VII programs of proven effectiveness and expands Title VII by establishing important new grant programs.

The only program dropped from Title VII under H.R. 5231 was the program of Demonstration grants. In place of Demonstration grants, the new law authorizes grants for "Programs of Academic Excellence", that is, for programs of proven effectiveness. At the same time, H.R. 5231 authorized new Title VII programs:

- Developmental Bilingual Education grants to help school districts establish comprehensive instructional programs which provide both English-proficient and LEP students with the opportunity to learn English and a second language while mastering subject matter skills.
- Family English Literacy grants to help school districts and community non-profit organizations establish programs for the parents and adult relatives of LEP students to learn English.
- Grants for bilingual preschool, special education, and gifted and talented programs.

Support for the bilingual education provisions included in the Education Amendments of 1984 was further boosted last Spring after the chief sponsors of H.R. 5231 agreed with Representatives Steve Bartlett (R-TX) and John McCain (R-AZ) to set-aside up to ten percent of Title VII money for "Special Alternative Instructional Programs" for LEP students. According to the new law, these programs need not provide instruction to LEP students through their native language. The bi-partisan Kildee-Corrada/Bartlett-McCain compromise was approved by the House Education and Labor Committee on May 2nd.

On July 26th, the Education Amendments of 1984 were approved by the House of Representatives. Because the Senate had not taken up legislation reauthorizing Title VII or several of the other programs covered by the House bill, the House also approved a motion whereby the Educational Amendments of 1984 were substituted for the

Continued on P. 22

Following passage by the House of Representatives on October 4th of the conference report reauthorizing and strengthening the Bilingual Education Act, key House Members celebrated at a reception hosted by NABE Legislative Counsel, Jim Lyons. Pictured above are Representative John McCain; Jim Lyons; NABE President Sarah Meléndez; Representative Dale Kildee; Helen González, Director of the Washington DC office of the Mexican American Legal Defense and Education Fund; Representative Steve Bartlett; and Lori Orum, Senior Education Policy Analyst for the National Council of La Raza.

National Association for Bilingual Education Executive Board 1984 - 85

President
Sarah E. Meléndez
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-5940

President-Elect
Gene Chávez
Center for Multicultural
Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

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Multifunctional Support Center
500 S. Dwyer Avenue
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Center
2139 Wisconsin Ave., N.W.,
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Washington, D.C. 20007
(202) 625-3540

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SUNY at Buffalo
Dept. of Learning & Instruction
Bilingual Office
595 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

Past President
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IDRA
5835 Callaghan Road
San Antino, TX 78228
(512) 684-8180

Parent-at-Large
Norma Preciado
Box 374
Playas, NM 88020
(505) 436-2794

Eastern Regional Representative
Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-6501

Central Regional Representative
Stan Seidner
L.I.M.R.C.
National College of Education
18 S. Michigan Avenue
Chicago, IL 60603
(312) 621-9682

Western Regional Representative
Aurora Martinez-Quevedo
Bilingual Consortium
1671 Park Avenue
Suite J
San Jose, CA 95126
(408) 998-6612

NABE JOURNAL Editor
Eugene García
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

NABE NEWS Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007
(202) 625-3450

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

Issue	Copy Receipt Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific application of theorectical formulations to educational settings characterized by linguistic and cultural diversity. The *Journal* expects to publish these papers (one or two in each issue) in the next six issues (1984-85).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Rosa Castro Feinberg
University of Miami
P.O. Box 24806 – Merrick 312
Coral Gables, Florida 33124

by August 1, 1984

or to Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712

by January 4, 1985

NABE NEWS ADVERTISING INFORMATION

RATES [illegible]

Single Issue		5 Issues (Same Ad)
Full Page	$225	$900
1/2 Page	$150	$650
1/4 Page	$100	$425

DEADLINES

ISSUE	DEADLINE
Winter 1984	November 15, 1983
Spring 1984	February 15, 1984
Annual Conference 1984	April 15, 1984*
Summer 1984	May 15, 1984
Fall 1984	August 15, 1984

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

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Message From the President

by Sarah Meléndez

It seems that every year at this time we say, "Where did the summer go?" For me this is particularly true this year. Since I took over as President of NABE on June 1, I have been busier than ever.

As NABE NEWS goes to print, our Excellence and Equity Through Bilingual Education Act is awaiting the President's signature on the bill passed by both the House of Representatives and the Senate. This bill was developed by NABE, with the assistance of our friends in Congress, particularly Representative Dale Kildee and Baltazar Corrada, and our many allies in Washington, i.e., La Raza, MALDEF, and LULAC. Jim Lyons, our Legislative Counsel and our friends have been working non-stop to get this bill passed. Let us hope that we will have new legislation by the time you receive this issue of NABE NEWS.

Plans for the 1985 NABE Conference in San Francisco are in full swing. The conference committee, under the leadership of Bob Cruz as Conference Chair and Curtis Cooper as Conference Director, is committed to having the biggest and best conference to date. They have a lot of work ahead of them because the San Antonio conference was a tremendous success. But, then, NABE is growing and getting better and so are all our activities.

Now is the time for you to have some imput into the conference. Write to Curtis Cooper, NABE '85 Conference Director, at San Miguel School, 300 Seneca, San Francisco, CA 94112, and share your ideas and suggestions.

Thanks to the terrific work of Gloria Zamora and the '84 Conference Committee, NABE '84 was the most successful conference to date, in financial terms. Consequently, we are now able to undertake some activities and make some commitments that we have not been able to do before. For example, NABE now has a consultant to help us do fundraising. Penny Harrison, of Harrison Management Co., began to work immediately and in less than one month had tentative offers for more than double the money her services cost us. It took courage for the Board to make the decision — we are not used to spending much money — but it has already proven to have been a wise move for NABE.

We are negotiating with the National Training Labs for a program of leadership training for the Executive Board and for Boards of State Affiliates at no tuition cost to participants. If this materializes, we will begin to develop a cadre of over 300 people from around the country who can exercise greater and more skillful leadership on behalf of bilingual education and NABE and then train others.

Our standing committees have exciting plans for membership, public relations, organizational development and fundraising for this year. There is an air of excitement, enthusiasm, and optimism at NABE. We are moving forward to make NABE the predominant organization in the education of Americans of limited English proficiency. We are already recognized as such in Washington, D.C. Now we must make it nationally.

NABE has done incredible, herculean work with very limited financial resources. We need your help now so that we can continue to grow and make a lasting impact on the education of LEP citizens. If each member commits him or herself to obtaining one more membership, we will double our membership and our income from dues. We will then be able to do more for our members and affiliates and have some of the necessary resources continue our organizational development efforts.

Don't forget that you can save money if you sign up for multiple-year membership. Furthermore, you won't run the risk of forgetting to renew on time and miss NABE NEWS or issues of the NABE JOURNAL. Please also remember that your dues are tax deductible and can be charged to MasterCard or VISA. Some of you are probably paying more in taxes than you think is fair. Remember that a contribution to NABE is tax deductible.

NABE's presence in Washington has been very effective in keeping budget cuts from decimating Title VII programs. It is of tremendous importance that the NABE developed bilingual education bill was the one passed by Congress, not the Administration's bill which would have effectively destroyed bilingual education programs.

There is no doubt in our minds that if the federal government retreats from its commitment to bilingual education, the state and local agencies will not be far behind. In fact, some states have already succeeded in rescinding bilingual education legislation, i.e., Colorado, and others have tried, i.e., Massachusetts and Florida (Dade County). One of the programs targeted for extinction by U.S. English is bilingual education. Furthermore, the press has had a field day with negative editorials and biased coverage over the past few years.

We cannot afford complacency. We must keep NABE strong and make it stronger. We need to be better able to respond to threats to bilingual education, while we move forward with new, creative ideas to improve opportunities for an excellent education to all citizens of limited English proficiency.

NABE President Sarah Meléndez presents the members of the Congressional Hispanic Caucus with a NABE '84 poster in recognition of their efforts to reauthorize the Title VII legislation.

AFFILIATES NAME LIAISONS TO NABE STANDING COMMITTEES

As part of the efforts of NABE's Organizational Development Committee, the following persons have been identified as Affiliate Liaisons to NABE Standing Committees. If your affiliate would like to name a liaison to one of the committees, please contact Dr. Rosa Castro Feinberg, OD Committee Chair, at the University of Miami NODAC, School of Education, P.O. Box 248065, Florida 33124.

FUNDRAISING COMMITTEE LIAISONS

Helen Morris
Box 824
Bethel, AK 99559
(907) 543-3346

Gladys Laba
426 Allen Street
New Britain, CT 06053
(203) 225-4529

Delia García
8424 S.W. 81 Terrace
Miami, FL 33143
(305) 554-2647

Billie Navarro
413 South Grove
Oak Park, IL 60302
(312) 793-3850

Corine Salazar
P.O. Box 677
Taos, NM 87571
(505) 758-8647

Angela Zacardelli
5556 Ridge Road Rear
Parma, OH 44129
(401) 725-2562

Iza DaSilva
134 Lyman Street
Pawtucket, RI 02860
(401) 725-2562

Filiberto Murguia
614 W. National Ave.
Milwaukee, WI 53204
(414) 384-3700

MEMBERSHIP COMMITTEE LIAISONS

Adnelly Marichal
P.O. Box 915
Glastonbury, CT 06033
(203) 722-8690

Mayra Menéndez
6930 SW 3rd Street
Miami, FL 33155
(305) 765-6901

Hai T. Tran
500 S. Dwyer Ave.
Arlington Heights, IL 60005
(312) 870-4143

Angela Ortíz
P.O. Box 6
El Rito, NM 87530
(505) 581-4505

Ricardo Lucio, Jr.
309 W. Bigelo Ave.
Findlay, OH 45840
(419) 422-2583

Ellis Grellner
86 Arbor Drive
Providence, RI 02908
(401) 456-8018

Alicia Ruíz
N87 W18055 Shepherd Dr.
Nenomonee Falls, WI 53051
(414) 384-9900

MEDIA WATCH PROJECT LIAISONS

Lincoln Saito
Box 1250
Fairbanks, AK 99701
(907) 452-2000

Kay Hill
95 Olive Street
New Haven, CT
(203) 787-8685

Margaret Moll
2417 NE 13 Terrace
Pompano Beach, FL 33064
(305) 782-6147

María Medina Seidner
102 School Street
Mt. Prospect, IL 60056
(312) 793-3850

Barbara Clemons
15-½ Roberts Rd.
Cambridge, MA 02138
(617) 492-1388

Rose Hart
3010 Monte Vista, NE
Albuquerque, NM 87106
(505) 262-1515

Diane Pretzer
918 Sunset Drive
Bowling Green, OH 43402
(419) 352-8057

Maria Luisa Vallejo
156 Medway St.
Providence, RI 02906
(401) 274-9548

Luis A. Báez
1851 N. Warren
Milwaukee, WI 53202
(414) 963-5663

SOCIOPOLITICAL CONCERNS COMMITTEE LIAISONS

Dolores García
P.O. Box 808
Douglas, AK 99824
(907) 789-3255

Shelly Spiegel Coleman
63 Van Buren St.
Monterey, CA 93940
(231) 922-6332

Sabino Rodríguez
6 New St. Vantage Point
Norwalk, CT 06855
(203) 554-2647

Delia García
8424 SW 81 Terrace
Miami, FL 33143
(305) 554-2647

Stanley Seidner
102 School Street
Mt. Prospect, IL 60056
(312) 621-9682

José Arrendondo
210 E. Columbus Dr.
E. Chicago, IN 46312
(219) 392-0608

Luis Fuentes
U. of Massachusetts
School of Ed., Room 207
Amherst, MA 01002
(413) 545-0273

Ignacio Córdova
Multicultural Ed. Center
U. of New Mexico
Albuquerque, NM 87131
(505) 277-5961

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From Theory to Practice

NABE NEWS's regularly featured column. "From Theory to Pratice." *is managed by Carol Montgomery.* **"From Theory to Pratice"** *presents articles by and for classroom teachers which highlight innovative and effective classroom* ***techniques,*** *activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LeGuardia Community College, 31-10 Thomson Avenue, Long Island City, N.Y. 11101*

An urban community college in Northern New Jersey, Passaic County Community College, enrolls many ESL students who lack literacy skills in their native language. Some time ago, a Title I grant provided me with the opportunity to work with Jana Staton, a consultant from the Center for Applied Linguistics. It was she who introduced me to the concept of the dialog journal.

She shared some of the research being done at the Center which indicated that journals used for private conversation between teacher and student were effective in developing literacy in both first and second languages.

Dialogue journals are specially designated composition books in which daily written communication takes place. The goal is communication and understanding, not evaluation. Depending on the situation, the interaction can be in either the native language or the target language. The time allotment need not be more than fifteen minutes a day.

Students in the upper elementary grades through college can use the journals to record their reactions to classroom activities, ask questions, complain, make requests, or share outside experiences. The teacher writes back providing information, expressing her own feelings and concerns, and perhaps making suggestions. She does not correct errors or comment on the quality of the writing. However, in her reply, she models correct usage of language as well as correct spelling, punctuation, and syntax.

This activity calls for an informal, conversational writing style. It draws on familiar experiences and settings, is directed to a known audience, and provides for audience feedback. Thus, it is a transitional activity employed before requiring students to read and write more formal discourse.

Last semester, with an intensive intermediate ESL class, I set aside the first ten minutes of each class for journal writing. I told the students that they could write about anything they wished, but they had to begin writing at the specified time each day. For those students who complained that they couldn't think of anything, I wrote two phrases on the board such as the following:

I really don't understand why. . .
Men Women think that. . .
I'm glad that I. . .
I'm worried about. . .

Sometimes I wrote a few simple proverbs with which students could agree or disagree.

A tree is known by its fruit.
Marriage is a lottery.

Usually the words had some relationship to the language or content I would introduce later in the lesson.

As students wrote, I circulated, supplying structure or vocabulary as needed. I indicated promising entries which could later be developed into formal compositions. I also noted descriptions of particularly interesting ideas or events.

When the time was up, there were invariably students who continued to write. A few finished early. I reminded the former that if they liked that day's entry, they should finish it later. A few individual students were called on to share their writing with the class. This discussion often provided a context for the structure or language function to be presented.

While Staton recommends commenting on a daily basis, I found that I did not have the time to do so. I collected journals from half the class once a week. Of the eight entries for a two-week period, I selected two that had gotten through to me as a reader. Not only did this routine save time, but it gave the writers a sense of what sort of writing evokes a reaction.

A typical entry and response are illustrated below:

> Today, I am worry about many things. It's not too easy to find a job. We had to pay the highest prices in everything. For example, foods, rents, clothes, hospital. I have one child and I wish the best for him. I want a good education for my son but the only money my husband makes some time is not enough for the bills I have to pay. He makes good money, but today what he makes is nothing. I hope to send my son to college. In the future I hope he has the same opportunity I had today. The Financial Aid Program It's good help for people who want to study. If you don't have money you aren't anybody. My concern, money is everything.
>
> Carmen.
>
> If you are worried about having enough money to pay your bills and to provide a college education for your son, you are certainly not alone. Many students here at the college have similar concerns. The education you are getting now will help you get a good job so that you can add to your family's income. I can't agree with your last sentence, though. Do you really think that such things as good health, close friendships and satisfying work aren't important too?
>
> By the way, have you checked into the work-study program at PCC?

When I handed back the journals each week, the students immediately began leafing through them to find the teacher response. Some wrote responses to the responses.

In this course, the students were expected to move from the sentence level to the paragraph level. All were able to write a dozen or more lines from the very beginning. Although for formal composition writing, we used a text with models, exercises, and outlines. I assigned some compositions based on journal entries. These were among the most successful pieces.

In a course evaluation at the end of the semester, the students were unanimous in their enthusiasm for this project. One student wrote that "It was good to get in the habit of writing something every-day" and that "I don't feel nervous about writing now." Another likened it to practicing a musical instrument. A third appreciated learning something about "how Americans think."

Continued on P. 9

AFFILIATE NEWS

Affiliate Presidents: Have you submitted your Affiliate Information Sheet for 1984-85 to the NABE Central Office. If not, contact Carolyn Riddick immediately.

1984-85 Affiliate Dues should have been paid by now. If they haven't yet been sent to the NABE Central Office, do so today.

The California Association for Bilingual Education will be holding their 10th Annual Conference January 30 - February 2, 1985 at the Sheraton Universal Hotel in Universal City. The theme of the conference is, "Bilingual Education for Universal Understanding."

The Colorado Association for Bilingual Bicultural Education will hold its 13th Annual Conference October 24-27 in Denver. The theme of the conference is, "Bilingual-Multiculturalism: A Step Toward Equity and Excellence."

The Connecticut Association for Bilingual Education held their Annual Conference on "Bilingualism: Expressway for the Future" in March in Hartford, CT. The keynote speaker was NABE President, Dr. Sarah E. Meléndez. In April, a luncheon was held to raise funds for the Connecticut Association for Bilingual Education's Scholarship Fund. As a result of that activity, two scholarships were given to Connecticut bilingual students. The new Executive Board includes President Myrella Lara, First Vice President Ana Consoli, Second Vice President Marco Arenas, Corresponding Secretary Adnelly Marichal, Recording Secretary Virginia Martinez and Treasurer Tomás Miranda.

NABE's Florida Affiliate took part in the development of the State Curriculum Framework for ESL during June. This activity was co-sponsored by the University of Miami NODAC, the State Bilingual Education Advisory Council and the Florida Bilingual Education Multifunctional Service Center. On Saturday, August 4, a reception was held in honor of NABE President Sarah Meléndez. Dr. Meléndez presented an update on the plans for NABE '85 and stressed the importance of strong state affiliates to NABE.

The recent Spring/Summer conference conducted by the Illinois Association for Bilingual Education emphasized the theme, "ESL in a Bilingual Setting." The conference was co-hosted by the National College of Education and included presentations on "The Total Physical Response," "ESL Approaches that Work in a Bilingual Setting for Reading," "Making Input Comprehensible in English," and "The Natural Approach." Summaries of sessions have been published in the IABBE Forum and can be obtained by writing Dr. Stan Seidner, Academic Dean, LIMRC, National College of Education, 18 South Michigan Avenue, Chicago, IL 60603.

The Massachusetts Association for Bilingual Education will hold its annual conference November 3 at the University of Massachusetts, Boston Harbor Campus. The theme is "Bilingualism: A Coming Together," and the keynote speaker is Shirley Brice Heath. For information, contact Arlene Dannenberg at (617) 727-0600.

New Jersey TESOL/Bilingual Education will be holding a number of events during the next few months. In September, they will co-sponsor a Research Colloquium with the Bilingual and ESL Coordinators in Higher Education. In October, NJTESOL/NJBE will co-sponsor a conference with William Paterson College. Their annual business meeting will be held November 8 in Atlantic City during the NJEA Convention.

NABE's New York State Affiliate will hold its annual conference February 1-3, 1985 at Grossinger's Hotel in the Catskills of New York. This conference will again be co-sponsored by the Bureau of Bilingual Education of the New York State Education Department.

The Midwest Regional Conference for TESOL and Bilingual Education will be co-sponsored by the Ohio Association for Bilingual Multicultural Education on October 18-20 in Cincinnati, Ohio.

The Puerto Rico Association for Bilingual Education has been reorganized! Its first activity will be a general meeting to discuss the status of bilingual education in Puerto Rico, keynoted by Dr. Arístides Cruz, Coordinator of the Bilingual Education Program at the University of the Sacred Heart. In addition, there will be a meeting of representatives of the different islands in the Caribbean to explore the formation of new NABE affiliates. NABE President Sarah Meléndez and NABE Organizational Development Committee Chair, Dr. Rosa Castro Feinberg, will participate in this event.

The 12th Annual Bilingual Education Conference of the Texas Association for Bilingual Education will be held October 11-13, 1984 at the Hyatt Regency Hotel in Houston, Texas. The theme of the conference is, "Bilingual Education: Giving Leadership to the Educational Reform Movement."

"Bilingual Education in Wisconsin: Many Languages, Many Challenges," is the theme of the 5th Annual Conference of the Wisconsin Association for Bilingual Education. The conference will be held September 28-29 in Janesville, Wisconsin.

Affiliates are encouraged to submit items of interest for publication in future issues of NABE NEWS to:

Eastern Region -
Arístides Cruz, Coordinator
Bilingual Education Program
University of the Sacred Heart
P.O. Box 12383, Loiza Station
Santurce, Puerto Rico 00914

Central Region -
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Avenue
Chicago, IL 60603

Western Region -
Aurora Martinez-Quevedo
Bilingual Consortium
1671 Park Ave., Suite 1
San Jose, CA 95126

WHY JOIN NABE?

Most of us often ask ourselves this question when we are deciding whether or not to join a professional association. We all agree on the importance of being affiliated with such entities yet always seem to postpone to a later date actively seeking membership. This first article on "Why join NABE?" will focus on this issue.

The question is raised because seldom are we truly familiar with the benefits that come from becoming a member. Joining the National Association for Bilingual Education (NABE) will not only offer such common benefits as discounts on car rentals, hotels, etc., but most importantly it will offer you an opportunity to be an active participant in the field of bilingual education. As individuals with a common interest in promoting bilingual eduction at the local, state and national levels, becoming a member is one of the means by which we can provide the much needed support.

As professionals, NABE offers its members an opportunity to keep abreast of recent developments in the field by its publication of the NABE Journal. Members receive this journal three times during the year. Articles dealing with a variety of topics by experts in the field are covered in each issue. In addition, members receive the NABE News which provides information on major conferences, current bilingual legislation, studies being conducted, new methodologies and a number of related articles.

What's more, membership in NABE creates a communication network which can act for the benefit of all interested in the field of bilingual education. For example, in recent weeks the future of bilingual education was in jeopardy as a result of introduced legislation proposing to cut down its level of funding. At that time, the rapid support of all was highly needed to help defeat such proposed law in order to continue to provide assistance to the growing number of LEP children in this country. By joining NABE, you, as individuals, demonstrate a commitment to supporting efforts to keep bilingual education an existent present and not a thing of the past.

JOIN NABE NOW! Don't put off making that decision! You are not only receiving material benefits for your membership but most importantly, you will be part of something you believe in. After all, don't we all share a common goal, and don't we all benefit?

Written by: Delia C. Garcia
Director, CAP I Program
Florida International University
and Vilma T. Díaz
Bilingual Association of Florida
President, School Board of
Broward County, Florida

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APPLICATIONS TO BE ACCEPTED FOR NABE JOURNAL EDITOR

NABE will be issuing a request for proposals in the near future for the production of the NABE JOURNAL for three years, beginning with the Fall 1985 issue. Offerers will be asked to address the following:

1. Qualifications of the Editor-in-Chief.
2. Content of the JOURNAL
3. Printing Plan
4. Advertising Plan
5. Distribution Plan
6. Budget (including Institutional support)

Interested parties may contact the NABE Central Office after December 1, 1984 to obtain a copy of the RFP.

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- ☐ 009-0002 Annual Conference
- ☐ 009-0003 Publications
- ☐ 009-0004 Membership
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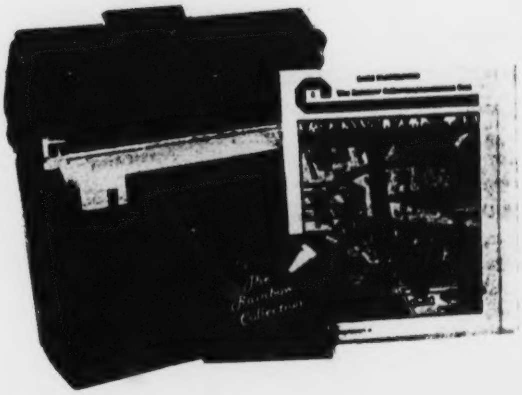
- ☐ 009-0007 Resolutions
- ☐ 009-0008 Public Relations
- ☐ 009-0009 Parental Concerns

The Rainbow Collection

A Natural Approach to English as a Second Language

By: Martha Alvarez-Martini M.S.
Evelyn Marino M.S.
Consuelo Valencia Raley B.A.
Tracy David Terrell Ph.D.
Stephen Krashen Ph.D. Consulting Ed.
Richard Piper Ph.D. Editor



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☐ 002-0008 Publishing
☐ 002-0009 Other

MEMBERSHIP INCLUDES SUBSCRIPTION TO *NABE JOURNAL* and *NABE NEWS*. BACK ISSUES OF THE *JOURNAL* WILL BE SENT TO NEW MEMBERS WHEN AVAILABLE. THEREFORE, IT IS TO YOUR ADVANTAGE TO RENEW EARLY IN THE YEAR.

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

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____________________ Date

NABE '85 UPDATE

San Francisco, the City by the Bay, will play host to the 14th Annual International Bilingual Bicultural Education Conference sponsored by the National Association for Bilingual Education on March 12-16, 1985. Conference Headquarters will be the San Francisco Hilton and Tower, located in the heart of one of the world's truly exciting and beautiful cities.

Speakers from education, government and business will address this year's theme of "Bilingual Education, Government, and Corporate America: Partners in the National Interest." Pre-conference activities will begin on March 12 with visits to the San Francisco Unified School District's Newcomer Center or to the Hayward Unified School District's English Language Center. On both Tuesday and Wednesday, intensive sessions of three or six hours will be offered on "Opportunities for Minorities in Franchise Business," "Dealing with Pocket Languages," "Current Materials in Bilingual Education," "The Sheltered Classroom," "Bilingual Special Education," and "Business and Bilingual Education."

The First General Session is scheduled for 4:00 p.m. on Wednesday, March 13. NABE President Sarah Melendez will join San Francisco Mayor Diane Feinstein and other dignitaries in officially opening the 1985 NABE Conference at that session.

Other highlights of the week's activities will include an Awards Luncheon at which the winners of the NABE Bilingual Student Writing Contest will be presented, the annual Banquet and Dance at which the NABE Honoree will be recognized, the President's Reception, and a Teacher's Day. A special feature of the conference is a two-day Parent Institute on Friday and Saturday.

The NABE '85 Conference Planning Committee is chaired by Dr. B. Roberto Cruz, who is assisted by Curtis Cooper, Conference Director and Blanca Mosca-Carreon, Conference Coordinator. Subcommittee chairs include Tony Gonzáles and Ernest Gonzales. Registration: Lori Chin, Lorenza Calvillo-Craig, and Josefina Naya. Program: Carol Solis and Toby Móntez. Exhibits: Roger Chyou. Finances: Maria Elena Riddle and Belia Cruz. Publicity: Gloria Vadivieso. Hospitality: Jose Luis Orozco. Entertainment: Raul Bravo. Evaluation: Jaime de la Isla. Writing Contest: Ligaya Avenida and Zaida McCall. Site Visits Guides: and Carlos Falcon. Signs Graphics.

The NABE Special Interest Groups have joined with the Program Subcommittee in planning sessions that will be of interest to all NABE members. Program Subcommittee Strand Facilitators include Gilberto Lopez, Adele Martinez, Maria Chairez, Melinda Meléndez, To Thi Diem, Kim Anh Nguyen, Roberto Cervantes, Eva Vázquez Guillermo Lopez, Clara Chapala, Vicky Segal, Linda Halog, and Barbara Ellingson.

Conference preregistration packets will be mailed in early January. In the interim, inquiries about NABE '85 should be directed to:

Blanca Mosca-Carreon
NABE '85 Headquarters
The National Hispanic University
255 East 14th Street
Oakland, CA 94606
(415) 451-0511

* * *

"Theory to Practice" *continued from P. 5*

For the teacher, the journals provided helpful insights into the lives and thoughts of the students.

I learned that a rather quiet young woman was shouldering an unusually heavy burden at home. An older man expressed his apprehension at being called to testify as a witness at a forthcoming trial. An Ethiopian student told of harrowing experiences which made it difficult for him to work cooperatively with his fellow students. In some cases I was able to help such students obtain counseling.

As more ESL and bilingual educators climb onto the language-as-communication bandwagon, Jana Staton will undoubtedly receive recognition for this innovative approach to developing literacy. In the meantime, I look forward to hearing from classroom teachers who have utilized this and similar methods of teacher-student interaction.

REFERENCE

Staton, Jana. "Literacy as an Interactive Process."
The Linguistic Reporter. 23, 2:1-5.

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"Descrip. Analysis Title VII" *continued from P. 1"*

ever, their perception of need extends beyond coordinating technical assistance to elementary and secondary schools that are carrying out or proposing to carry out programs of bilingual education assisted under the Act. The common perception of the function of SEA Bilingual Education Offices is to coordinate and to provide technical assistance to all schools that may request their services. This perception is shared by most SEA personnel interviewed during the course of this study.

Ed. note: More information on Title VII SEA Coordination Projects can be obtained by contacting Luis Catarineau at OBEMLA (202) 245-2600.

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CANDIDATES FOR 1985-86 NABE BOARD

The following is the official information on the candidates for the 1985-86 NABE Executive Board. Candidates are reminded that NABE does not permit any media campaigning for positions. In order to be eligible to receive a ballot, you must be a member by November 1, 1984. Results of the election will be announced at the 1985 NABE Conference in San Francisco, CA. March 12-16, 1985. Any questions regarding elections procedures should be addressed to Ms. Jeannette Kwok, NABE Elections Committee Chair, University of Miami NODAC-D.C. Office, 2727 29th Street, NW, Washington, DC 20008 (202) 265-3088.

PRESIDENT-ELECT:

(Jim Bransford-Withdrew)

JOSUÉ M. GONZALEZ

, Associate Superintendant, Chicago Public Schools, Chicago, IL. Ed.D., Education Administration, University of Massachusetts; M.A., Texas A & I University.

Professional Experience: 1982-present: Associate Superintendent, International Multicultural Education, Chicago Public Schools; 1981-82: Senior Policy Fellow, Institute for Educational Leadership, Washington, D.C.; 1978-81: Director, OBEMLA, U.S. Department of Education; 1976-78: Associate Professor of Education, Southern Methodist University, Dallas, TX; Also serves currently on the National Commission on Secondary Schooling for Hispanics, the Board of Directors of the Latino Institute for Chicago, and the Illinois State Advisory Council for Bilingual Education. Author of numerous publications on Bilingual Education.

NABE Organizational Experience: NABE Member since 1974. Affiliate Membership: Illinois Association for Bilingual Education. Affiliate Positions Held: Board Member At Large.

Statement: We need a better watering system to help the tender roots of bilingual education take a firmer hold in public education. This challenge comes at a time of generalized fiscal and political stress. NABE's first decade was federally oriented. To nourish our programs in the future, we will need to (1) focus more on state and local funding; (2) link-up with international education; and (3) recognize the inter-relatedness between bilingual education, immigration policy and foreign affairs.

VICE-PRESIDENT

LILLIAM M. MALAVE

Director, Bilingual Education, State University of New York at Buffalo. Ph.D., Educational Administration, SUNY; M.A. and M. Ed., Columbia University, NY; B.A., University of Puerto Rico.

Professional Experience: 1979-present: Director of Bilingual Ph.D. and Master's Degree Programs, SUNY-Buffalo; 1980-present: Research Assistant Professor, Elementary, Research and Evaluation and Special Education, Spanish and Indo-chinese Programs, SUNY-Buffalo; 1977-79: Assistant Professor and Director of Bilingual Education, D'Youville College; 1978-79: Assistant Director and Resource Teacher, Bilingual Education, Buffalo Public Schools, NY; 1977-78: Confidential Aide to the Mayor of Buffalo; 1976-77: Supervisor of Elementary Education Student Teachers, SUNY-Buffalo; 1969-71: Assistant Professor, City University of New York City Graduate School; 1968-70: Bilingual Counselor, New York City Public Schools; 1967-68: Bilingual Teacher, New York City Public Schools; 1967: Bilingual Professional Assistant, New York City Public Schools; 1980-83: Member, National Clearinghouse for Bilingual Education Advisory Council; 1980-present: Member, Commissioner's Advisory Council on Children with Handicapping Conditions, New York State; 1983-present: Member, Governor's Commission on Hispanic Affairs, New York State.

NABE Organizational Experience: NABE Member since 1974. Affiliate Membership: Puerto Rico and New York State Associations for Bilingual Education. Affiliate Positions Held: President of NYSABE; Conference Chair, 1982. NABE Standing Committee Memberships: Socio-Political Concerns; Public Relations Committee; Organizational Development. NABE Executive Board Positions Held: Treasurer, 1984-85. Have participated in the following committees: 1981-82: Member, Delegate Assembly; 1979,80,81: Member, Nominations Committee; 1979: Member, Constitution Committee; 1979: Member, By-Laws Committee; 1975+78: Member, Committee on NABE Bilingual Education Legislative proposals; Participant in the National Institute for Leadership sponsored by NEA and NABE.

Statement: NABE must continue its support of "equal educational opportunity" for all linguistically and culturally different children. The National Leadership should set an agenda for new policy directions. A vision emerging from a shift in policy to find wider acceptance, provide goals around which many groups can unite and overcome past differences, will result in the incorporation of groups of diverse backgrounds into a multilingual international educational organization. New policy directions should lead to activities which will assist State Affiliates and local chapters in promoting the positive role of bilingual education, in improving language competence and education, and in promoting international understanding.

MACARIO SALDATE IV,

Associate Professor of Educational Foundations and Director of the Mexican American Studies and Research Center, University of Arizona, Tucson, AZ. Ed. D., Special Education, University of Arizona.

Professional Experience: 1981-present: Director, Mexican American Studies and Research Center; 1978-81: Associate Professor of Educational Foundations and Administration and Coordinator of Bilingual Education;

1974-78: Assistant Professor of Educational Foundations and Administration and Coordinator of Bilingual Education.

NABE Organizational Experience: NABE Member since 1976. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: 1983-84 President-Elect. NABE Standing Committee Memberships: Chairman of Membership Committee. 1983-84: NABE Executive Board Positions Held: Vice President. 1982-83: Secretary. 1981-82.

Statement: I am now, as in the future, sincerely committed to the adequate educational opportunities for our children, therefore, to the positive progress of Bilingual Education. It is my desire to double our efforts in support of bilingualism by acting now in favor of educational advancement for which NABE has struggled for many years. Additionally, I intend to develop a greater outreach and move forward to insure that the different avenues of support are not only continued but expanded. The capacity of local and state educational agencies to carry out programs of bilingual education must be improved.

SECRETARY

DICK K. HSIEH

Administrator of Bilingual Program, Oklahoma City, OK. Ph.D., Secondary Administration and Curriculum, University of Oklahoma, WA: M.A., English, Pacific Lutheran University, WA: B.A., English, National Chengchi University, Republic of China.

Professional Experience: 1983-present: Administrator of Bilingual Program, Oklahoma City Public Schools: 1982-83: Administrator of the Bilingual Education Section, State Department of Education, Oklahoma: 1975-76 and 1979: Adjunct Assistant Professor of Education, University of Oklahoma: 1975-83: Consultant for more than 200 school districts. Topics included bilingual and multicultural education, human rights, discipline, curriculum development, law and citizenship education, etc.: 1975-82: Associate Director, Oklahoma Statewide Law and Citizenship Education Project, University of Oklahoma: 1975: Instructor of English, Rose State College, Oklahoma: 1963-65: Instructor of English and Dean of Students, Taipei Public Schools, Taiwan, Republic of China: Certificates: Secondary Language Arts and Secondary Principal, Oklahoma State Department of Education.

NABE Organizational Experience: NABE Member since 1982. Affiliate Membership: Oklahoma Association for Bilingual Education. Affiliate Positions Held: Member, Conference Planning Committee, 1982-84. NABE Standing Committee Memberships: Chair of Subcommittee for Organizational Development, 1984-85.

Statement: I believe my experiences working at the public school and university levels, and at the local and state educational agencies will enable me to fully and effectively perform the duties and responsibilities of Secretary of NABE. If elected, I will continue to work with the Organizational Development Committee and Membership Committee to further develop and implement recruitment activities so that NABE may continue to grow and provide a strong voice for bilingual education.

AURORA MARTINEZ QUEVEDO:

Director of Bilingual Education, San Jose School District, CA. M.A., Bilingual Bicultura' Education, University of Santa Clara; M.A., Secondary Education and Linguistics, Stanford University, CA: B.A. Spanish, English and Linguistics, San Jose State University, CA.

Professional Experience: 1981-present: Director of Bilingual Education, San Jose Unified School District, CA: 1977-81: Bilingual Education Supervisor, San Jose Unified School District, CA: 1976-77: Secondary Education Bilingual Resource Teacher, San Jose Unified School District: 1971-76: Secondary Education Teacher, San Jose Unified School District: 1978-present: Education Consultant.

NABE Organizational Experience: NABE Member since 1977. Affiliate Membership: California Association for Bilingual Education. Affiliate Positions Held: Director of Financial Affairs. NABE Standing Committee Memberships: Membership. NABE Executive Board Positions Held: Western Regional Representative, 1984-84.

Statement: As Secretary to the Executive Board of NABE, I will continue to promote the goals and objectives of the Association, as well as participate actively on issues related to the educational opportunities of language minority youngsters at the national, regional and local levels. As Secretary, I will take and maintain accurate minutes of the Board meetings and assist with correspondence relative to the business of the Association, in a timely manner. As Secretary, I will continue to work on NABE standing committees and work cooperatively with other Executive Board members and members at-large in promoting our organizational development.

NANCY F. ZELASKO

Assistant Director, Georgetown University Bilingual Education Service Center, Washington, D.C. M.S., Sociolinguistics, Georgetown University: B.S., Linguistics, Georgetown University.

Professional Experience: 1980-present: Assistant Director, Georgetown University BESC, Washington, D.C.: 1979-80: Title VII Project Director, District of Columbia Public Schools: 1978-79: Acting Administrative Officer, Division of Bilingual Education, District of Columbia Public Schools: 1976-78: Program Specialist, Division of Bilingual Education, District of Columbia Public Schools: 1974-76: Research Assistant, Division of Bilingual Education, District of Columbia Public Schools: 1973-74: Substitute Teacher, District of Columbia Public Schools.

NABE Organizational Experience: NABE member since 1976. Affiliate Membership: District of Columbia Association for Bilingual Education. Affiliate Positions Held: President, 1981-83; Secretary, 1979-81: Founding member, 1979. NABE Standing Committee Memberships: Co-chair, Publications Committee, 1983-present: Sociopolitical Concerns Committee, 1976-present: Public Relations Committee, 1982-83: Ad Hoc Membership Committee, 1981: Task Force on Bylaws, 1984-85: Ad Hoc Committee on Conference Site Selection, 1983-present. NABE Executive Board Positions Held: Secretary, 1984-85. Other: Editor, NABENEWS, 1981-present: Co-Chair, NABE '83 Annual Conference: Coordinator, 1st and 2nd Annual affiliate Presidents' Meetings. 1980, 1981: Member, Nominating Committee. 1979: Member, Delegate Assembly. 1981-1984: Special Recognition Awards for Excellent Service to NABE. 1979-80, 1981-83.

Statement: Having devoted the past eight years to working for NABE in a wide variety of capacities, I have witnessed NABE's growth and development first-hand. One of NABE's most pressing needs is continuity. Given the opportunity to continue as NABE Secretary next year, I can complete a number of important projects begun this year. Drawing upon my experience within the organization and in Washington, D.C., I offer you both the continuity and the creativity needed to assist NABE in reaching its full potential as a national professional organization.

TREASURER

• AGNES L. COWEN,

Director Bilingual Education Program, Cherokee Tribe, Tahlequah, OK. M.Ed., NSU, Tahlequah, OK; B.S., Education, NSU, Tahlequah, OK; Certified Elementary Ed, Secondary English, Social Studies.

Professional Experience: 1978-present: Director of Bilingual Education Program, Tahlequah, OK; 1972-78: Co-Director, Tahlequah, OK; 1971-78: Language and Materials Development Specialist, Tahlequah, OK; 1970-71: Elementary Teacher, Newkirk, OK; 1970: Secondary Reading Teacher, Anadarko, OK; 1969-70: Materials Center Coordinator, Tahlequah, OK; 1967-69: Secondary Reading Teacher, Chilocco, OK; 1964-67: Elementary Teacher, Red Oak, OK; 1963-64: Teacher-Principal, Wilburton, OK; 1972: Quality Assurance Specialist Training, Southwestern Cooperative Educational Laboratories: Quality Assurance Supervisor Training: July, 1972, Micro-teaching Supervisor: 1974, Training in Evaluation and Audit of Program, Southwestern Cooperative Educational Laboratories: 1973 and 1974: Methods and Techniques of Bilingual Education, National Bilingual Education Conference: 1974-75: Bilingual Education Steering Committee, Oklahoma State Dept. of Education: 1974: Writing Federal Proposals and Interpretation of guidelines, NM: On-the-Job Management Experience: 1978: Management Institute, Washington, D.C. DHEW: Past President of Oklahoma Association of Bilingual Education: Member of the International Women's Year Commission: Directory of American Indian-Alaska Native Women: Past Council Woman, Cherokee Nation of Oklahoma.

STAN SEIDNER,

Academic Dean, Language Institute and Minorities Resource Center, National College of Education, Chicago, IL. Doctoral Candidate, Educational Public Policy, Research and Statistics, Vanderbilt University, Nashville, TN: Post Doctoral Studies, Columbia University, NY: Sixth Year Degree, Administration, Curriculum Development and Language Acquisition, City University of New York: Ph.D., East European Studies, St. John's University: B.A., Education and Linguistics, Brooklyn College, NY.

Professional Experience: 1984-present: Academic Dean, Language Institute and Minorities Resource Center, National College of Education, Chicago, IL: 1982-84: Associate Dean for Research and Development, National College of Education, Chicago and Evanston, IL: 1980-82: Assistant Dean for Research and Development, National College of Education, Evanston, IL: 1979-80: Director, graduate and undergraduate Bilingual and E.S.L. Programs, University of Miami, Miami, FL: 1975-79: Senior Research Associate and Professor, Teachers College, Columbia University, NY: 1977-79: Visiting Professor, Glassboro State College, Glassboro, NJ: 1968-75: Director and Teacher, Bilingual Education/E.S.L., New York City Public Schools. Author of: 3-volume series, *Issues of Language Assessment: Education Research or Political Experience: Analysis of the Baker/de Kanter Report Ethnicity, Language and Power from a Psycholinguistic Perspective: Negative Affect Arrousal and Reaction to Accented Speakers.*

NABE Organizational Experience: NABE Member since 1978. Affiliate Membership: Illinois Association for Bilingual Bicultural Education. Affiliate Positions Held: President, 1984-86: Chair, Socio-Political Concerns. NABE Standing Committee Memberships: Co-Chair, Public Relations: Organizational Development: Annual Conference Committee for 1986. NABE Executive Board Positions Held: Central Regional Representative, 1984-85.

Statement: The survival and effectiveness of NABE as an educational association, may well depend upon the association's facility to develop a corporate financial model. Beyond a basic acknowledgement in the need for a balanced budget, the realization of a self generating service of collateral accentuates the need for non-profit corporate ventures, including foundation-related enterprises, public fund raising, and financial investment. It is my hope to help accomplish these objectives, by bringing skills and experience in managing multi-million dollar budgets, grant writing and fund raising.

PARENT-AT-LARGE

(EDELMIRO DOMINGUEZ
Withdrew)

NORMAN C.GOLD,

Picture
not
available

BilingualEducation Consultant, Bilingual Education Office, California State Department of Education, Sacramento, CA. Ed. D., Bilingual Education Curriculum & Evaluation, University of Massachusetts, Amherst; M.A., Hispanic Bilingualism, University of Massachusetts, Amherst; B.A., Political Science, UCLA.

Professional Experience: 1979-present: Bilingual Education Consultant, California State Department of Education; 1977-79: Independent Consultant, Civil Rights and Bilingual Education: OCR/DHEW: CSDE; 1976-77: Administrative Asst., Bilingual Bicultural Education Professions Program, School of Education, Univ. of Mass.; 1976: Teacher, Massachusetts Migrant Education Program; 1971-73: Asst. Treasurer, Kodaly Musical Training Institute; 1969-70: Adult Educator/Trainer, Peace Corps Training Center, Universidad Católica de Puerto Rico; 1967-69: Peace Corps Volunteer, Bagaces de Guanacaste, Costa Rica; 1965: Summer Legislative Intern, California State Assembly.

NABE Organizational Experience: NABE Members since 1974. Affiliate Membership: California Association for Bilingual Education. NABE Conference presentations: New Orleans, 1977: "A Model of Parent Participation in Curriculum Development in Bilingual Schools"; Seattle. 1979: "Improving Evaluations of Bilingual Education Projects": Anaheim. 1981: "Information Systems in Bilingual Education." Other: Daughters enrolled in bilingual education. Sacramento Unified School District. 1979-84: Member. Bilingual Parent Advisory Committee. Washington School. 1979-80. 1980-81. 1982-83. Parent Representative to Superintendent's monthly parent forum. 1983-84: Founding member of board of trustees and Vice-President (1981-83). Escuela Arco Iris. a parent run. non-profit Saturday school. the goal of which is to maintain and develop the Spanish skills of our children.

Statement: We can take several steps as NABE members to increase the active participation of parents on local. state and national levels. I will work toward approval of parent membership targets and the adoption of policies to award three-year memberships in NABE to active parents of LEP students. These policies can help expand chapter and affiliate memberships. build the support so urgently needed to continue the development of quality programs. and bring to NABE the talent. energy and skills we need.

EASTERN REGIONAL REPRESENTATIVE:

(Aristides Cruz - withdrew)

MYRELLA LARA. Supervisor. Bilingual/ESL and Migratory Programs. Norwalk Board of Education. Norwalk. CT. 6th Year Diploma. Educational Management. University of Bridgeport. CT: M.A.T.. E.S.L. major. Sacred Heart University. Fairfield. CT: B.A.. English and Spanish Literature. Education. Sacred Heart University. Fairfield. CT.

Professional Experience: 1984-present: Supervisor. Bilingual Program. Norwalk Board of Education: 1981-84: Coordinator. Bilingual Program. Norwalk Board of Education: 1978-81: Coordinator. Title VII Project. New Haven. CT: 1976-78: E.S.L. Teacher. Harding High School. Bridgeport. CT: Secretary. Puerto Rican Parade State Committee. 1984: Treasurer. Puerto Rican Parade Local Chapter (Norwalk). 1983 and 1984.

NABE Organizational Experience: NABE Member since 1980. Affiliate Membership: Connecticut Association for Bilingual/Bicultural Education. Affiliate Positions Held: President. 1984-85: Treasurer. 1979-84. NABE Standing Committee Memberships: Public Relations: Resolutions Committee and Elections Committee. 1980. 1982. 1983. 1984.

Statement: The strength of NABE lies in its local affiliates and grass-roots swell of parents and other community members. We must reach out to our supporters and form a tight network of communication. cooperation. and education. As Eastern Representative. I shall continue to work towards these goals and create the NABE support that will allow us to continue being the leaders in advocacy for Bilingual Education in the USA.

JANICE SCHROEDER. Director. Native American Bilingual Program. Buffalo. NY. M. Ed.. Health. Physical Education and Recreation. State University of New York at Buffalo; C.S.A.. Educational Administration. New York State College at Buffalo: B.S.. Health. Physical Education and Recreation. State University of New York at Buffalo.

Picture
not
available

Professional Experience: 1981-present: Director. Native American Bilingual Program. Buffalo. NY: 1980-82: Instructor. Erie Community College. South Buffalo. NY: 1979-80: Equal Opportunity Coordinator. Erie County Personnel Department. Buffalo. NY: 1977-78: Education Counselor. Family Detention Division. Buffalo. NY: 1977-present: Physical Fitness Instructor. Millard Fillmore Hospital. Buffalo. NY: 1977: Research Analyst. Buffalo. NY: 1975: Director. C.E.T.A. -Native American Manpower Program. Buffalo. NY: 1973-75: Assistant Program Manager. Title I.E.S.E.A. New York State Education Program. Cheektowaga. NY: 1969-73: Physical Education/Health Teacher. Kenmore West High School. Kenmore. NY: 1971-73: Health Instructor. Niagara Community Day . Camp Instruction. Kenmore School System. Kenmore. NY.

NABE Organizational Experience: NABE Member since 1981. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: Protocol Chair. Annual Conference. 1984: Co-Chair. Annual Conference. 1983: Native American Language delegate.

Statement: My philosophy of Bilingual Education parallels that of NABE. that access and delivery of quality eduation for our language minority children is an absolute necessity. My efforts to influence and generate change for improved education have been through my roles as parent. teacher. administrator. and advocate for Native American Bilingual Education. As board member. I hope to be part of an ongoing effort to provide the impetus for delivery of relevant and meaningful education services for *all children* through promotion of appropriate teacher training. parent participation. research characterized by potential long term benefits and other similar issues concerning education of the language minority child. I believe in hard work. in a positive outlook and in always pushing one's self and others to meet new challenges. Ultimately. I am guided by a sincere concern for the welfare of *all* children and am committed to improving their educational opportunities.

CENTRAL REGIONAL REPRESENTATIVE

GAY KINGMAN. Superintendent. Pierre Indian Learning Center. Pierre. SD. 96.0 hours toward work in Doctorate in Education: M.A.. Administration. Arizona State University. Tempe. AZ: B.S.. Education. Northern State College. Aberdeen. SD.

Professional Experience: Present position: Superintendent. Pierre Indian Learning Center. Pierre. SD: 12/82-7/83: Director. Bilingual Education. Rapid City Area Schools: 1/82-12/82: Consultant. South West Resource and Evaluation Center: 9/79-9/81: Special Assistant. Office of Indian Education. U.S. Dept. of Education. Washington. D.C. and Education Policy Fellow. George Washington University. Washington. D.C.: 1/79-9/79: Education Coordinator. National Indian Training and Research Center: 8/74-7/75: Education Coordinator. Scottsdale. Public School District. Scottsdale. AZ: 7/75-7/78: Education Program Specialist. Arizona State Dept. of Education: 12/72-5/74:

Elementary Principal, United Tribes Employment Training Center, 8/72-12/72: Supervisor, Personnel Development Dept., United Tribes Employment Center; 1/63-6/72: Elementary Teacher, Bureau of Indian Affairs Schools, Minneapolis Public School System; Former board member and president of the National Indian Education Association; Charter member of the South West Indian Task Force for Bilingual Education; Testified, presented and published in the field of Bilingual Education.

NABE Organizational Experience: NABE Member since 1980. Affiliate Membership: Arizona Association for Bilingual Education and South Dakota Association for Bilingual Education.

Statement: I am a Lakota woman who has been actively involved in education for approximately 20 years. My work experience has included teaching on the reservation and in the cities. I have also been employed in state government and as regional coordinator of educational programs. For two years I was with the U.S. Office of Education in Washington, D.C. and studied policy at George Washington University. Currently, I am Superintendent of the Pierre Indian Learning Center, a school for special needs students. Throughout my professional and personal life, I have been dedicated to attaining quality education for all minorities. If elected to the Board of NABE, I will utilize all my life work experience to further the goals of NABE and to continue to serve as an advocate for Bilingual/Bicultural Education.

***TONY BAEZ,** Program Coordinator, Lau Center, University of Wisconsin-Milwaukee. Bilingual Education Doctoral Fellow, University of Wisconsin-Milwaukee; B.S. Elementary Curiculum, University of Wisconsin-Milwaukee; Undergraduate studies, University of Puerto Rico-Rio Piedras.

Professional Experience: Bilingual Parent Coordinator, Lau Center, University of Wisconsin-Milwaukee, 1975-77; Bilingual Curriculum Writer, 1974-75; Director, Independent Hispanic High School, 1972; Director, Community Action Agency, 1971-72; Secondary Teacher, Caguas, PR, 1969. Author, articles on legal issues in bilingual education, desegregation, and parental involvement.

WESTERN REGIONAL REPRESENTATIVE

LUCY CRUZ, Educational Trainer, Creative Associates, Denver, CO. B.A., Psychology, Highlands University, Las Vegas, NM; Courses on Bilingual Education, Metropolitan State College, Denver, CO.

Professional Experience: Present position: Educational Trainer, Creative Associates, Denver, CO; 83-84: Trainer, Inter-State Research Associates, Denver, CO; 79-83: Parent Trainer, BUENO Center, University of Colorado, Boulder; 77-79: Community Coordinator, Bilingual Program, Denver Public Schools; 1983: Title VII prosal reader.

NABE Organizational Experience: NABE Member since 1979. Affiliatge Membership: Colorado Association for Bilingual Education. Affiliate Positions Held: Secretary, 1980; Treasurer, 1981, 1982; Conference Coordinator, 1981, 1982. NABE Executive Board Positions Held: Parent-at-Large, 83-84.

OLIVIA SCHAAD, Director of Bilingual Education, Sunnyside Unified School District, Tucson, AZ. PhD. candidate in Educational Administration, University of Arizona; M.A. and B.A. in Elementary Edu-cation, University of Arizona.

Professional Experience: 1981-present: Director of Bilingual Education, Sunnyside School District, Tucson, AZ; 1980-81: Bilingual Education Resource Teacher, Tucson Unified School District; 1980-81: Teaching assistant, Bilingual Education Development Degree Program, University of Arizona and Administrative Intern to the Superintendent, Tucson Unified School District; 1977-79: Elementary Bilingual Teacher, Tucson Unified School District; 1975-77: Elementary Teacher, Gifted and Talented Education Program, Tucson Unified School District; 1972-75: Elementary Teacher, Tucson Unified School District; 1965-71: Elementary Teacher, Alhambra School District, Phoenix, AZ.

NABE Organizational Experience: NABE Member since 1975. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: President, 1981-82; President-Elect, 1980-81; Annual Conference Chairperson, 1981; Associate Newsletter Editor and Vice-President, 1979-80. NABE Standing Committee Memberships Resolutions Committee, 1981.

Statement: In submitting my candidacy for Western Regional Representative, I submit support for the NABA Board's continued implementation of significant efforts in the areas of organizational development, public information strat-egies and fund-raising. I feel that the most challenging task is that of recruiting and attracting new members and new state affiliates to join NABE; yet not ignoring continuing NABE members by keeping them informed and updated on current legislative policy trends in Bilingual Education. Since I have served as a past state affiliate president, I have gained insight and experience in the organizational aspects of NABE. Moreover, in networking through professional communications with other NABE members and state affiliate leaders in the Western Region, I can rely upon cooperation and support for future NABE activities.

*Current information not available.

"Sociopolitical Concerns Comm."

continued from P. 4

Awilda Orta
1590 Madison Ave., #19F
New York, NY 10029
(212) 328-2310

Angela Zaccardelli
5556 Ridge Rd. Rear
Parma, OH 44129
(216) 842-4446

Agnes Cowen
P.O. Box 769
Tahlequah, OK 74464
(918) 456-6177

Rosalee George Morales
2127 Center St.
Bethlehem, PA 18017
(215) 861-0500

Maria Lindia
199 Chestnut Street
Bristol, RI 02914
(401) 434-3096

Carlos Gamino
500 Aldeman Court
Brookfield, WI 53005
(414) 544-8900

DESCRIPTIVE ANALYSIS OF TITLE VII-FUNDED STATE EDUCATION AGENCY ACTIVITIES

EXECUTIVE SUMMARY

Background

The 1974 Amendments to Title VII of the Elementary and Secondary Education Act included a provision to fund State Education Agencies (SEAs) to "coordinate technical assistance to local Title VII programs." Within this overall mission, however, the provisions were left relatively unrestrictive regarding what SEAs could or should do.

The Rules and Regulations, published in November, 1980, provide a listing of the activities SEAs are authorized to conduct and are listed below. Changes in allowable activities, as published in the **Federal Register**, April 9, 1984, are also noted below.

- Disseminate information pertaining to bilingual education.

- Coordinate assistance to LEAs in developing budget and funding strategies.

- Coordinate assistance to improve the assessment and use of curriculum materials.

- Disseminate information that will assist personnel funded under the act to meet state certification requirements (rescinded in 34 CFR Part 503, April, 1984.)

- Coordinate the evaluation of the effectiveness of bilingual education programs.

- Coordinate assistance to improve the quality of instruction and management of bilingual education programs.

- Coordinate the selection and use of language proficiency measurement instruments.

- Coordinate assistance to improve the quality and reduce the costs of bilingual education data-gathering activities (rescinded in 34 CFR Part 503, April, 1984). (This activity could be included as an extra activity if approved in advance, as noted in last item below.)

- Coordinate the development of assessment procedures to determine LEA personnel training needs.

- Review grant applications and grantee performance of (bilingual education) elementary and secondary school programs within the state to determine need for coordination of technical assistance (new activity, 34 CFR Part 503.10(f), in 1984).

- Provide nondegree training to increase the skills of SEA personnel in carrying out their responsibilities (new activity, 34 CFR Part 503.10(i)).

- Perform other activities approved in advance by the Secretary that are designed to further the coordination of technical assistance provided.

In 1983, The U.S. Department of Education contracted with SRA Technologies to conduct a study of SEA practices. The objectives of the study were to (a) describe and analyze SEA policies and activities regarding bilingual education, (b) describe and analyze the SEA-level management structure for the coordination of technical assistance, and (c) provide information on technical management and assistance activities which the Department may use in order to help SEA grantees assist local schools in building their capacity to provide bilingual education services to language-minority students. The contract called for (a) conducting a review of pertinent literature, (b) analyzing Title VII grant applications submitted by SEAs, and (c) developing case studies of the implementation of Title VII SEA grants in nine states. Based on data from the applications and extensive on-site interviews in nine states, the following discussion highlights the findings of the study.

Allocation and Distribution of Title VII SEA Grant Funds

The amount of an SEA's Title VII grant for coordinating technical assistance is determined by criteria listed in the Title VII regulations. Each SEA is eligible for an amount up to 5% of the Title VII grants received by the local education agencies (LEAs) within the state. The size of individual grants to SEAs is roughly proportional to the states' enrollment of LEP students although states with larger percentages of LEP students tend to receive smaller-than-proportional grants.

Total funding for SEA projects for coordinating technical assistance was $4,445,825 for fiscal year 1981, with 43 SEAs receiving funding. In fiscal year 1982, the amount was $4,663,942, with 42 SEAs participating. In 1983, 42 SEAs received a total of $3,820,915.

Some of the states receiving SEA grants for coordinating technical assistance also receive Title VII grants to train SEA personnel. SEAs may also apply for federal assistance from sources other than Title VII. Funds from the Refugee Assistance Act, Title IV of the Civil Rights Act, the Vocational Rehabilitation Act, and Chapter 1 of the Educational Consolidation and Improvement Act may therefore supplement the SEAs' bilingual education budgets. State funding is also frequently available. We found that, to a large extent, funding from these sources is commonly used for the same SEA activities that are funded by the Title VII grants for coordinating technical assistance.

SEA Use of Title VII Grant Funds

The regulatory language associated with Title VII SEA grants encourages SEAs to coordinate the technical assistance provided by other agencies such as Bilingual Education Multifunctional Support Centers (BEMSCs). However, without exception, personnel in the nine SEAs visited for this study also act as providers of technical assistance. They reported that their highest professional priority is to answer the questions and fill the needs of the LEAs. All nine SEAs respond to requests by providing technical assistance whenever they have the capacity (e.g., time, resources). The use of BEMSCs is most often reserved for long-term commitments such as staff training or for areas of technical assistance where the SEA lacks the expertise or resources.

Legislative authority. State laws requiring services for language-minority students determine the type and extent of services LEP students will receive. States without legislation may accomplish the same objective through state board policy or through individual LEA initiative. State fiscal appropriations for bilingual education services and state bilingual education teacher certification requirements are two additional factors that define the scope and quality of services that a state will provide. Presently, of the 57 SEAs (i.e., 50 states, Washington, D.C., and six extra-state jurisdictions), 16 have state legislation which mandate special services for LEP students, 10 have laws permitting such services, and 30 do not have any laws relevant to providing services to LEP students. One state has legislation which prohibits the use of any language other than English for instruction in all schools, private, public, or parochial.

SEA capacity. The availability of financial support is a crucial aspect of SEA capacity. Often, a Title VII grant will enable a state to establish a bilingual education program office that might not have existed other-wise. This point is particularly true with SEAs that do not have state legislation requiring special services for LEP students. Similarly, the number and quality of staff can be critically affected by the presence or absence of a Title VII grant. Finally, as reported by SEA people interviewed, a Title VII grant can lend an SEA's bilingual education program office the credibility it needs to promulgate policy and provide leadership on a statewide basis.

Issues That Appear To Merit Legislative or Regulatory Attention

Allocation of funds. The nature of the funding formula for SEA grants provides a strong incentive for SEAs to help school districts apply for Title VII grants because, to the extent that these Title VII applications are successful, the SEA receives increased funding. Although this **may** not be a legitimate activity, it is not surprising that workshops on proposal preparation are being conducted using Title VII SEA grant monies.

Title VII administrative procedures. Many SEA staff members questioned the value of submitting proposals for SEA grants. They perceive that funding amounts are awarded by a formula rather than according to the substantive merits of the proposals. Although this perception is not entirely accurate (some LEAs receive less than the full 5%) SEA staff expressed the opinion that the processes of developing and evaluating proposals appear to be wasteful of scarce resources.

Our review of SEA applications indicated that they are largely pro forma documents. Because the system for awarding the grants is perceived as highly formalized, SEAs believe there is little incentive for them to express creative ideas or propose innovative activities. However, we did not have an opportunity to observe the negotiations that precede grant awards and it is possible that proposed activities weigh more heavily in this process than the SEAs recognize.

Service delivery. The services that SEAs actually deliver under Title VII differ in two important aspects from those that appear to be encouraged by the program regulations. First, SEA personnel reported that they consider their clients to be all school districts that enroll LEP students even though many of the specific activities mentioned in the regulations suggest that they serve "programs of bilingual education funded under the ACT" (i.e., Title VII). A second important departure from one interpretation of the regulations is that the SEAs use their grants to **provide** technical assistance, not just to coordinate it. The extent to which they provide assistance varies (apparently according to the size of the grant), but, in our sample, SEAs did more provision than coordination of assistance.

Oversight responsibilities. SEA staff members indicated that they would like to see statutory and regulatory changes that would give them greater authority over funding decisions for local applications and greater responsibility for monitoring local program implementation. We judged this concern to be well intentioned and deserving of consideration -- particularly in view of the very limited monitoring that OBEMLA is currently able to provide at the local level.

The rules and regulations, published in the **Federal Register** on April 9, 1984, authorize SEAs to review LEA projects, but only "for the purpose of determining the need to coordinate technical assistance to these programs." SEA respondents voiced a desire for a more substantive role in project monitoring activities.

Federal guidance for SEAs. Several interviewees expressed a wish for more frequent contact with OBEMLA. They would like to be more promptly informed of the Title VII grants to local districts in their states than they have been in recent years. While they know which LEAs submitted applications for funding (since review of applications is a required SEA activity), they claim they learned about which LEAs were successful through "the grapevine," sometimes never receiving official notification. Final negotiated contract amounts and other details had to be obtained from the LEAs. SEAs also wished that they would be better informed of OBEMLA monitoring visits to districts in their states, and would welcome more extensive feedback from OBEMLA on their own performance.

Grant versus contract funding of support centers. The recent shift from BESCs, funded by grants, to BEMSCs, funded by contracts, has occasioned many problems. At present, the BEMSCs can only provide services explicitly defined in their contracts. They cannot conduct workshops, for example, on topics that have emerged as new areas of need -- unless they go to the trouble of obtaining formal modifications in their contracts. This lack of flexibility has reduced the usefulness of BEMSCs as assistance providers, according to our informants. However, since BEMSCs are in their first year of operation, the validity of this judgment remains to be tested.

Differential fiscal support. Fiscal support for SEAs is currently based on simple percentage of the LEA grants in the state. This type of Title VII support clearly favors states that have large numbers of LEA grants. The April, 1984, regulations state: "The actual amount to an SEA is based on the need to coordinate technical assistance provided by other agencies." However, this statement is preceded by "within this limit (5% of the total amount paid to LEAs)." States with few LEA grants receive too little money to mount comprehensive efforts. Par-ticularly in states where there is little state-level commitment to the education of LEP students, some minimum funding level is required to reach the "critical mass" where an appropriate level of services can be provided.

This argument was voiced most strongly by SEA personnel in states that receive less than $25,000 for coordinating technical assistance. How-

Continued on P. 9

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LANGUAGE RECLASSIFICATION REVIEWED IN CALIFORNIA

By Suanna Gilman-Ponce
Member, Advisory Committee on Language Reclassification for the State of California

In 1983 California passed the Hughes-Hart Educational Reform Act, commonly referred to as SB 813. The legislation called for many reforms in the educational system of the state. Among its mandates was a review of the provisions for reclassification of students from limited-English-proficient (LEP) to fluent-English-proficient (FEP) which exist currently in the laws of California. In order to fulfill this requirement, Superintendent Bill Honig and the State Board of Education convened a state-wide committee in January, 1984. The committee was composed of teacher representatives, school and program administrators, a district superintendent, bilingual administrators, legislative aides representing legislators, a representative of the California School Boards Association, and members of the California Association for Bilingual Education (CABE), Association of Mexican-American Educators, California Association for Asian-Pacific Bilingual Education, and the California Association of Teachers of English to Speakers of Other Languages. This group of twenty-four individuals met under the chairmanship of State Deputy Superintendent Richard P. Mesa and it received the highest quality of assistance from the staff of the Office of Bilingual Education in the persons of Dr. Guillermo López, Dr. Norman C. Gold, Dennis Parker, and others.

The charge of the committee was to review the regulations regarding reclassification of pupils of limited-English-proficiency and to include specific recommendations for any necessary changes to ensure appropriate educational services for pupils.

The work of the committee began with attendance at a technical symposium organized by the State Department of Education. Among the panelists invited to speak were Lee Berthel, an attorney for the U.S. Department of Education, Office of Civil Rights, Dr. Edward De Avila, Researcher, Dr. Barbara Merino, Linguist and Professor of Education, Dr. Daniel Ulibarri, Researcher, Dr. Stephen Krashen, Linguist, and several district-level evaluators. The committee was originally scheduled to meet twice after the symposium to draft recommendations so that the final report could be presented to the State Board in early spring. However, as the group began to discuss the issue, it became apparent that this deadline would be difficult to meet. Members of the committee represented various points of view which would need to be considered before the desired concensus could be reached. As deliberations began, it was also apparent that there was a lack of objective information relating to the reliability of the reclassification criteria. This was due in part to the lack of studies being conducted and to the fact that the criteria as mandated by AB 507 (The California Bilingual Reform Act of 1980) had not been fully implemented by large numbers of districts for a long enough period of time. The work of the committee was further extended by the presentation by a group of educators outside of the membership of the committee, who had developed a list of recommendations of their own. This presentation was requested by the chairman and required an additional day of deliberation. In the end, the committee, as a whole, had met on seven occasions, submitting its final report to the State Board of Education on July 13, 1984.

In its report to the State Board, the committee drew six conclusions from reviewing the process by which a language minority student found to be limited-English-proficient is determined to be fluent-English-proficient.

The group concluded that there is a need for information on the effectiveness of the reclassification process. This process currently involves evaluating a student on the basis of the following criteria: a) Teacher evaluation of oral English and curriculum mastery b) Objective assessment of oral English proficiency c) Objective assessment of writing skills in English d) Parental opinion and consultation And e) Objective assessment of reading, language arts, writing, and mathematics.

The current system has not been studied or evaluated to any significant degree. Districts have not conducted formal studies and neither has the State Department of Education. Therefore, the concerns raised about the system and the questions asked by committee members and others could not be answered on the basis of objective evaluation and review. The committee further concluded that there is a need to establish the validity of the current system. Again, studies have not been conducted to determine if the current system results in the appropriate reclassification of students.

The third conclusion of the committee was that there is a need for expanded technical assistance to be provided by the State Department. Beyond the assistance that has already been granted to school districts, it is felt that efforts should be expanded, particularly in the areas of information on the most cost-effective approaches for language reclassification. The committee also concluded that state funds might be inadequate to cover the mandated costs of language reclassification. However, additional study is required to determine the extent of these costs.

The fifth conclusion of the committee is that there exists a need to monitor and evaluate the implementation of the current reclassification system in California. A limited review process has been used to date. It was the opinion of the committee that this process should be expanded.

Finally, the committee concluded that there is a need for some additional flexibility in the existing reclassification criteria. It seemed apparent from the discussion by the committee and the report of the ad hoc group, that some felt that the criteria was too restrictive for some students in special circumstances. However, the committee also concludes that some explicit standards are necessary for all students, in all situations. This position was shared by several presentors at the technical symposium.

With these conclusions forming the base, the committee presented five recommendations. The first recommendation required the most deliberation and consideration by the members of the committee. However, after many hours of discussion and thought, the majority of the committee supported the recommendation that local fexibility be expanded in the area of judgment of standardized test scores in language or mathematics. This recommendation would allow a district to disregars a score on a standardized test lower than that established by regulation in the area of language or mathematics. All other requirements would need to be met. The reading score on the standardized instrument would need to be at the level required by the law. The student would have to pass the oral proficiency test and be able, in the opinion of the teacher, to function in an English-only situation without further bilingual support. The parent would also need to agree to the reclassification under these circumstances. It was the opinion of the majority of the committee that this increased flexibility was the best response it could offer to those who felt that the existing requirements were too stringent. Since validation studies have not been done, a major change in the current system seemed ill-advised at this time. Therefore, this recommendation seeks to ease the pressure felt by some while maintaining the integrity of the law.

This recommendation was followed by the recommendation that the California State Department of Education expand its efforts to provide information and training to districts on exemplary models of implementation. The department was urged to provide expanded assistance to districts wishing to make use of the existing flexibility allowed by law. The information and assistance should reach all levels of school personnel, including superintendents, principals, and teachers. The committee made a third recommendation that the Superintendent and State Board seek additional funds for school districts for selected aspects of the reclassification requirements. The fourth recommendation was considered crucial to the process of improvement of the current system. It urged that the Superintendent and the State Board develop legislation to require and fund several studies.

These studies would include the following: a) A study to determine the validity and reliability of the current state reclassification criteria, standards, and procedures, with a focus on the standards for objective assessment b) A study to determine the appropriateness of the assumptions, criteria, practices, and outcomes relating to the reclassification of students speaking languages other than Spanish, special education students, and elementary and secondary students c) A study to establish the relationship between the reclassification and initial identification of students and the extent to which students are either over- or underidentified d) A study of exemplary models and practices which could be used to guide districts e) A study to determine the extent to which the mandated costs of language reclassification are being met by current levels of funding. This recommendation for study was strongly supported by all members of the committee who felt that the best suggestions for improvement in the current system might result with the completion of these studies.

The final recommendation urged the Superintendent and the California State Board to establish and adequately fund a plan for evaluation and review of the requirements of bilingual education and the results of the implementation of these requirements.

The conclusions and recommendations submitted to the Superintendent and State Board of Education represent an effort to improve bilingual education programs and to do so in a manner that is reflective of different points of view and concerns. The fact that a review of the reclassification criteria was required as a part of the educational reform movement in California, indicates the interest in bilingual education and the concern over existing practices and outcomes remains at the highest level. Many educators across the state express concern over the quality of services being provided to limited-English-proficient students which currently are not being monitored and evaluated as much as in the past. Others express concern that the requirements for implementation, especially those related to staffing, are difficult to meet. These opinions formed the back-drop for the work of the committee and influenced the outcome.

The work of the committee was also affected by the constraint of a short time-line which did not allow for doing even short-term studies. An additional factor which determined the recommendations submitted by the committee was the concern for student's rights and the rights of educators to make decisions affecting the education programs of students. From the proceedings of the technical symposium to the final day of deliberations, the committee dealt with the need to reconcile the fact that civil rights often must be protected through legislation and that legislation sets restrictions to professional judgment. The committee was affected by the representatives from the legislature whose presence reminded everyone of the political implications of each conclusion reached and each recommendation made.

In the end, the recommendations submitted to the Superintendent and the California State Board express an effort to represent a wide range of concerns and questions and to do so in a way that required the least amount of compromise that was possible. Even so, two members chose to submit minority reports supporting alternative suggestions for change. It is important to note that some of those supporting the majority report felt that they had compromised their concerns more than they might have preferred under different circumstances. The call for some change in the current requirements was undeniable and that call was answered by the Advisory Committee on Language Reclassification. It remains to be seen if the recommendations will be accepted by the California State Board and how useful the work of the committee will be in improving educational services for language minority students.

Ed. Note: This article was contributed by NABE's Elementary Education SIG. Articles from other NABE SIG's will be featured in future issues.

HERTZ OFFERS NEW LOW RATES TO NABE MEMBERS

Now you can get really terrific discount rates on a wide range of Hertz cars. Even greater savings, in fact, than the ones you've been getting. NABE members will now receive a 5% discount off Hertz' Affordable Daily Rates at all Hertz corporate and participating licensee locations in the U.S. Of course, Hertz' Affordable Daily Rates include unlimited mileage as well as all of the extra Hertz services which make driving with Hertz so convenient. No advance reservations are required for Hertz' Affordable Daily Rates. For information, call the Hertz Association Desk at (800) 654-2200.

TEACHER TALK

An Open Letter to NABE Members

Dear Friends:

Welcome to "Teacher Talk", a new feature of **NABE News** of special interest to bilingual teachers throughout the U.S. and abroad. In recognition of the needs of bilingual practitioners, **NABE News** hopes to solicit input from YOU, the **NABE News** readers, concerning a wide variety of topics, concerns, and interests.

"Teacher Talk" will serve as a vehicle of communication for NABE members who wish to share their experiences, ideas, feelings, information, concerns, successes or even failures in the bilingual classroom setting. Hopefully, knowing more about the everyday lives of "real teachers" in "real classrooms" in all parts of our nation and world will give us all a sense of unity as well as opportunities for peer dialogue and professional growth.

As editor of "Teacher Talk" I invite YOU to contribute to this column in uniquely personal ways. Some ideas for contributions might include such things as:

1. sharing strategies, methods, or lessons that really worked well with your students;
2. telling us about your favorite curriculum materials or books you've grown to love and depend upon;
3. expressing your gripes, concerns, or joys;
4. asking pedagogical questions ("Teacher Talk" will try to find answers!)
5. bragging about a colleague who exemplifies "excellence" in teaching;
6. sending in your original poetry or essays;
7. describing an innovative bilingual program or practice;
8. explaining your parental involvement component;
9. sharing amusing anecdotes of classroom life;
10. WHATEVER YOU'D LIKE TO SHARE WITH US!

Before closing this letter, I would like to share some personal thoughts and recollections from my life as a bilingual teacher at P.S. 61, Queens, New York. Those were good years for me because it was then that I truly realized tht being a bilingual teacher was no ordinary job. I knew that for my students I represented the hope and promise of America - I was the Statue of Liberty incarnate!

Of the many events and incidents that occurred during that period of my life, one incident, in particular, really brings home the importance of the bilingual teacher in the lives of the NES/LES students for whom we are responsible. It was Christmas, 1974. I was receiving a steady stream of greeting cards from my students on a daily basis. As the days flew by the cards seemed to be getting even more elaborate and decorative; each student tried to bring the biggest and best card for "Missy" Santos (as I was called). Then came Lorenzo, a newly arrived student from the Dominican Republic with the biggest and most beautiful card of all. Anticipating a lovely message inside full of holiday spirit I opened his card and found the following message... "Get Well Soon"! I smiled (hiding my surprise), gave him a big hug, and said, "Thank you, Lorenzo, and a Merry Christmas to you too."

Students like Lorenzo need us, teachers who care, teachers who take the time to help their students transcend the barriers of cultural and linguistic differences so that they too may fully participate in the promise of America.

Let's hear from YOU. I will be awaiting YOUR contribution to "Teacher Talk." Send your submission to Dr. Sheryl L. Santos, Department of Elementary Education, East Texas State University, Commerce, Texas 75428. Don't wait. Do it today.

Until next time,

Sheryl L. Santos, Editor
"Teacher Talk"

Don't Miss
NABE
NEWS!
Join
NABE
today!

NEW MATERIALS AVAILABLE

The Hispanic Deaf: Issues and Challenges for Bilingual Special Education.
Edited by Gilbert L. Delgado,
Gallaudet College Press,
Washington, D.C.

Bilingualism Through Schooling: Cross Cultural Education for Minority an / Majority Students.
Arnulfo G. Ramirez, State
University of New York Press,
Albany, NY

Bilingual Guides to Business and Professional Correspondence.
Available in English and
German, Italian, Spanish and
French.
Joseph Harvard et al. Pergamon
Press College Dept., Elmsford,
NY

Vox Spanish/English Dictionaries (Vox New College Dictionary, Vox Compact, and Vox
Super-Mini Dictionary.
National Textbook Company,
Lincolnwood, IL.

Big Bird's Yellow Book
Oxford University Press,
New York, NY.

1985 UNICEF Wall Calendar
U.S. Committee for UNICEF,
New York, NY.

PARLIAMENTARIANS AND ORGANIZATIONAL DEVELOPMENT PEOPLE WANTED

NABE is interested in identifying members who may be either certified parliamentarians or experienced in organizational development. If you would like to help NABE with your expertise, please contact Dr. Rosa Castro Feinberg, Chair, NABEOD Committee, University of Miami NODAC, School of Education, P.O. Box 248065, Coral Gables, Florida 33124 (305) 285-6501.

USING GUTENBERG: DEVELOPING MATERIALS FOR "NON-CASH" LANGUAGES

by Charles W. Santos

An interesting analogy for bilingual educators would probably be: "Spanish is to Bilingual Education as is — — to agriculture." If you selected the word "tobacco," go to the head of the class. The obvious operator here is "profit" or "cash" as in "cash crop." The simple fact is that publishing companies exist for a profit, and since set-up costs are enormous, the only way to make a profit is by marketing texts in volume. In the United States, and in terms of the availability of a wide range of core-curriculum subject texts, next to English, Spanish is the only other "cash crop."

School districts considering establishing native language instruction in any other language now have the capability to create their own nearly professional materials thanks to the advent of the micro-computer and such innovative and powerful foreign language word processing programs as *Gutenberg* (Micro-mation Limited, 1 Yorkdale Road, Suite 406, Toronto, Canada, M6A 3A1).

Conceived and developed by Johannes Wagner, a German-born typesetter/printer, *Gutenberg* is perhaps the most flexible word processor available for micro-computers today. Perhaps the most important feature for bilingual educators is the abilility to design foreign language alphabets and to call them up at will for the purpose of writing or printing text.

One extremely important feature is that of saving the words to disk in the form of a textfile -- with no regard for spacing, tabbing, size of print, measuring, or for any of the skills that distinguish a typist from a writer.

These are all controlled by a separate file called "format" file, which when once defined never has to be dealt with again. One may even have several format files whereby the same text can appear in several forms, for example: child-size type, double column for newsletters, full-page letter, etc. One merely calls up both the text and the format file while in the "Print" mode.

One can even create illustrated text by drawing in *Gutenberg's* "Paint" mode and by selecting three files for printing: the text file, the format file, and the picture file. In fact, one may use any standard picture file created by most APPLE II graphics programs for integration with *Gutenberg* text...And all of this happens in your favorite language! The results really are quite astonishing.

There are additional features to *Gutenberg* which include a communications software program which allows the transferral of files to remote areas using ordinary telephone lines and modems.

Currently APPLE II+ and APPLE IIe computers operate *Gutenberg*, but text files created on such business-oriented software as WordStar (Micro-Pro International Corp.) may be used by *Gutenberg*. There are rumors that an update of *Gutenberg* will have even more features.

For those who are interested, I have started a *Gutenberg* User's Group for Bilingual and Foreign Language Educators. For more information, write Charles W. Santos, The Gutenberg Exchange, 229 High Street, Cumberland, Rhode Island 02864.

Ed. note: This article was developed as a project for NABE's Organizational Development Committee.

NABE EXECUTIVE BOARD MEETING REPORT

A regular meeting of the NABE Executive Board was held on July 22-25, 1984 in Washington, D.C. The following are highlights of the meeting:

President Meléndez was authorized to enter into an agreement with Harrison Management company to develop fund-raising, membership and long range planning for NABE over a six month period.

Amendments to the Articles of Incorporation and Constitution were proposed for ratification by the membership.

Standing Committee plans for 1984-85 were approved.

Funds were authorized for SIG's. Each SIG will be entitled to $1 per NABE member (minimum $50, maximum $500)

A committee was appointed to review the Bylaws and make recommendations at the next Board meeting.

Hotel contracts for NABE '86 in Chicago and NABE '87 in Denver were approved.

The next Executive Board meeting will be held in San Francisco, California, on November 8-10, 1984.

"Victory" *continued from P. 1*

text of S. 2496, a bill already approved by the Senate which simply reauthorized the Adult Education Act. Following approval of this parliamentary motion, the House requested a conference with the Senate on S. 2496 and appointed House conferees.

On October 1, 1984, the Education Amendments of 1984 were approved by House-Senate conferees. Senate conferees accepted, with only two minor modifications, the bilingual education provisions set out in Title II of the House-passed bill. The first modification reduced the reauthorization period from five to four years; the second modification prohibits the Secretary from altering the program definitions set out in the legislation.

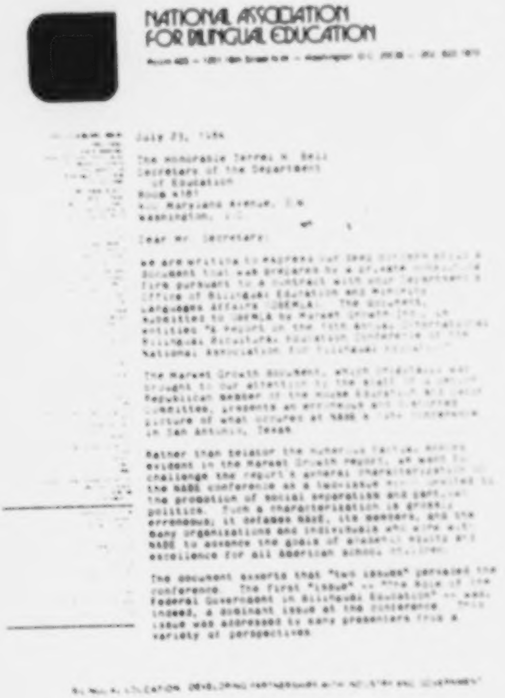
The conference report on S. 2496 was approved by the Senate on October 3rd, and by the House on October 4th. The legislation was signed by President Reagan on October 19th.

Enactment of Title II of the Education Admendments of 1984 represents a major political and substantive victory for the bilingual education community. The significance of this victory inheres in the fact that the entire bilingual education community was involved in the development and passage of the legislation.

Future NABE NEWS articles will present detailed analyses of the new law and how it affects students, parents, teachers and instructional aides, administrators, researchers, and all other individuals who are concerned with the education of language-minority Americans. Future NABE NEWS articles will also present information and recommendations about the actions required for a smooth and effective transition from old-to-new Title VII law.

NABE OBJECTS TO REPORT ON NABE '84 CONFERENCE

NABE was deeply disturbed by the recent report prepared by a contractor on the 1984 International Bilingual Bicultural Education Conference held in San Antonio in April. Because the findings on the report so misrepresented the activities of the conference, NABE President Sarah Meléndez wrote Secretary of Education Bell to express NABE's objections. President Meléndez's letter appears below, followed by the response by Secretary Bell.



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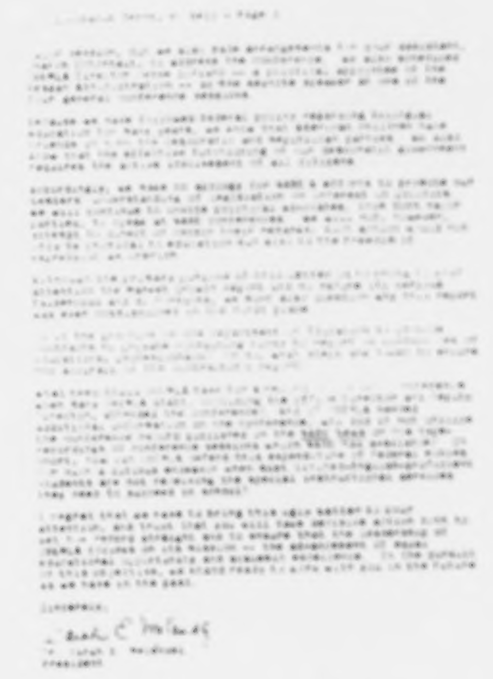

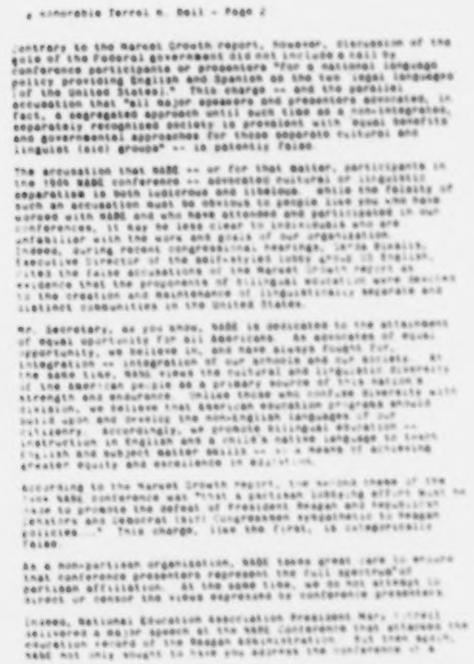

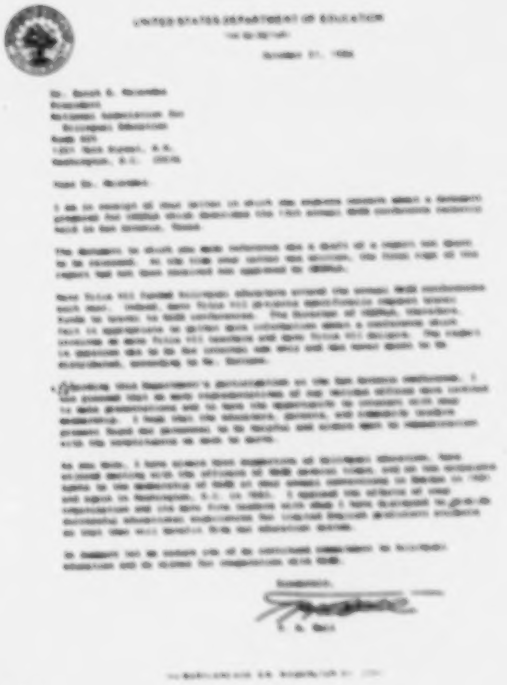

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Events of Interest

GRADUATE ASSISTANTSHIPS AND TUITION ASSISTANCE

The State University College at Buffalo, New York has announced the availability of full-time graduate assistantships and part-time tuition assistance in its Exceptional Children Education Department. For more information, contact Sarita Samora Curry, Bilingual Special Education, State University College at Buffalo, Ketchum Hall -204E, 1300 Elmwood Avenue, Buffalo, NY 14222

"BEYOND THE CRISIS: LANGUAGE DEVELOPMENT THROUGH MATH, SCIENCE, AND TECHNOLOGY EDUCATION"

December 7 - 8, 1984
Fairleigh Dickinson
University, N.J.

The purpose of this conference is to focus on the responsibility of educators to provide language minority students sound and extensive math and science education at all levels, as well as opportunities to develop language proficiency. Invited speakers include Milton Goldberg, Edward De Avila, Constance Kamii, and Anna Uhl Chamot. For more information, contact Ruth Thomas at (215) 923-2698.

"AFA, MORE THAN EVER A NECESSITY FOR ALL FRANCO-AMERICANS"

November 28 - December 2, 1984
Fort Lauderdale, Florida

The Association of Franco-Americans will hold their seventh annual convention at the Bahia-Mar Hotel in Fort Lauderdale, FL. According to the 1980 Census, Franco-Americans are the fifth largest ethnic group, numbering over 13 million. For more information, contact Henri Saint-Laurent, Convention Coordinator, P.O. Box 2094, Union, New Jersey 07083 (201) 964-1737.

FOCUS ON EXCELLENCE AND EQUITY: ASIAN PACIFIC AMERICAN PERSPECTIVES

November 16-17, 1984
Los Angeles, California

The California Association for Asian-Pacific Bilingual Education will hold its tenth annual conference at the New Otani Hotel in Los Angeles. The conference will provide workshops on a variety of important topics affecting students in California schools from Asian-Pacific backgrounds. Featured speakers include Stanley Sue, Elaine Kim and Harry Kitano. For more information, contact Chairperson Ed Lee at (818) 308-2495.

SUMMER INSTITUTE ON CHILD DEVELOPMENT AND SOCIAL POLICY

June 15-28, 1985
University of Texas at Austin

Emphasis on integration of research and policy at national, state and local levels. Travel stipend. Faculty members, recent Ph.D's, and advanced graduate students encouraged to apply. Application deadline January 15, 1985. Contact Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Ave., S.E., Washington, D.C. 20003 (202) 543-9582.

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Reauthorization of the Bilingual Education Act

by James J. Lyons
NABE Legislative Counsel

Congress has passed and the President has signed into law legislation reauthorizing the Bilingual Education Act for four more years. The legislation reflects sixteen years of experience with Federal bilingual programs under Title VII of the Elementary and Secondary Education Act (ESEA) and provides for a thorough revision of current law.

The purpose of this article is to provide an overview of the process which led to enactment of the new Title VII legislation. Accordingly, the article outlines, in chronological fashion, the steps of this successful legislative process.

First Step: Drafting the Legislation

Almost a year ago, Representatives Dale Kildee (D-MI) and Baltasar Corrada (D-PR)—senior members of the House Subcommittee on Elementary, Secondary, and Vocational Education—asked NABE and the National Council of La Raza to develop Title VII reauthorization legislation. Their request was urgent; Title VII was set to expire; and the two Title VII-related bills which had been introduced in Congress did not strengthen the Bilingual Education Act.

Earlier in the year, House Education and Labor Committee Chairman Carl Perkins (D-KY) had introduced H.R. 11, an omnibus bill reauthorizing all expiring Federal education programs. H.R. 11 provided for a simple four-year extension of the Bilingual Education Act.

The other Title VII-related bill, H.R. 2682, sponsored by Representative John Erlenborn (R-IL), ranking minority member of the House Education & Labor Committee, extended Title VII for a single year. This bill, drafted by the Reagan Administration, contained amendments which would have weakened the Bilingual Education Act. Among other changes, H.R. 2682 proposed to eliminate all Title VII requirements for instruction through a student's native language and to further cut the authorized funding level for Title VII programs.

Development Process

Development of the needed legislation took over five months and involved consultation with literally thousands of people who are affected by or involved in bilingual education. More than 25 national education, civil rights, and ethnic organizations solicited input from their members and made recommendations to those of us who were involved in drafting the legislation. Broad concepts and specific legislative wording were disseminated for critical review and comment.

To facilitate the input of all segments of the bilingual education community, discussion drafts of the legislation took the form of a clean "re-write" of Title VII rather than a series of amendments to existing law. The clean re-write approach not only facilitated community involvement in the legislative process (individuals did not have to

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Summary of Major Features

Bilingual Education Reauthorization Bill

(P.L. 98-511)

by Lori S. Orum
Senior Education Policy Analyst
National Council of La Raza

Authorization Level:

For the purposes of carrying out the provisions of the act, there are authorized to be appropriated $176 million for fiscal year 1985 and such sums as may be necessary in each of the three succeeding fiscal years.

Length of Authorization:

This legislation reauthorizes the Bilingual Education Act, from fiscal year 1985 through fiscal year 1988.

Part A: *Financial Assistance For Education Programs*

Sixty percent of the funds available under this act are reserved for programs funded under Part A. Parents of children participating in these programs must be notified of their child's placement and given the opportunity to request an alternative placement. The legislation authorizes the following range of educational programs:

- *Transitional Bilingual Education Programs*

  The legislation tightens the definition for these programs by requiring programs applying for grants under this category to contain a structured English-language component and some locally-determined amount of instruction in the child's native language. Programs must also be

Continued on P. 17

National Association for Bilingual Education Executive Board 1984-85

President
Sarah E. Meléndez
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-5940

President-Elect
Gene Chávez
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

Vice-President
Hai Trong Tran
Midwest Bilingual Education
Multifunctional Support Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4143

Secretary
Nancy F. Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Ave., N.W.
Suite 100
Washington, D.C. 20007
(202) 625-3540

Treasurer
Lilliam Malavé
SUNY at Buffalo
Dept. of Learning & Instruction
Bilingual Office
595 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

Past President
Gloria Zamora
IDRA
5835 Callaghan Road
San Antonio, TX
(512) 684-8180

Parent-at-Large
Norma Preciado
Box 374
Playas, NM 88020
(505) 436-2794

Eastern Regional Representative
Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables FL 33124
(305) 284-6501

Central Regional Representative
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Ave.
Chicago, IL 60603
(312) 621-9682

Western Regional Representative
Aurora Martinez-Quevedo
Bilingual Consortium
1671 Park Ave., Suite 1
San Jose, CA 95126
(408) 998-6612

NABE JOURNAL Editor
Eugene Garcia
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

NABE NEWS Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007
(202) 625-3450

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

Issue	**Copy Receipt Deadline**
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

Call For Papers

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific *application* of theoretical formulations to educational settings characterized by linguistic and cultural diversity. The *Journal* expects to publish these papers (one or two in each issue) in the next four issues (1984-1985).

Manuscripts should usually be no longer than twenty double spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English of from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 78712
by January 4, 1985
or to
Dr. Rosa Castro Feinberg
University of Miami
P.O. Box 248065—Merrick 312
Coral Gables, Florida 33124
by May 30, 1985

NABE NEWS ADVERTISING INFORMATION

RATES (this page is considered full page)

Single Issue		5 Issues (Same Ad)
Full page	$225	$900
1/2 page	$150	$650
1/4 page	$100	$425

DEADLINES

ISSUE	DEADLINE
Winter 1985	November 15, 1984
Spring 1985	February 15, 1985
Annual Conference, 1985	April 15, 1985*
Summer 1985	May 15, 1985
Fall 1985	August 15, 1985

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

Message From the President

by Dr. Sarah E. Meléndez

As I write this message, I realize that my term as NABE president is more than half over. I feel a tremendous urgency. There were so many things I wanted to do. There are so many things that NABE ought to be doing. We have been very busy, but we'll never finish everything we set out to do. Luckily, a new board will take over on June 1, with fresh energy and zeal. And so it continues.

Some of the activities in which I have been involved are not very interesting: i.e., attempting to get our accounting and tax reporting system up to date in order to secure our tax exempt status. It is very difficult to have the kind of continuity and accuracy in our records that we need because our records go from state to state with our officers. This has convinced our Board of the absolute need for a Washington-based director.

Our fundraising efforts are beginning to pay off. We hope to leave our treasury healthier and closer to the possibility of hiring that director.

We have been working on the bylaws and constitution to make them more responsive to our needs as NABE changes.

Our thanks also for your response to our membership survey—it was an excellent response. Penny Harrison will be reporting on the results in the next issue of the NABE News.

- We continue to work on monitoring the implementation of the new bilingual education act. Please watch for the proposed regulations and announcements of public hearings and respond. We must all be alert and active if the law is to be implemented in a way that will best serve the needs of our limited English proficient population.

Our major activity at the moment is preparing for San Francisco and NABE '85. We are putting together a program that you won't want to miss. We'll hear from old friends, like Joshua Fishman and Samuel Betances, and friends who have never before participated in NABE.

This year, I hope to start a new tradition at the conference. I think we don't have enough opportunities during the year for conversation, exchange of ideas and information between the Board and the membership of NABE. The annual business meeting does not allow sufficient time for dialog. I think it's important for you to hear from the Board about what they've been doing, why and how. It's important for us to re-examine our mission and strategies on a regular basis. Do our philosophy and mission change? Do they need fine-tuning? Do our current strategies reflect that mission and philosophy? Are we doing all we can to meet the needs of our membership? More importantly, are we doing all we can to meet the needs of the children who are the reason for our existence?

We have set aside a major session for this discussion. The current Board, incoming Board members, and some past presidents will be there. I hope you will join us, too.

Our Committee on Standards will present its preliminary report at another major session. This will be the opportunity for those of you concerned about the quality of bilingual education to express your concerns and ideas. The parents' institute is looking terrific. We urge each affiliate to do some fundraising and send at least one parent to the conference.

The cultural activities will be sure to make it a conference to remember. There will be a multicultural entertainment evening with music and dance representing many of the languages and cultures that make NABE the wonderful mosaic that it is.

The president's reception this year will be a fundraising event. There will be plenty of food, all the beer you can drink, and music to dance the night away—for only $5 for NABE members and $10 for non-members. I urge you to join NABE and take advantage of this great discount. And remember that you save money on the conference registration fee by becoming a member!

I do hope you come to San Francisco in March. You won't want to miss NABE '85. Remember, your expenses, if you must pay your own way, are tax deductible. NABE conferences are the most fun. I go to many, many conferences as part of my work. No conference provides the variety of workshops, speakers, distributors' displays, and just plain fun that NABE conferences do. I've heard the same comment from people who are less biased than I am. So, again, don't miss it. I'll miss you if you're not there.

Dr. Sarah E. Meléndez

Parent S.I.G.: Grassroot Parental Involvement

by José Oliva, Chair, Parent S.I.G.

As part of the 14th Annual NABE Conference in San Francisco, parents will convene for the Parent Institute to be held March 15-16, 1985.

One of the highlights of the Institute will be the development of a Parent Platform for NABE This initiative originated under the leadership of the Chairperson of the Parent Institute, Mr. Gilberto López.

A Parent Platform is a significant step in the ongoing growth of an educational organization as NABE and requires a concerted effort that goes beyond the limits of the Parent S.I.G. It has to involve concerned bilingual educators, parent leaders and as many parents of LEP children as possible.

Preliminary discussions with parent representatives suggest the adoption of a 'grassroot strategy' that originates at the local program level, converges at a state level, before discussions at a national level take place in San Francisco.

The following 'grassroot strategy' is suggested:

1. *Statewide Level Initiative*

Bilingual State Directors, NABE Affiliate Presidents and other influentials at the State level are the key agents in initiating the grassroot effort.

2. *Awareness of Parents' Needs*

The officials listed above can help bilingual local directors and parent coordinators become aware that parents':

- needs have to be assessed at the local level as the base for the Parent Platform. (Suggestions for needs assessment are presented at the end of this article.)
- input is essentially needed, because it is a **Parents'** Platform that has to be put together;
- participation will be rewarding even though the parents involved cannot attend the successive meetings leading to the San Francisco Parent Institute and Platform Convention. If they cannot be there, at least their needs, aspirations and proceedings will be present.

3. *Local Reports*

Individual parents' needs assessments should be compiled and presented at local parent meetings for discussion and inclusion in local reports to Bilingual State Directors or NABE affiliates.

4. *Regional Meetings*

Based on the local reports received and in order to save transportation costs in large states, regional one-day meetings could be organized for parents to discuss the local reports and summarize them into regional statements.

5. *Statewide Proposal*

Again under the initiative of the Bilingual State Directors and NABE Affiliate Presidents, the parent regional statements can be compiled into a statewide proposal which can be presented by each state parent delegation to San Francisco or submitted to the Parent Platform Task Force.

An attempt at Parents' Needs Assessment

In a separate section of this newsletter, a draft of the "Survey of Parent Involvement Practices . . ." is included. The survey is different in several ways:

1. It is grounded on a theoretical framework inspired in research on parental involvement (See "Parent Involvement: School Audience vs. Home Learning", *NABE News*, Vol. VII, No. 5/Summer 1984, pp. 11-12).
2. It offers respondents with an opportunity to reflect on practices based on attitudes and values related to parental involvement.
3. It is experimental and in need of revision by motivated educators and parent leaders willing to reflect on their parental roles and offer their feedback on the survey before it can be used with parents.

Options. If you are interested in the 'grassroot' strategy for the NABE Parent Platform, you can choose either:

a. a standardized, overall approach though the "Survey of Parent Involvement Practices . . ." by answering, reviewing and later using it with parents, once all revisions are made; or

b. developing your own survey with an outline such as this suggested below

Parental roles at:
- Home
  - 'First' teacher
  - Learner
  - Home Tutor
  - Counselor
  - Confidant(e)
- School
  - (Paid) school staff
  - Audience
  - Co-learner
  - Decision-Maker
  - School
  - Supporter
  - Advocate

Whichever route you choose, please share your interests with the NABE Parent S.I.G., which will help facilitate the development of the 'grassroot strategy' for the NABE Parent Platform

Any comments/suggestions should be sent to: José Oliva, Chairperson, NABE Parent S.I.G., P.O. Box 114, Allentown, N.J. 08501

Note to Candidates For 1986-87 Executive Board

NABE regulations require that all candidates for the positions of President-Elect, Vice President, Secretary, Treasurer, Parent at Large, and Regional Representative be regular or associate members in good standing for not less than *12 consecutive months*. In addition, only NABE members having at least one child enrolled in a bilingual education program are eligible to run for the position of Parent at Large. Delegates to the Nominating Committee should obtain certification of membership for each candidate they wish to nominate prior to the meeting on Thursday, March 14. Certification may be obtained at the NABE membership Desk in the Conference Registration Area.

Survey of Parent Involvement Practices Grouped by Main Parent Role at Home and in School

I. **Parent involvement at home**. The parent[1] as:

A. *"First" Teacher*: Involvement of parents in the traditional role of educating their children in their early years.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

			A	R	N	T
1.	Become aware, feel good and be recognized as "my children's first teacher".	1				
2.	Expect that, as such, I am a partner with teachers and administrators in my children's education and request school support to enhance my teaching role at home.	2				
3.	Teach by example about the importance of learning and education as the most valuable gifts I can transfer to my children.	3				
4.	Use every opportunity to enhance learning by using 'inquiry', 'praise', and 'positive reinforcement' when interacting with my children.	4				

B. *Learner*: Involvement of parents in learning processes at home or elsewhere and by so doing, placing the due emphasis on the value of life-long learning as a living example to one's own children.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

			A	R	N	T
1.	Engage in learning activities for my own life-long learning needs such as reading, viewing educational T.V., etc.	1				
2.	Pursue my own education (H.S. diploma, college degree or continuing education course).	2				
3.	Assume, feel and show "hunger for learning" which translates into a life-long learning attitude.	3				
4.	Dispel "know-it-all" attitude by showing desire to increase one's knowledge by consulting encyclopedia, dictionaries, reference books, magazines, etc.	4				

C. *Home Tutor*: Involvement of parents in children's education at home with respect to school and non-school learning activities.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

			A	R	N	T
1.	Assist my children with school assignments at home.	1				
2.	Facilitate children's homework by providing a learning environment (place, quiet, schedule and motivation).	2				
3.	Undertake consistent review of established basic skills at the children's level.	3				
4.	Engage in reading activities with my children, either reading to them or encouraging them to read to me according to their age and reading ability	4				

D. *Counselor/Confidant(e)*: involvement of parents as trusted friends whom children can resort to and consult/confide their secrets, delicate questions and problems.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

			A	R	N	T
1.	Become aware of children's emerging needs and arrange situations that prompt their questions (specific book left around, etc.)	1				
2.	Become available by playing with them, etc.	2				
3.	Forsee questions so that parent is not taken aback (i.e. where do babies come from?)	3				
4.	Find someone who can help when everything else fails (i.e. drug/alcohol abuse, teen pregnancy, etc.)	4				

II. Ranking of Home Roles.

Based on the responses you have given so far, rank the three most important parent roles *at home* from 1 to 3. (Write "1" next to the role you consider most important; "2" next to the second one in importance and "3" next to the third one in importance. (The last one will be without number.)

Parent as:	*Rank:*
A. "First" Teacher	A.
B. Learner	B.
C. Home Tutor	C.
D. Counselor	D.

III. Parent Involvement in School. The parent[1] as:

E. *Paid School Staff*: Involvement of parents as part of the school's paid staff.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Work as classroom aides.	1				
2. Work as assistant teachers.	2				
3. Work as parent educators.	3				
4. Work as school custodians, kitchen help, etc.	4				

F. *Audience*: Involvement of parents in activities which generally require their presence but no real active participation.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Attend school play, concert, show or any other cultural or social activity.	1				
2. Attend parent-teacher conferences regarding my children.	2				
3. Attend school activities such as "open house".	3				
4. Respond to notices from school or teachers.	4				

G. *Co-Learner*: Involvement of parents in efforts where they receive training and/or skills about aspects of education along with other school staff, children or parents.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Attend conferences.	1				
2. Attend classes.	2				
3. Attend workshops.	3				
4. Attend institutes.	4				

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H. *Decision-Maker*: Involvement of parents as co-equals with school staff in decisions relating to governance of the school.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Determine with teacher amount of homework assigned.	1				
2. Participate in discipline decisions affecting my children.	2				
3. Being consulted in placement decisions in special education, etc.	3				
4. Being on advisory board, school committee, or governing board; or by giving my opinions to these boards or committees.	4				

I. *School Supporter*: Involvement of parents in activities which lend support to the school's program and requires them to take an active part.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Contribute to fundraising by baking for bake sales, etc.	1				
2. Volunteer to chaperone for school-trips.	2				
3. Help in producing shows (i.e. sewing dresses, playing instruments, singing songs, performing dances, etc.).	3				
4. Volunteer to assist teachers in classroom.	4				

J. *Advocate*: Involvement of parents where they serve as an activist or spokesperson on issues regarding school policies, community concerns, etc.

For each of the following practices, please check the appropriate column this way: If you carry out the activity **many times** or **always** check A; **sometimes** or **rarely** check R; **very few times** or **never** check N. If you want training in this activity, check T.

		A	R	N	T
1. Consider supporting educational policies by means of petitions, signatures on proposals, etc.	1				
2. Meet with school board or other officials to ask for changes in rules or practices in the school or school system.	2				
3. Talk to other parents inviting them to become involved in their children's education.	3				
4. Serve as an activist or spokesperson on issues regarding school policies, community concerns, etc.	4				

IV. Ranking of school roles

Based on the responses you have given so far, rank the three most important roles *in school* from 1 to 3. (Write "1" next to the role you consider most important; "2" next to the second one in importance and "3" next to the third one in importance. (The others will be without number.)

Parent as:	*Rank:*
E. Paid School Staff	E.
F. Audience	F.
G. Co-Learner	G.
H. Decision-Maker	H.
I. School Supporter	I.
J. Advocate	J.

Thank you for your cooperation.

---

[1] Parent is defined here in a broad sense and includes natural or adoptive parents, grandparents, guardians, and whoever acts as such.

Conference Reporters Needed for NABE News

NABE NEWS is looking for reporters to cover the various events at the 14th Annual International Bilingual Bicultural Education Conference. If you are going to San Francisco and would like to write an article on the keynote speakers, major speakers, concurrent session and workshops, exhibits, or other activities, please contact Nancy Zelasko, *NABE NEWS* Editor at (202) 625-3540 prior to the conference. A special Annual Conference issue of *NABE NEWS* will be published in late April.

Affiliates are encouraged to submit items of interest for publication in future issues of NABE NEWS to:

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Aristides Cruz, Coordinator
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P.O. Box 12383, Loiza Station
Santurce, Puerto Rico 00914

Central Region—
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Ave.
Chicago, IL 60603

Western Region—
Aurora Martinez-Quevedo
Bilingual Consortium
1671 Park Ave., Suite 1
San Jose, CA 95126

From Theory to Practice

NABE NEWS's regularly featured column, "From Theory to Practice," *is managed by Carol Montgomery.* "From Theory to Practice," *presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities, and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LeGuardia Community College, 31-10 Thomson Avenue, Long Island City, N.Y. 11101.*

Connecting Language to Reality: Variation and Second Language Acquisition

by Miriam Eisenstein
New York University

Until recently, we thought that language acquisition involved neutral linguistic features such as sound segments, vocabulary, and grammar rules which could be learned abstractly and then used in particular contexts when appropriate. But recent work in applied linguistics has expanded our conception of the systematic nature of language. The importance of context for meaning (Ervin-Tripp, 1973), the relationships of sentences and ideas to each other in discourse (Sinclair and Coulthard, 1975), and the need to match appropriate language with its ultimate function (Van Ek, 1976) all point to the fact that language by its nature is intricately tied to the particular situation and purpose for which it is used. In order to communicate successfully, learners must use a second language in a range of situations such as school, work, or social settings.

A situationally distinctive use of language may be called a register. Halliday, McIntosh and Strevens (1972) find that "The choice of items from the wrong registers are among the most frequent mistakes made by non-native speakers of a language." For example, written and spoken language can be very different from each other. "I'll see you later" would be an appropriate closing for an informal conversation but would be highly irregular as the ending to a formal business letter. Topic is also important in language choice. Medicine, but not ice cream, must be taken in the proper "dosage." The age, sex and relative status of participants in a conversation must also be considered.

To complicate the matter further, we have also taught second languages under the assumption that presenting a single dialect is sufficient to enable learners to function in what is often a pluralistic language community. An English learner in New York City, for example, might hear Black English or New York nonstandard English in various settings outside the classroom. If we want learners to understand what people say to them, we need to help them develop at least passive understanding of the kind of language they will hear in the community or with their peers.

Teaching that has as its goal the communicative use of language will have to incorporate the kinds of variation discussed above. Focus on individual sentences, repeated or manipulated in isolation is clearly insufficient. The first step in planning is to assess the needs and interests of the learners. For what purposes will the language(s) be used? Where will it (they) be used during the period of study and in the future? Questions such as these must be answered. Language presented in class should not exist in a vacuum. It should be clear who is speaking or writing to whom, what their relationship is and why they are communicating. In this way language will be perceived and practiced in a context for which it is appropriate. Characters in dialogue should be clearly defined.

Students also need to know what **not** to say. A compliment in one language could be an insult in another. Imagine the reaction of the teacher whose student said, "You look wonderful, nice and fat." Learners also need samples of the second language as it is actually used. Expressions like "Wheredayaputem" (Where do you put them?) can be difficult to interpret without experience and guidance.

When learners are in a multidialectical situation, their needs should be reflected in the language class. Listening exercises which incorporate language samples from the community are helpful. The question of language and attitude may also have to be addressed. Eisenstein (1983) suggests special activities for learners to develop dialect sensitivity and understanding.

Placing language in concrete situations in which the relevant variables are specified provides learners with crucial information about the language they are acquiring. Variation does not merely affect the form of language: it contributes to meaning. But since this aspect of language is subtle, it is often not acquired automatically. Teachers must help.

References:

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Ervin-Tripp, Susan. 1973. An analysis of the interaction of language, topic, and listener. In Language Acquisition and Communicative Choice, A.S. Dil. Ed.

Continued on P. 16

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The time is now! As professional educators we must support the efforts of the new "quest for excellence in education" by investing in our own careers. Joining NABE provides us with the opportunity to remain abreast of new insights into the field of bilingual education. The recent emphasis on improving the quality of educational programs has created new demands for those involved in the education of minority language groups. Your membership in NABE will bring you the best of today's writing on education, current legislation, research, news of other exemplary programs across the nation, dates on related conferences and a host of other related information.

In times when the public is now more than ever demanding greater accountability from our educational institutions, it is of utmost importance that we educators seek to maintain our level of professional excellence. One of the means by which we can accomplish this is by joining organizations which facilitate this task. NABE provides its members with such benefits as the NABE Journal—published three times a year; the NABE News—a newsletter with articles on the latest events in the field; special rates to the national bilingual conference; reduced rates on life insurance and car rentals and a myriad of other benefits.

Don't wait any longer. Make a New Year's resolution to join NABE now and invest in your own career! You can no longer afford to be satisfied with learning about new developments in your field from others, you must be active in your future.

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Written by: Delia C. Garcia
Director, CAPI Program
Florida International University
and Vilma T. Diaz
Bilingual Association of Florida
President, School Board of Broward County, Florida

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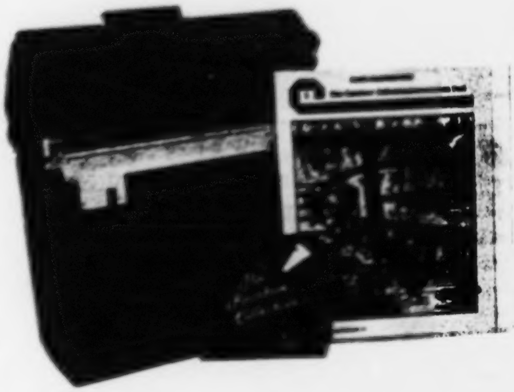

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Teacher Talk

by Sheryl L. Santos

Hurrah for teachers! Besides the immediate family, perhaps no one has more influence on the intellectual, social, and emotional growth of young children than teachers. For minority-language pre-schoolers, experiencing life outside the warmth and comfort of their homes for the first time, the quality of interaction with their first English-speaking teacher can be particularly significant. Research suggests that sensitive, intuitive teachers help to lay the foundations for future academic success as well as inspire positive attitudes toward self and others. In recognition of the **teacher**, "Teacher Talk" salutes Mrs. Deena Peterson of Mi Escuelita Preschool, Dallas, Texas.

Mrs. Peterson is the head teacher of one of the four Mi Escuelita Preschool sites in Dallas. The purpose of this seven-year-old preschool supported by many churches, businesses, organizations, and individuals, is to expose three, four and five-year-olds to English (prior to entering public school) and to give them readiness skills in reading and mathematics. The school operates five days a week from 9 a.m. to noon and families are charged a subsidized tuition of $35 per month.

Mrs. Peterson's personal qualities, creativity, and commitment permeate every aspect of her relationship with her 20 Mexican-American pupils and their families. She is the answer to every parent's prayer for a warm, talented, and compassionate teacher who goes that extra mile to make each child's learning experiences pleasant and meaningful. Although Deena majored in physics and computer science in college, after working side by side with her mother, also a bilingual teacher at Mi Escuelita, she returned to college to take specialized courses in bilingual education. After observing Deena at work, it is apparent that she has an innate ability for working with young children.

What makes this young woman so special in her chosen field? Well, for starters one is awed by her patience, empathy, gentleness, love for the children, flexibility, sense of humor, and ability to relate to very young children in their own language at their own cognitive level. In addition, Mrs. Peterson says that she tries to view the children as their mother and father view them. She learns about each child's uniqueness by watching the children interact with their parents. In this way, she is able to create a more home-like environment at the school.

The personal philosophy of education espoused by this admirable educator includes a belief in education as a process which creates the capacity for intellectual and moral growth. Deena has experienced first-hand that the magic of learning occurs when the children are encouraged to experience their world and then to verbalize these experiences. She states: "I don't believe true learning takes place when the teacher is the one doing all of the talking. Furthermore, it is crucial for children to express themselves in their native language and not be forced into trying to interact in a language over which they have no control."

Deena Peterson and students

Consequently, Mi Escuelita is a happy place whre monolingual Spanish, monolingual English, and bilingual children are encouraged to share, interact, learn, and grow together conceptually, linguistically, and culturally. When questioned about language use at Mi Escuelita, Mrs. Peterson said that both English and Spanish are employed. Both languages flow freely as this is the natural way that the children and their parents speak. Some children are being exposed to English for the first time, others to Spanish. "What is important," states Deena, "is that the concepts are learned and can be expressed in the language most natural to the child."

The essence of Deena Peterson's teaching style can be summarized in her own words: "I want my teaching to be as creative as a child's point of view. All my children are natural discoverers. I want my teaching to be full of experiences for them, and I want to help them to establish an individual learning style." Deena is concerned with the whole child, including: social interaction skills, intellectual growth, emotional stability, and physical well-being.

Mrs. Deena Peterson of Dallas, Texas
Teacher Talk Salutes You!

Dear Readers:

"Teacher Talk" is anxious to hear from you! We want to make this a "living" exchange of ideas, anecdotes, lessons that work, or anything of interest or concern to teachers. This is *your* chance to say what you've always wanted to say but didn't know where to send it! Yes you . . . the NABE readership. Let's talk . . . Send your contributions to "Teacher Talk" c/o Dr. Sheryl L. Santos, Dept. Elementary Education, East Texas State University, Commerce, TX 75428.

NABE '85 Conference Preview

NABE '85 promises to be one of the most memorable conferences ever! The incomparable beauty and excitement of San Francisco will combine with nationally-known speakers, relevant workshops, a parent's institute, a teacher's day, and other special events to make your trip to the City by the Bay an unforgettable experience. The NABE '85 Conference Planning Committee, under the direction of Chairman B. Roberto Cruz, has brought together prominent representatives of education, government and business in an effort to solidify already-established alliances and to continue NABE's goal of building new alliances with governmental agencies and with the business community. Join us in this effort. Join us in San Francisco!

Schedule at a Glance

Monday, March 11
- NABE Executive Board Meeting
- OPBE Presentation of Research Findings

Tuesday, March 12
- NABE Executive Board Meeting
- OPBE Presentation of Research Findings
- School Visitations
- Intensive Sessions
  - "Opportunities for Minorities in the Franchise Business"
  - "Pocket Languages"
  - "Current Materials in Bilingual Education"

Wednesday, March 13
- OPBE Meeting
- Intensive Sessions
  - "Theoretical Framework for Bilingual Education"
  - "The Sheltered Classroom"
  - "Literatura Infantil"
  - "Business and Bilingual Education"
  - "Bilingual Special Education"
- Delegate Assembly Meeting
- Opening General Session
- Exhibits
- Fundraiser/Cultural Entertainment

Thursday, March 14
- Workshops
- Major Sessions
- Exhibits
- NABE Resolutions Committee Meeting
- Awards Luncheon
- NABE Nominating Committee Meeting
- Second General Session
- NABE/CABE Authors Reception
- President's Reception and Dance

Friday, March 15
- Workshops
- Major Sessions
- Parent's Institute
- Exhibits
- NABE Journal/Editorial
- Third General Session
- NABE General Membership Meeting
- Banquet
- Dance

Saturday, March 16
- Exhibits
- Parent's Institute
- Teacher's Day
- Major Session
- Fourth General Session

Congressman Dale Kildee To Be NABE Honoree for 1985

NABE is pleased to announce that it will honor Congressman Dale E. Kildee for his efforts to promote educational equity and excellence through bilingual education and for outstanding leadership in the reauthorization of E.S.E.A. Title VII. The enactment of the Education Amendments of 1984—P.L. 98-511—will make possible the continuation of a program which offers improved educational opportunity to the nation's ever-growing language minority student population.

As the letter of invitation to Congressman Kildee states, "The NABE Executive Board believes that you represent the kind of leader our nation needs—a leader who focuses on the future—the future of our children, our society and indeed, our world."

Come to San Francisco and join in honoring this outstanding leader!

NABE '85 Continues Effort To Build Alliances With Government and Corporate America

The theme for NABE '85 is "Bilingual Education, Government and Corporate America—Partners in National Interest." This reflects NABE's on-going interest in establishing permanent working relationships with governmental agencies and the private sector.

NABE '85 will reflect the strong involvement of the business community. Various major corporations have already agreed to sponsor the special events of NABE '85 and a host of speakers from the business world will serve as keynote speakers and presentors of major sessions and workshops.

NABE '85 will also reflect the involvement of government as demonstrated by the presentation of the research findings of the Department of Education, Office of Planning, Budget and Evaluation, the speakers from various governmental agencies, and the strong involvement of California's State Department of Education in the NABE '85 Conference Planning Committee.

Come to San Francisco and help forge the ties between bilingual education, government and corporate America!

Parent Institute

NABE '85 will conduct a two-day Parent Institute starting with a Parent Convention Friday morning. This event will be geared to the special needs and interests of parents and will offer special assistance to those attending a NABE conference for the first time. The purpose of the convention is to develop a parent platfrom for NABE. Workshops will be held both Friday and Saturday. Sessions will be presented in various languages including Spanish, Chinese, Filipino, Vietnamese, Native American and English.

Invited Keynote and Major Session Speakers

Congressman Steve Bartlett (R-TX)
Member, House Education & Labor Committee

Dr. Joshua Fishman
Yeshiva University

Dr. Franklin Chang-Diaz, Astronaut
National Aeronautical & Space Administration

Bryan G. Dysan, President
Coca Cola USA

Diane August
Carnegie Foundation

Dr. Donald Smith, President
National Association of Black Educators

Dr. Lily Wong Fillmore
University of California, Berkeley

Dr. Guillermo López, Director
California State Department of Education
Office of Bilingual Bicultural Education

Dr. Samuel Betances
Northeastern University

The NABE Executive Board

Dr. Ramón Santiago, Past-President
National Association for Bilingual Education

Dr. James Alatis, Dean
School of Languages and Linguistics
Georgetown University

Teacher's Day

NABE '85 will feature a Teacher's Day on Saturday, March 16. Teachers may register for the one-day event only, or anyone registered for the conference may attend. Invited speakers include Dr. Samuel Betances of Northeastern University, outstanding educator Jaime Escalante, gold medalist Pablo Gonzalez, and other medal winners from the 1984 Olympics.

Special Air Discounts

United Airlines has been selected as the official airline of NABE '85. If you call 1-800-521-4041 now you will be guaranteed up to 40% off current regular fares or 15% off the super saver rate. For the lowest fares available, you must give our conference code 539S when you make your reservations.

Car Rental Discounts

Thrifty Rent-a-car has offered special discount rates to those attending NABE '85. A Chrysler New Yorker will cost $29.95 per day, a Dodge Aries $26.00 per day and a sub-compact $22.95 per day. There will be no mileage charge for any of these cars.

Reserve your car by filling out the reservation form included in your pre-registration packet, or call Blanca Mosca-Carreon at (415) 451-0511.

Hotel Reservations

The San Francisco Hilton & Tower, the site of NABE '85, is offering very special rates to conference attendees. A single room will cost $70.00 per day and a double/twin $80.00 per day plus tax.

To reserve your room, fill out the form included in your pre-registration packet, or you may call the Hilton at (415) 771-1400 up to February 19th. Be sure to mention that you want the NABE '85 conference rates.

NABE Business Meetings To Be Held at Annual Conference

The NABE Conference offers this one opportunity for our membership as a whole to meet and personally interact with the Executive Board, discuss issues and make recommendations on the future direction of the NABE. What makes this conference a doubly important event are the many exciting educational and social activities and the new information available to everyone.

NABE needs you! Your participation is important. Plan to attend the business meetings at NABE '85.

Tuesday, March 12

- NABE Executive Board Meeting—Open to all NABE members
- NABE Executive Board/Standing Committee Chairs Meeting
  NABE Standing Committee Chairs present annual reports to Executive Board
- NABE Executive Board/SIG Chairs
  NABE SIG Chairs present annual reports to Executive Board

Wednesday, March 13

- Delegate Assembly Meeting
  Affiliate Delegates meet with NABE Executive Board

Thursday, March 14

- NABE Resolutions Committee Meeting—Affiliate delegates meet to prepare resolutions to be submitted to the membership
- NABE Nominating Committee Meeting—Affiliate delegates meet to select slate of candidates for 1986-87 NABE Executive Board

Friday, March 15

- NABE Journal Editorial Board Meeting
- NABE General Membership Meeting—Open to all NABE members
  Agenda to include:
    - President's Report
    - Treasurer's Report
    - Elections Committee Report
    - Nominating Committee Report
    - Voting by Membership on Resolutions
    - NABE '86 Preview

Native American Materials Available

The Native American Materials Development Center in Albuquerque, NM, has announced the availability of a two-volume set of **Navajo Children's Literature** in Navajo and English. The stories included in the volume were largely collected on tape from old people throughout the reservation; most of them have never before appeared in print. Covering a wide range of subjects—the mythic origins of the Navajo people, Coyote stories, historical vignettes, stories of terror and humor—these selections represent an effort to preserve both the cultural traditions and the language of the Navajos as their storytellers have traditionally done.

For more information on these and other materials, contact the Native American Materials Development Center, 407 Rio Grande Blvd., Albuquerque, New Mexico 87104 (505) 242-5222.

MBA/MA Program in Management and International Studies

The Joseph H. Lauder Institute of Management and International Studies is offering a 24-month program which includes language training in a foreign country, fully internationalized management courses, courses in the arts and social sciences which focus on better understanding of various cultures, and a corporate internship with a firm in East Asia, Latin America, Western Europe or the U.S.

For further information, contact Dan Fleet, Manager of Admissions and Recruiting, The Joseph H. Lauder Institute of Management and International Studies, University of Pennsylvania, 3620 Locust Walk, Room 1469, Philadelphia, PA 19104 (215) 898-1215.

Resolutions Requested Prior to 1985 NABE Conference

Resolutions to be considered at the 14th Annual International Bilingual-Bicultural Education Conference to be held on March 12-16, 1985 should be submitted no later than 11 February 1985.

NABE procedures state that "the Maker and Seconder of the proposed resolution must be NABE members in good standing."

The 1985 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate," will be considering resolutions prior to the conference.

Therefore, all members and affiliates should submit resolutions, using the appropriate form (below) to:

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions Committee
Maricopa Community Colleges
3910 E. Washington
Phoenix, AZ 85034

Nancy F. Zelasko
NABE Secretary
Georgetown University—BESC
2139 Wisconsin Ave., NW
Suite 100
Washington, D.C. 20007

National Association For Bilingual Education
1985 Resolutions

Mr. Chairman, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by ______________ Seconded by ______________

If other than individual, submitted by ______________ (Name of Group)

Person to be contacted regarding resolution:

NAME ______________________ Phone (____) ____-______

ADDRESS ______________________

____
City State Zip

Note: This form is to be mailed so that it arrives no later than 11 February 1985. Submit to

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions Committee
Maricopa Community Colleges
3910 E. Washington
Phoenix, AZ 85034

Nancy F. Zelasko
NABE Secretary
Georgetown University—BESC
2139 Wisconsin Ave., NW
Suite 100
Washington, D.C. 20007

(For NABE Official Use Only)

Date Received ______ Resolution No. ______ Approved ______ Disapproved ______

Reason for disapproval ______________________________

Amendment for reediting needed? Yes ____ No____

NABE Action: Carried ______ Failed ______ Date ____________

This form is to be submitted to the NABE Secretary and a copy to the Resolutions Chair.

Literacy and the Process of Social Change

by Natalie Bailey
Bilingual/ESL Program
William Paterson College

The Fourth Annual Bilingual/ESL Conference sponsored by William Paterson College in Wayne, New Jersey, was held October 26th and 27th. This year's conference, entitled "Language and Literacy: Liberating the LEP Student," sought to define the value and function of literacy in society, especially as it pertains to students who are in the process of learning English as their second language.

According to keynoter Carlos Yorio of Lehman College and the Graduate Center of City University of New York, the value of literacy for the LEP student and the society in which (s)he lives is enormous. He feels self understanding is enhanced by the growth of human reason and that literate individuals are important in the process of modernizing society. In his opinion LEP students who have been liberated through literacy are more tolerant individuals and have dispositions favorable to planned change in society. Classroom teachers seeking to achieve these results should 1) teach and not test; 2) make them learn on their own and if they don't, help them; 3) teach grammar while teaching writing, discussing extensively what they will write about first, for vocabulary and grammar awareness. He recommended classes rich in content and discourse, free from traditional rules and sentence level exercises which don't rely enough on context. He stressed that communicative, grammatical and strategic competence must all be learned through context, especially by people who have lived for some time in the country where the target language is spoken.

The second day of the Conference, keynoter Nina Wallerstein elucidated the goals and techniques of her approach. She is the author of *Language and Culture in Conflict*, which provides lesson plans for the problem-posing method of ESL teaching, based on the work of Paolo Freire. Learners come with hidden voices to uncover, she believes; they have emotional blocks due to shame and job instability. Teachers can help them move beyond these barriers by teaching them to think critically about their situation, by making the students' own lives the subject matter of the class and by requiring interaction between the individual and the group. She detailed a five-step inductive process for developing critical thinking and empowerment. This sequence culminates in an action stage for the resolution of problems faced by individuals.

Elsa Auerbach in her talk, entitled "Beyond Survival: Literacy as a Tool for Change," elaborated the characteristics of liberatory as opposed to functional literacy. In the former, the *student* is the provider of the content and subject of learning; and the *teacher* is learner, resourcer and co-strategist. In this framework the classroom becomes the model of the process of change.

The Conference was attended by approximately 200 people and was addressed by 25 well known professionals in the field who explored various concepts and practical ideas for the Bilingual/ESL classroom. There are plans to publish the conference Proceedings.

If you wish to receive information, please write to:

Dr. Gladys Nussenbaum
Director Bilingual/ESL Program
William Paterson College
Matelson 221
Wayne, New Jersey 07470

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See reverse side for additional information.

INBOUND
TO SAN FRANCISCO

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(4) S.F. Terminal/Union Square

Meet the bus at the curb directly in front of the hotel. (Ask bellman.)

See reverse side for additional information.

OUTBOUND
TO SFO AIRPORT

From Theory to Practice *continued from P. 8*

Stanford, Cal.: Stanford University Press.

Halliday, M., A. McIntosh, and P. Strevens. 1972. The users and uses of language. In Readings in the Sociology of Language. The Hague: Mouton.

Sinclair, J. and M. Coulthard. Towards an Analysis of Discourse. London: Oxford University Press.

Van Ek, J.A. 1976. The Threshold Level for Modern Language Learning in Schools. London: Longman.

Note: Professor Eisenstein teaches graduate language acquisition courses at New York University.

ED. NOTE: NABE NEWS regrets that the name of the author of the article presented in the Fall Issue's "From Theory to Practice" column was inadvertently deleted. The author was none other than column editor Carol Montgomery and the title of the article was "Between Teacher and Student: Dialog Journals in the ESL or Bilingual Education Class."

Affiliate News

—The Alaska Association for Bilingual Education's 11th Annual Bilingual Multicultural Education Conference was held February 6-8 in Anchorage. The theme of the conference was "Crossroads for a Changing World." For more information on the conference, contact Maria Dolores Garcia at (907) 586-8357.

—The Arizona Association for Bilingual Education's Annual Conference this spring will address "Bilingual Education: Partners in a New Era." For more information, contact Dr. Eugene Garcia at (602) 965-7134.

—The Illinois Association for Bilingual Bicultural Education held a Fall-Winter Workshop on January 19 on "Issues of Bilingual Special Education."

—NABE congratulates Dr. Maria Brisk, President of the Massachusetts Association for Bilingual Education, for her receipt of an award from the state of Massachusetts for her contribution to education.

—Gus Keene is the new president of the New Mexico Association for Bilingual Education. He is the first Native American to serve as NMABE President. Their annual conference will take place in Albuquerque on April 17-19, 1985.

Don't Miss
NABE
NEWS!
Join
NABE
today!

SCHEDULE TO AIRPORT

(1) FINANCIAL DISTRICT STOPS
Hyatt Regency, Meridien, Holiday Inn, B.A.R.T., Sheraton Palace, Moscone Center.
Departures every 20 minutes.

(2) FISHERMAN'S WHARF STOPS
Travelodge, Ramada, Marriott, Holiday Inn, Howard Johnson's, Sheraton-Wharf, B.A.R.T.
Departures every 20 minutes.

(3) CIVIC CENTER/VAN NESS STOPS
San Franciscan, Holiday Inns, B.A.R.T., Grosvenor, Kyoto, Miyako, Cathedral Hill.
Departures every 40 minutes.

(4) S.F. TERMINAL/UNION SQUARE AREA
Hotels nearby include Hilton, St. Francis, Sir Francis Drake, Hyatt Union Square, Ramada Renaissance, Holiday Inn.
Departures every 15 minutes.

INFORMATION 673-2433

SCHEDULE TO CITY

(1) FINANCIAL DISTRICT STOPS
Hyatt Regency, Meridien, Holiday Inn, B.A.R.T., Sheraton Palace, Moscone Center.
Departures every 20 minutes.

(2) FISHERMAN'S WHARF STOPS
Travelodge, Ramada, Marriott, Holiday Inn, Howard Johnson's, Sheraton-Wharf, B.A.R.T.
Departures every 20 minutes.

(3) CIVIC CENTER/VAN NESS STOPS
San Franciscan, Holiday Inns, B.A.R.T., Grosvenor, Kyoto, Miyako, Cathedral Hill.
Departures every 40 minutes.

(4) S.F. TERMINAL/UNION SQUARE AREA
Hotels nearby include Hilton, St. Francis, Sir Francis Drake, Hyatt Union Square, Ramada Renaissance, Holiday Inn.
Departures every 15 minutes.

INFORMATION 673-2433

Summary *continued from P. 1*

designed so that children can meet promotion and graduation requirements and may, for integration purposes, include up to 40% children who are fully English proficient. Grants are for three years, and are renewable for an additional two years. The first year of the grant must be used for training, planning and other pre-service activities (a waiver may be provided for districts where such activities are not necessary). Seventy-five percent of funds available under Part A are reserved for these programs.

- *Special Alternative Instructional Programs*

  These programs must have specially designed curricula, be appropriate for the particular linguistic and instructional needs of the children enrolled, provide structured English language instruction, and special instructional services to allow a child to achieve competence in English and meet grade-promotion and graduation standards. The grants may be to new programs or those recognized as being academically excellent. The Secretary may establish a funding preference for those school districts where the establishment of bilingual programs is administratively impractical and may also consider an applicant's current or past efforts to establish a bilingual program. These programs need not utilize a child's native language. Four percent of funds currently available under the Act, and 50% of any new funds up to 10% of the total appropriation for the Act are reserved for these programs, and related activities authorized under the other parts of the act.

- *Developmental Bilingual Education Programs*

  These programs are designed to allow all participating children to achieve competence in English and a second language, and meet promotion and graduation requirements. The programs are to be composed of approximately equal numbers of LEP and non-LEP children (although a waiver may be granted where this is not feasible). Grants are for three years, and are renewable for an additional two years.

- *Academic Excellence Programs*

  Programs funded under this category are programs of bilingual education which have established a record of providing effective, academically excellent instruction. These grants are for three years, and are for the purpose of identifying, strengthening and utilizing existing excellent programs of bilingual instruction.

- *Family English Literacy Programs*

  These programs are designed for the parents and out-of-school family members of LEP children in recognition of the fact that language learning is a family process. The programs are designed to help the family acquire competence in the English language, and provide instruction on how parents may facilitate the educational achievement of LEP children. Instruction in these programs may be conducted bilingually, or, since the main objective is English literacy for adults, may be conducted entirely in English. Grants are for three years.

- *Bilingual Preschool and Special Education Programs*

  Bilingual Preschool Programs, and Special Bilingual Programs for learning disabled, handicapped and/or gifted and talented LEP students are also authorized.

- *Materials Development Projects*

  These grants provide assistance for the development of teaching materials in languages where commercially-produced materials are not available.

- *Indian Children in Schools*

  Provisions are the same as in the 1978 Act, except that tribally-controlled schools are now also eligible grantees.

- *Students in Puerto Rico*

  Provisions are the same as in the 1978 Act.

Part B: *Data Collection, Evaluation and Research*

Funds under this part are for (a) collecting data on the number of LEP persons and the educational services available to such persons, (b) evaluating the operation and effectiveness of education programs such as those assisted by the Act, and (c) conducting research to improve the effectiveness of bilingual education programs. Specific programs and activities include:

- *State Education Agency Programs*

  These grants provide funds to State Education Agencies (SEAs) to collect, aggregate, analyze and publish data and information on the state's LEP population, and the educational services available to such persons. States will provide annual reports of this information to the Secretary of Education. State programs may also include: planning and development of bilingual programs; review and evaluation of bilingual programs; provision or coordination of technical assistance; development and administration of instruments to assess training of SEA and LEA staff. Grants shall not be less than $50,000 nor greater than five percent of the Title VII monies received by the state in the preceding year.

- *Promulgation of Evaluation Regulations*

  The Secretary shall issue regulations setting forth a comprehensive evaluation design for programs assisted under Part A. These regulations shall provide for the collection of information on: educational background, needs and competencies of LEP program students; specific educational activities which are part of the program; qualifications and competencies of program staff; and the extent of educational progress achieved by the program as determined by various suggested criteria.

- *Evaluation Assistance Centers*

  These centers, at least two of which shall be established, will provide technical assistance on evaluation and assessment to SEAs and LEAs. Grants are for three years.

- *Research Activities*

  Funding is provided for research and development proposals submitted by institutions of higher education, private and non-profit organizations, SEAs, LEAs, and individuals in a variety of specified areas including:

Continued on P. 18

Summary *continued from P. 17*

the process by which individuals acquire a second language and master subject matter skills required for grade-promotion and graduation, and which identify effective methods for teaching English and subject matter skills within the context of a bilingual education program or special alternative instructional program. Grants are to be competitive, and requests for proposals announced by the Secretary. The legislation also includes the current provisions regarding the operation of a clearinghouse of information on bilingual education.

Part C: *Training and Technical Assistance*

Twenty-five percent of the funds available under the Act are reserved for activities authorized under this part—an increase from the percentage currently earmarked for training. Funds under this part are to be used for training and re-training of instructional personnel, advanced study in bilingual education, assistance to schools of education, and the provision of technical assistance to school districts implementing bilingual education programs. Authorized activities include:

- *Pre-Service Training Programs*

  This program authorizes the establishment and support of training programs for educational personnel preparing to participate in programs of bilingual education. The legislation gives preference to programs containing specified minimal components of a bilingual teacher training program.

- *Training Institutes*

  Short-term training institutes are designed to improve the skills of participants in bilingual programs. These institutes may provide training to parents, and also may include summer language programs designed to improve the instructional competency of educational personnel working in bilingual programs. The institutes are designed to help districts address their need for re-training teachers and improving teacher competencies in bilingual education.

- *Fellowship Program for Advanced Study in Bilingual Education*

  The fellowship program provides assistance to students pursuing advanced studies in bilingual education in such fields as: bilingual teacher training, curriculum development, program administration, and research and evaluation. The number of fellowships named in the legislation is a slight increase over those currently awarded.

- *Grants to Schools of Education*

  The "Dean's Grant" program encourages reform, innovation and improvement in applicable education curricula in graduate education, in the structure of the academic profession, and in the recruitment and retention of higher education and graduate school faculties as related to bilingual education.

- *Multifunctional Resource Centers*

  At least 16 "Multifunctional Resource Centers" are established to provide, upon request, training and technical assistance to educational personnel and parents participating in bilingual education programs. The Centers provide comprehensive technical assistance to programs located within their geographic service area. In addition, each Center is responsible for gathering and providing information to other Centers on a particular area of bilingual education, including: bilingual special education, bilingual adult education, bilingual program administration, education technology, literacy, math and science education in bilingual programs, counseling limited English proficient students, and career education programs for limited English proficient students.

Part D: Administration

As in the current act, the legislation mandates an Office of Bilingual Education and Minority Languages Affairs (OBEMLA), to be headed by a Director to whom the Secretary will delegate all of his delegable functions regarding bilingual education. The legislation modifies the existing National Advisory Council on Bilingual Education and creates a National Advisory and Coordinating Council on Bilingual Education. The legislation makes the following changes in the administrative positions:

- The creation of a division within OBEMLA exclusively responsible for the collection, aggregation, analysis and publication of data and information on the operation and effectiveness of programs assisted by Title VII is mandated.
- The National Advisory and Coordinating Council has an expanded role in this legislation, serving as the mechanism through which the Director consults with affected groups and constituencies and participating in the formulation of reports, regulations and research agendas and policies. The composition of the Council is also altered to strengthen its function of coordinating federal policy with state and local bilingual policies. All members must be knowledgable about bilingual education and the needs of LEP individuals. Five members shall be state bilingual education directors; three experienced in research and evaluation (two in bilingual education, one in alternative approaches); two classroom teachers (one in bilingual education, one in special alternative approaches); two teacher trainers (one in bilingual education, one in special alternative approaches); two parents; and one representative of a professional association representing bilingual education personnel.
- The Secretary is prohibited from expanding via regulations the definitions of programs authorized under Part A.

PARLIAMENTARIANS AND ORGANIZATIONAL DEVELOPMENT PEOPLE WANTED

NABE is interested in identifying members who may be either certified parliamentarians or experienced in organizational development. If you would like to help NABE with your expertise, please contact Dr. Rosa Castro Feinberg, Chair, NABEOD Committee, University of Miami NODAC, School of Education, P.O. Box 248065, Coral Gables, Florida 33125 (305) 284-6501

Reauthorization *continued from P. 1*

completely understand existing law to review the legislation), it also provided an opportunity to improve the organization, clarity, and intelligibility of the Bilingual Education Act.

Second Step: Introduction of H.R. 5231

On March 22, 1984, Representatives Kildee and Corrada introduced H.R. 5231, "The Academic Equity and Excellence Through Bilingual Education Act of 1984". From the outset, H.R. 5231 had broad support, bi-partisan support. Within a few days of introduction, H.R. 5231 had more than 50 co-sponsors—a far greater number than any previous Title VII legislation. All members of the Hispanic Congressional Caucus were co-sponsors of the legislation. As a consequence of its popularity, the legislation was given priority attention.

Third Step: Subcommittee Hearing on H.R. 5231

On March 27, 1984, the House Subcommittee on Elementary, Secondary and Vocational Education held a hearing on both H.R. 5231 and the provisions of H.R. 11 extending the Bilingual Education Act. Seven outside witnesses testified at the hearing, and a number of national organizations submitted material for the hearing record.

Five of the hearing witnesses—Gloria Zamora, NABE president; Nguyen Ngoc Bich, president-elect of the National Association for Vietnamese American Education; Guillermo López, California State Director of bilingual education; Mike Resnick, on behalf of Dr. Joan Parent, president, National School Boards Association; and Gumencindo Salas, president, Michigan State Board of Education—testified in support of H.R. 5231. Only one witness—Former Senator S.I. Hayakawa, honorary chairman of the lobby-group U.S. English—testified against the bill. Among the organizations submitting statements for the record in support of H.R. 5231 were the National Education Association, the Navajo Nation, and the Joint National Committee for Languages.

Fourth Step: Special Orders on H.R. 5231

On April 3, 1984, the Congressional Hispanic Caucus utilized a House procedure known as "Special Orders" to schedule speeches by Caucus and non-Caucus Members on bilingual education and H.R. 5231. The purpose of this Caucus activity was to inform House Members about the educational needs of limited-English-proficient students, the practice of bilingual education in our schools, and the merits of the Kildee-Corrada bill.

Sixteen House members used the Special Orders procedure to speak or insert material into the *Congressional Record* on bilingual education. The material they presented, encompassing both national and local perspectives, dispelled confusion about bilingual education, increased Members' appreciation of the importance of Title VII, and garnered additional support for H.R. 5231.

Fifth Step: Subcommittee Adoption of H.R. 5231 as Amendment to H.R. 11

On April 24, 1984, the House Elementary, Secondary and Vocational Education Subcommittee met to "mark-up" H.R. 11, Chairman Perkins' omnibus bill reauthorizing expiring Federal education programs. During the mark-up, the Subcommittee agreed to a motion by Representative Kildee to substitute H.R. 5231 for those provisions in H.R. 11 which would have simply extended existing Title VII law.

The 10-8 vote to substitute H.R. 5231 for the simple extension provisions of H.R. 11 was divided along party lines. Voting for the substitution were: Frederick C. Boucher (D-VA), Sala Burton (D-CA), Baltasar Corrada (D-PR), William Ford (D-MI), Augustus Hawkins (D-CA), Charles A. Hayes (D-IL), Dale E. Kildee (D-MI), George Miller (D-CA), Carl Perkins (D-KY), and Pat Williams (D-MT). Voting against the substitution were: Steve Bartlett (R-TX), Rodney Chandler (R-WA), Bill Goodling (R-PA), Steve Gunderson (R-WI), Howard Nielson (R-UT), Ron Packard (R-CA), Marge Roukema (R-NJ), and Tom Tauke (R-IA). Absent and not voting by proxy were: Gary Ackerman (D-NY), Ike Andrews (D-NC), and Mario Biaggi (D-NY).

Prior to agreeing to Representative Kildee's motion to substitute H.R. 5231 for the simple Title VII extension provisions contained in H.R. 11, the Subcommittee rejected, by the same party-line vote, two alternative amendments. The first amendment, offered by Representative Bartlett, would have set aside 15% of all Title VII funds for "Special Alternative Instructional Programs" which need not use the child's native language for instruction.

The second amendment rejected by the Subcommittee was offered by Representative Goodling, the Subcommittee's ranking minority member. The Goodling Amendment, which incorporated most of the features of J.R. 2682, would have eliminated any reference or requirement pertaining to instruction in a child's native langauge and would have changed the name of Title VII from the Bilingual Education Act to the English Competence for Educational Advancement Act.

During the April 24th Subcommittee session, Representatives Kildee and Corrada agreed, at the request of Chairman Perkins, to continue discussions with Representatives Steve Bartlett and John McCain (R-AZ) on amendments that would expand the flexibility of Title VII.

Sixth Step: Committee Adoption of Bi-Partisan Compromise Amendments To Bilingual Education Provisions of H.R. 11

On May 2nd, the House Education and Labor Committee took up the Subcommittee-passed version of H.R. 11. It also adopted, by an unrecorded voice vote, a block of amendments which had been developed through negotiations between Representatives Kildee and Corrada and Representatives Bartlett and McCain.

The Kildee-Corrada/Bartlett-McCain compromise expanded Title VII to authorize grants for Special Alternative Instruction Programs—programs which need not use the child's native language. These programs would have to include "specially designed curricula and [be]

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appropriate for the particular linguistic and instructional needs of the children enrolled . . . [and provide] structured English language instruction and special instructional services which will allow a child to achieve competence in the English language and to meet grade-promotion and graduation standards."

Under the Kildee-Corrada/Bartlett-McCain amendments, 4% of the fund currently available under Title VII would be reserved for Special Alternative Instruction Programs and related activities to a maximum of 10% by stipulating that 50% of all appropriations greater than $140 million (subject to the 10% limitation on total funding) be devoted to the new program. The amendments authorize the Secretary to grant funding preferences for Special Alternative Instruction Program applications from school districts where the implementation of bilingual education is administratively impractical because of small numbers of children from any one language group or because qualified instructional personnel are not available.

Seventh Step:
Committee Report Filed on H.R. 11

On May 15, 1984, the Education and Labor Committee filed its report, including minority and supplemental views, on H.R. 11. The majority (Democratic) report recommended House approval of the Committee-passed Kildee-Corrada/Bartlett-McCain Title VII legislation.

The minority (Republican) report—signed by John Erlenborn, Bill Goodling, Marge Roukema, Steve Gunderson, Ron Packard, Howard C. Nielson, and Tom Tauke—objected to the "omnibus" character of H.R. 11. The report identified as a "special concern" the inclusion in H.R. 11 the Kildee-Corrada legislation to revise and reauthorize the Bilingual Education Act. While the minority report acknowledged that "the bill was somewhat improved . . . when the Full Committee adopted the compromise agreed upon by the sponsors of the legislation and our colleagues Steve Bartlett and John McCain", it nevertheless criticized as improper the legislation's provisions relating to native language instruction. The minority report concluded that "H.R. 11 in its present form is not worthy of support."

Three minority members of the committee—James M. Jeffords (R-VT), Steve Bartlett, and John McCain—presented supplemental views on H.R. 11. While they agreed with their minority colleagues "about the problems associated with an omnibus bill which incorporates a number of education programs," they disagreed with the minority views on bilingual education, stating that the Committee's approval of the compromise amendments "make bipartisan support for bilingual education possible and desirable."

Eighth Step:
House Passage of H.R. 11

On July 25, 1984, the House took up H.R. 11 under an open rule permitting amendments and providing for two hours of general debate.

General Debate

Although H.R. 11 reauthorized ten Federal education programs, Title II of the measure, which revised and reauthorized the Bilingual Education Act, received the greatest attention during general debate on the measure. Twenty-two of the twenty-six Members who spoke or inserted material into the *Congressional Record* during general debate on H.R. 11 addressed the bilingual provisions set out in Title II of the bill.

The Kildee-Corrada/Bartlett-McCain provisions were supported by most of the members who engaged in general debate on the bill.

Speaking in support of the provisions were: Chairman Perkins and Representatives Steve Bartlett, Dale Kildee, Robert Garcia (D-NY), Ron Coleman (D-TX), Solomon Ortiz (D-TX), Charles Hayes, Baltasar Corrada, Barbara Vucanovich (R-NV), Ron de Lugo (VI) and Bill Richardson (D-NM).

The following Members submitted material in support of the bilingual education provisions of H.R. 11 for inclusion in the *Congressional Record* at the point of general debate: Representatives Robert Matsui (D-CA), Joseph Gaydos (D-CA), Edward Roybal (D-IL), Lawrence Smith (D-FL), Paul Simon (D-IL), James H. Scheuer (D-NY), Walter Fauntroy (D-DC), and Jerry M. Patterson (D-CA).

Representative Mario Biaggi's *Congressional Record* remarks supported the legislation but stated his belief that the "flexibility [afforded by the Kildee-Corrada/Bartlett-McCain compromise] did not go far enough."

Three members—Representatives Bill Goodling, John Erlenborn, and Marge Roukema—spoke against the Kildee-Corrada/Bartlett-McCain provisions, and Representative Norman Shumway (R-CA) submitted material against the bilingual education provisions of the bill for inclusion in the *Congressional Record*.

Amendments to Title II

Following general debate on H.R. 11, the House proceeded to consider amendments to the bill, on a title-by-title basis.

The first two amendments, offered *en bloc*, were proposed by Representative Erlenborn. The first amendment changed the definition of programs of "Transitional Bilingual Education" by adding the following restrictive language:

> Such programs are not for students whose usual or dominant language is English. Such programs may utilize the child's existing non-English language as the language of instruction in various subjects but are not to teach non-English languages as a subject."

The second amendment restricted the purpose of the statute to support for programs serving students "whose dominant language is a language other than English."

Representatives Kildee and Bartlett spoke in opposition to the Erlenborn amendments. Mr. Kildee emphasized the adequacy of the current reference to "children of limited English proficiency" in the definition of "Transitional Bilingual Education" and the vagueness of the proposed "usual or dominant language" standard. Mr. Bartlett criticized the amendment on the grounds that it was "unnecessary and exceedingly cumbersome for school districts."

The Erlenborn Amendment was rejected on a division vote of 4 ayes, 10 noes.

The next amendment, again offered by Representative Erlenborn, proposed to add the following language to Title II:

> Parents or legal guardians of students identified for enrollment in bilingual education programs shall be informed of (i) the reasons for the selection of their child as in need of bilingual education, (ii) what alternative educational programs are available, and (iii) the nature of the bilingual education program and the instructional alternatives. Before any student may be enrolled in any bilingual education program funded under this title, the school shall request and receive parental approval for any such enrollment.

Representative Bartlett responded by offering an amendment to the Erlenborn amendment. The Bartlett amendment proposed to strike the last sentence of the Erlenborn amendment, and to insert in lieu thereof the following:

> Parents shall also be informed that they have the option of declining enrollment of their children in such programs and shall be given an opportunity to do so if they so choose.

Mr. Kildee spoke in support of the Bartlett amendment to the Erlenborn amendment, and after substantial discussion, Representative Bartlett's amendment was approved on a division vote of 14 ayes, 4 noes. The House then approved the Erlenborn amendment as amended by a voice vote.

The final amendment, offered by Representative Goodling, modified the definition of "Program of Academic Excellence" to make clear that Special Alternative Instruction Programs as well as Transitional Bilingual Education programs could qualify for grants under this program. Representative Kildee stated that it was his intent that the money reserved for Special Alternative Instruction Programs and related activities also be available under the new grant for programs of academic excellence. Accordingly, Representative Kildee indicated his acceptance of the Goodling amendment, and the amendment was adopted by voice vote.

Other amendments to H.R. 11

Prior to passing H.R. 11 on July 26th, the House adopted two amendments which are of interest to this legislative overview.

The first amendment set FY 1985 authorization ceilings for the programs included in H.R. 11. The FY 1985 authorization ceiling imposed by the amendment on bilingual education programs covered in Title II of the bill was $176 million—almost $37 million higher than the current authorization ceiling.

The second amendment, concerning school prayer, provided that

> No State or local educational agency shall deny individuals in public schools the opportunity to participate in moments of silent prayer nor shall the United States or any State or local educational agency require any person to participate in prayer or influence the form or content of any prayer in such public schools.

Action to Facilitate a House-Senate Conference

Before a legislative bill can be signed into law, it must be passed by both chambers, and any differences between House and Senate versions of the bill must be reconciled through a House-Senate conference. Given the fact that the Senate had not taken up legislation comparable to H.R. 11, the House approved two technical motions following passage of the bill making possible an expedited House-Senate conference on the legislation.

Under the first motion, the House agreed to substitute the text of H.R. 11 for the text of a Senate-passed bill (S. 2496) which reauthorized the Adult Education Act. The second motion requested a conference with the Senate on S. 2496 and appointed House conferees.

Ninth Step: House-Senate Conference on S. 2496

Although proponents of the Education Amendments of 1984 hoped for an expedited conference on S. 2496, Congressional recesses and the death of the Chairman of the House Education and Labor Committee occasioned delay.

On August 3rd, Representative Carl D. Perkins suffered a fatal heart attack during a flight from Washington to his home in Kentucky. The Bilingual Education Act of 1968 is one of the many Federal education programs established during Mr. Perkins' 17 year chairmanship of the Education and Labor Committee.

On September 6th, Augustus F. Hawkins (D-CA) was named as Chairman of the House Education and Labor Committee. Representative Hawkins—one of the original co-sponsors of the 1968 Bilingual Education Act—is a strong advocate of Federal education programs, especially programs for populations with special needs. Representative Hawkins' staff were centrally involved in the development and promotion of the new Title VII legislation.

In late September, House and Senate staff engaged in informal negotiations over the substance of the Education Amendments of 1984. NABE, the Congressional Hispanic Caucus, and other organizations in the Washington bilingual education coalition conferred with Senate staff on the House-passed legislation, especially on Title II.

On October 1, House and Senate Conferees met to formally resolve differences between their respective versions of two major pieces of legislation—the vocational education reauthorization bills and the Education Amendments of 1984. The 21-Member House delegation was chaired by Committee Chairman Hawkins, and the 5-Member Senate delegation was chaired by Labor and Human Resources Committee Chairman Orrin Hatch (R-UT).

Conference discussion of Title II of the Education Amendments was straight-forward and brief. The Senate agreed to accept the House-passed provisions regarding the Bilingual Education Act, with two relatively minor changes. The first change, proposed by Chairman Hatch, inserted a provision in the bill prohibiting the Secretary from "further defining . . . restricting or expanding through regulations the definitions of programs set out in the act." The second change, also made to the Adult Education and Impact Aid programs, was to reduce the length of the reauthorization of the Bilingual Education Act to four years—FY 1985 through FY 1988.

From a strategic standpoint, the most important change made in the House-

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passed Education Amendments of 1984 was the conferees' agreement to drop the House-passed school prayer amendment. While stating his personal support for the school prayer amendment, Senator Hatch warned House conferees that the Senate would not act on a conference report on S. 2496 unless the school prayer amendment was dropped. The House receded from its position, and the school prayer amendment was dropped from the legislation.

Tenth Step:
Adoption of the Conference Report

Senate

On October 3rd, the conference report on the Education Amendments of 1984 was considered by the Senate Education, Arts, and Humanities Subcommittee. Chairman Robert Stafford (R-VT) opened discussion, recommending that the Senate adopt the conference report. With respect to bilingual education, Senator Stafford stated that "the bilingual education program has been greatly improved by the House amendments, and the Senate conferees were impressed by the presentation of the House Members on this subject." Senator Stafford, and later Senator Dan Quayle (R-IN), emphasized, in particular, their support for the House bi-partisan compromise expansion of Title VII to include funding for special non-bilingual programs for LEP students.

Senators Edward M. Kennedy (D-MA) and Christopher J. Dodd (D-CT)—both Members of the Education, Arts, and Humanities Subcommittee—spoke at length in support of bilingual education and Title II of the Education Amendments. Senator Kennedy emphasized the community-inspired improvements in ESEA Title VII brought about by the legislation while Senator Dodd emphasized the growing need for Title VII programs, the importance of Transitional Bilingual Education programs for LEP students, and the potential of Developmental Bilingual Education for all students.

The only negative statements regarding the bilingual provisions of the Education Amendments were made by Senator Steven D. Symms (R-ID). Senator Symms charged that past bilingual education programs for adults have ". . . proved to be a lobby training program . . . for more bilingual education funding." Senator Symms provided no evidence to support his serious allegations. He did, however, vow that "during the 99th Congress, I will work with the appropriate committees to bring accountability to the Adult Bilingual Education Program."

The Senate agreed to the conference report on S. 2496, the "Education Amendments of 1984," by an unrecorded voice vote.

House

On October 4th, the House took up the conference report on S. 2496. All Members who addressed the issue of bilingual education expressed satisfaction with Title II of the legislation. Representatives Jeffords, Bartlett, McCain, and Biaggi emphasized the flexibility afforded by the new Special Alternative Instruction Programs, while Representative Paul Simon referred to enhancing the language education of all students. Chairman Hawkins and Ron de Lugo (VI) spoke to the general virtues of the legislation.

As was the case in the Senate, the conference report on S. 2496 was approved in the House by an unrecorded voice vote.

Eleventh Step
Education Amendments Signed Into Law

On October 10th, S. 2496 was transmitted to the President for signature. Although Secretary Bell recommended that the President sign the legislation, the Office of Management and Budget objected to the bill on the grounds that the FY 1985 authorization ceilings specified therein exceeded the Administration's budget recommendations.

On October 19th, President Reagan signed S. 2496, the "Education Amendments of 1984" into law—Public Law 98-511. With respect to bilingual education, the President's Statement upon signing the law noted:

> I am especially pleased that the amendments to the Bilingual Education Act allow some flexibility for local school districts to use Federal funds for the many proven alternatives to the traditional methods in bilingual education that they believe are better suited to helping their limited English speaking students learn English. In the future I hope to work with Congress to further expand this much needed flexibility.

Executive Board Meeting Report

A regular meeting of the NABE Executive Board was held in San Francisco, California on November 8-10, 1984. The following are highlights of the actions taken at the meeting. Additional information on the meeting may be obtained from your Regional Representative.

- The Executive Board met with the 1985 Conference Planning Committee to make final decisions regarding speakers, schedule, and conference activities.
- Affiliates owing more than $100 in affiliate dues will be advised of possible removal as a NABE affiliate if payments are not brought up-to-date.
- The Board adopted a policy for accepting advertisements in NABE publications.
- The Board adopted a policy for renting the NABE mailing list.
- The Board approved NABE's obtaining its own bulk mailing permit.
- The Board proposed a revised set of Bylaws to be submitted to the membership for review and input.
- The Board approved a permanent NABE Conference logo design.
- The Board selected Miami, Florida, as the site of the 1989 NABE Conference.
- The Board, upon the recommendation of the past Chair of the Parental Concerns Committee, the Parent-at-Large, and the members of the Parent SIG, abolished the Standing Committee on Parental Concerns.
- The Board selected "Academic Equity and Excellence Through Bilingual Education" as the theme of the 1986 NABE Conference in Chicago, Illinois.

1984 Report on Bilingual Education

In keeping with the provisions of the Bilingual Education Act and Title VII of the Elementary and Secondary Education Act (ESEA), Secretary of Education T.H. Bell has submitted his 1984 report on *The Condition of Bilingual Education in the Nation* to the Congress and the President. A few of the report's highlights are discussed below.

Student Populations

Based on figures from the 1980 Census and the English Language Proficiency Survey (ELPS) of 1982, preliminary estimates indicate that the number of 5- to 10-year-old non-English-language background (NELB) children increased from 3.8 million in 1976 to 4.5 million in 1982, a jump of 27 percent. During the same period, the number of LEP students grew from 2.0 million to 2.4 million, up 20 percent.

Services to LEP Students

From FY 1982 to FY 1983 there was a 40 percent rise in the number of students benefiting from Title VII programs and a 12 percent growth in the number of projects funded: in addition, a greater number of states and territories received Title VII aid (up 18 percent) with 13 percent more langauge groups obtaining services.

In order to demonstrate innovative and exemplary approaches in the teaching of LEP children as well as ways in which local schools could build their capacity to institutionalize bilingual education programs, the Office of Bilingual Education and Minority Language Affairs (OBEMLA) funded 60 demonstration projects in FY 1982 and 50 projects in FY 1983. The projects focused on the needs of special student populations, such as exceptional children, recent immigrants, and English-dominant and preschool children.

A number of the programs administered by OBEMLA are also enumerated in this year's report. These programs include assistance to refugee children, bilingual vocational training, professional development, and information support services.

State and Locally Funded Services

In FY 1982 and FY 1983 states' activities continued to increase. In 1983, 22 states and American Samoa had legislation that either required bilingual education for LEP students or allowed the use of languages other than English for classroom instruction. It is significant that local school districts showed greater financial commitment to implementing bilingual education programs.

Teachers for LEP Students

It is reported that in 1980-81 nearly one-quarter of all public school teachers in the United States had limited-English-proficient (LEP) students in their classes. A non-English language was used by approximately 11 percent of these teachers in the classroom. From 1976-77 to 1980-81 (the first year of federally funded training programs for bilingual teachers), the number of teachers with the skills and basic academic preparation to instruct effectively LEP students doubled. Yet in spite of this increase, there were many instances in which teachers qualified to instruct LEP students were not assigned to do so.

The Department of Education (ED) will release its final estimates on teacher need when the 1980 Census and the 1982 ELPS have been fully analyzed.

Research and Evaluation

The Department of Education sponsored a number of research and evaluation studies that were designed "to determine the need for bilingual education, to improve services to students with limited English proficiency, and to improve Title VII program management."

Among the studies from which the report cites results are the *1980-81 Teacher Language Skills Survey* (TLSS) and the *Significant Bilingual Instructional Features* (SBIF) study. These research activities were funded under Part C of the Bilingual Education Act.

The report also gives the findings from studies on bilingual education (funded under Part B of the Vocational Education Act of 1963) and on school practices in schools receiving Title I funds.

In the latter part of FY 1984, the Department of Education will begin to synthesize the findings from research and evaluation activities funded by ED since FY 1979.

Future Directions

ED foresees a need to give greater flexibility and more decision-making responsibility to school districts in deciding how best to identify and then serve LEP students. Furthermore, states and local school districts will be allocated a greater proportion of Title VII funding in FY 1984. A large redistribution of funds to Basic Grant programs of school districts will provide services to almost 25,000 more students and approximately 79 more school districts.

Copies of the full report and the executive summary of the *Condition of Bilingual Education in the Nation, 1984* are available from NCBE. For ordering information, please contact *NCBE, 1555 Wilson Boulevard, Suite 605, Rosslyn, VA 22209; (800) 336-4560 or (703) 522-0710.*

Reprinted from *Forum*, October-November 1984, National Clearinghouse for Bilingual Education.

Jobs Available

National Longitudinal Study of the Effectiveness of Services Provided to Language-Minority Limited-English-Proficient Students: Boston, MA; New York, NY; Newark, NJ; Miami, FL; Cleveland, OH; St. Paul MN; Espanola, Gadsden, NM; Dallas, San Antonio, Brownsville, TX; Los Angeles, San Francisco, CA. Part time positions, beginning in January and February. Persons with classroom experience and background in ESL methods, language acquisition, or linguistics needed to assist in a national study on the education provided to limited-English-proficient students. Responsibilities include classroom observation and data collection within public elementary schools. Salary, $8-12.50 per hour. Send resume to: Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204.

Events of Interest

Selection Procedures Study

Pelavin Associates is conducting the study of "Selection Procedures for Identifying Students in Need of Special Language Services," for the U.S. Education Department. The study is to provide an in-depth examination of the selection procedures that are used to identify and place limited-English-proficient (LEP) language minority students into special language programs and the exit procedures that are used to reclassify these children into mainstreaming classrooms. A major preconference workshop will be held on this topic in conjunction with the NABE Conference in March. Registration forms (no fee) can be obtained from NABE or Pelavin Associates (202) 785-3308. Co-Principal Investigators: Blanca Rosa Rodriguez and Sol H. Pelavin.

March 29-31, 1985 **Sixth Annual Ethnography in Education Research Forum** sponsored by the University of Pennsylvania Graduate School of Education and the Center for Urban Ethnography. Proposals for papers, work sessions and/or special interest groups are due January 14, 1985. For more information contact Kathy Neustadt, Forum Coordinator, Center for Urban Ethnography, A-59, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104 or (215) 898-3273 or 898-6998.

Perspectives on Bilingualism: 1985
"Bilingualism: Problems, Prospects, Evaluation"

The Bilingual Developmental Psychology Ph.D. Program, Ferkauf Graduate School of Psychology, Yeshiva University, and the New York Bilingual Education Multifunctional Support Center (Hunter College, CUNY, and Teacher's College, Columbia University) will sponsor their fourth annual one-day Invitational Conference on June 7, 1985, under the general title **Perspectives on Bilingualism**. This year's conference will be devoted to the topic **Bilingualism: Problems, Prospects, Evaluation**. The program is now being planned and will consist of invited papers only. For information concerning participation and attendance, please contact Prof. Joshua A. Fishman, Ferkauf Graduate School of Psychology, Yeshiva University, 1165 Morris Park Ave., Bronx, N.Y., 10461. Telephone: 212—430-2370 or 212—430-4201.

The seventh annual conference of the National Association for Asian and Pacific American Education will be held May first through the fourth, 1985, at the Summit Hotel in New York City. The theme of the conference will be **Growth and Unity through Cooperative Effort**. For more information about participating, please contact Ms. Shirley Yu, Chinatown Manpower Project, 70 Mulberry Street, Third Floor, New York, NY 10013. By phone call (212) 964-7719 or -7714.

The First Biennial Conference on "Effective Schools for Early Adolescence" will be held in Tucson, Arizona, on March 7-9, 1985. The conference will be developed around four primary strands: human development, curriculum and instruction, administration and organization of middle level schools, and school context. The conference coordinators are Hershel Thornburg, Department of Educational Psychology and Donald Clark, Department of Secondary Education. For information on attending the conference please write Dr. Thornburg at the Department of Educational Psychology, University of Arizona, Tucson, Arizona 85721. For call for papers information, write Dr. Clark, Department of Secondary Education, University of Arizona, Tucson, Arizona 95721.

Exalting Teaching and Learning
Fortieth Annual ASCD Conference
March 22-26, 1985—Chicago, Illinois

The fortieth annual confernece of the Association for Supervision and Curriculum Development (ASCD) will be held March 22-26, 1985 in Chicago, Illinois. The conference theme, "Exalting Teaching and Learning," will be reflected in presentations on such topics as the teaching and learning process, high tech/high touch, curriculum balance, professional growth and renewal, and human resource development. For further information, contact Sarah Arlington, Conference Coordinator, ASCD, 225 North Washington Street, Alexandria, Virginia 22314.

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

The Reagan Administration's Fiscal Year 1986 Education Budget

by James J. Lyons
NABE Legislative Counsel

Programs which improve the schooling of national origin minority students would be particularly hard hit if the Reagan Administration has its way with the Fiscal Year 1986 Federal budget. Because congressional disenchantment with the Administration's budget priorities is so pervasive, however, there is little likelihood that Congress will quickly adopt the President's budget proposals.

The purpose of this article is to provide an overview of the President's 1986 budget and to provide detailed information on how the Administration's budget proposals would affect education programs.

The President's Fiscal Year 1986 Budget

For Fiscal Year 1986, the Administration has proposed a Federal budget of $974 billion—a $15 billion increase over the current fiscal year level. The President's budget would:

- boost defense outlays by approximately $29 billion—about 13 percent—to almost $278 billion;
- cut domestic programs by approximately $40 billion; and,
- reduce revenue sharing to cities and counties by more than $4 billion by Fiscal Year 1987.

The range of domestic program cuts is broad—from farm subsidies to Medicare to elimination of the Small Business Administration, the Legal Services Corporation, and Urban Development Action Grants. While the President's proposals would further cut social services to low-income Americans, they would also end benefits and programs for middle-income Americans.

Education Programs

For the Education Department, the Administration has proposed what it calls a "Freeze-Plus" budget of $15.5 billion. The "Plus" does not refer to additional money, but rather to a $3 billion cut in Federal spending for education programs from current funding levels. The "Freeze" itself, because of inflation, also results in a relative reduction of Federal support for education.

Higher Education

In dollar terms, the bulk of the cuts would come in the area of higher education. The President's budget seeks more than $2.5 billion in cuts for higher education programs, with a $2 billion reduction proposed in the Guaranteed Student Loan and Pell Grant programs. To achieve these reductions, Federal student financial assistance would reportedly be limited to $4,000 per student and would only be available to families with incomes below $32,500. The Administration's budget proposals for student financial assistance have already stirred debate on Capital Hill, debate that will intensify later this year when Congress takes up the reauthorization of the Higher Education Act.

Additional reductions in Federal outlays for higher education are to be achieved through funding cuts or termination of the following programs:

- $93 million cut (to $82 million) in Special Programs for the Disadvantaged (TRIO). The Talent Search, Educational Opportunity Centers and Staff Training programs would be terminated.
- Six higher education programs would be terminated immediately through a $60 million rescission of Fiscal Year 1985 appropriated funds. The programs are: National

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Membership Survey Provides New Insights

Results of the NABE Membership Survey conducted last fall by Penny Harrison are now in. While mostly in tabular form, the results nevertheless provide some insight on who NABE members are; what they want from their membership; and what they consider the organization's strengths and weaknesses.

The Membership Survey was in the form of a four-page questionnaire which was mailed directly to all NABE members. A postage-paid reply envelope was included to encourage response. The result was 460 returns, representing 21% of the membership.

In reviewing the data, it is necessary to consider various response patterns. Some groups responded better than others, resulting in disproportionate representation. For example, administrators, who constitute 22% of the total NABE membersip, provided 46% of all survey responses. College instructors, 13% of NABE's current enrollment, turned in 22% of the responses. PK-12 teachers, who represent 22% of the membership, supplied 18% of the responses, while Associate Members, 17% of the membership, provided only 10% of the total responses.

Response by geographic area also varied. The Western Region (Alaska, Arizona, California, Colorado, Montana, New Mexico and Washington) represents 21% of the total NABE membership, yet provided 30% of the response.

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National Association for Bilingual Education Executive Board 1984-85

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Sarah E. Meléndez
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-5940

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Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

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Multifunctional Support Center
500 S. Dwyer Avenue
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2139 Wisconsin Ave., N.W.
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Bilingual Office
595 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

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IDRA
5835 Callaghan Road
San Antonio, TX
(512) 684-8180

Parent-at-Large
Norma Preciado
Box 374
Playas, NM 88020
(505) 436-2794

Eastern Regional Representative
Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables FL 33124
(305) 284-6501

Central Regional Representative
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Ave.
Chicago, IL 60603
(312) 621-9682

Western Regional Representative
Aurora Martinez-Quevedo
Bilingual Consortium
1671 Park Ave., Suite 1
San Jose, CA 95126
(408) 998-6112

NABE JOURNAL Editor
Eugene Garcia
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218
(602) 965-7134

NABE NEWS Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007
(202) 625-3540

NABE National Office
Carolyn Riddick
NABE Office Secretary
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

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Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

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Call For Papers

The **NABE Journal**, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be give to papers dealing with specific application of theoretical formaulations to educational settings characterized by linguistic and cultural diversity. The **Journal** expects to publish these papers (one or two in each issue) in the next four issues (1984-1985).

Manuscripts should usually be no longer than twenty double-spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English of from 250 to 1,000 words, or an English translation or parallel version.

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Message From the President

By Dr. Sarah E. Meléndez

Elsewhere in this issue of **NABE News**, you will find an article describing the results of the recent membership survey conducted by NABE.

There were several reasons for our undertaking a membership survey. In the first place, we wanted more information about our membership. Secondly, we wanted to know what you think of NABE and its work, the NABE conference, the **NABE News** and the **Journal**. We wanted this information in order to plan for the future, in terms of member services, and to develop strategies for recruitment of new members.

While response to the survey was lower than we had hoped, it was an acceptable 21 percent. Here are some of the highlights.

Almost half the respondents (46%) are administrators; college instructors and professors constitute 28%, and teachers of K-12, 18%. These figures do not agree with an analysis of our membership list which showed 35% teachers and professors, and 22% administrators. It appears that administrators responded at a much higher rate than the teachers. The NABE Board is very interested in increasing communication with teachers and in making NABE the kind of association that every teacher in bilingual education will want to join.

84% of respondents also hold membership in their state affiliate. We believe the reverse is not true and will be working with affiliates to increase NABE membership.

Approximately 50% of respondents attend NABE conferences. Teachers have the lowest rate of attendance, which is understandable since many school districts will not release them to attend conferences. We must be creative in finding ways to increase teacher attendance at NABE conferences. We must also find ways of taking NABE to the states. Perhaps it is time to think of smaller, regional conferences in addition to the annual conference.

We were delighted that respondents rated the **NABE Journal** and **News** as excellent or good (89% and 85%, respectively). Our editors, Gene Garcia, **Journal**, and Nancy Zelasko, **News**, are to be commended for their fine work.

More respondents felt that membership in NABE was most valuable, or very valuable, to the profession than to individuals. We have work to do in convincing individuals that membership in the only national association dedicated solely to the expansion and improvement of bilingual education is valuable to them personally, both for professional development, as well as for the promotion of the profession.

Respondents think that keeping members informed about developments in bilingual education is NABE's most valuable service. We have made efforts this year to communicate with you more often (the survey was part of that effort). We shall continue this effort, but we ask that you consider the cost of frequent mailings and make it a point to recruit one member for NABE. The costs of mailings, the **Journal**, and the **News** go down as membership goes up.

Most of the suggestions for improvement have merit. However, I believe most members do not realize that NABE has only one full-time staff person. Her time is mostly used to process membership and the day to day clerical details. Everything NABE does is done by volunteers-all of whom have full-time employment responsibilities. Board, committee, and SIG members work for NABE out of a sense of professionalism and dedication to children and bilingual education.

We have now developed and grown to the point where we must think seriously of the need for an executive director and support staff, if we are to do all the things you want us to, and we know we must do, if we are to continue to grow and improve our services to members.

Sarah Meléndez

Let me remind you that we need staff to do these things, and funds to hire staff. Funds requires more members, as well as fundraising. We are working on both and ask your help again.

Remember, only those who are willing to get in and work for change and improvement have the right to criticize and complain. Help us recruit members. Send a tax deductible contribution. Above all, stay active. Communicate with us. Let us know when we please you and when we don't. Join a committee, a SIG, run for office. But do something!

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From Theory to Practice

Reader-Generated Questions: A Tool for Improving Reading Comprehension

By Rick Henry
LaGuardia Community College
City University of New York

Exactly what is meant by the term reading comprehension? How is a text comprehended? Do strategies for comprehension differ from reader to reader? How can a teacher help a student comprehend an assigned text? How can a teacher know if a student has comprehended?

In an introspective account of her own reading strategies, Ortiz (1977) claimed that as she read she naturally asked herself questions, questions which occurred to her spontaneously about the content of a text, but much more frequently at the beginning of a passage than later on. She reported that it was through this spontaneous and natural questioning that she arrived at comprehension. She also found that she could kindle interest in a passage of intrinsically little appeal to her by forcing herself to ask questions about the content.

In the teaching of reading, questioning has long been used as a tool for the improvement of comprehension. However, questions used for this purpose are traditionally "other-imposed," by the writer(s) or editor(s) of a text or by the teacher, so they are of a very different nature from those Ortiz refers to. Yet, as Tullman (1978) and others have found, when questions are imposed by others, readers (and especially poor or developing readers) often comprehend only what the questions ask for. Therefore, paradoxically, the very instruments designed to aid comprehension can, in fact, limit it. It has also been effectively argued by Moeser (1978) and others that "other-imposed" questions actually interfere with normal reading strategies. The implications of these studies are that readers comprehend differently and more naturally when questions are not imposed by others.

My own teaching experiences have corroborated these findings over and over again in that I have often discovered, to my bewilderment, that if I happen to ask a comprehension question for which my advanced ESL students have not prepared in advance, although the information for which I am asking may be repeated several times in the text, they are at a loss to answer.

In reflecting upon my own reading strategies, I find that, at least sometimes, I engage in the same spontaneous questioning as Ortiz. I also find, like Moeser, that having to answer to someone else's questioning agenda interferes not only with my own agenda, but with my reading pleasure. And, of course, as a teacher, I want students not only to retain the information they know I will question them about, but to understand a text in a global way for their own sakes through their own devices. Moreover, I certainly do not want to interfere (any more than necessary) with normal reading processes.

In an effort to promote normal reading processes, global comprehension and reading enjoyment, I decided to encourage the kind of reader-initiated questioning described by Ortiz. I also decided to focus on advanced organizers (questions given at the beginning of a text) and interspersed questions (given in the midst of a text) rather than on summary questions (given at the end of a text) since, like Ortiz, I find myself more "questioning" at the start of a text than at the middle or the end. Several techniques for achieving these goals work particularly well.

1. The First-Sentence Stimulus
   The first sentence of a reading is placed on the blackboard and students are instructed to write ten questions about the sentence. For example, the first line of a story (e.g., "Chicken Little felt something fall on her head.") is put on the blackboard. Students then write questions such as Who was Chicken Little? Was she really a chicken? etc. Time is then allowed for students to ask their questions aloud in class, and others are encouraged to use their imaginations to come up with answers. After this, the actual story is handed out and students find as many answers to their own questions in it as they can. After some time for this, they share their responses. For a variation of this theme, since a teacher may want to devote some attention to writing, students may write their own stories based on the first line of the story and their questions. These may be shared and compared, later, to the "real" one. Of course, stories are not the only type of material that can be used for these activities.
2. The Thematic Stimulus
   This works very much like the first-sentence stimulus but instead

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NABE News's regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, N.Y. 11101.

A Bilingual Light That Shines For Both Minority and Majority Pupils

by Dennis Parker, Consultant
Office of Bilingual-Bicultural Education
California State Department of Education

The controversy over bilingual schooling has appeared and reappeared throughout the history of this country. It is one of the reasons that brought the first Pilgrims to our shores. Because their first migration in search of religious freedom took them from England to Holland, and because their children began acquiring Dutch at the expense of their home language (English), the Pilgrims looked to America as a place where their religious and linguistic preferences could be nurtured and flourish. Ironically, while the descendents of these founding fathers continued to encourage religious freedom for all, numerous restrictions and prescriptions favoring English have predominated in matters of language. This tradition has led to English being seen not only as a national unifying force, but also as a symbol of such paramount importance that some feel, including most immigrants, that it should actually replace other mother tongues in the U.S., that monolingualism in English is the purest form of patriotism or Americanism. The shift to English monolingualism in two to three generations by most immigrants provides a clear testament to this status and power of English in the United States.

These dynamics are important for educators who are charged with providing equal educational opportunities in learning for today's language minority students, since the effects of contact between high and low status languages can have significant educational consequences. Wallace Lambert and James Cummins, researchers from Canada, have identified two processes for developing bilingualism together with related positive and negative academic outcomes.

For example, one way of becoming bilingual is through an "additive" process, i.e., where a second language (L_2) is acquired while continuing to develop the mother tongue (L_1). This leads to "proficient" bilingualism and cognitive-academic performance often superior to monolinguals. Higher IQ's, higher reading, math, and science levels, higher vocabulary skills, more cognitive flexibility, and higher levels of divergent thinking (creativity) are the kinds of advantages associated with "additive, proficient bilinguals" when compared with monolinguals. Proportionately positive results have also been achieved when special education or low socioeconomic status children are provided opportunities to develop this type of bilingualism when compared with matched groups of their peers.

On the other hand, becoming bilingual through a "subtractive" process, i.e., the acquisition of a second language (L_2) at the expense of or while losing the mother tongue (L_1) leads to "limited" bilingualism. In this case, both languages fail to develop to reach minimum age or grade-appropriate thresholds of proficiency. These "subtractive, limited" bilinguals are charcterized by lower levels of performance than monolinguals on most cognitive-academic measures. In fact, numerous studies on these students in this century has led researchers and educators to postulate a "bilingual handicap," thus, reinforcing the position that English monolingualism may be the best educational outcome to promote for language minority students in our schools. "Submersion" or the traditional "sink-or-swim" approach derives much of its support from this rationale.

Unfortunately, such a policy also reinforces the established tradition of language shift in the United States. We see now, more clearly than ever before, that such a shift results not only in the extinction of "minority" languages and the development of English monolingualism, but also the fairly common academic failure of a high proportion of language minority students who suffer from a "subtractive, limited" form of bilingualism. It follows, then, that without some kind of special intervention to prevent L_1 loss, the "natural" course of events will continue to contribute to the seemingly "natural" underachievement of many language minority pupils.

One kind of special intervention is sometimes provided in the home by parents who continue to require that their children speak, read, and write the mother tongue. A second type is that found in community language schools organized to carry on L_1 instruction on a formal basis. A third type of intervention has been developed as a result of studies conducted in many countries including Israel, Canada, Sweden, South Africa, Mexico, and the United States. It relates to school program designs which have been created to successfully develop "additive, proficient" bilinguals.

These programs are normally referred to as "bilingual" when they address language minority students, e.g., Finns, in Sweden, French in Maine, or Ukrainians in Canada. They are also called "bilingual" or "immersion" when they address language minority students, e.g., English speakers learning French in Canada, Spanish in California, or German in Ohio. The goals of each type of program vary, however. For language minority students, L_2 proficiency, L_2 academic achievement, and psychosocial adjustment are often stated as the major desired outcomes, especially in the U.S. For majority students, the goals of L_1/L_2 academic achievement, and psychosocial adjustment predominate. Both kinds of programs which have successfully achieved these kinds of positive outcomes, however, have done so by promoting "additive, proficient" bilingualism, at least through puberty. Both use bilingual staff, provide home language

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The Reagan Administration's FY 1986 Budget for OBEMLA

by James J. Lyons,
NABE Legislative Counsel

Key congressional staff have expressed strong opposition to the Reagan Administration's Fiscal Year 1986 budget proposals for the programs administered by the Education Department's Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Calling the proposals "mean-spirited," "inherently contradictory" and "totally inadequate," staff have expressed particular resentment that the Administration would use the budget process to thwart implementation of the Bilingual Education Act which Congress painstakingly revised last year.

The Administration's Budget Proposals

The Administration proposes to terminate immediately the Emergency Immigrant Education program through a total recision of the $30 million appropriated by Congress for Fiscal year 1985. In support of this proposal, the Education Department states:

> A recission of $30 million is proposed to terminate the Emergency Immigrant Education program in 1985. This program awards grants to school districts enrolling substantial numbers of immigrants. Immigrant children in need of special services would also qualify for services under other Federal programs because of their economic disadvantage, limited English proficiency, or refugee status. Services provided under Chapters 1 and 2 of the Education Consolidation and Improvement Act of 1981, the Bilingual Education Act, the Refugee Act of 1980, and Refugee Education Assistance Act of 1980 are sufficient to provide services to immigrant children in need of them.

For the Bilingual Education Act and the Bilingual Vocational Training programs authorized under the Vocational Education Act, the Administration proposes to freeze Fiscal Year 1986 spending at current Fiscal year 1985 levels—$139.3 million and $3.7 million respectively.

In addition to freezing Title VII funding, the Administration proposes to ignore the major funding reservations set out in the newly revised Bilingual Education Act. The Administration proposes to ignore:

- the ten-percent limitation on funds for Special Alternative Instruction Programs and related activities (programs which need not use a child's native language for instruction) set out in Public Law 98-511;
- the reservation of sixty percent of all program grant funds for programs of Transitional Bilingual Education; and,
- the reservation of additional money for training (25 percent under the new Bilingual Education Act versus 20 percent under the 1978 version of the Act). For training, the Department not only proposes to ignore the requirement of increased funding, but also proposes to cut training funds by $9.6 million from current Fiscal Year 1985 levels.

The Department's stated justification for the first two changes is that:

> There is no research or other information to support the current limitation in law. The modest flexibility allowed in the recent reauthorization should be expanded in the face of the pressing need to help schools educate these children in the ways that help them best.

The Department's justification for its proposals to reduce rather than expand training is that:

> Funding for training activities is reduced by $9.6 million to $24 million in 1986. This decrease responds to research findings which indicate that the demand for new bilingual education teachers is far less than previously believed. Adequate funds are available to cover inservice training needs and the training of new teachers.

Additionally, the Department proposes specific appropriations language to bar funding for three of the programs authorized in the new Bilingual Education Act; these programs are grants for programs of Developmental Bilingual Education, Materials Development programs, and Family English Literacy programs. The Education Department's budget justifications do not address the rationale of this request.

Congressional Staff Reaction

Congressional staff have reacted negatively to the Administration's proposed OBEMLA budget. Their objections to the Administration's proposals can be grouped into three categories.

First, congressional staff have criticized the Department's proposals on the grounds that they contravene and attempt to circumvent the clear provisions and priorities set out in the new Bilingual Education Act. One staff member said the Administration's proposals demonstrated "contempt" for the work of Congress.

Second, congressional staff have criticized the Department's OBEMLA budget proposals as "inherently contradictory." For example, the Administration seeks to remove the limitation on Special Alternative Instruction Programs to achieve greater "flexibility." At the same time, the Administration proposes to terminate funding for the highly "flexible" Emergency Immigrant Education program.

Several staff have expressed particular resentment over the Administration's proposal to bar funding for the new Title VII Family English Literacy programs while the Administration's budget proclaims Adult Literacy to be one of its three "Educational Initiatives" (the other "initiatives" are Tuition Tax Credits and Tax-Exempt Education Savings Accounts).

Third, congressional aides have objected to the Administration's OBEMLA budget proposals on the grounds that they neglect the educational needs of the nation's growing limited-English-proficient population. "We will have to expand, not cut, these programs if language-minority Americans are to be able to enter the social and economic mainstream," one staff member noted.

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Why is Resettlement in the U.S. Such a Problem for the Indochinese?

by Lois Spitzer

The American idea of assimilation might work for many who left their homelands of their own free will or whose cultures and langauges are similar in some aspects to those in America. But does it work for everyone? We see the results of the successful immigrants but do we notice the failures? Americans tend to be somewhat tolerant of people with similar skin color, religious tradition and cultural heritage. What about those whose whole world of experience is so different from ours that we have no preparation for understanding them? The Indochinese are such a people and they are having a terribly difficult time assimilating into the American lifestyle. Who are these people, and what are some of their resettlement problems?

Since the fall of Saigon in 1975, the Northeast has been a hotbed of resettlement activity. According to the Department of Refugee Resettlement, Rhode Island, the smallest of the 50 U.S. states, currently has approximately 3,500 Cambodians, 1,800 Hmong, 1,200 Lao, and 350 Vietnamese (the Vietnamese have not resettled in the Providence metropolitan area). There has been a recent rash of second migration, especially among the Hmong population, to Minnesota and California where there are larger Hmong communities.

Stereotypes of the Indochinese among American society run the gamut of extremes. Either they're smart, clever, or stupid; industrious, serious, or lazy; honest, proud, or insidious. They're accused of preying upon the system, stealing jobs from Americans, and contaminating their housing with filth and strange cooking smells. The fact is that jobs are hard to come by, job security is even harder to find, and overall, the quality of life they're forced to live with is substandard. The psychological motivation of second migration follows the adage "the grass is always greener on the other side."

In Providence, there are excellent English language services offered to the refugees. There's always a struggle between language education and economic self-sufficiency. With the Public Assistance Program applying pressure on them to get jobs and become self-sufficient, education often loses the battle. As an ESL teacher, I stress the benefits of education (especially language and vocational education) but school doesn't pay bills and long range goals don't take precedence.

The Cambodians are the greatest in number in Rhode Island. Because they have a larger network, they tend to feel less isolated. They have established restaurants, stores, large community organizations, and even a school where the young can learn to read and write Cambodian. Like the Lao, they have a tradition of literacy, but like all the groups, their native education depends on their prior socio-economic status. As in our country not too long ago, education in rural areas lagged behind the metropolitan areas or was even nonexistent. Cambodians consider education to be very important and universally desire better opportunities for their children.

The Hmong seem especially discouraged. Theirs is an ancient culture based on spirit worship and the extended family. Being a nomadic people, their language and tradition are oral. Hmong was written down in the 1950's by French monks using the Roman alphabet but few Hmong can read or write using this system.) Transported from a non-literate world to a very literate one, few Hmong ever overcome the hurdles of literacy to be able to compete with Americans for jobs. The children have an easier time learning English in school but it is the parents who are most discouraged and who are moving their families.

The Lao in Rhode Island are fewer in number than the Cambodians or Hmong and they also seem to be less than happy. Many of them feel they are a neglected group in terms of services offered and they tend not to mingle with the other Indochinese groups. The Lao, unlike the Hmong, are not traditionally nomadic and many have also received some education in their country. Assimilation for the Lao, although not easy, seems to be a bit easier than for the Hmong.

The Vietnamese are so few in the Providence area that my own experience is limited. Most have resettled in the Woonsocket area of Rhode Island, where services are provided. The Vietnamese resettlement is much heavier in Boston where there is an already established Chinese and Vietnamese community. The literacy figures given to me by the Office of Refugee Resettlement do indicate, though, that more Vietnamese are literate in their native language than any of the other groups.

I have just touched the surface on some of the resettlement problems refugees are experiencing here in Rhode Island. The language problems go much deeper and an entire paper could be devoted to the language problems of each group. There is no one thing one can point to and identify as **the** problem, but when many unfortunate circumstances combine, the refugees often don't know where to turn, and as many of us in a crisis situation would do, they run.

Lois Spitzer is an E.S.L. teacher in Providence, Rhode Island.

OBEMLA Budget

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Outlook

Congressional budget and appropriations committees have started the long series of hearings on the President's budget proposals. At the same time, Members of Congress who are particularly interested in bilingual education and other programs serving language-minority students are already working on alternative budget proposals. NABE, of course, will testify at the budget hearings, and we will continue to assist Members and congressional staff develop a Fiscal Year 1986 budget for OBEMLA which is fiscally responsible and educationally sound.

Research in Bilingual Education

by Sylvia C. Peña
Associate Professor
University of Houston-University Park
Chairperson, NABE Research SIG

Ed. note: NABE News thanks NABE's Research and Evaluation SIG for contributing this article. Articles from other NABE SIG's will appear in future issues.

Research in bilingual education and related topics has increased in the last ten years. The focus on academic achievement led to more and more investigations into the interaction between differences in the languages of instruction and the language of the student. This in turn uncovered a variety of variables which led to research into school and classroom climate, teacher and student variables, and pedagogical, socio-cultural and legal issues. Thus, we can no longer claim that there is a dearth of research in bilingual or second language education. Much of this research has been supported through governmental funds, and in this article I shall give an overview of an NIE funded longitudinal study on teaching reading to bilingual children.

This Southwest Educational Development Laboratory (Austin, TX) study was completed under the direction of Betty J. Mace-Matluck and Wesley A. Hoover as co-principal investigators and Robert C. Calfee (Stanford University) as research consultant. The final reports submitted to NIE are contained in 8 volumes, five of which were made available to me as a consultant to the study.

Volume 1—Introduction (8 pp.): This introduction is a brief and succinct description of the five-year study. The research was guided by the following goals: "to (a) describe variations in both English and Spanish language ability of students living in bilingual communities, (b) document prevailing practices in reading instruction for bilingual students, and (c) investigate the relations between the instructional program and student achievement for students with differing entry profiles."

Volume 2—Design of the Study (43 pp.): Given the goals of the investigation and the funds allocated, twenty schools, 200 teachers from six school districts, and four cohorts of students were selected, for a total of 380 subjects including a sample of 60 monolingual Spanish-speaking students from a site in northern Mexico. It is unfortunate that limited funding of the project prevented full implementation of the design. Thus, some students were tracked for two instead of four years. Nonetheless, the nature of the data collected yielded interesting results based on the following:

1. Class-level descriptions of the approaches used to teach reading to children from bilingual backgrounds in Texas.
2. Descriptive information using validated precursor profiles typically found in bilingual children on entry to schools throughout the state.
3. Development and validation of a set of longitudinal achievement indices that could be used to assess growth in the various components of reading for English and Spanish.
4. Development and validation of a set of procedures for measuring the linkage between reading achievement on the one hand, and precursor and instructional variables indices on the other hand, both taking into account the possibility of interactions between precursor profiles and response to type of instruction.

Volume 3—Measurement of Growth (51 pp.): Multiple measures were used to chart growth, including *Language Assessment Scales* (LAS), the *Bilingual Syntax Measure* (BSM), used by one school district at the kindergarten level, and the *Bateria Woodcock de proficiencia en el idioma—Version en Español* used in the Mexican site. The research staff at SEDL also designed the *Oral Language Proficiency Rating Scale* to gather teacher observation and rating of student oral language proficiency in English and Spanish. Finally, taped samples of interactions at home, on the playground and in the classroom were collected for 40 subjects the first year of the study and for 120 subjects the second year. Again, it is unfortunate that limited resources forced the investigators to discontinue collecting these language samples for all but 24 children in the subsequent 8 years. Nonetheless, these data are rich in information on dialect variations, codeswitching, phonological and grammatical errors, and the subjects' pragmatic and discursive competence.

Volume 4—Oral Language Growth (44 pp.): All of the above measures were analyzed for reliability and validity with interesting findings. For example, it appears that the Sentence Comprehension portion of the LAS may be tapping other aspects of language and "is not measuring a single, underlying dimension of performance."

Matluck, Hoover and Calfee concluded that the students in the sample: (1) exhibited varying degrees of bilingualism, (2) grew more in their English versus their Spanish language skills, (3) children from the different sites varied on these two dimensions as well as in the patterns of language choice. A final significant conclusion was that "when compared to the teachers' ratings, the oral language proficiency test appeared to underestimate the students' ability, in both languages, on entry and to overestimate their ability at the higher grades."

The researchers also note that variations in patterns of acquisition in the two languages are probably due to such factors as (1) the prominence of English in school and society, (2) the differences in the nature of the bilingual programs in terms of the instructional practices and (3) the fact that some children are mainstreamed to English only classrooms after one year in the bilingual program, and (4) other socio-cultural variables which have been shown to affect academic performance. The data presented in this volume bear out these observations for it is clear that site differences are significant.

Volume 5—Reading Growth (164 pp. and appendices): This report contains full descriptions of different test, all the descriptive statistics and interpretations of the results. The *Stanford*

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From Theory to Practice

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of a sentence from a reading, the theme of the text (e.g., honesty) is written on the board and students write questions about it (e.g., Is it always necessary? Is it really the best policy? etc.).

3. The Picture Stimulus
   Since many readings are accompanied by illustration, one (or several) of these may be used as the focus of the questioning. Pictures from sources other than the reading itself may also be appropriate.
4. The Reading Stimulus
   To have students generate their own interspersed questions a fairly large portion of the reading (rather than just a single sentence) can be used as a stimulus for questioning. The reading can be handed out in sections or students can be stopped at particular points in the text to ask questions either about what they have already read or about what they anticipate from the rest of the text.

As Ortiz wisely points out, students may be somewhat reluctant at first when instructed to ask questions. After all, it is a mode of behavior which, in this context, may be unfamiliar to them. It is, therefore, advisable to ease them into the mode with a warm-up activity. For example, instead of writing the first sentence of a story on the blackboard right away, the teacher might write a sentence like, "My mother is mad at me." Students can then ask questions about this situation orally, rather than in writing, until it becomes apparent that they understand what is expected of them.

It is by now a cliché to say that knowing the answers is not nearly so important as being able to ask the right questions, but questioning in itself is a skill which must be practiced and refined if it is to be of any value. By allowing students the opportunity to practice this skill, their questions gradually become more focused and more interesting. By listening to them, teachers have the opportunity to learn about the background knowledge and cultural understandings with which their students address a text which, as Carrell and Eisterhold have suggested, facilitates teaching. Another important result of the use of the techniques described above is that students learn that some questions are fairly easily answered; others require more careful reading or further reading (of other texts) while still others are unanswerable.

It has often been pointed out that in the classroom "the most valuable information is our students' perceptions and not our (teachers') own." (Carrell and Eisterhold) The activities described above (and others) demonstrate to the student that this is, in fact, the case, and they also present reading as it is, an interactive endeavor between reader and text undertaken with self-initiative, the just rewards of which are the pleasures of new understandings.

About the author: Rick Henry is a full-time instructor in the credit proram at the English Language Center at LaGuardia Community College, CUNY. He has taught ESL and has done teacher training in the United States, Poland and Mexico.

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Affiliate News

Alaska

The Alaska Association for Bilingual Education recently held its 11th Annual Bilingual Multicultural Education Conference. Among those speaking were Robert H. Suzuki, Dean of the Graduate Studies and Research Department at California State University, Los Angeles; Rev. Michael S. Oleksa, Assistant Professor X-CED, University of Alaska, Fairbanks; Anna Lisa Allegro, National Clearinghouse for Bilingual Education, Rosslyn, VA; Karen Fenton-Cornelius, President of the National Indian Education Association, Montana State University, Bozeman; and Harold Reynolds, Sr., Commissioner, Department of Education, Juneau, Alaska.

Bilingual Education funding for Alaska continues to be an issue of major concern. Although the 1984-85 level of funding has remained at the same formula as in recent years, some intense attempts to change the formula are anticipated. Some of the proposed changes could mean as much as a 30% reduction in the level of funding available for bilingual education purposes at the state level. For information, contact Maria Dolores Garcia at (907) 586-8357.

Arizona

"Bilingual Education: Partners in a New Era" was the theme of the recent Arizona Association for Bilingual Education Conference. Featured speakers were Arizona State Senator Luis Gonzáles, who was the sponsor of the 1984 Bilingual Education law; Bambi Cárdenas, member of the U.S. Civil Rights Commission and U.S. Congressman John McCain, Co-sponsor of the Title VII Reauthorization legislation. NABE President Sarah Meléndez also addressed the conference.

California

The California Association for Bilingual Education held its 10th annual Conference in Universal City, California. The conference featured Colorado Senator Gary Hart, California Senator Art Torres; California Assemblyman John Vasconcellos, Chairman of the Ways and Means Committee; Yori Wada, Immediate Past President of the

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Fellowships Announced For Language Teachers

A three year $1.5 million fellowship program to recognize and encourage exceptional foreign language teaching in high schools has been recently announced by the Rockefeller Foundation. The program will be launched with an initial $500,000 grant in 1985.

The Fellowships, which follow a decade of declining enrollments in language classes, will be administered by Academic Alliances—a nationwide campaign to create local associations of foreign language scholars.

The program will name 100 Rockefeller Fellows, competitively chosen for outstanding teaching and a commitment to international education. Each will receive $4,500 for summer study or travel to enhance their knowledge of the country and culture they teach.

"Foreign language and international education is one of the most neglected fields in American secondary schools," explained Dr. Alberta Arthurs, director of Arts and Humanities at the Rockefeller Foundation, announcing the Fellowships. "Isolated and even ignored, because their disciplines are not primary subjects, language teachers have had to fight for attention. The new Fellowships are being created to recognize their work—to provide fresh incentives and interests and to encourage their leadership within the schools and communities."

The awards will be handled by Academic Alliances of the University of Pennsylvania—an innovative two-year old project comprised of 85 scholarly collaboratives of foreign language and literature teachers from over 120 colleges and 300 schools nationwide. Each professional association, modeled after local medical and bar associations, will nominate up to four candidates

Fellowship applications from individuals, including a written statement describing how a grant would be used to improve teaching capabilities, will be reviewed by a national panel of scholars and educators. Over 400 candidates are anticipated the first year.

The 100 finalists are expected to pursue their workplans and to share experiences with colleagues in their home communities.

"The time is right for these awards," commented Dr. Claire Gaudiani, senior fellow at the School of Arts and Sciences at the University of Pennsylvania, and project director of Academic Alliances. "In school after school, language teachers are having a profound and permanent effect on students and communities. Their contributions are clearly undervalued. The Rockefeller Fellowships, and the nomination process itself, are designed to find and honor these local heroes."

The program is the first time the Rockefeller Foundation has awarded Fellowships for teaching at the high school level. Announced at the national meeting of the Modern Language Association, the awards are seen as an important way to encourage bright and intellectually determined people to enter or persist in language teaching as a specialty.

For further information contact Brad Rodney or Patrick Taylor (212) 736-5050

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Graduate Fellowships; Assistance to Guam; Land Grant Endowments Samoa and Micronesia; Taft Institute; Special Higher Education Projects; and Academic Facilities and Construction Grants.

- Eight more higher education programs—currently funded at $79 million—would be eliminated in Fiscal Year 1986. They are: Fund for Improvement of Postsecondary Education; International Education and Foreign Language Studies; Veteran's Cost of Instruction; Graduate and Professional Opportunity Fellowships; Public Service Fellowships; Cooperative Education; Legal Training for the Disadvantaged; and Law School Clinical Experience.

Elementary and Secondary Education

The Administration proposes to cut spending for elementary and secondary education programs by $357 million. Many of the programs which would lose money or be terminated under the President's budget are programs which are specifically designed to help minority and other disadvantaged students—the students "most at risk" in our nation's schools.

The President's budget proposes the immediate elimination of three programs—Excellence in Education ($5 million), Magnet Schools Assistance ($75 million), and Emergency Immigrant Education ($30 million) through a total rescission of current Fiscal Year 1985 appropriations;

Proposed Fiscal Year 1986 program cuts include:

- $41 million cut in Migrant programs under Chapter 1;
- $8 million cut in Training and Advisory Services under Title IV of the Civil Rights Act and phase-out of program over two years;
- $15 million cut in aid for Deaf-Blind Centers and Special Education Personnel Development;
- $17 million cut in special purpose Rehabilitation Services;
- $152 million cut in Impact Aid;

Proposed Fiscal Year 1986 program terminations include:

- Libraries ($126 million)
- High School Equivalency Program (HEP) ($6 million)
- College Assistance Migrant Program (CAMP) ($1 million)
- Women's Educational Equity (WEEA) ($6 million)
- General Assistance to the Virgin Islands ($3 million)
- Territorial Teacher Training ($2 million)
- Ellender Fellowships ($2 million)
- Follow Through ($10 million)

New Tax Expenditures for Education

At the same time that the Administration proposes to cut Federal budget outlays for education through the elimination of targeted programs, it also proposes to establish new "tax-expenditures" in the form of Tuition Tax Credits and Tax-Exempt Education Savings Accounts.

Both of these tax proposals are expensive; Tuition Tax Credits alone are projected to cost $359 million in Fiscal Year 1986—more than the total amount saved by the Administration's proposed cuts and terminations of elementary and secondary education

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Using Microcomputers to Teach Problem-Solving Skills In English to Limited English Proficient Students

by Angela L. Carrasquillo and Samiha Mourad
Fordham University at Lincoln Center
and Ceferino Carrasquillo
Lehman College

Abstract

This article discusses the philosophical value and relevance of the use of computers to develop problem-solving skills among limited English proficient students. A list of English language needs of ESL students is presented as well as a discussion of how a problem-solving strategy—using computers—can help in developing English skills.

Introduction

Teaching English to speakers of other languages involves not only teaching another language, but also using that language to teach content-subject matter and verbal interactions with people who may be very different from the learners of English (Bratt Paulston, p. 19). The main goal of Teaching English as a second language to limited English proficient students (LEP) is to help these students follow everyday classroom instruction in English. Competent English speakers use the language to understand what others say, to communicate their own ideas and to get meaning and satisfaction from interesting learning experiences. The LEP student engages in ESL instruction for linguistic and cognitive development.

Today, ESL educators are emphasizing the teaching of the language as well as the socially appropriate use of it. In other words, the development of speakers who are competent in the use of the English language is a very crucial objective of language teachers.

Learning is a creative endeavor. It is a challenging experience which has attached to it a specific set of task accomplishments. Learning English can be fun if motivation and appropriate strategies and activities are integrated.

Much has been written on the use of computer-assisted instruction (CAI). However, not much has been said about using the computer to develop problem-solving/critical thinking skills for the LEP students. The computer as a learning tool with problem-solving capability is conducive to the learning or enrichment of English language skills as well as the expanding of concepts or mental processes. There is a need for LEP students to know English, if they are to enjoy any degree of social or economic mobility within the society of the United States or to have access to knowledge and information written in the English language. LEP students need a knowledge of the English language to acquire cognitive understanding of materials presented in English.

LEP Language Needs

There is a series of language skills that the LEP student needs to master in order to grow academically. These skills can be learned through the use of problem-solving activities.

a. *Ability to communicate in the target language*. LEP students must have the willingness and competence to communicate ideas in English. A problem-solving activity is a technique for equipping LEP students with flexibility to say whatever they are thinking, even though the English phrase they use may be expressed in an imperfect grammatical style. Language form is not as important as what they are trying to communicate. In using problem-solving skills, students have to verbally analyze a problem in order to develop a solving strategy. A conversation prior to using the computer helps students to develop communicative skills.

b. *Expand or acquire new concepts*. Language is a means to unlocking the student's mental powers. Language learning is a natural creative process, in which the teacher provides guided practice in thinking in the language. Thus, language learning, which must itself be a positive factor contributing to improved attitudes and better results, becomes more enjoyable for the students.

c. *Vocabulary development or enrichment*. Vocabulary acquisition is one of the main goals in teaching ESL to LEP students. They need to know the meaning of the words commonly used in conversations and in reading. They need opportunities to use and repeat these commonly used words and to understand their referents and their relevance. Problem solving may provide fully relevant content in a language that is needed as a medium for learning and that is particular to the students' specific needs, opportunities and interests. In a problem-solving activity, students see the need to know these words. Opportunities to use and repeat them are built into the content lesson (e.g., social studies or mathematics). Interest in any subject will surely be enhanced by better understanding of the language in which it is taught. One way to use the computer in vocabulary development might be to prepare courseware related to a specific problem. The computer will illustrate the use of each "new" word used in the problem-solving situation with one or two examples.

d. *Share the social meaning of the linguistic forms*. Besides teaching common English features of vocabulary, pronunciation, and grammar, the ESL teacher helps students to understand a set of values regarding the uses of language in various contexts. This understanding includes feelings about the appropriateness of different styles of language for self-expression on different occasions. Rules for language use vary systematically depending on the social contexts of the speech act. Students need to be able to identify proper uses of pronunciation, grammar, choice of words, and gestures to interpret and

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produce appropriate styles of language. When engaged in a problem-solving activity, students must understand the social content of the problem under discussion, be it scientific, editorial, literary or every-day concern, etc.

e. *Ability to carry out linguistic interaction in the target language.* Since learning to use a language freely and fully is a lengthy and taxing process, the goal in ESL classes is to help LEP students to construct the appropriate linguistic framework for the understanding and expression of meaning. Students will internalize grammatical, pronunciation and syntactic rules which may facilitate the intended interaction in English. Through practice, students acquire confidence in their ability to function on their own, using appropriate linguistic forms. Problem solving may provide the practice in using linguistic patterns.

Culturally different LEP students need to be accepted by both social groups, their own and that of the United States. Accepting the goal of success in school, while at the same time valuing the role of their home family, friends and cultural heritage, is a major emphasis in ESL classes. Students are learning a new language, in addition to their own dominant one, with different cultural patterns of perceptions and styles of communication, while never forgetting their own native background. Opportunities to learn respect and admiration for both cultures is provided in ESL classes. Problem-solving activities can use culturally relevant content that can be shared or learned by the whole class.

f. *Ability to handle day-to-day living.* The ESL class should help students to get things done. Students live in the real world; in addition, there are other non-academic needs, which might include filling out medical records at the doctor's office, applying for a driver's license, opening a bank account, or filling out a job application. These non-academic needs can be met in the ESL classroom.

g. *Ability to feel part of the society of the whole school.* The ESL classroom might be the first United States school experience for LEP students. Since English is the language of the school, the ESL classroom is a bridge between that "unknown society" and the LEP student's culture. There is a range of individual and cultural differences for the second language learner which include (1) different school experiences and linguistic proficiency, and (2) different coping styles (challenging, competitive, co-operative, hostile, etc.). The ESL teacher serves as a bridging individual since he/she has been trained to understand the needs, interests and relevant content to be taught. This relevant content can be taught through problem-solving activities.

h. *Ability to produce the written work required by the school curriculum.* A satisfactory level of written expression is very difficult to attain in a foreign language. The goal of ESL writing is to initiate students to this process and to further develop their ability to master the rules and conventions of written language. ESL is taught mainly through the use of subject area content. A problem-solving activity requires students to write down utterances for the purposes of organizing the material, clarifying rules at points of uncertainty, and giving concrete expression to abstract notions.

Problem-Solving Defined

For purposes of this discussion, problem solving is defined as a set of structured, challenging activities which are interesting to teach and which convey extensive meaning to the students. In problem-solving, students must select and order varied types of information, presumably by using concepts that they know. By using this technique, students become effective inquirers who efficiently make use of the abilities which serve as precursors to problem-solving.

There is an increasing need to teach improved problem-solving skills to LEP students who must be adequately prepared to cope with a world characterized by growing complexity, rapid change, and vastly expanding knowledge. This approach gives the successful problem solver an awareness of his/her own reasoning processes.

Teaching problem solving requires the integration of levels of reasoning in the problem-solving process (Lockhead and Clement, 1979). These levels, originally formulated by Polya (1967), are summarized as follows: understand the problem, find a connection between the data and the unknown, carry out a plan of solution and examine the solution. The general cognitive skills required in such problem solving endeavors are flexibility of thinking, visualization, and forming analogies (Lockhead and Clement, 1979).

In problem solving, students pass from a state of conscious ignorance to one of unconscious competence. Faced with unfamiliar tasks, the problem solvers search for solutions or steps to perform these tasks. They then repeat the same solution for similar problems. Eventually such a solution becomes routine to the extent that it might obscure some vital mental processes required to solve novel problems. Hence, there is a need for different models of problem solving (Newell & Simon, 1972).

Flexibility of thinking is the attribute that allows the problem solvers to select the proper model for the problem at hand. The more the students are involved with diversified problems, the larger the acquired set of model solutions becomes. However, such acquisition is possible only when the problem solvers are actively engaged in the process of formulating the solution (Lockhead and Clement, 1979).

Another important factor in the problem-solving process is the ability to focus on one's own thinking and to become familiar with the mental operations used. Awareness of one's thoughts may be heightened through the use of special exercises in oral or written form. This process may also be aided by interaction among a group of problem solvers (Stranger, 1983, Mertz, 1981).

If conscious action and awareness are instrumental in becoming a good problem solver, then these attributes that lead to successful problem-solving skills can be learned (Bartlett, 1978; Rubinstein, 1975).

It has been found that students who are systematically exposed to problem solving have improved their language IQ scores and, in general, their academic development (Mertz, 1981, Bartlett, 1978). Problem-solving skills can be taught by using the computer. Areas or domains include computer fundamentals, simple concepts of probability, representation of information, and flow-charts

Can Enhance Problem-Solving Skills

Teaching Problem Solving

When teaching problem solving to LEP students, teachers must realize what certain steps are to be followed to create in the students a sense of patterning that they can follow even with their limited vocabulary and linguistic competence. The following steps (modified from Rubinstein, 1975) are recommended when teaching problem-solving skills:

Strategy Steps

1. Get the total picture.
2. Use analogies and metaphors.
3. Break up the statement.
4. Go back to the statement of the problem.
5. Use models for clarification.
6. Withold your judgement.
7. Change problem representation.
8. Ask questions to stimulate associations.
9. Have the will to doubt.
10. Give time for incubation.

Student Self Analysis

1. What are the initial objectives of the goal states in the problem?
2. What is compared to what?
3. What are the stable substructures?
4. What are the key elements of the problem?
5. With what other problem can I compare this?
6. Let me not say what my opinion is.
7. In how many ways can I state my problem?
8. What question should I ask?
9. No . . . I am not . . . Until . . .
10. What can I say about the problem?

Students must be instructed in the ability to "see" and in the propensity to "look for" relationships. Next, there could be exercises in classifying and ordering as more specific ways of relating. Flowcharts and diagrams are appropriate. There should be practice in clarifying the problem, in asking such questions as: What exactly is the *problem*? What system and relationships are necessary to a solution? LEP students need additional help in understanding concepts, defining unknown vocabulary terms and expressing the relationships in adequate grammatical English structures. Students then need practice in the development of exercises in strategies, i.e., means-ends analysis and refining the problem into its component elements.

The Computer: A Tool for Problem Solving:

The computer can be effectively used to provide opportunities for LEP students to practice the skills and strategies involved in problem solving. The computer may be used as a problem-solving tool in four meaningful ways: as a simulator; as a programmable device (flowcharts and programming language); as an information organizer and dispenser; and as a game player.

Simulation has the advantage of presenting to the students different microworlds: social, mathematical, business, or linguistic. This juxtaposition of different environments is doubly beneficial. First, it exposes the LEP students to cultures outside of their immediate milieu; second, it gives them the opportunity to enrich their set of problem models. Limited English proficient students do not merely learn programming, they learn programming for a certain application. Programming the computer requires an ordered set of instructions. The process of developing these instructions (in graphic or programming code forms) and of debugging them requires the students to focus on the steps constituting the program. The computer, being an unforgiving communicator, teaches them to be accurate and heightens their awareness of their own thinking process.

It is important that ESL students become familiar with at least one programming language such as BASIC, COBOL, PASCAL or FORTRAN among others. BASIC is the most popular of all programming languages because it is easy to learn and powerful enough to do what the programmer wants. It also has enough functions to grow with the programmer as he gains additional sophistication. COBOL is a programming language designed for business applications. PASCAL requires that the programmer follow structured programming. FORTRAN is an engineering, mathematical and scientific language.

Organizing and dispensing information is an activity akin to programming the computer. Game playing is similar to simulation. However, game-playing might be more entertaining and it is applicable to a wider range of ages.

In any of its roles the computer has the following advantages: it . . .

a) provides diversity of experience and experimentation

b) provides a psychologically stimulating learning atmosphere (immediate response, privacy, means of socializing, untiring partner,

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CABE Public Service Announcemen

California television viewers are vicariously entering bilingual classrooms this spring as several public service commercials featuring actress Carmen Zapata and children currently enrolled in the state's bilingual programs are aired throughout the state. Funding for the commercials was provided by Pacific Bell Telephone, which also made its television studios in San Francisco available for the taping. The California Association for Bilingual Education directed the project.

Compliments of Pacific Bell Telephone

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universality of language, active learning, etc.)

c) offers unification of methodologies and strategies in problem solving

d) introduces a way of living in the "new" society.

Computer Program Activities

The computer world has provided some techniques that are very useful in problem solving: flowcharts, and some finite mathematics methodologies among other techniques. They can be used either in conjunction with programming the computer or totally independently of it.

A flowchart is a graphic and pictorial representation of a program which contains a display of the sequence of operations in a computer program. The flowcharts consists of boxes of various shapes (circular, rectangular, diamond, etc.) connected by lines with directional arrows. The boxes contain a description of the statements of a program and the directional lines (arrows) indicate the flow of control among the statements. The main purpose for drawing a flowchart is to clearly exhibit the flow of control so that it is evident to both the programmer and the reader who might want to alter the program. It is suggested, as a first step in writing a program, to draw a flowchart. This step is helpful in writing the program and serves as an outline of the basic structure or logic of it. The flowchart is a key component of what we will later call the documentation associated with the program.

For LEP students, the flowchart might represent an intermediate step between the English language and computer language. It is a bridging tool between the English language and the meaning transmitted in the computer program. In developing any vocabulary familiar to the students, a flowchart might be used as a concept bridge. It does not matter whether the computer understands the message, since the purpose of the flowchart is to facilitate understanding to the programmer or reader and not to the computer. Different students will be able to use varying types of familiar vocabulary in developing their own flowcharts. The teacher could use the student's own familiar vocabulary to develop understanding of different words with the same meaning or to clarify meaning to other students.

In this example provided below, dealing with a computer basic program to compute the capital at the end of fifteen years at the interest rate of 12%, beginning with a capital of $50., a variety of vocabulary words can be used in developing the flowchart. For example, in the first step of the chart, name the step "start," (or call it "beginning", "starting point," "begin," etc.) In the second step, the key word is "capital"; the student can call it "initial money," "money in the bank," or "simple money." The next step uses the word "headings"; students can use words such as "titles," "column," "column titles," etc. Students will be able to use in meaningful ways vocabulary which is familiar to them.

The following diagram focuses on step by step development of a flowchart for developing a program written in English, and its translation in Basic computer program language.

```
The Problem:  Given a capital of $50.00 at the
              compound interest rate of 12%,
              how much money will be at the
              end of 15 years?
```

```
The Program

10 capital = 50
20 year = 0
30 print "year","capital"
40 if year > 15 then end
50 print year,capital
60 capital=capital+ 12*capital
70 year = year + 1
80 goto 40

run

year          capital
0             50
1             56
2             62.72
3             70.2464
4             78.675968
5             88.1170842
6             98.6911342
7             110.53407
8             123.798159
9             138.653938
10            155.29241
11            173.9275
12            194.7988
13            218.174656
14            244.355614
15            273.679288
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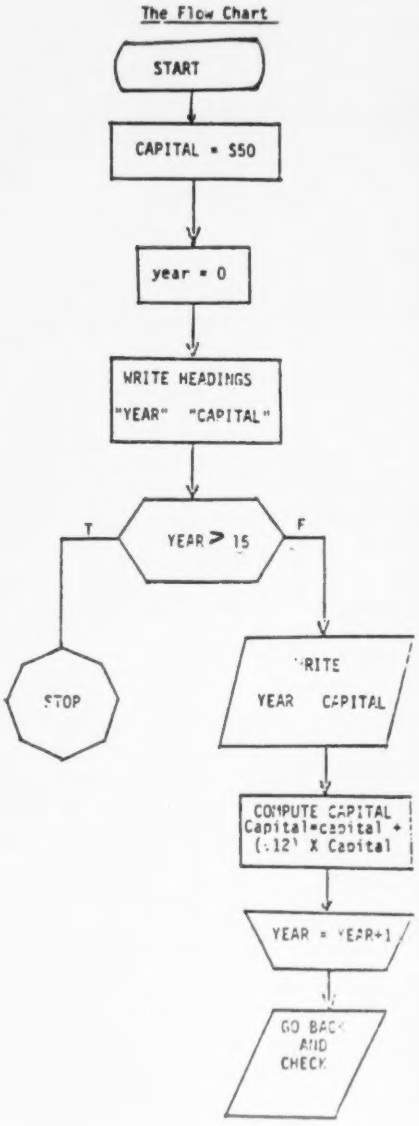

Summary

Language learning and teaching are creative and challenging endeavors. The microcomputer offers limited English proficient students an opportunity to engage in problem-solving activities which convey extensive meaning for students. The computer may be used as a problem-solving tool, a simulator, a programmable device, and an information organizer. The computer provides diversity of experience and experimentation. The flowchart is one of the different ways to display the sequence of operations for a computer program. It

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represents an intermediate step between the English language and computer language.

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National Alliance of Black School Educators Supports Bilingual Education

At its recent annual conference, the 3,000 member National Alliance of Black School Educators declared its support of bilingual education. The following resolution was passed at the conference:

Whereas, learning a new language, overcoming prejudice, coping with feeling of inadequacy, and adopting a new culture are challenges which face non-English speaking students each day, and

Whereas, sociolinguistic studies on language attitudes have shown that negative attitudes by the dominant group, including teachers, can have a depressing effect on non-English speaking students' achievement, and

Whereas, the failure of our traditional all-English classrooms to educate students of limited English ability is amply documented, and

Whereas, students in bilingual programs across the United States have been achieving close to or above national norms in English, and

Whereas, a student who is truly bilingual contributes to our national linguistic resources, now therefore be it

Resolved, that the National Alliance of Black School Educators supports the implementation of bilingual education programming in our elementary, secondary and post secondary schools and, be it further

Resolved, that the National Alliance of Black School Educators encourages the implementation of limited bilingual education programs, such as F.L.E.S. (Foreign Language in the Elementary School) which provide foreign language study for monolingual English speaking minority students

Resolved, that bilingual funds be made available to address specific needs of students whose first language is English or who speak a variety of English other than standard English.

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programs. By 1988, the Administration estimates that its proposed Tuition Tax Credits would cost $885 million. The Administration projects that the Tax-Exempt Education Savings Accounts would cost $.1 billion in 1987 and $.3 billion in 1988.

Outlook

The controversy over the Reagan Administration's Fiscal Year 1986 budget proposal is likely to slow congressional deliberations. Members of Congress are struggling, as never before, to reduce Federal spending. And they are also struggling to ensure that the Federal budget properly balances national needs and priorities. In short, our lawmakers need our help as never before.

NABE will, of course, testify before Congress on the Fiscal Year 1986 Education budget later this spring. And while NABE will address the national impact of the budget proposals—especially in the areas of educational equity and excellence, NABE cannot address the impact of the proposed budget on each community in the country.

That's where NABE Members must come in. Your elected representatives are anxious to learn about your budget priorities and how specific budget proposals affect people in your communities. As the budget process continues, take the time to write you Senators and Representative. They will appreciate your interest in their difficult work and will be better able to represent your views and interests.

NABE Membership Survey

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The Eastern Region (Connecticut, Florida, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, and the District of Columbia), with 30% of the membership, provided 32% of the response. The Central Region (Illinois, Indiana, Kansas, Louisiana, Michigan, Minnesota, Oklahoma, Ohio, South Dakota, Texas and Wisconsin), 45% of NABE's membership, turned in only 34% of the total response. Non-affiliate states (Iowa, Maine, Missouri, Nevada, New Hampshire, North Dakota, Oregon, Utah, Vermont and Guam), which represent 3% of the members, provided 4% of the total response.

A Membership Profile

Of the survey respondents who are currently working in any school system, 91% work in public school systems as opposed to private/parochial schools (4%) or private/non-parochial schools (5%). Spanish is the language most frequently used in their bilingual programs (80%), followed by Native American languages (3%), Vietnamese, Chinese, and Portuguese (1% each). Twenty-one percent of those responding indicated that there was more than one language involved in their program.

It was found that NABE is supported by a relatively consistent membership. The typical survey respondent has been a NABE member for an average of 5.3 years. Fifteen of the survey respondents (3%) indicated they had been members since the founding of the association in 1975. The respondents themselves represent quite a seasoned professional corps in the field of bilingual education. There is a range of 41 years of professional expertise represented by the membership. The average number of years in the profession is 14, with nearly 20% of the respondents having been in the field for 20 years or more. It was noted that the "average" numbers of years in the profession varied somewhat by the discipline of the professional: college instructors represent an average of 15.8 years; administrators, 14.1 years; and teachers (PK-12), 12.1 years.

The majority of NABE members are also members of NABE state affiliates. Slightly over 84% indicated that they hold membership in the state association. Four percent of them are currently serving as state affiliate officers.

A Review of Membership Benefits

NABE offers its members a newsletter and a journal, a national conference, an essay competition for school children, participation in Special Interest Groups, and representation in federal issues concerning bilingual education through its national office. The perceived value of each of these benefits is important in the acquisition and retention of members. The questionnaire reviewed each to determine its value.

Both the NABE NEWS and the NABE JOURNAL are distributed to all members. The NABE JOURNAL was rated slightly higher (89% of the respondents rated it as excellent or good) than the NABE NEWS (85% rated it as excellent or good) in terms of overall quality. Administrators seemed to favor the JOURNAL while teachers favored the NEWS (see Tables 1 and 2).

The past four national conferences have been attended by approximately 50% of the survey respondents. Figures for total attendance ranged from 57% of the total survey respondents for the 1984 conference in San Antonio to 30% for the 1982 conference in Detroit. Attendance by specific level of work was higher for college instructors with the exception of the 1984 conference. Administrators were next, followed by the teacher category (see Table 3). Of those who had attended in the past four years, the overall quality of the conferences was rated quite high. Over three-fourths of the attendees at the 1984 conference judged the quality as excellent or good.

NABE offers members the opportunity to participate in Special Interest Groups covering the spectrum from Early Childhood to Vocational Education. Over half the respondents indicated that they belong to a Special Interest Group. The groups, in order of dominance, were Elementary Education, Higher Education, Research and Evalu-

Table 1

Rating Of NABE JOURNAL By Group

Rating	Teacher	College Instructor	Administrator	Total
Excellent	49%	31%	42%	41%
Good	39%	50%	50%	47%
Fair	10%	12%	7%	9%
Poor	2%	8%	1%	3%

Table 2

Rating Of NABE NEWS By Group

Rating	Teacher	College Instructor	Administrator	Total
Excellent	45%	33%	37%	38%
Good	46%	45%	49%	48%
Fair	7%	16%	11%	11%
Poor	1%	5%	3%	3%

Provides New Insights

ation, and Secondary Education (see Table 4). Other groups were also named, but these were represented by less than 5% of the survey respondents. Of the 51% of the respondents who do participate in Special Interest Groups, 60% felt that the work of the group had been beneficial.

Table 3

Conference Attendance By Educator Group

Site	Teacher	College Instructor	Administrator	Total
San Antonio, TX (1984)	44%	60%	65%	57%
Washington, DC (1983)	13%	57%	51%	42%
Detroit, MI (1982)	13%	36%	33%	30%
Boston, MA	18%	51%	39%	36%

Table 4

Participation In Special Interest Groups Of Survey Respondents

Special Interest Group	Participation (%)
Elementary Education	29%
Higher Education	17%
Research & Evaluation	12%
Secondary Education	11%
Early Childhood	9%
Special Education	8%
Parent & Community	5%
Vocational Education	3%
Global	3%
Legislative	3%
Adult Education	—

A Review of Member Opinions

Membership organizations generally serve on two levels: they serve the profession or trade they represent in a very general, public way and they also serve the individual members in more specific ways such as communications, services, and representation. In the case of NABE, there seems to be a substantial difference in the value of the organization as members perceive it from these two viewpoints. Over half the respondents felt that NABE is "most valuable" as an association for the promotion of bilingual education and an additional 32% felt that it is "very valuable." Yet, in terms of individual membership benefits, only 63% felt NABE is "very valuable" or "most valuable" (see Tables 5 and 6).

The survey also addressed the performance of the association in general terms as compared to other associations. The topics covered a full range of typical association functions. NABE fared well in this evaluation (see Table 7). Areas rated highest by survey respondents were member communications, government relations and progressiveness. Areas perceived by the respondents as needing improvements were member services and member involvement in planning and conducting research projects.

Three potential services or options were also evaluated in the survey. The first dealt with the possibility of a joint dues structure for the national organization and the state affiliates. The idea was very well received (four to one in favor).

The members were also surveyed to determine their interest in a proposed public policy conference in Washington, D.C. This idea received a positive response from two-thirds of the respondents.

The third idea presented for consideration was that of including among the NABE membership benefits a special rate for investment counseling and financial planning services. This met with a mixed response which was almost equally divided between positive and negative/neutral comments. A review of the responses by level of work and number of years in the profession provided no correlation or clue as to the reason for the split interest.

The survey also included a section in which members were asked what they felt was the most valuable thing NABE provided its constituency. Survey respondents consistently mentioned eight major contributions. Twenty percent of the respondents felt NABE's greatest contribution was keeping its members informed of developments in the field of bilingual education. Fourteen percent cited NABE's representation on the national level as most valuable. Nine percent felt NABE research projects represented its greatest service. Others valued NABE most for its JOURNAL (7%), its annual conference (6%), public image of bilingual education (5%) the NABE NEWS (5%), and the opportunity it provides for members to meet with others in the same field (4%).

Respondents were also invited to suggest ways in which the association might improve. A variety of responses were obtained, with the four most common themes being: 1) improving/increasing public awareness of what bilingual education really is and its benefits to society in general (6%), 2) more

Continued on P. 18

NABE Membership Survey

Continued from P. 17

Table 5

Rating Of Association Membership For Individuals

Rating	Teacher	College Instructor	Administrator	Total
Most Valuable	27%	24%	29%	28%
Very Valuable	32%	30%	39%	35%
Fairly Valuable	34%	38%	26%	31%
Not Very Valuable	7%	8%	5%	6%

Table 6

Rating Of Association Membership For Profession

Rating	Teacher	College Instructor	Administrator	Total
Most Valuable	47%	49%	57%	53%
Very Valuable	43%	30%	29%	32%
Fairly Valuable	7%	16%	13%	12%
Not Very Valuable	3%	5%	1%	2%

research, specifically in the areas of elementary and secondary education and teaching methodologies (5%), 3) additional national representation (4%), and 4) establishing teacher training programs. Other suggestions included improving the NABE JOURNAL and NABE NEWS, developing display/demonstration materials, increasing communication among members, increasing parental involvement, conducting regional conferences, and improving the accreditation process for bilingual educators.

Influences Affecting Membership

There are a number of factors which influence one's decision to join an organization. The survey attempted to determine what some of these might be by considering potential competition from other associations, the financial demands of the organization, and the association's promotional efforts.

The questionnaire included a section on other associations in which NABE members might also hold membership. The most frequently mentioned was TESOL (Teachers of English to Speakers of Other Languages). Forty-five percent of the survey respondents are also members of TESOL. Aside from TESOL, the concentration of memberships diminished quite sharply, while the number of other associations multiplied exponentially. There are 122 national professional associations in which NABE members also hold membership. A scan of the names of the other organizations reveals that they range from specific language-oriented groups to specific profession-oriented groups. These association memberships are in addition to membership in NABE state affiliates and other local organizations.

Dues and associated costs of membership are always a factor when one considers joining an organization. Generally, there is the possibility that the employer will assist partially or fully in covering the association membership expenses since they are related to the individual's work. In the case of NABE, however, a significant portion of membership and associated costs are borne by the individual member (see Tables 8 and 9). Furthermore, employer's funds are a more substantial contribution to expenses than are Title VII funds (see Tables 9 and 10).

Acquisition of new members is an ongoing process that can be direct or indirect. Promotions from the national office can generate new members as can the very existence of the association and its yearly activities. The survey questioned how current members themselves learned about the association. Forty percent cited events (conferences, workshops, meetings) and word-of-mouth promotion by colleagues. Affiliates accounted for 28% of the respondents having joined NABE, 12% were recruited through the national office, and eight percent through advertisements in trade journals.

Summary

In conclusion, the NABE membership appears to consist of a diverse group of long-time professionals who are quite dedicated to the bilingual education profession. The membership views the association in a positive way. NABE is recognized for representing the field of bilingual education at the national level and for coordinating research projects which will benefit the profession. And accordingly, this is what the members want more of in the future. The association's two communication vehicles, the NABE NEWS AND NABE JOURNAL, are also noted as assets since they play a critical part in keeping the membership informed and involved. The Special Interest Groups play a similar role in that they directly involve members in their area of expertise

Changes or improvements suggested in the survey results were all very constructive and intended for the best interest of the profession in general. Most of the suggestions were based on increased communications both to members and to the general public and increased involvement on the part of the members themselves to do more for the field.

Ed. Note: NABE recognizes with deep appreciation the assistance provided by Kay Rupert in tabulating the results of the survey. Copies of the complete report submitted by Penny Harrison may be obtained by contacting the NABE Central Office

NABE Survey Results

Table 7
Evaluation Of Association Efforts

Attribute	Excellent	Good	Fair	Poor	N/A
Keeping abreast of changes in the profession	35%	40%	21%	4%	0%
Effectiveness in dealing with the government/government relations	28%	44%	21%	6%	1%
Progressiveness	24%	48%	22%	5%	1%
Quality of annual conference	31%	38%	21%	5%	5%
Educational activities	22%	40%	28%	9%	0%
Interest in industry needs and problems	16%	39%	31%	10%	5%
Providing useful services to members	15%	36%	37%	13%	0%
Involvement of members in plans and policy making	9%	31%	33%	24%	2%
Conducting research projects	12%	30%	32%	20%	10%

Table 8
Dual National Memberships Of Survey Respondents

Organization	Dual Memberships
TESOL (Teachers of English to Speakers of Other Languages)	45%
American Educational Research Association	16%
American Council on the Teaching of Foreign Languages	12%
National Association for Asian and Pacific American Education	7%
Modern Language Association of America	7%
National Educational Research Association	6%

Table 9
Membership Costs As Contributed By Group

	Title VII	Employer	Self
Teacher	4%	5%	74%
College Instructor	2%	3%	51%
Administrator	10%	10%	35%

Table 10
Membership Costs As Contributed By Source

Percentage of Cost	Title VII	Employer	Self
90-100%	8%	10%	50%
75-90%	8%	5%	2%
50-75%	5%	6%	8%
25-50%	4%	2%	2%
less than 25%	1%	7%	20%
None	73%	72%	17%

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A Bilingual Light for Both Minority & Majority

Continued from P. 5

instruction at least in language arts, and use the second language to varying degrees for content instruction.

But the major underlying principle of successful minority as well as majority programs is "the development of the language not likely to develop naturally." This is accomplished by virtually "immersing" the student for a substantial portion of the school day in that language. For English speakers in Canada or the U.S., this "immersion" might take place in French or Spanish. For Mexicans in Mexico, for example, it might be in English or French. For Mexicans in the U.S., however, it would be Spanish, the lower status home language, the language most likely to be lost. As a matter of fact, one San Diego elementary school has applied this basic underlying principle to both majority and minority students simultaneously, with grade-level or better results in both English and Spanish for the entire group. Spanish speakers start out in kindergarten with ESL and 80% Spanish instruction, while English speakers receive English language arts and 80% Spanish instruction. By the middle grades and continuing through grade six, both groups receive a 50/50 ratio of Spanish/English instruction. Again, the results parallel those of other studies, showing grade-level or above language proficiency and academic achievement for the entire group in both English and Spanish.

There are literally hundreds of California schools where such a program would be possible for both language minority and majority students. Educators and parents, however, must study these findings and be secure in the fact that their students, both minority and majority, will not lose but more than likely gain in their English proficiency, English academic achievement, and psychosocial adjustment . . . *and* they will enjoy the enrichment and marketable job-skill advantages of being bilingual, biliterate, and functional across cultures.

This view of "bilingual" education, based on the same underlying principles applied to two groups, with similar positive outcomes for each, represents a new light which illuminates advantages and possibilities beneficial to both language minority and majority students. More information on this topic is available in *Schooling and Language Minority Children: A Theoretical Framework* (E.D.A.C., California State University, Los Angeles, 1981), *Studies on Immersion Education: A Collection for United States Educators* (Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, Ca. 95802, 1984), and "Implementing Theoretically Sound Programs: Do They Really Work?" (Bilingual Education Office, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, 1984, c/o Dr. Fred Tempes).

Ed. Note: This article was contributed by NABE's Secondary Education SIG. Articles from other SIG's will appear in future issues of **NABE News**.

Affiliate News

Continued from P. 9

Board of Regents of the University of California Campuses; Eleanor Thonis, Phillip Gonzales, Les Birdsdall, and Michael Long. Presentations covered such topics as "Transferability of Skills from Reading Spanish to Reading English," "The Special Needs of the ESL Writer," and "The Challenge to Bilingual Educators: Achieving Equity and Excellence for Every Student." All of the presentations are available on tape from Cassette Productions Unlimited (818) 449-0893.

New Mexico

The New Mexico affiliate of NABE recently hosted its Second Annual Legislative Reception at the Hilton Inn in Santa Fe. Invitations were extended to all state legislators to attend as special guests. The day-long conference was an opportunity for New Mexico affiliate members to become better acquainted with the legislators as well as to enjoy entertainment provided by children from the state's bilingual programs.

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Research in Bilingual Education

Continued from P. 8

Foundation Skills Test (English and Spanish versions) tests alphabet knowledge, word naming, visual matching, auditory-phonetic segmentation, vocabulary, and story comprehension. Indices of reliability on the English and Spanish version of the SFSI are high. Interestingly, the correlation coefficients of the Spanish version, based on data from the kindergarten sample from sites other than the border area were generally higher than those found for the English SFST. The relations between the two versions, again based on the kindergarten and first grade sample, led Hoover, Calfee and Matluck to suggest that "(a) the visual matching tasks and the metalinguistic task of phonetic segmentation possess a degree of transferability between the two languages, (b) the linguistic tasks of Vocabulary, Definitions, and Comprehension are each independent *across* (but not within) the two languages, and (c) alphabet knowledge and sight-word recognition tend to be related across the two languages" (44-45). As the researchers themselves point out, these findings have significant implications for instruction in bilingual programs. Furthermore, the data show that knowing the letter names of the Spanish alphabet is not as important a general language skill as in English. The alphabet song in English is entrenched in our culture whereas the equivalent does not hold true for Spanish other than simple rhymes on the vowels.

In describing reading growth based on the Spanish and English versions of the *Interactive Reading Assessment System* (IRAS) again the findings are not necessarily conclusive given the folklore and attitudes towards the presumed language deficiencies of bilingual children. Having established the reliability of the instruments, the researchers then describe growth in reading skills which shows that, to cite only one conclusion, those students with "relatively higher skills in Spanish at school entry promote the growth of English reading comprehension" (p. 92). Once all the data is fully analyzed and interpreted it should be interesting to see if Cummins' BICS/CALP paradigm is confirmed.

Still another interesting finding on performance in Spanish is that the subjects demonstrated an unexpected low level of growth in text comprehension. It seems that these students have greater difficulty in handling the demands of formal language of text as opposed to decoding skills. Since the data on the instructional aspects of the study are not yet available one can only hypothesize that such performance may be due to lack of instruction in comprehension. Moreover, program variables such as the degree to which Spanish is used as the medium of instruction within and across grade levels, the teacher's own level of fluency and the attention given to critical skills in the curriculum and instructional materials all influence the students' ability to comprehend text. The site differences also show that it is unwise to characterize student performance as though the groups and the programs were homogeneous.

Still to come are: *Volume 6—Instruction; Volume 7—Language, Literacy, and Instruction: Integrating the Findings; and Volume 8—Executive Summary.* The reader will find the reports summarized above easy reading for the researchers have avoided the turgid or abstruse style sometimes found in even the most prestigious journals. These volumes are definitely recommended reading for researchers, teacher trainers, graduate students, and yes, I daresay, teachers.

NABE News thanks guest Assistant Editor Ruth Ann Gieser, Title VII fellow at Georgetown University, for her assistance in producing this issue

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Update on Bilingual Education in Idaho

by Jay R. Fuhriman
Boise State University

Even though there are very few bilingual programs in Idaho, we have a large number of students who are in need of bilingual services. Bilingual Education began in Idaho some 12 to 14 years ago. The first funded Title VII program was begun in the Nampa School District, Nampa Idaho. It served a large number of Hispanic students. The program continued for some nine years. At that time, it was institutionalized within the district and federal funds were no longer sought.

Currently there are bilingually-trained elementary teachers at each grade level in two of the elementary schools that serve large numbers of Hispanics. There are also bilingually-trained resource teachers at the Junior High and High School. Currently there are four Title VII-funded elementary programs within the State. Two of them work with Hispanics and two of the projects work with Native American students. Several other school districts have various forms of bilingual education by using bilingually-trained teachers in regular classrooms.

The Idaho Association for Bilingual Education is a small organization with approximately 100 members. It is relatively active inasmuch as it provides information and networking to the bilingual programs. It also sponsors a very well-received annual conference to assist bilingual educators in their interaction with students. The conference last year featured the noted and distinguished speaker, Dr. Leonard Olguen. Dr. Olguen subsequently returned to Idaho and presented two week-long workshops for our bilingual educators. The conference plans for 1985 have not been finalized. The Idaho Conference, however, will be held some time after the national NABE conference.

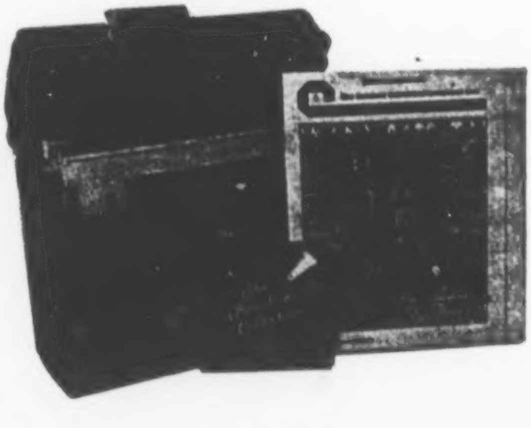
Boise State University, the largest of Idaho's three state-operated universities, has a comprehensive bilingual teacher training program. This program is currently in its 9th year. After six years of Title VII funding it was institutionalized. The University now receives a very small Title VII grant that provides student services only. All teaching and administrative costs for Boise State University's program are borne by the University with locally generated funds. The Title VII grant supports upwards of 30 students. Students receive funds to assist in paying their tuition and fees, books, etc. and they also receive a small monthly stipend.

The program has been very successful inasmuch as it has produced over 50 bilingual teachers, most of whom are currently teaching in Southern Idaho. However, several of our teachers have gone on to teach in California, Oregon, Washington, and Texas. A recent court decision in the U.S. District Court for Idaho, requires all school districts to provide Bilingual Education or English as a Second Language for all students who are identified as being of limited English proficiency. This has drawn new interest to bilingual education and has encouraged more students to seek degrees within the discipline.

The Rainbow Collection

A Natural Approach to English as a Second Language

By: Martha Alvarez-Martini M.S. Tracy David Terrell Ph.D.
Evelyn Marino M.S. Stephen Krashen Ph.D. Consulting Ed.
Consuelo Valencia Raley B.A. Richard Piper Ph.D. Editor



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EVENTS OF INTEREST

International Seminar: Language and Culture June 23—July 3, 1985

Texas A & I University is sponsoring an International Seminar in France and Spain in cooperation with the Bilingual Education Center, the Region 6 Multifunctional Support Center, and the Center for Continuing Education. The theme is "Language and Culture" and will focus on gaining an appreciation and greater understanding of the languages and cultures of France and Spain.

For information regarding fees, call the Bilingual Education Center at Texas A & I University (800) 242-1038 or (512) 595-2871.

Languages for Business and the Professions

The Fourth Annual Conference on Languages for Business and the Professions will be held May 2-4 at the Hyatt Regency Hotel in Dearborn, Michigan. Papers will be presented on the use and teaching of business French, German, Spanish and other foreign languages, as well as commercial English for foreign students.

For more information, contact Dr. Geoffrey M. Voght, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI (313) 487-0178/0130.

NALI Conference Set For May In Montana

The Fifth Native American Language Issues (NALI) Conference will be held at the Sheraton Hotel in Billings, Montana on May 2-4, 1985. Presentations addressing educational, policy or research issues involving American Indian languages will be given.

The theme of the conference is "Traditional Practitioners and Language Professionals: Working Together for Cultural Survival." Major symposia are planned on the role of the native linguist, native language literacy and the relationship between educational concerns and the oral tradition. Workshops are also planned on tribal language policy development, state legislation, and computers in native language research.

For more information, contact co-chairs Don Allery or Rose Chesarek at NALI Conference Headquarters, Indian Bilingual Training program, Eastern Montana College, 1500 N. 30th Street, Billings, Montana 59101-0298 (406) 657-2293.

Study Abroad Programs in Puerto Rico and China

New York University has announced its Study Abroad Program in Bilingual Education for Summer 1985. This year courses are being offered in Puerto Rico and in China for $138 per credit. Students may enroll for a miniumum of six credits. Assistance with housing and travel arrangements will be provided by NYU. For further information and applications, contact Helen J. Kelly, Director, Office of Overseas and Special Programs, New York University, School of Education, Health, Nursing and Arts Professions, 51 Press Building, New York, NY 10003, (212) 598-2126.

Bilingual Multicultural Summer Institute June 24-28, 1985

The third annual Bilingual Multicultural Summer Institute at Findlay College, Findlay, Ohio will provide intensive training for bilingual and ESL teachers, administrators, and aides. Invited speakers include: Dr. James Cummins, Ontario Institute for Studies in Education, and Dr. Lily Wong Fillmore, University of California, Berkeley. For more information contact: Dr. Jean Nye, Director, Center for Bilingual Multicultural Studies, Findlay College, 1000 N. Main Street, Findlay, Ohio 45840 (419) 422-8313.

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

VOLUME VIII, NUMBER 4/ANNUAL CONFERENCE 1985

NABE Members Leave Their Hearts in San Francisco

Over 3,500 people from all over the United States and many foreign countries gathered in San Francisco from March 12–16, 1985 for the 14th Annual International Bilingual/Bicultural Education Conference. The conference was co-sponsored by 23 educational agencies, 16 corporations and five cooperating agencies.

The Conference Planning Committee, headed by Conference Chairperson B. Roberto Cruz, Conference Director Curtis Cooper and Conference Coordinator, Blanca Mosca Carrion put together a program with something for everyone. Over 200 workshops, papers and demonstrations were conducted on topics covering every aspect of bilingual education. In addition, there was a Parent Institute and a special Teachers' Day. The Exhibit Hall was full to capacity, and there was cultural entertainment throughout the conference.

Highlighting the conference were the Keynote Addresses. At the Opening General Session, Dr. Joshua Fishman thrilled the audience with his speech on "Bilingual Education, Government and Corporate America—Partners in the National Interest." The next day, The Honorable Cruz Reynoso, Justice on the California Supreme Court, addressed the issue of "Corporate America and Multicultural Communities: Partnerships in the National Interest." Congressman Steve Bartlett, from the Third District of Texas, spoke at the Third General Session on "Bilingual Education: the Bi-Partisan Support." The closing General Session on Saturday featured Dr. Samuel Betances, speaking on "Building the Home-School Partnership on Behalf of the Bicultural Student in the Age of Technology."

Invited major speakers covered a variety of interests and included noted UC-Berkeley researcher Dr. Lily Wong Fillmore; Dr. Eleanor Thonis; Dr. Donald Smith, President of the National Association of Black School Educators; Dr. Lloyd Elms from the Buffalo, NY School System; Dr. Soledad Arenas, Administration for Children, Youth and Families; Dr. Tomás Arciniega, President, California State University, Bakersfield; Dr. James Alatis, Dean of the School of Languages and Linguistics at Georgetown University; Olivia Martínez, San Francisco Unified School District; Diane August from the Carnegie Foundation and Dr. Guillermo López from the California State Department of Education.

The results of the conference evaluation show that overall the participants felt the NABE '85 conference was above average. Using a scale from 1 (low) to 5 (high) the participants rated different aspects of the conference as follow:

Overall Quality of Conference	4.08
Quality of Sample Materials	4.03
Effectiveness of Presentations	4.02
Organization of Conference	3.98
Knowledge Gained	3.93
Planning of Activities	3.82
Quality of Facilities	3.55

The conference evaluation form also asked participants' plans regarding attendance at future NABE Conferences. 58.23% of the respondents plan to attend the Denver Conference in 1987; 56.7% will be at the Chicago Conference in 1986; 53.25% will be in Miami in 1989; and 44.34% plan to attend the Houston Conference in 1988.

Conference participants were also asked to identify their choices for sites of future NABE Conferences. 53.25% indicated San Juan as their first choice; 46.75% chose New York; and 33.10% preferred Tucson. Other sites identified included Hawaii (7.71%), Los Angeles (5.06%), San Diego (3.86%), Washington, C.D. (2.41%), and the Virgin Islands (2.41%).

Future NABE Conferences will have a hard time topping the quality of NABE '85! San Francisco definitely was a conference to remember.

Essay Contest Highlights Conference

For the fourth consecutive year, NABE is proud to have sponsored the 1985 Nationwide Writing Contest for Bilingual Students coordinated by Mr. Jaime de la Isla, Director of Bilingual Education for the Detroit Public Schools. Approximately 1,100 essays were submitted by bilingual students in grades 3–12 from 36 states, Puerto Rico and Washington, D.C. on this year's topic "What Bilingual Education Means to America."

The first place winners received an expense-paid trip to the NABE '85 Conference in San Francisco, California along with a parent and their bilingual teachers and were honored at the Awards Luncheon held on Thursday, March 14, 1985. Each of the first place winners, Joseph McCachren of Santa Fe, New Mexico, Vutho Ken of Dorchester, Massachusetts and Ted Chang of Chula Vista, California eloquently read their winning essays to an enthusiastic and appreciative audience who responded to their presentations with standing ovations. The Awards Luncheon was certainly a major highlight of the NABE '85 Conference.

We wish to congratulate all of the winners of this year's essay contest and by extension their parents, teachers, principals, bilingual directors and school district superintendents for their contributions and success of bilingual education programs throughout the country.

NABE NEWS is pleased to share with you the following First Place essays:

What Bilingual Education Means to America

"Sas y Sas y Sas
¿Señores que haré?
Una casita en el monte,
Y en ella me esconderé"

Continued on page 12

NABE News

Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 625-3540

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer and an Annual Conference Issue. It is available through membership. For advertising rates contact the editor (listed above). News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

COPY RECEIPT DEADLINE

Issue	Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

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Issue	Deadline
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Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

National Association for Bilingual Education Executive Board 1984–85

President
Sarah E. Meléndez
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-5940

President-Elect
Gene Chávez
Center for Multicultural Outreach
KCCBS
7401 Metcalf Street
Overland Park, KS 66204
(913) 722-0272

Vice-President
Hai Trong Tran
Midwest Bilingual Education
Multifunctional Support Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4143

Secretary
Nancy F. Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Suite 100
Washington, D.C. 20007
(202) 625-3540

Treasurer
Lilliam Malavé
SUNY at Buffalo
Dept. of Learning & Instruction
Bilingual Office
595 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

Past President
Gloria Zamora
IDRA
5835 Callaghan Road
San Antonio, TX
(512) 684-8180

Parent-at-Large
Norman Gold
California State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-2872

Eastern Regional Representative
Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-6501

Central Regional Representative
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Avenue
Chicago, IL 60603
(312) 621-9682

Western Regional Representative
Aurora Martínez-Quevedo
Bilingual Consortium
1671 Park Avenue, Suite 1
San Jose, CA 95126
(408) 998-6112

Executive Board Meeting Report

A regular meeting of the Executive Board of NABE was held on March 10–12, 1985 at the Hilton Hotel and Tower in San Francisco, California. The following major actions were taken by the Executive Board at that meeting.

- The application from Tennessee to become an Affiliate was approved
- Nancy F. Zelasko was reappointed as NABE NEWS Editor for 1983–86
- A Task Force on Membership Services was established
- A Task Force on Teleconference Networks as established
- A Standing Committee on Rules was established
- A Standing Committee on Honors and Awards was established
- A Task Force on Standing Committees was established
- Reynaldo Macías was appointed to a three-year term as Editor of the NABE JOURNAL
- Congressman Steve Bartlett was made an honorary member of NABE
- Plans for the 1986 Conference in Chicago were reviewed

Additional information regarding the Executive Board meeting may be obtained by contacting your Regional Representative.

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Message From the President

by Dr. Sarah E. Meléndez

We believe that bilingual education, government, at all levels, and the corporate sector must be partners in the work of educating our limited English-proficient populations, and the education of these populations is definitely in the national interest.

The best protection for the country's national interest is an educated citizenry: a citizenry that can run our industries, particularly the high-skilled information industry which has become the fastest growing; a citizenry which can conduct business abroad with an increasingly interdependent world economy; a citizenry which can conduct our government affairs, including foreign and diplomatic affairs, from a position of equality with countries that have multilingual capabilities, and not from a position of disadvantage because of our "tongue-tied" legislators, diplomats, and policy-makers.

If we are to produce a citizenry whose every member is educated to his or her maximum potential, we must think of the needs of our linguistic minority populations, especially those who may be limited in their English proficiency. This is the fastest growing segment of our society.

Demographers project that by the year 2020, one-third of the U.S. population will be composed of minority groups.

Can our corporate sector remain healthy and our economy strong; can we maintain and improve our standard of living; can our government continue to exercise world leadership if one-third of our population continues to be undereducated, underemployed, and underrepresented in every sector and every level of our society?

Furthermore, in our increasingly pluralistic world and country, have we not learned that multilingualism and multiculturalism are assets to be developed, nurtured, and maintained?

Bilingual education is the best way to educate our populations of limited proficiency in English. It is the best way to teach them English. It is also the best way to provide them with the bilingual proficiency which will enrich them as individuals and enrich our society, business and government.

There is an inconsistency in talking about developing foreign language proficiency in English speaking students and requiring students who come to us with those very languages to forget them. They do not need to forget them to learn English and become productive, patriotic, and loyal citizens.

Our business sector needs bilingual individuals—ask those who are getting clobbered in Japan. Our government needs bilingual individuals—ask those monolingual diplomats who work or have worked in Iran, Lebanon, and Central America, among others.

Unless we close our borders forever, our governments, at all levels, need bilingual people to communicate with the recently arrived.

Perhaps most importantly, individuals need to maintain their mother tongues, for cultural continuity, for understanding ourselves, our families, and our ethnic groups; and for the richness, texture, color, and understanding of others that we achieve.

Since bilingual education is good for students, good for U.S. business, good for U.S. relations with the rest of the world, it is in the national interest, and education, business, and government must work together to improve it, expand it, and make it available to all who may want it.

Call For Papers

The **NABE Journal**, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts on these topics. Preference will be given to papers dealing with specific application of theoretical formulations to educational setting characterized by linguistic and cultural diversity. The **Journal** expects to publish these papers (one or two in each issue) in the next four issues (1984–85).

Manuscripts should usually be no longer than twenty double-spaced typed pages. References should be cited in parenthesis in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English of from 250 to 1,000 words, or an English translation or parallel version.

Please submit four copies of manuscripts to the following individuals who will serve as guest Associate Editors for these papers:

Dr. Rosa Castro Feinberg
University of Miami
P.O. Box 248065–Merrick 312
Coral Gables, Florida 32124
by May 30, 1985

or to

Dr. Leonard Valverde
University of Texas at Austin
College of Education
Austin, Texas 73712
by August 30, 1985

"Teacher Talk" Goes to NABE '85

by Sheryl L. Santos

Excitement and enthusiasm reigned supreme at NABE '85 as conferees from near and far rekindled old friendships, developed new ones, attended workshops, luncheons, dances, cultural events, awards ceremonies and much, much more! At any hour of the day or night, NABE-goers had no problems "connecting" themselves and joining the numerous well-planned activities and/or the informal socializing in the lobbies, elevators, suites, and exhibit areas . . . You know, the "stuff" that great conferences are made of!

As editor of "Teacher Talk" I jumped at the chance to get to know our membership "up close and personal" and to bring to YOU at home the flavor and feeling of this memorable celebration of life. In speaking with conference planners, presenters, parents, participants, and observers I was able to learn first-hand about the expectations and impressions of a cross section of people.

This conference held a special significance for its planners as they were finally able to experience the fruits of their labor. For Owen Dallas, San Francisco U.S.D., in charge of recruiting the bilingual student guides from the International Studies Academy and Mission High School in San Francisco, and the Jefferson U.S.D. in Daly City, NABE '85 was a great opportunity for students from many language backgrounds to interact with adults and see positive role models representing their own cultural and linguistic groups.

As co-chairs for the exhibits, Carol Solis, Santa Clara County Parents in Action, and Toby Móntez, National Hispanic University, S.F., both expressed their delight with the large response from exhibitors (73 signed on) and with the success of the traffic through the exhibit area. Toby stated that "the caliber of the participants is very professional. The speakers are great and the comments have been very positive."

The magnitude of the parental commitment and support for bilingual education was also evident at NABE '85 as parents were involved in a myriad of ways with the conference. The American Indian community from the Uintah and Ouray Ute Indian Reservation were particularly well represented as 18 students and eight parent-chaperones were selected from over 300 to attend the conference. As you may recall, the youngsters' group "Wykoopah" (meaning bilingual—or two-ways, the Anglo and the Indian) performed Friday and Saturday. What you may not have known is that parents held many fundraising events and raised money from the private sector to make this trip possible. Mrs. Cecilia Cuch, an accompanying parent summed it up very eloquently: "I think every parent should get involved with their child's bilingual/bicultural education because that's their grass roots of their being as an Indian."

For first-time NABE participants, this conference offered an impressive mix of people and "the experience of the realization that bilingual education is more than just Spanish/English."—Elsa Cubillas, Tucson U.S.D., AZ. Similarly, Dr. Mark O'Shea, Fairleigh Dickinson University, NJ, noticed the congeniality of the participants and the fact that "there is a lot of recognition of colleagues . . . the benefits to participants is greater here than at any other national conventions I've attended." His colleagues, Dr. Cynthia Bilotta, F.D., and Anna López, NJ State Dept. of Education, commented on how well-attended the sessions were. Ms. López said she was expecting 50–60 people at her session, but approximately 150 showed up! She partially attributed this to the detailed descriptions in the Program.

The quality of the keynote addresses and the inclusion of more research-based sessions were mentioned by Dr. Ana María Rodríguez, Pan American University, Edinburg, TX and Dennis Parker, State Dept. of Education, CA as drawing cards this year. Others, like Chuong Hoang Chuong, UC–Berkeley, Dr. Nguyen Dang Liem, University of Hawaii at Manoa, and Han Voqui, Cal. State–Sacramento, were having a wonderful time meeting old friends from across the country and exchanging ideas.

Some NABE '85 participants like Eddy Bayardelle, Bank Street College, NY, and Juanita Ramírez, Alum Rock U.S.D, San Jose, had some constructive ideas for improving future conferences. Eddy suggested that NABE provide for specialized forums and round-table discussions to hold the interest of NABE members who attend the national conference every year. More opportunity for networking and a clearer idea of the goals and objectives of NABE would be helpful for the advanced-level NABE member. Juanita would have liked more emphasis placed on the "business" aspect of this conference mentioned in the theme. She was hoping to find out more specifically how she can use her bilingualism in the business world. Chicago '86 planners, take heed!

For those of you who missed NABE '85 . . . my condolences. However, it's not too late or too early to start planning to attend Chicago in 1986! To all the wonderful people I met at NABE '85 . . . thanks for your input. Remember, "Teacher Talk" is your forum. Write to me with your thoughts, anecdotes, experiences, gripes, and delights . . . the key word is "SHARE." Yes, share with your colleagues from across the nation all year round, not just at our annual conference. I'll be awaiting YOUR reply: Dr. Sheryl L. Santos, Dept. Elementary Education, East Texas State University, Commerce, TX 75428.

Resolutions

At the General Membership Meeting held at the Annual NABE Conference on March 15, 1985, Resolutions Committee Chairperson Alfredo de los Santos, Jr., presented 19 resolutions to the membership for their consideration. Sixteen of the resolutions were approved unanimously, one was referred to a subcommittee for rewriting, and two were referred to the NABE Ad Hoc Committee on Standards for the Practice of Bilingual Education. The resolutions are printed below. NABE Executive Board action regarding each of the resolutions will be reported in a future issue of NABE NEWS.

RESOLUTION #1

Whereas for the past several years, Congress has devoted substantial time and attention to the operation and effectiveness of the Bilingual Education Act, ESEA Title VII;

Whereas during the last several years, Congress has considered a variety of legislative amendments to the Bilingual Education Act;

Whereas last year Congress passed and President Reagan signed Public Law 98-511 which totally revised the Bilingual Education Act and reauthorized Title VII for four additional years;

Whereas Public Law 98-511 made fundamental changes in the Bilingual Education Act to strengthen programs of proven effectiveness, increase the flexibility available to local school officials, and make services available to currently unserved LEP populations;

Whereas the revised Bilingual Education Act takes into account—as virtually no other Federal education program does—the needs of students, the aspirations of parents, the expectations of taxpayers, and the experience of educators;

Whereas the President's proposed Fiscal Year 1986 Budget would fundamentally alter the priorities and programs established for Bilingual Education by Public Law 98-511;

Whereas the Administration proposes to remove the ten percent limitation on Title VII spending on the new Special Alternative Instruction Programs and related activities authorized by Public Law 98-511;

Whereas the Administration proposes to eliminate the 75 percent reservation of programs grant funds for programs of Transitional Bilingual Education specified in Public Law 98-511;

Whereas the Administration proposes to eliminate the reservation of 25 percent of all Title VII funds for training programs and services as required by Public Law 98-511;

Whereas the Administration proposes to bar funding for three grant program authorized by Public Law 98-511—Programs of Developmental Bilingual Education, Family English Literacy Programs, and Materials Development;

Be it resolved that

The National Association for Bilingual Education oppose the President's Fiscal Year 1986 Budget proposals for the Bilingual Education Act;

The National Association for Bilingual Education oppose any proposals—budgetary or legislative—which would fundamentally alter the priorities and programs established for the Bilingual Education Act by Public Law 98-511;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the President's Fiscal Year 1986 Budget proposals for the Bilingual Education Act;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject all proposals, budgetary and legislative, which would alter or restructure the Bilingual Education Act as reauthorized and revised by Public Law 98-511;

The National Association for Bilingual Education strongly recommend that the U.S. Congress appropriate sufficient funds—a minimum of $176 million for Fiscal Year 1985 (to be accomplished through a supplemental appropriation) and $200 million for Fiscal Year 1986—to implement the revised Bilingual Education Act.

NABE Membership Action: Approved Unanimously

RESOLUTION #2

Whereas the federal budget deficit must be reduced;

Whereas reduction of the Federal deficit will require curtailment of government spending;

Whereas Federal spending for domestic programs has, in recent years, already been cut to a level that threatens the health, education and welfare of the American people;

Whereas Federal programs which expand the education, work, and life opportunities of language-minority and other disadvantaged persons are critical to the nation's future strength;

Whereas Federal spending for defense has risen dramatically in recent years;

Whereas there is a need to increase accountability in all Federal spending—both domestic and defense;

Be it resolved that

The National Association for Bilingual Education support responsible action to reduce Federal spending and the Federal budget deficit;

The National Association for Bilingual Education oppose proposals to cut Federal domestic spending on programs which provide education, work, and life opportunities to language minority and other disadvantaged persons;

The National Association for Bilingual Education support reasonable proposals to reduce defense spending;

The National Association for Bilingual Education strongly recommend that the U.S. Congress develop a more "balanced" Federal budget—more balanced fiscally and more balanced in terms of national needs and priorities;

The National Association for Bilingual Education strongly recommend that the U.S. Congress develop a Federal budget that does not subordinate the health, education and welfare of the American people to the government's defense or international interests.

NABE Membership Action: Approved Unanimously

RESOLUTION #3

Whereas the President's proposed Fiscal Year 1986 budget would cut Federal spending for elementary and secondary education programs by approximately $357 million;

Continued on page 6

RESOLUTIONS

(Continued from page 5)

Whereas many of the programs proposed for budget cuts or termination help minority and other disadvantaged students—the students "most at risk" in our nation's schools;

Whereas the President's proposed Fiscal Year 1986 budget seeks to establish a system of Tuition Tax Credits for parents of children enrolled in private elementary and secondary schools;

Whereas the first year cost of the proposed Tuition Tax Credits would more than offset all budget savings from the proposed elementary and secondary Federal program cuts and terminations and would escalate to over $800 million by 1988;

Whereas the Tuition Tax Credits would primarily benefit upper-income parents and students who are already "educationally advantaged";

Whereas the net effect of the Administration's budget proposals respecting Federal support for elementary and secondary education is to increase Federal outlays and to re-direct Federal aid from those with the greatest need to those who are relatively advantaged;

Be it resolved that

The National Association for Bilingual Education oppose the Administration's proposals to cut spending for Federal elementary and secondary education programs;

The National Association for Bilingual Education oppose the Administration's proposals to establish Tuition Tax Credits for the parents of children attending private elementary and secondary schools;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the Administration's proposals to cut spending for Federal elementary and secondary education programs;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the Administration's proposals to establish Tuition Tax Credits for the parents of children attending private elementary and secondary schools.

NABE Membership Action: Approved Unanimously

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NABE Standing Committees

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairpersons of the NABE Standing Committees for 1984-85. NABE members may obtain further information on individual committees by contacting the chairpersons listed.

ELECTIONS COMMITTEE

Jeannette Kwok, Chairperson
U. of Miami NODAC
2727 29th Street, N.W.
Washington, D.C. 20008

NABE Board Liaison:
Sarah E. Meléndez

Activities to Date:

- Coordinated 1985 elections
- Submitted analysis of elections results to Executive Board

FUNDRAISING COMMITTEE

Luis Martínez-Pérez, Chairperson
2727 29th Street, N.W.
Washington, D.C. 20008

NABE Board Liaison:
Gene T. Chávez

Activities to Date:

- Raised over $1,400 dollars by selling items at NABE '85

MEMBERSHIP COMMITTEE

Vilma Díaz, Chairperson
Bilingual/ESOL Coordinator
School Board of Broward County
Davie, Florida 33314

NABE Board Liaison:
Aurora Martínez-Quevedo

Activities to Date:

- Contributed articles to NABE NEWS on "Why Join NABE"
- Conducted pilot joint NABE/Affiliate dues project in Puerto Rico
- Conducted mailing requesting input on ways to increase membership at local and national levels and developed strategies for increasing local membership
- Sent affiliate presidents information on computerized analysis program for surveying potential membership populations

ORGANIZATIONAL DEVELOPMENT COMMITTEE

Rosa Castro Feinberg, Chairperson
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables, FL 33124

Ricardo Fernández, Co-Chair
Midwest NODAC
University of Wisconsin-Milwaukee
School of Education
Endris Hall 563
Milwaukee, WI 53201

Alfredo de los Santos, Co-Chair
Maricopa Community Colleges
3910 E. Washington Street
Phoenix, AZ 85034

Activities to Date:

- Conducted Affiliate Training Session at NABE '85 Conference
- Provided training services to affiliates
- Continued working on orientation manual for affiliates

Annual Reports

- Surveyed refugee and voluntary associations
- Examined possible areas of cooperation with textbook and tradebook publishers
- Investigated possibility of obtaining NTL scholarships
- Provided article on Gutenberg Press for NABE NEWS
- Developed plan for computerized membership system
- Developed responses to research reviews
- Developed plan for expansion of NABE Awards Program
- Investigated potential of teleconferencing
- Provided assistance in affiliate formation
- Developed plan for coordinating Congressional visits to bilingual programs
- Contributed to NABE Membership Survey

PUBLIC RELATIONS COMMITTEE

Myrella Lara, Chairperson
140 Captain Thomas Blvd.
West Haven, CT 06516

NABE Board Liaison:
Stan Seidner

Activities to Date:

- Distributed public relations questionnaire and analyzed data
- Identified Media Watch liaisons for affiliates
- Established system for responding to media reports
- Developed materials for Affiliate Training Manual

PUBLICATIONS COMMITTEE

Eugene García, Co-Chair
NABE JOURNAL
Bilingual/Bicultural Education Center
College of Education
Arizona State University
Tempe, AZ 85218

Nancy F. Zelasko, Co-Chair
NABE NEWS
Georgetown University
Bilingual Education
Service Center
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007

Activities to Date:

- Developed a proposal for the production of the NABE NEWS to be submitted to corporations/foundations for funding
- Added a new column, "Teacher Talk," to the NABE NEWS
- Added two new sections to the NABE JOURNAL, "Opinions" and "Ideas"
- Produced special sections in the NABE JOURNAL on administration and supervision and vocational education

SOCIOPOLITICAL CONCERNS COMMITTEE

James J. Lyons, Chairperson
308 E. Capitol Street, N.E.
Suite 2
Washington, D.C.

NABE Board Liaison:
Gloria Zamora

Activities to Date:

- Worked on the reauthorization of the Bilingual Education Act
- Monitored the implementation of the new Bilingual Education Act
- Worked on securing emergency FY '85 supplemental appropriations for Title VII
- Worked on FY '86 appropriations for Title VII
- Disseminated information to membership regarding legislative activities
- Began developing plan for NABE Public Policy Network

RESOLUTIONS

(Continued from page 6)

RESOLUTION #4

Whereas legislation has been introduced in the U.S. Congress to amend the Constitution to make English the "official language of the United States";

Whereas these United States have grown and prospered for over 200 years without a constitutional declaration regarding an official language;

Whereas the sponsors and proponents of the English language amendment have not demonstrated any need for such legislation;

Whereas English is the *de facto* language of the United States;

Whereas American citizens have as a native language virtually every language and dialect found in the world including many that are indigenous to this continent;

Whereas many individuals have not had an opportunity to learn English, and many have been denied equal educational opportunities;

Whereas adoption and implementation of the English language amendment would constitute a renunciation of the fundamental American value respecting tolerance of cultural and social diversity upon which this nation was founded;

Whereas the proposed English language amendment would effectively repeal provisions of the Voting Rights Act and other Federal statutes designed to prevent discrimination against national origin-minority persons;

Whereas adoption and implementation of the English language amendment would restrict civil rights, civil liberties, and life opportunities in the United States;

Whereas adoption and implementation of the English language amendment would violate international treaties and covenants to which the United States is a signatory;

Whereas adoption and implementation of the English language amendment would suppress the learning of non-English languages and further exacerbate the critical shortage of bilingual and multilingual Americans needed for international trade, diplomacy, and national defense;

Continued on page 8

NABE Election Results

The results of the elections for the 1985-86 NABE Executive Board were announced at the General Membership Meeting held at the Annual Conference on March 15, 1985. Jeannette Kwok, Chairperson of the NABE Elections Committee, submitted the following analysis of the elections.

Voting for the positions of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large was done on a national basis. Of the 1,224 ballots mailed to eligible members, 401 were cast. Voting for the Regional Representative positions was done by the Affiliate Presidents in each region. The results of the voting were as follow:

OFFICE	BALLOTS CAST	CANDIDATE	# OF VOTES	% OF VOTES
President-Elect	389	Josué González	364	94.0%
		Write-Ins	25	6.0%
Vice President	394	Lilliam Malavé	238	60.4%
		Macario Saldate	154	39.1%
		Write-Ins	2	0.5%
Secretary	400	Aurora M. Quevedo	169	42.25%
		Dick K. Hsieh	120	30.0%
		Nancy F. Zelasko	109	27.25%
		Write-Ins	2	0.5%
Treasurer	393	Agnes Cowen	204	51.9%
		Stan Seidner	185	47.1%
		Write-Ins	4	1.0%
Parent-at-Large	352	Norman Gold	327	92.9%
		Write-Ins	25	7.1%
Eastern Regional Rep.	7	Myrella Lara	5	71.4%
		Janice Schroeder	2	28.6%
Central Regional Rep.		(FIRST BALLOT)		
	6	Gay Kingman	3	50.0%
		Tony Baez	3	50.0%
		(SECOND BALLOT)		
	6	Tony Baez	4	67.0%
		Gay Kingman	2	33.0%
Western Regional Rep.	9	Lucy Cruz	5	62.5%
		Olivia Schaad	3	37.5%

Congratulations to the winners and best wishes for a productive year on the NABE Executive Board!

Jobs Available

Development Associates is looking for individuals to work on the National Longitudinal Study of the Effectiveness of Services Provided to Language Minority Limited English Proficient Students. Work sites include Boston, MA; New York, NY; Newark, NJ; Miami, FL; Cleveland, OH; St. Paul, MN; Española and Gadsden, NM; Dallas, San Antonio, and Brownsville, TX; Los Angeles and San Francisco, CA. Responsibilities include data collection within public schools. Salary $8-$12.50 per hour. Send resume to Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204.

Language and Culture Immersion

The Departments of Foreign Languages and Secondary Education and the Center for Bilingual Education at Arizona State University are offering courses in Spanish language and culture and bilingual education at the Institute de Cultura Hispánica in Guanajuato, Mexico from July 8-August 9, 1985. For more information, contact Dr. Riegelhaupt or Dr. Carrasco, Farmer Building 414, College of Education, Arizona State University, Tempe, AZ 85287 (202) 965-7135.

RESOLUTIONS

(Continued from page 7)

Be it resolved that

The National Association for Bilingual Education oppose the proposed English language constitutional amendment;

The National Association for Bilingual Education oppose any legislation—Federal, State or local—which restricts the civil rights, civil liberties, or life opportunities of language-minority Americans;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the proposed English language constitutional amendment;

The National Association for Bilingual Education strongly recommend that federal, state and local lawmakers reject all legislative proposals pertaining to language which restrict civil rights, civil liberties, or life opportunities in the United States.

NABE Membership Action: Approved Unanimously

RESOLUTION #5

Whereas Congress is scheduled to reauthorize the Higher Education Act this year;

Whereas language-minority Americans have not generally had available to them adequate or equal opportunities for postsecondary education;

Whereas language-minority students have particular need for quality postsecondary education;

Whereas language-minority students are among those least able to afford postsecondary education;

Whereas postsecondary educational institutions which enroll high proportions of language-minority students frequently lack needed financial and programmatic resources;

Be it resolved that

The National Association for Bilingual Education support efforts to maintain the focus of the Higher Education Act on student access to quality postsecondary education;

The National Association for Bilingual Education support efforts to strengthen, improve, and expand the Higher Education Act through legislative reauthorization;

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

CALL for PAPERS and PRESENTATIONS

15th Annual International Bilingual/Bicultural Education Conference

April 1 - 5, 1986
Chicago, Illinois
Palmer House

NABE

FIFTEENTH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

Chicago, Illinois — Palmer House — April 1 - 5, 1986

A CALL FOR PAPERS AND PRESENTATIONS

CONFERENCE THEME

The theme for the 1986 conference is **ACADEMIC EXCELLENCE AND EQUITY THROUGH BILINGUAL EDUCATION.**

TYPES OF PRESENTATIONS

April 1-2, 1986

INTENSIVE TRAINING. An intensive workshop in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Emphasis is on providing hands-on experiences. (3-hour half-day session or 6-hour full-day session)

April 3-5, 1986

PAPER. Emphasis is on empirical research or well documented theoretical perspectives. Also acceptable are critical reviews of literature, policy studies, well documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. (1 hour, 10 minutes.)

WORKSHOP. Practical application is emphasized through interaction and participation of audience. A "How-to-do-something" session: teaching method, testing, research technique, etc. (1 hour, 10 minutes.)

SYMPOSIUM. Provides a forum for a group of scholars, administrators, politicians, business and government representatives to discuss a specific problem or topic from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large group setting and longer time. (2 hours, 15 minutes.)

SIG SESSION. Discussion and sharing of ideas of interest to a special interest group. The group is identified in the program. Requests for SIG sessions must come from bona fide NABE special interest groups. The SIG Chair must submit to NABE '86 PROGRAM the same information (proposal sheet, abstract, postcard) required from all presenters and meet the same deadline. SIG sessions can be either a paper, workshop, symposium, or intensive training.

DEADLINE FOR PROPOSALS

All proposals for presentations (all types) must be postmarked no later than September 30, 1985. Notification of acceptance or rejection will be sent by December 15, 1985.

WHERE TO SUBMIT PROPOSALS

Please, submit all proposals to: NABE '86 PROGRAM CHAIR
Dr. Stan Seidner, Academic Dean
Language Institute & Minorities Resource Center
National College of Education
18 S. Michigan Avenue
Chicago, IL 60603
(312) 621-9682

WHAT SHOULD BE SUBMITTED BY PRESENTERS

1. **Proposal Form** (attached). Three copies with all items completed and carefully proofread for publication in the program.
2. **Abstract**. Three copies. A 300-word abstract of the presentation for review by readers. Use clear and concise language. Abstracts should be typed on one 8½" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. On top of the page, the title/topic of the presentation and the type of session should be stated. Abstracts for SIG and publishers' sessions may contain the names of the presenter(s) or discussion leaders. Abstracts for intensive training, papers, workshops or symposia should have no author identification or affiliation either in the title or in the body of the abstract in order to insure anonymous review.
3. **Postcard**. Please enclose a self-addressed stamped postcard if you wish to receive acknowledgement of receipt of your proposal.

GENERAL POLICIES

1. It is the responsibility of the presenter(s) to appear at the annual meeting and make the agreed upon presentation. If unforseen circumstances arise which prevent the presenter from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to NABE '86 PROGRAM.
2. A minimal amount of audio-visual equipment will be available. Special equipment or equipment that requires a substantial expense must be provided by the presenter.
3. Presenters will be required to register for the NABE Conference. There will be no complimentary registration for presenters.
4. There will be no honorarium paid to presenters.
5. Only proposals which conform to all the requirements stated in the **Call for Papers and Presentations** can be considered for inclusion in the program. Severe constraints of time and funds do not allow for follow-up calls or correspondence. Presenters should read instructions carefully and follow them exactly.

NABE '86
PROPOSAL FORM

PLEASE TYPE OR PRINT CAREFULLY

A. Title (or topic) ______________________________

B. Name(s) and affiliation(s) of presenter(s). First name will be the contact person.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. Description (50-word description for publication in the program. Please edit carefully).

____

D. Place and "x" before the type of presentation submitted. (Refer to **Types of Presentations**)

☐ Intensive Training
   ☐ 3 Hour Workshop
   ☐ 6 Hour Workshop
☐ Paper
☐ Workshop
☐ Symposium
☐ SIG Session
☐ Publisher Session

E. Intended audience (up to three types of audiences only)

☐ Preschool Teachers
☐ Elementary Teachers
☐ Secondary Teachers
☐ Teachers of Adult & Continuing Education
☐ College/University Faculty
☐ Teacher Trainers
☐ Researchers & Evaluators
☐ Administrators
☐ Community Workers
☐ Parents
☐ Business & Government Representatives
☐ Other (specify) ____________

F. Intended language group.

☐ All Language Groups
☐ Some Language Groups ____________ ____________
☐ One Language Group ____________

G. Language of Presentation ______________________________

H. Audio-visual equipment required ______________________________

I. Correspondence (mailing address of presenter to whom all correspondence should be sent)

Name ______________________________
Affiliation ______________________________
Street ______________________________
City ____________ State ____________ Zip ____________
Telephone: Home ( ) ____________ Work ( ) ____________

The National Association for Bilingual Education strongly recommend that the U.S. Congress take into account the critical postsecondary education needs of language-minority Americans and the institutions they attend when it reauthorizes the Higher Education Act.

NABE Membership Action: Approved Unanimously

RESOLUTION #6

Whereas it is in the best interest of the National Association of Bilingual Education (NABE) and its affiliates to promote jointly increased membership;

Be it resolved that

The National Association for Bilingual Education work with each affiliate to establish a procedure which includes special rates for joint membership in NABE and the affiliate organization.

NABE Membership Action: Approved Unanimously

RESOLUTION #7

Whereas the limited English proficient population of this country constitutes a significant representation of the children at risk in public schools; and

Whereas the education reform movement emanating from the NATION AT RISK Report is proceeding at breakneck speed nationally, without fully considering the special linguistic needs of hundreds of thousands of students who are limited English proficient; and

Whereas the absence of appropriate language response programs for this population with special needs will continue the systematic denial of opportunities for their full cognitive development;

Be it resolved that

The National Association for Bilingual Education go on record to raise a posture of national concern, with respect to the rights of the Nation's LEP population amidst the educational reform movement; such posture is to be represented by the NABE Executive Board and disseminated to the President, the U.S. Congress, and the Education Commission of States and the Secretary of Education, as well as the general public at large by way of a press release.

NABE Membership Action: Approved Unanimously

Slate Selected for the 1986–87 NABE Executive Board Elections

Eighteen affiliate delegates serving on the NABE Nominating Committee met on March 14, 1985 at the annual conference in San Francisco, California. The following slate of candidates for the 1986–87 NABE Executive Board was selected. Detailed information on each candidate will appear in the Fall 1985 issue of NABE NEWS. Remember, you must be a member of NABE on November 1, 1985 to be eligible to receive a ballot. Renew your membership today!

OFFICE	CANDIDATE	NOMINATED BY	SECONDED BY
President-Elect	Lilliam Malavé (NY)	MA	CT
	Hai T. Tran (IL)	IL	VA
Vice-President	Paul Martínez (CO)	TX	AZ
	Luis Martínez-Pérez (FL)	FL	IL
Secretary	Dick Hsieh (OK)	OK	KS
	Ramón Magallanes (TX)	TX	AZ
	Janice Schroeder (NY)	NY	MT
Treasurer	Reynaldo Macías (CA)	NM	CO
	Tomás Miranda (CT)	CT	NM
Parent-at-Large	Juan Sánchez (CO)	CA	AZ
	Ray Morales (TX)	CT	NM
Eastern Regional Rep.	Bernard Cohen (NY)	PR	CT
	Vilma Díaz (FL)	FL	MA
Central Regional Rep.	Gay Kingman (SD)	SD	OK
	Delia Pompa (TX)	IL	TX
Western Regional Rep.	Stan Paz (AZ)	CO	CA

RESOLUTION #8

Whereas the New Mexico Association for Bilingual Education is a bona fide organization whose membership is composed of parents, students, educators, and other professionals involved and interested in programs for language minority children residing within and outside the boundaries of the State of New Mexico; and

Whereas the Association represents many different minority groups who still retain and practice their native languages, cultures, and traditions; and

Whereas bilingual education has been a viable vehicle to preserve, enhance and tap the unique and valuable cultural and linguistic resources of the multicultural groups; and

Whereas bilingual education has in the last two decades been made possible through on-going efforts and commitment of local, state and national groups; and

Whereas it is the policy of the U.S. Congress to encourage the establishment and operation of educational programs using bilingual educational practices, techniques and methods for elementary and secondary schools; and

Whereas through appropriations, the U.S. Congress provides funds for the demonstration of effective ways to allow bilingual children of limited English proficiency classroom instruction designed to enable them, while using their native language, to achieve competence in the English language; and

Whereas bilingual education is an academic experience for the bilingual and LEP student where the mastery of language learning through listening, speaking, reading, writing and *reasoning* takes place; and

Whereas the central issue for all learning is the mastery of critical thinking which is the essence of good education for the participants of this nation's educational system(s); and

Continued on page 10

RESOLUTIONS

(Continued from page 9)

Whereas critical thinking skills are logical skills ultimately intrinsic to the insight into one's own cognitive and affective processes which should be developed and nutured in those participants of bilingual education; and

Whereas this nation must rethink and deepen its commitment to the belief that bilingual and limited English proficient individuals are resources, and talents that must not be wasted.

Be it resolved that

The National Association for Bilingual Education encourage teacher training institutes, curriculum developers, bilingual education specialists, etc., to promote, include, and emphasize higher order skills in all the learning experiences of bilingual education and LEP students;

The National Association for Bilingual Education maximize the use of the mass media at local, state and national levels to promote and give exposure to the vast contributions that bilingual education has made in such areas as research, curriculum and material development, academic expertise, professional organizations, and so forth;

The National Association for Bilingual Education continue to seek financial support from local, state and federal agencies to establish viable networking systems in order to reinforce and enhance bilingual/multicultural education efforts at all levels.

NABE Membership Action: Approved Unanimously

RESOLUTION *9

NABE Membership Action:
Referred to a subcommittee composed of James J. Lyons, Alfredo G. de los Santos Jr., and Ray Macías. They are to rewrite the resolution.

Subcommittee will submit revised version of Resolution *9 to NABE Executive Board.

RESOLUTION *10

Whereas state teacher competency tests are screening minorities out of the teaching profession;

Continued on page 11

NABE Special Interest

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairpersons of the NABE Special Interest Groups for 1984-85. Members may obtain additional information on the individual SIG's by contacting the chairperson listed below.

EARLY CHILDHOOD SIG

1984-85 Chairperson:
Elizabeth Garza
Project Director
IDRA
5835 Callaghan Road
Suite 350
San Antonio, TX 78228

1985-86 Chairperson:
Same as 1984-85

Goals:
- To strengthen the communication network among bilingual early childhood advocates and practitioners
- To increase the participation of early childhood practitioners at the annual NABE Conference

Activities:
- Dissemination of "Building Bridges for Young Children," the newsletter for Early Childhood SIG members. The newsletter contains information on research and legislative issues regarding bilingual early childhood education.
- Representation of the Early Childhood SIG in the Linkage Committee, a group composed of representatives of major national early childhood organizations. The purpose of the Linkage Committee is to develop communication and coordination linkages among the various organizations in an effort to better serve children and their families.
- Active participation in NABE '85. The Early Childhood SIG sponsored a presentation by Dr. Steve Jackson, from Linguametrics, on the assessment of preschool children's language. In addition, the Early Childhood SIG presented two resolutions for consideration by the NABE membership.

GLOBAL EDUCATION SIG

1984-85 Chairperson:
Bernard Cohen
3 Burd Street
Nyack, NY 10960

1985-86 Co-Chaipersons:
Gina Cantoni-Harvey
Center for Excellence in Education
Northern Arizona University
Flagstaff, Arizona 86011

Dorothy Waggoner, Consultant
3900 Watson Place, N.W.
Washington, D.C.

Goals:
- To develop a position paper outlining the objectives of the Global Education SIG
- To facilitate the exchange of information on bilingualism and bilingual education research between U.S. and foreign researchers and practitioners

PARENT SIG

1984-85 Chairperson:
José Oliva
P.O. Box 114
Allentown, NJ 08501

1985-86 Chairperson:
Vacant

Groups Annual Reports

Goals:

- To identify parent involvement needs by researching the literature and developing and conducting a parent survey
- To cooperate in the planning of the NABE '85 Parent Institute
- To respond to Parent SIG needs

Activities:

- Wrote and disseminated two articles on parent role in bilingual education
- Developed Parent Involvement Survey
- Organized two presentations on Parent Involvement for Administrators and Parents for NABE '85 Parent Institute
- Increased membership in Parent SIG by 65%

SECONDARY EDUCATION SIG

1984–85 Chairperson:
Rick Sullivan
Secondary Instructional Specialist
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801

1985–86 Co-Chairpersons:
Rick Sullivan
Secondary Instructional Specialist
Alhambra School District
15 West Alhambra Road
Alhambra, CA 91801

Antonio A. Rodríguez
Coordinator of Bilingual Education
Huntington Beach Union
High School District
3831 West 172nd Street
Torrance, CA 90504

Goals:

- To increase membership in the Secondary Education SIG
- To continue Secondary Education SIG involvement in NABE '86 conference by having a strand of secondary education workshops

Activities:

- Submitted two articles on secondary bilingual education to the NABE NEWS
- Actively participated in the planning of a secondary strand at the NABE '85 Conference
  - The Secondary Education SIG Chairperson served on the Conference Planning Committee
  - Twenty Secondary Education SIG members from throughout the country served as readers of proposals
  - Forty-nine presentations on secondary education were made at the NABE '85 Conference
- Submitted a resolution for consideration by the NABE membership

SPECIAL EDUCATION SIG

1984–85 Chairperson:
Pat Chamberlain
625 Cooper
Elgin, IL 60120

1985–86 Chairperson:
Eda Valero-Figueira
George Mason University
Dept. of Education
4100 University Drive
Fairfax, VA 22030

Vice Chairperson:
Elba Maldonado-Colón
University of Texas at Austin
College of Education
Dept. of Special Education
Room 440
Austin, TX 78712

Continued on page 15

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RESOLUTIONS

(Continued from page 10)

Whereas data from ten states show that passing rates for minority teacher candidates on competency tests range far below that of other candidates;

Whereas if passing rates on competency tests do not improve for minority teacher candidates, the percentage of minorities holding teaching positions will fall from a current 12.5 percent to only five percent by 1990;

Be it resolved that

The National Association for Bilingual Education strongly advocate that state legislatures, departments of education, and/or state and local boards of education establish a process by which a team of bilingual education specialists would examine the validity and reliability of these competency tests for minority candidates and the *political, social and educational ramifications for the education of children in the United States.*

NABE Membership Action: Referred to the Ad Hoc Committee on Standards for the Practice of Bilingual Education

RESOLUTION #11

Whereas Native American students have particularly grave educational needs that are not effectively met by our nation's schools;

Whereas Native American students suffer from low academic achievement and have low rates of educational attainment;

Whereas the effective education of Native American students is a "trust" responsibility of the Federal government;

Whereas the poverty of Native Americans and many Native American communities limit the amount of local support for schools serving Native American students;

Whereas approximately 180,000 Native American students currently receive critically-needed educational programs and services through the Johnson O'Malley Act administered by the Department of Interior's Bureau of Indian Affairs;

Whereas Johnson O'Malley funds support remedial tutoring, pre-school programs, programs for gifted students, summer school classes, and an array of cultural enrichment activities;

Continued on page 13

ESSAY CONTEST

(Continued from page 1)

This is a Spanish nursery rhyme my grandma taught me, that her mother taught her, and her mother's mother taught her. It was told to me to make me feel better or just to relax me to sleep. They were probably the very first Spanish words I ever learned. I think that it is too sad that not all children will ever hear it. It has not been written in any book, not because it is not important but, because it has not been shared. Probably many other rhymes like "Sas y Sas" have meant a lot to other children. Yet they can't be shared because they are remembered by only those grandparents who knew them.

To me Bilingual Education is the sharing of peoples' art, songs, poems, jokes, riddles, rhymes, and many stories that talk about their feelings, thoughts, experiences, and history. Some groups of people have not been asked to share their ideas until recently.

I think Bilingual Education to America, means not only the sharing but also the enjoyment of many things between different groups of people. In our part of the country those groups are the Hispanics, the Indian, and the Anglo. Through sharing maybe they will understand and respect each other. America could become a more intelligent and happier country because the groups would accept each other for what they are instead of trying to change each other so they are all the same.

Joseph Allen McCachren
Grade 4
Pojoaque Elementary School
Santa Fe, New Mexico

What Bilingual Education Means to America

Bilingual Education is what America is truly all about! Into this great "melting pot" have come refugees, immigrants and foreign students of every variety. These new Americans bring with them often, as their only baggage, their own unique customs, cultures and language.

The educational backgrounds of these people is as varied as their origins. Many are illiterate or have only the most basic education in their own language. Nearly all have no money and lack the skills so necessary to survival and success in our modern world.

Happily, all share one thing in common: great hope. While the people are very different, the dream of a better life is very much the same. Bilingual education is the key to these hopes and dreams.

Bilingual education, at its many levels, makes the most uneducated person literate for the first time and offers further opportunity to the more well-prepared. It teaches all important English to newcomers, while respecting and preserving their native languages. It encourages self-confidence and self-esteem. In other words, it teaches much more than just a new language.

Last but hardly least, bilingual education constructs a solid doorway through which new Americans can successfully enter the working world. Like anyone else, they are more likely to go far if better prepared. With adequate bilingual education, work skills and enthusiasm, the possibilities are limitless.

Finally, the newcomers are mixed into the "melting pot" adding more flavor and spice to America and enriching us all. This is what Bilingual Education really means to America.

Vutho Ken
Grade 6–8
Washington Irving Middle School
Roslindale, Massachusetts

What Bilingual Education Means to America

The Cowboy: the long standing, historical symbol of America, both domestically and abroad. Everyone associates the figure head with the ideals of the United states. What few people realize, however, is that the cowboy was a purely Spanish creation. Everything from the lasso, to the wild mustang originated in Mexico. And yet, paradoxically, what really is the true America: a gathering of all the cultures into one united society.

Those who propound that new immigrants should adapt to the present "American" way of life should look back to the roots of their particular society. If they had abided by this belief then, then oughtn't we all be living the lives of American Indians?

Bilingual education represents an effort to integrate new people with America, so that they can in turn repay the favor with contributions in many fields. It is very much like a long term financial investment. When the account matures, the rewards will be reaped. Those who oppose bilingual education do not see the importance of it in the long run. They see only black and red columns in a budget schedule, and what they have to pay in the immediate future. It is this lack of global awareness that has led to numerous conflicts. Take the war-torn country of Vietnam, for example. We spent $164 billion and lost countless lives fighting to defend ideas that were irrelevant, erroneous or exaggerated, like President Eisenhower's Domino theory. We were also suppressing the welfare of the Vietnamese. They lost almost 10% of their population due to the war.

It then dawned upon America that we were not perfect. To deny bilingual education would be proclaiming perfection. To promote it would be a chance to improve our society. However, bilingual instruction is not just a grand scale, centralized effect. It is more like inflation, which is intangible as a whole, but evident in every shopper's pocketbook. The net result of bilingual education is clearly apparent with each and every recipient of the aid program.

I arrived in North America when I was five years old, devoid of any English vocabulary. Within a year, with the help of the school bilingual education teacher, I was fluent in English. That year turned out to be a tremendous launching pad toward the English world.

I got my opportunity. Many others have also. These include such famous notables as Albert Einstein, considered by many as the greatest scientist in history, Mikhail Barishnikov, the foremost dancer of his time, and Martina Navratilova, quite possibly the premier female tennis player of all time. Without bilingual education, the door would be closed in America to such talent; and that would truly be a tragedy in a country renown for its opportunity.

So let us mount our mustangs and make our cowboys feel proud of their heritage in our great land of personal liberty and equal opportunity.

Ted Chang
Grade 11
Chula Vista High School
Chula Vista, California

RESOLUTIONS

(Continued from page 11)

Whereas the President's proposed Fiscal Year 1986 Budget would eliminate all funding (currently $28.8 million) for the Johnson O'Malley program;

Whereas elimination of funding for the Johnson O'Malley program would further jeopardize the educational prospects and life opportunities available to Native American students;

Be it resolved that

The National Association for Bilingual Education oppose the President's Fiscal Year 1986 Budget proposals for the Johnson O'Malley Act;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the President's Fiscal Year 1986 Budget proposals for the Johnson O'Malley Act.

NABE Membership Action: Approved Unanimously

RESOLUTION #12

Whereas the National Association for Bilingual Education (NABE) recognizes that the early childhood/preschool population whose first and/or preferred languages is other than English is rapidly increasing; and

Whereas a developmentally appropriate curricula for these children includes native language and culture-based instruction; and

Whereas the needs of thousands of these children are not being met:

Be it resolved that

The National Association for Bilingual Education advocate for legislation to create and fund developmentally appropriate bilingual multicultural early childhood/preschool programs.

NABE Membership Action: Approved Unanimously

RESOLUTION #13

Whereas the National Association for Bilingual Education (NABE) understands and recognizes the need and value of developmentally appropriate bilingual multicultural education for young children; and

Whereas NABE is aware of the educational reform movement taking place across the country which includes integrating Early Childhood Education for four year olds in the public schools; and

Whereas early childhood education for three to five year olds is being expanded in Head Start; and

Whereas NABE understands and recognizes the need for appropriately trained staff, at all levels, to serve these young children;

Be it resolved that

The National Association for Bilingual Education advocate for training that is developmentally appropriate and linguistically and culturally relevant.

Be it further resolved that

NABE advocate that sufficient funds for such training be legislatively appropriated by state and federal agencies, i.e., public schools and Head Start; and

NABE advocate for appropriate credentialling for all staff serving the preschool early childhood populations.

NABE Membership Action: Approved Unanimously

RESOLUTION #14

Whereas black students, like most language-minority students, have low rates of academic performance and educational attainment;

Whereas the ineffective education of blacks, language-minority, and other "educationally disadvantaged" students results in incalculable harm to individuals and our entire society;

Whereas the ineffective education of black and language-minority students is the result of past and continuing discrimination against these students and against minority educational personnel;

Whereas the National Alliance of Black School Educators has through its professional activities helped to improve the education opportunities available to black and other minority students;

Continued on page 14

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Room 407 1201 16th St., N.W. • Washington, D.C. 20036 • (202) 822-7870

APPLICATION FOR: ☐ NEW MEMBERSHIP ☐ RENEWAL MEMBERSHIP

TYPE OF MEMBERSHIP (Check One)

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004-0001 Teacher				003-0001 Community Person				005-0001			
004-0002 College Instructor				003-0002 Para-professional				COMMERCIAL	$125		
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004-0004 Consultant				INSTITUTIONAL OR SUBSCRIPTION	$50						
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Check if you are interested in serving on a NABE Standing Committee:

009-0001 Publications
009-0002 Membership
009-0003 Socio-Political Concerns
009-0004 Fund Raising
009-0005 Honors and Awards
009-0006 Public Relations
009-0007 Rules
009-0008 Organizational Development
009-0009 Media Watch

RESOLUTIONS

(Continued from page 13)

Be it resolved that

The National Association for Bilingual Education cooperate with the National Association of Black School Educators in expanding educational opportunities for black and other minority students.

NABE Membership Action: Approved Unanimously

RESOLUTION #15

Whereas traditionally national, state and local policy-makers have had unjustifiably low expectations of LEP student achievement;

Whereas the expectation for Non-LEP students has traditionally included high standards in the cognitive areas such as math and science;

Whereas this dual set of expectations can cause American education system to revert to a dual school system.

Be it resolved that

The National Association for Bilingual Education urge the U.S. Department of Education to fund exemplary math, foreign language and science programs for LEP students.

NABE Membership Action: Approved Unanimously, after the words "Foreign Language" were added.

RESOLUTION #16

Whereas the recent trend at both the state and federal levels has been to focus on the linguistic needs of immigrants and refugee children;

Whereas the original target population of ESEA, Title VII was the native-born students who came from a home with language other than English;

Whereas the educational need of the native-born students is just as great as it was when ESEA, Title VII was originally passed;

Be it resolved that

The National Association for Bilingual Education focus its energy, influence and resources to ensure that both native-born LEP students and recent arrivals be included in ESEA, Title VII programs.

NABE Membership Action: Approved Unanimously

RESOLUTION #17

Whereas the special interest groups (SIGs) represent the professional interests of National Association of Bilingual Education (NABE) members;

Whereas presently there is no formal mechanism for reciprocal articulation and communication between the NABE Executive Board and the SIGs;

Whereas most other professional associations have addressed this need by incorporating SIGs into their executive boards;

Be it resolved that

The Executive Board of the National Association for Bilingual Education consider adding a member to the executive board who is a SIG representative who will facilitate articulation and communication between the NABE SIGs and the executive board.

NABE Membership Action: Approved Unanimously

RESOLUTION #18

Whereas states are increasingly instituting non-traditional alternate routes for the preparation and certification of teachers;

Whereas some states are substituting teacher-competency testing for traditional teacher preparation programs;

Whereas teachers of limited English proficient students need to have specific pedagogical, cultural, affective, and linguistic competencies which cannot be acquired through alternate route programs or demonstrated through paper-and-pencil tests;

Be it resolved that

The National Association for Bilingual Education strongly recommend that state legislatures, state department of education, state and local boards of education reject alternate routes or competency testing as the mechanisms for preparing and certifying teachers of limited English proficiency students.

NABE Membership Action: Referred to the Ad Hoc Committee on Standards for the Practice of Bilingual Education.

Continued on page 15

JOIN NABE. . . AND TELL A FRIEND

BUSINESS PHONE: (_____) ____________________
Area Code

HOME PHONE: (_____) ____________________
Area Code

SPECIAL INTEREST GROUP (Check Only One)

☐ 001-0001 Early Childhood
☐ 001-0002 Elementary Education
☐ 001-0003 Secondary Education
☐ 001-0004 Higher Education
☐ 001-0005 Adult Education
☐ 001-0006 Parent + Community
☐ 001-0007 Vocational Education
☐ 001-0008 Student
☐ 001-0009 Research + Evaluation
☐ 001-0010 Special Education
☐ 001-0011 Global Education

LEVEL OF WORK (Check Only One)

☐ 002-0001 Early Childhood
☐ 002-0002 Elementary Education
☐ 002-0003 Secondary Education
☐ 002-0004 Higher Education
☐ 002-0005 Adult Education
☐ 002-0006 Community
☐ 002-0007 Resource Center
☐ 002-0008 Publishing
☐ 002-0009 Other ____________________

IF YOU LIVE/WORK ACROSS STATES ALWAYS REGISTER WITH THE ADDRESS OF YOUR CHOSEN AFFILIATE OR YOU WILL NOT RECEIVE AFFILIATE MAILINGS.

______________________________ ____________
Signature of Member *Date*

The Rainbow Collection

The Rainbow Collection

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Evelyn Marino M.S.
Consuelo Valencia Raley B.A.
Tracy David Terrell Ph.D.
Stephen Krashen Ph.D. Consulting Ed.
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SIGs

(Continued from page 11)

Goals:

- To recruit, document and maintain membership in the Special Education SIG
- To link Special Education SIG activities with other organizations
- To plan and implement a bilingual special education component at the annual NABE Conference
- To network with others and gather and share information
- To develop policies and procedures for the Special Education SIG
- To have a Special Education SIG table at the annual NABE Conference

Activities:

- Special Education SIG membership doubled in 1984–85.
- The Special Education SIG newsletter has been disseminated to members of the Council for Exceptional Children's Hispanic Caucus, to members of TESOL, and to other interested persons.
- Special Education SIG members actively participated in the planning of NABE '85 including serving as readers of proposals and suggesting topics and presenters for sessions.
- The Special Education SIG newsletter contains a section for advertising new projects, products and processes, listing contact persons. There is also a questions and/or requests section in each newsletter. The computerized Special Education Network currently has 117 entries.
- Special Education SIG members have been surveyed to determine the type of organizational structure preferred for the SIG.
- There was a Special Education SIG table at NABE '85, displaying flyers, sample materials, order forms, and newsletters.

RESOLUTIONS

(Continued from page 15)

RESOLUTION #19

Whereas the proposed federal budget for Fiscal Year 1986 proposed by the Reagan Administration reflects a reduction of $42 million from the current appropriation for migrant education;

Whereas the "five year provisions" for eligibility of former migrant students is to be reduced to three years in Fiscal Year 1986 and to two years in Fiscal Year 1987 thereby drastically eliminating the number of eligible migrant students by fifty percent;

Whereas the continued federal support of LEP children of migrant families should be viewed as essential and a priority for this segment of the nation's student population;

Be it resolved that

The National Association for Bilingual Education endorse the petition of the National Association of State Directors of Migrant Education to the U.S. Congress for the defeat of said discriminatory proposals by the Reagan Administration and that federal parity be continued for the nation's migrant population.

NABE Membership Action: Approved Unanimously.

1985 Nationwide Writing Contest for Bilingual Students
National Association for Bilingual Education

	1st Place	**2nd Place**	**3rd Place**
3–5 Grade Category	Joseph Allen McCachren Pojoaque Elementary School Grade 4 Sante Fe, New Mexico	Soul Velasquez McPherson School Grade 4 Chicago, Illinois	Vanessa Mention Nova Eisenhower Elementary School Grade 4 Tamarac, Florida
6–8 Grade Category	Vutho Ken Washington Irving Middle School Grade 8 Dorchester, Massachusetts	Armando Valeriano P.S. 65 Bronx Grade 6 Bronx, New York	Hanh T. Phan Cleveland School of Science Grade 8 Cleveland, Ohio
9–12 Grade Category	Ted Chang Chula Vista High School Grade 11 Chula Vista, California	Gerardo Trujillo Sierra Vista Grade 10 Baldwin Park, California	Hiroko Teranishi Casa Roble High School Grade 12 Orangevale, California

Institute on Educating Exceptional Bilingual Students

The William Paterson College in Wayne, New Jersey, will be sponsoring a three-credit Summer Institute focusing on the special educational needs of limited English proficient exceptional students from July 9–11 and July 16–18, 1985. The Institute is being co-sponsored by the NODAC at Teachers College, Columbia University. Topics will include State of the Art in Research and Litigation, Content Area and ESL Techniques, Assessment of the Bilingual Exceptional Student, the Role of the Family, and Language Disorders vs. Language Difference. For more information, contact Mihri Napoliello, William Paterson College, Wayne, New Jersey 07470 (201) 595-2298.

Applications for 1986–87 Congressional Science Fellowships in Child Development are being invited by the Society for Research in Child Development. These fellowships are open to scientists and professionals at the post-doctoral level with interests in child development and public policy and provide the opportunity to spend one year as a member of Congressional staff. Early and mid-career applications are encouraged. Fellowship year begins September 1, 1986 and the deadline for receipt of application materials is November 8, 1985. For further information, contact Dr. Barbara Everett, Director, Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Avenue, S.E., Suite 1, Washington, D.C. 20003 (202) 543-9582.

Fellowships Available

The University of Colorado at Boulder is recruiting candidates for Ph.D. Fellowships in Bilingual Education and in some specialized areas as they relate to bilingual education. Priority will be given to students in the areas of bilingual education, vocational education, mathematics and science education, adult education, literacy, educational technology, gifted and talented education, and special education. For further information and application packets, contact Jim Bransford, Director, Bilingual Ph.D. Program, Bueno Center for Multicultural Education, Education Building, Campus Box 249, University of Colorado, Boulder, Colorado 80309 (303) 492-5416.

The College of Education at the University of Washington is currently recruiting individuals interested in applying for Title VII Bilingual Fellowships for the 1985–86 academic year. The fellowship is open to both Ph.D. and Ed.D. students in the areas of 1) Curriculum and Instruction, 2) Policy, Governance and Administration, 3) Special Education, and 4) Educational Psychology. For further information and application packets, contact Dr. James A. Vásquez, Director, Bilingual Programs, 122 Miller Hall DQ 12, University of Washington, Seattle, Washington, 98195 (206) 543-7835.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE News

VOLUME VIII, NUMBER 5/SUMMER 1985

Whitten Appointed New OBEMLA Director

"The bottom line is that we all have the same goal—we want to help the kids out there." So began Carol Whitten in her first interview after being appointed Director of The Office of Bilingual Education and Minority Languages Affairs (OBEMLA). In office for less than a month, she granted the interview to NABE NEWS because of her sincere desire to communicate as soon as possible with the field. "There's going to be a point where we may have honest disagreements, but you're going to know about it and we're going to talk about them—and we're always going to talk," she continued.

When asked why she wanted to become Director of OBEMLA, Ms. Whitten responded, "Well, because of my roots. It will give me an opportunity, I hope, to help children to have the opportunity to participate in the mainstream of American education. It was quite a thrill—of course to be asked by a Secretary to do anything is thrilling—but to work in Bilingual Education is especially so."

Carol Pendás Whitten was born in New York City of Cuban parents. Her father, who was in the Army during World War II, had a shipping business and most of her school years were spent in Miami. Spanish was spoken in her parents' home while she was growing up, and is still spoken in her home now with her husband (son of Mississippi Congressman Jamie Whitten) and their 14 year old son. Her son was brought up as she was, speaking only Spanish until he started school.

Goals

Insuring parental choice, insuring "community" choice, and allowing for alternatives lead Ms. Whitten's list of goals as Director of OBEMLA. In addition, coming from her management background, she wants to make sure that there are fiscal controls, "that the money is spent the way Congress intended; to make sure it's spent by people that need it and deserve it; that it's well spent and accounted for to the taxpayers."

Ms. Whitten received both her B.A. in Home Economics (Marketing) and her M.S. in Education (Guidance and Counseling) from Barry College in Miami. From 1967–1978, she held several different positions as an administrator and teacher with the Archdiocese of Miami, including the Director of Guidance and Home Economics Department Chair.

In 1978, Ms. Whitten moved to Washington, D.C. and began her career with the Federal Government. From 1980–81, she was an Education Program Specialist for the Women's Educational Equity Act Program at the U.S. Department of Education. This job gave her experience with monitoring grants and contracts and preparing annual reports, which, she said, makes it easier for her to understand what the staff of OBEMLA has to do. From there she went to the National Institute of Education, where she served as Executive Assistant to the Acting Director for one year. At NIE she negotiated and monitored the cooperative agreement with the National Center for Bilingual Research. In 1983, Ms. Whitten became a Special Assistant to the Deputy Undersecretary for Management at the U.S. Department of Education, serving as advisor on Department grants and contracts. She became Congressional Liaison Officer for Employment and Training in the Office of Legislative Affairs in the U.S. Department of Labor in 1984.

Continued on page 4

Proposed NABE Parent Platform

Introduction

One of the goals of the 1985 NABE Parent Institute was to develop a Parent Platform that would help guide the organization in its efforts to work with its parent membership. The following recommendations form the parent platform and address the areas of national policy and legislation; role of parents as NABE members; parent activities and training; home/school relations; activities/materials; and recommendations for the 1987 NABE Conference. The Parent Platform has been submitted to the NABE Executive Board for their consideration.

I. In areas of national policy and legislation, NABE SHOULD:
   1. Assure that bilingual education is always authorized by federal legislation and administration regulations.
   2. Assure that sufficient money is allocated and available through ESEA Title VII for Parent Training Projects. NABE should offer to work jointly with OBEMLA to develop a system in which all parent training projects would be monitored and evaluated for efficiency and effectiveness (an example was given by a parent participant of a parent training project which has no parent input nor provides training).
   3. Initiate federal legislation to address the problem of drop-out rates and prevention of linguistic minority students. LEP students are being pushed out of schools and nobody knows how many or how fast. There is no structured program for linguistic minority students addressing this issue.

Continued on page 12

NABE News

Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 625-3540

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer and an Annual Conference Issue. It is available through membership. News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

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Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

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If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

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President
Sarah E. Meléndez
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-5940

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KCCBS
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Overland Park, KS 66204
(913) 722-0272

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Midwest Bilingual Education
Multifunctional Support Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4143

Secretary
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Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Suite 100
Washington, D.C. 20007
(202) 625-3540

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Bilingual Office
595 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

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IDRA
5835 Callaghan Road
San Antonio, TX
(512) 684-8180

Parent-at-Large
Norman Gold
California State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-2872

Eastern Regional Representative
Rosa Castro Feinberg
University of Miami NODAC
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-6501

Central Regional Representative
Stan Seidner, L.I.M.R.C.
National College of Education
18 S. Michigan Avenue
Chicago, IL 60603
(312) 621-9682

Western Regional Representative
Aurora Martínez-Quevedo
Bilingual Consortium
1671 Park Avenue, Suite 1
San Jose, CA 95126
(408) 998-6112

Executive Board Meeting Report

A regular meeting of the NABE Executive Board was held on May 18–20, 1985 in Tucson, Arizona. The following actions were taken at that meeting:

- Tucson, Arizona was selected as the site of the 1990 NABE Conference
- Recommendations were made for keynote and major speakers for the 1986 Conference in Chicago
- A scholarship from Youth For Understanding for the high school winner of the Bilingual Student Writing Contest was accepted
- Procedures were developed for distributing the Constitution, Bylaws, and Manual of Operational Procedures to the membership
- The Media Watch Project was made a Standing Committee
- An amendment to the NABE Constitution regarding the nomination of candidates for the Executive Board was proposed
- An amendment to the NABE Constitution regarding the process to amend the Constitution was proposed

NABE members may obtain additional information regarding the Board Meeting by contacting their Regional Representative.

National Association for Bilingual Education

Year At A Glance 1984–1985

Impact on the Field of Bilingual Education

NABE successfully led the coalition of organizations which worked to have Congress pass the Academic Excellence and Equity Through Bilingual Education Act of 1984.

NABE continued to provide vital information on bilingual education to policymakers throughout the United States.

NABE testified before the U.S. Congress regarding appropriations for Title VII.

NABE testified regarding proposed immersion programs in the State of New Jersey.

NABE spoke on behalf of bilingual education on numerous occasions, including a debate with S.I. Hayakawa at Harvard University and an appearance with Gerda Bikales of U.S. English on Late Night America.

NABE protested the Market Growth, Inc., report on the San Antonio Conference to Secretary of Education Bell.

NABE appointed an Ad Hoc Committee on Standards for the Practice of Bilingual Education.

NABE held a very successful conference in San Francisco, with attendance of almost 4,000 persons.

NABE selected "Academic Excellence and Equity through Bilingual Education" as the theme of the 1986 Conference in Chicago.

NABE selected Miami as the conference site for 1989 and Tucson as the site for 1990.

Association and Affiliate Development

NABE hired a Development Director on a consultant basis to assist the organization in fundraising and organizational development.

NABE amended its Articles of Incorporation and Constitution to facilitate the work of the organization.

NABE established a Standing Committee on Rules.

NABE approved an annual allocation for SIGs of $1.00 per NABE member in each SIG, with a minimum of $50 and a maximum of $500.

NABE conducted a Problem Census of the membership.

NABE adopted a permanent conference logo.

NABE conducted a pilot project in Puerto Rico on joint NABE/Affiliate dues.

NABE established a Standing Committee on Honors and Awards.

NABE appointed Reynaldo Macías to a three-year term as Editor of the NABE JOURNAL.

NABE conducted a membership survey.

NABE approved Tennessee's application for Chapter affiliation.

NABE worked with Maryland to revitalize its affiliate, the Maryland Association for Bilingual Education (MARABE).

NABE re-appointed Nancy Zelasko to a second three-year term as Editor of the NABE NEWS.

NABE established the Media Watch Project as a Standing Committee.

NABE accepted a scholarship from Youth for Understanding for the high school level first prize winner in the National Bilingual Student Writing Contest.

NABE worked with the National Education Association for developing a training seminar for Affiliate Presidents to be held in the summer of 1985.

WHITTEN
(Continued from page 1)

OBEMLA's Role

In discussing the function and structure of OBEMLA, Ms. Whitten said, "I agree with Congress in stating that we do have a federal role and that it is to help language minority children become proficient in English so they can become part of the mainstream." Her definition of that role emphasizes that such help should be "through assistance to the states and the locals, because education is primarily a state and local responsibility."

Although assuming the position of Director at the same time as the new Bilingual Education Act has to be implemented has made her job more difficult, she expressed pleasure that there is a new law and that she will have a chance to have an impact upon it. "It's nice that the new law recognizes alternative approaches," she added. When asked why, she explained by saying, "Well, the research really does show that transitional bilingual education is not the best method for all students. It's certainly a good method and it's certainly a method that works will in certain situations," she quickly added. "When the law originated primarily for Hispanics, I can understand how it came about. But I can also understand that now with the mass influxes of different types of immigrant populations, the needs of the school districts to meet the needs of these children have to be recognized. Chapter I is doing it and schools are doing it on their own. I think it's nice it's finally recognized in our law."

When asked whether the field could expect another reorganization of OBEMLA, Ms. Whitten pointed out the need to restructure the office in order to follow the lines of the new legislation, which includes a newly mandated Data Collection Division. She also expressed concern that there be more coordination of research efforts and that the results of the research be disseminated to the field.

Ms. Whitten hopes the field will view OBEMLA as a resource. "I hope they know they can develop models through us and also hope they get to know some of the data we are producing."

Continued on page 5

Bilingual Resources in

The number of people interested in the area of bilingual special education is growing rapidly throughout the United States. In order to help professionals involved in the education of exceptional language minority students manage current information, a list of resources is provided here. Some of these are general sources that have current information, i.e., funded Title VII programs, and others are specific print resources, i.e., journal articles, books.

Resource Agencies

NABE Special Interest Group (SIG)

Chairperson: Eda Valero-Figueria
George Mason University
Department of Education
4100 University Drive
Fairfax, VA 22030
703/323-3782

Services:
- to provide a newsletter to all members free of charge
- to have a SIG table to display resources at the national convention
- to identify regional representatives to improve networking efforts among SIG members

Council for Exceptional Children (CEC) Hispanic Caucus

Chairperson: Elba Maldonado-Colón
University of Texas at Austin
College of Education
Department of Special Education - Room 440
Austin, TX 78712
512/471-4161

Services:
- to promote Hispanic concerns
- to establish a network among CEC members

Illinois Resource Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
312/870-4040

Services:
- Bilingual Special Educator's Network to search a computerized list of 114 individuals working in the area of bilingual special education nationwide. This network includes resource people as well as those providing direct services to students.

National Clearinghouse for Bilingual Education (NCBE)
1555 Wilson Boulevard
Suite 605
Rossyln, VA 22209
800/336-4560 toll free
703/522-0710
Contact: Information Specialist

Special Education

by Pat Chamberlain
Illinois Resource Center

Services:
- to provide research, reference and referral services to bilingual educators
- to develop and make available timely information products to consumers interested in bilingual education

Publication Sample: *Special Education Needs in Bilingual Programs*,
by Victoria Bergin, 1980, NCBE publication.

Handicapped Minority Research Institute
University of Texas at Austin
Department of Special Education
Education Building 306
Austin, TX 78712-1290

Contact: Dr. Alba Ortiz
512/471-4161

Research topics include: assessment, intervention strategies, language development in first and second language, incidence of exceptionality among Hispanics, the use of L1 and L2 in instruction of handicapped students and others.

Office of Special Education
400 Maryland Avenue, S.W.
Switzer Building, 3rd Floor
Washington, D.C. 20202

Contact: Patty Garr, Acting Director, Special Education Programs

OBEMLA
U.S. Department of Education
Teacher Training Title VII Grants
400 Maryland Avenue, S.W.
Reporter's Building 421
Washington, D.C. 20202

Contact: Educational Program Specialist
202/245-2600

Publications

Journals

Exceptional Children, Volume 46/Number 8, May 1980. The theme of this issue is cultural diversity. Topics include: issues in the education of culturally diverse exceptional children, non-discriminatory evaluation, curriculum adaptations, career opportunities, communicating with parents and teacher education, and others.

Exceptional Children, Volume 48/Number 6, April 1982. The theme of this issue is the education of migrant children. Topics include: issues in the education of migrant students, working with paraprofessionals, public law 94-142, policy issues, and others.

Continued on page 6

WHITTEN

(Continued from page 4)

Future of Bilingual Education and Title VII

It is apparent that this administration would like to see some changes made to Title VII. When asked what she saw as the future of bilingual education in general and of Title VII in particular, Ms. Whitten responded, "I think with the influx of different types of refugee groups that bilingual education is being viewed more and more as not just for the Hispanics. Clearly, being 80% of the group, we will always have a say. But I think it's healthy that other people seeking what America has to offer also have a voice."

"I think Title VII was originated and intended as a capacity building program to assist the states and locals," she continued and then emphasized, "I would like for them to have more choice so that they can work to meet the needs more directly at the local level. Wisely, the Supreme Court did not dictate a method of instruction, because they realized that at the federal level you cannot do that. I think that any shift towards a more open approach to instruction is good."

Funding

Ms. Whitten was asked her feelings about the Administration's budget request for Title VII (only $139 million was requested although the legislation authorizes $176 million). She responded, "This program is of a high priority to the Administration. In time of budget cuts, it was one of very few programs that the Department level-funded." [Ed. note: According to NABE's Legislative Counsel, Title VII sustained one of the largest proportional cuts of any Education Program.]

When then asked the rationale for funding Developmental Bilingual Education, Materials Development, and Family English Literacy Programs at only $250,000 each, Ms. Whitten voiced the following opinions. "Those particular programs, such as Development Bilingual Education, really dilute the actual intent of the Act. Money is not being used for the children who most need it; it's being used as a maintenance program. I have no problem with children learning and using their home language or learning a foreign language. I just don't think that's the Federal role intended for Title VII."

Continued on page 6

WHITTEN

(Continued from page 5)

It is her opinion that Materials Development Projects are not needed because local school districts can develop materials under Part A Grants. She said, "Studies have shown that materials developed at the local level, where the need is, are used more than materials developed federally."

Finally, she stated that "Family English Literacy is very similar to the short-term training institutes. There again it kind of dilutes the intent of the law. That population can be served in many different ways."

Ms. Whitten had no comment about Administration attempts to modify the legislated funding reservations to allow for increased funding for Special Alternative Instructional Programs except to say, "We'll do whatever is in the law. We would like more flexibility, but I really don't know yet."

NACBE

Ms. Whitten was anxious to assure the field that the new National Advisory and Coordinating Council on Bilingual Education would be functioning before the end of the current fiscal year, in accordance with the legislation. The change in Secretaries of Education caused some delay in the process, but the Charter for the new Council was signed on March 14, 1985 (at which point the previous Council was disbanded). She stressed that OBEMLA is just one of the participants involved in the selection of members of the Council, and although she did not discuss potential nominees, she said she anticipated that the Secretary's Office would be announcing the members of the new Council in the near future.

Message to the NABE Membership

Ms. Whitten wants the NABE membership to know that she welcomes their input. "I'd like to work with them and be of assistance to the field. Our goal is all the same, to help the children."

Resources in Bilingual

Contact: Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091

Learning Disability Quarterly, Volume 6/Number 4/Fall 1983. This volume has cultural pluralism as its theme. Topics include: issues in special education, bilingualism and special education, adjustment problems, learning disabilities, parental perspectives, assessment, instructional media and others.

Contact: Council for Learning Disabilities
Department of Special Education
University of Louisville
Louisville, KY 40292

American Speech & Hearing Association Journal, June 1985. This volume contains an article which lists institutions of higher education which are currently providing training for bilingual speech and hearing pathologists.

Contact: Dr. Lorraine Cole
American Speech and Hearing Association
Office of Minority Concerns
10801 Rockville Pike
Rockville, MD 20852
301/897-5700

Newsletters

Bilingual Special Education
The University of Texas at Austin
College of Education
Department of Special Education
Education Building 306
Austin, TX 78712-1290

Hispanic Deaf Newsletter
Barbara Leutke-Stahlman
Department of LDSE
Northern Illinois University
DeKalb, IL 60115-2854

NABE SIG Newsletter
Billie Navarro
Illinois State Board of Education
100 W. Randolph 14-300
Chicago, IL 60601
or
Pat Chamberlain
Illinois Resource Center
500 S. Dwyer Avenue
Arlington Heights, IL 60005
or
Nancy Dew
Teacher College/Columbia University
NODAC
525 W. 120th Street, Box 11
New York, NY 10027

Special Education

(Continued from page 5)

Training Manual

Bilingual Language Learning System (BLLS)
American Speech and Hearing Association
Office of Minority Concerns
10801 Rockville Pike
Rockville, MD 20852

Contact: Dr. Lorraine Cole
301/897-5700

Description: The BLLS project was designed to meet the need and improve the availability and quality of speech-language pathology and audiology services rendered to bilingual bicultural Spanish-English children.

Books

The Bilingual Special Education Interface, Leonard Baca and Hermes Cervantes, 1984.

Contact: Times Mirror/Mosby College Publishing
11830 Westline Industrial Drive
St. Louis, MO 63146

Topics include: judicial perspective, language acquisition, assessment, IEP development, curriculum development program models, and others.

The Hispanic Deaf: Issues and Challenges for Bilingual Special Education, Gilbert L. Delgado (ed.), 1984.

Contact: Gallaudet College Press
Gallaudet College
Washington, D.C. 20002

Topics include: Hispanic deaf populations, language dynamics, the language choices, assessment, educational programming, and teacher preparation.

Bilingualism and Special Education: Issues in Assessment and Pedagogy, Jim Cummins.

Contact: Multilingual Matters
Bank House, 8a Hill Road
Cleredon, Avon BS21 7HH England

Topics include: referral and assessment, bias in IQ tests, learning disabilities, language proficiency, bilingualism and academic achievement, research, and others.

Publishers

Contact: **College-Hill Press, Inc.**
4284 41st Street
San Diego, CA 92105

University Park Press
International Publishers in Science, Medicine, and Education
300 N. Charles Street
Baltimore, MD 21201

Various publications of interest to bilingual special educators are available. Send for the catalogs.

Ed. Note: *This article was contributed by NABE's Bilingual Education SIG. Other SIG articles will appear in future issues of NABE NEWS.*

Innovative Second Language Programs: The Elementary Years

The nearly four million American school children of limited English proficiency (LEP) are a challenge to the educational institutions of the United States. The unique personal and pedagogical needs of these students require creative responses.

Transitional bilingual programs with partial instruction through the home language alongside English; intensive English-as-a-second language (ESL) classes; brief "pull-out" ESL sessions; Bilingual Special Education; "sink or swim" submersion in mainstream classes; immersion programs for majority and minority-language students; "sheltered" content area schooling in English—these are some of the instructional approaches current today. Some have emerged from empirical educational research, while others are hasty applications of program designs borrowed from other contexts.

The 1985 Fifth Annual WPC Bilingual/ESL Conference will focus on the state-of-the-art in how best to teach the elementary school child who is attempting to acquire a second language. Respected specialists in the field of language education will join with lower school educators in an attempt to examine current models and provide innovative approaches to this timely issue.

Participants will hear two outstanding keynote speakers, peruse instructional materials, attend workshops on teaching practices and hear classroom-based research papers. The two-day conference (October 25 and 26, 1985) may be taken as a one-credit graduate course.

All classroom teachers, administrators and second language teachers who interact with young LEP students (grades K–8) are urged to participate. The WPC annual Bilingual/ESL Conference is the once-a-year event that conscientious professionals cannot afford to miss.

For information contact: Dr. Gladys Nussenbaum, Bilingual/ESL Program, William Paterson College, Wayne, New Jersey 07470.

News from the NABE SIG for Global Education

1985–86 Co-chairs:

Dr. Gina Cantoni-Harvey
Northern Arizona University
Flagstaff, Arizona 86011

Dr. Dorothy Waggoner
3900 Watson Place, N.W.
Washington, D.C. 20016

As noted in the last issue of the NABE Newsletter, the meeting of the NABE Special Interest Group for Global Education in San Francisco in March mandated the preparation of a position paper with objectives for the SIG. The following document is the result. The co-chairs wish to thank the members of the SIG whose comments and suggestions improved the paper. We would be glad to receive any additional comments. We also urge all of you who support our goals to indicate your interest in the SIG for Global Education when you renew your memberships and to encourage other colleagues and friends to join NABE and the SIG for Global Education.

Objectives of the NABE Special Interest Group for Global Education

Rationale

As a leading world power, the United States deals constantly with countries in which languages other than English are spoken. We are called upon to negotiate, both in diplomacy and in business, with people whose languages and cultures are different from those of English language background Americans. Yet most of our representatives in these activities are monolingual. Our representatives cannot speak to representatives of other nations in their own languages, nor do they understand the cultures of other nations. Our lack of knowledge of foreign languages and cultures has been termed a national scandal.

At the same time that English language background people lack the needed language skills and cultural understanding, we have in our population more than 34 million people with native knowledge of many of the world's languages and cultures. Among these are nearly 8 million school-age children and youth who have the potential to become future bilingual representatives to the world. NABE, as an organization, is dedicated to the education of these young people, and to the assurance that they will be prepared to participate fully in and to make their contribution to our society. These young people are a precious resource to further bilingualism among majority children and youth if we develop programs in which language learning means a second language for everyone.

The reauthorization of the Bilingual Education Act provides for developmental bilingual education programs in which children and youth from various backgrounds will learn English and another language together. Several states have recently implemented such programs and many local school districts have been taking the lead in developing programs in which bilingual and monolingual young people learn together. More needs to be done to increase the number of these programs and to disseminate information about them.

Bilingualism is a world-wide phenomenon. Many countries with ethnically and linguistically diverse populations share our educational and sociopolitical concerns. Many of the research findings upon which we rest our claims for the legitimacy of bilingual education come from studies in some of these countries. References to these studies abound in the current literature on bilingual issues. We in the United States can benefit from becoming more knowledgeable about bilingual policy and research and about successful bilingual education programs in other lands. Conversely, we can share our growing expertise with countries that are just beginning to recognize and confront the challenge of ethnic and linguistic diversity.

Each year opportunities are offered for teachers and administrators to teach or study in some of the countries from which the parents, grandparents, or earlier forebearers of the students in bilingual classes came. Our skilled bilingual teachers and administrators should take greater advantage of these opportunities, both to refresh their knowledge of these countries and to share information about the maintenance of ancestral languages and cultures in the United States.

Specific Objectives

In furtherance of the statements above, the NABE Special Interest Group on Global Education will pursue the following objectives:

1. To promote the development of bilingual education programs in which U.S. school children and youth from all backgrounds have opportunities to learn English and other languages and to study the world's major cultures as a part of their basic education.
2. To work with U.S. organizations to promote international and area studies programs, including the study of the world's major languages, at all educational levels.
3. To disseminate information about bilingualism and bilingual education around the world to the NABE membership and others in the bilingual education community, to the U.S. public in general and to the media.
4. To disseminate information about bilingualism and bilingual education in the United States to interested organizations and individuals abroad.
5. To disseminate information about bilingual, multicultural, and second language acquisition research to interested organizations and individuals.

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"From Theory to Practice"

The New Jeresy-Haiti Connection

by Gilda L. Rorro

The need for positive communication is expanding as our world is shrinking. The United States is attracting and absorbing increasing numbers of new entrants who represent every major cultural, religious and linguistic group in the world.

These factors, coupled with the global economic and interpersonal situation, are making educators aware of the need to release their students from the bonds of traditional American ethnocentrism by exposing them to a broader perspective of the world. It is through this approach that students may conceive of the world as a complex of interrelated systems.

The National Origin Desegregation Component of the Office of Equal Educational Opportunity (OEEO) in the New Jersey Department of Education is co-sponsoring the *New Jersey/Haiti School Linkage Project* with the **Partners of the Americas** Organization in Washington, D.C. Partners is a person-to-person volunteer organization which provides services to developing nations in Latin America and the Caribbean. New Jersey is the partner state to the country of Haiti.

Of some 60,000 Haitian residents in New Jersey, approximately 1,000 have been identified as limited English proficient (LEP). OEEO offers training, for both teachers and Haitian parents, as well as materials development and dissemination.

An added component this year is the *New Jersey/Haitian School Linkage Project*. This project hopes to foster increased intercultural awareness and understanding between students in Haiti and in New Jersey through direct communication and exchange of materials. An anticipated outcome is that New Jersey students will become more empathetic towards the Haitian peer group in their schools and more appreciative of the rich human resources and talents found in other nations.

Designated target schools in Haiti and New Jersey are governed by the following criteria:

- Students participating are in grades 3-12.
- Each class selected in New Jersey is linked to a class or group of Haitian students who are at the New Jersey students' grade level.
- Students from both countries are exchanging written correspondence, cultural objects, and teacher/student-made tapes.
- Teachers will be exchanging pedagogical materials.
- A teacher visit from Haiti to New Jersey is planned for September 1985.

The first linkage took place in January 1985 when two New Jersey teachers delivered student-made materials and correspondence to their Haitian counterparts.

The enthusiastic response from New Jersey students in participating districts far exceeded any expectations. Hispanic LEP students from Newark public schools contributed selected works of art and an album of their city that were of singular beauty, creativity and quality.

Elementary students in the Closter School District in Bergen County wrote and illustrated original story books. The Haiti Club of Grice Middle School in Hamilton Township produced a booklet of its community. All participating students sent letters, the majority of which began, "Dear friend in Haiti..." Through the club, students classified as gifted and talented, communication handicapped, and emotionally disturbed, unite to achieve these common goals:

- to be more aware of the talents of each other
- to be more aware of another culture
- to understand and appreciate the values and ethics of others
- to communicate (both in writing and orally via tapes) with students who speak another language
- to share crafts, ideas, feelings, and friendships with others.

A student in a communication handicapped class became so excited by the personal reply, that he read the letter to his class, and still carries it around. This student now has a reason to work hard to overcome his handicap. He wants to write more to his friends in Haiti.

Before the Haiti Club was formed, there was no awareness of the geography of Haiti or of its culture. Today, there is a strong desire to *learn more*, to *share more*, and to *care more*. One student said, "I am glad that children can learn to get along well through a better understanding of each other. Adults should do this also."

How do the activities of the *School Linkage Project* impact on Haitian entrant students in New Jersey public schools?

Continued on page 13

NABE News's regulary featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101.

Message from the Out-going President of NABE

by Dr. Sarah E. Meléndez

It's difficult for me to believe that this is my last message as president. In fact, Gene Chávez has already taken over. We all wish him the best and offer our assistance as he leads NABE to bigger and better achievements.

The year that just flew by was a good one in many ways. The highlights of the year were the passage of the Equity and Excellence through Bilingual Education Act and the wonderfully successful conference in San Francisco.

For me, the year was full of exciting activity. I had the opportunity to speak at many affiliate conferences and meet many members from around the country. It was wonderful to see all the energy, creativity, and dedication of bilingual teachers and administrators around the country.

One of the most thrilling experiences for me was the love for NABE and its goals of so many of you and your willingness to take on assignments. I don't dare name names for fear I'll miss someone. I've tried to thank each one of you personally but if I've missed anyone, give me a call and let me know. I'd love a chance to talk to you again.

Even members who wrote to complain usually said something positive about NABE and re-enforced their commitment to it.

Dozens of people around the country gave hours and hours of their time to serve NABE—they worked on committees, for the conference, took on a special assignment, wrote articles for the NABE NEWS, called people and asked them to respond to action alerts, wrote letters and made phone calls to Congressional representatives, and much more. I know many more of you would have helped if we had asked. I hope you understand that just planning what to ask, and getting in touch with you requires the time of someone to do it. We did not get around to everything we wanted to do.

Our fundraising efforts have begun to pay off. The Equitable Life Insurance Co. has agreed to print and mail our NABE NEWS. We have several proposals out for funding that will allow us to do more for our members and for the children we serve.

We made an attempt to improve communication with our membership (through a membership survey, a major session to talk with the Board, and a wrap-up session at the conference); with the SIG chairs (Vice-President Hai Tran communicated with each one several times); and with affiliate presidents.

We worked with several affiliates on local issues and on strengthening the affiliate, i.e., New Jersey, Illinois, and Maryland.

We proposed to a foundation that they pick up the cost of an executive director for three years to help us build up our association and membership. We are still negotiating on that—keep your fingers crossed, light a candle, do whatever you think may work.

We worked on strengthening our relationship with NEA, the Independent Sector, and other associations with mutual concerns.

Unfortunately, there were a few negative events. We saw the passage of English as official language legislation in several states. OBEMLA commissioned (and someone leaked) a very negative report on the NABE conference in San Antonio. We protested the report and the leak, but Gerda Bikales of U.S. English continues to quote from it. Although no funds were cut from the bilingual education appropriations, our attempts to secure a supplemental appropriation has not yet met with success. We continue to work on that.

An interesting development, and one we will watch carefully, is the change of leadership at OBEMLA. You will read an interview with Carol Pendás Whitten in this issue. I was heartened to see Ms. Whitten state that she will talk to us even when we disagree. We will always be ready to talk and work with OBEMLA. As Ms. Whitten stated so clearly, "Our goal is all the same, to help the children."

I could go on for pages, but I think I will close with a heartfelt thank you to all of you for all your support, cooperation, warmth, and friendship during my year as president. It made this last year a special one for me. It gives me a very warm feeling to know that I can travel to more than half of the states and not feel alone because you, my new friends, will be there.

I ask you to do two things as I say goodbye. Please get involved in NABE. The more of you working with us, the more we can do to make NABE the association we all know it can be.

Secondly, please offer Gene Chávez the support, help, warmth, and friendship you so generously offered me and NABE will undoubtedly continue to go forward.

Again, thank you for everything. I hope to see you all in Chicago.

Message from the In-coming President of NABE

by Dr. Gene T. Chávez

As NABE looks at its future as a more effective organization, it seems appropriate to expand the scope of its interests beyond the boundaries of the United States. The impact of linguistically and culturally different groups is felt around the world; one has but to think of China, Russia, Yugoslavia, and Switzerland, to name only a few countries in which bilingualism is a fact of life. Each situation is different, yet there are striking commonalities, which need to be better understood if we intend to work towards a more peaceful future, the preservation of cultural heritages, and equity in educational and economic opportunities. To this end, I have asked NABE's Global Education SIG to plan an international meeting to be held within the next twelve months.

One of the more important benefits we can gain from a global perspective on bilingualism is likely to be an increased awareness of the positive attitude of most countries toward the ability to function in more than one language. The inability to speak at least two languages is viewed as a most regrettable deficiency by a large majority of the world's citizens. Parents in other countries devote a great deal of effort and money to providing their children with the opportunity to become bilingual or multicultural. Indeed, many American parents with the means to do so have sent their children abroad to provide opportunities for them to learn an additional language. However, the general lack of foreign language proficiency in the United States has been recognized as a national disgrace by political and educational leaders. NABE represents the philosophy and interests of persons fortunate enough to have access to another language within their homes. This other language is a precious resource to be maintained and developed; it represents one of the keys that can open doors to academic excellence and to highly competitive career achievement. It can help us as a nation to play our proper role as a world leader. It can help us to speak to other peoples in their own languages with awareness of their cultures.

NABE is committed to equity and excellence in education. Through NABE's efforts Title VII, now more than ever, and more than any other federal education program, is designed to promote equity and excellence in education. While Title VII is vital to attainment of equity and excellence for limited-English-proficient learners, it alone will not bring about equity or excellence in education or in society.

Because of NABE's commitment to both equity and excellence, we must look to issues and programs beyond Title VII. Obvious issues include:

1. The English-only movement which threatens not only bilingual education, but also the civil rights, civil liberties and life opportunities of language-minority Americans. *This movement threatens equity.*

2. An education program which has the promise of advancing the twin objectives of equity and excellence is the federal Magnet Schools Program. We know that some of the most effective magnet schools are those which utilize bilingual education as the drawing force.

3. A continuing problem is the disparate and high drop-out rates of language minority students. Equity is at risk for them. Excellence, assured progression within the educational pipeline with completion of graduate degree programs for the most able, *must be* secured by our continued efforts.

4. Excellence in education involves expanding the linguistic resources and cultural awareness of all Americans. Bilingual education and NABE promote these objectives. So do (TESOL, M.L.A., AFLA, S.I.E.T.A.R.) foreign language programs, international education endeavors, and English-as-a-second-language efforts. We *must* strengthen present coalitions and form new alliances in order to convince what Joshua Fishman at our recent annual conference called the "M.E.," the what's-in-it-for-m.e.-crowd, the middle elite. There are many benefits for the U.S.A. middle elite. We have to help them see them in order for our cause to prosper.

Please join me, in your respective fields, in making NABE more effective than ever.

Future NABE Conferences

It pays to plan in advance, so please keep the following dates of future NABE Conferences in mind:

April 1–5, 1986 Chicago, Illinois
March 31–April 5, 1987 Denver, Colorado
April 24–30, 1988 Houston, Texas
May 7–11, 1989 Miami, Flordia
April 24–8, 1990 Tucson, Arizona

For information on how *your* affiliate can host a NABE Conference, contact your Regional Representative.

PARENT PLATFORM

(Continued from page 1)

4. Initiate federal legislation and a national policy on Parent Rights. (A parent participant reported that they have been told that they do not have the right to speak at public functions.)
5. Look into the possibility of amending federal legislation on Special Education, PL 94-142, to include Bilingual Special Education.
6. Take a stand to oppose fiscal cuts in the Migrant Education program and inform Congressmen.

II. In the area of strengthening the role of parents as NABE members, NABE SHOULD:

1. Create a toll free (800) number for parent members for current information on national concerns, referral to state affiliations and basic information.
2. Use Parent Institute and membership lists to reach parents for disseminating information. Distribute educational information directly to parents not to administrators.
3. Develop a NABE Parent Newsletter. Newsletter should be sent directly to parents or local persons. Newsletter should already be translated in various languages.
4. The NABE Parent Representative should be a parent of LEP children in a bilingual program. Part of the role of the NABE Parent Representative should include the strengthening of the parent components of the state affiliates.
5. Strengthen the state and regional NABE affiliates. NABE should require affiliates to strengthen the parent components which would result in a larger enrollment as members of NABE. By strengthening state and local NABE affiliates' parent components there is more parent input on a closer and more local level to parents.
6. Train parents to be presenters.
7. Assure more dissemination of information through chapters and state affiliates.
8. Offer assistance to states which have no state affiliates in organizing a state affiliate.
9. Offer parent leadership training courses on how to create Parent Advisory Committees (PACs) effectively.
10. Assure the presence of parent representatives at Executive Level NABE meetings by inviting parents from state and Chapter affiliates to participate whenever the Executive Board meets at sites throughout the country.

III. In planning the Chicago '86 NABE Conference, NABE SHOULD:

1. Arrange for a hospitality room just for parents.
2. Provide scholarships to parents to cover the cost of registration.
3. Assure that workshops are not doubled up (no multiple choices per time session).
4. Assure that there is inexpensive housing available for parents. NABE should request the Chicago Planning Committee to develop a network of local parents willing to house out-of-town parent participants.
5. Allocate a fund for parent use for the Conference.
6. Request the local planning committee to develop a list of inexpensive restaurants for distribution to parent participants.
7. Assure that there is:
    - a buffet for parents
    - luncheon meetings with keynote speakers
8. Request different state affiliates to host breakfasts, lunches, dinners for parent participants.
9. Assure that there is a directory of parent participants either in the conference program or in a separate directory.
10. Request the local planning committee to develop a cadre of parent volunteers that will be able to assist parent participants all the way from arrival at the airport, to accommodations, registration, conference participation, etc.
11. Assure that all presentations are geared for parents at parent levels.
12. Assure that the entries to the national writing contest from bilingual students are accepted in any language.

IV. In areas of parent activities and training, NABE SHOULD:

1. Provide information/brochures/workshops on:
    - how parents can be tutors at home
    - how to get parents to participate
    - how to form effective PACs
2. Organize and sponsor state and regional parent meetings.
3. Provide national/regional parent training that will address:
    a. how to understand the school system better (including Bilingual Education)
    b. how to participate in decision-making
    c. how to help children with their homework
    d. how to form effective PACs and participate effectively
4. Organize, fund and sponsor a summer Parent Training Institute.
5. Establish a network of parent trainers.
6. Develop an information center for other languages.
7. Develop a bibliography of parent training materials.
8. Encourage school districts to provide funds for all the activities above.
9. Schedule a series of Public Hearings for parents to be able to express their concerns.

V. In the areas of home/school relations, activities and materials, NABE SHOULD:

1. Recognize, identify and support the role of the parents. Parents' leading roles at home as "teachers" and "learners" cannot be forgotten because of the supporting roles of parents as "audience," "advocate" and "decision maker." Emphasis on parents' leading roles in the home does not

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¡¿Happy Birthday, Head Start!?

by Elizabeth Garza
IDRA

No doubt many of you are aware that Head Start celebrates twenty years of existence this year. Head Start programs throughout the nation are celebrating with children's parades, luncheons, and city proclamations recognizing Head Start achievements in the community. President Lyndon Johnson signed the original legislation in 1965 creating the Head Start program for low-income preschool children. Thus began a program that has survived a number of presidential administrations and served over 9,144,000 children since its inception.

A little known fact, but equally significant, is that this year also marks the tenth anniversary of the Head Start Strategy for the Spanish-Speaking. In 1975, the Administration for Children, Youth and Families (ACYF) began a national effort to address the specific needs of Spanish-speaking children enrolled in Head Start programs. This effort was developed to assist Head Start grantees to implement sound bilingual programs. This goal was to be achieved through the funding of projects in the following areas:

1. research,
2. staff training,
3. curriculum development, and a
4. resource network.

The results achieved by these projects have had a significant impact on bilingual early childhood education. Research studies on language acquisition and cognitive development of Spanish-speaking children formed the basis for the development of many instructional materials and other research studies. Staff training projects have resulted in a national training program offered through the junior college system that awards a credential specifically for staff who work with bilingual children who successfully demonstrate the required competencies. The curriculum projects resulted in the development of four bilingual curriculum models that are used not only by Head Start programs but also public school early childhood education programs throughout the nation.

The final phase of the Strategy, the Resource Center Network, was developed to provide state-of-the-art training and technical assistance and instructional materials in support of the implementation of sound bilingual education programs by Head Start grantees throughout the nation. Since their inception in 1978, the four ACYF Bilingual Multicultural Resource Centers have trained hundreds of Head Start staff in bilingual curriculum implementation and program management, disseminated thousands of bilingual multicultural materials through their lending libraries, and provided information on bilingual education issues at countless meetings and conferences.

The Resource Center Network has been the backbone of support for bilingual multicultural education in Head Start. However, this Administation has decided that the tenth birthday of the Strategy for the Spanish Speaking should also be its last. The Resource Center Network will not be funded after this fiscal year and support for bilingual education in Head Start will be phased out.

Happy Birthday, Head Start? ACYF's past efforts in Head Start certainly indicate a reason to celebrate. But the future of the Black, Indochinese, Hispanic and other minority culture children which account for over half the enrollment in Head Start programs nationwide is a reason for us to pause in our celebrations and question the happiness of their future in Head Start programs without the support of a Bilingual Multicultural Resource Center Network to provide expert assistance in the development of sound bilingual multicultural programs.

Ed. Note: *This article was contributed by NABE's Bilingual Early Childhood Education SIG. Other SIG articles will appear in future issues of NABE NEWS.*

THEORY TO PRACTICE

(Continued from page 9)

The Haitian students' contact with the American education system is the first on-going contact with mainstream society in the United States. Haitians have traditionally looked toward education as a significant source of social mobility. As students, they enter New Jersey public schools with a high degree of motivation only to discover that their linguistic and cultural differences pose obstacles to their adaptation in the host society. The disparate teacher/learning styles, school plants and curriculum of the United States educational system, are alien to most Haitians.

There are other problems. For example, Haitian high school students in several urban districts confide that their non-Haitian peers consider the Haitians to blame for local unemployment and the proliferation of infectious diseases such as AIDS.

The New Jersey/Haiti School Linkage Project attempts to assist the Haitian entrant students in the adaptation process by sensitizing participating school staff and non-Haitian peers of the unique needs and talents of Haitians.

As a follow-up to the first linkage, students from both countries are continuing to write and to exchange projects. In conjunction with the exchange, the peer group in each participating New Jersey district is afforded an in-service session consisting of several Haitian and non-Haitian students to make them aware of different Haitian perspectives and disparate lifestyles. Sessions consist of an overview of the *Linkage Project*, a Haitian slide presentation, sharing sessions with one or both of the teachers who traveled to Haiti for the project and Haitian peer and adult presentations and question/answer periods.

Additional funds will be allocated by the **Partners** Organization in Washington, D.C. to continue and expand the project. For further information concerning the *New Jersey/Haiti School Linkage Project*, contact the Office of Equal Educational Opportunity: (609) 984-7986; 1676 North Olden Avenue, Trenton, New Jersey 08638.

Gilda L. Rorro is a doctoral candidate at Rutgers University. She is Coordinator for the Office of Equal Educational Opportunity of the New Jersey State Department of Education.

PARENT PLATFORM
(Continued from page 12)

eliminate their school supporting roles which are necessary once the following premises are established. Before parents are asked to move to the frequently strenuous school environment, NABE should assist educators to:

- a. recognize parents' positive contribution in the home as children's "first teachers" and, therefore, boost parents' morale
- b. build on what parents already know and do with their children reassuring them it is all valuable so that they increase the quality if not the quantity of parent-child home learning interactions.
- c. provide training and encourage learning aspirations by means of refresher courses leading to a high school diploma or college degree if desired, as well as individual study through personal reading, educational television, etc.
- d. recognize parent efforts at providing the child with a suitable home learning environment to carry out homework assignments, making sure they are completed with the assistance parents can provide.

2. Develop and provide formats to assist parent members that will address the following areas:
   - a. how to conduct teacher-parent conferences in languages other than English.
   - b. develop a rationale on why parents should take the time to go to school meetings.
   - c. How to form effective PACs.

3. Once parents' "home learning" leading roles are being strongly secured, parents can be invited to step out of the home to assume "school audience" supporting roles. In this process, NABE SHOULD assist educators to:
   - a. avoid bombarding parents with terminology which prevents real communication between teachers and parents.
   - b. control their requests for lobbying assistance as if parents were stepping stones for educators to maintain or increase their professional status. Parents can sense the utilitarian tone of many school lobbying efforts carried out for their "children's sake."
   - c. place children's welfare and learning in the primary stand that they deserve. If this is our joint upmost consideration of parents and professional educators, parental involvement will achieve its goal: home-school and school-home continuity.

Teacher Talk

by Sheryl L. Santos

On Saturday, May 4, 1985 I had the wonderful opportunity to attend a seminar at Southern Methodist University in Dallas, Texas in which Dr. Victor Cruz-Aedo, director of the first bilingual program in Texas (Laredo, 1964–65) and Dr. Gloria Zamora (Past President of NABE and one of the first bilingual teachers in Texas) reminisced about the past and speculated about the future of bilingual education in Texas and the nation. It was indeed a moving experience to be in the presence of this dedicated dynamic duo. The years have not worn thin Dr. Cruz-Aedo's commitment to the movement. On the contrary, he remains a steadfast crusader for an educational concept which has yet to reach its potential. Similarly, Dr. Zamora, Texas' most articulate spokesperson for our cause, continues to inspire confidence and conviction that the true soul of equity and quality education for linguistically and culturally diverse learners lies within bilingual education.

Teachers, parents, students, administrators, let us continue to speak out (in many languages!) in favor of our children and communities. Bilingual education is for You, for Us, and for ALL!

Teacher Talk, in chatting with bilingual educators all across our land, discovered many beautiful, intangible rewards of our chosen profession. When asked, "What do you love most about being a bilingual teacher?" each of the following heroes and heroines of our educational system had his or her own thoughts on the matter. Let's visit a while with some of these talented and motivated teachers.

- Ms. Norma E. Rodríguez, Cooper Primary Intermediate, Chicago Public Schools, says that what she loves most about her profession is "the glow on the children's faces—their pride and their joy; after all, to be bilingual is to know twice as much!"
- Mrs. Natalia Mata, Harold W. Smith Elementary School, Glendale Elementary School District, Phoenix, loves the interaction with the children. "In 1st grade you can really see a lot of progress." She says that she remembers when she was growing up and was told not to speak Spanish..."but now, I'm giving the kids who are Spanish-dominant a chance to feel good about themselves."
- Ms. Alma Saucedo, El Sausal Jr. High, Salinas Union High School District, feels that bilingual education is important to her because she was once in the same situation. She said "so many drop out because they feel they can't make it—but having a teacher that's been through the same thing...that's special."
- Mr. Marc Prou, Assistant Professor, University of Massachusetts and Guidance Counselor, Boston Public Schools, told me that he believes in the programs because "bilingual education has a sound pedagogical methodology. It is the best means of providing equal educational opportunity for minority students. Many Haitians would get lost in the educational system if it weren't for bilingual education." Marc has even been around long enough to experience the success of his former High School students who have been accepted into Masters programs at reputable colleges!

Keep up the good work! *Teacher Talk* would like to hear from *you*. Send your contributions to: Dr. Sheryl L. Santos, Department of Elementary Education, East Texas State University, Commerce, TX 75428. Thank you!

Affiliate News

Illinois

The Illinois Association for Bilingual Bicultural Education co-sponsored a State Bilingual Education Conference this spring, attended by over 750 persons. It is actively involved in planning the NABE '86 Conference.

Indiana

The Indiana Association for Bilingual Education has been working with the Indiana State Department of Education in developing an in-service training plan for school districts with small numbers of limited English proficient students. Their state conference was held in May.

Kansas

The Kansas Association for Bilingual Education held a statewide workshop in April. It is presently involved in working towards the establishment of state certification for bilingual personnel.

Louisiana

The Louisiana Association for Bilingual Education has been co-sponsoring workshops with state and local education agencies for teachers and associate teachers in the areas of classroom management and methodologies. Their state conference is planned for February of 1986.

Michigan

The Michigan Association for Bilingual Education participated in a state-sponsored bilingual education conference in April. They are presently concentrating their efforts on a membership drive.

Ohio

The Ohio Association for Bilingual Multicultural Education has been working with the Ohio State Department of Education to articulate minimum standards for multicultural education. It is planning either a state conference or regional workshops for the Fall of 1985.

Oklahoma

The Oklahoma Association for Bilingual Education conducted several workshops on Choctaw and Kikapoo language development in February. Their state conference will be held in the Fall of 1985.

Texas

The Texas Association for Bilingual Education is actively involved with the implementation of Texas House Bill 72, passed last summer. The Bill essentially changes the entire educational system in Texas (from funding to classroom size, to extracurricular activities) and TABE wants to make sure that LEP students receive the fullest possible benefits under the new law.

Wisconsin

The Wisconsin Association for Bilingual Education has been participating in state-sponsored workshops for teachers, parents, paraprofessionals and administrators. Their state conference is planned for September 1985.

NABE News Editor Reappointed

NABE is pleased to announce the reappointment of Nancy F. Zelasko as Editor of NABE NEWS. Ms. Zelasko has been Editor of the newsletter since 1981. She is currently the Assistant Director of the Georgetown University Bilingual Education Service Center in Washington, D.C.

In her three years as Editor, Ms. Zelasko has expanded the scope of NABE NEWS by adding regular features such as "From Theory to Practice," edited by Carol Montgomery, and "Teacher Talk," edited by Sheryl Santos. The NABE SIG's and Affiliates have also become regular contributors to the newsletter.

Ms. Zelasko is always looking for ways to increase the content and quality of the newsletter. Would you be interested in managing a column? Have you written an article you would like to share? Is there something you would like to see in the newsletter? Please let her know by writing to her at the Georgetown University BESC, Suite 100, 2139 Wisconsin Avenue, N.W., Washington, D.C. 20007.

Reynaldo Macías Appointed NABE JOURNAL Editor

NABE is pleased to announce the appointment of Dr. Reynaldo F. Macías to a three-year term as Editor of the NABE JOURNAL. Dr. Macías is presently the Director of the Center for Multilingual, Multicultural Research and a member of the Department of Curriculum and Instruction of the University of Southern California in Los Angeles, California. He is also associated with the Southwest Regional Laboratory for Educational Research and Development.

A noted researcher and writer in the field of bilingual education, Dr. Macías received both his M.S. and Ph.D. in Sociolinguistics from Georgetown University. He also holds a B.A. in Sociology and an M.A. in Early Childhood Curriculum and Instruction from the University of California in Los Angeles. Dr. Macías has been the recipient of numerous fellowships and awards, including both Ford Foundation and Danforth Foundation Fellowships. He has conducted many research projects and developed courses in all aspects of bilingual education, sociolinguistics, and Chicano studies.

Dr. Macías has vast experience in editing and publishing. He is the co-author of five books and has contributed chapters to another five books. He has edited conference proceedings and directories. His articles and book reviews have appeared in numerous national publications.

Dr. Macías was a member of the NABE JOURNAL Editorial Board from 1982 until his appointment as Editor. He is the co-founder and co-editor of *Aztlan—International Journal of Chicano Studies Research.* He has also served as Co-Editor for 15 publications of the Chicano Studies Center at the University of California. He has worked with *Nuestro Magazine* as a Guest Editor and Member of the Board of Contributors. He is currently a Reviewer for three other publications.

Dr. Macías can be contacted at the University of Southern California, Department of Curriculum and Instruction, WPH 702, Los Angeles, California 90089-0031 (213) 743-2004/2296.

OD Committee Members Recognized

NABE would like to thank the following members of the Organizational Development Committee for their efforts on behalf of the association from 1983–1985:

Rosa Castro Feinberg, Chairperson
Ricardo R. Fernández, Co-Chairperson
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Robert Underwood
Leonard Valverde
José Vázquez
Abelardo Villarreal
Linda Wing
Gloria Zamora

Interactive Language Series Seeks Field Test Sites

The ALPHA Interactive Language Series is a microcomputer-videodisc project funded by two concurrent grants from the U.S. Department of Education. Developed under the direction of Drs. Philip Prinz and Keith Nelson at The Pennsylvania State University, the language lesson package is designed to familiarize beginning readers with a set of basic grammatical forms and sentences. The student can select individual words or make sentences which the computer will display in print (in English or Spanish), with animated pictures, and with optional signs from American Sign Language. The student can also be tested for recognition of signs and/or pictures and their corresponding printed forms. The computer program provides the instructor and the student with considerable flexibility during a lesson through numerous option controls.

Level I of the ALPHA series has had initial field testing with both deaf and multiply handicapped children between the ages of 2 and 15 years. An additional videodisc component is currently being developed and will be available by Fall 1985. Level II of the series will also be completed by Fall 1985, and will be available in English and Spanish, either with or without the videodisc.

Schools interested in serving as field test sites for the ALPHA Interactive Language Series should contact:

Casey Garheart, Project Coordinator
ALPHA Interactive Language Series
The Pennsylvania State University
122 Moore Building
University Park, PA 16802
(814) 863-4206 or (814) 863-2308

Fulbright Teacher Exchange Program

The U.S. Information Agency has announced details of the 1986–87 Fulbright Teacher Exchange Program. This program involves a one-on-one exchange for teachers at the elementary, secondary, and postsecondary levels with suitable teachers overseas. The 1986–87 overseas exchange programs will involve Canada, the United Kingdom, France, the Federal Republic of Germany, Denmark, Switzerland and possibly Italy.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1986, seminars will be held in Italy and in The Netherlands.

Applications will be available during the summer of 1985. Deadline for receipt of applications is October 15, 1985. For more information, contact Pat Kern Schaefer, Fulbright Teacher Exchange Program, E/ASX, U.S. Information Agency, 301 4th Street, S.W., Washington, D.C. 20547 (202) 485-2555.

Research in Action V

Proposals are now being accepted for small group interest sessions for the Research in Action V Conference to be held January 22–24, 1986 at Texas Tech University in Lubbock, TX. The purpose of the Research in Action V Conference is to report new areas of research study or current trends in childhood and family relationships, and to suggest strategies for practical application of the research at the local level. The intent is to find ways to apply research findings to direct service. The target group for research is children, both handicapped and nonhandicapped, and their families. The deadline for submitting proposals for sessions addressing child and family relationships, child care issues, management strategies, innovative delivery approaches, handicapped, bilingual/multicultural aspects, use of volunteer groups and computer technology is August 1, 1985.

For more information, contact Research in Action V, Conference Proposal Committee, Institute for Child and Family Studies, P.O. Box 4170, Texas Tech University, Lubbock, TX 79409.

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Let's Look In On... Frances Colón Gibson

by Gladys Nussenbaum
William Paterson College, New Jersey

From a little town outside Ponce, Puerto Rico, to principal of Northeast Elementary School of Camden, New Jersey, Temple University doctoral candidate Frances Colón Gibson has made a journey of despair and triumph.

Frances began her "education" (English submersion) in the Bronx, where she was made to feel totally disadvantaged as one of "those Puerto Ricans." After countless painful experiences she was becoming acculturated when her parents returned her to Puerto Rico, where she was rejected as one of "those neuyorricans."

The strength of character, sensitivity and intelligence that were to serve her professionally later, emerged in those high school years in Puerto Rico. She was an outstanding success both academically and socially. These accomplishments helped her get into the University of Puerto Rico. Her junior and senior years were spend in the United States, where she earned a master's degree as well. She is currently working on her doctorate at the Merit Center of Temple University in Philadelphia, PA.

Although she was an accomplished fine artist, when a career choice had to be made Frances sensed that the teaching profession was her calling; her life story led her to bilingual education because she knew she had so much to offer.

The Bilingual Education Act of 1968 opened the way for Mrs. Gibson to make a tangible statement about the importance of good schooling for all children—especially language-minority students whose needs had been sorely neglected. The city in which Frances Gibson has served these past fifteen years is a depressed area—buildings and people abandoned by changing economic trends. Frances runs a beautiful, modern school that is composed of Black and Hispanic students. She is the "bridge person" who is loved and respected by the entire community because everyone knows that Mrs. Gibson sees only children and their families—not political constituencies.

When the School Board appointed her Assistant Principal she was overwhelmed with joy. She later became one of the first Hispanic women to be named principal of a Camden school.

On a visit to the Northeast Elementary School (referred to by former NABE President Dr. Ramón Santiago as "an oasis of excellence"), this writer was struck by the dynamic teaching within a serene and tasteful ambience. Students and teachers displayed pride and respect for their school and their principal as well as all members of the school staff.

Mr. and Mrs. Gibson (he is a guidance counselor) dedicate their lives to discovering talents and providing children with opportunities for self-fulfillment.

Haitian Handbook Offered

A Handbook for Teachers of Haitian Students in New Jersey, authored by Gilda L. Rorro, has recently been revised and is in its second printing due to demand from both within and without the State of New Jersey.

This comprehensive publication encompasses the social and scholastic experiences of the student in Haiti and the student's transition into the New Jersey public school system. It includes a section on the unique language situation among the six million Creolophane speakers in Haiti. The section also deals with linguistic considerations and contrasts found among Haitian Creole, standard French and English.

Practical insights, teacher tips, grade placement procedures and a variety of activities are offered for both classroom teachers and Haitian parents. The intent of the book is to benefit the Haitian student in the adaptation process while simultaneously enriching the learning experience of the non-Haitian peer group.

This publication, while focusing on the Haitian student, offers valuable insight which is applicable to other immigrant student populations as well. To obtain copies, contact the Office of Equal Educational Opportunity, (609) 242-4343, 1676 North Olden Avenue, Trenton, New Jersey 08638.

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- 009-0007 Rules
- 009-0008 Organizational Development
- 009-0009 Media Watch

GLOBAL EDUCATION

(Continued from page 8)

6. To work with U.S. and foreign organizations interested in promotiong the understanding of bilingualism in the United States and abroad and in the spread of bilingual education, global education, and language acquisition—including the acquisition of English in the United States and abroad and the acquisition of second languages by monolingual Americans.

7. To dissseminate information about the availability of teacher exchange and research opportunities in countries which represent the various linguistic heritages of our students and to encourage and sponsor members of NABE to apply for these opportunities.

8. To assist in broadening the language base of NABE by encouraging sessions at annual NABE and affiliate conferences in and about any and all of the more than 100 languages represented in current Bilingual Education Act programs.

Bilingual Special Education Project Instructor Wanted

The State University College at Buffalo is looking for a Bilingual Special Education Project Instructor to teach graduate and undergraduate courses in Bilingual Special Education and Special Education; supervise students in field settings; provide academic advisement of graduate students; and assist the Project Director in program activities. Candidates must be fluent in Spanish and English, have a degree and certification in Special Education, have teaching experience and familiarity with Puerto Rican and/or Mexican American populations. The deadline for applications is August 5, 1985.

For more information, contact Sarita Samora Curry, State University College at Buffalo, Exceptional Children Education Dept., Ketchum Hall 204, 1300 Elmwood Ave., Buffalo, NY 14222.

Intercultural Exchange Series

The President's International Youth Exchange Initiative was formed to increase and improve the quality of youth exchange programs. Administered by the U.S. Information Agency, the Youth Exchange Initiative has sponsored and funded numerous efforts. One such effort was an Orientation Development Project established within The Experiment in International Living, a pioneer in intercultural exchange.

The Project has now completed three guides as part of its Intercultural Exchange Series, "Cross-Cultural Orientation: A Guide for Leaders and Educators," "Getting the Whole Picture: A Student's Field Guide to Language and Culture Exploration," and "Beyond the Language Classroom: A Guide for Language Teachers." For more information, contact Alvino E. Fantini, Director, Orientation Development Project, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301-0676 (802) 257-0326/7751.

Study on Adolescent Literacy

The University of North Carolina's Center for Early Adolescence has received a grant from the Mary Renolds Babcock Foundation to find solutions to illiteracy among young adolescents in the U.S. Throughout 1985, the Center will collect information about literacy research and successful literacy projects in schools, libraries and after-school programs. The Center's findings will be published in 1986.

The Center is looking to identify programs that are successfully overcoming literacy problems among 10 to 15 year olds. They are looking for programs serving young adolescents who are reading two or more years behind grade level and are interested in a broad variety of programs that are in school or community settings.

For more information, contact Joan Lipsitz, The Center for Early Adolescence, Dept. of Maternal and Child Health, School of Public Health, the University of North Carolina at Chapel Hill, Suite 233, Carr Mill Mall, Carrboro, NC 27510 (919) 966-1148.

Booklet on Puerto Rico

The Pennsylvania Department of Education has published a booklet on Puerto Rico. Intended for school administrators and teachers, the booklet aims at increasing awareness of Puerto Rican history and culture. For more information, contact the Division of School Equity, Bureau of Educational Planning and Testing, Pennsylvania State Dept. of Education, 333 Market Street, Harrisburg, PA 17126-0333.

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Official Notice to NABE Members
Proposed Amendments to NABE Constitution

The NABE Executive Board, at its May 1985 meeting, proposed two amendments to the NABE Constitution.

1. As a result of concerns raised in the Problem Census conducted by Ernie Mazzone in 1983 for NABE's Organizational Development Committee, the NABE Executive Board requested that the Elections Committee examine the existing procedures for the nomination of candidates for the Executive Board and make recommendations. In July of 1984, the Elections Committee (Jeannette Kwok, Ramón Santiago and Steve Thom) presented several options to the Board for revised nominations procedures to better insure that candidates for positions on the NABE Executive Board possess the necessary experience, expertise, resources and time to serve the organization. The Elections Committee's recommendations were disseminated to the Affiliate Presidents and were distributed to the membership at the General Membership Meeting held at the San Francisco Conference so that the Board could select from the options presented on the basis of judgments informed by members' opinions on the matter. Based on the information gathered during this two-year process, the NABE Executive Board proposed amendment of Sections A and B of Article VI of the Constitution, "Nominating Committee and Election of Executive Board."

Sections A and B of Article VI presently state:

"A. The Nominating Committee shall be composed of one representative from each affiliate and the Past President currently serving on the national Executive Board. Each affiliate shall select one representative (and one alternate) to serve on the NABE Nominating Committee. Both shall be NABE members in good standing. Members of the Nominating Committee will not be eligible for nomination as candidates for positions on the Executive Board.

B. 1) The entire Nominating Committee shall nominate at least two but no more than three candidates for each position of officer and the parent member-at-large on the Executive Board.

2) Upon completion of the nominations for officers and parent member-at-large, members of the Nominating Committee shall group themselves into the three designated regional divisions. Each regional division shall select no more than two candidates for the membership-at-large position from their specific region.

3) The shall be three regional divisions of NABE: WEST, CENTRAL, and EAST."

The proposed amendment would change these two sections to read as follows:

"A. At the Annual Conference, the Affiliate Presidents and the Special Interest Group Chairpersons shall meet to nominate 12 candidates from the NABE membership for the Screening Committee. At the General Membership Meeting, NABE members will vote to select four of the 12 candidates to serve on the Screening Committee. The NABE Executive Board will select a fifth member to serve as Chairperson of the Screening Committee. Affiliate Presidents and Special Interest Group Chairpersons not attending the Annual Conference shall be provided the opportunity to submit nominations prior to the conference. The Screening Committee shall identify and screen all candidates for the positions of President-Elect, Vice President, Secretary, Treasurer and Parent-at-Large and then nominate at least two but no more than three candidates for each of the positions. Members of the Screening Committee shall not be eligible for nomination as candidates for positions on the Executive Board.

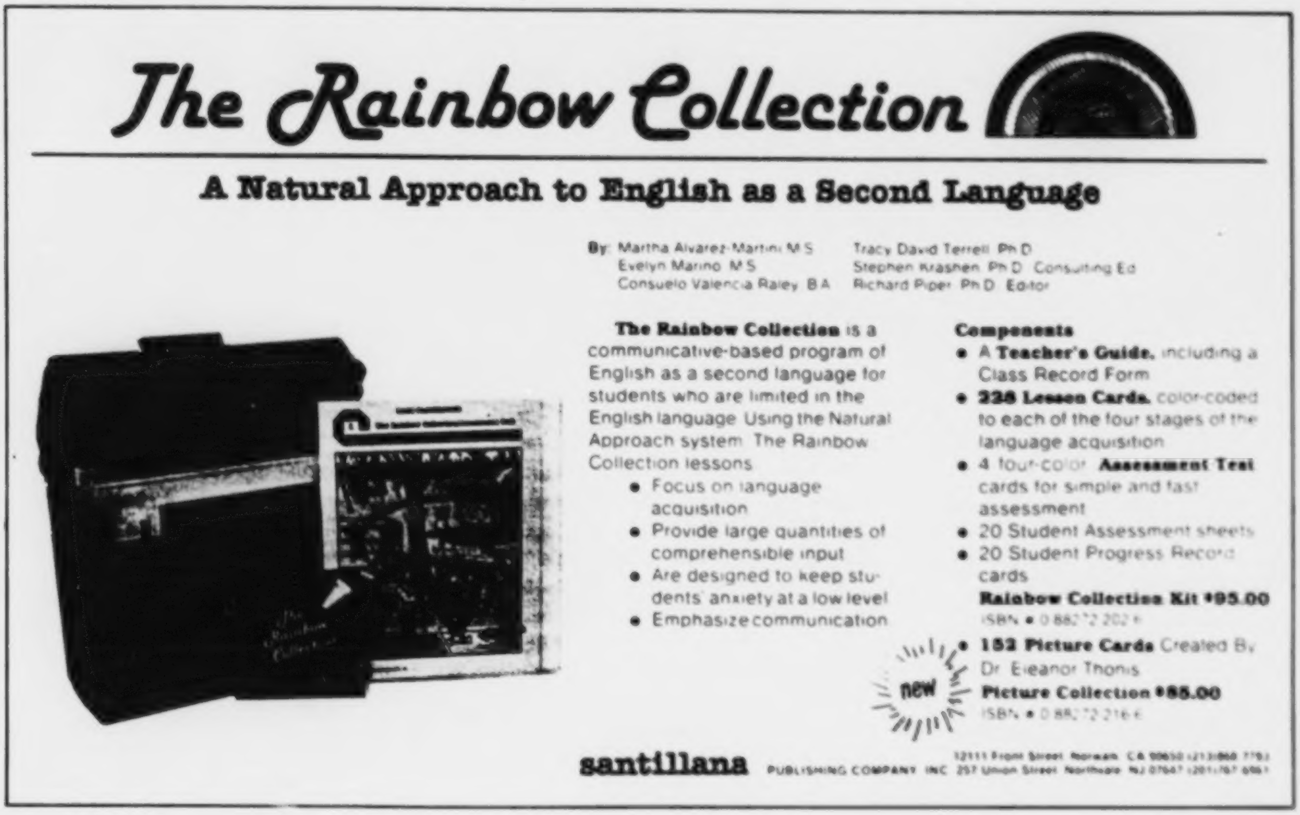
B. There shall be a Nominating Committee to identify candidates for the Regional Representative positions, chaired by the current NABE Past President and composed of one representative from each NABE Affiliate in good standing. The affiliate delegate and alternate to the Nominating Committee shall be NABE members in good standing and shall not be eligible for nomination as candidates for Regional Representatives. The Nominating Committee shall be divided into the three regions (East, Central and West) as defined in the Bylaws and each group shall select no more than two candidates for the Regional Representative position from their respective Region."

C. If the membership ratifies the proposed amendment, the first Screening Committee shall be selected at the 1986 Annual Conference to nominate candidates for the 1988-89 Executive Board, to be announced at the 1987 Conference. Simultaneously, the present nominating process will be followed, for the last time, at the 1986 Conference to nominate candidates for the 1987-88 Executive Board.

2. Upon the recommendation of NABE's Parliamentarian and the Chairperson of the Organizational Development Committee to bring NABE's Constitution in conformance with standard parliamentary practice and to achieve internal consistency with other sections of this Constitution and the Articles of Incorporation and in order to facilitate the process used to amend the Constitution in the future, the NABE Executive Board is proposing that Article IX, "Amendments," which presently requires ratification of proposed amendments by "a simple majority of the members in good standing," be amended to read as follows:

"Amendments to this Constitution may be proposed by a) a simple majority of the Executive Board or b) a petition to the Executive Board signed by one-tenth of the members in good standing or, c) 2/3 majority of the Delegate Assembly. To become effective any such proposed amendment must be ratified by the members by a 2/3 vote, provided that written notification is duly given at least thirty (30) days before the amendment(s) are brought to a vote. Voting on amendments will be done by mail."

This notice constitutes duly written notification to the membership 30 days before the amendments are brought to a vote and voting will be done by mail. Any questions regarding this matter should be referred to Gene T. Chávez, NABE President, at the Center for Multicultural Outreach, KCCBS, 7401 Metcalf Street, Overland Park, Kansas 66204 (913) 722-0272.



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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE News

VOLUME IX, NUMBER 1/FALL 1985

Education Secretary Bennett on Bilingual Education: Mixed Up or Malicious?

by James J. Lyons, Legislative Counsel
National Association for Bilingual Education

Secretary of Education William J. Bennett launched the Reagan Administration's "initiative" on bilingual education September 26th. In a media-hyped speech to the Association for a Better New York, Bennett attacked the new Bilingual Education Act, passed by an overwhelming bipartisan majority in Congress last fall following three years of study, hearings, and debate. At the same time, Bennett branded as "a failure" two decades of federal policies to help educate language-minority students. Lost upon many listeners of the Secretary's lengthy address was a more fundamental message: equality of education opportunity no longer means what it used to; language-minority students—native Americans, immigrant, and refugee—must be satisfied with only a partial education.

Veteran Washington observers were shocked by the vehemence of the Secretary's attack. Both prior to and immediately following the Secretary's confirmation last February, Bennett repeatedly declined to give his views on how the federal government should help communities across the land educate more than four million language-minority students who don't know English well enough to learn successfully in monolingual English classrooms. Exhibiting uncharacteristic reticence and thoughtfulness, Mr. Bennett promised that he would undertake a thorough examination of this complex and compelling issue.

In his New York address, lawyer-philosopher Bennett, who recently has taken to teaching high school American history under the doting eye of network television, recounted the development of federal bilingual education policy. In so doing, Bennett not only rewrote the history of bilingual education, but he also redefined the meaning of equal educational opportunity.

According to Bennett, "the responsibility of the federal government must be to help ensure that local schools succeed in teaching non-English speaking students English, so that every American enjoys access to the opportunities of American society."

Certainly none of the members of Congress who developed and voted for the new Bilingual Education Act last year would question the importance of effectively teaching English to language-minority students. And the Hispanic leaders and advocates of bilingual education whom department officials charge are out of touch with their constituents have *never* discounted the importance of teaching English to language-minority students.

However, no one with an ounce of sense would say that a child who has mastered English but who has not learned mathematics, history, geography, civics and the other subjects taught in school was educated or prepared for life in this society. Why Secretary Bennett, who generally champions a rigorous comprehensive education, has so narrowly set out the purpose and goal of schooling for language-minority students is anyone's guess. It may be that Bennett finally knuckled under to U.S. English, a well-financed private lobby group which opposes use of non-English languages in public education, or for that matter, for any public purpose.

What is clear is that Bennett's narrow and unworkable definition of what constitutes equal educational opportunity is central to his confused attack on federal law and policy.

In arguing against the public laws and policies he was hired to implement, Secretary Bennett cited the tragic and dangerously high dropout rates of Hispanic students as proof that federal laws and policies were wrong. Nowhere in his 17-page speech did Bennett acknowledge the fact that most Hispanic students—indeed, most students eligible for federal bilingual education services—have never attended bilingual education classes.

And so, Secretary Bennett has declared that English-as-a-Second Language (ESL) and undefined "immersion" programs are viable alternatives to bilingual education. Yes, ESL is a sound method of teaching English to non-English-language-background students, especially when carried out by bilingual school personnel. And that is exactly why the new Bilingual Education Act now requires that *every* federally funded program of bilingual education provide intensive "structured English language instruction." The trouble is that ESL and so-called "immersion" programs often fail to teach anything other than English!

Continued on page 14

NABE News

Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Washington, D.C. 2007
(202) 625-3540

NABE NEWS is published five times per year: Fall, Winter, Spring, Summer and an Annual Conference Issue. It is available through membership. News and feature articles may be submitted to the editor at the above address. Deadline for submission of news and advertising is the 15th day of the month preceding publication. Readers are free to duplicate articles from *NABE NEWS* as long as proper credit is given.

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COPY RECEIPT DEADLINE

Issue	Deadline
Winter	November 15
Spring	February 15
Annual Conference	April 15*
Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

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If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

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President
Gene T. Chávez, Ed.D.
Center for Multicultural Outreach
7401 Metcalf Avenue
Overland Park, KS 66204
(913) 722-0272

President-Elect
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Chicago Public Schools
1819 W. Pershing Road
Chicago, IL 60609
(312) 890-8020

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Bilingual Education Program
SUNY at Buffalo
594 Baldy Hall
Buffalo, NY 14260
(716) 636-2442

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San José Unified School District
1671 Park Avenue, Suite 1
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(408) 998-6112

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Park Hill, OK 74451
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Past President
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Office of Minority Concerns
One Dupont Circle
Washington, D.C. 20036
(202) 939-9393

Parent-at-Large
Norman C. Gold
624 San Antonio Way
Sacramento, CA 95819
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Eastern Regional Representative
Myrella Lara
Norwalk Public Schools
105 Main Street
Norwalk, CT 06852
(203) 847-0481

Central Regional Representative
Tony Báez
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1015 N. Sixth Street, Suite 224
Milwaukee, WI 53203
(414) 278-6288

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TESOL Research Award

The second TESOL Research Interest Section/Newbury House Distinguished Research Award is intended to recognize excellence in any area of research on language teaching and learning. Clear and cogently written papers which address important and relevant issues are welcome. The manuscript should exhibit persuasive argumentation as well as evidence of sound design and analysis, which should contribute to a fuller understanding of both the particular area addressed and related issues.

The award of $1,000 will be presented at the 1986 TESOL Convention next March in Anaheim, California. The paper will appear in the TESOL Quarterly. To submit: send two anonymous copies of the unpublished manuscript (30 pages limit), prepared according to the TESOL Quarterly style sheet to:

TESOL Central Office
RIS/NH Award
201 D.C. Transit Building
Georgetown University
Washington, D.C. 20057, USA

no later than Dember 15, 1985, accompanied by the following:

8 copies of an anonymous 500-word abstract (initial screening will be done on the basis of this abstract).
1 3x5 card with name, address, affiliation, telephone number (both home and work), and title of paper.
a 50-word bio-data statement.

Any member of TESOL is eligible to submit a manuscript. Nonmembers who wish to be considered will be asked to join TESOL before December 15, 1985.

Executive Board Meeting Report

A regular meeting of the Executive Board of NABE was held July 19-21, 1985, at the Washington Hilton and Towers in Washington, D.C. The Board participated in the following major activities and took action as follows:

- The Board participated in a special training seminar entitled *Board Members as Fundraisers*, presented by NABE fundraising consultant Penny Harrison.
- Board members participated in a 2-day training seminar designed to assist affiliate presidents in articulating with and supporting and promoting NABE, its mission and its interdependence with and on behalf of affiliate associations.
- The Board developed a draft concept statement of NABE's Mission.
- The Board finalized plans for the 1986 Conference in Chicago, including establishing the slate of major speakers, poster and flyer theme and logo.
- The Board expressed support of the concept of a public hearing on the issue of services to LEP handicapped students at the national level.
- The Board upgraded the equipment resources available at the NABE headquarters office.
- The Board acknowledged and applauded a recent unanimous action by the Los Angeles Board of Education to expand exemplary bilingual program options in several East Los Angeles schools.
- The Board acknowledged and applauded the efforts of parents and other community members on behalf of equal educational opportunities for children in Denver, Colorado and Oakland, California.
- The Board established open communication and mutual support of Hispanic Informational and Telecommunication Network, Inc.

How NABE Works

by Nancy F. Zelasko, Chairperson
Standing Committee on Rules

NABE News is pleased to announce that there will be a new regular column featuring excerpts from the NABE *Manual of Operational Procedures*. This first column describes the structure of the organization and the functions of each of the units.

STRUCTURE OF NABE

- NABE EXECUTIVE BOARD: Administers the business of NABE.
  - ■ The Executive Board consists of the President, President-Elect, Vice President, Secretary, Treasurer, Parent-at-Large, Eastern Regional Representative, Central Regional Representative, Western Regional Representative, and Past President.
- AFFILIATES: Advise the NABE Executive Board on issues relevant to the national organization and assist in disseminating information to the field.
  - ■ Affiliates are those states or geopolitical entities which have petitioned the NABE Executive Board for affiliate membership in order to establish a local organization supportive of the national goals to promote bilingual education. The *Delegate Assembly*, comprised of one representative from each affiliate, meets with the NABE Executive Board at the annual conference.
- STANDING COMMITTEES: Assist the NABE Executive Board in carrying out the task of administering the organization. At the present time, NABE has the following standing committees:
  - Elections
  - Fundraising
  - Honors and Awards
  - Media Watch
  - Membership
  - Organizational Development
  - Public Relations
  - Publications
  - Resolutions
  - Rules
  - Sociopolitical Concerns
- AD HOC COMMITTEES: Assist the NABE Executive Board in carrying out special or short-term tasks. At the present time, NABE has the following Ad Hoc Committees:
  - 1986 Conference
  - Apple Computer Proposal
  - Membership Services
  - NTL Scholarships/Board Training
  - Performance Standards for Central Office Staff
  - Standards for the Practice of Bilingual Education
  - Standing Committees
  - Teleconference Networks
- SPECIAL INTEREST GROUPS: Advise the NABE Executive Board and membership on issues pertaining to the education of bilingual students and educators. At the present time, NABE has the following Special Interest Groups:
  - Adult Education
  - Early Childhood
  - Elementary
  - Global Education
  - Higher Education
  - Parent and Community
  - Research and Evaluation
  - Secondary Education
  - Special Education
  - Students
  - Vocational Education
- MEMBERSHIP: Individuals interested in and supportive of bilingual education and the goals of NABE. There are five classes of membership:
  - Regular (individual and joint)
  - Associate
  - Institutional
  - Commercial
  - Honorary

* * *

NABE News wishes to acknowledge with great appreciation the work of Michael Mandel as Guest Assistant Editor for this issue. Michael is a graduate student in Bilingual Education at Georgetown University in Washington, D.C.

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Message From the President

by Dr. Gene T. Chávez

I believe that all of us are vital links in making NABE a viable association. In light of that belief, I have decided to make keeping in touch with our constituents a major focus of my presidency this year. While I realize that frequent contact with every NABE member is almost impossible in an organization of our size, I feel that it is essential to reach out to those who may sometimes fade into the background if we want to see good things happen in NABE. Therefore, starting in September, I will be calling NABE members at random to get your opinions and suggestions as to future directions for NABE. So don't be surprised if you get a call from me!

The first meeting of the 1985-86 NABE Executive Board was held in Washington, D.C. on July 19-21. Paramount in the Board's considerations was how NABE can consolidate the gains made by former Executive Boards and at the same time begin to work in the new areas in which the membership has urged NABE's involvement. Last year's Organizational Development Committee, chaired by Dr. Rosa Castro Feinberg, made many recommendations for improving NABE's operations.

Crucial to the success of NABE are the various Standing Committees, Ad Hoc Committees, and Special Interest Groups which comprise NABE's organizational structure. In this issue of *NABE News* you will find the first article of a new regular column: "How NABE Works," to be edited by Nancy Zelasko, Chairperson of the Standing Committee on Rules. It is our hope that this column will provide members with insight into the structure of NABE and help you determine how you can be more involved in the association. Let me add my exhortation for greater involvement to those of previous NABE Presidents. NABE needs you!

One of the many highlights of the summer's activities was the Affiliate Presidents' Training Seminar held in Washington, D.C. immediately after the Executive Board meeting. Any national association is only as strong as its network of affiliates. As a result of the sharing and training which took place at the seminar, there has been renewed commitment on the part of the Executive Board and the affiliates to work towards strengthening our association at all levels. A special word of thanks is due Mary A. Sosa, Human and Civil Rights Specialist from the National Education Association, who did an outstanding job of facilitating the two and a half day meeting and conducting the in-depth training sessions. We hope to make this seminar an annual activity.

Another highlight was the participation by several Executive Board members in a National Foreign Policy Conference sponsored by the U.S. Department of State. The activity not only provided an opportunity to learn more about U.S. foreign policy, but also enabled NABE to have input into the direction of future policies. Our ideas about how bilingualism and bilingual education can contribute to the nation's security and prosperity were heard in key places.

The continued concerted effort on the part of each of us to take advantage of every public relations opportunity that presents itself is necessary in order to help the general public understand the work of bilingual educators. For example, over the summer:

1) *Hispanic Business Magazine* solicited the opinions of Hispanic leaders on important issues. This afforded me an opportunity to speak about bilingual education. The opinions were published in a special issue in September.

2) The only daily national newspaper, *U.S.A. Today*, requested information about teacher shortages in bilingual education. My response was published in the July 30, 1985 edition.

3) KING A.M. Radio in Seattle, Washington, followed up on the *U.S.A. Today* report with two telephone interviews which allowed for fuller discussion of the bilingual education teacher shortage issue. These interviews were aired live.

4) *The Orange County Register*, which has the potential of reaching three million readers in Southern California, solicited opinions to balance a long series of editorials about the effectiveness of bilingual education.

5) WCBS, Channel 2 in New York City, with a potential viewing audience of ten million people, invited me to discuss the implication of the proposed English Language Amendment to the U.S. Constitution on American freedoms.

6) Channel 7 Television in Washington, D.C. provided a forum for the discussion of bilingualism, bilingual education and the U.S. English-backed proposed English-only amendment.

Public relations should not be limited to the media. Important decision-makers must also be informed of the benefits of bilingual education and bilingualism. Over the summer I had the opportunity to work with teachers from the public school system in Nogales, Arizona, regarding the important issues related to bilingual education. A speaking engagement with the Denver Public Schools' Bilingual/ESL teachers also provided a chance to clarify what bilingual education means within local districts. A meeting between the NABE Executive Board and Carol Whitten, Director of OBEMLA, helped to initiate what we hope to be a positive relationship with this important office in the Federal Government.

Continued on page 15

"From Theory to Practice"

The Teacher as Learner: A Language-Learning Journal

by Theresa Smith

As an ESL teacher, I find myself in a field where theory often influences practice and changing trends in methodology create many options for a teacher who is still growing and seeking answers to questions about language learning and acquisition. Over the past two years, I have felt the need not only to know theory but to test it against my own experience. This desire, combined with curriculum changes in the ESL credit program at LaGuardia, prompted me to become a beginning language learner again and to use the process of journal or diary writing and reflection to develop an experiential base from which I could examine theories of second language acquisition as well as my own teaching practices. So, during the summer of 1984, I studied Norwegian in Norway and kept a journal of my language learning experiences.

By becoming a beginning language learner, I hoped, in a sense, to test Krashen's comprehensible input theory upon which we based our changes in curriculum. I had particularly wanted to focus on my language learning strategies and apply the book, *How To Be A More Successful Language Learner* by Joan Rubin and Irene Thompson, before teaching it as an assigned text in the fall quarter of 1984. I had also been baffled by the difficulty that so many of my students had in finding opportunities to practice English outside of class. My students are predominantly Latin American with a growing number Asian, mostly Chinese, who often live and work in situations where their native language is used almost exclusively. I wondered how I would cope in circumstances similar to those of my students. How would I develop learning strategies and create opportunities to listen to the new language and use it in meaningful contexts, knowing this would be instructive to me and in turn to my students?

I chose to study a minority language like Norwegian because it was so unfamiliar to me that I could start as a true beginner. English is spoken as a second language in Norway, although often not by older people and young children. Norway is also gradually becoming a multi-cultural nation following a rise in immigration in the early 1970's. The country's policy is that the immigrant is free to choose assimilation or maintenance of his own language, religion, and culture. These issues were tangential to my study of Norwegian but compelling to me both professionally and personally as an educator of immigrant minorities, a member of a United States minority myself, and daughter of an immigrant mother.

Finding answers to my questions, it seemed, would entail setting up a research project. However, I'm a classroom teacher with limited time and resources, not a researcher. A diary study therefore was the most accessible tool for my purposes. Although long used in other fields, diary studies are relatively new in second language acquisition research. Kathleen Bailey defines a diary study in this manner:

> A diary study in second language learning, acquisition, or teaching is an account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner—but the central characteristic of the diary studies is that they are introspective: the diarist studies his own teaching or learning. Thus he can report on affective factors, language learning strategies, and his own perceptions—facets of the languge learning experience which are normally hidden or largely inaccessible to an external observer. (1983).

Bailey also points out that diary studies are guided by one main question: "What factors are important in *my* language learning experience?"

Undertaken as it was for my own professional growth, before a careful review of the literature, my own journal does not adhere consistently to the criteria for diary studies outlined by Bailey (1983). Nonetheless, as I reviewed the literature along with my own journals, I observed that there were comparisons to be drawn. My own experience echoes Bailey's when she states, "My original intent had been to document my learning strategies. However, my records of such strategies were soon overshadowed by entries on my affective responses to the language learning situation—and particularly to the interaction among the people involved (1980)."

The experience that I will present from my own journal illustrates what I learned about myself as a language learner and demonstrates clearly how issues of identity, affective factors and even dental problems in an unfamiliar culture can adversely affect the motivated language learner.

I studied Norwegian in a university international summer school where 62 countries were represented, although 163 out of 381 students were Americans. Courses ranged from Norwegian language and literature, to urban planning, international development studies and peace research. The language of instruction in content courses was English and all courses were credit bearing. It was required that Norwegian language courses be taken for credit; auditing

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NABE News's regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you wold like to share successful methodologies with your colleauges, send your contribution to Carol Montgomery, Fiorello H. LaBuardia Community College, 31-10 Thomson Avenue, Long Island, NY 11101.

language courses was not permitted. I lived in a dormitory where English was primarily spoken.

My Norwegian class met two hours a day including work with the Language lab and homework were required. final examination included both oral and written parts. I was also taking a Norwegian education course that caused me to miss Norwegian class once a week for field trips. I later switched class hours at mid-term, changing my Norwegian class and teacher.

My first week was filled with the excitement of meeting my fellow students from so many different parts of the world. I experienced a feeling of exhilaration and success when on the first day in class, I took a very good dictation and the teacher asked me if I had studied Norwegian before. I hadn't but, I had occasionally listened to Berlitz tapes before leaving New York, and then seeing Norwegian written, Norwegian on signs and in newspapers, I had formed some notion of sound/symbol correspondences and syntax.

My second week was equally exciting with discussion of the role of Third World Women in development, a visit to NORAD (Norwegian Foreign Aid Agency), and the July 4th, American Independence Day, celebration. My journal entry for Friday of that week reflects a continuing dialog between classmates and myself about the teachers' methods and assignments.

July 6, 1984 *Oslo, Norway*

Today was the most interesting language learning day. We were given an assignment to interview a Norwegian. Some students had asked the teacher how they could practice their Norwegian or find Norwegians with whom to practice speaking Norwegian. Turid, the teacher, suggested interviewing a Norwegian. In order to do this she suggested that we go to the farmers' market and talk to one of the market women who, of course, love to converse. We were told to tell the interviewee that we are students here at the International Summer School and that we would like to interview her in order to practice our Norwegian. We brainstormed a number of topics, among which were politics and current events.

I suggested talking about the weather (since that's pretty much all I think I might be able to talk about—if I practice it), but my idea was quickly rejected. We decided upon interviewing Norwegians on their feelings toward foreigners.

Miriam (an African social worker) and I had quite a discussion about the assignment, especially on our way to NORAD to see a BBC film, sort of a World Report 1983. She felt that the teacher should accompany us on such an assignment/task/interview if only to introduce us and give us an entree. She made the point that we haven't figured out these Norwegians' attitudes toward people of color, of different cultures, so the reaction of an interview cannot be predicted. In a sense, we argued the point, or should I say, I argued the point. On the one hand, it is taking a risk to approach someone for such an interview, a complete stranger, at that, when we have such a limited knowledge of the language and limited ability to say anything, much less carry on an intelligent conversation. We also argued the harm that could be done to the learner who might be rejected. We might withdraw from the people and language here. I argued that students should be given and take responsibility for their own learning. I ended up agreeing with her to a point and describing my library assignment and the manner in which we structure activities for students when we send them out in the field.

In attempting to practice speaking our limited Norwegian, we encountered the difficulty of being English-speaking language learners.

July 6, 1984

The assignment, however, *did* motivate us to go out into the town to practice our Norwegian. I was really eager to do it. I guess we did it because I kept harping on it. We went with Halima's friend to NORAD to read newspapers just before closing time (that's where I told Miriam that I sort of agreed with her and I described our tasks). From there we went on to a cafe where the waitress spoke very fluent and rather lovely American English. After she approached us and immediately began in English, Miriam told her that we wanted to practice our Norwegian. Miriam said that the waitress relished her role as teacher, which in fact she took on with great competence and even fervor, but I wasn't so sure that she did. To me, it seemed that her face clouded over a bit when we asked that she speak Norwegian with us. In any case, we ordered in Norwegian—easy enough "en koppe kaffe" (a cup of coffee), however, our orders, or rather mine, came back wrong as a coke. The waitress was sweet about it when I sent it back. She corrected Miriam and helped her to say a number of things that she needed to say. Frankly, I didn't say too much—it seems I'm a bit shy about speaking.

The third week was the most critical and marked a real turning point. I was pleased that I had become a member of an international community and seemed to be finding my place in it. My interests were focused more and more on third world development and peace research although I was not in those courses. One of the most gratifying experiences was a trip to Telemark when I asked a Bulgarian student about Lozanov and Suggestopedia and she in turn asked me what was new in African-American literature.

It was a rude awakening when on Monday morning I wrote:

Monday, July 9, 1984

In class and in lab, it seems that I had forgotten all the Norwegian that I had learned thus far. The trip to Telemark, listening only to English with that group of mainly Americans did a lot of harm to my learning acquisition of Norwegian.

I felt awful. I had to try to tune in again to written and oral Norwegian. Kari commented, "It's not your day" because I stopped repeating in lab and only listened. I also broke down and bought a grammar book with explanations in English. To cope with my anxiety and sense of frustration, I withdrew to my ESL teacher role.

Tuesday, July 10, 1984

My role took a definite shift from student to ESL teacher. I have assumed this new role of expert among my peers. I'm sure that I relish it at this point as a relief from the growing frustration of being a student, not getting my homework done, being afraid to speak, and having so little exposure to Norwegian. I rather resent the weekend trips as an infringement on my time for learning Norwegian.

I became the ESL expert, or rather the teacher jumped out of me, during our field trip to Baerum. The principal of the school was having some difficulty with English; he's about high intermediate level. My teacher-self slipped out when I corrected his pronunciation of "ceramic." I can see that I am using avoidance tactics so as not to feel inadequate as a person.

To protect my ego, I continued placing myself in the ESL teacher position in my conversations with my fellow students. Distancing myself to analyze my preferences, my position in the class, and to observe classroom dynamics, also seemed to help restore some of my self esteem.

Continued on page 22

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A Report from Washington

by James J. Lyons
NABE Legislative Counsel

With Congress and the President on vacation, August offers an opportunity to review national developments affecting NABE's mission and membership. In addition to providing a general overview of these developments, this report highlights pending decisions, to be made this fall, which will affect NABE's interests.

	New Applications	Ineligible Applications	Anticipated New Grants
Transitional Bilingual Education	311	9	102
Special Alternative Instruction	103	4	30
Developmental Bilingual Education	11	3	2
Family English Literacy	48	1	6
Preschool, Special Education, and Gifted and Talented	86	1	27
Materials Development	19	1	2
Training—Institutions of Higher Education	135	2	40
Fellowships (programs, not fellows)	25	1	15

Fiscal Year 1986 Federal Budget

Before recessing on August 1st, Congress passed a compromise resolution calling for a Fiscal Year 1986 Federal budget of $968 billion. The budget, covering the fiscal year beginning October 1, is expected to cut Federal spending from current levels by $55 billion—$4 billion more than the President proposed in his February budget request to Congress. If Fiscal Year 1986 appropriations bills conform to the budget resolution—and they need not—the Fiscal Year 1986 Federal deficit could still exceed $200 billion.

For budget function 500—"Education, training, employment and social services," the resolution anticipates outlays or appropriations of $30.85 billion in Fiscal Year 1986. This amount is just over three percent of the total budget. By way of comparison, Fiscal Year 1986 appropriations for budget function 50 "National defense" are anticipated to be $267.1 billion—more than 27 percent of all Federal spending.

Fiscal Year 1985 Supplemental Appropriations

Before recessing, Congress passed a general supplemental appropriations bill for the current fiscal year. NABE and other national organizations which advocate expanded programs for language-minority students pressed for $37 million in supplemental appropriations for Title VII to implement the revised and expanded Bilingual Education Act.

Congress did not approve additional funding for Title VII; and total Fiscal Year 1985 funding for the Bilingual Education Act remains at $139 million. Congress did, however, provide Fiscal Year 1985 supplemental appropriations of $102 million for vocational education, $287 million for Pell grants to low-income college students, and $720 million for the Guaranteed Student Loan program.

Fiscal Year 1986 Appropriations

The House Appropriations Subcommittee on Labor, HHS, and Education is expected to "mark-up" a Fiscal Year 1986 appropriations bill in early September. The coalition of national and local organizations which helped to secure the reauthorization of the Bilingual Education Act last year is pushing to increase Title VII funding to $200 million. Even if Congress were to appropriate $200 million for Title VII in Fiscal Year 1986, the Federal government would still serve a much smaller proportion of the LEP children eligible for assistance under the Bilingual Education Act than it did in Fiscal Year 1980. Representative Edward Roybal (D-CA), a ranking member of the House Appropriations Subcommittee on Labor, HHS, and Education, will propose to increase Title VII funding during subcommittee mark-up.

Competition for Fiscal Year 1985 Title VII Grants

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has provided NABE with preliminary figures regarding the number of new applications received, applications found ineligible, and anticipated new grants by program category for the current fiscal year. These figures are subject to modification as OBEMLA completes the grant competition for Fiscal Year 1985 funds.

According to OBEMLA, an additional 227 3rd-year and 173 2nd-year continuation grants will be made for programs of Transitional Bilingual Eduation using current fiscal year funds. Other projected Fiscal Year 1985 continuation awards not included in the new application/grant figures set out above include: 103 continuation awards for IHE training; 24 continuation grants for Fellowship programs (enrolling approximately 337 fellows); and 19 continuation awards for short-term training. Finally, while OBEMLA will not make any new awards for Programs of Academic Excellence during Fiscal Year 1985, the Office will provide continuation grants to 37 former Demonstration Projects under the new Programs of Academic Excellence grant category.

Title VII Program Regulations

Because of last year's extensive legislative revision of the Bilingual Education Act, new program regulations are necessary. During my first meeting with the new Director of OBEMLA, Ms. Carol Whitten, I requested on behalf of NABE that the regulation development schedule prepared by former OBEMLA Director Soriano be modified to decrease the burden on interested parties and potential applicants. Specifically, I asked that the Department postpone publication of regulations which were not essential for the Fiscal Year 1985 grant competition until the application deadline for 1985 grants had passed. Ms. Whitten agreed with our logic and to our request.

Continued on page 28

Illiteracy in America: A Hidden Problem

by Elizabeth S. Rangel and James Lyons
Lyons & Associates

Illiteracy in America was the subject of a special joint hearing conducted by House and Senate Education Committees on August 1st. The extraordinary joint hearing, publication of Jonathan Kozol's book *Illiterate America,* and recent media reports have focused attention on the problem of adult illiteracy—a problem which weakens the fabric of our society and the strength of our nation.

Illiteracy is often referred to as a "hidden problem" because illiterates often hide their limited language and computational skills. More important, the Census Bureau's reliance on an archaic standard of literacy—completion of the fourth grade—masks the extent of the problem. According to the Census Bureau, less than 1 percent of the U.S. adult population is illiterate.

Kozol and other experts in the field use a different standard of literacy—functional literacy. This standard focuses on the extent to which adults are able to function in our economic, political, and social environment. Functional illiterates have difficulty comprehending street signs, tax forms, want ads, newspapers, contracts, leases, utility bills, census surveys and even poison warnings. In sum, they experience difficulty in carrying out the functions of everyday living in the United States.

Estimates of the extent of functional illiteracy are alarming. NBC News recently reported that one out of three Americans is illiterate or nearly so, and the figures are increasing by more than two million adults each year as school dropouts, immigrants and refugees add to the ranks.

While most illiterate adults are white, native-born Americans, minorities constitute a disproportionate share of the illiterate population. According to Kozol, 16 percent of white adults, 44 percent of blacks, and 56 percent of Hispanic citizens are functional illiterates. Symptomatic of a larger neglect, there is a paucity of data on literacy rates for specific language-minority groups.

Despite growing public consciousness, federal support for literacy education remains limited. The Adult Literacy Initiative announced by former Secretary of Education Terrell Bell in the fall of 1983 received one-year funding of $360,000; it has not been refunded. Furthermore, annual appropriations for the Adult Education Act remained below $100 million—less than $1.50 per illiterate adult.

Adult illiteracy is not just a problem for adults; it affects the nation's children. Education Secretary William Bennett repeatedly quotes the maxim that "parents are their children's first and most influential teachers." And, indeed, they are! But parents who cannot read cannot teach their children to read!

And so, the problem of adult illiteracy is a problem for Americans of all ages.

The revised Bilingual Education Act addresses the intergenerational problem of English illiteracy by creating a new Title VII grant for Family English Literacy Programs. These programs, which can be administered by non-profit community organizations as well as educational institutions, are exclusively focused on helping the parents of LEP students learn English so that they can be active and effective partners in the education of their children.

The Department of Education originally allocated only $250,000 for this program in Fiscal Year 1985. OBEMLA Director Carol Whitten recently increased the allocation of FY 1985 funds for Family English Literacy by $250,000 for a total of $500,000. Ms. Whitten also promised the NABE Board that she would review, and possibly seek to modify, the Administration's proposal to zero-fund Family English Literacy programs in FY 1986.

Because of NABE's commitment to educational equity and excellence, the Executive Board is resolved to promote literacy education for language-minority adults. As with other efforts, your involvement is essential!

For more information on adult illiteracy and organizations which are contributing to better awareness and advocacy for the limited English populations as well as others, contact:

Mr. Mike Brunner
National Institute of Education
1200 19th Street, NW
Washington, DC 20208
(202) 254-5654

Business Council for Effective Literacy
1221 Avenue of the Americas
35th Floor
New York, NY 10020
(212) 512-2415/2412

Mr. Joseph Casello
U.S. Department of Education
Adult Literacy Initiative
400 Maryland Avenue, SW
Room 4145
Washington, DC 20202
(202) 472-9020

Ms. Helen Crouch
Literacy Volunteers of America
404 Oak Street
Syracuse, NY 13203
(315) 474-7039

Mr. Paul Delker, Director
U.S. Department of Education
Adult Basic Education
400 Maryland Avenue, SW
Reporter's Building, Room 522
Washington, DC 20202
(202) 732-2230

Ms. Rhonda Kadavy
Contact Literacy Center
P.O. Box 81826
Lincoln, NE 68510
(800) 228-8813

Mr. Richard Long
The International Reading Association
444 North Capitol Street, NW
Suite 321
Washington, DC 20001
(202) 347-3990

Ms. Lori Orum
National Council of La Raza
20 F Street, NW
2nd Floor
Washington, DC 20001
(202) 628-9600

Mr. William Reich
U.S. Catholic Conference
1312 Massachusetts, NW
Washington, DC 20005
(202) 659-6736

Mr. Peter Waite
Laubach Literacy Action
1320 Jamesville Avenue
Syracuse, NY 13210
(315) 422-9121

Ms. Sarah William
National Research Center on Adult and Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Ms. Chris Zachariadis, Executive Director
Association for Community Based Education Programs
1806 Vernon Street, NW
Washington, DC 20009
(202) 462-6333

Recommded reading:

Becoming a Nation of Readers (1985)
Center of Study of Reading
P.O. Box 2774
Station A
Champaign, IL 61820-8774

Illiterate America (1985)
Jonathan Kozol
Anchor Press/Doubleday

Adult Illiteracy in the United States: A Report to the Ford Foundation (1979)
Hunter and Harmon
McGraw-Hill

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Francisco Villarreal Chair 1869 So. Quitman Denver, CO 80291 (303) 399-0454 (O) (303) 934-3222 (H)	Norman C. Gold Parent-at-Large
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Eugene E. García, Chair Bilingual Education Ctr. Farmer Building A.S.U. Tempe, AZ (602) 965-7134 Reynaldo Macías, NABE Journal Editor University of Southern California School of Education Dept. of Curr. and Instr. University Park WPH 702 Los Angeles, CA 90089-0031 Nancy F. Zelasko, NABE News Editor Georgetown University BESC 2139 Wisconsin Ave., N.W. Suite 100 Washington, D.C. 20007 (202) 625-3540	Lilliam Malavé Vice President
RESOLUTIONS	
Alfredo De los Santos Maricopa Comm. Coll. 3910 E. Washington St. Phoenix, AZ 85034 (602) 831-7051 (H) (602) 244-8355 (O)	Aurora M. Quevedo Secretary
RULES	
Nancy F. Zelasko, Chair Georgetown Univ. BESC 2139 Wisconsin Ave., N.W. Suite 100 Washington, D.C. 20007 (202) 625-3540 (O)	Myrella Lara Eastern Regional Rep.
SOCIOPOLITICAL CONCERNS	
James J. Lyons, Chair 308 E. Capitol St., N.E. Suite 2 Washington, D.C. 20002 (202) 544-5061 (O)	Tony Báez Central Regional Rep.

Minority Assessment Conference

The University of Arizona, Department of Educational Psychology, will sponsor the Second Biennial Conference on Minority Assessment November 6–9, 1985. The conference will focus on intellectual, linguistic, academic, behavioral, and legal issues related to assessment of ethnically diverse groups, and several nationally prominent speakers will be featured. For more information, contact Shitala P. Mishra or Darrell L. Sabers, Dept. of Educational Psychology, University of Arizona, (602) 621-7846/7825.

The Largest Exchange Program in the Nation!

by Carol Cargill-Vroman
University of South Florida
Tampa, Florida

During the summer of 1984, the International Language Institute (ILI) of the University of South Florida conducted the largest international Exchange of students ever in the country. This was a true Exchange, that is, it was a one-for-one exchange whereby one American sponsored one foreign student. The country involved was Japan, and the Exchange was conducted in cooperation with Showa University in Tokyo and Fujiyoshida.

Months before, USF and Showa entered into an agreement whereby 20 or so Americans would exchange places with an equal number of Japanese. As it turned out, however, almost double that number of Japanese decided to come to USF. They were not typical undergraduate students. The ILI developed a unique curriculum in English for Medical Purposes but added an emphasis on conversational skills. This is a specialized curriculum developed for groups seeking such language training.

The Exchange of 1984 was so successful that USF and Showa have decided to cooperate on such an Exchange over the next 5 years. In addition, the ILI has set up shop on the Tokyo campus of Showa with English language classes for a variety of learners. Some are clerical types, others are spouses of Showa staff, and some are Showa medical students and faculty. The ILI is looking forward to the establishment of a more permanent Institute in Tokyo. This Institute will be open to businessmen and students alike who need English for job-related purposes or for academic purposes with the intention of coming to the United States for a degree.

During the summer of 1985, the ILI will not only be sponsoring an Exchange with Japan but has made similar arrangements with the American University in Cairo, a language Institute in Paris, the University of Rome, the University of Puerto Rico, and another with the site to be determined in Brazil. All of the Exchanges will operate during the month of July.

For more information contact: Carol Cargill-Vroman, International Language Institute, University of South Florida, Tampa, Florida 33620. (813) 974-3433.

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Recruiting and Retaining Minority Students

Effective Ways to Recruit and Retain Minority Students is the newest publication of the National Minority Campus Chronicle. With over 100 pages of clearly referenced material, this book represents a practical and useful resource which administrators, faculty, students and others can take advantage of. The publication features successful programs around the country and lists and explains dozens of recruiting and retention techniques and strategies. For more information, contact National Minority Campus Chronicle, Inc., 818 West Badger Road, Madison, WI 53713 (608) 251-9033.

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NABE to Sponsor Outstanding Dissertations Competition

The National Association for Bilingual Education will sponsor the 1986 Outstanding Dissertations Competition in Bilingual Education.

The competition is open to those who have completed a dissertation between June 1, 1982 and August 1, 1985.

The deadline for submitting the abstract upon which the dissertation will be initially judged is Monday, November 25, 1985.

The competition winners will be announced at the 15th Annual Conference of the National Association for Bilingual Education, in Chicago, Illinois, April 1-5, 1986.

For more information and competition guidelines, contact:

Alfredo G. de los Santos, Jr.
NABE 1986 Outstanding Dissertations
Maricopa Community Colleges
3910 East Washington Street
Phoenix, Arizona 85034
(602) 244-8355

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- ☐ 009-0007 Rules
- ☐ 009-0008 Organizational Development
- ☐ 009-0009 Media Watch

MIXED UP OR MALICIOUS?

(Continued from page 1)

Prior to enactment of the federal Bilingual Education Act of 1968, language-minority students who didn't know English were universally ignored. If schooling were available at all, it was tailored to the needs of English-language-background students. A majority of the parents of limited-English-proficient students today are themselves the casualties of this earlier educational neglect.

Thanks to federal policy—enactment of the Bilingual Education Act and other compensatory education programs, the 1974 United States Supreme Court decision in *Lau v. Nichols*, and technical assistance to help school districts achieve civil rights compliance—the situation has improved. Because of federal encouragement and financial support, ESL and native language instructional methods have been developed, teachers have been trained, classroom materials have been prepared and published, evaluation instruments have been written and refined...the list goes on and on. Now, many more teachers can comprehend a student's question or even the simple plea "I don't understand" when it is delivered in the only language the child knows.

Federal education and civil rights policy have increased the number of school personnel who can communicate with non-English-speaking students and parents. It has, if you will, opened the schoolhouse door. Moreover, the new Bilingual Education Act requires that parents will receive information about the placement and progress of students in programs funded under the Act, and gives parents the right to decline placement of their children in these programs.

Most importantly, federal bilingual education policy has made it possible for parents who don't know English to become active partners in their children's education. The principle of parent choice—championed so ardently by Secretary Bennett—is at the heart of bilingual education law and policy.

In support of his pared-down concept of equal educational opportunity, Secretary Bennett decried the "lack of flexibility" in current federal law and policy. At the same time, the Secretary conveniently ignored a number of facts. He ignored the fact that more than 300 school districts applied for the supposedly "inflexible" Transitional Bilingual Education Program grants this year, but that the department was able to fund just over 100 applications. He ignored the fact that 48 school districts and community organizations asked for seed-money grants to start Family English Literacy Programs, but that the Department made money available for only four of these programs. And he did not tell his audience that the Administration has already asked Congress to eliminate all funding for Family English Literacy Programs next year.

The Administration's budget proposal to "zero-fund" Family English Literacy Programs next year provides a clue to the question of whether Secretary Bennett is mixed-up or malicious. You see, unlike the other comprehensive education programs authorized under the Bilingual Education Act, Family English Literacy Programs have a single objective: teaching English to parents who themselves do not know English. And because Family English Literacy Programs are for adults, the law does not require *any* use of the parent's native language in these simple, straightforward English instruction programs.

Since taking office, William Bennett has travelled widely and talked loosely. Some of what he says makes sense. "Parents are the first and most influential teachers of their children; they should spend more time with their children, reading to them and teaching them to read." But Mr. Bennett's message on bilingual education, coupled with facts the Secretary knew but never disclosed, does not make sense. At best he is mixed up; at worst, he is malicious.

* * *

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MESSAGE FROM THE PRESIDENT

(Continued from page 5)

It is important to solicit support from our allies. A visit with Charles T. Williams, Director of Human and Civil Rights of the National Education Association, proved to be both informational and encouraging. Also instructive was a visit to Sam Pizzigati, Associate Director of Communication Services at NEA. His willingness to help NABE tell its' "good story" to the thousands of NEA members across the nation was indeed heartening.

I also feel it is important to meet with our antagonists. NABE Secretary Aurora Martinez-Quevedo and I met with representatives of U.S. English over the summer. Among the important outcomes of that visit was an idea fostered by the U.S. English bumper sticker which reads, "I ♡ English." Upon seeing the bumper sticker, I was struck by the message and also realized the difference in the philosophies and ideologies of U.S. English and NABE. As a result of that realization, there is a new NABE bumper sticker which reads, "I ♡ English and Spanish and Chinese, etc."

Recent NABE Executive Boards have done much to enhance the operations of the NABE Central Office in Washington, D.C. It should be noted that Carolyn Riddick, our secretary, has done a very effective job of maintaining membership records, acting as our liaison with the NEA (where NABE is housed), and being the link between the Executive Board, the affiliates, and the membership. NABE is presently working towards computerizing and centralizing its accounting procedures. Working with NABE Treasurer Agnes Cowen, Lillian Fernández, Cindy Esparza, Phil Martínez and Bob Cureau have done a tremendous job of bringing NABE's fiscal record keeping and reporting into the 20th century. We appreciate their many hours of difficult work.

Another very important person who has done much to develop NABE is Penny Harrison. Penny has not only increased the financial resources of the association, but has successfully presented NABE as a viable and effective association to many major corporations throughout the country. We applaud her for her fine work.

No mention of the people in Washington would be complete without recognizing the work of Legislative Counsel Jim Lyons. Jim's efforts continue to keep NABE in an extremely visible and viable position in the minds of legislative decision-makers. We thank him for representing us so well.

We are extremely fortunate to have added to our staff part-time interns who will work on two major research projects for NABE. Kathy Gillette and Susan Jarvis are graduate students in the bilingual education program at Georgetown University in Washington, D.C. Ms. Gillette will elicit ideas from members on different teaching methods for our "Teacher to Teacher" series, and Ms. Jarvis will conduct a research project to collect documentation on successful bilingual programs throughout the country (see article entitled "NABE National Office Needs Data from Members"). The compilation of this data will enable us to begin to respond to negative media coverage and will be used to educate the public. Please try to help us by sending any and all information and ideas you have.

Despite the herculean effort put forth by those who have chosen to devote time to NABE, the association can only become stronger with YOUR help. We need your assistance in recruiting new members for NABE. Take the application in this newsletter, duplicate and distribute it, and tell your friends and colleagues about NABE. Make sure you renew your membership and remind your friends to renew theirs.

You can also help by contributing to NABE's public relations efforts. Send us information on outstanding bilingual programs and on the successes of your bilingual students. Share your ideas on bilingual/ESL teacher standards and ways to improve our chosen field. Write an article for *NABE News.* Share your effective techniques of teaching LEP students with other teachers through the pages of *NABE News.* Comment on important issues like the bilingual education teacher shortage and the English-only amendment. Give your Regional Representative a call and share your ideas on the future of NABE. Communicate with decision-makers and legislators. Let your voice be heard. And last, but not least, let's encourage one another to continue doing the good job we are all doing to meet the educational needs of limited English proficient students.

Chicago Preparing for NABE '86

"Academic Excellence and Equity through Bilingual Education"

The NABE Executive Board and María Medina Seidner, Conference Chairperson, have announced that preparations are underway for the 1986 NABE Conference, to take place April 1–5, 1986 in Chicago, Illinois at the Palmer House. Chicago is a famous convention host and the Executive Planning Committee is preparing a well-rounded program to ensure conferees maximum exposure to Chicago's excitement.

The Conference will offer over 150 concurrent sessions, intensive training sessions, 25 major sessions, school visits and ethnic community tours, a week long parent institute, and keynote addresses by Senator Paul Simon (D-Ill.), Dr. Tomás Arciniegas, President of the California State University-Bakersfield, and Dr. Stephen Krashen, renown educator in ESL. Numerous evening activities hosted by the Executive Board, publishers, and local bilingual education organizations are planned. Highlights of the program are the President's Reception to be held Thursday, April 3 which promises to be as successful as the affair in San Francisco, the Friday night banquet/dance, and something new—a Teachers Day on Saturday, April 5, culminating in a festive post-Easter Carnival, or "Rio: Chicago Style."

General conference information can be obtained by contacting the Conference Headquarters at the Illinois State Board of Education Bilingual Section, 100 W. Randolph St., Suite 14-300, Chicago, IL 60601, (312) 917-3850. Registration information can be obtained by contacting NABE '86 Registration Committee Co-Chairs Eugenia DeHoogh or Rosario Schultz at the Illinois Resource Center, 500 S. Dwyer, Arlington Heights, IL 60005, (312) 870-4140. Registration packets will be mailed mid-January, 1986 and will include airline packages, as well as hotel and car rental information. Publishers and others interested in exhibiting during the conference can obtain information by contacting the NABE '86 Exhibits Committee, 500 S. Dwyer, Arlington Heights, IL 60005, (312) 870-4142.

Continued on page 25

CANDIDATES FOR 1986–87 NABE BOARD

The following is the official information on the candidates for the 1986–87 NABE Executive Board. Candidates are reminded that NABE does not permit any media campaigning for positions. In order to be eligible to receive a ballot, you must be a member by November 1, 1985. Results of the election will be announced at the 1986 NABE Conference in Chicago, IL, April 1–5, 1986. Any questions regarding elections procedures should be addressed to Ms. Soledad Arenas, NABE Elections Committee Chair, 400 6th Street, S.W., Washington, D.C. (202) 755-7710.

PRESIDENT-ELECT

LILLIAM M. MALAVE

Director, Bilingual Education, State University of New York at Buffalo, Ph.D., Education Administration, SUNY; M.A. and M. Ed., Columbia University, NY; B.A., University of Puerto Rico, J.D. Studies, University of Puerto Rico (present).

Professional Experience: 1979-present: Director of Bilingual Ph.D. and Master's Degree Programs, SUNY-Buffalo; 1980-present: Research Assistant Professor, Elementary, Research and Evaluation and Special Education, Spanish and Indo-Chinese Programs, SUNY-Buffalo; 1977-1979: Assistant Professor and Director of Bilingual Education, D'Youville College; 1978-79: Assistant Director and Resource Teacher, Bilingual Education, Buffalo Public Schools, NY; 1977-78: Confidential Aide to the Mayor of Buffalo; 1976-77: Supervisor of Elementary Education Student Teachers, SUNY-Buffalo; 1969-71: Assistant Professor, City University of New York City Graduate School; 1968-70: Bilingual Counselor, New York City Public Schools; 1967-68: Bilingual Teacher, New York City Public Schools; 1980-83: Member, National Clearinghouse for Bilingual Education Advisory Council; 1980-present: Member, Commissioner's Advisory Council on Children with Handicapping Conditions, New York State; 1983-85: Member, Governor's Commission on Hispanic Affairs, New York State. 1984-present: Trustee, Eric County Community College.

NABE Organizational Experience: NABE Member since 1974. Affiliate Membership: Puerto Rico and New York State Associations for Bilingual Education. Affiliate Positions Held: President of NYSABE; Conference Chair, 1982. NABE Standing Committee Memberships: Socio-Political Concerns; Public Relations Committee; Organizational Development; Special Interests Groups; Publications Committee. NABE Executive Board Positions Held: Treasurer, 1984-85, Vice President, 1985-86. Have participated in the following committees: 1981-82: Member, Delegate Assembly; 1979,80,81: Member, Nominations Committee; 1979: Member, Constitution Committee; 1979: Member, By-Laws Committee; 1975 +78: Member, Committee on NABE Bilingual Education Legislative Proposals; Participant in the National Institute for Leadership and the Organizational Development Training, both sponsored by NABE and NEA. Member, Research Special Interest Group.

Statement: NABE's mission must reiterate our commitment to "equal education opportunities and equal access" for all culturally and linguistically different students. It must establish goals around which many groups of diverse backgrounds can interact to develop a multilingual-multicultural international educational organization. New policy directions must be provided for greater membership participation in NABE's decision-making process. Activities at the national, state and local levels must promote the significant role of bilingual education in achieving academic excellence and equity. A vision emerging from a shift in policy to address local needs while promoting international understanding, encourage creativity and research efforts, and develop professional and academic standards of excellence will result in the quality of education that NABE promotes.

HAI TRONG TRAN

Consultant, Midwest Bilingual Education Multifunctional Support Center, Arlington Heights, IL. Ph.D., Linguistics, Cornell University, NY. M.A., University of Hawaii, HI. B.A., University of Saigon, Vietnam.

Professional Experience: 1983-present: Consultant, Midwest Bilingual Education Multifunctional Support Center, Arlington Heights, IL; 1979-83: Senior Program Associate/Field Services Coordinator, Midwest National Origin Desegregation Assistance Center, University of Wisconsin, Milwaukee, WI; 1978-79: Education Specialist, Intercultural Development Research Association, San Antonio, TX; 1976-77: Lecturer, Department of Modern Languages and Linguistics, Cornell University, NY; 1976: Consultant, National Bilingual Education Resource Center, University of Southwestern Louisiana, Lafayette, LA.

NABE Organizational Experience: NABE member since 1978. Affiliate Membership: Illinois Association for Bilingual Education. Affiliate Positions Held: Secretary, Illinois Association for Bilingual Education, 1985-86; President, Wisconsin Association for Bilingual Education, 1981-83. NABE Standing Committee Memberships: Member, NABE Elections Committee, 1978-81. NABE Executive Board Positions Held; Secretary, 1983-84; Vice-President, 1984-85. Other: Member, Task Force on Constitution and By-laws, 1984-85; Executive Board Liaison to SIGs, 1984-85; NABE '86 Conference Committee.

Statement: As President of NABE, I will continue the current effort to keep NABE in the forefront in national educational issues and to make corporate America a close friend of bilingual education. At the same time, I will intensify NABE's focus on activities designed to reach out to meet the needs of all its members. Specifically, these activities fall into the following areas: (1) Establishment of a scholarship fund, which will provide financial assistance to needy bilingual aides, teachers and parents in their professional development efforts. (2) Organizing regional workshops and seminars to provide information and training on current developments in bilingual education. And (3) Sponsoring an annual summer institute in bilingual education to offer courses in bilingual education and related areas conducted by leading experts in the field.

In addition, I pledge to continue the coalition building effort among the various groups within NABE and between NABE and other organizations that espouse our philosophy and objectives. I recognize that NABE must address the interests and needs of the smaller groups in bilingual education, but not at the expense of its Hispanic members, the largest group in the organization. I am convinced that I am capable of representing the interests of *all* NABE members.

VICE-PRESIDENT

PAUL E. MARTINEZ

Director of Federal Programs, Jemez Mountain Schools, Fairview, New Mexico. Ph.D., Curriculum & Instruction, New Mexico State University; M.Ed., Eastern N.M. University; B.A., Eastern N.M. University.

Professional Experience: 1985-present: Director of Federal Programs, Jemez Mountain Schools, Fairview, New Mexico; 1984-85: Chairman, Department of Teacher Education, Metropolitan State College, Denver, Colorado; 1981-84: Associate Professor of Bilingual Education, Metropolitan State College, Denver, Colorado; 1979-81: Professor of Bilingual Education, Governors State University, Park Forest So., Illinois.

NABE Organizational Experience: NABE member since 1978. Affiliate Membership: Colorado and New Mexico Associations for Bilingual Education. Affiliate Positions Held: Vice President of Colorado Association for Bilingual Education, 1982-83; President of Colorado Association for Bilingual Education, 1983-85; Coordinator of CABBE Conference, Denver, 1983; Coordinator of NABE Conference, 1987; Colorado Representative to NABE Conference Nominations Committee, 1983. NABE Standing Committee Memberships: Co-chair-elect of NABE Higher Education Special Interest Group (SIG).

Statement: My involvement in NABE over the past seven years, the experience of having served as Colorado's Affiliate President and Vice-President, and my academic preparation as well as bilingual education-related work experience here helped me develop a variety of of skills which would be valuable to NABE. Moreover, I feel that my energy, ability to function effectively as part of a team, and my capabilities as a NABE advocate and spokesperson would enhance the organization.

LUIS A. MARTINEZ-PEREZ

Associate Professor of Science Education, School of Education, Florida State University, Miami, Florida. Ph.D., Science Education, Florida State University; M.S., Florida State University; B.S., University of Puerto Rico.

Professional Experience: 1984-85: Program Officer, FIPSE Department of Education; 1982-84: Associate Professor and Coordinator of Multilingual-Multicultural Center, FIU; 1981-82: Assistant Dean and Director, SABES Center, Florida International University; 1980: Associate Professor and Chairman, Florida International University; 1974-79: Associate Professor of Science Education, Florida International University; 1968-70: Analytical Chemist, General Electric Company, Bridgeport, CT.

NABE Organizational Experience: NABE member since 1977. Affiliate Membership: Florida Association for Bilingual Education. Affiliate Positions Held: Chairman, Fundraising Committee, 1982-84. NABE Standing Committee Memberships: Co-chair, Fundraising Committee, 1984-85; Chairman, Public Relations Committee, 1982-84. NABE Executive Board Positions Held: Eastern Regional Representative, 1982-83.

Statement: The needs of the membership of the National Association for Bilingual Education are constantly changing and will require a flexible, yet knowledgeable view of the various fields within Bilingual Education. Although change is imminent, needs such as those to (1) increase the local and national memberships and (2) strengthen the affiliates and their relationship to the national organization must be addressed. If elected, I plan to advocate for a strong membership campaign, an increase in fundraising activity and better relationships with other professional and community organizations.

SECRETARY

DICK K. HSIEH

Administrator of Bilingual Program, Oklahoma City, OK. Ph.D., Secondary Administration and Curriculum, University of Oklahoma. M.A., English, Pacific Lutheran University, WA; B.A., English, National Chengchi University, Republic of China.

Professional Experience: 1983-present: Administrator of Bilingual Program, Oklahoma City Public Schools; 1982-83: Administrator of the Bilingual Education Section, State Department of Education, Oklahoma; 1975-76 and 1979: Adjunct Assistant Professor of Education, University of Oklahoma; 1975-85: Consultant for more than 250 school districts. Topics included bilingual and multicultural education, human rights, discipline, curriculum development, law and citizenship education, etc.; 1975-82: Associate Director, Oklahoma Statewide Law and Citizenship Education Project, University of Oklahoma; 1975: Instructor of English, Rose State College.

NABE Organizational Experience: NABE member since 1982. Affiliate Membership: Oklahoma Association for Bilingual Education. Affiliate Positions Held: Member, Conference Planning Committee, 1982-84; Chair, Conference Planning Committee, 1985. NABE Standing Committee Memberships: Chair of Subcommittee for Organizational Development, 1984-85.

Statement: I believe my experiences working at the public school and university levels, and at the local and state educational agencies will enable me to fully and effectively perform the duties and responsibilities of Secretary of NABE. If elected, I will continue my effort to work with the Committees of Membership and Organizational Development to further develop and implement recruitment activities so that NABE may continue to grow and provide a stronger voice for bilingual education.

RAYMOND MAGALLANES

Program Director, Division of Bilingual Education, Texas Education Agency, Austin, Texas. M.Ed., Elementary Education, Texas Tech University; B.A. Wayland Baptist University.

Professional Experience: 1983-present: Member, Austin Association of Mexican American Educators; 1979-present: Member, Association of Supervisors and Curriculum Development.

NABE Organizational Experience: NABE member since 1978. Affiliate Membership: Texas Association for Bilingual Education.

Statement: The educational establishment has taken a program that was designed to help LEP children "be all they can be" and has converted the program into one where children have had to settle for a substandard goal, i.e., learning English at the cost of full cognitive development. The move for educational reform that is sweeping the nation seems to be reinforcing the notion that "English" for LEP students is synonymous with the "excellence" that is sought for the non-LEP student.

As secretary and officer in NABE I would exert my energies toward focusing upon and emphasizing the "Education" in bilingual education to ensure that all LEP students and bilingual teachers receive due consideration in the educational reform movement that is sweeping our nation.

JANICE JONES SCHROEDER

Assistant Director of Foreign Language-Bilingual Education, Buffalo Public Schools, Buffalo, NY. M.Ed., Health, Physical Education and Recreation, SUNY-Buffalo; C.S.A., Educational Administration, New York State College at Buffalo; B.S., Health, Physical Education and Recreation, SUNY-Buffalo.

Professional Experience: 1984-present: Assistant Director of Foreign Language-Bilingual Education, Buffalo Public Schools, Buffalo, NY; 1981-84: Director, Native American Bilingual Program, Buffalo, NY; 1980-82: Instructor, Erie Community College, South Buffalo, NY; 1979-80: Equal Opportunity Coordinator, Erie County Personnel Department, Buffalo, NY; 1977-78: Education Counselor, Family Detention Division, Buffalo, NY; 1977-present: Physical Fitness Instructor, Millard Fillmore Hospital, Buffalo, NY; 1977: Research Analyst, Buffalo, NY; 1975: Director, C.E.T.A.-Native American Manpower Program, Buffalo, NY; 1973-75: Assistant Program Manager, Title I.E.S.E.A., New York State Education Program, Cheektowaga, NY; 1969-73: Physical Education/Health Teacher, Kenmore Wast High School, Kenmore, NY; 1971-73: Health Instructor, Niagara Community Day Camp Instruction, Kenmore School System, Kenmore, NY.

NABE Organizational Experience: NABE member since 1981. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: Protocol Chair, Annual Conference, 1984; Co-chair, Annual Conference, 1983; Native American Language delegate. Other: Member, Native American-Alaska Natives Bilingual Task Force, 1982-present.

Statement: My American Indian background, vast experience, strong leadership qualities, commitment and dedication to equitable education for all students combine to give me a keen insight into the problems that exist and uniquely equip me to help develop solutions that will enhance the educational opportunities for all language minority students. I have a great deal to offer the NABE Board. I will address the unique, yet universal needs, problems, and ambitions that face not only American Indians, but all language minority students.

I have a real commitment to education of *all* students. I believe bilingual education is the only way we can hope to preserve our language and culture for future generations and still survive in today's society. I believe bilingual education provides a holistic approach to strengthen the pride of language minority students.

My goals have always been to to try to improve the quality of life by securing services that will help language minorities retain their rights as individuals.

TREASURER

REYNALDO MACIAS

Picture
not
available

Director, Center for Bilingual, Multicultural Research, University of Southern California. Ph.D., Linguistics, Georgetown University; M.A., Education, University of California at Los Angeles; B.A., Sociology, University of California at Los Angeles.

Professional Experience: To present: Director, Center for Bilingual, Multicultural Research and faculty member, Department of Curriculum and Instruction, School of Education, University of Southern California. 1979-81: Assistant Director for Reading and Language Studies, National Institute of Education, U.S. Department of Education.

NABE Organizational Experience: Affiliate Membership: California Association for Bilingual Education. Affiliate Positions Held: Director of Financial Affairs, Region 3 Delegate. NABE Experience: Editor, NABE Journal, 1985-present.

TOMAS Z. MIRANDA

Director of Bilingual Education Services, Bridgeport Public Schools, Bridgeport, CT. C.A.S., Reading and Administration/Supervision, University of Bridgeport, CT; M.A., Ohio State University, OH; B.S., Calumet College, Hammond, IN.

Professional Experience: 1977-present; Director, Bilingual Education, Bridgeport, CT; 1976-77: Director, Early Childhood Programs, Bridgeport, CT; 1972-76: Director, Title VII Bilingual Education Project; 1970-72: Teacher, Bilingual Education Program, Gary, Indiana; 1969-70: Instructor, Ohio State University; 1968-69: ESL Teacher, Barranquitas, Puerto Rico; 1965-68: TESOL Teacher, Gary, Indiana.

NABE Organizational Experience: NABE member since 1974. Affiliate Membership: Connecticut Association for Bilingual Education. Affiliate Positions Held: President, Connecticut Association for Bilingual Education, 1973. NABE Executive Board Positions Held: Treasurer, 1981-82.

Statement: As a former NABE treasurer, I am familiar with the operations of the NABE organization and its goals. As treasurer on this very active Board, I hope to contribute my expertise and resources so that NABE may reach its goals and the challenges of these times, which I believe are: the need for standards of quality for Bilingual Education, and quality programs for *all* Limited English Proficient students.

PARENT-AT-LARGE

RAY MORALES

No information received.

JUAN E. SANCHEZ

Picture
not
available

Special Service Technician, Mt. Bell, Denver, Colorado.

Professional Experience: 1984-85: President of Colorado Statewide Parent Coalition; 1978-81: Chairperson, Parent Advisory Council for Denver Public Schools.

NABE Organizational Experience: NABE member since 1982. Affiliate Membership: Colorado Association for Bilingual Education. Affiliate Positions Held: Treasurer of CABBE, 1983-85; Member, Board of Directors, CABBE, 1981-83. NABE Standing Committee Memberships: Parent Committee.

Statement: In my seven years of being involved with bilingual, bicultural education at the local, state and national level, I have experienced an increase of parent involvement. However, this involvement is not as intense today as it was in the beginning. I would like to see parents become aggressively involved with national, state and local legislative issues that affect their children's education. If elected to the NABE Board, I would like to see a communication network established with bilingual parents and friends in the bilingual community across the United States.

EASTERN REGIONAL REPRESENTATIVE

BERNARD H. COHEN

President, Bernard Cohen Research and Development Inc., Nyack, NY. M.A., Reading and Psychology of Reading Disorders, Columbia University, NY; B.A., Adelphi University.

Professional Experience: 1972-present: President, Bernard Cohen Research and Development; 1972-present: President and Executive Director, IMPACT Institute, Director of ESL and Job Placement for Refugee Assistance; 1966-72: Educational Coordinator, Harlem Adult Training Center; 1965-66: Fourth Grade Teacher, NYC; 1964-65: Bilingual Caseworker, Department of Social Service, NYC. Author of several publications on Bilingual Education and teacher training.

NABE Organizational Experience: NABE member since 1974. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: President, NYSABE, 1984-85; First Vice-President, 1983-84; Second Vice-President, 1982-83; Regional Delegate, 1981-82. NABE Standing Committee Memberships: Cochair, Global Education Special Interest Group.

Statement: Bilingual education's leadership requires top notch training, honest dialogue and the kind of professionalism and state-of-the-art information that is essential for success.

As President of NABE's New York affiliate, I have worked to support and define bilingual education within the education community at-large. By using many clear communication vehicles I have seen NYSABE membership double during my tenure and have heard people say, "I didn't know that, I thought bilingual education was something else." Now that NABE has successfully established itself and its message in Washington's legislative community, I want to help NABE get to the grassroots educational community. I have a degree and experience in communications, as well as in education and I am prepared to serve as Eastern Representative in a way that will promote communications and a greater understanding of bilingual education among all communities.

VILMA DIAZ

No information received.

CENTRAL REGIONAL REPRESENTATIVE

GAY KINGMAN

Picture
not
available

Superintendent, Pierre Indian Learning Center, Pierre, SD. 96.0 hours toward work in Doctorate in Education; M.A., Administration, Arizona State University, Tempe, AZ; B.S., Education, Northern State College, Aberdeen, SD.

Professional Experience: Present position: Graduate student with the Bueno Center for Multicultural Education, College of Education, University of Colorado, Boulder, CO; Superintendent, Pierre Indian Learning Center, Pierre, SD; 12/82-7/83: Director, Bilingual Education, Rapid City Area Schools; 1/82-12/82: Consultant, South West Resource and Evaluation Center; 9/79-9/81: Special Assistant, Office of Indian Education, U.S. Dept. of Education, Washington, D.C. and Education Policy Fellow, George Washington University, Washington, D.C.; 1/79-9/79: Education Coordinator, National Indian Training and Research Center; 8/74-7/75: Education Coordinator, Scottsdale, Public School District, Scottsdale, AZ; 7/75-7/78: Education Program Specialist, Arizona State Dept. of Education; 12/72-5/74: Elementary Principal, United Tribes Employment Training Center; 8/72-12/72: Supervisor, Personnel Development Dept., United Tribes Employment Center; 1/63-6/72: Elementary Teacher, Bureau of Indian Affairs Schools, Minneapolis Public School System; Former board member and president of the National Indian Education Association: Charter member of the South West Indian Task Force for Bilingual Education; Testified, presented and published in the field of Bilingual Education.

NABE Organizational Experience: NABE member since 1980. Affiliate Membership: Arizona Association for Bilingual Education, South Dakota Association for Bilingual Education, and Colorado Association for Bilingual Association.

Statement: I am a Lakota woman who has been actively involved in education for approximately 21 years. I have actively advocated for bilingual, bicultural education for minorities. My work experience has included teaching on the reservation and in the cities. I have also been employed in state government and as regional coordinator of educational programs. For two years I was with the U.S. Office of Education in Washington, D.C. and studied policy at George Washington University. Currently, I'm Superintendent of the Pierre Indian Learning Center, a school for special needs students. Throughout my professional and personal life, I have been dedicated to attaining quality education for all minorities. If elected to the Board of NABE, I will utilize all my work experience to further the goals of NABE and to continue to serve as an advocate for Bilingual/Bicultural Education.

(Delia Pompa—Withdrew)

WESTERN REGIONAL REPRESENTATIVE

ESTANISLADO PAZ

Acting Deputy Superintendent, Tucson Unified School District #1, Tucson, Arizona. Ph.D., Educational Administration, University of Arizona.

Professional Experience: 1985-Present: Acting Deputy Superintendent, Tucson Unified School District, Tucson, AZ; 1981-1985: Director of Bilingual Education, Tucson Unified School District; 1980-1981: Director of State/Federal Programs, Tucson Unified School District; 1979-1980: Project Administrator, University of Arizona; 1976-1979: Bilingual Teacher Educator, University of Arizona; 1975-1976: Bilingual Resource Teacher, Tucson Unified School District; 1971-1975: Bilingual Classroom Teacher, Tucson Unified School District; 1970-1971: Probation Officer, Pima County Juvenile Court.

NABE Organizational Experience: NABE member since 1977. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: Charter President, 1977; President, 1978; Past President, 1979. Other: Affiliate Delegate 1978, 1979.

Statement: The role of the Western Regional Representative requires information sharing and giving, communication and coordination. I have worked with educational systems in California, Oregon, Washington, New Mexico, Texas and Arizona. This direct relationship strengthens the understanding of common needs and concerns relative to Bilingual Education in public schools and institutions of higher education. As a member of the NABE Executive Board, my goals will be as follows: 1) To communicate effectively and attend consistently, 2) to monitor the significant bilingual education events in each of the western states, and 3) to promote bilingual education for students who need it and those who want it.

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The Challenge is Clear:

Making Bilingual Education Work for Students. *Sí Se Puede.*

by Aurora Martínez-Quevedo

The San Jose Unified School District in California includes within its student population a large number of youngsters who come from homes where approximately 50 different languages are spoken. As of the last official language census of March, 1985, a total of 9,391 students whose primary or home language is other than English are enrolled in the District schools. Many of these students use English and/or non-English languages to interact within the family and community context. Of these vaired language background children, 4,971 are fluent in English, and 4,420 have been identified as Limited English Proficient and are in need of linguistically different instructional approaches.

Over 14 years ago, before a class action suit alleging illegal segregation of Hispanic students was filed; before the 1974 Lau v. Nichols decision upheld the right of language minority students to equal educational opportunities; before the 1975 publication and dissemination of the Lau Remedies; before the prescriptions for mandated bilingual education services were spelled out in California's Chacón/Mascone Act of 1976 and later refined and clarified in the Bilingual Education Improvement and Reform Act of 1980; before the San Jose Unified School District adopted its Master Plan for Bilingual Education in May of 1985, the District had gained national notoriety as one of the educational agencies cited in the 1971 report prepared by the United States Commission on Civil Rights *Mexican American Education Study.*

Twenty years later, the San Jose Unified School District has gone through some humbling, challenging and traumatic experiences: a divisive and intense teacher strike in 1981; the closure of approximately 13 elementary schools during the period of 1981-84; massive layoffs of teachers between 1981-83; a painful and nationally publicized bankruptcy in 1983; and the recent and challenging federal court order to desegregate its dense minority school communities, predominantly made up of Hispanics with a substantial number of Asian children and young adults.

Through this turbulence, through this emotionally-laden period of time, language minority youngsters have emerged as winners. Through the hardships inherent in each and every one of the experiences described, bilingual and other teachers and aides kept teaching students; children kept learning and challenging the school system, its instructional and administrative staff, and its parent community to nurture their cognitive development—to present them with the learning environment needed to achieve. San Jose stands proud as its reviews the progress it has made on behalf of a substantial number of young people in the District; as it assesses the support it has provided to educators and parents in shaping, implementing, and refining one of the most progressive instructional programs for language minority students in the country.

In May of 1985, the San Jose Unified School District Board of Education approved the District's first Bilingual Education Plan which describes the services provided to Limited English Proficient (LEP) students, Fluent English Proficient and English-only youngsters, who participate in District instructional programs where both English and non-English languages are utilized and developed as part of the methodologies which promote student achievement and social adjustment. The approaches described in the document are consistent with policies and definitions set forth by the Board of Education, and they are also consistent with the requirements of the California State Department of Education and federal mandates.

The document was developed through the many hours of work by an ad hoc committee which included classroom and resource teachers, principals, and an across-the-board district office staff. In addition to the committee of staff members, the Bilingual District Advisory Committee had input into the process. Formal presentations and input sessions with Hispanic, Vietnamese, Portuguese, and other parent communities, provided a forum for expressing their views and assisting in refining the document.

The cooperation of the teaching staff was elicited through participation in the ad hoc committee process. Additionally, several formal meetings were held with the San Jose Teachers Association, through its Bilingual Teacher Caucus.

The San Jose Unified School District is proud that the document is oriented toward student outcomes. One of the key elements included in the Bilingual Education Plan is that of monitoring and validating the instructional programs.

Continued on page 25

"FROM THEORY TO PRACTICE"

(Continued from page 7)

Wednesday, July 11, 1984

I had a long conversation with Sophia (an Italian student) about teaching and studying English at the University of Rome. She promised to show me a copy of their English exam. In any case, I felt that I had regained a little of my power and authority. I am really shrinking away from this language learning project. I am highly motivated to place myself in situations in which Norwegian is spoken and where I can listen, but I won't sit down with my books and tapes. It seems too mechanical. I seem to just want the language to form in my head and then one day emerge in written and spoken form.

Sophia and I had a long talk about the relative standing of each of the students in Norwegian class—rather, I questioned her closely about it. I don't want to be anywhere near the bottom. She seems to think it's pretty early to tell (even though it is mid-term). I also asked her how to get Kari to call on me. She says it's a matter of making eye contact and also looking as though you are prepared. She said Kari senses who can respond and who can't. Kari, however, begins on the side of the room opposite from me and she barely gets to me. She also seems to favor those who have some background in Norwegian. For example, Greta's mother is Norwegian and Karl and Kurt are German which seems to help, and Bob is of Norwegian descent. However, I have a good framework—a knowledge of linguistics and grammar. I can easily infer rules from the language sample, or let's say, flow of language that Kari provides. She's good. It's helpful that I have an understanding of methodology and know what is expected.

I realized that I would have to take greater responsibility for my own learning. I decided to forego a four-day weekend trip. I resolved to find activities that would provide exposure to Norwegian. Through an ex-patriot friend with Norwegian friends, I attended two social evenings, a birthday party and a make-up party that provided rich comprehensible input.

The end of the week brought me to a painful choice and possibly a crisis in identity for the sake of learning a language. By this time my friendship with Miriam, which began as cooperative language learners, focused more on third world concerns than language. She in fact had withdrawn from the Norwegian class in order to give more attention to development studies. In discussions with Miriam and a few third world ex-patriots who were not participants in the summer school, it seemd that our perceptions of the status of third world people in Norway were quite disparate. Their view of Americans, especially those living their reflected the Norwegian NORAD information officer's comment upon meeting me that, as an American, I was from the First World, not at all of the Third World. I however, identified myself as a Third World person.

Friday, July 13, 1984

This was actually not much of a language-learning day. It was, rather, a day of peculiar cultural clashes and political conflicts. My own inner conflicts were, unfortunately, brought out and I was left extremely angry. I'll continue later, but writing is now taking on greater importance than I had imagined it would. By the end of this summer, I may discover certain truths about myself.

I now began to feel somewhat suspect of Norwegians, based upon negative attitudes expressed by some ex-patriots, but I realized that my task was to learn Norwegian. I made a clean break with anyone who was likely to express negative opinions of Norwegians, to the point of turning down invitations of friends. This was the most painful part of my experience that still arouses feelings of unresolved guilt and even betrayal. I was able to rationalize by telling myself that this was just a project, an experiment. However, my journal entries changed completely. Instead of extended free-writing, they became merely jottings.

In the fourth week I settled down to studying Norwegian, but I was in such emotional conflict that I could not write about much at that time. My entries included:

Monday, July 16, 1984

Change of class and teacher. Grammatical focus/translation. Traditional methodology.

Thursday, July 19, 1984

T has changed lab. Theresa asks Qs. Gives T suggestions for lab.

I spent most of the fifth week taking painkillers and trying to find a good dentist during July. I had fractured a tooth but none of the dentists I saw could diagnose the problem. It seemed that all of the recommended dentists were on vacation. I missed class but made a concerted effort to catch up on homework and study grammar. I felt unprepared for the final exam during the sixth week. My teacher became a counselor and encouraged me to take the final. I was "saved" by the group support of students in my class as we came together to study. I took the final and passed.

I remained in Norway three weeks after the summer school ended. I became more and more involved with Norwegians socially. I was able to perform everyday tasks in Norwegian such as making purchases in stores. I could read the local newspaper. I could follow everyday conversations and distinguish among Norwegian dialects. I also came to identify with and seek the support of ex-patriots who had made a good adjustment to Norway, were content with their positions in the society and who held a realistic view of Norway and Norwegians.

In retrospect, some of the significant factors in my learning Norwegian that were revealed through my journal were:

1. My need to cooperate and to be part of a peer group that supported and understood my efforts to learn the language.
2. Competition with my own expectations of myself.
3. A desire to have some control over my learning agenda, materials and situations.
4. Eavesdropping rather than speaking.
5. The learner's perceived status in the Norwegian culture where learning the language on motivation. (As a black American woman in Norway, it was my perception that I was viewed primarily as an American sharing a western cultural background with Norwegians. Race itself did not seem to determine status or the extent of social involvement with Norwegians.)

My objectives of testing Krashen's comprehensible input theory and focusing on my learning strategies were not quite met. However, I've become more aware of what Krashen calls the affective filter. I want my students to understand how their emotions effect their learning strategies. I had once been a successful learner of French, but I still had to resolve affective difficulties before I could focus on learning Norwegian.

For years, I advised students to practice English outside class. They would respond that there was no one with whom they could practice. To get to know Norwegian in order to practice, I had to develop social strategies to become more outgoing, open and more of a social risk-taker. I had to modify behaviors based upon racial differences that we hardly notice in the United States. My students, however, especially women from certain ethnic groups may not wish to break away from their own group. My solution of identifying with a group of immigrants who have learned the target language well and have adjusted to the new culture may not be available to everyone.

The most important lessons from my language learning experience reinforced the importance of cooperation to my learning. It also revealed the potential of writing as a tool for thinking about feelings as they influence learning. Even as I wrote this article, I kept a journal annotating my writing process. I used free-writing to help me work through my feelings and ideas until I could feel comfortable expressing them.

I've applied these lessons in the classroom by having students keep journals that are focused on a learning task or a skill. Journals can provide a basis for a written student/teacher interaction. They need not be extremely personal, and very personal entries need not be seen by the teacher. Journals allow us to ask ourselves questions, seek answers, make observations, record experience, and help us to understand how we learn.

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Rubin, Joan and Irene Thompson. 1982. *How to be a more successful language learner*. Boston: Heinle and Heinle.

Theresa Smith is an ESL teacher at F.H. LaGuardia Community College, CUNY, in Long Island City, New York.

Affiliate News

ARIZONA

The Arizona Association for Bilingual Education has elected new officers:

President: Dr. Richard López
President Elect: Dr. Jimmy Fisher
Vice President: Olivia Gallego
Secretary: Lupita Mejía
Treasurer: Michael Ortega

COLORADO

The 14th annual CABBE Conference will be held October 23-26 at the Denver-Northgleen Holiday Inn (I25 & L20th Ave.). The 1985 Conference theme is "Bilingual Education: Foundation for Success." For more information call Rodolfo L. Chavea, (303) 492-5416/(303) 659-5891 or Western Representative Lucy Cruz, (303) 399-0454/(303) 922-0738.

ILLINOIS

In a colloquium held by the Illinois affiliate, Anthony Torres, Chair of the National Advisory Council on Bilingual Education spoke on bilingual issues, and was eloquently challenged by members of the affiliate. A videotape of the colloquium is available through the Illinois Association for Bilingual Education.

INDIANA

The membership of the Indiana Association for Bilingual Education has mobilized against the Reagan administration's appointments to the National Advisory Council on Bilingual Education.

NEW MEXICO

The New Mexico Association for Bilingual Education State Conference will take place in April, 1986, in Albuquerque, at the Four Seasons Hotel. For more information about the Conference call Lee Jane Esslinger, Conference Coordinator, (505) 277-5706.

OHIO

Bilingual parents in Cleveland are considering legal action against the Cleveland Public Schools for failure to comply with a previously approved OCR plan.

WISCONSIN

Bilingual parents and community leaders in Milwaukee are responding to a major study on the quality of education in Milwaukee area schools. The comprehensive study covered over 200 schools and produced many interesting results including the following:

Hispanics had the highest shcool drop-out rate.
Hispanic girls, between the 7th and 10th grades had the sharpest drop in test scores.

Bilingual and community educational alternatives have been aimed at trying to improve both the test scores and the drop-out rate. Greater support for parental involvement at the local and state levels has emerged as a result of this study.

Symposium on Spanish and Portugese Bilingualism

The IX Symposium on Spanish and Portuguese Bilingualism, co-sponsored by New York University and the University of Massachusetts at Amherst, will be held in New York City on November 22-23, 1985. For more information, contact Dr. Antonio Simoes, Jr., New York University, 239 Greene Street, New York City, NY 10003. Those wishing to present papers in the general sessions should send abstracts to the above address no later than October 1, 1985. Subjects for papers include: Bilingual Education; Hispanic and Portuguese Minority Literature; Linguistic, Psycholinguistic and Sociolinguistic Aspects of Hispanic and Portuguese Bilingualism.

Ohio TESOL Annual Fall Conference

Ohio TESOL, in cooperation with the Ohio Department of Equal Educational Opportunities-LAU Center, will hold its annual Fall Conference at Burr Oak State Park, on October 25-26. The conference will feature a variety of presentations and demonstrations of practical classroom activities, teaching techniques and research topics. David Eskey, Director of the American Language Institute at the University of Southern California, and a noted authority in reading and syllabus design, is the plenary speaker. For further information about the Conference, contact Connie Perdreau, Conference Chair, at (614) 594-6870.

NABE National Office Needs Data from Members

If you know of, or have observed, a successful bilingual education program, NABE needs to know about it. NABE is presently conducting a research project to compile such data in a public awareness and public relations compaign. In addition, all data will be logged and kept on file at the national office to be used as a resource. Please send your "story" to:

Susan Jarvis
c/o NABE
Room 407
1201 16th Street, NW
Washington, D.C. 20036

NABE is also planning to produce a series of booklets called "Teacher to Teacher." If you have proven teaching methods which have been successful for you, please share them with us. Your ideas will be given full credit. Please send your ideas to:

Kathy Gillette
c/o NABE
Room 407
1201 16th Street, NW
Washington, D.C. 20036

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THE CHALLENGE

(Continued from page 21)

The improvement of instructional methods and evaluation of student progress is imperative as the District addresses the needs of mainstream students, migratory students, those students who are gifted, and those students in need of special education. Language reclassification rates and overall student achievement are used as benchmarks, as yearly reclassification goals are set and monitored on a school-by-school basis.

The challenge is clear. The current demographic reality and projected changes insofar as language minority students are concerned elicit the best from this educational system. The parents, instructional aides and paraprofessionals, the administrators, and most importantly, the Limited English Proficient students and their teachers, are to be commended for their outstanding performance, both academically and professionally, as demonstrated in the following data:

1. As of the spring of 1985, 84% of the students who have participated in both classroom and individual bilingual instructional programs, and who have been reclassified from Limited English Proficient to Fluent English Proficient, continue to achieve successfully in English reading. This finding is based on CTBS English achievement data which included 777 students who have gone through a carefully implemented process of reclassification.
2. Of the more than 301 students reclassified between the spring of 1983 through the spring of 1985, the average percentile of achievement is above the national norm: 52nd percentile in English Reading, 52nd percentile in English Language, and 59th percentile in Math.
3. The average length of stay in LEP classification for the 1983-85 reclassification students was 2.5 years.

The challenge *is* clear! The equal educational opportunities which have been offered to many LEP students in the District must be measures of quality, as the District moves toward *integration* of its student population, and considers its language development policies.

Ed. note: Aurora Martínez-Quevedo is Director of Bilingual Education, San Jose Unified School District, San Jose, California. She is currently Secretary of the National Association for Bilingual Education.

CHICAGO

(Continued from page 15)

The Conference Call for Papers was sent June, 1985 and although September 30 was the deadline for submission of abstracts, presentation abstracts will be accepted until October 30. Information requests regarding the Call for Papers can be directed to the NABE '86 Program Committee Co-Chair K. "Balu" Balasubramonian, 102 East Berkley, Arlington Heights, IL 60004 (312) 890-8060.

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Center for Language Education and Research Established

The National Institute of Education (NIE), through its Division of Learning and Development, has funded a contract to establish a Center for Bilingual Research and Second Language Education. This center, to be known as the Center for Language Education and Research (CLEAR), has a mandate from NIE to conduct basic and applied research relevant to the education of limited English proficient students and foreign language students.

We, the staff of CLEAR, believe that NABE members will find much of our work relevant to your concerns, and we plan to communicate regularly via *NABE News*. Your comments, suggestions, and reactions will be welcomed—we urge you to let us know what you think!

Located at the University of California, Los Angeles (UCLA), CLEAR also has branches at the Center for Applied Linguistics (CAL) in Washington, D.C., Yale University, and the University of California, Santa Barbara. Our Director is Amado M. Padilla, Professor of Psychology at UCLA, and he is joined by Associate Directors Russell N. Campbell (Director, TESL/Applied Linguistics Program, UCLA) and G. Richard Tucker (President, Center for Applied Linguistics) in providing the leadership for the center.

CLEAR is committed to assisting nonnative speakers of English to develop the highest degree of proficiency in understanding, speaking, reading, and writing English. We believe, as well, that English-speaking individuals should have an opportunity to develop an ability to understand, speak, read, and write a second language. Developing a language-competent society should be among our nation's highest educational priorities, and researchers and practitioners who work within the domain of educational linquistics can play an active role. To work toward this goal, CLEAR will unite researchers from education, linguistics, psychology, anthropology, and sociology with practitioners, parents, and community agencies. We are collaborating, for example, with numerous school districts, including systems in Los Angeles, Santa Ana, San Diego, and Culver City, CA, San Antonio, TX, Arlington, VA, and Hartford and New Haven, CT.

We believe that we must make a societal commitment to encourage innovative language education programs. Furthermore, we should make a collective professional commitment to share our expertise and insights to articulate appropriate educational goals for our children, to promote cognitive development and academic achievement, to design and implement responsive pedagogical programs, and to document and evaluate their relative efficacy.

To carry out its mandate, CLEAR is integrating components focused on research, instructional improvement, community involvement, and dissemination. Its research projects will address issues related to:

- academic skill development in reading, writing, and mathematics for language minority children;
- cognitive and problem-solving strategies in academic tasks;
- metalinguistic skills in language acquisition including transfer of knowledge across linguistic systems;
- foreign language instruction and program assessment;
- foreign language and mother tongue attrition;
- programs that jointly meet the needs of linguistic minority and majority students.

As these studies progress, we will keep you formed about emerging results.

Activities aimed at improving instruction for bilingual students and foreign language learners will be conducted through an integrated program of:

- professional development for practitioners;
- materials development and evaluation;
- development and assessment of interlocking bilingual programs and curricula.

"Interlocking" programs (two-way language instructional programs) are of particular interest to the Center. They combine two interrelated goals: meeting the needs of language minority students and providing second language skills for language minority students. This approach may be more effective than the traditional separation of such programs, with benefits possible beyond increased language learning. We will study existing interlocking programs and work with school districts to set up new ones, as we apply our developing knowledge base to the improvement of practice.

In addition to directors Padilla, Campbell, and Tucker, key staff members of CLEAR include: Evelyn Hatch, Kathryn J. Lindholm, Mary McGroarty, Marguerite Ann Snow, and Concepción Valadez, UCLA; Donna Christian, John Clark, JoAnn Crandall and Rebecca Oxford, CAL; Kenji Hakuta, Yale; Catherine Snow, Harvard; and Richard Durán, UC-Santa Barbara. A number of individuals have also agreed to provide consultation during CLEAR's initial stages, including: Leonard Baca (Director, BUENO Center for Multicultural Education, University of Colorado); Sadae Iwataki (Supervisor, Adult ESL, Los Angeles Unified School District); Guillermo López (Director, Educational Personnel Development, California Department of Education); Merrill Swain (Professor, Modern Language Centre, Ontario Institute for Studies in Education); and Rudolph Troike (Director, Bilingual and Multicultural Education, University of Illinois). Consistent with CLEAR's philosophy, however, research and dissemination efforts will be shaped by input and consultation from numerous sources, including educational practitioners and administrators, community agencies, parents, and professional organizations. We hope that we can count NABE and its members among those who provide this essential input.

We are currently developing a mailing list for the center. If you would like to receive information about CLEAR's work and its publications, please send your name and mailing address to:

Ms. Barbara Avery, Administrative Assistant
Center for Language Education and Research
Department of Psychology
University of California
Los Angeles, CA 90024

REPORT FROM WASHINGTON

(Continued from page 9)

In May, the Education Department published two sets of proposed regulations which it deemed essential for the Fiscal Year 1985 grant competition. These regulations concerned State Education Agency grants and evaluation requirements for all Title VII assisted programs. NABE filed formal comments on both sets of regulations.

Regarding the State Education Agency (SEA) grants, NABE objected to the Department's failure to state that for Fiscal Year 1985, the minimum grant would be $50,000. Following transmittal of NABE's comments on this issue, a representative of OBEMLA Director Whitten assured me that the omission NABE identified would be corrected when final regulations for the State Education Agency program were published, and that the minimum SEA grant would be $50,000 in Fiscal Year 1985.

NABE's formal comments on the proposed evaluation requirements for Title VII-assisted programs touched upon several issues. The most important issue concerns the proposed requirement that

> A grantee's evaluation design must include a measure of the educational achievement of project participants which can be attributed to the project when measured against an appropriate nonproject comparison group consisting of persons similar in age, grade, language, degree of language proficiency, and other relevant background variables.

Regarding this requirement, NABE wrote:

> - This proposed regulatory requirement is not authorized by the statute. Section 733 of the new Title VII identifies four sets of variables—concerning student background, educational program, staff qualifications, and student academic progress—which must be measured in conducting Title VII program evaluations. It does not require, much less refer to, the use of nonproject comparison groups for the evaluation of student progress in Title VII programs. Indeed, there is nothing in the legislative history of Public Law 98-511 to indicate congressional intent to require Title VII program grant recipients to employ nonproject control groups in the conduct of Title VII program evaluations.
> - This proposed regulatory requirement is burdensome. The highly stratified nonproject control group would be difficult to identify in many school districts. In other school districts, such a control group would be nonexistent.
> - As written, the extra-legal control group evaluation requirement is particularly unsuited to the purpose of Section 733 expressed in its title—*Program* Evaluation Requirements. Indeed, the objectionable section does not identify any program variables for matching or measurement.
> - The proposed requirement for a comparison group of nonproject LEP students may conflict with Federal civil rights law. In *Lau v. Nichols*, the United States Supreme Court ruled that school districts receiving Federal financial assistance must provide special educational services and programs to LEP students to overcome the language barriers that impede learning in a monolingual English classroom. As currently written, this requirement might be perceived as justifying the educational neglect of LEP students ruled illegal in *Lau*.
>
> *NABE recomended that subsection 500.50(b)(1) be deleted from the final regulation.*

While NABE has received a letter from the Education Department stating that our comments will be taken into account in preparing final evaluation requirement regulations, the Department's substantive response on this critical issue is still unknown.

Supreme Court Rulings on Aid to Private School Students

On July 1, the United States Supreme Court handed down two decisions regarding the constitutionality of Federal education programs for students who attend private religious schools. One of the decisions, *Aguilar v. Felton*, may affect the provision of Title VII services to LEP students attending private religious schools.

The *Felton* case concerned New York City's use of funds under Title I of the Elementary and Secondary Education Act (now ECIA Chapter 1) to pay the salaries of public school employees who teach in parochial schools in the city. The Court noted that Federal law required Title I grant recipients to make services available to students enrolled in private schools. The Court also found that New York City school officials regularly monitored the content of publicly funded Title I classes in religious schools to ensure their secular content.

Nevertheless, the Supreme Court held by a 5-4 vote that the provision of publicly-funded and administered Title I classes in private religious schools violated the Establishment Clause of the First Amendment because it produced "excessive entaglement" of government and religion. The Court's ruling in *Felton* is expected to affect the administration of not only Title I programs, but also Title VII programs since the Bilingual Education Act requires grant recipients to make services available to eligible private school students. To date, the Education Department has not issued guidelines to help school districts comply with the *Felton* decision.

Education Legislation

While tax and budget policy are on Congress' "front burners," education policy issues are slowly simmering. Education committees have held recent hearings on the subjects of illiteracy (see article in this issue), school drop-outs, and more effective schools. Meanwhile, hearings continue in the House Subcommittee on Postsecondary Education on legislation to reauthorize the Higher Education Act. Additional information regarding pending education legislation will be provided in the next issue of the *NABE News*.

NACCBE Appointments

On July 18, Education Secretary William Bennett announced the appointment of 19 individuals to serve on the new National Advisory and Coordination Council on Bilingual Education (NACCBE). Before Congress recessed on August 1st, Representative Henry B. Gonzalez (D-TX) introduced H. Res. 256, expressing the strong disapproval of the House of the NACCBE appointments.

According to Representative González, three of the new NACCBE appointees—Mssrs. Anthony Torres, Howard Hurwitz, and Robert Rossier—oppose the very existence of the Bilingual Education Act. Indeed, all three gentlemen have publicly opposed Federal education programs for LEP students and the use of a student's native language as a vehicle for instruction.

This week, another of Secretary Bennett's NACCBE appointees, Ms. Joan Keefe, publicly attacked the Bilingual Education Act which NABE and language-minority groups helped develop. In an August 8th *Christian Science Monitor* article entitled "Bilingual education: costly, unproductive," Ms. Keefe wrote:

> On Oct. 19, shortly before the national election, new amendments to Title VIII [sic] of the Bilingual Education Act were quietly signed into law. For the multitude of jobholders who compose the bilingual establishment, these amendments permit a longer ride on the gravy train at taxpayers' expense; for the children who hoped to enter the English-speaking mainstream of America they are another low blow. But if Congress decides to offer new, wiser amendments, these children may still have a fighting chance.

While Ms. Keefe does not identify any specific new legislative amendments to Title VII, and none have been introduced in Congress, she leaves little doubt as to what she hopes for: elimination of "native language" instructional requirements. She wrote:

> Another method of instruction, English as a second language, teaches English using English alone as the medium [of instruction]. It is vastly cheaper to provide and has an excellent track record, especially for speed in teaching English. But this method, along with other alternatives, has been almost suppressed by the bilingual establishments and Hispanic interest groups with congressional clout. Out of the $176 million the new legislation authorizes [for Fiscal Year 1985], a mere 10 percent of it can be used for English as a second language or for any other method.

While Ms. Keefe is free to express her own bias, she should not misrepresent the provisions of the bi-partisan Bilingual Education Act which President Reagan signed into law last October.

Bilingual education and English-as-a-second language (ESL) are complementary educational strategies which help children learn English and the subjects taught in school. Largely because of NABE's efforts, the new Bilingual Education Act now requires that all Title VII programs include as a component "structured English language instruction"—ESL.

Ms. Keefe's article and public statements of Mssrs. Torres, Hurwitz, and Rossier confirm Representative Gonzalez' view that Education Secretary Bennett is trying to "politicize" the Bilingual Education Act by appointing to NACCBE individuals who oppose the Act's very existence.

The President, the Congress, Education Secretary Bennett, and above all, the American people, deserve the best possible advice regarding the administration of Title VII and the educational needs of limited-English-proficient Americans. Several of Secretary Bennett's appointees appear incapable of providing reasoned and objective advice. And so, their appointment is an affront to you NABE members, to LEP Americans, and to all taxpayers. Share with your elected and appointed officials your views on the kind of individuals who should be appointed to NACCBE!

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
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1986

Parent Column

by Norm Gold
Parent-at-Large

Over the last several months, parents have been successful in moving for major bilingual education improvements in several parts of the country, and have launched actions aimed at jarring school districts from their inertia on bilingual education in others. We report here on actions taken in Oakland, California; Cleveland, Ohio; Lynn, Massachusetts; Milwaukee, Wisconsin; and in the state of Illinois.

OAKLAND

Parents and educators struggled unsuccessfully for ten years to urge the improvement of services to limited-English proficient students, and to ensure full implementation of state and federal requirements for bilingual education in the Oakland Unified School District. This district, in northern California, enrolls approximately 50,000 students in 96 schools. During the 1984-85 school year it reported 9,175 LEP students (18 percent of total enrollment).

In April of 1984 nine Filipino, Hispanic, Chinese and Cambodian families, led by Carlito Cardona and Tomás Morales, filed suit against the district to compel compliance with the law.

The district countered by trying to intimidate the parents with a $4.1 million counter-suit, which was subsequently thrown out of court as "frivolous and unwarranted."

An agreement was reached on May 3, 1985, just three days prior to the start of what was likely to have been a lengthy trial. That agreement provides for: a timeline for moving all schools in the district into compliance with state and federal law; funds for training, materials, and staff to implement the program (approximately $1 million for 1985-86); a court-appointed expert auditor to assist the district in carrying out the provisions of the agreement; and a monitor to monitor compliance with the agreement.

Continued on page 32

"Teacher Talk" Goes to South America

by Sheryl L. Santos, Ph.D.

After 13 years as a bilingual educator in the U.S.A. I am still incredulous that we have to continue to justify the need and the benefits of bilingualism! Part of the problem lies in the fact that many monolingual Americans (referring to U.S. citizens) continue to bury their heads in the sand refusing to recognize the interdependence of the world's nations. Furthermore, many people still have not accepted the truth about who we are as a nation: a dynamic, ever-evolving culturally pluralistic society in search of its own identity. The days of 'Anglo' conformity and dominance should have long passed by now. Yet, there are still those (i.e., the group calling itself "U.S. English") who wish to negate that while English has evolved into the "Lingua franca" of the U.S. it is only one of the many languages spoken by Americans. Speakers of languages other than English must now allow their cultural heritages to be relegated to "colonial status." We are not colonized peoples living in the shadows of the "great white father": we too, are Americans...just as we are!

Why the soap box, you ask? Well, dear readers, as this column is being written I find myself on the outside looking in from an international perspective. This summer finds *Teacher Talk* in Colombia, South America. The Republic of Colombia, whose people (29,731,000), terrain, and politics are as varied as the most elaborate of tapestries, is located in the northwestern corner of South America between the Pacific and the Atlantic Oceans. The mountains, plateaus, coastlines, plains, and jungles have given rise to a pluralistic nation whose customs, traditions, languages, dialects, artistic expressions, cuisines, and music reflect the rich, creative diversity of each region. Many of the same problems facing minority peoples of the U.S. continue to plague certain segments of the Colombian population. The ugly face of racism, elitism, and discrimination has no territorial boundaries. This is an extremely "class conscious" society with large numbers of alienated and marginal men, women, and children. Public education in Colombia is usually only for the poorer families; those who can afford it send their children to "colegios" (private academies). It is not uncommon to see very young children roaming the streets in search of food and money, which they may either beg for or steal.

Since the Spanish Conquest, the indigenous peoples (those who had survived) have been systematically relegated to an inferior status, not unlike that of the Native Americans of North America. In addition, Colombia has a large Black and Mulatto population, whose ancestry dates back to the days of the slave trade. While most people prefer to ignore the existence of racial prejudice, it nevertheless exists and cannot be denied.

Where is the lesson in all of this for us in the United States? In the first place, we must recognize that we have great potential to achieve the true ideal of a democracy a lot more quickly than many of our neighbors. We have in place a strong public educational system. This system must be protected and cherished as it is the great "equalizer" in a society that claims to offer equal educational opportunities to all of its people. Let us not be swayed by talk of a "voucher" system offering tax breaks for people who send their children to private schools. From the experience of Colombia I can say that a dual educational system, one for the rich and one for the poor, is the biggest enemy of democracy.

A second great strength of our nation has been its Court system with opportunities for minorities to present their cases and rectify injustices. Bilingual education is an outgrowth of this system to seek justice and fairness. Let us not forsake our right to make our case public in a court of law.

The third strength of our nation lies in access to technological and financial opportunities. However, we must be ever-watchful that we are not using and abusing this power to the detriment of other nations. A well-read, well-informed public should investigate the truth and insist upon fairness at all levels of international and national dealings.

Considering that there are upwards of 14,000,000 Latinos in the United States, isn't it time that we began to question why our Latin American neighbors are going hungry? Why there are so many guerrilla uprisings? Why so many people have to resort to illegal drug trafficking and other means of survival?

Strong bilingual programs should not only help children achieve success in these United States, but should help them to gain a deeper understanding of the problems, conditions, and complexities existing in other nations today. Many of our students in bilingual programs have their roots in Latin America. Many still have relatives there, or may even be planning to return one day to live and work in the land of their birth.

When a child enters the U.S. educational system for the first time we should take the time to find out all that we can (as teachers) about his or her cultural background, language, and national origin. Perhaps, with luck, our bright young bilingual bicultural students will be the very ones to lead us all into the 21st century with solutions to so many of the problems plaguing our hemisphere and our world.

Let us take our heads out of the sand. The world is ONE and we are a part of the world, a link in the chain of humanity, no more, no less. Stand up and be counted. Support bilingualism and support bilingual education in the U.S.A.!

(Anyone wishing to respond to my comments and observations please write to: Dr. Sheryl L. Santos, Dept. Elementary Education, East Texas State University, Commerce, Texas 75428. Let's hear from you!)

[Look for the next issue of *NABE News* for a discussion of "Bilingual Education in Colombia."]

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PARENT COLUMN

(Continued from page 29)

The parents, represented by Public Advocates, Inc., of San Francisco, and the Legal Aid Society of Alameda County in their legal battles, were awarded $350,000 in legal fees. The two parents who led the struggle and were the subject of the district's frivolous counter-suit, were awarded $25,000 for damages.

The school district is currently implementing an extensive program of training for teachers and administrators, will institute a pay incentive for bilingual teachers, and is hiring a bilingual personnel officer to ensure increased recruitment and employment of bilingual staff. For more information, contact: Carlito Cardona, Filipino Immigrant Service, 310 8th Street, Room 308, Oakland, CA 94607, (415) 465-9876.

CLEVELAND

Parents Naty Pagán and Daisy Rivera in Cleveland, supported by many others in Cleveland and attorneys Camilo Pérez and Roger Rice, of the META project in Cambridge, Massachusetts, are currently exploring legal action against the Cleveland, Ohio schools for failing to provide bilingual instruction to the majority of the LEP students enrolled in the district. Negotiations are on-going with the district, but a suit is likely should administrators fail to take action to implement the required programs. For more information, contact: Hispanic Parents Union, P.O. Box 02144, Station A, Cleveland, OH 44102.

LYNN

On June 14, 1985, a suit was filed in Federal District Court against the Lynn, Massachusetts schools and the State Board of Education by parents who claim that the state and the school district should implement programs required by both state and federal law. The case specifically notes failure of the state to enforce provisions of the state's Transitional Bilingual Education Act, and Section 1703(f) of the federal Equal Education Opportunity Act. Legal support comes from the attorneys of the META project in Cambridge, Massachusetts, and a favorable finding in this case could provide the impetus for program improvements throughout the State.

ILLINOIS

A similar court action on behalf of parents in the state of Illinois is now being contemplated by MALDEF. Negotiations are underway with the state department of education to urge fuller compliance with state and federal law. Should these negotiations fail to produce results, parents will move to the courts.

MILWAUKEE

Also in the Mid-West, parents of students in the Milwaukee, Wisconsin public schools are negotiating on several major points where the district has lacked full implementation of services to limited-English proficient students. One of the major issues is the appropriate identification and provision of special education services.

CHICAGO = NABE '86

The planning committee for NABE's annual conference in Chicago reports active parent involvement which will lead to the best arrangements ever for parent presentations, training sessions, and participation in the conference. Watch for further announcements in the *NABE News*.

LOOKING AHEAD

Successful parent and community action in the support of bilingual education is encouraging in light of the lack of support in Washington and many state capitals. It is clear that school districts can no longer ignore the needs of limited-English proficient students. In the words of the president of the Oakland board of education, Peggy Stinnett, "When we think about implementing a program such as this in the future, even though it may cost us some dollars...we should weigh those costs against the cost of non-compliance."

Future columns will report on direct community actions, and on parent training and organization to improve our schools in various parts of the country. Please send contributions to: Norman C. Gold, NABE Parent-at-Large Representative, 624 San Antonio Way, Sacramento, CA 95819, or call: (916) 445-2872.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE News

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NABE And Title VII: Still A Meaningful Relationship?

(An open letter to the members of NABE)

by Josué M. González
NABE President-Elect

As we plan the 1986 NABE Conference, many people have asked that we schedule an open forum at the Chicago conference—a time for an open-ended, free wheeling discussion on the future of bilingual education in the nation and how NABE can shape that future.

I am pleased to inform you that the Chicago Conference Committee has set aside a slot in the program for an open discussion of issues that concern members, officers, and affiliates and friends of NABE.

You should also know that the NABE Executive Board has been engaged in a re-examination of the mission and goals of NABE. From all indications 1986 will be a year of reflection and introspection. I look forward to your active participation in that analysis. Because the issues are worrisome, I don't believe we should wait until April to begin thinking about them. As your association President for the year that begins June 1, 1986, I would like to open the discussion with a few thoughts of my own.

In this article, I will outline some of the problems we face and the options we may have to resolve them. Please note that in conveying these views, I do so with the sole purpose of stimulating a lively discussion. These ideas do not represent any formal change in policy by the NABE Board. Before that can occur, your input is needed.

What is the problem?

Over the years of our work together the membership of NABE has shared the ups and downs of bilingual education. We have won many battles on behalf of children, but we have also witnessed a rising nativistic paranoia among sectors of society that should know better. The dark clouds and loud thunder of the gathering storm are all around. In San Diego (Cal.) a grand jury 'indicts' bilingual education. In Miami, bumper stickers ask: "Will the last American out of Miami, please bring the flag." On national television, an inflammatory program called "Whose America Is It?" is hosted by a leading journalist. In all these events and trends, bilingual education and bilingualism are somehow involved.

Over the last four years major setbacks have occurred in several areas—weakened state and federal policies for the education of poor and immigrant children; a negative national perception of the meaning and value of bilingualism; less acceptance of transitional bilingual education as a viable approach for the education of children with limited English proficiency—and, ominously, a movement to "outlaw" bilingual education by making English the official and exclusive language of the United States.

There are many examples and reflections of these trends. Encouraged by the federal government, several states have ended their commitment to transitional bilingual education as a mandated program. The tone was set by the Reagan administration with its withdrawal of the Lau NPRM (Notice of Proposed Rule Making) in 1981. Since then, several states have 'softened' or eliminated their own bilingual education programs.

The Reagan administration has emasculated Lau/Title VI and is now waging the same campaign against Title VII, ESEA. In various ways, it is attempting to destroy that program. Under the guise of providing 'freedom of choice' to LEA's to select alternative programs of instruction, the administration has laid the groundwork for killing Title VII altogether. The strategy is simple: allow ineffective 'alternatives' to be funded, then wait for future evaluation studies to conclude that the program does not work and should, therefore, be eliminated.

In violation of Congressional intent, the National Advisory and Coordinating Council for Bilingual Education (NACCBE) has been stacked by Secretary Bennett with avowed opponents of bilingual education. In a videotaped presentation—which you will see in Chicago—the current Chairman of NACCBE acknowledges that his goal in serving on the council is to dismantle the program

Continued on page 22

NABE News

Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 625-3540

Assistant Editor
Michael Mandel
T.C. Williams High School
Alexandria, VA

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624 San Antonio Way
Sacramento, CA 95819
(916) 445-2872

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Fellowships are available for U.S. citizens or permanent residents pursuing a doctoral degree with specialization in multicultural bilingual education. M.Ed. fellowships are available for Illinois residents only. The scholarships include tuition and fees, health insurance, book allowances, and stipends (approximately $3,200 for M.Ed. and $5,000 for Ph.D., Ed.D.) for the academic year and summer study.

For further information, please contact: Director, Office of Multicultural Bilingual Education, 360 Education Building, 1310 S. Sixth Street, Champaign, IL 61820, (217) 333-8287.

"From Theory To Practice"

The Learning Board: A New Technique In Instruction

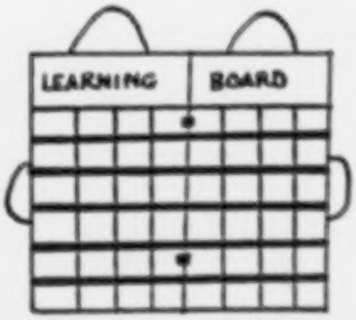
by Héctor Montenegro

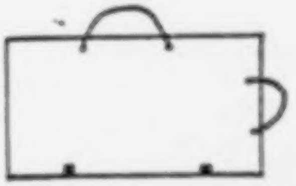
Most classroom teachers would agree that one of the greatest obstacles to effective teaching is the lack of student motivation. This often results in low class participation and an increase in disciplinary problems. Consequently, teachers are always looking for new ideas, methods, and techniques to stimulate the students' desire to learn.

The Learning Board is a unique and innovative instructional tool designed to provide the instructor with the option to introduce, reinforce or test students on a wide variety of subjects. Initially designed to be used as a board for playing the game Concentration with ESL (English as a Second Language) students, the instructional capability of the Learning Board has since expanded to include the teaching of grammar, vocabulary, math, history, American culture and for use in special education at the elementary level. However, the possibilities are limitless.

Construction

The standard Learning Board is constructed of two wooden boards (20" × 33" each) divided into a total of six rows separated by a half inch strip of wood spaced from the board so as to allow 3 × 5 inch cards to be inserted securely. The two halves are attached with hinges permitting the boards to be folded for easy carrying and storage.





For large group instruction the Board can be suspended from hooks above the blackboard or placed in the chalk tray and leaned against the blackboard. By placing the Board on a table or desk, it can serve as a room divider facilitating small group or individualized instruction. The Board is also ideal for peer tutoring and it allows students to work in small groups independently at their own pace to reinforce learned material.

Introducing New Information

One of the major components of an instructional activity is introducing new information. An example of a lesson introducing personal pronouns with the Learning Board would include the following steps:

1. On three 3 × 10 inch cards (two 3 × 5 cards taped together) write the first three cases to be introduced and on twenty-four 3 × 5 inch cards write all the pronouns included under each case.
2. Explain the use of each of the three cases by placing the 3 × 10 cards on the top row covering two columns.
3. Define person and number by determining that each column below the case titles distinguish between singular and plural forms and that each row defines number.
4. Place pronoun cards below appropriate case headings and have students copy the pronoun scheme in their notebooks.

Providing Practice

Once a unit has been introduced, drill and practice is an essential component of an instructional activity. Following an introductory lesson on pronouns, cards could be removed from the board and students could be given the opportunity to place the cards in their appropriate categories. This simple activity can evolve into an exciting and competitive game. Students essentially strive to "beat the clock" by correctly placing each card in its assigned slot. "World records" have been established through this game which often results in a great deal of excitement in the classroom. When first introduced, students returned the following day with all cases memorized, anxiously waiting their turn to break the class record or to improve their personal time.

Additional cards could be drawn up for constructing sentences on the board so that students could identify pronouns in the context of a sentence.

Reinforcement

The Learning Board is ideal for providing students with the opportunity to reinforce learned material. The Board could be pulled out of storage at any time with cards pre-arranged or students could be asked to unscramble a mixed board.

The greatest success of the Board has come by playing the game "Concentration." The principle focus of this game is to reinforce learned material and to develop skills of memorization and cooperation. The concept of the game is to match hidden pairs such as synonyms; antonyms; homonyms; similar vowel and consonant sounds; verb forms—present/past, past/past participle, etc.; pictures

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NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31-10 Thomson Avenue, Long Island, NY 11101.

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Academic Success For LEP Students In American Schools: Putting *Education* Back Into Bilingual Education

by Dr. Ramón L. Santiago
Georgetown University

I flew in last night from Washington, D.C. and spent the night in Columbus. I guess I was very tired from the trip because I promptly fell into a deep sleep, the type they call REM sleep, and very soon I was dreaming—in color and stereo (I'm not bilingual for nothing).

Some people say that you are what you eat; perhaps in my case I am what I dream because I dreamt that U.S. English had called a press conference to announce a new "bilingual education initiative." They told the press that although the situation was far from perfect, they were pleased with the progress that linguistic minority students had been making over the past few years. While the critical dropout rate was worrisome, they hoped that ED's continued support of the bilingual education programs would help to improve the situation. They promised to ask Congress for an increase of $30 million for Title VII for the next fiscal year, partly to adequately fund some of the new programs that Congress in its bipartisan wisdom had included in the new bilingual education act: developmental bilingual education, family English literacy, and special alternative instructional programs. U.S. English pledged that they would encourage school districts to pursue whatever additional flexibility they saw fit, without abandoning all the good bilingual programs that had proved effective over the years.

They admitted that some evaluation reports had turned up discouraging statistics about the effectiveness of bilingual programs and hoped that U.S. Department of Education would examine the findings critically and look for ways to remedy the situation. At the same time they reminded the press corps that a number of research studies sponsored by ED itself were producing very encouraging if preliminary data suggesting that good bilingual programs are very successful in teaching English to LEP students and in keeping them at grade level; and that many districts were indeed employing a surprising variety of educational approaches under the present program. They challenged the press to judiciously weigh the various kinds of evidence pro and con bilingual education, and reminded them that no special educational program ever devised could address all the problems that minority populations bring to the schools; therefore we shouldn't expect more from bilingual education than the program could realistically accomplish, since it was not meant to be a panacea.

When I woke up with a start I had a big smile on my face, until I realized how selfish I had been in my dream. The additional $30 million would be very good news to me as a Center director, and to all bilingual educators who derive their livelihood from bilingual funds. But what about the populations that make our jobs necessary? What would they be getting out of all this? I realized that my dream was incomplete unless the students had a share of the good fortune that had befallen me, and I tried to go back to sleep to continue my dream. I don't have to tell you that I was not able to recapture my dream, but if I had, this is how the scenario would have developed.

1. I would have dreamed for more integration of bilingual programs into the mainstream of the local school districts. I believe that, in the short-term, it is important to highlight special programs for special populations—be they linguistic, gifted and talented, or handicapped—because special problems deserve special solutions. Ultimately, however, it becomes essential to make the special solution a part of the regular offerings of the district. This could be done in a variety of ways.

a) through creative scheduling—so that special programs are not always held before school or after school or during lunch hours, giving students the impression that their program is an unimportant appendage that doesn't fit into the regular scheme of things, and depriving them of the free time that "regular" students enjoy.

b) through assignment of physical space—no more trailers, cafeterias, backs of auditoriums and basements, unless other regular programs take their turns sharing these quarters. If there is a space problem, then let everyone share the "wealth."

c) through fair treatment of personnel assigned to these special programs—a significant majority of the professionals who work in special programs are well trained, motivated, committed, and extremely competent, yet in many instances they have to work under conditions of insecurity, low pay, and little professional recognition and perks, reporting to multiple supervisors but receiving little assistance. These professionals should be put in the tenure track, receive adequate compensation, and be recognized for their merits and talents, which in many instances are considerable.

d) through curricular integration—valid special courses should not be additional burdens on the students (especially at the junior high and high school levels), but form part of the regular load. Just because a course is taught in the native language doesn't make it any less valid than a course taught in English. I know of schools where mainstream students are given credit for working (cooperative or distributive education)—can't LEP students also receive credit for working at improving their language skills?

There are other ways to achieve curricular integration. One teacher in a bilingual program in New York City told

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ACADEMIC SUCCESS

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me that her materials for the courses taught bilingually are parallel or identical, so that when students switch languages the quality or applicability of the subject matter they acquire is not adversely affected by the change. This is curricular integration at its best.

2. I would have dreamed of more LEP students being assigned to more effective schools. I recently attended a conference in New York City on the topic of effective schools, and I was fascinated by the list of attributes of effective schools that the speakers shared with us. Let me give you some examples.

There were two categories of effective school traits: social organization and instruction.

Effective schools had *a healthy social organization* with the following characteristics: 1) clear academic goals and social behavior goals; 2) order and discipline; 3) high expectations; 4) teacher efficacy; 5) pervasive caring; 6) public rewards and incentives; 7) administrative leadership; and, 8) community support.

Inside the classroom, effective schools exhibited *instruction and a curriculum* with: 1) high academic learning time (time on task); 2) frequent and monitored homework; 3) frequent monitoring of student progress; 4) coherently organized curriculum; 5) variety of teaching strategies; and, 6) opportunities for student responsibilities.

As I listened to the speakers describe these effective schools my mouth watered, and it suddenly dawned on me that good bilingual programs strive for just the kind of attributes that make effective schools effective. Consider two of these items under social organization: clear academic and social behavior goals and order and discipline.

Bilingual education is an approach that takes into consideration the *whole* child and which seeks to involve the family in the education of the child. I become extremely agitated when I hear people repeat—parrot-like—the statement that the goal of bilingual education should be to teach English. These same people have only one criterion to judge the success or failure of a bilingual program—has it taught English? But what about the rest of the package? Shouldn't bilingual education have clear academic goals as well, such as providing the children academic knowledge, concepts, skills? Why insist on taking the "education" out of bilingual education?

Interestingly, one of the speakers at the conference on effective schools, in describing good, effective high schools, listed five outcomes of such high schools: 1) basic literacy; 2) value added or access to academic knowledge—acquisition of concepts in history, art, economics, science; 3) HOTS—"higher order thinking skills"; 4) vocational competence—give them marketable skills; and, 5) social maturity—how to deal with peers and other adults; how to court; notions of civility, character information.

The speaker asked rhetorically: "If you as a parent asked what skills you wanted your child to have upon graduating from high school, how many of you would reply 'basic literacy'? We would want much more for our children—the HOTS, value added, vocational competence, and social maturity." Yet how many people, if asked the same question about *other* children in bilingual programs, would settle for just English language proficiency?

Well, I know of many students in the U.S. today who possess an adequate knowledge of the English language but who cannot be considered to be desirable academic products of effective instruction by any stretch of the imagination. Knowledge of English in the United States is a *necessary* but not *sufficient* condition for success in the real world. When we as educators pretend that we have "educated" a LEP student merely by giving him/her access to the English language we are deluding ourselves and doing the students a disservice.

The speaker on effective high schools that I quoted before referred to "value added," an important concept that suggests that a school cannot consider itself effective unless it adds something more, something valuable, to what the student brought to class. The notion of merely exchanging one language (L1) for another—what may be called subtractive bilingualism—cannot be considered value added in the sense we mean it. To have value added, language skills in English must be accompanied by access to academic knowledge; by the HOTS; by vocational competence and social maturity. I believe that this is what Jim Cummins has in mind when he speaks of the Basic Interpersonal Communication Skills (BICS)-Cognitive Academic Language Proficiency (CALP) distinction. For the LEP student, BICS is the "learner's permit," while acquisition of CALP is the real "value added," and this may be accomplished either in English or the native language, with transferability. Put in another less formal but more expressive way: what LEP students need and deserve is not English only, but English plus!

In the realm of order and discipline—another effective school characteristic (not to mention community support)—bilingual education once again makes a natural contribution, since it is concerned with parental participation in school affairs, with maintaining and improving the chances for more and better communication between children and their parents. Bilingual education seeks to preserve family values and traditions, most of which are consonant with discipline, love of education, and respect for teachers. Bilingual education promotes for an understanding and acceptance of what the student brings to class—it contributes to the creation of a "comfort zone" in the school and the classroom for the linguistic and cultural minority student. Such a condition ultimately contributes to an atmosphere that is more conducive to learning.

We may have Steve Krashen to thank for giving respectability to this aspect of bilingual education. For the longest time, critics of bilingual education have objected to what they call cultural maintenance on the grounds that it is the role of the home to deal with ethnic matters and to instill ethnic values in linguistic and cultural minority children. The school, it is argued, is responsible *only* for the majority culture. For such people, elements of cultural support are seen as mere ethnic frills, icing on the cake, inconsequential frivolities of the taco-piñata-tamal variety.

But Krashen, by advancing the hypothesis of the "affective filter" and proposing that anything that contributes to the

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Teacher Talk

by Sheryl L. Santos

In the past few months our sister nations have been besieged by natural disasters of untold proportions. First, the Mexican earthquake; then, the Puerto Rican mud slides; and now, the volcano eruption in Colombia. How have we risen to the challenge of assisting the survivors of these unbelievably painful circumstances? As bilingual teachers, whose students represent a variety of Hispanic national origins, did we take time out of our busy curricular demands to teach our youth about the value of "brotherhood"? Did we seize each opportunity to promote responsible citizenship by collecting funds, supplies, food, or blankets for surviving victims of each cruel act of Nature?

I wonder about your responses to these questions. These concerns come as a result of what I have been witnessing in my own turf here in Dallas, Texas. For the most part, I witnessed, as an active participant, an unprecedented grassroots fundraising campaign by local Spanish language radio stations for the Mexican earthquake relief fund. People came from all over the Metroplex area to bring their coins (some in pesos), dollars, and checks to the D.J.'s who vowed to carry on a three-day radiothon without rest. Farm hands, blue collar workers, undocumented persons and their children reported in in a steady stream of heroic and unselfish determination to help their brothers and sisters in their time of turmoil and strife. As a result, hundreds of thousands of dollars were collected in a 72-hour period and quickly dispatched to Mexico via the Red Cross.

In the second case, the Puerto Rican mud slides, the cries of anguish and pain went mostly unnoticed by the Dallas Hispanic community. With the exception of an upcoming fundraising dance by a small coalition of Puerto Rican organizations in this area, no efforts were made to offer assistance to the victims.

Now, we are facing a third incident, a volcanic eruption of inconceivable magnitude which has destroyed not only some 25,000 lives, but has also severely ruined the Colombian coffee industry due to the geographic locale of El Nevado del Ruiz. And yet the community response has been nil. Despite efforts of one Spanish language station, whose manager happens to be Colombian; a small group of Colombians who have recently formed a club in the Metroplex; and the Consulate General of Colombia in Houston, who opened a relief fund bank account, very little support in any way has been extended to the thousands of potential survivors of the volcanic slaughter.

Let us try to analyze what has happened. Why has the response to each disaster been so different? At first, when the community rose up so spontaneously to assist the Mexican victims I was naive enough to believe that all Latinos in the area were equally as supportive of the fundraising effort. However, as I myself made pleas over the radio stations for the Hispanic communities to come and donate in the name of their own national identity to see which group would win the award of "best neighbor," I soon discovered that, for the most part, only the Mexicans themselves showed up to help the Mexicans. Where were the Puerto Ricans, the Dominicans, the Colombians? Well, I tried to push that painful realization out of my mind until it surfaced again. When 500 people were buried under tons of mud in Puerto Rico I thought to myself, well, I guess it was a "small" disaster compared to the Mexican quake...and besides folks were tired and just not ready to meet another challenge. But the truth is that the Puerto Rican community is small in Dallas and not able to amass the kind of support given to the Mexican community.

This time we cannot hide behind the excuse that the disaster (in Colombia) was a minor one; 25,000 deaths in one blow is not exactly a small event in any perior in the whole history of the human race. And yet, what is occurring? The account set up by the Consulate has $25.00 in it...the amount he donated himself. The Club Colombia del Metroplex and KMIA radio station raised a big $90.00 in a 24-hour period. I myself sat around a local supermarket with an empty bucket hoping some kind soul would drop in a few cents.

Again, one begins to realize that we are failing to instill in our children a feeling of Pan Americanism, a knowledge of the fact that our respective national origins have much in common, including bonds of language, values, cultural characteristics, etc. There is nothing truly heroic in the fact that Mexicans help other Mexicans, or that Jews help other Jews, or that Blacks help other Blacks for that matter. What would be truly daring and heroic, however, would be that Hispanics help Hispanics...and others as well. That Mexicans should aid their fellow Colombians with the same fervor that they aided themselves would be an indication of the truly remarkable human qualities of empathy, sympathy, and caring that Latinos claim to possess.

In short, in our classrooms, as we strive to help our youngsters survive academically in this English-dominant society, let us not forget that we have an even greater charge: to forge and foster the concept of a Hispanic community. We need to promote brotherhood among our varying nationalities. Only then can we truly come together as one to preserve the language, cultures, and heritages which give meaning, beauty, and identity to our people in these United States. A divided house will fall. A united house will rise to great heights. The bilingual teacher is the key to the future success of our Hispanic peoples. When we understand our political interdependence, cultural ties, national priorities, and struggles, we will be better able to reach out to each other in love, understanding, and appreciation. Colombians, Dominicans, Mexicans, Cubans, Salvadorans, Nicaraguans, Venezuelans, Panamanians, Paraguayans, Uruguayans, Argentinians, Bolivians, Ecuadorians, Costa Ricans, Hondurans, Guatemalans, Puervians, Spaniards, Puerto Ricans, and Chileans. Todos latinos, Todos unidos. ¡Arriba Corazones!

Teacher Talk would like to hear from *you*. Send your contributions to: Dr. Sheryl L. Santos, Department of Elementary Education, East Texas State University, Commerce, TX 75428. Thank you.

How NABE Works

by Nancy F. Zelasko, Chairperson
NABE Standing Committee on Rules

The nomination of a slate of candidates for the 1987-88 NABE Executive Board will take place at the Annual Conference in Chicago. Therefore in this issue of NABE NEWS, the section from the NABE Manual of Operational Procedures which deals with the Duties of Officers is presented.

DUTIES OF EXECUTIVE BOARD MEMBERS

The members of the NABE Executive Board shall have such duties as generally pertain to their respective offices, as well as such duties as may be determined by the Executive Board from time to time. They shall perform the duties prescribed in the Constitution, Bylaws and this Manual and by the parliamentary authority adopted by the association.

4.051 PRESIDENT: The President of NABE shall be the Chairperson of the Board of Directors and, in absence of an Executive Director/Secretary, the Chief Executive Officer of the organization. The President has the following specific duties:

1. Running Executive Board meetings
2. Running the Annual General Membership Meeting
3. Recommending the appointment of Standing Committee and Ad Hoc Committee Chairpersons for Board approval
4. Giving opening remarks at the First General Session at the annual conference
5. Preparing a "Year at a Glance" article for the Summer issue of NABE NEWS
6. Preparing a "Message from the President" for the Fall, Winter, Spring and Summer issues of NABE NEWS
7. Attending all Executive Board Meetings
8. Attending the Annual Conference
9. Carrying out assigned duties at the Annual Conference
10. Representing the association
11. Authorizing expenditures according to the approved budget and established policy
12. Forwarding drafts of all matters touching on procedures, standing and special rules, and constitutional amendment or revision to the NABE Parliamentarian (if one has been hired that year) for review before final action is taken by the NABE executive board
13. Presenting a President's Report in writing at each Executive Board meeting
14. Presenting a President's Report at the Annual General Membership Meeting
15. Sending copies of all correspondence to the NABE Central Office
16. Executive Board liaison to the annual conference for the year in which he/she will be Past President
17. Advising candidates of the results of the elections
18. Performing other duties as directed by the Executive Board

The President assumes the position of Past President upon completion of the term as President.

4.052 PRESIDENT-ELECT: The President-Elect has the following specific duties:

1. Coordinating the Conference Site Selection activities for that year
2. Attending all Executive Board Meetings
3. Attending the Annual Conference
4. Performing specific assigned duties at the Annual Conference
5. Insuring appropriate communication and involvement of former NABE Presidents
6. Reporting to the Executive Board on the current status of Board-approved recommendations of the Organizational Development Committee
7. Acting as liaison to a Standing Committee as assigned by the President
8. Sending copies of all correspondence to the NABE Central Office
9. Submitting a "Message from the In-Coming President" for the Summer issue of NABE NEWS
10. Executive Board liaison to the annual conference for the year in which he/she will be Past President
11. Performing other duties as directed by the President or Executive Board

The President-Elect assumes the position of President upon completion of the term as President-Elect.

4.053 VICE PRESIDENT: The Vice President serves as President in the absence of the President. Should a vacancy occur in the position of President, the Vice President assumes the position of President for the remainder of the term. The Vice President has the following specific responsibilities:

1. Attending all Executive Board Meetings
2. Attending the Annual Conference
3. Performing assigned duties at the Annual Conference
4. Acting as liaison to a Standing Committee as assigned by the President
5. Submitting copies of all correspondence to the NABE Central Office
6. Performing other duties as determined by the President or the Executive Board

4.054 SECRETARY: The Secretary is responsible for assuring that documents required by law are properly kept and filed. The Secretary has the following specific duties:

1. Preparing the agenda for Executive Board meetings in consultation with the President and in accordance with Section 4.06 of this Manual
2. Issuing notices of meetings of the Executive Board and of the membership in accordance with Section 4.06 of this Manual
3. Preparing and disseminating minutes of Executive Board meetings and General Membership meetings in accordance with Section 9.0 of this Manual
4. Advising the Rules Committee of Board actions regarding NABE policy and procedures
5. Preparing Reports of Executive Board Meetings for publication in the NABE NEWS
6. Maintaining up-to-date lists of Standing and Ad Hoc Committees and their Chairpersons and of SIG Chairs
7. Acting as Secretary at the Nominating Committee Meeting
8. Assisting the Resolutions Committee

9. Providing a complete set of original minutes to the NABE Central Office at the completion of his/her term

10. Providing a complete set of minutes to the in-coming Secretary at the end of his/her term

11. Preparing and disseminating "To Do Lists," noting assignments and tasks resulting from actions taken by the Executive Board

12. Acting as a liaison to a Standing Committee as assigned by the President

13. Sending copies of all correspondence to the NABE Central Office

14. Attending all Executive Board Meetings

15. Attending the Annual Conference

16. Performing assigned duties at the Annual Conference

17. Performing other duties as directed by the President or Executive Board

4.055 TREASURER: The Treasurer is responsible for the fiscal affiars of the organization. The Treasurer has the following specific responsibilities:

1. Issuing checks on behalf of the organization

2. Maintaining records of all income and expenditures of the organization in accordance with Section 9.0 of this Manual

3. Preparing and disseminating monthly income and expense statements

4. Preparing and monitoring the annual budget

5. Obtaining an audited Treasurer's Report at the end of his/her term

6. Submitting the Audited Treasurer's Report for publication in the NABE NEWS

7. Preparing and submitting appropriate reports and payments to the District of Columbia, Texas, and Federal governments (including 990 Forms, FICA, Unemployment Insurance, and other taxes)

8. Other duties as directed by the President or Board

9. Attending all Executive Board Meetings

10. Attending the Annual Conference

11. Monitoring financial affairs of the Annual Conference

12. Performing assigned duties at the Annual Conference

13. Sending copies of all correspondence to the NABE Central Office

14. Acting as a liaison to a Standing Committee as assigned by the President

15. Presenting a written Treasurer's Report at each Executive Board Meeting

16. Presenting a Treasurer's Report at the Annual General Membership Meeting

4.056 PAST PRESIDENT: The Past President serves as an advisor to the Executive Board. The Past President has the following specific responsibilities:

1. Serving as the Executive Board liaison to the Annual Conference to be held that year

2. Attending all Executive Board Meetings

3. Attending the Annual Conference

4. Performing assigned duties at the Annual Conference

5. Sending copies of all correspondence to the NABE Central Office

6. Performing other duties as directed by the President or Executive Board

4.057 PARENT-AT-LARGE: The Parent-at-Large is responsible for communicating the concerns of parent members to the Executive Board and for communicating with parent members on behalf of the Executive Board. The Parent-at-Large has the following specific duties:

1. Preparation of a Parent Column for the Fall, Winter, Spring and Summer issues of NABE NEWS

2. Executive Board liaison to the Parent Institute held in conjunction with the Annual Conference

3. Executive Board liaison to the Parent and Community Special Interest Group

4. Attending all Executive Board Meetings

5. Attending the Annual Conference

6. Performing assigned duties at the Annual Conference

7. Sending copies of all correspondence to the NABE Central Office

8. Serving as Board liaison to a Standing Committee as assigned by the President

9. Performing other duties as directed by the President and Executive Board

4.058 EASTERN, CENTRAL AND WESTERN REGIONAL REPRESENTATIVES: The Regional Representatives are responsible for maintaining communication with the affiliates and members in their respective regions. The Regional Representatives have the following specific responsibilities:

1. Preparing Affiliate News items for the Fall, Winter, Spring and Summer issues of NABE NEWS

2. Meeting with their respective Affiliate Presidents during the Annual Conference

3. Contacting Affiliate Presidents at the direction of the President as part of NABE's "Telephone Tree"

4. Members of the Standing Committee on Organizational Development

5. Attending all Executive Board Meetings

6. Attending the Annual Conference

7. Sending copies of all correspondence to the NABE Central Office

8. Performing assigned duties at the Annual Conference

9. Serving as liaison to a Standing Committee as assigned by the President

10. Performing other duties as determined by the President and Executive Board

4.059 FORMER NABE PRESIDENTS: Former NABE Presidents are encouraged to continue their involvement with the association through the following activities:

1. Being on a special mailing list to receive copies of the minutes of Board meetings, notices of Board meetings, and other correspondence

2. Serving as a permanent regional liaison and contact person for the Executive Board in the individual's geographical area for assistance in fundraising, public relations, meeting arrangements, etc.

3. During the year immediately after his/her term as Past President, serving as a special consultant to the current NABE President, undertaking special projects in the individual's area of expertise and/or interest.

The Need For Restructuring Teacher Education Programs For Teachers Of Bilingual Education

by Robbe Lynn Henderson, Ph.D.
Western Illinois University

Introduction

The purpose of this discussion is to present criteria for the restructuring of the training program for teachers of bilingual education. These criteria may be used as a guide in planning learning activities, in making curricular changes and innovations, and in making an appraisal of certain aspects of the total program of bilingual teacher education. The criteria were evolved from pragmatic philosophy and its implications, and from a consideration of the present status of the education of bilingual or non-native English speaking children in the public schools, and of the training of teachers for bilingual settings.

The literature reveals that there have been many attempts to formulate specific criteria for the training of teachers in general. Much of the work in this direction has been very fruitful, but errors have been committed by educators who attempted unsuccessfully to follow patterns outlined in sets of criteria. One source of difficulty lies in the fact that criteria often are stated vaguely. There is a tendency to present them in abstract generalizations that in reality have little meaning, or have as many different meanings as there are interpreters.

Another source of difficulty in a statement of criteria is that there is usually nothing in the criteria themselves which reflects the social philosophy on which they are grounded. The following familiar statement can serve as an example. "A program of education for bilingual teachers at any level should be based on their needs as individuals, as members of a social group, and as teaching professionals." This generalization is of little significance out of relation to a specific philosophy because the needs of bilingual teachers in one society may differ entirely from those in another society.

Before one plans a course of action with reference to a criterion of the type mentioned above, it becomes necessary first to come to grips with a philosophy that will provide a sense of direction, determining what one needs as an individual, as a member of a social group, and, as a teaching professional. Those who accept idealistic philosophy will emphasize one set of needs; those who accept pragmatic philosophy will value quite a different set. The idea is that criteria should be stated in a way so as to provide a sense of direction for their achievement. Unless a theory of social values is included or inferred in a statement of criteria, it takes on much of the semblance of a barge that rests idly in the harbor until it is attached to a tug. So it is with many criteria. They rest idly waiting to be attached to a set of social values.

To avoid this shortcoming this article will not only present generalized statements of criteria, but also a brief discussion after each generalization which includes social values. Often no attempt is made to show what criteria mean in terms of behavior on the part of individuals and in terms of activities on the part of institutions in the achievement of them. Probably the most obvious reason for this omission is that there are many ways of achieving a criterion, and the means of achievement will to a significant extent depend on factors that are present in the surrounding reality. For this reason it was not considered wise to present activities that were to be followed in the teacher education institutions in the achievement of the criteria. An attempt was made to show certain characteristics of the curricular activities of an institution which attempts to achieve the criteria; or, stated in more precise terms, the criteria have been broken down to show certain characteristics which are essential for their achievement.

Validation of the Criteria

Criteria formulated for use in research or as a source of direction in an educational program should be validated. The procedure used varies and is dependent upon such factors as the nature of the criteria to be validated, the area of knowledge about which the criteria are concerned and the basic values of the individual who employs them. Three methods of validation are most often feasible.

First, validation should come through checking the criteria against a basic set of values, a basic point of view, or a philosophy. Criteria for an area of education should be consistent with a particular school of educational philosophy.

A second and commonly used method of validation is to submit a set of criteria to a jury to be validated. The jury is usually selected in terms of its position with reference to a basic set of values or in terms of the jurors' experience as teachers or administrators.

A third method of validating criteria is by weighing them against the findings of recent relevant research. If the findings of research seem to be consistent with the criteria, there is a great possibility that they are valid.

It should be pointed out also that the nature of the area of knowledge or experience in which criteria are formulated have a great influence on methods of validation. The validation of criteria in an area of knowledge in which much similar work has been done is much less difficult than in an area in which most of the research is in the pioneer stage.

In this set of criteria, methods one and three seemed most appropriate and, therefore, were used.

Criteria with Special Reference to the Curriculum

The four criteria that follow should not be thought of as being mutually exclusive. They represent an attempt to state in broad fundamental categories criteria that are essential in the preparation of bilingual teachers who function in a multicultural society.

1. The teacher education institution that trains bilingual teachers should exemplify multicultural, pluralistic living at its best.

Prospective teachers gain much of their philosophy and many techniques from the conditions under which they are taught. Hence, the institution should provide experiences that will promote

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multicultural thought and action. This criterion places emphasis on the basic tenets of a culturally pluralistic social and educational philosophy. There are four major ideas involved in the process of educating individuals for pluralistic/multicultural living:

a). Encouraging the student to use the method of intelligence. Providing opportunities for and encouraging the use of the method of intelligence is of particular significance if we accept the thesis that the social order is in a process of becoming. As the culture evolves or emerges there is a need from time to time to bring to the situation the free play of intelligence in the creation of new values. If the individuals are to learn the art of creating new values, if they are to learn to deal with novel situations, it is imperative that our teacher education institutions provide experiences in thinking. Prospective bilingual teachers must have opportunities to learn to think in order that they may become more effective and efficient in directing activities and experiences for students that stimulate thinking on their part and give them a greater facility in the process.

The emergent quality of society and of its institutions makes it necessary that bilingual teachers be provided with experiences that lead them to project and test new hypotheses in light of this evolutionary process. The past does not hold a better answer to a better way of life and a better way of educating youth. Scientific findings are but hypotheses to be held tentatively. These tentative hypotheses may serve as plans of action for the present; however, they should not be viewed as the final word. They must be reconstructed in the light of social evolution.

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A Message From The President

by Dr. Gene T. Chávez

Despite misguided efforts by Secretary of Education William Bennett to polarize public opinion against bilingual education, support for effective bilingual education programs continues to grow. The many responses from bilingual education practitioners, researchers, school boards, and parent groups from across the country were unanimous in declaring Secretary Bennett's remarks to "A Better New York" Association unfounded, inaccurate and calculated to delude the American public concerning the important issues surrounding the education of limited English proficient students in the United States.

At least two positive things have resulted from Secretary Bennett's attack: 1) Supporters of bilingual education united together to respond to the Secretary's charges. And while the effect of the united front may not have had an immediate impact on the demogagues in Washington, it did have the effect in local areas of bringing out those persons who had heretofore not actively supported bilingual education. For example, the School Board of Kansas City, Missouri passed a resolution two days after Bennett's speech in New York declaring that their bilingual education programs for limited English proficient students have been and continue to be effective. That resolution was passed on to the U.S. Department of Education along with hundreds of other letters declaring the efficacy of programs of bilingual education designed to meet the needs of language minority students across the country. 2) As a result of Secretary Bennett's speech, "the media" across the country focused on the many issues surrounding the education of language minority students. An important benefit to NABE that came from the media's desire to get information is the fact that media found NABE to be a reliable source of information concerning bilingual education and the related issues.

Strategies for future battles seem obvious. First, we must solidify our gains of the last several years: the body of knowledge about LEP students' learning has grown, much has been gained by way of knowledge, techniques for effective teaching of LEP students have developed, and support for bilingual education as the most ideal approach for educating immigrant and native-born limited English proficient learners has been maintained in some areas of the country.

We must never lose sight of our goal of educating a populus that is proficient in the *lingua franca* of the nation, English, but ever bear in mind the benefits of having individuals who are proficient in other languages. They are a resource of human potential invaluable to the strength of our nation. Secondly, we who are the leaders in the field of bilingual education must assure that the issues of equity are never forgotten and that the goals of excellence are continually pursued.

We, as an association, have the opportunities to establish the "benchmarks" for the field. We must continue working with institutions of higher education so that the research produced in the field presents a balanced picture. We must work with teacher training institutions to assure that bilingual and ESL teachers are adequately prepared for the challenges of a classroom filled with eager learners. We must be able to meet the challenges presented to us by an uninformed public. Our public relations campaign must be not only to individuals on a day-to-day basis, but also must take on national dimensions so that the "movers and shakers" of the nation may realize the benefits of bilingual education.

One last thought about the "future..." In a recent article in "Elected Leader," writer Brandi Sullivan emphasized the point that despite all of the centers of power that exist within an association, the real ultimate source of power is in the constituents who are willing to get involved. Each one of you has "power." If we all work together for the goals of NABE, we can assure a brighter future for language minority populations and indeed, for all children of the nation.

NABE '86 Conference Preview

Deadlines...NABE '86...Deadlines

Chicago, Illinois • Palmer House • April 1-5, 1986

The momentum has increased as plans finalize for "NABE '86", the 15th Annual International Bilingual/Bicultural Education Conference. The Program Committee is in the process of reviewing the selected presentations, the Registration Committee is readying the packet to be sent out for conference registration, the Exhibits Committee is busy filling requests for publishers booths, and the Entertainment Committee is ensuring conferees will enjoy evening revelry of music, dancing, and singing after a busy day of Intensive Training Sessions, Workshops, General Sessions, SIG meetings, NABE Resolutions Committee meetings, etc. All of this activity will take place in Chicago at the Palmer House, April 1-5, 1986.

In view of current events, this conference is seen as the apex of political and academic reinforcement for the future of bilingual education. The NABE Executive Board and the Executive Planning Committee of the conference are committed to ensure that NABE '86 will address issues of relevance to bilingual educators and the community at large. The high calibre of presentations submitted by colleagues from Harvard, Stanford, Yale, and other highly respected institutions of learning, have excited the planners and are sure to satisfy the needs of the conferees.

As response to the NABE Parent Platform the Parent Institute will occur concurrently with the conference and will reflect those concerns that affect the well-being of the family unit from a cross-cultural perspective. Parents have made a strong statement as to topics they want addressed and these include such timely issues as child abuse, sex education in the home and school, parent training for leadership roles, etc.

Increased NABE membership is being recruited through the publicity for the conference and Chicago is looking forward to welcoming you.

CONFERENCE OVERVIEW

Monday March 31, 1986	Arrival Registration **Special Evening Entertainment**
Tuesday April 1, 1986	Registration/Publishers' Exhibits Intensive Training Sessions Parent Institute School Visits **Buffet Dinner/Dance**
Wednesday April 2, 1986	Registration/Publishers' Exhibits Intensive Training Sessions **Parent Institute** School Visits **Opening Session—Keynote Speaker** General Session Concurrent Sessions Special Interest Group (SIG) Sessions Cultural Events **Publishers' Reception**
Thursday April 3, 1986	Registration/Publishers' Exhibits General Session Concurrent Sessions Major Sessions SIG Sessions NABE Committees **Student Essay and Dissertation Awards Luncheon** **Presidents' Reception**
Friday April 4, 1986	Registration/Publishers' Exhibits **Parent Institute** General Session—Keynote Speaker Concurrent Sessions Major Sessions NABE Membership Meeting **Banquet/Dance**
Saturday April 5, 1986	Registration/Publishers' Exhibits General Session—Keynote Speaker Brunch with Publishers Concurrent Sessions Major Sessions **Special Teachers' Day** Conference Wrap-Up ***"Rio—Chicago Style"*** A Post-Easter Carnival

OVER 150 CONCURRENT SESSIONS COVERING A MULTITUDE OF EDUCATIONAL ISSUES

- Classroom Intervention Strategies
- Diagnosis and Assessment
- English as a Second Language and Language Arts
- Content Area Instruction
- Language and Cognitive Development
- Special Education
- Gifted Education
- Program and Curriculum Development
- Vocational and Adult Education
- Public Policy and Law
- Parenting and Parental Involvement
- Research
- Art, Drama, and Music
- Early Childhood Education
- Culture
- Computer Science and Classroom Applications
- Global Education

IMPORTANT TELEPHONE NUMBERS

Registration	(312) 870-4140 Eugenia DeHoogh
Program	(312) 890-8060 K. "Balu" Balasubramonian
Exhibits	(312) 296-6070 Ninta Agnello Harrington
General Information	(312) 917-3850 Maria Medina Seidner
NABE National Headquarters	(202) 822-7870
CAS-Conference Air Services Toll Free	(800) 336-0227
Virginia & Washington, D.C.	(703) 000-0000

CONFERENCE HIGHLIGHTS

- Major Sessions by Renowned Speakers Including:
  - **Juan Aragón** New Mexico at Highlands University
  - **Adrienne Bailey** College Board, New York
  - **Philip Chin** Council for Exceptional Children, Washington, D.C.
  - **Jim Cummins** Ontario Institute for Studies in Education
  - **Ed De Avila** De Avila & Duncan Associates, California
  - **Mary Galván** Austin, Texas
  - **Lucinda Lee Katz** Erickson Institute, Illinois
  - **Hernán La Fontaine** Hartford Public Schools, Connecticut
  - **Eleanor Thonis** Yuba County Reading & Learning Center, California
  - **Protase "Woody" Woodford** Educational Testing Service, New Jersey
- Intensive Training Sessions
- Parent Institute
- School Visits to Exemplary Centers Serving Language Minority Students
- Publishers' Exhibits and Job Fair
- Special Teachers' Day Emphasizing Sessions on Practical Strategies for Effective Instruction of the Limited English Proficient Student
- Panel Presentations Featuring Educational, Civic, and Business Leaders throughout the U.S.
- Tours of Chicago Highlighting Ethnic Communities, World-Famous Museums, International Cuisine, and Unique Nightlife from Blues and Jazz to Local Theater
- Presidents' Reception
- Banquet and Dance

KEYNOTE ADDRESSES BY DISTINGUISHED SPEAKERS

Dr. Tomás Arciniegas President, California State University, Bakersfield

Dr. Stephen Krashen University of Southern California, Los Angeles

Dr. Floretta McKenzie Superintendent of Schools, Washington, D.C.

March 27–29, 1986

Hyatt Rickeys Hotel, Palo Alto, CA

Seventh Annual Conference on Indochinese Education and Social Services

1986 NAVAE NATIONAL CONFERENCE

The only annual, national-level Conference on this important area of concerns.

See You in the San Francisco Bay Area!

For more information, please contact:

Dr. Nguyen Manh Hung
Conference Chair (703) 323-2065
or
Dr. Dao Thi Hoi
Registration Chairperson (703) 971-1018
National Association for Vietnamese American Education
3206 Wynford Drive, Fairfax, VA 22031
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Small Group and Cooperative Learning Programs for Non-Native English Speakers

As part of a research project funded by NIE to the Center for Language Education and Research, Evelyn Jacob is documenting successful small group and cooperating learning programs for non-native English speakers. Both kinds of programs involve students in small groups where there is face-to-face interaction and peer-learning. Moreover, in cooperative learning programs rewards are structured such that students are individually accountable and also need to be concerned about the performance of all group members.

Dr. Jacob would like to hear from persons involved in successful programs and would like to know the following kinds of information: ages and language groups of students served, content focus of the programs, program structure and curriculum materials developed, and outcomes for the content and language development. The information collected will be compiled for distribution to teachers of non-native English speakers, and all programs responding will receive copies of the report. The information will also be used to design a research project.

If you are involved in such a program, please write to Evelyn Jacob, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037, or call her at George Mason University (703) 323-2421.

Bilingual Vocational Training Program Receives Award

The Bilingual Vocational Training Program for out-of-school youth and adults provided by the Vocational-Technical Schools System of the Connecticut State Department of Education has merited the 1985 U.S. Department of Education's "Secretary's Award for Outstanding Vocational Education Programs" for the New England region.

This is the first time that a state level and a bilingual education program has won the Secretary's Award. The Vocational-Technical Schools System is a statewide school district. Dr. Kenneth Gray is its Superintendent. For more information on this program, contact Dr. Saul Sibirsky, Consultant, Bilingual Vocational Education, Connecticut State Department of Education, P.O. Box 2219, Hartford, CT 06145 (203) 566-7311.

ACADEMIC SUCCESS

(Continued from page 6)

comfort of a learner can enhance acquisition by lowering the learner's resistance, has given added importance to the affective cultural element in education. In a culturally-positive atmosphere, students develop a feeling that they are the object of pervasive caring (another characteristic of effective schools). They feel that the school personnel understands them, speaks to them in their own language, values their customs and traditions, respects what they are, believes in giving them options and not substitutes. Isn't this what effective education is all about?

Conditions that lead to a low affective filter have another desirable side effect. When school personnel begin to care about the cultural background of the students, about what makes them tick, teachers and school officials begin to understand the students better and to see strengths where before they saw only weaknesses. A student who is not gregarious or talkative will not automatically be seen as a candidate for failure, as a non-verbal creature in a culture that values the spoken word (and in English, too!). As stereotypes fall by the wayside, teachers can begin to have *higher expectations* for their students—yes, they can learn English and math and history; yes, they can aspire to graduate and go on to college; yes, they can have access to equal educational opportunity even if they take a cognitive route that is different from the one followed by mainstream children.

I will mention one more characteristic of effective schools: teacher efficacy, which I will couple with a second related trait, "variety of teaching strategies." Because bilingual education starts from the premise that linguistic minority children have different talents and different needs, not only with respect to mainstream children but with respect to each other, the personnel working in bilingual programs are trained and encouraged to match their teaching style to the learning style of the children, or at least to make provisions in the classroom for more than one kind of learning style. In bilingual education, the term "diversity" is no mere semantic item; it is an article of faith that guides teachers, good bilingual teachers, to create the kind of learning environment that is most likely to succeed in imparting knowledge to the non-traditional students.

I remember a talk by Lily Wong Fillmore at the 1982 TESOL convention in Hawaii, in which she addressed the topic of individual differences among language learners. Some of her findings give added support to the notion that effective bilingual classrooms require a variety of strategies to meet the needs of LEP students. Perhaps the most significant finding is her conclusion that there is no single way to characterize the good or poor language learner: some good learners are highly sociable, others quiet and taciturn; some are eager to communicate, others are introverted; some respond well to adult stimulus, others prefer the input of their peers. It is obvious that under these conditions, the good, effective teacher must come armed with an aresenal of instructional options and a willingness to attempt to match them to the students' preferences and abilities.

Those of us who are in the business of education, of the education of bilingual minority students, and of bilingual education realize that the ultimate goal of our efforts must include academic success for these populations. Otherwise we are kidding ourselves; otherwise we are laboring on behalf of our own interests or we are grossly misguided. From my knowledge of the colleagues with whom I have served these last 15 years, I can say with absolute certainty that they want the LEP children they work with to be successful academically.

What can we wish for our LEP populations that will contribute to their academic success? I would want the following:

1. Programs staffed with conscientious, sensitive, well-trained teachers—who understand and accept that they may be underpaid and unheralded, but who know they can have a great influence on the future lives of their students; who honestly believe in racial and cultural tolerance, who can try to show the students not only how to survive but also how to succeed in the American mainstream without demanding that they shed their cultural skins—i.e., teachers who can give the students *options* rather than *substitutes;* teachers who can not only tell a phoneme from a phonograph but who are also conversant with the many ways that children learn language or just plain learn.

2. Programs supported by families who feel good about school, who have been properly informed about the pros and cons of the various programmatic options available to the school; who feel good about themselves culturally and won't fall into the trap of advising their children to sacrifice their identity for the sake of being successful in this land; who believe that they can be a great asset to their children both emotionally and educationally, whether they have a first grade or a college education; whether they are fluent bilinguals or monolingual in their native language.

Dreams *can* come true, but we have to help them along. What can we do to help, individually and collectively?

We ought to call a moratorium on irresponsible, inflammatory, thoughtless statements about educational options. We need to look seriously at the situation facing our LEP children and ask ourselves what is needed to improve matters. Is something wrong with our present options? Is the solution total overhaul or moderate changes? Isn't the answer somewhere in the middle? What can each of us do to contribute to the solution of the problem, whatever it might be?

In this context, I have a special message for my fellow program administrators. We must get our act together and begin to police ourselves. What aspects of the criticism leveled against bilingual education program management are valid and need looking into? How have we failed to have more impact in our jobs by not telling the bilingual story more effectively, by not convincing board members, school authorities and parents that bilingual programs deserve more support? What have we done since being named to our respective positions to improve our skills as administrators so that we can manage our programs more effectively?

My purpose in calling attention to bilingual program administrators is not to

Continued on page 18

Resolutions Requested Prior To 1986 NABE Conference

Resolutions to be considered at the 15th Annual International Bilingual-Bicultural Education Conference to be held on April 1-5, 1986 should be submitted no later than March 1, 1986.

NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing."

The 1986 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate," will be considering resolutions prior to the conference.

Therefore, all members and affiliates should submit resolutions, using the appropriate form (below) to:

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions
Committee
Maricopa Community College
3910 E. Washington Street
Phoenix, AZ 85034
or
Aurora Martínez-Quevedo
NABE Secretary
Director of Bilingual Education
San José United School District
1671 Park Avenue, Suite 1
San Jose, CA 95126

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1986 RESOLUTIONS

Mr. Chairman, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by ____________ Seconded by ____________

If other than individual, submitted by ____________
(Name of Group)

Person to be contacted regarding resolution:

Name ____________ Phone (____) ____-______

Address ____________

City/State/Zip ____________

NOTE: This form is to be mailed so that it arrives no later than March 1, 1986. Submit to:

Alfredo G. de los Santos Jr.
Chairman, NABE Resolutions
Committee
Maricopa Community College
3910 E. Washington
Phoeniz, AZ 85034

Aurora Martínez-Quevedo
NABE Secretary
Director of Bilingual Education
San José United School District
1671 Park Avenue, Suite 1
San Jose, CA 95126

(For NABE Official Use Only)

Date Received ______ Resolution No. ______ Approved ______ Disapproved ______

Reason for disapproval ____________

Amendment for reediting needed? Yes _____ No _____

NABE Action: Carried _____ Failed _____ Date ____________

This form is to be submitted to the NABE Secretary and a copy to the Resolutions Chair

JOBS AVAILABLE

Multi-service, private, non-profit Hispanic Community Center seeks Bilingual, Bilcultural:

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Bachelor degree required and experience in corresponding field.

Send resume to:

Emperatriz Alaix, Executive Director
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Wilmington, DE 19805

Motivating Children and Adults to Acquire Another Language

July 28-August 1, 1986
Calvin College
Grand Rapids, Michigan

A five-day Total Physical Response (TPR) workshop with Dr. James Asher will be held at the college. For more information, please write to Marcie Boelema, Spanish Department, Calvin College, Grand Rapids, MI 49506.

Northeast Conference on the Teaching of Foreign Languages

April 17-20, 1986
The Washington Hilton Hotel
Washington, D.C.

The theme of this year's conference is "Listening, Reading, Writing: Analysis and Application." For information and registration forms, contact Northeast Conference Registration, Box 623, Middlebury, VT 05753.

Interaction Of Language And School-Related Skills Studied In New Haven

As part of a subcontractual arrangement under CLEAR (Center for Language, Education and Research, funded by the National Institute of Education), research on the interaction between language and school-related skills is being conducted in the Bilingual Program of the New Haven Public Schools by Kenji Hakuta (Associate Professor of Psychology, Yale University) and Catherine Snow (Associate Professor of Education, Harvard University). Although the inquiry has just begun, we describe it in order to illustrate the ways in which basic theoretical questions about the nature of language and thought and issues of immediate relevance to practitioners can be fruitfully interwoven into a single research program.

The New Haven Public School system is an ideal site in which to conduct such investigations. There already exists a healthy and established tradition of collaborative research between Hakuta and the Bilingual Program, built up over the past seven years. Previous research with this predominantly Puerto Rican population provides a wealth of information about the linguistic, cognitive, and demographic characteristics of the student body. In addition, from the proposal stages, the present project was developed in consultation with key staff of the bilingual program and of the central administration of the New Haven Public Schools, including Lisette Bernier-McGowan (Supervisor, Bilingual Education), Mary Lowery (Supervisor, Foreign Languages), Rosa Quezada (Assistant Superintendent for Staff and Pupil Support Services), and Abdin Noboa (Director of Research, Evaluation and Planning).

The New Haven project under CLEAR looks broadly at two areas that are the intersection of theoretical and applied concerns: the cross-language transfer of academic skills, and the concept of language proficiency. The first area is principally under the direction of Hakuta, the second under Snow, through they are necessarily complementary activities. The relationship between the researchers and the practitioners in this project is overseen formally through a teacher liaison to the project, Kay Hill, who simultaneously holds the position of Curriculum Specialist for the Bilingual Program. Hill is in a strategic position for stimulating direct feedback from research findings into classroom practice.

The cross-language transfer studies attempt to understand the common assumption for bilingual education, that skills learned in L1 transfer to L2. Surprisingly little research has been conducted in this area, despite the acknowledgement that ease of transfer would vary depending on the content areas. Skills are targeted for investigation through systematic workshops with bilingual teachers, where skills (mostly in the areas of reading and math) are taxonomized and instructional strategies are discussed. The workshops are arranged by our teacher liaison. Once skills are targeted for study, empirical data will be collected from students as to how they are learned, stored in memory, and behaviorally expressed. Another central question is how these processes are tied to the proficiency level of the students in the two languages.

The language proficiency studies attempt to focus on the distinction between language with physical and social contextual support (contextualized language) and language used in settings with little contextual support and that requires a certain amount of cognitive planning (decontextualized language). Previous research shows that abilities in these two types of language uses are not necessarily related. The study attempts to build a model for the range of language skills (in both languages) that are tapped by school and by literacy, and to develop procedures for assessing the full array of language skills identified. We are particularly interested in the relationship between these language skills with student background characteristics, academic achievement in the central content area, and specific reading and writing skills.

Both of these studies will have direct feedback to the local Bilingual Program. The transfer study will be used to help organize the curriculum materials in a systematic way in order to take maximal advantage of skills that transfer readily. The proficiency study will help to better identify the appropriate level at which students can be entered and exited from the transitional program, a concern that is undoubtedly not unique to New Haven's bilingual program. We have also established contacts with bilingual staff at the state level, such that findings from the studies can be directly relayed for dissemination to other districts in Connecticut. Finally, the research findings will be disseminated nationally through the Curriculum and Professional Development components of CLEAR, as well as through conference papers and publications in professional journals.

Further information about the transfer of skills study can be obtained from: Kenji Hakuta, Department of Psychology, Yale University, Box 11A Yale Station, New Haven, CT 06520-7447.

More information on the language proficiency study can be obtained from: Catherine Snow, Graduate School of Education, Harvard University, Cambridge, MA 02138.

Seventh Annual Ethnography in Education Research Forum

April 4-6, 1986

This Forum is sponsored by the University of Pennsylvania Graduate School of Education and the Center for Urban Ethnography. For more information contact either Marge Murray or Lee Nott, Forum Coordinators, Center for Urban Ethnography, A-59, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104, (215) 898-3273 or (215) 898-6998.

California's Limited English Proficient Population Profiled

Up-to-date demographic information on the limited English proficient population in California is available in a just released report from the Consortium on Employment Communication. The study, *Communication, Culture and Employability in California: A Demographic Summary*, details the size, make-up, growth and location of the state's limited and non-English speaking residents.

The report, funded by the Ford Foundation, is based on three primary data sets: the 1984 K-12 public school language census, the 1980 U.S. Census, and the 1982-83 enrollments in Adult Basic Education classes. Information on the language groups and their relative size in 15 impacted rural and urban areas is included.

Dale Rezabek, who prepared the study while serving as the Consortium's Policy Development Coordinator, notes that it should be useful to state and local planners who determine programming needs and priorities for vocational training and employment services. A companion study, which offers a policy analysis of current programming efforts to serve the employment training needs of the limited English proficient, is in preparation. The second report, scheduled for publication in early 1986, will include a summary of current federal and state initiatives serving the employment needs of the LEP and a set of recommendations for improved programming.

The two-part report is being issued by the Consortium on Employment Communication, a California-wide group of language and employment training specialists from adult schools, community colleges, community based organizations, and private industry councils. The demographic document is available now for $3.00 a copy from: The Consortium on Employment Communication; Center for Career Studies, IE2-117; California State University, Long Beach; Long Beach, CA 90840, (213) 498-4680.

ACADEMIC SUCCESS

(Continued from page 15)

single them out for blame. I happen to think that they, like building principals, play a key role in the success of programs for LEP populations, but I also know from experience that many program administrators have not received adequate training from their districts or universities on how to perform their managerial and administrative duties successfully. For this reason, the Georgetown University Bilingual Education Service Center emphasizes the training of bilingual program administrators. I believe that such training will enable bilingual program administrators to make a more significant contribution to the improvement of programs for LEP children.

I have tried on this occasion to share with you my dream of the kinds of programs, personnel, and atmosphere that are most conducive to academic success for LEP students. Bilingual education is very much a part of that dream, and I am truly sorry that there is such vehement opposition to bilingual education in some quarters. I feel very strongly that the raging controversy surrounding bilingual education misses the point when the emphasis is put solely or primarily on learning English. The main function of schools is to *educate*, not just to teach English. If this were not so, the English-speaking populations in the United States would have no educational problems. We must stress this point over and over again: nobody is saying that learning English is not important; what we are saying is that the ultimate test of an educational program is not whether it teaches English, but whether it educates. Not English only, but English plus!

I have tried to get across another crucial point: that bilingual education is not a *linguistic* method, but an educational approach. People who insist on seeing bilingual education in the narrow context of mere language instruction (and subtractive at that) are badly mistaken. Let's put "education" back into bilingual education!

Let me end by sharing with you a novel approach to teacher education taken by the Oregon State University/Western Oregon State College of Education, as reported in a recent issue of *The Kappan*. These two institutions offer a very unusual guarantee: if a graduating teacher hired by a school district fails to perform to mutually agreed upon standards, the institutions will provide additional training (mutually agreed upon) at no extra charge. This is a very courageous offer. In the same vein, a school in Lorain, Ohio posted the following sign in the principal's office:

> "OUR UNIQUE
> SCHOOL GUARANTEE"
>
> If the brain of any student is proven to have misfired, shorted out, thrown a rod or simply blown due to an excessive or unreasonable demand for thinking, pondering or cogitating about his/her school studies, this institution guarantees free day or night towing service; a cerebral tune-up, including replacement of any worn or pooped out mental parts; a free oil change, lube job and ear wash; plus a special framed citation for resourcefulness and imagination.

We seem to have guarantees for teachers and for mainstream students. What we need is some assurances (if not guarantees) that the LEP students we are educating and graduating will stand some chance of succeeding in the real world. My hope is that our efforts will result in students who have a love for learning engendered in the home and supported in school; who have come to believe that an effective education does represent a way to achieve dignity, respectability, economic wellbeing, and productivity.

It is a mighty tall order, but dreaming and believing are free commodities. If we believe in, and act upon, the notion of "not English only, but English plus," I am sure that we will succeed in putting "education" back into bilingual education!

Ed. Note: *Dr. Santiago presented this speech on December 6, 1985 in Columbus, Ohio at the Second Annual Lau Conference sponsored by the Ohio State Department of Education, the Center for Educational Equity of the University of Wisconsin-Milwaukee, and the Georgetown University Bilingual Education Service Center.*

Nomination of Candidates For The Executive Board To Take Place At Annual Conference

All regular and associate NABE members in good standing *for no less than 12 months* are eligible to run for office.

The Nominating Committee is composed of one delegate from each affiliate in good standing and the NABE Past President, who serves as Chairperson of the Committee. Delegates to the Nominating Committee must be NABE members in good standing and are not eligible for nomination as candidates. The names of the Delegate and alternate to the Nominating Committee must be submitted to the NABE Past President no later than 15 days prior to the annual conference.

The Nominating Committee meets at the annual conference. Only official delegates shall be allowed to participate. The NABE Past President shall serve as Chair of the Committee and the NABE Secretary shall record the minutes of the meeting. The NABE Central Office Secretary shall be present to verify the membership of potential candidates, using the official membership roster.

Persons wishing to be nominated as candidates for the Executive Board must have their eligibility certified prior to the meeting and complete a candidate information sheet. Forms will be available at the NABE Membership Desk in the conference registration area during the conference. The NABE Central Office Secretary and/or the Chair of the Elections Committee must sign the form certifying that the person has been a NABE member in good standing for *no less than 12 consecutive months.* Candidate information forms and certifications must be presented to the NABE Past President by the delegate making the nomination.

The entire Nominating Committee shall nominate at least two but no more than three candidates for the position of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large. The Nominating Committee shall then be divided into regions in order for the delegates from each region to nominate no more than two candidates for their respective Regional Representative position (East, Central and West).

The NABE Past President shall advise the NABE President of the slate of candidates immediately after the Nominating Committee Meeting has adjourned. The NABE President shall announce the slate of candidates at the General Membership meeting held at the annual conference. The slate of candidates shall be published in the Annual Conference issue of NABE NEWS.

Individual media campaigns by nominees for any NABE office are prohibited. Biographical information on candidates shall be printed in standard format in the Fall issue of NABE NEWS and shall be enclosed with the election ballot. The Chairperson of the Elections Committee shall be responsible for preparing the Candidate Information section which appears in the NABE NEWS.

1986 International Native American Language Issues Institute (NALI)

May 28-30, 1986
Holiday Inn West
Oklahoma City, Oklahoma

The purpose of this Sixth Annual Institute is to examine native language concerns, exchange ideas, and provide direction for continual development and research on native language issues in the Americas. The Institute theme is: "*Pre-Eminence of Native Language Pluralism: Transition of Survival, Support, and Self-Preservation.*"

Invitations to hear presentations will be issued to teachers/professors, state, federal and tribal policy-makers, school administrators, students, parents, teacher trainers, curriculum developers, public schools, tribally-controlled schools, and institutions of higher education.

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BOOK REVIEW

Mirror of Language: The Debate on Bilingualism

Author: Kenji Hakuta
Publisher: Basic Books, Inc. New York, 1985, Copyrighted, 1986
Reviewed by: Gene T. Chávez, Ed.D., NABE President

I have just completed a review of the book by Kenji Hakuta that masterfully sets forth many of the salient issues in the bilingualism debate of our era. He has simplified without intellectual compromise many of the complex issues surrounding the debate on bilingualism.

Like many of us who are advocates of bilingual education and, of course, for the larger issue of bilingualism, Dr. Hakuta states that his reason for writing the book was "the sheer accumulation of inquiries" that he had received over the years about bilingualism and secondly, he wrote the book as "an appeal" to his colleagues in the social and behavioral sciences. His appeal is that the research agendas of bilingualism bear in mind the breadth and depth of this most salient issue of our day; an issue that "cuts across several traditional academic disciplines—psychology, linguistics, sociology, anthropology and education." If his intentions were these, his goals are lucidly advanced in this non-technical yet intellectually sophisticated work.

While much could be said about all nine chapters of this important work, I will briefly comment on Chapter 8 which is entitled, "Bilingual Education." Bilingual education is undoubtedly the most controversial issue of the bilingualism question. While Hakuta's historical treatment of bilingual education is by no means comprehensive, it is even handed. Especially useful is the section of Chapter 8 entitled, "The Charges and Their Rebuttals." In this section, he discusses some of the most often raised objections to bilingual education. They are the charges against bilingual education that advocates of bilingualism through effective programs of bilingual education have heard on many occasions. The rebuttals that he gives may not draw unanimous endorsement from the bilingual education community, however, they serve to stimulate further the development of professionalism in the field. This book will stimulate discussion in the years ahead.

Mirror of Language should be read by parents who are considering the important issue of maintaining other than English capabilities in children as well as learning English. It should be studied by students who are preparing themselves to instruct others. It should be pondered by politicians and policymakers at all levels in order to understand the important issues of bilingualism and bilingual education. It is a resource for people who are wondering about the direction of bilingualism in the nation. And by all means, researchers in many disciplines should add the issues Hakuta raises to their research agendas. For indeed, "The essence of the relationship of language, mind, and society can be found thriving in this microcosm" (Hakuta, 1985, p. 241).

MATERIALS AVAILABLE

Oscar's Bridge to Reading Book and ***Cookie Monster's Blue Book,*** Oxford University Press, 200 Madison Avenue, New York, NY 10016. Contact Andreas Martin, Sales Manager.

94-142 y 504: Numeros que equivalen a los derechos educativos de los niños impedidos, Children's Defense Fund, 122 C Street, N.W., Washington, D.C. 20001.

Posters from the Northeast Conference on the Teaching of Foreign Languages: "No Nation has a Separate Future Anymore—Are their Foreign Languages in Your Future?" and "Foreign Language Study—A Sound Investment in American's Future." Contact Northeast Conference Media, P.O. Box 623, Middlebury, VT 05753.

Drill and Filler, an authoring system that permits language teachers to easily create their own language drills in English, French, Spanish or German. For use with Apple//e/IIc computers only. Contact 21st Century Software, 3020 Abraham Drive, Cedar Falls, IA 50613.

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RESTRUCTURING

(Continued from page 11)

b) Students should be taught to respect the worth and uniqueness of the individual. The bilingual teacher training institution must respect the worth and uniqueness of the individual. Man is responsible for creating values and changing institutions. In a culturally pluralistic society this will not happen by accident, but in accordance with specific legislative and social policies. The responsibility for creating new social values and standards falls definitely on the shoulders of bilingual teachers and in the process they must cooperate intelligently. If they are to create standards which will harmonize conflicts resulting from the emerging culture, it becomes imperative to respect the individuality and unique contributions of each ethnic/racial group. The school must provide experiences which will give the student greater facility in making a contribution in this great social experiment. In this the school must recognize that students differ in backgrounds, interests and capacities. An opportunity should be afforded for each to develop and share in a common and cooperative life according to these differences. These differences should be developed within a social framework or a set of social values.

c) Students should be helped to redefine and reinterpret major concepts that are relevant to bilingual teacher education and pluralistic living. One of the duties of the bilingual teacher training institution is to point to basic areas of social conflict, i.e., those areas where there is a need for reconstruction and reinterpretation of ideals and values, in order that greater harmony may result and the common welfare of all may be extended. Lack of harmony and educational lag on most occasions are due to the fact that individuals as well as educational institutions continue to operate in accordance with patterns which have been outmoded as a result of social evolution. These outmoded patterns are no longer relevant to social life as it is being lived outside the classroom.

There is a need for education to help individuals reconstruct values in areas of social conflict in order that social living may be improved. Values that no longer serve as a source of direction in social living should be reconstructed. The school as a social agency is responsible for providing experiences which will enable the students to reconstruct values in those areas where social change is urgent. Bilingual teacher training institutions should prepare these teachers in such a way so that they understand this as being a role of the school.

d) Students should be helped and encouraged to formulate and achieve purposes where common interests may be progressively extended. The extension of multiculturalism as a way of life is dependent on the willingness and ability of individuals to work together cooperatively in the formulation and achievement of purposes that are of common concern. Bilingual teachers at all levels must help students acquire ability in this cooperative activity.

2. The curriculum of the bilingual teacher training institution should provide experiences which give students an adequate understanding of the growth and development of children and adolescents. This criterion includes an understanding of the learning process and the conditions under which students learn best, an understanding of physical, mental, and emotional development, as well as an understanding of interests, motives, drives, and other psychological tendencies of youth.

These experiences may under most conditions be provided by: a. Classroom instruction and studies of growth and development; b. Studies of the children and adolescents of different ethnic groups by first hand experiences, e.g., field experiences, case studies; c. Readings and a study of the literature that bears directly on the matter; and d. Laboratory experiences.

3. The bilingual teacher training institution should provide experiences that give the student an adequate understanding of the nature of a culturally pluralistic society as it is related to the individual.

In its broadest sense this includes an understanding of and appreciation for the evolutionary process by which American social institutions have developed; an understanding of the world today and its problems as well as the impact of these problems on community living; and, an understanding of the role of the school in progressively extending and refining the democratic way of life.

The institution may provide these experiences by: a. Relating materials in philosophy, psychology, economics, anthropology, sociology, government and geography to contemporary society and community life; b. Field experiences by first hand participation in community agencies; and, c. A study of the implications of democratic philosophy for social living and education.

4. The bilingual teacher training institution should strive to develop in its student characteristics that are essential for a democratic, pluralistic personality.

Certain personal characteristics are essential to a democratic pluralistic or multicultural personality; some of these are: a. Maintaining personal health and promoting healthful living; b. Achieving and maintaining a sense of personal security; c. Developing and maintaining a sense of achievement; and, d. Developing and maintaining an increasing and deepening interest in the upgrading of humanity.

Every area or phase of the bilingual teacher education program has a contribution to make in this regard. However, achievement of this criterion should not be trusted to chance. Rather, a definite program should be launched to achieve it. Every area of the bilingual training program should provide activities which will develop these personal characteristics.

It is imperative that institutions that train bilingual teachers begin to restructure these programs now.

NABE AND TITLE VII
(Continued from page 1)

In the last three years, the dangerous English-only movement has waged a relentless war against bilingual education and the bilingual provisions of the Voting Rights Act. Led by a former U.S. Senator, one of these organizations has launched a major fund-raising drive. Its goal is to raise millions of dollars to support a campaign to make English the official and exclusive language of the United States. Not only is this group willing to risk societal divisiveness over the language issue; it is trying—with some success—to convince the American public that it is bilingual educators who are divisive and dangerous!

The CBS television network aired a program ("Whose America Is It?") that feeds the fears and insecurities of those who fear the demographic changes occurring in our society. NABE joined other organizations in protesting the program, but CBS insists it is doing an important public service. The network claims that viewers responded favorably to the show narrated by Bill Moyers. (It may be significant that CBS newsman Walter Cronkite is on the Board of Directors of U.S. English.)

In the face of good evidence to the contrary, Secretary of Education William Bennett ignores research evidence and declares that bilingual education does not work. He has chosen to distort research and evaluation findings in favor of an ideological stance.

In many Title VII grants awarded in 1985, OBEMLA disallowed travel expenses and registration fees for participation in the NABE conference. Other conferences, however, were approved as allowable expenses. This step followed after a previous NABE conference in which OBEMLA commissioned a 'spy study' to document the degree to which NABE presenters deviated from the administration's philosophy on bilingual education. All presentations critical of the current administration's position were reported back to OBEMLA.

In Chicago, a Federal Judge recently blocked issuance of new Title VII grants on the grounds that the Department of Education "owed" some of those funds to a school district that had, in good faith, entered into a desegregation agreement with the federal government. By reneging on a legal commitment to one school system, the Department of Education has effectively changed the national character of Title VII from one based on competitive applications to one that will now be used to pay the 'bad debts' of the Reagan administration.

What is NABE doing about all this?

The members of NABE are an active bunch. We write letters, engage in debates, publish research findings, and fight the juggernaut in whatever ways are available to us in our respective communities. With information provided by the NABE national office, the state affiliates too can be mobilized quickly to respond to threats and challenges of the kind we've come to expect on a regular basis. The national office of NABE has served as an informational clearinghouse for the members. In Washington too, we have joined other associations in protesting the actions of the Department of Education and have done so effectively. Many members believe, however, that our impact has been only partly successful in influencing public opinion, media treatment of bilingual education, or in shaping policy in state capitals.

Why don't we do more?

A higher level of activism may indeed be needed. However, because of limitations imposed by the Internal Revenue Service NABE can do only a limited amount of lobbying. NABE was not incorporated as a political organization; we are a "Professional Association." We chose that coloration at the outset and have never deviated from it. Political action committees (PAC's) are chartered under different rules. An item for discussion at our Chicago meeting will be the options we have in this regard. We need to know your views of this important subject.

What can be done about Title VII?

NABE's political options are: to work for the inclusion of Title VII into the block grant (Chapter 2) program with specific targetting language included to ensure that its funds are used to benefit LEP children; to work towards removing the 'Bilingual' adjective from the title of the program in an effort to keep the dire fate of Title VII from affecting the *concept* of bilingual instruction; to seek the consolidation of Title VII with Chapter 1, thus opening up the greater resources of the latter program for funding of programs for LEP children. This would require specifying bilingual education as a fundable activity under Chapter 1); to continue to work for restoration of the original intent of the program before the Bennett/Whitten "reforms" were implemented; and to do nothing and watch the continued dismemberment of the program.

As you can see, there is much to talk about in Chicago! And the complex Title VII issue is not the only major item before us. Like this one, there are many more.

Please plan now to be with us for this important event. This may be the most important NABE conference you ever attend.

What is the long-term prognosis for Title VII?

For good and obvious reasons, NABE members have a special relationship with Title VII, the Bilingual Education Act. That program has been the principal funding source in many states and LEA's. In those states and LEA's that support bilingual education with less reliance on federal support Title VII is less important. Certain aspects of the program, however, are important everywhere: the Fellowship program, research, training centers, etc. But the honeymoon seems to have ended. Frankly, some of our members feel that Title VII has become something of a prodigal child for NABE.

By the time of the 1986 conference, the program will have changed significantly. Long-term, the "new" Title VII may be working against bilingualism and bilingual education rather than for it. By funding every conceivable type of program whether it uses the home language or not, the administration will remove the central reason-for-being of that legislation. If it does not fund and promote bilingual education *exclusively*, Title VII will lose, slowly but surely, much of the political support it has previously enjoyed.

Much of what Bennett wishes to fund under Title VII can be done equally well—and more lavishly—with Chapter 1 or Chapter 2 funds. Curiously, neither Bennett nor any other administration official is pushing to include bilingual education as a fundable option under Chapter 1, the largest LEA grant program of the federal government. This puts into question their sincerity in giving the fullest range of options to LEA's with special needs.

But there is an even more serious point in this regard: if Title VII undergoes a slow and painful death, it may not die alone. In too many minds, Title VII and bilingual education are one and the same. The fate of one may well be the fate of the other. That, in my opinion, is what this administration is really betting on.

"FROM THEORY TO PRACTICE"

(Continued from page 3)

of objects and their corresponding words; vocabulary/definitions in history, science and sociology; states and capitals; dates and events; operations and solutions in mathematics; etc. The combinations are endless.

Applicability to Other Schools/Classrooms

Since its initial stages of development in February of 1984 the Learning Board has received considerable publicity and interest from among educators at the elementary levels to adult education. I have traveled to schools, workshops, and conferences throughout the area demonstrating the use of the Board and have sold several to teachers at the elementary and secondary levels. I have received several reports from a few teachers praising the versatility and usefulness of the Board.

Ed. Note: *Hector Montenegro teaches at Wilson Senior High School in Washington, D.C. He presented a demonstration on this topic at the 1985 TESOL Summer Meeting at Georgetown University.*

Perspectives on Bilingualism: 1986

June 9, 1986

The Bilingual Developmental Psychology Ph.D. Program, Ferkauf Graduate School of Psychology, Yeshiva University, and the New York Bilingual Education Multifunctional Support Center (Hunter College, CUNY, and Teachers College, Columbia University) will sponsor their fifth annual one-day Invitational Conference, under the general title *"Perspectives on Bilingualism."* This year's conference will be devoted to the topic *International and Cross Cultural Perspectives.* The program is now being planned and will consist of invited papers only. For information concerning participation and attendance, please contact: Professor Joshua A. Fishman, Ferkauf Graduate School of Psychology, Yeshiva University, 1165 Morris Park Avenue, Bronx, NY 10461, (212) 430-2370 or (212) 430-4201.

Unique Christmas Gift

Dr. Theodore Astarita, from the Lee Education Center in New Haven, Connecticut would like to share with the NABE membership a novel Christmas gift that his high school students gave their parents this year. The gift was a Christmas card which read as follows:

"Cariño(s)_______________

¡Feliz Navidad! Siguiendo la tradición navideña de compartir momentos alegres con seres amados, quiero enviarle(s) este regalo especial: un regalo que perdurará y que podrán seguir disfrutando por largo tiempo mientras soy estudiante del Lee Education Center.

Le(s) prometo que dedicaré más tiempo al estudio de las siguientes materias __________ y __________. Mis maestros y administradores harán todo lo posible para ayudarme a realizar la meta de mi promesa a Ud./Uds.

¡Feliz Navidad y Próspero Año Nuevo a todos!

____

Affiliate News

Connecticut

The Connecticut Association for Bilingual Bicultural Education will hold its annual conference on March 21-22, 1986, at Southern Connecticut State University in New Haven. Conference chairprsons are Virginia Martínez and Marco A. Arenas. For more information, contact CABBE President Myrella Lara at 140 Captain Thomas Blvd., West Haven, CT 06516. CABBE awarded two $500 scholarships to the winners of its annual essay contest. The 1985 awards went to Son Le, a Hartford High School senior and to Ivan Roman, a senior at Maloney High School in Meriden.

Maryland

MARABE held a membership meeting at the University of Maryland, Baltimore Campus, on February 5 to plan for its Spring Colloquium scheduled for May.

Massachusetts

MABE held its annual conference on November 15-16, 1985 at the Parker House in Boston. The recipient of the first Conference Dedication of MABE was Dr. Richard Newman, in recognition of his fifty years of outstanding professional commitment to the field of language education.

New York

NYSABE held its ninth annual conference February 14-16, 1986 at the Albany Hilton Hotel. Conference chairpersons were Bernard Cohen and Nilda Soto. NYSABE also held a testimonial dinner at the Waldorf-Astoria Hotel for Nathan Quiñones, Chancellor of the New York City Public Schools, attended by over 300 persons.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE News

VOLUME IX
NUMBER 3
SPRING 1986

The Role of Research in Policy Decisions About Bilingual Education*

by Kenji Hakuta, Department of Psychology, Yale University, and
by Catherine Snow, Graduate School of Education, Harvard University

The history of the debate on bilingual education is characterized by inattention to relevant research. Both opponents and advocates of bilingual education have been influenced more by popularly held opinions than by expertise, and have invoked research, if at all, haphazardly, unsystematically, and without the desired thoroughness or rigor. We therefore welcome this opportunity to bring to the reader's attention the conclusions that can be drawn from research on bilingual education and bilingualism in children for the purpose of determining national priorities in bilingual education.

Before starting, we need to point out that when talking about research, we are really referring to a diverse collection of activities. Out of this diversity, it appears to us that one strain of research has dominated the spotlight in the current debate: *evaluation research*. This type of research has typically compared bilingual education to alternative forms of education, usually some form of submersion education with an ESL (English as a Second Language) component. Critics of bilingual education have used the rather equivocal conclusions from evaluation research to support their point.

Another strain of research, which might be called *basic research*, has received less emphasis in the debate over bilingual education. Basic research focuses on the linguistic and psychological processes in the development of bilingual children. This research attempts to understand how children learn a second language, how their two languages interact, how language is related to thinking, and how children learn at different rates and develop different styles in their language and cognitive abilities. Basic researchers include psychologists, linguists, anthropologists, and sociologists. In general, they are not directly tied to the practice of bilingual education, although their research has often been conducted in the context of bilingual education.

We contend that the findings from basic research have been given insufficient consideration in the debate on bilingual education despite the fact that the information produced by basic research is crucial to policy considerations. The importance of basic research is heightened by the fact that there are severe technical and conceptual problems with the evaluation studies that have been carried out; indeed, these problems are so severe that relying on the results of these studies to guide policymaking could be dangerous. In our commentary, we first summarize the problems with existing evaluation research studies and review their conclusions. We then describe the findings from basic research studies as an alternative source of information to policy makers on bilingual education. Finally, we propose some implications for bilingual education policy.

Evaluation Research

Attempts to evaluate the effectiveness of bilingual education programs, such as the often-cited large-scale study by the American Institutes for Research (Danoff *et al.*, 1977a, b, 1978) and the Baker and de Kanter (1981) synthesis of smaller evaluation studies, have been criticized by many researchers (McLaughlin 1985 provides an even-handed and thorough review of the criticisms). These studies generally concluded that bilingual programs are no more effective in promoting English language and other school skills than alternative programs. The alternative programs most often included in the evaluation were 'submersion' programs, in which non-English speaking children are placed in regular, mainstream classrooms, perhaps with a few hours a week of ESL help. The lack of positive evaluation results has led opponents of bilingual education to argue for alternative instructional methods.

However, the lack of consistent findings in the evaluations, either for or against bilingual education, could result from either of the following states of affairs: (a) in reality, bilingual education programs are no better than alternative programs, and evaluation research accurately reflects this reality; or, (b) in reality, bilingual education programs are better than alternative programs, but the evaluation studies are doing a poor

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NABE News

Editor
Nancy Zelasko
Georgetown University
Bilingual Education Service Center
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 625-3540

Assistant Editor
Michael Mandel
T.C. Williams High School
Alexandria, VA

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Center for Multicultural Outreach
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(312) 890-8020

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SUNY at Buffalo
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(716) 636-2442

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San Jose United School District
1671 Park Avenue, Suite 1
San José, CA 95126
(408) 998-6112

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Nancy Zelasko
Georgetown University BESC
Suite 100, 2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 625-3540

Past President
Sarah E. Meléndez, Ed.D.
American Council on Education
Office of Minority Concerns
One Dupont Circle
Washington, D.C. 20036
(202) 939-9393

Parent-at-Large
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624 San Antonio Way
Sacramento, CA 95819
(916) 445-2872

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Myrella Lara
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105 Main Street
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The seventh East Coast Asian-American Education Conference will be held at New York University on May 9–10. The theme of this year's conference is "New Directions and New Hopes." For more information on the conference, please call (212) 598-2776/(212) 598-3612, or write to: New York University, 239 Greene Street, East Building, Room 229, New York, NY 10003.

Learning Styles: A New Approach to Teaching Limited English Proficient Students

by Emma Violand de Hainer, Theresa Bratt, SooJung Kim, and Barbara Fagan
Arlington, Virginia Public School System

> "Our experiences in studying and applying research on styles, teaching about styles, and listening to students and fellow educators talk about styles lead us to believe that style is the most important concept to demand attention in education in many years. STYLE IS AT THE CORE OF WHAT IT MEANS TO BE A PERSON. It is an old concept that has been explored for centuries, but recently infused with new energy and direction. It is essential to any educator's philosophy of education, and consequently it affects how we view our educational system. It touches on classroom practice, administration, and curriculum development. It relates to staff development and to students' study habits. It helps us to understand ourselves and trust that all students can learn. Perhaps most importantly, it calls upon educators to recognize actively that people are different, and these differences inevitably surface when people learn, teach, supervise, and develop programs."
>
> Guild and Garger, 1985

A TYPICAL CLASS

Picture yourself teaching a class of 20 or more limited English proficient students. It is the end of the period and you assign homework. You say "Please write a paragraph on your experience in learning a new language for our next class.... Are there any questions?" Immediately one student raises his hand. "Yes, Carlos." "Why do we have to write a paragraph on learning a new language?" Some students are taking notes on the assignment. One student asks, "I know what to do, but how long do you want the paragraph to be and do you want us to write on our experiences in a new language or a second language?"

You repeat, "Write on learning a new language. Are there any other questions?" You hope no one has any more questions because the bell is about to ring. Looking around, you notice some students asking their peers what to do, while others have puzzled looks on their faces.

Finally, the bell rings and two students stay behind. One quietly asks "What do I have to do?" The other asks "Could I write a paragraph on the differences I experienced learning Spanish and English? They are different, you know." You start wondering why students have to make things so complicated....

As educators of limited English proficient students we need to be aware that our students have preferences for the way they perceive or process a learning task. These preferences are a result of the complex interactions of age, educational experience, and cultural background. As is the case with native English speakers, limited English proficient students approach learning as total human beings. Their academic success is influenced by emotional, biological, psychological, and cultural factors.

Learning styles research reaffirms the notion that no matter what is observed it is always relative to each individual's frame of reference (Gregorc, 1982). According to Ramírez and Castañeda (1974), variability in learning styles is produced by differences in the sociocultural system of home and community; and, in turn, these differences produce the preferred mode of communication, perception, human relations, problem solving, and incentive and motivational styles.

The high school curriculum in the U.S. relies on abstract conceptualization and reflective observation which is not appropriate for some limited English proficient students. Recognition of this discrepancy has led the staff of the Arlington County Public Schools to reconsider their delivery of instruction.

The purpose of this article is to share some innovative staff development and instructional approaches in the Arlington Public School System which accommodate the differences in learning styles found among our students. More specifically, the article illustrates **Why** and **How** Arlington Public Schools ESL teachers came to adapt their instructional approach to the various learning styles they encounter in their increasingly diverse and changing student body.

THE CASE OF THE ARLINGTON PUBLIC SCHOOLS

RATIONALE

The number of secondary school age language minority students quadrupled in the past decade. As a result, our school system staff instituted programs, developed curriculum materials, and trained teachers to work with limited English proficient students. We had several *successes* and our program was mentioned as "one of the best in the Nation" (*The Washington Post*, March 1984). Many of our students excelled after exiting the program. As we marveled at the progress of many students, we also became aware that there was a segment of our population that was not as successful. The problem *was accentuated* as the number of students who were deficient in previous schooling increased significantly during the past three years. At this time approximately 70% or 506 students out of 726 are at least one year deficient in schooling in their native country.

These "special needs" students were taking longer than the average two years to exit the program and be totally mainstreamed. They were starting to have attendance problems after one or two years in high school. We realized that something should be done to address the needs of those students who were deficient in previous schooling and who therefore were potential "dropouts."

Arlington applied for and received Title VII funds to work with these "special needs" students. Materials were adapted.

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LEARNING STYLES

(Continued from page 3)

curricula were developed, and the student/teacher ratio was lowered. Instruction was integrated by having one teacher teach these students for a three period language arts block. Other teachers instructed them in content areas such as math and social studies.

The students progressed well, and their academic performance improved in reading, writing, and math. In addition, we became aware of other "special needs" students who were not attending classes regularly. Thus, an attendance project was instituted, and students and parents were counseled. We found that these students were not motivated to attend school. In an effort to understand WHY they were not motivated, a group of 20 Hispanic students were evaluated using the Learning Style Inventory by David Kolb (1985). The results clearly showed that 92 percent of this group were oriented toward concrete experiential and active experimentation than to reflective observation and abstract conceptualization.

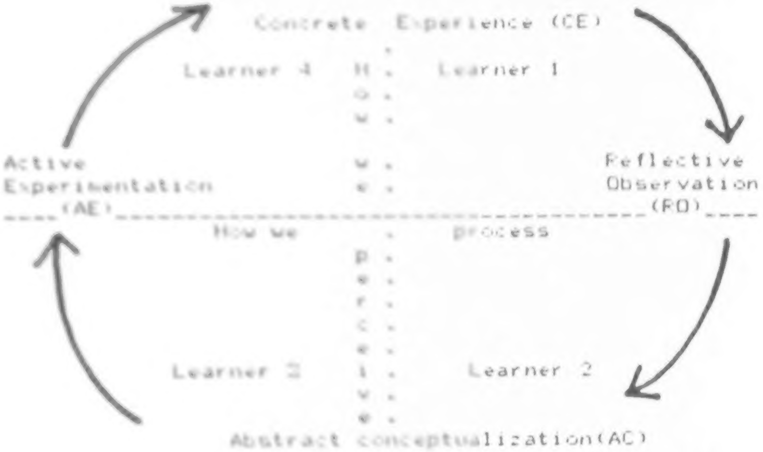
These students preferred to be involved in experiences dealing with immediate human situations in a personal way. They emphasized "feeling" as opposed to "thinking," and "a concern with what really works and complexity of present reality as opposed to theories and generalizations." They were intuitive rather than systematic in their approach to problem solving, and they were more pragmatic with what works as opposed to "absolute truths." These students were interested in "real life application" of the concepts they were learning.

These Hispanic students, given their past experiences and learning styles, wanted to have instruction that was more concrete and experiential. Thus, in an effort to respond to the needs of this changing population, different instructional approaches had to be integrated into the delivery of instruction. Staff needed to change the approach they used when instructing students, rather than the concepts that they were teaching. Consequently, a comprehensive staff development program was initiated that incorporated workshops and courses with a group of dedicated professionals who were willing to try new approaches in their classrooms.

We will describe staff development and classroom applications that weave the concept of learning style differences in our ESL instruction following the conceptual framework.

CONCEPTUAL FRAMEWORK

There is a diversity of learning styles models and instruments (Keefe, 1979). We chose David Kolb's learning style model because of the availability of an excellent classroom application of the model by Bernice McCarthy (1981) in the *4MAT System of Teaching to Learning Styles with Right/Left Mode Techniques*. Kolb states that "it is the combination of how people perceive and how people process that forms the uniqueness of learning style." By combining the two dimensions of *concrete experience (CE)* and *abstract conceptualization (AC)* with the two dimensions of *active experimentation (AE)* and *reflective observation (RO)*, Kolb found that people fall into one of four categories. The model is illustrated as follows (McCarthy, 1980):



An effective learner has to shift from getting involved (CE) to listening (RO) to creating an idea (AC) to making decisions (AE). Early in life a child develops more skill in some of these learning skills. As a result, the person has developed a learning style.

In the example of the typical class described in the beginning of this article, questions students raised reflected aspects that needed to be clarified in order for them to understand and carry out their assignment. The behavior of the students reveals the characteristics of their differing learning styles.

DIFFERENCES IN LEARNING STYLES

Based on the application of Kolb's model to K-12 education, McCarthy (1980) describes the learners of each of the four styles as follows:

Style One: "innovative learners" seek meaning and have a need to be involved personally. They perceive information concretely and function through social interaction. Also, they are divergent thinkers who believe in their own experience. Their favorite questions are "Why or why not?"

Style Two: "analytic learners" seek facts and have a need to know what experts think. They perceive information abstractly and learn by thinking through ideas. They function well in traditional classrooms, and their favorite question is "What?"

Style Three: "common sense learners" seek usability and have a need to know how things work. They perceive information abstractly, learn by testing theories in practical ways, and function through inferences drawn from sensory experience. Their favorite question is "How does this work?"

Style Four: "dynamic learners" seek hidden possibilities and have a need to know what can be done with things. They perceive information concretely, learn by trial-and-error and self-discovery, and function by acting and testing experience. Their favorite question is "What can this become?"

After teachers had analyzed their own learning styles and become aware of

Continued on page 10

Teacher Talk

by Sheryl L. Santos
East Texas State University

High School LEPs: The Forgotten Minority

As proponents of bilingualism and bilingual education, we have had to "brawl" long and hard to ensure that our language-minority youngsters receive the educational services to which they are entitled. Across the United States, many elementary school students are enjoying the fruits of our advocacy. However, our plight is far from over. Not only must we renew our commitment to protect and maintain the gains we have made, but we must struggle even harder to ensure that bilingual services are extended to NES/LES students at the high school level. For the most part, high school LEP students seem to be a forgotten minority.

As we take a closer look at the makeup of the LEP population at the high school level we find much diversity. First of all, many students who enter American schools for the first time at the secondary level can neither read nor write in their native language. To assume otherwise is to do a great disservice to these students. In particular instances, many students entering from Cambodia (Kampuchea) or El Salvador are escaping from war and turmoil where schooling has just not been available to them. Others may be entering American schools from countries in which schooling was either too expensive for their families, too far from their homes, or just not accessible to them for any number of reasons. Some students may have had the opportunity of only a limited elementary school education, attending through the fifth or sixth grades, if that much.

Attending classes with the above-described population are U.S.-born minority-language pupils who may or may not have had the benefits of bilingual education in the elementary grades, foreign-born students who have had some prior bilingual training, and other recent immigrants and refugees with good basic skills in their native language but no knowledge of English.

In spite of their diverse backgrounds, home languages, basic skills, and prior academic training, these students are often "lumped" into one English as a second language class or program (if they are lucky) for several hours a day and are expected to compete against each other for grades and academic success.

In Dallas, Texas, for example, students enrolled at the secondary level receive only one or two periods per day of ESL. The rest of the day they attend classes with non-LEPs, taught by monolingual staff, and must compete for grades as though their lack of native language literacy skills did not pose any significant problems for them. Needless to say, failure is built into the system. To make matters worse, in Texas, recently-passed educational legislation prohibits any student from participating in extracurricular activities if he fails any academic subject. What a vicious cycle! Students fail due to lack of English language skills, and are then prohibited from interacting with native speakers in sports, band, clubs, etc., where in effect, they could be improving their English language skills so as to be able to pass their academic courses. Is this the definition of "Catch-22"?

My own research into the academic, social, and psychological aspects of secondary schooling for the limited-English student also revealed that most teachers do not make any special provisions for LEP students in their classes. Teaching techniques are not diversified. Along with a lack of cultural knowledge, an awareness about these students, there is a great lack of sensitivity toward them.

Of course, there are always those who care deeply and try very hard to salvage the students' self-esteem and intellectual and cultural integrity.

As schools across the nation strive to "upgrade" their standards by requiring students to pass graduation literacy tests, by increasing the number of graduation credits, by decreasing opportunities for electives, and by ignoring the special needs of the linguistically-different student, we too must begin to demand "excellence." As teachers, parents, and concerned advocates for LEP students, it is time we also demand that school districts "upgrade" their services to adolescent LEP students. We cannot afford to continue to allow our Hispanic students (and others) to drop out of school at alarming rates nationwide. They deserve to learn, to flourish, and to succeed. Our nation needs these bright, talented young people. Let us raise our voices—in many languages—to ensure that "equal educational opportunity" is more than a buzz word for Washington bureaucrats.

Teacher Talk welcomes your response to this column! How do you feel about this issue, or any other issue affecting language minoirities and bilingual education? Please let us hear from you. Write to: Dr. Sheryl L. Santos, Department of Elementary Education, East Texas State University, Commerce, Texas 75428.

NATIONAL ASSOCIATION
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1986

How NABE Works

by Nancy F. Zelasko, Chairperson
NABE Standing Committee on Rules

In this issue of NABE NEWS, the section of the *NABE Manual of Operational Procedures* which deals with Special Interest Groups is presented for the information of the membership.

7.01 SIGs—GENERAL

Special Interest Groups advise the NABE Executive Board and the membership on issues pertaining to the education of bilingual students and to those who work with these students. Special Interest Groups have been identified as important areas of concern within the field of bilingual education. Each SIG establishes goals for the year and brings the current issues of that SIG to the attention of the NABE members at large during the SIG presentations at the annual conference.

All members of the SIG must be current NABE members in good standing.

NABE will reimburse each SIG for expenses according to the formula of $1.00 per NABE member on June 30, with a minimum of $50 and a maximum of $500 per year. SIGs are permitted to engage in fundraising of their own, with the provision that 50% of the monies generated be contributed to NABE and the other 50% be retained by the SIG for operational purposes.

7.02 SIG FORMATION

In order to establish a new SIG, the following must be done:

1. The rationale for establishing a new SIG and its proposed goals must be submitted in writing to the NABE Executive Board.
2. The above rationale must be signed by at least 15 bona fide members of NABE.
3. The NABE Executive Board will take action on the request to establish the new SIG at the first duly called Executive Board meeting after submission.

7.03 SIG CHAIRPERSONS AND VICE CHAIRPERSONS

Each SIG shall have a Chairperson and Vice Chairperson. They shall be elected by a majority vote at the SIG business meeting held at the annual conference. The Vice Chairperson will assume the position of Chairperson for the following year.

The names, addresses and telephone numbers of the newly elected Chairperson and Vice Chairperson shall be submitted to the NABE President before the closing of the annual conference.

Candidates for SIG Chairperson and Vice Chairperson must be NABE members in good standing. Only bona fide members of NABE may vote for SIG Chairperson and Vice Chairperson.

7.04 RESPONSIBILITIES OF SIGs

1. To advise the Executive Board on issues relating to the area of interest of the SIG.
2. To submit one article per year to the NABE NEWS.
3. To prepare and submit an annual report for the Annual Conference Issue of NABE NEWS.
4. To meet with the Executive Board during the Annual Conference.
5. To hold a SIG Business Meeting during the Annual Conference.
6. To coordinate SIG Academic Sessions at the Annual Conference.
7. To submit minutes of the Business Meeting to the NABE Secretary within 10 days of the close of the Annual Conference.
8. To assist the Annual Conference Committee with the review and selection of papers to be presented at the Annual Conference.
9. To submit an annual report on SIG activities.
10. To send copies of all SIG correspondence to the NABE Central Office.
11. To request reimbursement of expenditures according to established formula.
12. To establish yearly goals and activities.

7.05 RESPONSIBILITIES OF NABE TO THE SIGs

1. Provide two sets of labels per year of members who have indicated a desire to become a member of the SIG.
2. To provide each SIG having more than 200 members with one bulk mailing at NABE expense per year.
3. To reimburse each SIG for expenses, using the formula of $1.00 per NABE member as of June 30 of each year, with a minimum of $50 and a maximum of $500.
4. To stagger the schedule of SIG presentations and business meetings during the annual conference to avoid scheduling conflicts.

7.06 SIG TIMELINE

The following is the timeline for SIG activities:

Feb. 15—Submit articles for Spring Issue of NABE NEWS (Research, Secondary Education and Global Education)

Annual Conference—Hold SIG Business Meeting (elect officers), meet with Executive Board, and coordinate SIG academic sessions

10 Days After Annual Conference—Submit minutes of Business Meeting and submit Activity Report for Annual Conference Issue of NABE NEWS

May 15—Submit articles for Summer Issue of NABE NEWS (Special Education, Early Childhood, and Adult Education)

August 15—Submit articles for Fall Issue of NABE NEWS (Elementary Education, Students, and Migrant Education)

November 15—Submit articles for Winter Issue of NABE NEWS (Parents, Higher Education and Vocational Education)

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"From Theory To Practice"

Language Learning and Academic Success in Multi-Lingual Classrooms

by Linda New Levine, Ph.D.

Academic success in schools is closely related to the child's level of language competence and reading ability. Teachers frequently face classrooms where children of mixed language ability, reading ability, and learning style are seated side by side. How can teachers be assured that each of these children will have opportunities for academic success?

One answer to the problem is to provide students with a variety of learning environments and a variety of teachers by encouraging cooperative learning strategies among the multi-lingual and multi-level students in the classroom. Cooperative learning strategies, whereby students work together to meet a learning objective, enable children to learn from their peers. Teachers can more successfully provide each student with appropriate learning opportunities by grouping students for the purpose of completing specific performance objectives.

Grouping can be accomplished through a variety of classroom management models depending on teacher preference, student age and impulse control, and the amount of teacher control necessary for the student population. Some suggested models include the following:

1. A daily teacher-centered lesson is followed by a time-limited and specific small group activity. Students come together as a class group at the end of the lesson to share the results of the work assignments. The teacher floats among the small groups monitoring the work assignments and offering input. This is a model useful for young children with poor impulse control, or children just beginning to learn how to work in groups.

2. A teacher-centered lesson is conducted one day a week and followed by specific small group activities which continue over a several day period. Again, students rejoin the large group to share the results of work assignments at the end of the small group sessions. The teacher acts as a resource to students, floating from group to group and offering input. This is a good model for older learners, students with good impulse control, and for children who have learned to work well in small groups.

3. A combination of the first two models may be used for a class containing a combination of mature and immature students, the gifted, and the learning disabled. Language learning students may fall into all of these categories just as native English speakers do. For a mixed group such as this, longer termed research assignments or projects may be assigned to a section of the class while another group works on daily time-limited, specific learning tasks. The teacher can then exert greater control and direction over one group of children while allowing the second group of children greater freedom to direct their own learning.

To group effectively, the teacher must consider each child's learning style as well as his/her level of ability. Visual and kinesthenic learners can be grouped separately with specialized tasks assigned to each group. These learners may also be grouped together with learning objectives assigned which will call upon the specialized talents of each child. For example, a long-term project requiring the preparation of a biography of Benjamin Franklin may require children who read, write, and can do research as well as children who can illustrate the project and create an attractive cover.

On the whole, newly arrived second language learners do better when grouped with mature students with good impulse control. Even though the English ability level of the mature student may be above that of the recently arrived child, these mature students provide better language and behavior models for the limited English speaker and help to improve the child's self esteem.

Children at both the elementary and the secondary level should be taught to work in small groups in a structured way. In the beginning a great deal of teacher direction is required. It is necessary to:

1. set *definite time limits*—begin with five to ten minute intervals, and

2. set *specific task objectives*. You may ask children to make a list of opposites of the five words written on the blackboard, or to create a summary paragraph of a filmstrip.

Each small group assignment should result in a *product* such as a time line, a poster, or a summary paragraph in the group notebook.

Furthermore, the product should be shared with an *audience*. The audience may be the other groups in the class, parents, or the principal. It's important, however, that group work is viewed as purposeful activity on the part of all group members.

Assignments for small group work can, and should be, as varied as possible. Accept non-verbal responses initially from limited English students which indicate that they understand the concept: sketches, diagrams, flow charts, time lines, equations, and tables. The visual representations can be explained by more verbal English speaking peers.

Younger children may work in pairs to complete one math ditto together, follow a pattern for bead stringing, follow the dots, or create one picture to illustrate a teacher's story and label it.

Older learners can watch filmstrips together in order to identify five new

Continued on page 16

NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you wold like to share successful methodologies with your colleauges, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31-10 Thomson Avenue, Long Island, NY 11101.

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President Reagan's FY 1987 Proposed Budget for Federal Education Programs

by James J. Lyons, NABE Legislative Counsel

The Fiscal Year (FY) 1987 budget President Reagan sent to Congress on February 5th calls for a 17 percent cut in federal support for education. The proposed budget would reduce budget authority for education programs to $15.2 billion, $3.2 billion less than Congress approved for FY 1986, and $2.5 billion below the amount left for education after the automatic budget cuts take effect March 1 under the Gramm-Rudman-Hollings balanced budget law.

The cuts in federal education aid are part of the President's overall budget proposals to reduce the federal deficit while increasing defense spending. The President's budget projects total federal outlays of $994 billion and a total deficit of $143.6 billion, just under the $144 billion limitation set by the Gramm-Rudman-Hollings Act. At the same time that many federal domestic programs would be eliminated or cut, defense spending would rise to $282 billion, a 12 percent increase over existing budget authority.

Bilingual Education Programs

Funding for ESEA Title VII, the Bilingual Education Act, was spared from the President's proposed budget cuts. For FY 1987, the administration proposes to fund Title VII at $143 million, $3.9 million more than Congress appropriated in FY 1986. At the same time, however, the President has asked Congress to eliminate support for Bilingual Vocational Training (BVT) under the Vocational Education Act. The zero-funding of the BVT program, funded at $3.7 million in FY 1986, is part of a massive proposed reduction in support for vocational education programs. In FY 1986, Congress appropriated $849.6 million for vocational education; for FY 1987, the President has proposed $408.1 million, a 52 percent reduction.

Programs for Elementary and Secondary Language-Minority Students

Several important programs for K-12 language-minority students would be eliminated under the President's budget proposals.

- The $24 million Training and Advisory Services program authorized under Title IV of the Civil Rights Act of 1964 would lose $7 million in FY 1986 funding under a proposed rescission; it would be totally eliminated in FY 1987.
- The $30 million Immigrant Education program would be eliminated under a total rescission of FY 1986 funds.
- The $7.5 million Follow Through program would be ended in FY 1986 through a proposed rescission.

State education agency grants Chapter 1 to serve migrant students would be cut by more than $50 million to $202 million in FY 1987. According to the Education Department's budget proposal, this cut "assumes congressional enactment of legislation to reduce, from 5 to 3 years in 1987 and then to 2 years in 1988, the time for a formerly migrant child is considered 'migrant' for the purpose of allocating funds and receiving services."

Despite the proposed reduction in state education agency programs for migrant students, the Administration has proposed level-funding of the Chapter 1 compensatory education program. Under the President's budget, FY 1987 funding for Chapter 1 would come to $3.68 billion, the same amount appropriated by Congress for FY 1986 and approximately $159 million more than will be available after the automatic Gramm-Rudman-Hollings reductions take effect in March.

Indian Education Programs

The President's budget request proposes a fundamental reorganization of Indian Education programs. According to the Education Department's budget justification document:

> The Department of Education would assume responsibility, now carried out under the Indian Education Act and DOI's (Department of Interior) Johnson-O'Malley Act, for assisting local educational agencies to improve educational opportunities for Indian children. This would be accomplished under a new State Formula Grant program. The Department's assistance to Indian-controlled schools and its Indian post-secondary student assistance activities would be terminated, as these responsibilities would be consolidated under the Department of the Interior.

The Education Department's budget document reflects an $8.7 million increase in FY 1987 funding for the Indian programs which it would administer under the reorganization proposal. The document states that:

> ...the net effect of these [proposed reorganization] policies is to keep total funding for the affected Indian education programs in the Departments of Education and the Interior at approximately the 1986 enacted level.

The Appendix to the President's budget, however, projects a substantial cut in funding for education programs currently administered by the Interior Department's Bureau of Indian Affairs (BIA). According to the Appendix, funding for BIA education programs would be cut from $269.8 million in FY 1986 to $217.3 million in FY 1987, a reduction of $52.5 million.

Other Elementary and Secondary Education Programs

Under the President's proposed budget, FY 1986 funding for special education programs would be cut approximately $44 million through rescissions, and FY 1987 funding would be $50 million less than pre-Gramm-Rudman-Hollings FY 1986 levels.

The Administration also proposes to use rescissions to eliminate the following programs in FY 1986:

- the $2.5 million Excellence in Education grant program;
- the $6 million Women's Educational Equity Act program;
- the $5 million general assistance program for the Virgin Islands; and
- the $1.7 million Ellender fellowship program.

Continued on page 10

PRESIDENT'S BUDGET

(Continued from page 9)

Higher Education Programs

In dollar terms, higher education programs would be the big losers under the President's proposed budget. Pell Grants would be cut from $3.6 billion to $3.2 billion. Supplemental Educational Opportunity Grants and Work-Study aid, which together were funded at slightly more than $1 billion in FY 1986, would suffer a $200 million rescission in FY 1986 and another $360 million cut in FY 1987 when they would be consolidated into a single campus-based student aid program.

FY 1987 funding for the Guaranteed Student Loan Program would be cut by almost $1 billion from its current $3.3 billion level. The reduction would entail eliminating the federal subsidy for loans while a student is in school and existing payment deferral provisions as well as tightening eligiblity for loans.

Postsecondary programs for disadvantaged students would be particularly hard hit under the President's proposed budget.

- The $6 million High School Equivalency Program for migrants would be terminated in FY 1986 through a total rescission;
- The Talent Search, Upward Bound, and Educational Opportunity Centers and Staff Training programs, funded at more than $100 million in FY 1986, are the target of a $51 million rescission in FY 1986; and the three programs would be consolidated in FY 1987 in a new $42 million program.
- The $1.2 million College Assistance Migrant Program would be terminated in FY 1986 through a total rescission, and a new $40 million Special College Services Program is proposed for FY 1987 to take the place of the existing $70 million Special Services in College Program.

The President's budget, through total rescissions, also proposed to terminate in FY 1986 the following postsecondary programs (pre-Gramm-Rudman-Hollings FY 1986 funding level shown in parentheses):

- International Education and Foreign Language studies ($32 million)
- Cooperative Education ($14 million)
- Graduate and Professional Opportunity Fellowships ($11.8 million)
- Public Service Fellowships ($2.5 million)
- National Graduate Fellowships ($2.5 million)
- Legal Training for the Disadvantaged ($1.5 million)
- Law School Clinical Experience ($1.5 million)
- Assistance to Guam ($.5 million)
- Center for Excellence in Education ($6 million)

Finally, library programs, currently funded at $127.5 million, would be cut by $33 million in FY 1986; and all six federal library programs (Public Library Services, Public Library Construction, Interlibrary Cooperation, Library Literacy programs, Training and Demonstrations, and Research Libraries) would be terminated in FY 1987.

Outlook

While a Federal court has struck down the automatic budget reduction procedures for FY 1987 and subsequent years provided under the Gramm-Rudman-Hollings act, the constitutionality of the act's automatic budget cutting procedures won't be finally decided by the Supreme Court until later this Spring. Meanwhile, Congress will be working on a budget resolution which means the $144 million deficit target for FY 1987.

House Budget Committee Chairman William Gray (D-PA) has predicted that the President's proposed budget will create "chaos" in Washington. So far, Chairman Gray's prediction is right on the mark.

Bipartisan pressure to preserve domestic programs and to reduce defense spending appears to be growing. Nevertheless, President Reagan insists that his budget priorities are correct, and he steadfastly opposes a tax increase to reduce the deficit.

One way to cut through the Washington "chaos" is to make your views on federal budget priorities known to your elected representatives in the House and Senate. NABE will, of course, work for adequate funding for education programs serving language-minority students. But NABE's efforts are not a substitute for your personal involvement in the federal budget process. Now is the time to write to your Representative and your two Senators!

LEARNING STYLES

(Continued from page 4)

their approach to teaching, they felt the need to adapt their instructional approach to the differing needs of their students.

STAFF DEVELOPMENT

Once the staff recognized the need for adapting our curriculum to different learning styles described above, staff development was implemented resulting in cooperation and collaboration among teachers and staff in accommodating their students' differing learning styles.

For the research on learning styles to have classroom application, teacher training must be both thorough and ongoing. The training must reflect the research in order to be effective. Teachers must know what the research is, why this research can be helpful to them, how they can use the research in lesson design, and how they can integrate their students' learning with their own experience.

In our department, teacher training has been done on a countywide, K-12 basis. The training has been conducted in large and small group sessions which have been either intensive or extensive in nature depending upon the degree of skill of the audience.

Initial training was done in a three-hour "awareness" workshop. Participants discovered for themselves what their learning styles were and were given a brief presentation on learning styles research. Follow-up workshops included more in-depth presentations on both learning styles research and left/right brain research.

Staff members who had tried out the model in their classrooms presented their lesson designs. Ensuing discussions explored the difficulties they encountered in writing objectives and activities for all four learning styles. Most teachers felt comfortable presenting concepts and practice activities. Most indicated that they didn't spend sufficient time on motivation activities and little, if any, time on application. However, all teachers felt that using this model allowed them to plan more effectively on an individual unit and on a daily basis. These comments and concerns formed the basis for future workshops.

Intensive training for refinement and integration was done through two means. Three staff members were selected to attend a week-long seminar on the 4MAT technique. In turn, these staff members trained other staff members through a one-credit course offered by the George Washington University Title VII Training Project. These staff members are now implementing the model in their classrooms. At the conclusion of this course, a learning styles technical team was formed. This team is composed of teachers interested in finding ways to see this model reflected in program curricula. They are in the process of writing a guide "From Teachers to Teachers," sponsored by the Center for Language Education and Research. Research in the classroom evaluation of learning styles of Hispanic and non-Hispanic high school students will also be conducted this Spring as a part of one of the writers' doctoral dissertation.

CLASSROOM APPLICATION

Teachers who want to integrate learning styles in their daily teaching need to include in their lesson a progression through the learning cycle which includes all four learning styles. The role of a teacher changes throughout the lesson or unit. At times the teacher is a motivator; at other times, a "teacher," a coach, or an evaluator.

To illustrate the 4MAT learning styles system as adapted to an intermediate ESL class, Barbara Fagan, a secondary teacher in the Arlington Public Schools, developed the following lesson plan which incorporates the four learning styles.

TOPIC: THE CONSTITUTION

Concept: To understand the importance and responsibilities of the three branches of the federal government.

Motivation: In quadrant one, the primary emphasis is on giving the students a reason for learning about the topic. Students need to be involved in what they will be learning and if it is a new concept, they may need to experience it so they can later relate to it. Students can role-play delegates at the Constitutional Convention and pretend that they represent the different interests of the states at that time; for example, delegates from the northern, southern, large and small states. By trying to write laws for the Constitution that will help their states, the students will soon see that things were not getting accomplished because of arguments. Upon reflection about what they just role-played, students will learn about compromise and the important part it played in writing the Constitution.

This quadrant is a most important one in the learning process since it provides the foundation for further learning about the topic. The students will need to remember what they have learned about the experience of being at a convention as they continue with the lesson.

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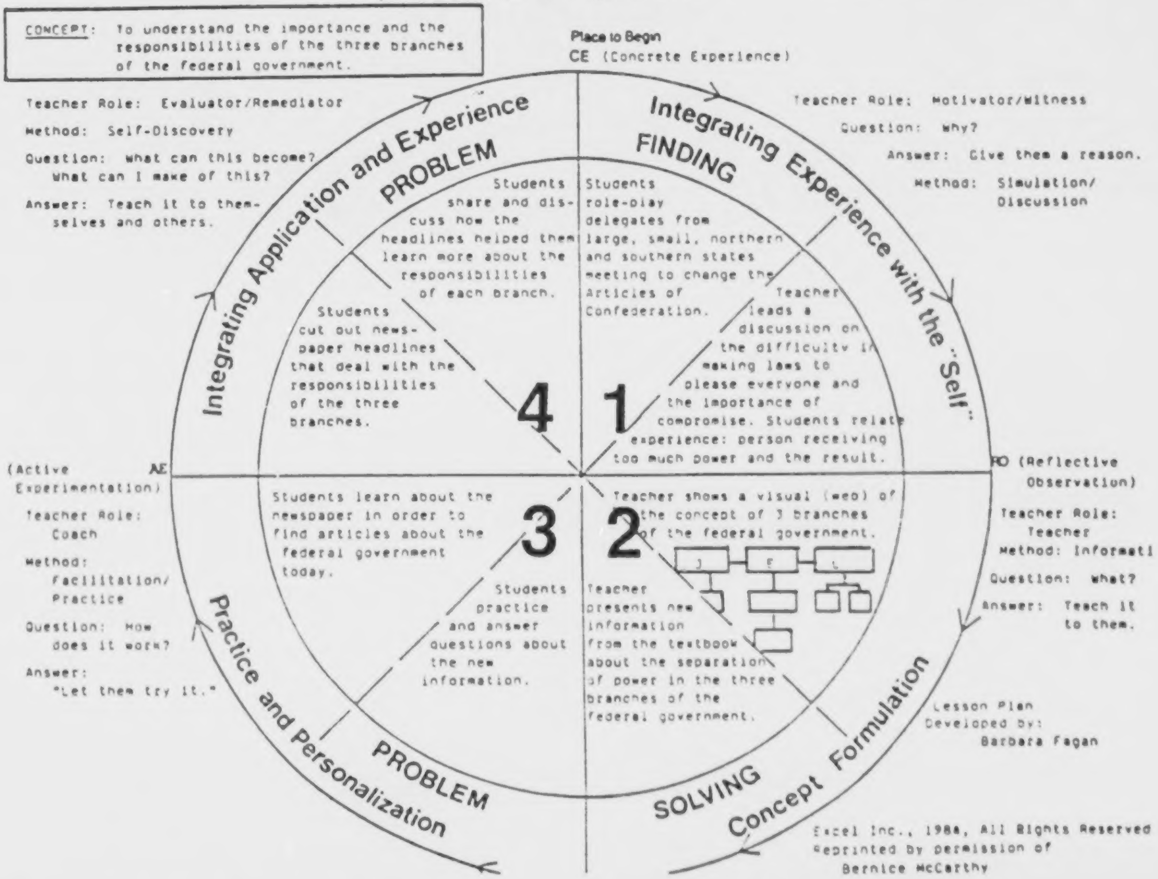
The Complete 4MAT System Model


CONCEPT: To understand the importance and the responsibilities of the three branches of the federal government.
Place to Begin
CE (Concrete Experience)
Teacher Role: Motivator/Witness
Question: Why?
Answer: Give them a reason.
Method: Simulation/ Discussion
Integrating Experience with the "Self"
FINDING
Students role-play delegates from large, small, northern and southern states meeting to change the Articles of Confederation.
Teacher leads a discussion on the difficulty in making laws to please everyone and the importance of compromise. Students relate experience: person receiving too much power and the result.
1
RO (Reflective Observation)
Teacher Role: Teacher
Method: Informati
Question: What?
Answer: Teach it to them.
2
Teacher shows a visual (web) of the concept of 3 branches of the federal government.
J
E
L
Teacher presents new information from the textbook about the separation of power in the three branches of the federal government.
Concept Formulation
SOLVING
Lesson Plan Developed by: Barbara Fagan
Excel Inc., 1984, All Rights Reserved
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3
Students learn about the newspaper in order to find articles about the federal government today.
Students practice and answer questions about the new information.
PROBLEM
Practice and Personalization
(Active Experimentation) AE
Teacher Role: Coach
Method: Facilitation/ Practice
Question: How does it work?
Answer: "Let them try it."
4
Students cut out newspaper headlines that deal with the responsibilities of the three branches.
Students share and discuss how the headlines helped them learn more about the responsibilities of each branch.
PROBLEM
Integrating Application and Experience
Teacher Role: Evaluator/Remediator
Method: Self-Discovery
Question: What can this become? What can I make of this?
Answer: Teach it to themselves and others.

BEST COPY AVAILABLE

LEARNING STYLES

(Continued from page 11)

Information: Before new information is presented on the division of power in the federal system, the students relate an experience they once had with a person who suddenly assumed too much power; for example, an older brother or sister, a captain of a team, etc. This will enable them to see why the federal government is divided into three branches so one part will not become too powerful. The teacher presents the lesson on the division of power in the federal government using visuals (webs, for example) to help reinforce the responsibilities of each branch.

Throughout this quadrant the teacher will be asking students to interpret what they have just learned or read in the text about this topic. This can be accomplished through comprehensive questions and by asking students to restate what they had just learned in their own words. Students will also be asked to compare what they have just learned to events they have also experienced about groups or clubs that are similar in their organization to the federal government.

Practice: Students reinforce their understanding of the topic by completing text and workbook questions on the topic. They soon will see how checks and balances is another way to describe the separation of powers. The teacher may also read various problem situations describing one branch of the federal government and the students will respond by finding the responsibilities of another branch which prevents one branch from assuming too much power. Students also need time to start "personalizing" what they have just learned by seeing how it relates to their present-day lives. Students are asked to bring in a daily newspaper for a future project. The teacher will spend a class period reviewing or teaching the main sections of the newspaper and the types of information that can be found in each section. Students can complete a chart or worksheet that lists the various sections of the newspaper to make certain they can handle the next assignment.

Application: Here is where the students transfer what they have learned in the classroom to a real-life experience so they can understand the importance and relevance of what they have just learned. The students will clip headlines and read paragraphs of the articles in the newspaper that describe the responsibilities of the three branches of the federal government. This is an excellent opportunity for students to make inferences from the headlines that describe the responsibilities of each branch; for example, "Reagan Meets Russian Leader," is describing the President's duty to meet with other world leaders. When students share their poster with others, they will have the chance to apply to their everyday life what they have learned about the federal government in class.

CONCLUSION

Based on our experience with the learning styles, problems and achievements of limited English proficient students, we believe that different teaching approaches need to be integrated into the instructional program in order to improve the educational achievement of language minority students. By continuing to analyze the learning styles of limited English proficient students, we will better understand the educational problems they experience. We firmly believe that this better understanding will allow us to improve the delivery of instruction which, in turn, will give our language minority students a much greater opportunity for school success.

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*EXCEL, Inc.
200 West Station Street
P.O. Box 706
Barrington, IL 60010
(312) 382-7272
Bernice McCarthy, PhD., Director

JOBS AVAILABLE

Project Director/Special Education Grant: full-time position under three-year grant, opening June 1, 1986. Responsibilities cover design and implementation of bilingual/special education training project, including field decisions regarding course content, student placement and guidance, consultation with local school systems and program evaluation. Candidates must have extensive experience in bilingual education and in the issues related to handicapped children of limited English proficiency. Position offers salary, tuition and benefits. For further information contact Dr. Amy Mazur, Department of Special Education, George Washington University, (202) 676-6174.

Research Assistant/Special Education Grant: research-based position under 3-year grant, opening June 1, 1986. Responsibilities include administrative and research support to bilingual/special education assessment training project. Candidates must have a BA and experience in one or more of the following areas: Education, ESOL, Bilingual Education, Special Education. Position offers salary, tuition and benefits. For further information contact Dr. Amy Mazur, Department of Special Education, George Washington University, telephone (202) 676-6174. George Washington University is an equal opportunity employer.

NABE Board Takes Action on Resolutions

Sixteen resolutions were passed by the NABE membership at the General Membership Meeting held at the annual conference in San Francisco, California on March 15, 1985. The action taken by the NABE Executive Board on each resolution appears below:

Number 1: Be it resolved that

The National Association for Bilingual Education oppose the President's Fiscal Year 1986 Budget proposals for the Bilingual Education Act;

The National Association for Bilingual Education oppose any proposals—budgetary or legislative—which would fundamentally alter the priorities and programs established for the Bilingual Education Act by Public Law 98-511;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the President's Fiscal Year 1986 Budget proposals for the Bilingual Education Act;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject all proposals, budgetary and legislative, which would alter or restructure the Bilingual Education Act as reauthorized and revised by Public Law 98-511;

The National Association for Bilingual Education strongly recommend that the U.S. Congress appropriate sufficient funds—a minimum of $176 million for Fiscal Year 1985 (to be accomplished through a supplemental appropriation) and $200 million for Fiscal Year 1986—to implement the revised Bilingual Education Act.

NABE Executive Board Action: Congressional testimony to this effect was presented by President Meléndez. Legislative Counsel Lyons worked throughout the year to ensure the fulfillment of this resolution.

Number 2: Be it resolved that

The National Association for Bilingual Education support responsible action to reduce Federal spending and the Federal budget deficit;

The National Association for Bilingual Education oppose proposals to cut Federal domestic spending on programs which provide education, work, and life opportunities to language minority and other disadvantaged persons;

The National Association for Bilingual Education support reasonable proposals to reduce defense spending;

The National Association for Bilingual Education strongly recommend that the U.S. Congress develop a more "balanced" Federal budget—more balanced fiscally and more balanced in terms of national needs and priorities;

The National Association for Bilingual Education strongly recommend that the U.S. Congress develop a Federal budget that does not subordinate the health, education and welfare of the American people to the government's defense or international interests.

NABE Executive Board Action: Congressional testimony to this effect was presented by President Meléndez. This resolution has guided the activities of Legislative Counsel Lyons throughout the year.

Number 3: Be it resolved that

The National Association for Bilingual Education oppose the Administration's proposals to cut spending for Federal elementary and secondary education programs;

The National Association for Bilingual Education oppose the Administration's proposals to establish Tuition Tax Credits for the parents of children attending private elementary and secondary schools;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the Administration's proposals to cut spending for Federal elementary and secondary education programs;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the Administration's proposals to establish Tuition Tax Credits for the parents of children attending private elementary and secondary schools.

NABE Executive Board Action: Congressional testimony to this effect was presented by President Meléndez. Legislative Counsel Lyons has apprised Members of Congress of NABE's position on the matters covered by this resolution.

Number 4: Be it resolved that

The National Association for Bilingual Education oppose the proposed English language constitutional amendment;

The National Association for Bilingual Education oppose any legislation—Federal, State or local—which restricts the civil rights, civil liberties, or life opportunities of language-minority Americans;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the proposed English language constitutional amendment;

The National Association for Bilingual Education strongly recommend that federal, state and local lawmakers reject all legislative proposals pertaining to language which restricts civil rights, civil liberties, or life opportunities in the United States.

NABE Executive Board Action: The Chair of the Socio-Political Concerns Committee and NABE's Legislative Counsel have worked with other individuals and organizations to oppose federal and state legislation which would restrict the civil rights, civil liberties, and/or life opportunities of language-minority Americans.

Number 5: Be it resolved that

The National Association for Bilingual Education support efforts to maintain the focus of the Higher Education Act on student access to quality postsecondary education;

The National Association for Bilingual Education support efforts to strengthen, improve, and expand the Higher Education Act through legislative reauthorization;

The National Association for Bilingual Education strongly recommend that the U.S. Congress take into account the critical postsecondary education needs of language-minority Americans and the institutions they attend when it reauthorizes the Higher Education Act.

Continued on page 14

ACTION ON RESOLUTIONS

(Continued from page 13)

NABE Executive Board Action: Legislative Counsel Lyons apprised the appropriate House and Senate authorizing committees of NABE's specific interests in legislative reauthorizing the Higher Education Act.

Number 6: Be it resolved that

The National Association for Bilingual Education work with each affiliate to establish a procedure which includes special rates for joint membership in NABE and the affiliate organization.

NABE Executive Board Action: NABE is presently piloting a joint NABE/Affiliate dues project in California. The topic has been placed on the agenda for the Board Meeting and Delegate Assembly to take place in April 1986. An official policy will be forthcoming.

Number 7: Be it resolved that

The National Association for Bilingual Education goes on record to raise a posture of national concern, with respect to the rights of the Nation's LEP population amidst the educational reform movement; such posture is to be represented by the NABE Executive Board and disseminated to the President, the U.S. Congress, and the Education Commission of States and the Secretary of Education, as well as the general public at large by way of a press release.

NABE Executive Board Action: The object of this resolution was met through the testimony of President Meléndez which was reprinted in the *Congressional Record* by Congressional Hispanic Caucus Chairman Bill Richardson and through the on-going work of Legislative Counsel Lyons.

Number 8: Be it resolved that

The National Association for Bilingual Education encourage teacher training institutes, curriculum developers, bilingual education specialists, etc., to promote, include, and emphasize higher order skills in all the learning experiences of bilingual education and LEP students;

The National Association for Bilingual Education maximize the use of the mass media at local, state and national levels to promote and give exposure to the vast contributions that bilingual education has made in such areas as research, curriculum and material development, academic expertise, professional organizations, and so forth;

The National Association for Bilingual Education continue to seek financial support from local, state and federal agencies to establish viable networking systems in order to reinforce and enhance bilingual/multicultural education efforts at all levels.

NABE Executive Board Action: The Media Watch Committee has been asked to look into this matter.

Number 11: Be it resolved that

The National Association for Bilingual Education oppose the President's Fiscal Year 1986 Budget proposals for the Johnson O'Malley Act;

The National Association for Bilingual Education strongly recommend that the U.S. Congress reject the President's Fiscal Year 1986 Budget proposals for the Johnson O'Malley Act.

NABE Executive Board Action: Legislative Counsel Lyons apprised Members of Congress of NABE's opposition to the President's Fiscal Year 1986 Budget proposals regarding the Johnson-O'Malley Act.

Number 12: Be it resolved that

The National Association for Bilingual Education advocate for legislation to create and fund developmentally appropriate bilingual multicultural early childhood/preschool programs.

NABE Executive Board Action: This resolution was communicated to the appropriate congressional committees by Legislative Counsel Lyons.

Number 13: Be it resolved that

The National Association for Bilingual Education advocate for training that is developmentally appropriate and linguistically and culturally relevant.

Be it further resolved that

NABE advocate that sufficient funds for such training be legislatively appropriated by state and federal agencies, i.e., public schools and Head Start; and NABE advocate for appropriate credentialling for all staff serving the preschool, early childhood populations.

NABE Executive Board Action: NABE has asked Legislative Counsel Lyons and State affiliates to work on this matter.

Number 14: Be it resolved that

The National Association for Bilingual Education cooperate with the National Association of Black School Educators in expanding educational opportunities for black and other minority students.

NABE Executive Board Action: NABE has written to NABSE indicating our desire to work cooperatively with them.

Number 15: Be it resolved that

The National Association for Bilingual Education urge the U.S. Department of Education to fund exemplary math, foreign language and science programs for LEP students.

NABE Executive Board Action: NABE has done this through its membership in the Joint National Committee on Languages (JNCL), which has advised the U.S. Department of Education of its support for these programs.

Number 16: Be it resolved that

The National Association for Bilingual Education focus its energy, influence and resources to ensure that both native-born LEP students and recent arrivals be included in ESEA, Title VII programs.

NABE Executive Board Action: All NABE communications have emphasized the needs of both native-born LEP students and recent arrivals for ESEA, Title VII services and programs.

Number 17: Be it resolved that

The Executive Board of the National Association for Bilingual Education consider adding a member to the executive board who is a SIG representative who will facilitate articulation and communication between the NABE SIGs and the executive board.

NABE Executive Board Action: The NABE Board has proposed an amendment to the Constitution to have the chair of each SIG be a member of the Delegate Assembly. In addition, each year, one member of the NABE Executive Board is assigned the duty of being the Board liaison to the SIGs.

Number 19: Be it resolved that

The National Association for Bilingual Education endorse the petition of the National Association of State Directors of Migrant Education to the U.S. Congress for the defeat of said discriminatory proposals by the Reagan Administration and that federal parity be continued for the nation's migrant population.

NABE Executive Board Action: NABE has conveyed its support to the National Association of State Directors of Migrant Education.

Why Join NABE?

by Verna Pastor, Chairman
NABE Membership Committee

Why join NABE? There are many reasons to join NABE.

The professional benefits are probably the most important ones to consider. The impact of networking with your cohorts and the gain of academic knowledge in the area of bilingual education deserve first consideration.

However, it is imperative to join NABE especially in these days when there are those persons who are taking insidious steps to undermine the structure which provides the cohesive base to support, continue, and further the ideology of bilingual education.

Every person who has a stake in bilingual education is going to have to stand up and declare their support. For without every person's support, NABE will no longer exist.

If NABE is not a strong national entity, with a strong national voice speaking to Washington, D.C., then bilingual education will be washed out to sea as surely as the sands on the beach are washed out to sea with each wave that comes in and goes out.

Take your stand now and declare your support for the good of our people and our children. Join NABE today!

A Message From The President

by Dr. Gene T. Chávez

It is indeed fitting that this year's conference theme is "Academic Excellence and Equity Through Bilingual Education." Academic excellence and equity are both goals of the National Association for Bilingual Education.

NABE draws from the mounting evidence in educational research which reveals that the academic failure trends among language minority children can be reversed. Bilingual education appears prominently as an instructional methodology and an educational intervention strategy which can be used to enhance the academic achievement and the learning disposition of language minority children. Language minority children must learn English to effectively participate in the learning process. Bilingual education holds a greater academic promise in meeting this goal.

NABE also draws from the growing evidence suggesting that meaningful interaction between informed language minority parents and their children, is a strong predictor of the child's academic success. Increased parental participation in the education of language minority children is not only desirable, but a must, if we are to reverse the academic failure trend among many language minority children.

Finally, NABE adheres to the common sense belief that bilingualism is an asset to any society. It is in the best interest of the United States, as a nation, to promote functional bilingualism among all its people.

As I have had the opportunity to travel across the United States visiting NABE's affiliates, I have been struck by the excellence in educational leadership that I have found from California across the nation to New York. The leadership of bilingual education through NABE's affiliates is providing excellent guidance in the area of programs to meet the needs of limited-English-proficient students. Also that leadership is forging ahead to what Carlos Cortez has called "challenges of the demographically changing future." I have seen excellence in our state organizations.

Perhaps the two most basic questions concerning the effectiveness of an organization are: 1) Is there individual commitment to the cause or causes of the organization? As I interacted with people involved in state conferences across the country this past year, I have had to answer that question in the affirmative. Not only is there individual commitment but there is in fact, corporate commitment to further the goals of academic excellence and equity across our land.

Another important question concerning the effectiveness of organizations is: 2) Are there effective coalitions being built across all associations dedicated to ensuring equity to those who make up the 'American tapestry'? Organizations that I visited demonstrated their ability to build coalitions across organizations.

Equity for language minority populations in this nation can only be assured by our direct involvement. Equity is not the same as equality. For many who are in power in this nation, equality means an equal chance to be poor. Equity must mean an equal chance to achieve when we as a society effectively deal with the obstacles that prevent some from having equity. Martin Luther King, Jr. talked about equity in terms of his dream. His dream was that "all children would be judged not by the color of their skins, but by the content of their characters." I would add my dream to that of Dr. King's. That is, that all children be not judged by what language they have not yet attained, but by the potential contribution they have to make if their language and culture is viewed as threads to weave an even finer tapestry that we call "America."

Oklahoma Cherokees Blast Proposed Title VII Regulations—U.S. English Supporters Deride Language Minorities

by James J. Lyons, NABE Legislative Counsel

The Department of Education received hundreds of letters from Cherokee Indian parents and educators in Oklahoma criticizing the Department's November 22, 1985 proposed Title VII regulations to implement the revised Bilingual Education Act. The Cherokee community's opposition to the draft regulations focused on definitions which could bar many Indian students from receiving Title VII services, and on other provisions which would limit the use of native language instruction in Title VII programs.

At the same time, U.S. English mobilized its members to write in support of the Department's draft Title VII regulations. Prior to the January 28th deadline for public comment, more than a hundred letters from U.S. English members and partisans were received by the Department.

In a February 12, 1986 article entitled "'Supporting' Comments Reveal Animosity Toward Ethnic Groups," *Education Week* reporter James Crawford noted:

> [A] review of the comments, as well as letters to Secretary of Education William J. Bennett, indicate that most of those expressing support for the department's policy oppose bilingual education in any form. Also, many express ethnic animosity toward language minorities, especially Hispanics.

An independent analysis of the U.S. English letters confirmed Mr. Crawford's observations; it also revealed that the vast majority of "supportive" letters received by the Department totally ignored the specific content of the proposed regulations.

August Hawkins (D-CA) and William Goodling (R-PA) the Chairman and ranking minority member of the House Education and Labor Committee, submitted extensive criticisms of the draft Title VII regulations as did Edward Kennedy (D-MA), Paul Simon (D-IL), Christopher Dodd (D-CT) and John Kerry (D-MA), minority members of the Senate Committee on Labor and Human Resources. Senator Pete Wilson (R-CA), however, sent the Education Department a letter generally endorsing the proposed regulations.

NABE, together with the National Council of La Raza, the Mexican American Legal Defense and Education Fund, the League of United Latin American Citizens, and the National Association for Latin Elected Officials, prepared detailed comments identifying numerous legal and policy defects in the draft regulations. The detailed criticisms developed by NABE and the other organizations identified above were cited by several other national organizations, including the National Education Association and the Leadership Conference on Civil Rights in their correspondence to the Department opposing the proposed regulations. Teachers of English to Speakers of Other Languages independently prepared comments criticizing the Department of Education's draft regulations.

In addition to U.S. English, two national organizations wrote letters of support for the Department's proposed Title VII regulations. They were: the American Association of School Administrators and the National Association of Secondary School Principals.

The Education Department is currently reviewing the public comments on the draft Title VII regulations. Meanwhile, staff of the Washington-based organizations which helped to develop the revised Bilingual Education Act are meeting with key Members of Congress to ensure that the Department's final Title VII regulations are revised to reflect the letter of the law and the intent of Congress.

THEORY TO PRACTICE

(Continued from page 7)

vocabulary words and create a one paragraph summary. Students can work on reading assignments together, answer questions, complete crosswords and cloze passages, conduct dictionary and library research, conduct experiments, make collages and mobiles, conduct interviews, plan meals, cook, and take photographs. The products of each assignment may be oral, written, or visual. Each task, however, will require interaction between mature English and English limited students. The result will be better communication skill development as well as concept formation on the part of all students in the class.

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Linda New Levine is editor of Elementary ESOL Education News, *the official publication of the Elementary Education Special Interest Section of TESOL.*

Certificate Program Offered

A Bilingual/Special Education Certificate Program is being offered by the Department of Special Education, George Washington University. The program is designed for individuals who currently serve bilingual special-needs children. The one-year, 4-course sequence begins in September 1986, and includes both clinical and research-based instruction. Topics include non-biased assessment and the assessment process, educational programming and intervention techniques, parent and legal issues, and current research and evaluation. Financial aid is available to eligible candidates. For further information contact Dr. Amy Mazur at (202) 676-6174.

Language and Educational Excellence Programs: Combining Language Education for Language Minority and Majority Students

At the Center for Language Education and Research (CLEAR) at the University of California, Los Angeles, we are involved in a project to help design, implement and evaluate language and educational excellence programs (LEEP). As part of our work, we would like to locate as many LEEP programs as possible in order to assemble a directory of language and educational excellence programs. We would very much appreciate hearing from you if you know of any such programs in existence or if any school you know about is thinking about establishing such a program.

What is a language and educational excellence program?

There are many names emerging for language and educational excellence programs such as two-way, two-way immersion, two-way bilingual immersion, interlocking, two-way language education, etc. Regardless of the name that is used, however, there are two salient characteristics of such programs:

- language minority (native-English speaking) and language minority (non-native English speaking) students are brought together in the same classroom for instruction
- instruction is carried out in the language of the non-native English speakers (for example, most of the programs that we are aware of are Spanish/English programs in which the content instruction is carried out in Spanish). Programs differ in the amount of content instruction in the target language from 20% to 90% of the day

What are the goals of language and educational excellence programs?

One major goal of the language and educational excellence program model is to facilitate dual language development and academic achievement for both language minority and majority students in a cost effective manner. Most language education models (e.g., bilingual, ESL, immersion and foreign language) vary in the effectiveness with which the students can attain proficiency in a second language whether it be English or some other language and in the academic success of the language minority student. Thus, many of the best features of these alternative models have been integrated into a single LEEP model to produce competent bilinguals from both language groups who succeed academically.

Although language and educational excellence programs have only recently begun to be implemented in schools, results from ongoing programs indicate that:

- language minority students will develop proficiency in both English and Spanish
- language majority students will gain Spanish proficiency and will be at or above grade level in English
- language minority and majority students will perform academically at or above grade level
- language majority students will develop more positive attitudes toward the language minority students and the target language

What is CLEAR's role in language and educational excellence programs?

CLEAR's major goal in this project is to evaluate the effectiveness of the LEEP model in producing proficient bilinguals who succeed academically. One way that we will meet this goal is to study ongoing programs. In addition, we are working with other schools to help design and implement a language and educational excellence program in their schools and to evaluate the program. In this effort, a collaborative relationship with the California State Department of Education's Bilingual Education Office has been initiated to obtain funds to work with four to six school sites to help design and implement the LEEP model in the school and to evaluate its effectiveness.

In addition, we are developing a directory to describe as many language and educational excellence programs as we can locate. All program descriptions will contain a list of special teacher-training programs, curriculum/materials (adaptation), language groups involved, contact person, phone numbers and other relevant information. This information may be useful to individuals thinking about implementing a LEEP so that administrators will be informed of the curriculum and materials already available. We will update the directory annually.

What can you do to help us?

If you know of any language and educational excellence programs, please write or call us. We will need a school or school district name and an address or phone number. We will follow-up on all calls and correspondence.

Where can I get other information about these programs?

Some excellent resources are:

- Marguerite Ann Snow, "Innovative Second Language Education: Interlocking Bilingual Programs." Los Angeles, CA: Center for Language Education and Research, 1986. (4 page report describing LEEPs for practitioners and administrators.)
- Kathryn J. Lindholm, "Language and Educational Excellence Programs: A Guide for Parents and Community Groups." Los Angeles, CA: Center for Language Education and Research, 1986. (2 page fact sheet describing LEEPs for parents and community groups.)
- David Dolson, "The Application of Immersion Education in the United States." Rosslyn, VA: National Clearinghouse for Bilingual Education, 1985. (32 page report on the rationale for language and educational excellence programs.)

Whom do I contact?

A group at CLEAR is working together on this project. Kathryn Lindholm is the project coordinator and is joined by Russell Campbell and Ann Snow. For more information about language and educational excellence programs or to provide us with information about schools implementing such programs, please write or call one of us at:

Center for Language Education and
Research
UCLA
1100 Glendon Avenue, Suite 1740
Los Angeles, CA 90024
(213) 206-1486

THE ROLE OF RESEARCH

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job of measuring this reality. Policy makers, in criticizing bilingual education have assumed circumstance (a) to be true. Yet, as shown below, alternative (b) seems more likely. The lack of evidence for differences between the groups under these circumstances is an artifact of poor measurement.

One problem with evaluation research has been the selection of the comparison group against which the bilingual education treatment group is assessed. As Willig (1985) has pointed out, very few studies use the ideal method of "random assignment." In some studies, the comparison group included students who had formerly been in bilingual programs, which made the findings uninterpretable by biasing the results in the direction of the comparison group (since students who have exited from bilingual programs early tend to be the more academically gifted students).

An even more serious problem is the extreme diversity of instructional methodology *within* programs that have been labeled as bilingual. Recent studies by Wong Fillmore (1985) as well as the recently-released survey of services provided to language minority students conducted by Development Associates, for example, show large variations in instructional practice across bilingual classrooms. Some classrooms in 'bilingual programs' looked very similar to some 'submersion' classrooms. Many 'bilingual' teachers were found to have limited proficiency in the children's native languages. Thus, although the evaluation studies allegedly compared bilingual programs with alternative programs, in fact they only compared programs labeled 'bilingual' with programs labeled 'submersion.' Without actual classroom observation and description of the instructional characteristics of the various programs, we do not really know what was being compares with what. Under these circumstances, any conclusions about the effectiveness of bilingual practices are premature. As Willig (1985) concluded in her review of this literature, "the overwhelming message derived from these data suggests that most research conclusions regarding the effectiveness of bilingual education reflect weaknesses of the research itself rather than effects of the actual programs" (p. 297).

While we urge caution due to the weaknesses of current evaluation research, we realize that legislators cannot afford to wait for the results of more refined research. We are often asked, given the information that we do have available, where the weight of the evidence falls.

Perhaps most illuminating in this regard is Willig's (1985) re-analysis of the same set of studies that were used in Baker and de Kanter's report. Willig employed a more rigorous method of analysis that systematically took into account the quality of the individual studies; this enabled her to rely more heavily on her conclusions on research of higher quality. She found evidence, contrary to Baker and de Kanter, in favor of bilingual education programs. Most important was her finding that *the better the methodology used in the studies, the greater the effect in favor of bilingual programs.*

Thus, at present, our best informed judgment forces us to conclude that circumstance (b) above is correct—that bilingual education is indeed superior to submersion, that poorly conducted evaluation research has obscured this fact, and that evaluation research conducted with greater rigor would bear out the superiority of bilingual education as an instructional method in many educational contexts. At the same time, we underscore the importance of making improvements in the quality of research to evaluate bilingual programs in the future.

Basic Research

Although basic research has often been conducted outside the context of the American bilingual education classroom, it has generated conclusions that have a direct bearing on the current policy debate on bilingual education. Here, we outline some of the major conclusions. Several comprehensive books on basic research in bilingualism and second language acquisition have appeared in recent years (Cummins 1984; Grosjean 1982; Hakuta 1986; McLaughlin 1984, 1985), and can be referred to for details.

The nature of language proficiency: People tend to think of language, like intelligence, as a single, simple, unitary capacity, easily measured by a single test. However, recent research indicates that language is not a unitary skill, but rather a complex configuration of abilities. Most importantly, it seems that language used for conversational purposes is quite different from language used for school learning, and that the former develops earlier than the latter.

In the context of bilingual education, this means that children become conversationally fluent in English before they actually develop the ability to use English in academic situations. Bilingual programs are commonly criticized for keeping students too long, even after their English is 'adequate.' English skill judged as 'adequate' in an informal conversation, or even on a simple test, may not mean that the child's skills are adequate for understanding a teacher's explanation, for reading a textbook, or for writing a composition. Research tells us that conversational adequacy is not the appropriate criterion for mainstreaming students.

We recommend that one major goal of bilingual education should be the development of *the full repertoire of linguistic skills in English,* in preparation for participation in mainstream classes.

The relationship of the two languages. A major argument against bilingual education has been that it does not develop English rapidly enough due to its emphasis on the native language. However, the major premise of this argument—that the time spent in the classroom using the native language is wasted or lost—is overwhelmingly rejected by research. First, a strong native language foundation acts as a support in the learning of English, making it easier and faster. Second, most of the learning that goes on in the native language transfers readily to English. This is true not only for content areas like math, science, and social studies, but also for skills in speaking, reading, and writing. The child who already understands why 'tres por ocho es igual a curatro por seis' will not need to be taught such number equivalences again in English. Similarly, the child who knows how to write a topic sentence or look up a word in the dictionary in Portuguese or Chinese will have these skills available for use in the English classroom.

The implication of this finding is that time spent working and studying in the native language in bilingual classrooms is not time lost in developing the skills needed for school success. Becoming fluent in a second language does not necessarily mean losing the first language, nor does maintenance of the first language retard the development of the second language.

The relationship of language and general mental functioning. There exists a persistent belief that for minority children bilingualism confuses the mind and retards cognitive development. This belief is founded on some early attempts to explain why immigrants from southern and eastern Europe were performing poorly on IQ tests. However, current research shows that there is no such thing as retardation caused by bilingualism; if anything, the development of a second language can have positive effects on thinking skills. The advantage of bilingual children over monolingual children in cognitive flexibility has been shown in a number of different studies, particularly in contexts of additive bilingualism where the second language is added while the native language is maintained.

These findings suggest that there is no cognitive cost to the development of bilingualism in children, and that very possibly bilingualism brings with it the added bonus of the enhancement of the child's thinking skills.

The differences among individual children. Research cautions against attempting to formulate policy based on the observation of a limited number of children. There are, to be sure, documented cases of children who rapidly acquire a second language. However, the research shows these children to be the exception rather than the rule. There are tremendous variations among different children in the rate at which they learn a second language, and the process is not as painless as one would want to believe. The variation is due to a multitude of factors, including cultural background, the strength of the native language, home language environment, personality, attitude, and aptitude for learning languages.

Bilingual education programs should have the flexibility to adjust to these large individual and cultural variations. Furthermore, educators should develop the awareness that it is not abnormal for some students to need bilingual instruction for relatively long periods of time, whereas others for whom all the individual and cultural factors support second language learning, may exit from bilingual programs quite quickly.

The optimal age for second language acquisition. Many people believe that only children can learn a second language quickly and easily, and that if children have not mastered the second language by early school years, they never will. This belief has been responsible for a sense of urgency in introducing English to non-English speaking children, and for concern about postponing children's exit from bilingual programs.

However, the belief that children are fast and effortless second language learners has no basis in fact. Teenagers and adults are much more efficient learners than elementary school children, and fourth to seventh graders are faster than first to third graders. Research in Canada has shown that one year of immersion in the second language classroom environment at seventh grade is worth three years' immersion starting at first grade. Especially for primary grade children, it is important to realize that second language learning is likely to be a very slow process; but also that it can still be successful if started much later than age five or six.

Bilingual programs should be designed with the expectation that young school-age children learn second languages rather slowly. They will need several years of learning before their English is as good as that of children who have been speaking it since birth. Similarly, it should be recognized that starting to speak English even as late as high school is no barrier to learning to speak it very well.

Literacy. One of the major tasks of schools is teaching children how to read. Although reading scores for American children in general have improved during the last 15 years, the most recent results of the National Assessment of Educational Progress indicate that His-

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THE ROLE OF RESEARCH

(Continued from page 19)

panic children still lag far behind English-speaking children in reading achievement. Furthermore, the gap widens at higher grades; poor reading skills in late elementary and secondary school children mean that such children are having trouble in all their school subjects, since their comprehension of textbooks in science, math, social studies, and other areas is inadequate.

Many factors contribute to children's being good or poor readers, as documented in the recent report of the Commission on Reading, 'Becoming a Nation of Readers.' A primary source of help to children's reading is the home. Homes where children have access to time alone with adults, where literacy is modeled, dislayed and valued, and where parents' attitudes emphasize learning and school achievement typically produce children who have little difficulty learning to read. For children whose homes do not provide this kind of support to literacy, learning to read is a difficult task; a task which is better started in the home language—the language the child knows best. These children often don't really know 'what reading is all about'—the nature and purpose of literacy. Such children run the serious risk of failing to learn to read if the problem of reading itself is made more difficult for them by being presented in a language they control poorly. Children in homes where the acquisition of literacy is supported will be able to learn to read in a second language with little trouble; children whose homes can offer little support need the help of excellent schools, excellent teachers, and a reading program in the home language. Once the basic principles of reading are mastered in the home language, reading skills transfer quickly and easily to a second language.

Bilingual programs should concentrate on providing literacy skills in the home language, especially for those children whose parents have little education and poor literacy skills. The introduction of reading in English can be safely and efficiently postponed until after reading in the home language has been mastered. Reading achievement in English will be higher, and will be attained in less time, if reading is taught first in the home language.

Social interactional factors in second language acquisition. Obviously, having the opportunity to talk to a native speaker of English can only help in learning English. A criticism often leveled at bilingual programs is that they isolate non-English speaking children from the English speakers who should be their friends, and who should be helping them to learn English.

This is not the case, though, that merely playing with other children contributes much to the kind of language skills needed for school success. Young children can play, and have fun, and even 'talk' together with rather little solid knowledge of each other's language. Learning the English language skills needed for school success requires much more, for most children, than just the ability to communicate with English-speaking playmates.

Children, like adults, only interact with people they like or admire. If non-English speaking children in mainstream classrooms come from groups that are negatively stereotyped by the English speakers, they will not easily find English-speaking playmates. A major factor in giving minority children access to social interactions with English-speaking peers is the elevation of the status of the minority group in the eyes of the majority. One way to do this is to recognize the value of the minority group's language and culture, by using the language in the school and by hiring teachers and administrators from that ethnic background. A salubrious side-effect of bilingual programs has been this kind of elevation of previously stigmatized languages and cultures, as a result of making them official within the school.

Social interaction with English speakers can contribute to children's learning English. But just putting minority children in mainstream classrooms does not ensure interaction. Submersion in mainstream classrooms is most likely to result in rapid progress in English for children who do not come from negatively stereotyped minority groups, and for children who have strong language, literacy, and school-relevant skills in their native language. Other children need bilingual programs.

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Conclusions

Basic research is often dismissed as irrelevant to practical problems. We feel, though, that much information of importance to policy makers in the area of bilingual education has emerged from research motivated by theoretical questions about language and cognition. Some conclusions we would draw based on our knowledge of the research literature are:

- Evaluation research, although of extremely poor quality, suggests that bilingual education is superior to submersion education in many educational contexts.
- One major goal of bilingual education should be the development of the full repertoire of linguistic skills in English, in preparation for participation in mainstream classes.
- Time spent learning in the native language in bilingual education is not time lost in developing English.
- Children can become fluent in a second language without losing the first language, and maintenance of the first language does not retard the development of the second language.
- There is no cognitive cost in the development of bilingualism in children; very possibly bilingualism enhances children's thinking skills.
- Bilingual education programs should have the flexibility of adjusting to the large individual and cultural differences among children. Furthermore, educators should develop the awareness that it is not abnormal for some students to need bilingual instruction for relatively long periods of time.
- Educators should expect that young children take several years to learn a second language to a level like that of a native speaker. At the same time, they should not have lower expectations of older learners, who can typically learn languages quite quickly, and who often end up speaking them just as well as younger learners.
- Reading should be taught in the native language, particularly for children who on other grounds run the risk of reading failure. Reading skills acquired in the native language will transfer readily and quickly to English, and will result in higher ultimate reading achievement in English.
- A major problem for minority group children is that young English-speaking children share the negative stereotypes of their parents and of the society at large. Any action that upgrades the status of the minority child and his language contributes to the child's opportunities for friendship, not only with native English-speaking children, but with all children.

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Footnotes

*This paper was originally prepared for the Education and Labor Committee, U.S. House of Representatives, January, 1986. It will appear in *The California School Boards Journal,* and has also served as the basis for talks at various meetings, including the California Association for Bilingual Education and the New York State Association for Bilingual Education.

Both authors are currently conducting investigations in conjunction with the Center for Language, Education and Research (CLEAR), funded under National Institute of Education Contract #400-85-1010 to the University of California at Los Angeles with subcontracts to Yale University and Harvard University.

Kenji Hakuta is Associate Professor of Psychology at Yale University. He has conducted extensive investigations on language acquisition, bilingualism, and cognitive development in children. He is the author of *Mirror of Language: The Debate on Bilingualism* (Basic Books, 1986).

Catherine Snow is Associate Professor in the Graduate School of Education at Harvard University. Her research has focused on social and cultural factors affecting first and second language acquisition and the acquisition of literacy. Her report of a major NIE-funded study of home and school factors in literacy achievement will appear in 1987 (The Pendulum of Blame, McGraw-Hill).

Ed Note: *This article was contributed by NABE's Research and Evaluation Special Interest Group.*

Course Offered

The Department of Special Education at George Washington University announces an experimental course designed to investigate the particular needs of bilingual students in special education settings. The course, entitled "The Bilingual Special-Needs Child: Policy, Assessment and Educational Programming," will cover the following topics: national policy, current research trends, appropriate techniques of assessing community resources, and planning for successful interventions for the bilingual/bicultural special-needs child and his/her family. The course is specially designed for those who can apply innovative models of service delivery to address the needs of the targeted population.

The course will be offered Tuesdays and Thursdays, 6:10–8:00 p.m., May 13–July 1, 1986. For further information, please contact Dr. Amy Mazur or Nancy Welch at (202) 676-6174.

Learning Together for a Language Competent America with the SIG for Global Education at NABE 1986

by Dorothy Waggoner, SIG Co-Chair

Have you ever been frustrated by the restricted goals of one-way bilingual education? Have you ever wished you could share the bilingual resources of your classrom and the linguistically and culturally rich community in which you live with the wider community? Are you concerned about short-sighted educational programs in which children in the U.S. go through school without learning anything about the world's languages and cultures other than their own? Do you worry about our ability to respond to the international complexities which await us in the future without a citizenry able to communicate and understand other people? If you answered 'yes' to any of the questions above, join us at the symposium, "Learning Together for a Language Competent America" at the NABE conference in Chicago, Wednesday, April 2 at 3:15 p.m.

The SIG for Global Education has assembled a panel of practicing bilingual educators. These educators will share with us their experiences with programs in which children of English and non-English language backgrounds are becoming bilingual while learning about each other's culture. They will discuss their programs and answer questions about how you can start enlisting community and district support, selecting participants, planning curriculum and finding teachers. They will bring information about how to evaluate the programs and how to maintain a high level of enthusiasm.

Charles Coletti will talk about the Port Chester-Rye Union Free School District Spanish-English program. This program was designated by the New York State Education Department to represent the 17 school districts in New York State currently receiving two million dollars in state funds to implement two-way bilingual education programs. Mr. Coletti is completing a doctorate in school change at Fordham University.

Marlene Kamm will bring information about the Spanish-English two-way program in the Waukegan Public Schools in Waukegan, Illinois, north of Chicago. She is Director of Bilingual Education and English as a Second Language there and has experience as a teacher, administrator, teacher trainer and university instructor.

Eunice Lear is a Cuban-born educator who has been associated with the demonstration Spanish-English immersion program in the San Diego, California schools. Ms. Lear has been with the program since its inception in 1975 when San Diego received a Title VII grant. She will discuss this program, in which children from preschool through grade six become functionally bilingual in English and Spanish.

Pedro A. Pascua, director of the Center for International and Cross-Cultural Education in the Dixon, Illinois, Public Schools, will provide information about the programs in those schools. Mr. Pascua, an educator trainer in Asia, Great Britain and the United States, has applied his skills and knowledge to developing programs for kindergarten through grade twelve involving Hmong, Lao, Spanish, French, Japanese, Chinese and Latin language and culture. The CICE administers two Federal grant programs, a State transitional bilingual program and various innovative activities such as International Studies and Theatre Arts and Operation Young Writers.

During the NABE Conference the SIG will show a videotape of the Chinese-English two-way program operated by the San Francisco Unified School District. The videotape is made available by Roger Tom, Director of the program.

The Co-chairs of the Global Education SIG for 1985-86 are Gina Cantoni, Center for Excellence in Education, Northern Arizona University, Flagstaff, and Dorothy Waggoner, Consultant, Washington, D.C. They will serve as moderators for the symposium.

POSITION AVAILABLE

The University of Connecticut is engaged in a nationwide search to fill the position of Dean of the School of Education. The School of Education at the University of Connecticut consists of departments in Curriculum and Instruction, Educational Administration, Higher Technical and Adult Education, Educational Psychology, Educational Studies and Instructional Media, Sports and Leisure Studies, and houses several centers for research and training. These include programs for the handicapped, bilingual education, black studies and women.

The Dean of the School of Education has full responsibility for personnel, program and budgets for the school, and reports to the Vice President for Academic Affairs. The Dean is also responsible for the School's close relationships with all parts of the state's educational system.

The University of Connecticut recognizes a special responsibility to insure that the search identifies qualified candidates who are women or minorities. For more information, please contact: A.T. DiBenedetto, Vice President for Academic Affairs, Box U-86, First Floor, 352 Mansfield Road, Storrs, CT 06268.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

CHICAGO 1986

OFFICIAL NOTICE TO NABE MEMBERS
Proposed Amendments to NABE Constitution

The NABE Executive Board, at its November 1985 meeting, proposed the following amendments to the NABE Constitution:

1. In order to increase member participation in the affairs of the organization, the Board is proposing to increase the membership of the Delegate Assembly.

Section A of Article V of the Constitution presently states:

> "NABE will have a Delegate Assembly composed of the president of each affiliate."

The proposed amendment would change this section to read as follows:

> "NABE will have a Delegate Assembly composed of the Chair of each Special Interest Group and one representative for each 50 NABE members in good standing in each NABE affiliate, with the affiliate president or designee serving as the representative of the first 50 members."

2. In recent years, NABE's Central Office in Washington, D.C. has been able to assume more of the administrative work previously done by Executive Board members. In order to increase the efficiency of the NABE Executive Board, reduce the cost of Executive Board meetings, and eliminate positions whose duties have been assigned to others, the Board is proposing that the size of the NABE Executive Board be reduced.

Section A of Article VII of the Constitution presently states:

> "The Executive Board shall consist of five (5) elected officers: President, President-Elect, Vice President, Secretary, and Treasurer; plus the immediate Past President, the Parent Member-at-Large and the three Regional Representatives."

The proposed amendment would change this section to read as follows:

> "The Executive Board shall consist of three (3) elected officers: President, President-Elect, and Secretary/Treasurer; plus the immediate Past President, the Parent Member-at-Large and the three Regional Representatives."

If the membership ratifies this amendment, it would become effective in 1987 with the nomination of candidates for the 1988–89 NABE Executive Board. The composition of the Executive Board would remain at 10 members until the end of the term of the 1987–88 Executive Board.

3. In order to increase the participation of NABE members in the election of members of the Executive Board, the Board is proposing that Regional Representatives be elected by the *members* of their respective regions rather than only by the affiliate president.

Section D. 2) of Article VI of the Constitution presently states:

> "Voting for regional member-at-large shall be solely by the designated regional division. Each affiliate shall have only one vote which shall be cast by the affiliate president, save where he/she is a candidate for member-at-large from his/her region. In this case, the ballot shall be cast by the designee of said affiliate's governing body."

The proposed amendment would change this section to read as follows:

> "Voting for regional member-at-large shall be solely by the designated regional division by the members in each region."

4. In order to insure that NABE members have a choice of candidates for Regional Representative positions on the Executive Board, the Board is proposing that the minimum and maximum number of candidates be changed.

Section B. 2) of Article VI of the Constitution presently states:

> "Upon completion of the nominations for officers and parent member-at-large, members of the Nominating Committee shall group themselves into the three designated regional divisions. Each regional division shall select no more than two candidates for the membership-at-large position from their specific region."

The proposed amendment would change this section to read as follows:

> "Upon completion of the nominations for officers and parent member-at-large, members of the Nominating Committee shall group themselves into the three designated regional divisions. Each regional division shall select no less than two and no more than three candidates for the membership-at-large position from their specific region."

This notice constitutes duly written notification to the membership 30 days before the amendments are brought to a vote. Voting will be done by mail. Any questions regarding this matter should be referred to Dr. Gene T. Chavez, NABE President, at the Center for Multicultural Outreach, KCCBS, 7401 Metcalf Street, Overland Park, Kansas 66204 (913) 722-0272.

Michael Mandel Appointed Assistant Editor of *NABE News*

NABE NEWS is pleased to announce the appointment of Michael Mandel as assistant editor of NABE NEWS. Born in Havana, Cuba, Michael was raised in Worcester, Massachusetts speaking both English and Spanish. He attended Georgetown University in Washington, D.C. where he received a Bachelor of Science in Linguistics and Spanish.

Michael has taught Spanish, French and Linguistics at Georgetown Day School and at the Edmund Burke School both located in Washington, D.C. He is currently teaching Spanish at T.C. Williams High School in Alexandria, Virginia and is finishing a Masters in Bilingual Education at Georgetown University. He comes to NABE NEWS with recent experience in typesetting, proofreading, layout and copy editing at Van der Sluys Graphics in Washington, D.C.

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NABE News

VOLUME IX
NUMBERS 4 and 5
ANNUAL CONFERENCE and SUMMER 1986

Chicago, Chicago One Helluva Town!

Chicago lived up to its reputation as convention host "par excellence" for the 15th Annual International Bilingual Education Conference, April 1–5, 1986, at the beautiful and traditional Palmer House. The Windy City put its best foot forward with early Spring weather as NABE '86 conferees enjoyed the colors and flavors of one of the most multicultural cities in the country.

Twenty-two hundred educators listened to the experts in the field of education and research in over 200 concurrent sessions. A very well-attended pre-conference audience gave support to an excellent program of intensive training sessions and a special education institute, as well as a parent institute attended by over 200 parents from all over the country. A highlight of the parent institute, which has become a mandated component of NABE with specially selected workshops, was a luncheon where Natividad Pagan, Tony Báez, and other parent advocates welcomed their participation in NABE '86. 400 guests of the conference and their families also enjoyed an exciting array of school visits and cultural/educational tours of Chicago's many points of interest. These varied from jazz/blues night spots, to Salsa dancing, to a night with Chicago's champions, STING soccer game and dinner package.

There was standing room only as Mayor Harold Washington set the tone for the conference at the opening general session with his keynote address, "My Kind of Town—Bilingual and Multicultural." Other keynote addresses were given by Dr. Tomás A. Arciniega of California, Dr. Floretta Dukes McKenzie of Washington, D.C., and Dr. Stephen Krashen of California. Excellent major sessions by 15 nationally recognized speakers were well attended and provided conference participants with new and innovative ideas to implement in their respective programs.

No NABE conference is complete without the colorful, cultural entertainment groups that help brighten the intense learning atmosphere, and Chicago offered its best student groups, as well as other associations, to present their performance routines.

The NABE Executive Board came up for air from their exhausting schedule of business meetings to host various celebrants such as the Past-Presidents' Luncheon, the President's Reception, and a Fabulous Night of Latin-American Entertainment. The Board also presided over SIG meetings, Resolution Committee meetings, and the NABE Delegate Assembly.

An event that NABE takes special pride in is the Annual Awards Luncheon, where homage is paid to the winners of the Outstanding Dissertation Contest and the NABE Student Writing Contest. This year's Dissertation winners are Anne Cecilia Willig, University of Illinois at Champaign-Urbana, first place; Grace Capizzi Snipper, University of California-LA, second place; Robert Luis Carrasco, Harvard University, and Grace Pung Guthrie, University of Illinois at Champaign-Urbana, third place. Students receiving awards were Sonia A. Zeledon, Florida; Nelly Valverde, New York; and Deborah Reed, Oklahoma. The students read their prize-winning essays and their proud parents and teachers were introduced to the audience.

During the always successful Banquet/Dance, participants witnessed the traditional swearing-in ceremonies where the task of leadership passed from Gene Chávez to Josué González, who pledged a

Continued on page 9

Essay Contest Highlights Conference

For the fifth consecutive year, NABE is pleased to have sponsored the 1986 Nationwide Writing Contest for Bilingual Students coordinated by Félix Valbuena and John Boyless of the Department of Bilingual Education of the Detroit Public Schools. Over 930 essays were submitted by bilingual students in grades 3–12 from many parts of the United States on this year's topic "Being Bilingual in America: What Will the Future Hold For Me?"

The first place winners received an expense-paid trip to the NABE '86 Conference in Chicago, Illinois along with a parent and their bilingual teachers and were honored at the Awards Luncheon held on Thursday, April 3, 1986. Furthermore, first, second and third place winners received savings bonds for $200, $150 and $100 respectively. Each of the first place winners, Sonia Zeledon of Gainesville, Florida, Nelly Valverde of the Bronx, New York, and Deborah Reed of Oaks, Oklahoma eloquently read their winning essays to an enthusiastic and very appreciative audience. The Awards Luncheon was a highlight of the NABE '86 Conference.

We wish to congratulate all of the winners of this year's essay contest, and by extension their parents, teachers, principals, bilingual directors and school district superintendents for their contributions and success of bilingual education programs throughout the country. The essays are a testimony to the fact that bilingual education is fostering creativity, thoughtfulness and expressiveness in our youth.

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NABE News

Acting Editor
Michael M. Mandel
NABE Central Office
1201 16th Street, NW, Room 407
Washington, D.C. 20036
(202) 822-7870

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*This date will vary from year to year, depending upon the dates of the annual conference.

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(312) 890-8020

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(312) 296-6070

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Center for Multicultural Outreach
7401 Metcalf Avenue
Overland Park, KS 66204
(913) 722-0272

Parent-at-Large
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184 Utica
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Tuscon, AZ 85717
(602) 882-2434

NABE Central Office
1201 16th Street, NW, Room 407
Washington, D.C. 20036
(202) 822-7870

Midwest Regional TESOL Conference

The 6th Annual Midwest Regional TESOL Conference will be held on November 6–8, 1986 in Ann Arbor, Michigan at the Michigan League. MITESOL is hosting the conference on behalf of these Midwest affiliates: Illinois, Indiana, Kentucky, Michigan, Mid-America (Missouri-Iowa), Minnesota, Ohio and Wisconsin. The theme of the Conference will be "ESL: The Classroom and Beyond." For more information, contact: Jo-Len Brasswell, English Language Institute, Wayne State University, 199 Manoogian Hall, Detroit, MI 48202, (313) 577-2729.

Centers of Excellence in English Language Arts

The San Jose School District, San Jose, California and the Ysleta Independent School District, El Paso, Texas are two of the 157 schools that were selected by the National Council of Teachers of English (NCTE) as Centers of Excellence in English Language Arts for their Finding Out/Descubrimiento and ESOL programs respectively. NCTE, with its new Centers of Excellence Programs, hopes to encourage excellence in elementary and secondary schools, and to celebrate the excellence that already exists in instructional programs across the continent.

NABE 1986 Outstanding Dissertations Competition

Ann C. Willig won first place in the 1986 Outstanding Dissertations Competition sponsored by the National Association for Bilingual Education.

Ann, a graduate of the University of Illinois at Champaign-Urbana, did a meta analysis of selected studies on the effectiveness of bilingual education.

The second place winner was Grace Cappizzi Snipper, a graduate of the University of California at Los Angeles, who did a study of the implementation and effects of the reclassification criteria on the academic achievement of Hispanic language minority students in Los Angeles.

Two candidates tied for third place in the competition: Robert L. Carrasco from Harvard University, who did a study on collective engagement in the segundo hagar (a microethnography of engagement in a bilingual first grade classroom), and Grace P. Guthrie from the University of Illinois, who conducted an ethnography of bilingual education in a Chinese community.

The five member Panel of Judges included Ginger Collier from George Mason University in Virginia, Rodolfo García from the Chicago City Colleges, Reynaldo Macías from the University of Southern California, Isaura Santiago from Columbia University, and Alfredo G. de los Santos, Jr., from the Maricopa Community Colleges in Phoenix, who served as chair.

The semi-finalists in the competition included Bernadine Featherly from Montana State University, Isaura Barrera Metz from the State University of New York at Buffalo, and Carlos M. Ramírez, from Yeshiva University.

Twenty-seven dissertations were entered in the 1986 Outstanding Dissertations Competition, from universities in twelve states. Six candidates entered from New York universities, five from California universities, and four from universities in Texas. An abstract of Ms. Willig's first place dissertation will appear in the fall issue of *NABE NEWS.*

Preliminary Overview of the Treatment of Language Minority Students in Special Education

by Eda Valero Figueira, Ph.D.

Minority students, including children of limited English proficiency, have been historically over-represented in special education. In 1968, Dunn estimated that more than one-half to three-fourths of the pupils taught in classes for the mentally retarded were children from "low" status backgrounds, including blacks and children of limited English proficiency (LEP). In an extensive study conducted in California, Mercer (1973) found that three-quarters of the black and Hispanic pupils classified as mentally retarded were not eligible for such placement when their cultural and linguistic background was taken into account.

Professional reaction to the criticisms made of placement practices, the passage of P.L. 94–142, and the development of the field of learning disabilities (LD) appear to have had an impact on the ethnic proportions in special education. While the number of minority students in classes for the mentally retarded has decreased, "the LD designation has provided a convenient alternative placement for disproportionate large numbers of minority students" (Tucker, 1980, p. 95). Ortiz and Yates (1983) found that Hispanics in Texas are under-represented in all categories of special education, except in the areas of learning disabilities and speech handicapped, where four-fifths of all exceptional Hispanics are being served. A similar trend was reported in California by Rueda and Mercer (1985) and is likely to be present nationwide.

A recent study conducted by The Handicapped Minority Research Institute on Language Proficiency at The University of Texas at Austin suggests that limited English proficient children are "sometimes misclassified due to the inability of educational personnel to recognize characteristics of second language acquisition and the influence of limited English proficiency on academic achievement" (García, 1985, p. 6). It appears that although academic problems are the surface reason for the referral of these children to special education, lack of English language proficiency is at the heart of their poor academic performance and the resulting misclassification (Ortiz, 1986). In the Texas study, as well as in others reported by Cummins (1984), the child's level of English proficiency appears to have had little impact on assessment and placement decisions. Three-fourths of the students' files examined for the Texas study contained no evidence of current language assessment and very few of the students were tested in Spanish alone or bilingually. It is not surprising, therefore, that more than nine-tenths of the students in the sample were diagnosed learning disabled (García, 1985). Misclassification frequently leads to misplacement, which results in inappropriate instruction and the consequent school failure. This topic has been abundantly addressed in the literature.

A panel appointed by the National Research Council to study the issue of over-representation of minorities in special education concluded that the validity of the referral, current assessment practices, and the quality of instruction, are the key issues. Inequity of services rather than over-representation, is at the core of the matter (Messick, 1984). The panel further suggested a pre-referral process, a practice further endorsed by Valero-Figueira and Pandolfo (in press) in their study of the issues surrounding placement of limited English proficient children in learning disabilities, and by Ortiz (1986) in her analysis of The Handicapped Minority Research Institute of Language Proficiency study.

Limited English proficient children who may be wrongly classified and placed in special education are as great a concern as children who may be in need of special education but remain in bilingual or English as a second language (ESL) classrooms. Both groups are suffering from inadequate services and need immediate attention. Data collected by Vázquez Nuttall Associates,

Continued on page 10

Message from the Outgoing President

by Dr. Gene T. Chávez

> "I have seen so far because I stand on the shoulders of my predecessors." *Sir Isaac Newton*

As my term as NABE president draws to a close, it is with a sense of accomplishment that I turn over the direction of our organization to the competent leadership of Dr. Josue Gonzalez. He brings to NABE a wealth of expertise in bilingual education that will continue a legacy of leadership in the field.

While some of the accomplishments of the 1985–86 Board of Directors are itemized in the "Year-at-a-Glance" section of this issue of *NABE NEWS*, I would like to highlight some of the successes.

The most outstanding one is the final negotiation of a three-year Carnegie Corporation of New York grant to NABE. Thanks to the work of past NABE President Sarah Meléndez and the 1984–85 Board, the NABE Corporate Development Plan presented by Penny Harrison of Harrison Management Co. was approved. It must be constantly borne in mind that the kind of corporate and foundation fund-raising called for in the Corporate Development Plan is a long term endeavor. Yet in less than 18 months our first large grant was funded!

Through the excellent work of our Legislative Counsel, Jim Lyons, another accomplishment this past term has been the maintenance of open lines of communication between NABE, its constituents and decision-makers in Washington. We face many difficult battles ahead that will call for Jim's knowledge and dedication to the many needs of language minority populations.

Phil Martínez, CPA, and Lillian Fernández, Esq., completed the formidable tasks of an internal financial audit and the consolidation of NABE's financial records in our Washington, D.C. office.

Any list of accomplishments would not be complete without mentioning the 1986 Annual Conference held in Chicago. The Conference will be remembered as another one of NABE's *great* conferences. Thanks to María Seider, Josué González, Ron Perlman, Carmen Vázquez, Ricardo Fernández, and the rest of the NABE '86 Chicago Conference Committee.

As I look back on my years as an officer of the Board of Directors, I am proud to be associated with NABE, an organization whose growth and development have been truly phenomenal. As my term as President comes to an end, I wish to thank all those who have helped support my motto: We are all the solution!

PUBLICATIONS AVAILABLE

- The League of Latin American Citizens (LULAC) has published a 31-page booklet entitled "English Only Movement: An Agenda for Discrimination" with articles by three congressmen. For a copy, send $2 and a self-addressed envelope with 39 cents postage to: LULAC, 200 First Street, N.W., Suite 721, Washington, D.C. 20001, (202) 628-8516.
- A Report of the Compendium of Papers on the Topic of Bilingual Education of the Committee on Education and Labor, House of Representatives, 99th Congress, 2D Session (June 1986) is available for purchase from the United States Printing Office. This report, originally printed for use by the Committee on Education and Labor, of which Augustus F. Hawkins (D-CA) is Chairman, is both informative and comprehensive. The report is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Executive Board Meeting Report

A regular meeting of the Executive Board of NABE was held on March 31–April 4, 1986 at the NABE '86 Conference in Chicago. The following highlight the major actions taken by the NABE Executive Board at that meeting.

- President Chavez and/or his designee will continue to work with members of the government of Spain to discuss possible collaborative efforts regarding bilingual education in the United States.
- Additional collaborative efforts between NABE and the NEA will be explored.
- NABE will move to establish an Honorary Board for fundraising purposes.
- The NABE Board will proceed with the search for an Executive Director.
- NABE will conclude appropriate activities to change its incorporation from Texas to the District of Columbia.
- After following appropriate and thorough procedure, the Louisiana and Minnesota affiliations were suspended, pending joint re-activitation efforts between NABE and the affiliates.
- Affiliates with less than 25 NABE members will be placed on a one-year "Notification of Suspension." NABE will encourage joint collaborative efforts during the period between May 1, 1986 and May 1, 1987, to encourage continued affiliation.
- NABE will prepare at least one informational mailing annually to parents who attend the Annual Conference Parent Institute. The mailing will provide information and training materials on appropriate topics. This information will be mailed in English and in the languages of the two largest linguistic groups attending the Annual Conference Parent Institute.
- NABE will include regular columns in the *NABE NEWS*, directed to parents in the appropriate languages of the two largest linguistic groups of NABE members, and will mail this information to Parent Institute attendees as well as to NABE members.
- The NABE Board urged affiliates to designate 5% of the NABE affiliate memberships as awards to parents who are recognized for outstanding participation.

- The NABE Board will issue letters to local affiliates two months prior to Board meetings, providing information on meeting time and dates, and inviting the participation of local parent groups.
- The California School Boards Association has published a special journal issue dedicated solely to topics concerning limited English proficient students and bilingual education.
- The Board amended the NABE Bylaws, to reflect that Regional Representative Board positions must be held by residents of the region which they represent for their entire term, effective June 1, 1987.
- The Board selected New York City and the New York Hilton as the site for the 1991 NABE Conference.
- The Board plans to pursue funding to provide NABE members with an additional publication in the form of a Compendium of Selected Major Presentations, given during NABE conferences.
- The Honors and Awards Committee has prepared an Honors and Awards Operational Procedures Handbook.
- The following Special Interest Groups participated during the Executive Board Meeting and provided the Board with both written and oral reports: Special Education, Early Childhood, Parent, Global Education, and Higher Education.
- A Public Information Standing Committee was formed, incorporating the goals of the Public Relations and Media Watch Standing Committees, abolishing the two subsummed standing committees.
- It was reviewed that the amendments to the NABE Constitution were not ratified by a simple majority of NABE members.
- An intense information campaign will be embarked upon to emphasize to the NABE membership the importance of participation in the decision making process, through the casting of their vote on all NABE issues for which their vote is requested.
- The NABE Board drafted a NABE Mission Statement, which includes a statement of Goals and Objectives.
- NABE and its California affiliate are currently involved in a trial joint membership effort.
- Raúl Izaguirre of the National Council of La Raza was extended Honorary Membership by the Board.

Message from the In-Coming President

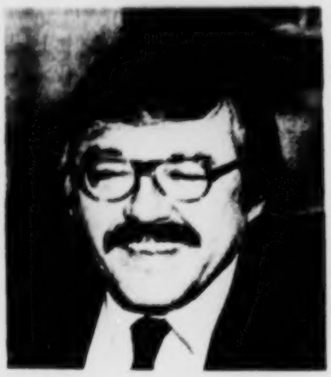
by Dr. Josué M. González

The summer of '86 will provide a nice footnote in the history of NABE. It will stand out as the point in which we began a wonderful and vibrant new phase as a professional association. For the first time in our group's history, we have been awarded a grant with which to hire a full time professional staff person in our central office. On May 1, 1986, the Carnegie Corporation awarded NABE $50,000 for each of three years. The primary purpose of this grant is to support a membership development campaign that will double the size and strength of NABE. A corollary goal of the grant is for NABE to attain greater financial stability in future years. There is hope and excitement in the air even as we worry about setbacks in Congress.

We are grateful to the Carnegie Corporation for this opportunity to increase our effectiveness and efficiency. At its June meeting, the new NABE board adopted a budget for the organization as well as for the membership development project.

As we go to press, a screening committee is completing the selection of final candidates to fill the newly-created position of NABE Executive Secretary/Staff Director. This person will direct the new membership and organizational development efforts. In addition, he/she will direct the day-to-day operation of our central office and contracted staff. In tandem with our D.C. volunteers they will enhance NABE's "presence" in Washington.

The appointment of a full-time professional staff person is an important milestone for NABE. It is a symbol of organizational maturity and stability. It is also a symbol of endurance; a proud, confident message that we are here to stay. But let's not forget that it is also a commitment of change. In the coming months, all of us—members, president, Executive Board and affiliates—must examine our traditional roles and be prepared to change them as a new and important person joins our work table.



We look forward to this addition and to the challenges it presents. In past years the NABE Board has attempted to be both policy maker and administrator for NABE. We have tried—with varying degrees of success—to be project director, business manager, fundraiser, expert witness, bridge builder, and many other things. Many weeks and months of arduous volunteer work have gone into each of these functions. With the addition of a full-time staff member, we face a new, previously unknown danger—the weakening of the volunteer spirit that has powered NABE during its first decade of institutional life. The conduct of NABE business and advocacy takes *time*. Let's be perfectly honest. At one time or another all of us have groaned silently at the thought of another meeting, another trip, another weekend that was given up from family and loved ones and invested in a volunteer group or civic service. The arrival of a salaried professional creates an *ornery* temptation to shrug off those responsibilities and pass them on to someone who "gets paid to do it."

I hope all of you will join me in fighting that temptation. NABE will survive and grow in direct proportion to the degree that we continue to do what we have always done: donating time and effort. Time and work have no substitutes as symbols of the commitment we all have to this wonderful organization. In the coming weeks you will hear more about what you can do to help carry out the goals of our membership development project. I look forward to working with you on this, and several other important projects.

Have a great summer!

Estimates on the Need for Bilingual Education and the Proportion of Children in Need Being Served

by Dorothy Waggoner, Ph.D.
Specialist in Language Minority Statistics

Abstract

The Department of Education has just released the *1986 Report on the Condition of Bilingual Education* in which it estimates that there are from 1.2 to 1.7 million school-aged limited-English-proficient language minority children in the United States. This number contrasts with an estimate of between 3.5 and 5.3 million limited-English-speaking children derived by applying the Department's standards of English proficiency to the numbers of language minority children counted in the 1980 Census, to which have been added the numbers of children born in non-English-speaking countries who have legally immigrated to the United States since 1980.

The Department of Education states that 94 percent of language minority children who need special services are receiving them. This statistic is found in a report of the Descriptive Phase of the National Longitudinal Evaluation which studied children in public elementary schools in 1983. If there are 840,000 limited-English-proficient language minority elementary school children—the base used in the NP/NLE report—and 790,000 of them are receiving services, this is 94 percent. However, if there are 2.4 to 3.6 million children, aged 5 to 13, in need of services and 790,000 of them are being served, this is at most a third. It then follows that two thirds of limited-English-proficient language minority children are not being provided with the help they need to succeed in schools in which the medium of instruction is English.

This paper explores the reasons for the differences in the estimates of the numbers of LEP children in the United States and the problems with the findings on the numbers who are being served in the schools. It suggests that the use of data which underestimates needs and overstates the extent of services being provided are potentially damaging to the millions of language minority children who need help to achieve success in school.

Estimates of Need

The Department of Education is committing two errors in its counts of the number of language minority children in need of special educational programs due to limited English proficiency. By using a restricted definition of the language minority population, it is committing an error of *omission*. It is excluding children with limited English proficiency on the basis that they do not "make significant use of the non-English language themselves" in the Department's view.

By lowering the passing score on the test used to measure limited English proficiency, the Department is committing an error of *commission*. It is saying that language minority children who perform better on the test than the lowest 20 percent of native English-speaking children in our schools do not need special assistance. Many of these children could, with proper help, compete with the best of our native English-speaking children. They are entitled to receive help to achieve their full potential. They are entitled to be matched against a standard of success, not failure.

By the Department's own figures, 800,000 children are considered not likely to benefit from services under the Bilingual Education Act because they do not meet the Department's restricted definition. One million two hundred thousand are considered not to need special help because they exceed the Department's lowered English language proficiency test threshold.

Table 1 is a reanalysis of the data in Table 3 of the Department's *1986 Report on the Condition of Bilingual Education.* The Department proposes to focus services on the 1.2 to 1.7 million school-age children identified in the 1982 English Language and Services Study (ELPS) who meet its definition of making "significant use" of a non-English language and who score below the 20th percentile of native English-speaking children on the test. These are the numbers enclosed in the box in Table 1. The Department's restricted definition ignores that section of the Act which defines "native language" as the language normally used by the parents of a child, not necessarily by the child. It proposes its own definitions to replace the Congressional intent.

Use of the restricted definition would reduce the LEP count by 800,000 children who scored below the 20th percentile but who make less use of a non-English language according to the Department. These children would not receive services under the Bilingual Education Act. They include children who speak a non-English language at home but live in households in which English is also spoken a do not meet other tests, such as foreign birth or recent immigration. The 800,000 also include the children who are most in need of special services because they lack language and cognitive development in English and in the language of their background.

The Department's use of the 20th percentile as a cut-off point for limited English proficiency would reduce the LEP count by another 1,200,000 children. Four hundred thousand of these children scored between the 20th and 24th percentile of native English-speaking children. Eight hundred thousand of them scored at the level reached by the third quartile of native English-speakers. All of these children are entitled to an opportunity to develop their English beyond the level attained by the lowest-scoring native English-speaking children in our schools before they move into regular English-medium classrooms.

The 20th percentile is an arbitrary cutoff point. The Department has offered no evidence that children scoring at the 20th percentile, or even at the 30th or 40th percentiles, are any more ready to cope with the regular school program in English than children scoring at the 19th percentile. The comparison group included all native English-speaking children, including many who are failing in school for a variety of reasons and some who are failing because they also lack proficiency in the variety of English required to succeed in school. The Department does not tell us how the native English-speaking children who are performing at grade level and succeeding in school performed on the test when it was administered in the ELPS. In contrast, the comparison group which was used to develop this test—in the 1978 Children's English and Services Study (CESS)—consisted of fluent English speakers who were performing at grade level in their schools. Their performance was used to establish the CESS cut scores. Because success in school was the criterion, a higher standard of English language proficiency for language minority children was adopted than the Department is willing to accept.

The Department acknowledges that additional children "may be eligible" under the Bilingual Education Act. By proposing its own definition, it discourages school districts from using the flexibility which the Act allows under its broad definitions of "limited-English-proficient children" and "native language" to designate the limited-English-proficient language minority children they believe can benefit and to plan appropriate programs for them. It encourages programs which limit the participation of the children who have the most to gain from instruction to develop skills in their home languages as well as in English.

The Department's use of the figure 1.2 to 1.7 million gives a false impression of the total numbers of limited-English-proficient language minority children in need of special services. Because of the confusion between the population served by the Bilingual Education Act and the population covered by the *Lau v. Nichols* Supreme Court decision, it encourages school districts to reduce the effort which they must put forth under the Civil Rights Act to assure the equal educational opportunity of language minority children.

The 1982 English Language Proficiency Study is not the best source of estimated numbers of language minority children, because of problems with the sample and also because children from non-English speaking countries are continuing to immigrate to the United States at the rate of at least 100,000 a year. The 1980 Census, updated by data on school-age children born in non-English-speaking countries who have legally immigrated since April 1, 1980, from the Immigration and Naturalization Service, is a better basis for these estimates. These sources yield an estimate of a minimum of 7.9 million school-age language minority children in the United States in 1985.

The ELPS proportions of language minority children scoring below the Department's percentiles, or, preferably, the proportions established by the performance of successful native English-speaking children on the test can then be applied to the estimated number of 1985 language minority children. If the proportions from the Department's Table 2 are used, then there are between 3.5 and 5.3 million limited-English-proficient school-age children in the United States in 1985, depending upon the standard of English proficiency used. These data are shown in Table 2.

Table 1. NUMBERS OF LIMITED ENGLISH PROFICIENT CHILDREN UNDER ALTERNATE DEFINITIONS AND ENGLISH PROFICIENCY STANDARDS: 1982

Number of NEL indicators[1]	Total	Size of group by percentile English proficiency score		
		Below 20th	20th–24th	25th–39th
Total	**3,600,000**	**2,400,000**	**400,000**	**800,000**
1 indicator	400,000	200,000	100,000	100,000
2 indicators	500,000	300,000	—	200,000
3 indicators	200,000	100,000	100,000	—
4 indicators	300,000	200,000	—	100,000
5 indicators	700,000	500,000	100,000	100,000
6+ indicators	1,500,000	1,100,000	100,000	300,000

[1] The child speaks the non-English language at home; young people, aged 14 to 17, have non-English mother tongues, those 5 to 13 are in households in which a non-English language is the first language; the non-English language is the first household language for all ages; the household head speaks a non-English language with the children in the household; the child is foreign-borns; English is not spoken in the household; the child speaks a non-English language with best friends; the child entered the United States in the last five years; the child was judged to speak English "not well" by the household respondent, and the child was judged not to speak English at all. All indicators are considered to be of equal importance in counting the number of indicators for each sampled child.

SOURCE: *1986 Report on the Condition of Bilingual Education*. Tables 1 and 3. Data from the 1982 English Language Proficiency Study.

Children Being Served

The Department reports that 94 percent of limited-English-proficient language minority students are receiving special services. The 94 percent statistic is a finding of the Descriptive Phase of the National Longitudinal Evaluation (DP/NLE) conducted by Developmental Associates and Research Triangle Institute. According to this study, 790,000 of the 840,000 students who were identified as limited-English-proficient language minority students in public elementary schools were being provided with special services in 1983.

Continued on page 8

ESTIMATES ON NEED

(Continued from page 7)

The DP/NLE was a school-based survey of students in grades kindergarten to 6 in public schools and the sample, in fact, was designed to produce data primarily for grades 1 to 5. Thus, the study does not cover students in grades 7 to 12. It covers students in kindergarten and grade 6 only to a limited extent. It does not cover students in private schools or school-aged children who are not in school at all.

The study did not employ a standard operational definition of "limited-English-proficient language minority students" much less an objective test against which to measure the classifications of the schools, such as was used in the CESS and the ELPS. On the basis that schools have the ultimate responsibility for deciding which children are limited in English, identification for the purposes of the study was left to them. The schools were encouraged to use their own operational definitions, if they had them. School districts in the sample representing 70 percent of districts with limited-English-proficient language minority students in grades 1 to 5 reported how they made judgments, and, of these, 61 percent reported that they used tests of all the language skills, including reading and writing as well as the oral skills. Another 27 percent used tests only of oral skills. Because of the variation in identification procedures, the report says

> the findings dealing with the estimated numbers of students being served (and not being served)...are not directly comparable to estimates based on different definitions.

Since the sample was designed to select those districts and schools in which the most language minority children were enrolled, it is likely that the selected schools were those most likely to be able to identify limited-English-proficient students and most responsive to their needs. Nevertheless, the report tells us, "school principals did not always know how many LM-LEP students were enrolled in their school[s], nor what instructional services they received." School principals and other administrators in school districts with fewer language minority children are much less likely to be aware of their presence and their special needs than those in the sample.

The PD/NLE report itself expresses reservations about the numbers of limited-English-proficient language minority children who were identified by the schools in the study and the extent to which the 94 percent of children being served are, in fact, all the children in the surveyed schools who are in need of language-related services. It states:

> There is a possibility that the numbers presented are underestimates because pressures exist in many schools and districts to count as LM-LEP students only those students who are being served. The interaction between externally imposed requirements to serve all students in need of special English language services and limitations of finances and personnel lead some districts to define LM-LEP students in terms of services provided rather than in terms of an external criterion of need.

This is a major problem with school-based surveys.

In support of the concern about the numbers of children in need being served, the report states that about 12 percent of the teachers interviewed taught students they believed needed special services but were not receiving them and 9 percent reported that there were students no longer receiving services who still needed them.

The study found a wide variety of instructional approaches being used with language minority students. Again, the decision as to what constituted "instructional services for LM-LEP students which are provided to them by reason of their lack of proficiency in English" was left to the districts. The report states that some questions were not fully understood and that the respondents' interpretations may not have been those intended in the questionnaire.

No attempt was made in the study to classify the services as bilingual education, English as a second language or other possible alternatives, although approximately half of the students surveyed at grades 1 and 3 received instruction in their native language "as an academic subject." The students reported to be receiving services should, therefore, not be understood to be receiving bilingual education services, ESL or any other specific type of program.

The estimated number of 840,000 limited-English-proficient language minority students in grades kinder-

Table 2. ESTIMATED NUMBERS OF LIMITED-ENGLISH-PROFICIENT LANGUAGE MINORITY CHILDREN, AGED 5 TO 17, IN THE UNITED STATES, BY ENGLISH PROFICIENCY TEST PERCENTILE: 1985

Total language minority children	**7,887,000**[a]
Total, children who score below the 40th percentile	5,284,000
Children who score below the 20th percentile	3,549,000
Children who score below the 20th and the 24th percentile	710,000
Children who score between the 25th and the 39th percentile	1,025,000

[a] Children under age 5 in 1980, one or both of whose parents speak a language other than English at home; children 6-13 in 1980 in households in which non-English languages are spoken, and children born in non-English-speaking countries, aged 5-17 in 1985, who immigrated to the United States between April 1, 1980, and September 30, 1985

SOURCES: *1980 Census, Statistical Yearbooks* of the Immigration and Naturalization Service and Table 2 of the Department of Education's *1986 Report on the Condition of Bilingual Education* garten to 6, reported by public schools in 1983, according to the DP/NLE, can be contrasted with the estimate of the numbers of children, aged 5 to 13 in 1985 (the ages corresponding to K–6), based upon the 1980 Census and the records of legal immigration from the Immigration and Naturalization Service. In 1985, there were a minimum of 5.3 million language minority children aged 5 to 13. Using the proportions of children falling below the 20th and the 40th percentiles on the English proficiency test in the ELPS to make the estimates, there are between 2.4 and 3.6 million limited-English-proficient children of elementary school age. If it is true that 790,000 of these children are receiving some kind of services appropriate to their needs in the public schools, this represents from 22 to 33 percent, depending upon the standard of English proficiency used. There is no information on the extent to which youth of high-school age who need help may be receiving it.

According to the Department of Education's Center for Statistics, 17 percent of private schools offer English as a second language programs and 9 percent offer bilingual education. Some of the needy language minority students are enrolled in these schools. Other children and youth are not in school at all. Some have never entered school because it is perceived as not meeting their needs or because their parents follow the crops or otherwise move from district to district. Some of these youngsters have already left school without the English and other skills they need to succeed in our society. They have already lost out.

It is clear from the statistics based upon the Census and INS records that a large majority of children of elementary school age are not receiving the assistance they need. We do not know what is happening to the high school youth except that they have very high drop-out rates. The Department's use of data which underestimate the size of the population in need and overstate the proportions of students receiving services is doing a tremendous disservice to these children and youth. There are millions who deserve and have the right to expect better from us.

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CHICAGO, CHICAGO

(Continued from page 1)

philosophy of continuity heightened by new directions. At this time, the NABE Board also recognized Dr. Kenji Hakuta, Yale University, for his outstanding research in language development. Also receiving a special award for his efforts on behalf of bilingual education was Jim Lyons, Legislative Counsel for NABE in Washington, D.C.

Other highlights of the conference were the excellent publishers' exhibits, with over 70 companies represented. National Textbook Company, Crane Publishing, and Santillana Publishers gave NABE their corporate support by donating funds to help defray conference costs. Publishers also participated in a Breakfast with Publishers on Teachers Day. Held on Saturday, the traditional "exit" day of the conference, Teachers Day was organized by the conference planners to accommodate those individuals whose schedules prevented them from attending during the week. Highlighted by excellent major sessions and two segments of over 15 concurrent sessions, teachers were delighted to take part in a thorough program.

The Chicago Executive Committee members were tired but happy at the end of the conference, proud of a job well done and eager to attend next year's NABE Conference in Denver as guests. Chicago stands ready, however, to welcome NABE again in the future.

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PRELIMINARY OVERVIEW

(Continued from page 3)

Inc., for the Office of Bilingual Education and Minority Language Affairs (OBEMLA) of the Department of Education, suggest that there are large numbers of children in the second group, for whom bilingual special education services are not available (Vázquez Nuttall, Landurand, & Vázquez Nuttall Associates, Inc., 1983). The needs of these children are being inappropriately met (Rodríguez, Prieto & Rueda, 1984) and the children are victimized by their limited English proficiency, by their handicapping condition, and by the lack of bilingual special education services available to meet their very unique needs. The legal precedents for services are in place. The Bilingual Education Act and *Lau v. Nichols*, in addition to The Education for All Handicapped Children Act amply support the existence of bilingual special education (Valero-Figueira & Remley, 1986).

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POSITIONS AVAILABLE

Teacher Supervisors: The Southeast Asian Refugee Assistance Program of the Experiment in International Living is accepting applications for Teacher Supervisors for the following four components: English as a Second Language (ESL), Cultural Orientation (CO), Work Orientation (WO), and Preparation for American Secondary Schools (PASS). These are immediate openings with future openings anticipated for the project in Panat Nikhom, Thailand. The positions available are for teaching professionals who have teacher supervisory or training experience, not for classroom teachers. For more information, contact: Lois Purdham, Projects and Grants Office, The Experiment in International Living, Kipling Road, Brattleboro, VT 05301-0676, (802) 257-4628.

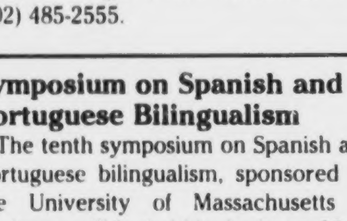
Post Doctoral Candidates in Research with Minority Handicapped Children: The Juniper Gardens Children's Project and the Department of Special Education at the University of Kansas has one-year support for three Post Doctoral Candidates in Research with Minority Handicapped Children, for the next three years (1986–1989). The aim of this project is to provide Fellows an opportunity to study the current methods and participate directly in research with minority group students currently underway at the project. For more information, contact: Carmen Arreaga-Mayer, Ph.D., 1614 Washington Boulevard, Kansas City, KS 66102, (913) 321-3143.

Fulbright Teacher Exchange Program

The United States Information Agency is pleased to announce the 1987–1988 Fulbright Teacher Exchange Program. The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary and post-secondary levels with suitable teachers overseas. The 1987–1988 overseas exchange programs will involve Canada, the United Kingdom, France, The Federal Republic of Germany, Belgium/Luxembourg, Denmark, Norway, Switzerland, Colombia and Argentina. The number of exchanges available and the eligibility requirements vary by country. The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1987, seminars will be held in Italy and the Netherlands. The deadline for the completed applications is October 15, 1986. For further information, write: Fulbright Teacher Exchange Program, E/ASX, United States Information Agency, 301 Fourth Street, S.W., Washington, D.C. 20547, or call: (202) 485-2555.

Symposium on Spanish and Portuguese Bilingualism

The tenth symposium on Spanish and Portuguese bilingualism, sponsored by the University of Massachusetts at Amherst, will be held in Amherst, Mass. on November 21–22, 1986. Those wishing to present papers in the general sessions should send abstracts by October 15, 1986. Subjects for papers: Bilingual Education, Hispanic and Portuguese Minority Literature, Linguistic, Psycholinguistic and Sociolinguistic Aspects of Hispanic and Portuguese Bilingualism. For more information, contact: Director, Bilingual Symposium, Department of Spanish and Portuguese, University of Massachusetts, Amherst, MA 01003.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Teacher Talk

by Sheryl L. Santos, Ph.D.
East Texas State University

This academic year has been particularly difficult for teachers in many states across the nation due to the extra stress of so-called "competency tests." In reality, such examinations are nothing more than literacy tests. For example, in the state of Texas, over 200,000 teachers had to pass a three-hour reading and writing test in order to maintain their employment. Although only five percent of all educators reportedly failed the Texas Examination of Current Administrators and Teachers (TECAT), of these, 18 percent were Black, six percent Hispanic, and one percent Anglo.

To me the message is clear. In my opinion, the fact that minorities failed in greater numbers indicates the past ineffectiveness of our educational system. Our teachers have been subjected to an inadequate educational experience themselves as students; had this not been the case the discrepancy along ethnic and racial lines would have long been eradicated. Most of the failing teachers' writing samples indicated that they write the way they speak—dialectically. Black dialect, spoken by many Black Americans has a unique grammar, syntax, and phonetic system. Similarly, large numbers of Mexican-Americans in the southwest grew up speaking a variety of English quite different from their Anglo peers. Furthermore, due to a historical tradition of racial and ethnic segregation, many minorities never mix socially with Anglos, and therefore, never become truly bidialectical. Unfortunately, the language of the examinations reflects only the dominant Anglo variety causing confusion and failure for many speakers of other dialects. Couple the language difference with other educational disadvantages such as unequal funding patterns, cultural insensitivity, racism, discrimination, and inappropriate teaching strategies, and the results are predictable. Hence, an inordinate number of Black and Spanish-speaking teachers, themselves victims of inequality, are still victims of the same educational system which seeks to purge itself of the vestiges of its own failure. Instead of trying to remedy the problems that cause the symptoms, our political leaders prefer to cover up the symptoms by fooling the public into believing that now—without these "unqualified" teachers—our kids will really be learning. And so the vicious cycle continues...

One hope for the future is, that bilingual education will continue to reach more and more students. Despite attacks by critics, inadequate funding, and other bureaucratic impediments, the strength of bilingual education can be found in the teachers' spirit of commitment. In an effort to understand the essence of this dedication, TEACHER TALK interviewed several bilingual teachers from across America. The question was "What do you love most about being a bilingual teacher?".

Mrs. Natalia Mata, a first grade bilingual teacher with 13 years experience from Phoenix, Arizona responded that what she loved most was the interaction with the children and the tremendous progress she sees in her students. Mrs. Mata stated: "I'm bilingual and feel very comfortable speaking both languages. I'm giving the kids who are Spanish-dominant a chance to feel good about themselves. I can remember when I was growing up and told not to speak Spanish. The kids can now feel comfortable."

Norma E. Rodríguez, Chicago Public Schools, who spent 10½ years of her 34 total years' experience as an administrator, and is now back in the classroom, feels that "the glow on the children's faces, their pride and their joy in knowing that being bilingual means knowing twice as much is the biggest intrinsic reward of teaching."

In my interview with Mr. Marc Prou, who teaches in a Haitian bilingual program in Boston, he expressed the following sentiments: "I've seen tremendous progress in the community—many now go to college and get scholarships, where only a few used to make it. We've seen a tremendous upgrading of the community. Bilingual education as a sound pedagogical methodology is the best means of providing equal educational opportunity for minority students. Many Haitians would get lost in the educational system if it weren't for bilingual education."

Alma Saucedo fo Salinas Union H.S. District in California teaches 7th and 8th grades. For Ms. Saucedo "working with the kids and getting them to achieve in the U.S." is very important because "I was in the same situation. So many drop out became they feel they can't make it—but having a teacher who has been through the same thing is good."

And finally, Soledad Vega, of the University of Santa Cruz, who was soon to be entering the field when I met her, stated that she felt confident and competent because the philosophical basis of her teacher education program was based on social reform. "This philosophy is not based on technical teaching, but rather on reality...to be able to transform lives—to help students become involved and question their own education!"

With continuing effort and innovations in bilingual education and other progressive programs, perhaps, the vicious cycle of failure of language minority students will at last be laid to rest.

Statue of Liberty Bilingual Contest Winners

The Wayne County, Michigan, Bilingual Education Consortium is the largest program of school districts to address the needs of youth of different language backgrounds in the Midwest. Bilingual teachers offer instruction in more than 40 languages including Spanish, Arabic, Albanian and Indo-Pakistani.

The Wayne County Intermediate School District Bilingual Education Consortium sponsored an essay contest open to all bilingual students in the 17 school districts in Wayne County served by the consortium. One hundred fifty bilingual students submitted English essays on the meaning of the Statue of Liberty to them. The winners were honored at a ceremony held on June 1 at the Wayne High School Auditorium, and the first place prize was a trip to New York for the unveiling of the Statue of Liberty.

Resolutions

At the General Membership Meeting held at the Annual NABE Conference in Chicago on April 4, 1986, Resolutions Committee Chairperson Alfredo de los Santos, Jr., presented four resolutions to the membership for their consideration. Two of the resolutions were approved unanimously, one was amended, and then approved, and one was defeated. The resolutions are printed below. NABE Executive Board action regarding each of the resolutions will be reported in a future issue of *NABE NEWS*.

RESOLUTION #1

Whereas Title VII of the Elementary and Secondary Education Act mandates the National Clearinghouse for Bilingual Education;

Whereas The National Clearinghouse for Bilingual Education has provided a needed service in the identification, acquisition and dissemination of information critical to the education of LEP students;

Whereas The number of LEP children is increasing and thus the need for these services is growing;

Whereas The National Clearinghouse for Bilingual Education has distinguished itself as an exemplary program in providing these services for the past eight years;

Be it resolved that

The National Association for Bilingual Education supports and applauds the efforts of the Federal government in its historical support of the National Clearinghouse for Bilingual Education;

The National Association for Bilingual Education strongly urges that the services provided by the National Clearinghouse for Bilingual Education are continued at the same or higher level and quality that the Clearinghouse has provided and that the practitioners in the field have come to expect;

The National Association for Bilingual Education supports open competition for the contract to manage the Clearinghouse and the selection of a competent contractor with demonstrated experience in the field in an expeditious and objective manner so that delays and interruptions in the Clearinghouse serves are not prolonged;

Continued on page 13

NABE Standing Committees Annual Reports

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairpersons of the NABE Standing Committees for 1985-86. NABE members may obtain further information on the individual committees by contacting the chairpersons listed below.

ELECTIONS COMMITTEE

Soledad Arenas, Chairperson
5804 Wingate Drive
Bethesda, MD 20034

NABE Board Liaison:
Gene T. Chávez, President

Activities to Date:

- Coordinated 1986 elections.
- Submitted analysis of election results to Executive Board.

FUNDRAISING COMMITTEE

Penny Harrison, Chairperson
NABE
1201 16th Street, N.W.
Room 407
Washington, D.C. 20036

NABE Board Liaison:
Sarah Melendez, Past-President

Activities to Date:

- Wrote and submitted Two-year Multi-Activity Development Plan for fundraising and membership campaign.
- Submitted 38 proposals to corporations for discretionary funds and 11 proposals for specific projects. Met with 15 corporations.
- Submitted 4 proposals: American Can Company, General Services Foundation, Carnegie Corporation, Dart-Kraft Foundation (combined solicitations total over $400,000).
- Received $150,000 three-year grant from Carnegie Corporation to build infrastructure of NABE and to hire Staff Director.
- Received $10,000 from General Foods Foundation.
- Received $2,000 from Philip Morris, Inc.
- Received $10,000 commitment from National Education Association (NEA).
- Received $1,200 from direct mail to NABE members.
- Received $600 (approximately) from special fundraising campaign conducted at NABE '86 Annual Conference Banquet.
- Set up initial appointment with 5 Illinois corporations for conference '86 funding requests.
- Began planning, with President-Elect and New York affiliate, special fundraising event to be held in New York in September, 1986.
- Conducted a Press Conference at NABE '86, "Setting the Record Straight."
- Conducted affiliate training seminar co-sponsored by NEA in Washington, D.C. for affiliate presidents in July 1985.
- Wrote "Bilingual Fact Book."

HONORS AND AWARDS COMMITTEE

Yolanda Barrera, Chairperson
4532 Hachar Lane
Laredo, TX 78040

NABE Board Liaison:
Lucy Cruz, Western Regional Representative

Activities to Date:

- Established Honors and Awards Committee
- Held two conferences calls for the committee
- Organized and developed Honors and Awards Operational Procedures Manual.
- Developed criteria for two new awards.
- Coordinated existing awards.
- Prepared awards for annual conference.
- Coordinated awards at annual conference.

THE VIEW FROM WASHINGTON:

AN INTERVIEW WITH NABE LEGISLATIVE COUNSEL JIM LYONS

By Michael Mandel,
Assistant Editor, NABE NEWS

EDITOR MANDEL: I know from trying to schedule this interview that you have been extremely busy. Why is there so much activity in Washington regarding bilingual education?

COUNSEL LYONS: You are right about being busy; bilingual education is a hot topic on Capitol Hill and in the national press. In fact, at no time during my five years with NABE, including 1984 when Title VII was reauthorized, has bilingual education generated such intense interest and activity.

The heightened interest in bilingual education is understandable given what is at stake. One on the one hand, Education Secretary Bennett continues to push for full implementation of his "initiative" on bilingual education. On the other hand, NABE and other national organizations representing language-minority students continue to press for proper implementation of existing policies and programs.

SECRETARY BENNETT'S PROPOSED TITLE VII AMENDMENTS

EDITOR MANDEL: What is the status of Secretary Bennett's proposed amendments to the Bilingual Education Act?

COUNSEL LYONS: Secretary Bennett sent his legislative proposal to Congress in February. In March, Senator Dan Quayle (R-IN) introduced S. 2256; and in April, Representative James M. Jeffords (R-VT) introduced H.R. 4538. Both bills would remove the statutory limitation on the amount of Title VII funds which can be spent for the newly authorized Special Alternative Instruction Programs -- programs which need not make any use of a LEP child's native language.

Action on S. 2256 has already occurred in the Senate. With the permission of Robert T. Stafford (R-VT), Chairman of the Senate Subcommittee on Education, Arts, and Humanities, Senator Quayle chaired a June 5th subcommittee hearing on his own bill. At the hearing, four invited witnesses presented statements in support of S. 2256 and five invited witnesses testified in opposition to the bill. Witnesses supporting the amendment were:

Education Secretary William J. Bennett
Dr. Rosalie Pedalino Porter, Director, Newton, MA Bilingual-ESOL Program
Josephine J. Wang, a ESOL/Bilingual teacher in the Montgomery County, MD Public Schools representing the Chinese Schools

Virginia Trujillo, on behalf of the National Association of State Boards of Education

Opposing the legislation were:

Ernest J. Mazzone, Director, Bureau of Transitional Bilingual Education, Massachusetts Dept. of Education
Oscar Morán, League of United Latin American Citizens
Sarah E. Meléndez, National Association for Bilingual Education
Raul Yzaguirre, National Council of La Raza
Norma Cantu, Mexican American Legal Defense & Education Fund

(EDITOR'S NOTE: NABE'S testimony on S. 2256 is reprinted herein.)

EDITOR MANDEL: Several of the witnesses you mentioned represent Hispanic organizations. What about organizations representing other language groups?

COUNSEL LYONS: I understand that a number of individuals and organizations representing non-Hispanic language-minority Americans asked to testify but were not accommodated at the hearing. NABE, of course, attempted to address the interests of all LEP students, regardless of language background.

EDITOR MANDEL: Will there be more hearings on S. 2256, and do you think the bill will be acted upon by the Senate this year?

COUNSEL LYONS: There are no plans for more Senate hearings. Normally, the next step in the legislative process would be to hold a subcommittee "mark-up" to discuss and vote on the bill and any possible amendments. But with the limited number of days left in this legislative session, and with the important bills that must be enacted before Congress adjourns for the Fall elections, Senator Quayle is said to be exploring the feasibility of short-circuiting the legislative process by offering his bill as an amendment to an unrelated education bill on the Senate floor.

EDITOR MANDEL: What's the likelihood that the House will act on H.R. 4538 this year?

COUNSEL LYONS: About the same as a blizzard occurring at the equator.

EDITOR MANDEL: Why is that so?

COUNSEL LYONS: Well, there are a lot of factors involved.

First, you have to remember that the 1984 amendments to Title VII were developed by the House. The amendments, in the form of a total revision of Title VII, were hammered out after extensive study and debate. Indeed, the Bilingual Education Act received more attention than did any of the near dozen Federal programs reauthorized in the

1984 Education Amendments.

A central reauthorization question was whether limited Title VII funds should be used for the development and implementation of programs for LEP students which don't utilize a child's native language. During House hearings and committee discussions, all of the arguments Secretary Bennett has been making were heard and considered. Four Education and Labor Committee members -- Democratic Representatives Dale Kildee (MI) and Baltasar Corrada (PR) and Republican Representatives Steve Bartlett (TX) and John McCain (AZ) -- worked out a compromise solution to this question which was accepted by all interested parties.

The compromise had three components. First, it authorized, for the first time, programs which need not provide instruction in a LEP student's native language. Like other Title VII grant programs, the new Special Alternative Instruction Programs (SAIP) must permit children to master English and to meet grade promotion and graduation standards. Second, the compromise set aside up to 4 percent of the first $140 million of Title VII appropriations (approximating the current level of funding) for SAIP grants. Third, the compromise specified that 50 percent of all appropriations above $140 million be set aside for SAIP grants until SAIP grants represented 10 percent of total Title VII funding.

EDITOR MANDEL: So the House is reluctant to alter the compromise worked out in 1984?

COUNSEL LYONS: Yes, especially since the compromise included the 50 percent "escalator" provision which anticipated expanded Title VII funding. But, as I said before, there are other factors involved.

Some Members are concerned about the potential effectiveness of Title VII programs which do not provide native language instruction. Their concerns were heightened by the first-year findings of the ED-funded study comparing so-called "immersion" programs and so-called "early-exit" and "late-exit" bilingual programs.

EDITOR MANDEL: You mean the longitudinal study being conducted by S.R.A. Technologies Inc. which was written up in Education Week?

COUNSEL LYONS: Yes, the SRA study. And while the SRA study is not complete, many Members are unwilling to put more money into the kind of program which, so far, has proven to be the least effective, both in terms of promoting subject-matter achievement and English language development.

EDITOR MANDEL: So the SRA study findings had a major impact on bilingual education policy in the House?

COUNSEL LYONS: Yes, along with other recent research evidence which points in the same direction. Dr. Kenji Hakuta's book Mirror of

Language has had an impact; so have recent press articles on exemplary bilingual programs. The well-publicized Eastman School program in Los Angeles, for example, demonstrates that the development and use of a child's native language contributes to comprehensive academic achievement and English language acquisition.

The importance of native language instruction is also emphasized in a June report of the House Education and Labor Committee entitled a Compendium of Papers on the Topic of Bilingual Education. The Compendium is comprised of nine papers by national experts on major topics relating to bilingual education and the educational well-being of language-minority students. Although the Compendium has not been officially adopted by the Committee, the report is sure to advance the goal set out by Chairman Augustus F. Hawkins (D-CA) -- "to stimulate informed debate regarding improvement of programs for this nation's growing numbers of limited-English-proficient children."

NEW TITLE VII REGULATIONS

EDITOR MANDEL: New Title VII regulations were one component of Secretary Bennett's bilingual education "initiative". What's your evaluation of the new regulations, and how are they being received in Congress?

COUNSEL LYONS: The new regulations, published in the June 19th Federal Register, are very disturbing.

Substantively, the regulations contain numerous restrictions, factors, and criteria which are neither contained in nor contemplated by the law they are supposed to implement. These unwarranted provisions could have serious repercussions at the local level.

EDITOR MANDEL: What kind of repercussions do you have in mind?

COUNSEL LYONS: Let me give you some examples.

The new regulations contain provisions, not specified in the law, which restrict the eligibility of LEP Native American and Alaskan Native students for enrollment in Title VII programs. These provisions, which were sharply contested in the public comments submitted to the Department on the draft regulations by Oklahoma Cherokees, were retained in the final regulations.

Like the draft regulations, the final Title VII regulations continue to emphasize English -- both use and development -- at the expense of native language instruction and comprehensive academic achievement. The regulations give a decided competitive edge to programs which promise to teach English "as quickly as possible" and which are structured to exit children early. So-called "late-exit" bilingual programs -- the kind found most effective in the SRA Study, programs like the Eastman School in L.A. -- will be competitively disadvantaged by the new regulations.

Entire school districts and States are likely to be harmed by some of the unwarranted provisions of the new regulations. For example, the new regulations give extra points to applications for programs in a language that has not already received Title VII funding. If you are a district where growth of the LEP population is attributable to expansion of one or several large language-minority groups -- as is the case in many big cities and throughout most of the Southwest -- you may need Title VII funds to develop additional capacity to serve the same language target group served under a prior Title VII grant. But under the new regulations, such districts would generally not be accorded "extra" points for need. Given the fact that funded and unfunded applications are often separated by only one or two points, the use of this unauthorized bonus-point criteria may bring about a major shift in the distribution of Title VII money.

Finally, the new "capacity-building" provisions in the final regulations are likely to have an adverse impact on school districts and States with limited fiscal capacity. The new regulations could have a very harsh impact in areas like the agricultural Midwest and in States and communities dependent on oil and energy production. School officials in these areas may not be able to come up with the additional non-federal financial resources required under the regulations.

EDITOR MANDEL: Despite these problems, the new regulations will apply to the current application cycle?

COUNSEL LYONS: Yes, that is the Department's plan.

The timing of the regulations, in addition to their substance, has caused concern on Capitol Hill. Six days after the final regulations were published, Education and Labor Committee Chairman Augustus F. Hawkins and James M. Jeffords, the ranking Republican on the Committee, sent Secretary Bennett a letter requesting that he delay implementing the new regulations until next year's application cycle. On July 9th, however, Secretary Bennett turned down the bi-partisan request on the grounds that any change in plans would jeopardize the Department's ability to make awards before the end of the FY 1986 fiscal year.

EDITOR MANDEL: Isn't the application process already running late?

COUNSEL LYONS: Yes, indeed. And that is one of the matters that has frustrated Congress. More than eighteen months have elapsed since the 1984 Education Amendments were signed into law.

The Department's delay in publishing final regulations has put an incredible burden on potential applicants. School districts received application packages in July, and are expected to develop applications based on the new standards in about a month.

The late publication of the final regulations also restricts the options available to Congress to block implementation of unwarranted provisions without jeopardizing the conduct of the delayed competitive process. The last thing that Congress wants to do is to disrupt the functioning of the Title VII program.

EDITOR MANDEL: Does that mean that the Department's Title VII regulations will be implemented as published, potential flaws and all?

COUNSEL LYONS: Yes, unless Congress acts to block implementation of the most offensive provisions through appropriations legislation, or unless the regulations are successfully challenged in federal court.

EDITOR MANDEL: Is a court challenge to the regulations planned?

COUNSEL LYONS: Planned is too strong a word. I understand that a number of groups are looking into litigation to block one or more of the provisions the regulations.

PROGRAM ADMINISTRATION & CONGRESSIONAL OVERSIGHT

EDITOR MANDEL: According to Education Week, OBEMLA has imposed new restrictions on the use of Title VII funds -- restrictions on such matters as travel and training, including attendance at professional conferences such as those sponsored by NABE and NABE Affiliates. Are these restrictions valid?

COUNSEL LYONS: Director Whitten has issued administrative instructions to OBEMLA staff regarding these issues. The restrictions set out in these administrative instructions are not contemplated under Title VII and are particularly curious given the Department's exaltation of local program control.

I understand that OBEMLA has granted "exceptions" to its unauthorized restrictions -- including travel to regional and national professional conferences -- when challenged by individual Title VII directors.

EDITOR MANDEL: But, shouldn't the same rules and restrictions apply to all Title VII applicants and recipients?

COUNSEL LYONS: Yes, of course, and they should be promulgated in accordance with the requirements of the Administrative Procedures Act.

Which brings me back to your question as to whether OBEMLA's new restrictions are valid. No, I do not believe the restrictions are valid. They are flawed in terms of their substance, and they have not been properly and publicly developed. Were I a Title VII director, I would not agree during grant negotiations to any restriction on use of Title VII funds, including those pertaining to travel, training, and conferences, unless the restriction is contained in valid public regulations.

EDITOR MANDEL: So how will this problem be corrected?

COUNSEL LYONS: Well, the most straightforward way would be for Director Whitten to rescind her memorandum and to notify both OBEMLA staff and the field that the Department will not impose restrictions on the use of Title VII money unless those restrictions are set out in legally valid regulations.

EDITOR MANDEL: And if that doesn't happen?

COUNSEL LYONS: Congress is apt to act. The most likely way is through congressional oversight. By congressional oversight, I mean a formal hearing of either the House or Senate authorizing committee.

EDITOR MANDEL: When would such a hearing take place?

COUNSEL LYONS: Well, the remainder of the calendar for this session of Congress is quite limited. Nevertheless, pressure is building for an examination of how the revised Bilingual Education Act is being implemented.

Title VII Directors were brought to town last month to be briefed on the new regulations and OBEMLA policies so that they could assist LEAs in the current application process. The SEAs that I talked to were extremely frustrated by their inability to get answers to basic questions about program administration from Director Whitten, Deputy Director Farias, and other Education Department Staff with authority for the Title VII program. At the same time, SEAs expressed resentment over the imposition of arbitrary restrictions on Title VII activities by OBEMLA and the Department's delaying the Title VII grant competition until the end of the Summer.

A major article in the June 29th Los Angeles Times captured the frustration I have sensed in my conversations with SEAs and Title VII directors from all parts of the country. The title of the article was "Education Dept.'s Tightening of Bilingual Regulations Ignites Firestorm of Protest." The article not only covered the new Title VII regulations, but also OBEMLA's subregulatory administrative restrictions and certain procurement decisions. Let me read you a few quotes from the article:

"Bill Honig, California's superintendent of public instruction said 'the green-eyeshade mentality' will 'wreak havoc' on California bilingual programs, which receive about $20 million from the federal government. Fred Tempes, assistant manager for the California Education Department's Bilingual Education Office, said: 'I don't want to use the word 'harrassment,' but it borders on that.'"

"In the Massachusetts Education Department, Ernest J. Mazzone, director of the Bureau of Transitional Bilingual Education, said he is feeling 'pressure' as he renegotiates his state's bilingual education grant. He called the tightened procedures 'very inhibiting.'"

"And Keith Crosbie, coordinator of the Washington State Education

Department's Bilingual Education and Foreign Languages Office, labeled the relationship between state bilingual education offices and the federal Education Department 'a state of war.'"

"Leo R. Lopez, director of bilingual education for California schools, said the Education Department's new restrictions imply 'that there will be more direction from the federal government and less flexibility. That seems to be in conflict with local control.'"

Congressional staff tell me that letters complaining about Title VII administration keep coming in; Chairman Hawkins has received complaints regarding Title VII procurement problems ...

EDITOR MANDEL: You mean with respect to the Multifunctional Resource Service Centers?

COUNSEL LYONS: Yes, but also with respect to a new contract for the National Clearinghouse, and other OBEMLA-funded activities.

Chairman Hawkins has asked the GAO (Government Accounting Office) to review both Title VII procurement and policy issues. And the Chairman has also encouraged parties who believe that they have been aggrieved to write to GAO and to him personally.

CIVIL RIGHTS PROTECTION OF LANGUAGE-MINORITY STUDENTS

COUNSEL LYONS: Another bilingual education-related topic of concern to Congress is the Education Department's enforcement of Title VI of the Civil Rights Act of 1964 under Lau v. Nichols. As part of the Secretary's "initiative" on bilingual education, the Office for Civil Rights sent letters to approximately 500 school districts which are operating voluntary Lau compliance plans. The letters informed these school districts of the Department's commitment to program "flexibility" and invited the districts to make modifications of their Lau plans.

Representative Don Edwards (D-CA), Chairman of the House Judiciary Subcommittee on Civil and Constitutional Rights; Representative Ted Weiss (D-NY), Chairman of the House Government Operations Subcommittee on Intergovernmental Relations and Human Resources; and Chairman Hawkins have already indicated concern about the civil rights impact of this facet of the Secretary's "initiative", and have asked the Department for detailed information and data.

EDITOR MANDEL: Has the Department provided the requested information, and if so, what does it show?

COUNSEL LYONS: The Department furnished the three Chairmen a substantial quantity of data. What do the data show? I guess I would quote the headline and subheadline of a multi-page story on the OCR (Office of Civil Rights) data carried in the June 4th edition of Education Week: "U.S. Enforcement of Bilingual Plans Declines

Sharply; E.D. Figures Also Indicate High Noncompliance Rate."

As to my own opinion, as someone who has worked in ED-OCR and the U.S. Commission on Civil Rights, I would say again what I told the Education Week writer. The data provided to Congress show what Mr. Bennett's initiative is all about; it's not about flexibility; it's about neglecting the rights of language-minority children.

EDITOR MANDEL: That's a strong statement!

COUNSEL LYONS: Yes, but what is at stake is absolutely fundamental -- the right of language-minority children to "participate in" and "benefit from" educational programs which receive federal financial aid! The data show that this right is not being protected!

FUNDING FOR EDUCATION PROGRAMS & TITLE VII

EDITOR MANDEL: Speaking of federal financial aid -- what is the outlook for education funding.

COUNSEL LYONS: On the surface, the outlook for education funding seems fairly good. Both the House and Senate budget resolutions reject the Reagan Administration's proposed budget cuts, and both resolutions project an increase in educational outlays.

But it is important to remember that the projected funding increase could evaporate in thin air if Congress sticks by the Gramm-Rudman-Hollings deficit targets and the economy fails to produce anticipated revenues. Economic experts are currently talking about a revenue short-fall of maybe $25 billion for FY 1987. Unless this gap is met through tax increases or the anticipated first-year revenue "windfall" associated with pending tax reform legislation, Congress may be forced to cut education programs below the level specified in the budget resolution.

Because of the size of our current national debt, fiscal pressures to reduce or level-fund social programs including education are likely to continue for years. Congress needs to set priorities. Hopefully, education will be a priority since it is a governmental activity that directly increases our national productivity.

EDITOR MANDEL: What about Title VII funding?

COUNSEL LYONS: Well, as you know, the Administration asked for a small increase in Title VII funding. This increase, however, was more than offset by proposed reductions in other federal programs serving LEP students.

Both the House and Senate Appropriations Subcommittees on Education held hearings on FY 1987 funding for bilingual education funding, and NABE testified in both hearings. During the House hearing, former NABE President Sarah Meléndez addressed the general need for additional Title VII assistance and the policy issues raised by Secretary Bennett's "initiative".

The Senate hearing presented an opportunity to carry out one of the recommendations of the 1986 NABE Conference -- to draw public attention to the serious problems involved in special education for LEP students. NABE's witness in the Senate hearing was Mr. Isidro Feliciano from Bridgeport, Connecticut. Mr. Feliciano is a parent who has worked hard to improve the education available to his own children and other LEP children attending Bridgeport schools. The testimony that Mr. Feliciano presented to Senate Appropriations Subcommittee Chairman Lowell P. Weicker, Jr. (R-CT) was some of the most poignant I have witnessed on Capitol Hill.

EDITOR MANDEL: What made the testimony so poignant?

COUNSEL LYONS: The entire scene. Mr. Feliciano's statement -- the statement of a Connecticut parent to his Senator -- the statement of a parent of a handicapped children to a parent of handicapped child -- was both a personal plea and a request made on behalf of countless other language-minority parents.

(EDITOR'S NOTE: NABE's testimony on FY 1987 appropriations and Mr. Feliciano's statement are reprinted herein.)

But to get back to your original question regarding the outlook for Title VII funding, we don't have any hard numbers yet.

Before Congress recessed for the July 4th District Work Period, the House Appropriations Subcommittee on Labor, HHS, and Education marked-up a FY 1987 spending bill. Prior to the mark-up, Representatives Edward R. Roybal (D-CA) and Ronald D. Coleman (D-TX), who are members of the Appropriations Committee, and Chairman Hawkins and Dale E. Kildee (D-MI) of the authorizing committee joined with more than 30 other representatives in a letter to Subcommittee Chairman William H. Natcher (D-KY) requesting that Title VII funding be increased to $165 million in FY 1987, approximately $25 million above the current level.

EDITOR MANDEL: Did the subcommittee approve the request, and what are the next steps in the appropriations process for Title VII?

COUNSEL LYONS: Because of an embargo on news about the Subcommittee's decisions, we don't know if the Title VII increase was approved. Most likely, the full House Appropriations Committee will take up the bill soon. Depending on the subcommittee's decision, there may be further discussion about the need to increase Title VII funding in full committee.

Traditionally, the Senate waits for the House to pass a spending bill before taking up appropriations legislation. Whether or not tradition is upheld this year, Subcommittee Chairman Weicker will be the one to initiate Senate action on Title VII appropriations.

EDITOR MANDEL: So the appropriations situation is still fluid?

COUNSEL LYONS: Yes, it is still fluid and is likely to remain so for a considerable period of time. This is so because of uncertainty as to how Congress will handle the Gramm-Rudman-Hollings deficit targets during an election year and time of economic uncertainty.

LITERACY PROGRAMS FOR LEP ADULTS AND OUT OF SCHOOL YOUTH

EDITOR MANDEL: Not that you haven't covered enough, but are you working on other issues of interest to NABE?

COUNSEL LYONS: Yes, in June Congressional Hispanic Caucus Chairman Matthew G. Martínez (D-CA) introduced H.R. 5042, the English Proficiency Act of 1984. This bill was developed by Representative Martínez, other members of the Congressional Hispanic Caucus, the National Council of La Raza, and most of the Washington organizations which comprise the informal bilingual education advocacy coalition.

H.R. 5042, which currently has 38 co-sponsors, would make $10 million available for grants to educational agencies and institutions and non-profit organizations to establish and operate English literacy programs for language-minority adults and out-of-school youth.

The bill is important both substantively and symbolically. Although illiteracy is a greater problem for language-minority adults than it is for adults whose native language is English, the literacy effort has not focused on language-minority Americans. This bill is one component of a positive "English-Plus" initiative to counter the repressive "English-Only" campaign being waged by various organizations.

"ENGLISH-ONLY" CAMPAIGN

EDITOR MANDEL: Speaking of the "English-Only" campaign, I understand a new anti-bilingual organization has been formed. What do you know about it?

COUNSEL LYONS: Actually, two new anti-bilingual organizations have emerged this year. One calls itself "Save Our Schools" (SOS); the second goes under the name "English First".

According to a March 19, 1986 Education Week article, SOS was conducting a high-tech direct mail appeal to 250,000 American homes asking for contributions to fund a national campaign to "repeal bilingual education." According to the article, the direct mail campaign was produced by Richard Viguerie, the ultra-conservative fund-raiser.

I recently received a copy of a letter from an organization which calls itself "English First" asking "Fellow Americans" to contribute a minimum of $27.00 to become an "English Language Amendment SPONSOR."

Contributors are asked to sign a printed statement reading: "Yes, I am sponsoring the English Language Amendment, to make English the official language of the United States. This will eliminate bilingual ballots and allow states to cut bilingual eduction programs without the courts stopping them."

EDITORIAL MANDEL: What can NABE members do to stop this attack?

COUNSEL LYONS: Well, there is little one can do to stop these attacks on bilingual education and language rights. People have the right to express their opinions, however wrong and distasteful, and to organize and lobby for the implementation of their beliefs. That's inherent in our democracy, and that's the way it should be.

NABE members can, however, make sure that the repressive, divisive, and counterproductive language policies advocated by U.S. English, SOS, English First, and other similar organizations are not adopted as official government policy.

EDITORIAL MANDEL: How?

COUNSEL LYONS: In more ways than I can describe. Let me answer generally.

First, we cannot allow policy-extremist groups to divert us away from our goal of bringing about greater equity and excellence in America's schools through bilingual education. NABE members in their States and communities must engage more parents, more educators, more civic organizations, more government officials, and more representatives of the media in discussions about the educational problems confronting language-minority Americans and the consequences of these and other language education problems for the Nation.

And while we work to expand educational opportunities, we must critically examine the operation and effectiveness of the programs now serving LEP children, including bilingual programs. We must improve teaching standards and instructional practices so that we can raise the academic performance of language-minority students.

Second, NABE members need to express their political opposition to proposed English-only government policies advocated by various groups and individuals.

I have read a considerable amount of material on the history of language policy in American education. I keep asking myself whether the United States is in the midst of a period of language-repression similar to that of the first decades of this century.

I can't answer my own question. The only thing about which I am certain is that NABE -- especially a NABE with more members, more involved members, members who contribute more -- can play, must play, a major role in preventing such a tragic repetition of our history.

NATIONAL ASSOCIATION
FOR BILINGUAL EDUCATION

Room 407 — 1201 16th Street N.W. — Washington, D.C. 20036 — (202) 822-7870

STATEMENT OF
THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
ON S. 2256,
A BILL TO AMEND THE BILINGUAL EDUCATION ACT
PRESENTED TO
SUBCOMMITTEE ON EDUCATION, ARTS, AND HUMANITIES
SENATE LABOR AND HUMAN RESOURCES COMMITTEE

JUNE 5, 1986

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3120 W Alabama Place
Denver CO 80219
(303) 922-0738

LEGISLATIVE COUNSEL
James J Lyons Esq
Washington D C
(202) 544-5061

NABE NEWS EDITOR
Nancy F Zelasko
Washington D C
(202) 625-3540

NABE JOURNAL EDITOR
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Los Angeles CA
(213) 743-2296

NATIONAL OFFICE SECRETARY
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ACADEMIC EXCELLENCE AND EQUITY THROUGH BILINGUAL EDUCATION

Mr. Chairman, Members of the Subcommittee, the National Association for Bilingual Education (NABE) appreciates the opportunity to testify on S. 2256, a bill to amend ESEA Title VII, the Bilingual Education Act.

NABE's testimony on S. 2256 focuses on two sections of the bill, sections 2 and 3. The technical amendments contained in section 4 are innocuous, and section 5 merely sets out an effective date for the proposed amendments.

SECTION 2 OF S. 2256: A TIMELY REPUDIATION OF SECRETARY BENNETT'S "ENGLISH-ONLY" BILINGUAL EDUCATION "INITIATIVE"

Section 2 of S. 2256 would add the following new finding to the Bilingual Education Act:

> that, regardless of the method of instruction, programs which serve limited English proficient students have the equally important goals of developing academic achievement and English proficiency.

This provision, which NABE unequivocally supports, is in perfect harmony with the legislative intent and history of the Bilingual Education Act from the time of its enactment in 1968 through its most recent reauthorization less than two years ago. And while this finding may be legally superfluous, it represents a timely reaffirmation of what the Bilingual Education Act is all about -- providing equal and effective educational opportunities to limited English proficient (LEP) students.

What makes this reaffirmation so timely is that it contradicts every element of Education Secretary Bennett's "initiative" on bilingual education including the substantive amendments to Title VII set out in section 3 of S. 2256.

The bottom-line of Secretary Bennett's so-called initiative is not pedadogical "flexibility", but rather a radical reduction of the educational rights of language-minority students. These rights, established by federal legislation and litigation, include the right to learn English, our common language; and the right to learn the academic subjects which are required for grade-promotion in school, graduation from school, and success in everyday life. And in keeping with the recommendations of recent reports on educational improvement, language-minority students --like all other students -- should be encouraged and given the opportunity to become multilingual, able to communicate in English and at least one other language.

To understand how Secretary Bennett's "initiative" threatens to reduce and restrict these educational rights, let us examine the record.

First, there was the Secretary's announcement of his bilingual education policy "initiative" in a New York City speech last September. In that speech, Bennett branded the Bilingual Education Act a "failure" declaring:

> This, then, is where we stand: After seventeen years of federal involvement, and after $1.7 billion of federal funding, we have no evidence that the children whom we sought to help -- that the children who deserve our help -- have benefitted.

Even more disturbing than this statement was the "English-only message" which Secretary Bennett repeated over and over again -- at least 15 times during his 17-page speech. (Excerpts from the Bennett speech are attached to this statement.)

In November, the Education Department attempted to codify Secretary Bennett's truncated "English-only" vision of equal and effective educational opportunity through the publication of proposed new regulations for the Bilingual Education Act. While new regulations were needed to implement the bipartisan revision of Title VII effected through the Education Amendments of 1984, the Department's proposed regulations contravened both the letter and spirit of the revised Bilingual Education Act.

According to the law, Title VII programs must accomplish two objectives. They must help children "to achieve full proficiency in English" and "to meet grade promotion and graduation standards." The statute also states that Title VII programs "may additionally provide for the development of student competencies in a second language."

In keeping with Secretary Bennett's "English-only" approach to bilingual education, the proposed regulations ignored the statutory mandate that Title VII programs help students meet grade-promotion and graduation standards. And instead of implementing the statutory requirement that Title VII programs help children achieve "full proficiency in English, the regulations interjected a restrictive requirement not contained in the law -- the requirement that children be exited from Title VII programs "as quickly as possible."

While the Department ballyhooed the regulations as increasing local "flexibility," the regulations set out many restrictions on Title VII programs that are not to be found in the act. In addition to mandating an extra-legal standard for exiting Title VII students, the regulations contain eligibility restrictions which would effectively bar most American Indian and Alaskan Native students from participating in Title VII programs. And the proposed regulations include numerous provisions, not contained in the law or contemplated by Congress, which would severely restrict the availability of Title VII assistance to needy and qualified school districts.

Finally, in February of this year, Secretary Bennett transmitted to Congress the Department's proposed amendments to the Bilingual Education Act. It is significant that the Secretary's proposed amendments, set out in sections 3, 4, and 5 of S. 2256, did not include the finding contained in section 2 of the bill.

The reason why the Department's proposed legislation did not include the finding set out in section 2 of S. 2256 is clear from Secretary Bennett's letter of transmittal. According to the Secretary:

> The overriding purpose of bilingual education must be to enable children of limited English proficiency to become fluent in English as quickly as possible.

This statement, like all the others made by Secretary Bennett, reveals his bilingual education "initative" for what it is -- an attempt to reduce the rights of language-minority students from "English-plus" (the right to learn English plus the academic subjects required for grade-promotion and graduation) to "English-only."

I conclude my comments on section 2 of S. 2256 by noting that it is a legislative anomaly. Section 2 reaffirms the educational rights and objectives contained in the current Bilingual Education Act. In so doing, it contradicts the Secretary's English-only "initiative" on bilingual education, the very same initiative which section 3 would implement.

SECTION 3 OF S. 2256

BACKGROUND

Prior to 1984, the Bilingual Education Act provided funding for one type of instructional program. This type of program -- not to be confused with a teaching method or curriculum -- involved the use of English and a student's native language as dual media of instruction.

The students eligible for such programs, according to the Education Amendments of 1978, were those language-minority students who "have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English."

At no time did Title VII prescribe the proportionate use of the two languages, leaving such decisions to local teachers and school officials. The 1978 Education Amendments merely required that the dual language programs be designed and operated so as to "allow a child to progress effectively through the educational system." In practice, the proportionate use of English and a second language as instructional media varied widely between programs and within programs over time.

Under Title VII, program design decisions have always be left to local school officials. Accordingly, Title VII programs have exhibited tremendous diversity in terms of curricula, classroom organization, instructional methods and materials, and other program characteristics.

In the 1984 Education Amendments, Congress adopted the label which hitherto had been informally applied to this type of dual language instructional program, calling them programs of transitional bilingual education. Congress clarified the program's objectives by requiring that they "allow a child to achieve comptence in the English language ... [and] to meet grade-promotion and graduation standards."

The 1984 Education Amendments also established two new types of student instructional programs under Title VII. As with transitional bilingual education, neither of the two new types of programs -- programs of developmental bilingual education and special alternative instruction programs -- constitutes an educational method or curriculum. Both of these new types of programs were established to respond to particular local circumstances and national needs, and both program types increased the programmatic flexibility of the Bilingual Education Act.

Programs of developmental bilingual education involve the use of English and a second language as instructional media. In addition to helping LEP students achieve competence in English and mastery of subject matter skills, developmental bilingual education programs also must be designed to help students achieve competence in a second language. The establishment of this new type of Title VII program was based upon the finding

> that both limited English proficient children and children whose primary language is English can benefit from bilingual education programs, and that such programs help develop our national linguistic resources.

In keeping with this finding, Title VII requires that

> Where possible, classes in programs of developmental bilingual education shall be comprised of approximately equal numbers of students whose native language is English and limited English proficient students whose native language is the second language of instruction and study in the program.

The second new type of Title VII program established under the 1984 Education Amendments is called special alternative instruction programs. Like transitional and developmental bilingual education programs, this type of program must "allow a child to achieve competence in the English language and to meet grade-promotion and graduation standards." Unlike transitional and developmental bilingual education programs, however, there is no requirement pertaining to the use of a child's non-English native language as a medium of instruction. The establishment of special alternative instruction programs under the Bilingual Education Act was predicated on the statutory finding

> that in some school districts establishment of bilingual education programs may be administratively impractical due to the presence of small numbers of students of a particular native language or because personnel who are qualified to provide bilingual instructional services are unavailable.

The bipartisan group of House members who developed the revised Bilingual Education Act were concerned that the newly created Title VII programs not draw away resources from the time-tested transitional bilingual education program. Accordingly, they established a funding floor for transitional bilingual education programs -- 75 percent of the funds available under Part A for program grants, which is approximately 45 percent of total Title VII funding. At the same time, they imposed a ceiling on funding for the new monolingual special alternative instruction programs. This ceiling is adjustable; it provides a minimum set-aside of 4 percent of the first $140 million of Title VII appropriations for special alternative instruction programs; and it sets aside an additional 50 percent of all Title VII appropriations in excess of $140 million, subject to a 10 percent limitation of total Title VII funding.

Section 3 of S. 2256 would remove both the funding floor under transitional bilingual education programs and the adjustable funding ceiling applicable to special alternative instruction programs. Removal of these funding provisions would enable Secretary Bennet to implement his narrow and restrictive vision of equal and effective educational opportunities; it would enable him to transform the Bilingual Education Act into the "English-only" act.

NABE's objections to section 3 of S. 2256 are two-fold. First and foremost, we believe it is a prescription for educational failure. Second, we believe that it is based upon a series of fallacious arguments about Federal educational responsibilities and programs.

A PRESCRIPTION FOR EDUCATIONAL FAILURE

Congress passed the Bilingual Education Act in 1968 because of overwhelming evidence of the ineffectiveness of monolingual English instruction for non-English-language children. This evidence, based on more than a half-century of experience with English-only schooling, consisted of low academic test scores and high student drop-out rates. And the most ironic and tragic evidence of the failure of monolingual schooling consisted of the fact that countless Indian, Hispanic, Asian, and other language-minority students left school without mastering English -- the only language used and taught in the schools.

As a result of the Bilingual Education Act, we have learned a lot about language acquisition, cognitive development, and academic achievement. We know that it takes 3 - 5 years, on the average, for a non-English-speaking child to develop the level of English proficiency required for effective participation in an English-only classroom.

Obviously, the speed at which a child acquires a new language is influenced by many out-of-school factors, particularly the educational background and language proficiency of a child's parents. And in that regard it is important to recognize that the overwhelming majority of parents of LEP children are themselves LEP; and that many of these LEP parents are the casualties of our former educational neglect.

Even if Secretary Bennett were right in his assertion that there is no one educational approach that is most effective in teaching English to all LEP students in all situations, he would still be wrong about the importance and relative effectiveness of bilingual education.

To withold effective academic instruction until a child has achieved a level of proficiency which permits him or her to learn in English is more than a waste of time; it is the waste of a human mind, eager and capable of learning. For most children, education delayed is education denied.

A school's failure to take into account and use a child's native language can have tragic results. Three weeks ago, Isidro Feliciano, a Connecticut parent of two LEP students who are also mentally handicapped, testified before the Senate Appropriations Committee on the need to improve bilingual special education. Mr. Feliciano's testimony, attached to this statement for inclusion in the hearing record, underscores the critical role language plays in the education and development of LEP students.

Contrary to Secretary Bennett's assertions, there is substantial evidence that use of a child's native language promotes not only overall academic achievement and cognitive development but also English language acquisition. The most recent evidence is contained in the first-year results of a four-year longitudinal study conducted for the Education Department by SRA Technologies Inc.

The SRA study is a controlled comparison of three types of programs for LEP students -- labeled "immersion classes," "early-exit bilingual classes," and "late-exit bilingual classes" which use varying amounts of native language (Spanish) instruction. Contrary to the researchers' hypothesis, first-year data show that the students in "immersion classes" -- the students who received the most English language instruction -- made the least progress in reading, English language-arts, and mathematics. And the students in the "late-exit bilingual classes" -- the students who received the most Spanish language instruction -- made the greatest gains in English language development and mathematics.

Admittedly, the SRA study is not complete; but even its first-year results -- not to mention scores of completed studies -- should give pause to the advocates of English-only instructional programs, including so-called "immersion" programs which the Education Department has uncritically embraced.

The positive effects of bilingual education extend beyond the limited English proficient child. NABE has found that bilingual education has literally "opened the schoolhouse door" to thousands of parents who would otherwise be linguistically shut-out of their children's education.

Secretary Bennett's pet publication _What Works: Research About Teaching and Learning_ has received widespread attention. It contains many educational truths and is worthy of study. At the same time, however, _What Works_ has been criticized as overly-simplistic and naive, especially in its inattention to the resources needed for educational improvement. Nowhere is the tension between truth and naivete more obvious than with respect to parent involvement. Consider the following findings from the report:

> Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is.
>
> The best way for parents to help their children become better readers is to read to them -- even when they are very young. Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words.
>
> Parental involvement helps children learn more effectively. Teachers who are successful at involving parents in their children's schoolwork are successful because they work at it.

These statements represent sound advice for parents and teachers. But what about the parents and teachers who can't communicate with one another because of language barriers? And how are non-English-speaking parents going to help their children with reading and homework in a language they don't understand?

Secretary Bennett is right about one thing: not all bilingual education programs succeed. But he is also wrong about one thing: that English-only educational programs afford LEP students and their parents the same opportunities as bilingual programs.

Earlier this year, the Nation grieved at the loss of seven fellow Americans who perished in the Challenger shuttle disaster. The fact that one of those astronauts, Christina McAuliffe, was a teacher served to symbolize the similiarities between space exploration and education.

Education and space exploration involve tasks of great complexity, tasks of great uncertainty. And education and space exploration have the potential for improving our lives in ways we cannot fully comprehend.

NASA has the responsibility for launching people and objects into space; our schools have the responsibility for launching human minds.

The Challenger tragedy, and the subsequent failures of two unmanned NASA rockets have not caused our leaders to abandon the space program. Why is it then that Secretary Bennett, our Nation's educational leader, -- citing the lack of 100 percent educational success in dual language instructional programs -- demands that Congress abandon its commitment to bilingual education?

FALLACIOUS ARGUMENTS FOR "FLEXIBILITY"

In addition to branding bilingual education a "failure," Secretary Bennett has advanced a number of arguments in favor of greater pedadogical "flexibility" under the Bilingual Education Act. A review of the Reagan Administration's record on education reveals the fallacy of the Secretary's arguments.

First, Secretary Bennett constantly refers to the "4 percent" cap on funding for special alternative instruction programs. As noted earlier, the cap on special alternative instruction programs is expandable; 50 percent of all appropriations in excess of $140 million are set aside for this monolingual program until they reach 10 percent of total Title VII funding. Yet, the Administration has refused to avail itself of the funding escalator built into Title VII, recommending, instead, funding below the $140 million mark.

Second, Secretary Bennett repeatedly cites the fact that the Department received over 100 applications for special alternative instruction grants in FY 1985 but was able to fund only 35. Let's put this figure in perspective.

The table on the following page shows the number of applications received for new Title VII grants in FY 1985 by program type, and the number and percent of applications funded.

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1. **Proposal Form** (attached). Three copies with all items completed and carefully proofread for publication in the program.
2. **Abstract.** Three copies. A 300-word abstract of the presentation for review by readers. Use clear and concise language. Abstracts should be typed on one 8½" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. On top of the page, the title/topic of the presentation and the type of session should be stated. Abstract for SIG and publishers' sessions may contain the names of the presenter(s) or discussion leaders. Abstracts for intensive training, papers, workshops or symposia should have no author identification or affiliation either in the title or in the body of the abstract in order to insure anonymous review.
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E. Intended audience (up to three types of audiences only)

- ☐ Preschool Teachers
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- ☐ Secondary Teachers
- ☐ Teachers of Adult & Continuing Education
- ☐ College/University Faculty
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- ☐ Some Language Groups ______ ______
- ☐ One Language Group ______

G. Language of Presentation ______

H. Audio-visual equipment required ______

I. Correspondence (mailing address of presenter to whom all correspondence should be sent)

Name ______
Affiliation ______
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City ______ State ______ Zip ______
Telephone: Home (   ) ______ Work (   ) ______

Program	New Applications Received FY 85	Number & Percent Funded FY 85	
Special Alternative Instruction	103	35	34%
Special Populations (Handicapped, Preschool, Gifted & Talented)	85	27	32%
Developmental Bilingual Education	11	2	18%
Transitional Bilingual Education	344	138	40%
Instructional Materials Development	19	2	11%
Educational Personnel Training	131	43	33%
Fellowships	50	38	76%
Family English Literacy	50	4	8%

As the table illustrates, the supply of Title VII assistance is inadequate to meet the demand for grants. Inadequate Title VII appropriations, a function of the Administration's penurious budget requests -- not "inflexibility" -- are to blame.

Third, at the same time that Secretary Bennett decries the programmatic "inflexibility" of Title VII, he has asked Congress to zero-fund or slash support for other Federal education programs serving limited English proficient students which contain no requirements pertaining to dual language instruction. Examples include the Administration's request to

- o eliminate the $30 million Immigrant Education program;
- o eliminate the $24 million Training and Advisory Services program authorized under Title IV of the Civil Rights Act of 1964;
- o cut $50 million from the Chapter 1 program for migrant students;
- o terminate the College Assistance Migrant and Follow Through programs; and,
- o cut approximately $50 million in federal support for Indian education programs.

Fourth, at the same time that the Department cites the shortage of trained, qualified bilingual education teachers as evidence of the need to fund more special alternative instruction programs, the Department has proposed to cut Title VII funding for teacher training and retraining below the 25 percent level specified in the 1984 Education Amendments.

Finally, there is accumulating evidence that the Department of Education is moving systematically to dismantle or disrupt not only the bilingual education program but also other Departmental functions and activities designed to benefit LEP students. The evidence includes:

- the appointment of ideologues to the National Advisory and Coordinating Council on Bilingual Education;
- drastic downward revisions in the Department's estimates of the size of the LEP student population;
- delays in the procurement of a new contract for the Title VII Clearinghouse and substantial reductions in Clearinghouse activities; and,
- failure to utilize the Department's revised "super-flexible" Title VI Lau compliance standards to ensure nondiscrimination in federally-assisted education programs.

CONCLUSION

LEP children and the schools serving them are a matter of particular federal responsibility. Indeed, the presence of most LEP children in school districts is the result of past federal actions including territorial annexation, immigration policies, and the conduct of United States diplomatic and military activities abroad.

The Bilingual Education Act represents a small but tangible effort by the federal government to fulfill its responsibility to LEP students and the schools they attend. Like all education programs bilingual education is neither perfect nor 100 percent successful.

We believe, however, the record shows that bilingual education has improved the educational opportunities available to LEP students and their parents. And we believe the record shows that the problems confronting limited English proficient students and the schools they attend stem from federal neglect not federal inflexibility.

According, NABE opposes section 3 of S. 2256, and urges the Subcommittee to expand the scope of its inquiry beyond the narrow and fallacious issue of "flexibility."

Finally, those of us in education together with the parents of the children we serve, wish that more Members of Congress would approach the challenge of education in the same way they approach the challenge of space exploration. The "payloads" launched daily in our classrooms -- human minds -- are the richest resource in the universe. The preservation, care, and development of this resource should be the first and foremost goal of our Nation's government.

ATTACHMENT TO NABE TESTIMONY ON S. 2256

Excerpts from Education Secretary William J. Bennett's September 26, 1985
Address on Bilingual Education to Association for a Better New York

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And our common task is to ensure that our non-English speaking children learn this common language. (page 1)

And we expect our schools to help teach all of our students English, the common language that will enable them to participate fully in our political, economic, and social life. (page 2)

The purpose of such steps [1980 DHEW civil rights actions] was clear -- to teach these student English; and schools were free to use whatever means they judged would be effective in the pursuit of this goal. (page 4)

... we had lost sight of the goal of learning English as key to equal educational opportunity. (page 6)

But the responsibility of the federal government must be to help ensure that local schools succeed in teaching non-English speaking students English, so that every American enjoys access to the opportunities of American society. (page 6)

It was clear that the problem [identified by Congress in 1968] was the inability of many poor children to speak English; and the solution was funding for a variety of programs to teach those students English. (page 7)

The change [in Title VII as the result of the 1974 Education Amendments] came about because the understanding of the [Title VII] program changed; it was no longer the straightforward one of making sure that students acquired proficiency in English. (page 8)

And Congress [through the Education Amendments of 1984] unfortunately further backed away from a clear statement of the goal of learning English, by authorizing for the first time funding for programs designed simply to maintain student competence in the native language. (page 10)

Does it not make sense to allow local school districts to pursue the educational method they judge most promising to teach their non-English speaking students English? (page 12)

Let me be clear: We do not intend to prescribe one method or another. Many school districts will undoubtedly continue to pursue program with some instruction in the native language; in some circumstances, these can be very useful in helping students keep up with their classwork until they become fluent in English. We do not intend to prescribe one method or another. But the goal of any method should be clear: fluency in English. (page 13)

Many children in earlier generations learned English in such [sink or swim] circumstances; but some did not, and at times the cost was high. We intend to enforce the requirement that school districts provide equal opportunity for students deficient in English, by providing programs that address their needs; and we intend to continue funding programs that address the need of school children who need to learn English or to improve their English. (page 13)

As the educational historian, Diane Ravitch, points out, "it is unprecedented for the federal government to prescribe a particular pedagogical method... Congress should prescribe the goal -- in this case English language literacy -- and each districts should be free to decide how to achieve that goal."

But as this comment suggests, we need also to clarify for ourselves our national commitment to the goal. Paradoxically, we have over the last two decades become less clear about the goal -- English language literacy -- at the same time as we have become more intrusive as to the method. (page 14)

And teaching English to those whose native language is not English is a continuation of the struggle to provide for all Americans an equal opportunity to make of themselves what they can. (page 16)

We should not be bashful about proclaiming fluency in this [English] language as our educational goal; and we should not be timid in reforming our policies so as to secure it. (page 17)

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(202) 544-5061

NABE NEWS EDITOR
Nancy F. Zelasko
Washington, D.C.
(202) 625-3540

NABE JOURNAL EDITOR
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TESTIMONY

OF

THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

ON FY 1987 FUNDING FOR BILINGUAL EDUCATION

PRESENTED BY

DR. SARAH E. MELÉNDEZ
NABE PAST PRESIDENT AND ASSOCIATE DIRECTOR,
OFFICE OF MINORITY CONCERNS, AMERICAN COUNCIL ON EDUCATION

ACCOMPANIED BY

MR. JAMES J. LYONS, NABE LEGISLATIVE COUNSEL

TO

THE HOUSE APPROPRIATIONS SUBCOMMITTEE

ON LABOR - HEALTH AND HUMAN SERVICES - EDUCATION

MAY 5, 1986

BEST COPY AVAILABLE

ACADEMIC EXCELLENCE AND EQUITY THROUGH BILINGUAL EDUCATION

Mr. Chairman, it's a pleasure and an honor to appear before you again to testify on appropriations for Federal bilingual education programs. With me today is NABE's Legislative Counsel, Jim Lyons.

Earlier this month, Education Secretary William Bennett sent to Congress his statutory report on the "Condition of Bilingual Education In the Nation, 1986." This report, like other components of the Secretary's so-called "initiative" on bilingual education -- including the Department's FY 1987 budget request -- misrepresents the true condition of bilingual education in the Nation and the needs of American language-minority students.

Voodoo Demographics

Four years ago, Education Secretary Terrell Bell reported to Congress that there were approximately 3.6 million children of school age who were eligible for Title VII programs and services. While the Department was serving about 10 percent of the total universe of limited-English-proficient (LEP) students, Secretary Bell stated that "schools in general are not meeting the needs of LEP children." Indeed, according to the Department, "only about a third of the [LEP] children aged 5 to 14 ... are receiving either bilingual instruction ... or instruction in English as a second language without the use of their home languages."

Two years ago, in his 1984 report on the "Condition of Bilingual Education in the Nation," Secretary Bell updated the Department's estimates of the size of the limited-English-proficient population by noting:

> More current, but preliminary information, based on the 1980 Census and the 1982 English Language Proficiency Survey, indicates an increase in the [Non-English-Language Background (NELB) and Limited-English-Proficient (LEP) student] populations.

Now, two years later, Education Secretary Bennett reports to Congress that

> There are from 1.2 to 1.7 million of these [LEP] school-aged children (5-17) who are most in need of services under the [Title VII] statute. ... This estimate is a revision of the Department's earlier estimates....

At the same time, the Education Department has testified that between 94 and 97 percent of LEP students are receiving special services.

Mr. Chairman, the Department's new LEP population and service estimates represent a cynical exercise in voodoo demographics.

Virtually all reports indicate continuing substantial growth of our LEP population. This population growth -- the product of powerful domestic demographic trends and world forces -- presents a major challenge to American education.

The sad fact is that we are not meeting this challenge. Formal studies and informal reports show that most LEP students are not being adequately served, they are not being effectively educated. In New York City alone, according to the report of the Education Priorities Panel, more than 45,000 LEP students are receiving no special services to overcome the language barriers which impede successful learning.

What's At Stake and What It Takes

The educational success of American language-minority students is critical to the nation's well-being. We cannot afford -- economically, politically, or socially -- to permit millions of students to pass through or drop out of our schools without mastering the English language and the other subjects taught in our country's classrooms.

The educational needs of LEP students will not be met through callous statistical manipulations; nor will they be met by artificially lowering educational standards and expectations. The effective schooling of LEP students requires human and financial resources -- resources which are in short supply.

Budget Shell Game

The Education Department and the Office of Management and Budget have devised an elaborate budgetary shell game to mask the Administration's indifference to the needs of language-minority students. Secretary Bennett has repeatedly asserted that the Administration is seeking increased funding for Title VII programs.

Indeed, the Department's Title VII request of $143 million is roughly $4 million over the 1986 appropriation level. This increase, however, is offset many times over by the FY 1987 reductions sought by the Administration for other programs serving language-minority students. These proposed funding cuts include:

- Elimination of the $3+ million Vocational Training program;
- Elimination of the $30 million Immigrant Education program;
- A $50 million cut in funding for the Chapter 1 migrant program;
- Elimination of the $24 million Training and Advisory Services program authorized under Title IV of the Civil Rights Act of 1964;

- Elimination of the Follow Through program and the High School Equivalence Program for migrants; and,

- Multi-million dollar cuts tied to restructuring of other educational programs including Indian Education, Talent Search, Upward Bound, and the College Assistance Migrant Program.

The Bogus Issue of "Flexibility"

I recognize that this is not the proper forum to debate the Secretary's legislative proposals to increase the "flexibility" of the bilingual education program. Such a debate would be more appropriate before the authorizing committee. Nevertheless, the Administration's request that this subcommittee adopt legislative language setting aside the internal funding formulas specified in Public Law 98-511 necessitates two observations.

First, the internal Title VII funding formulas set out in Public Law 98-511 represent Congress' most recent and best judgment as to how the Federal government's limited resources can best serve LEP students and the schools where they are enrolled. These formulas were thoughtfully and painstakingly developed by a bi-partisan group of members of the House authorizing committee; and they were ratified by a bi-partisan majority in both the House and the Senate.

Second, the existing statutory escalator provision which sets aside 50 percent of all Title VII appropriations in excess of $144 million for the Special Alternative Instruction Program (to a maximum of 10 percent of total Title VII funding) offers the Secretary an immediate mechanism for accomplishing his proclaimed objective. Because the Department's request falls short of the $144 million level, however, it does not set in motion the funding escalator which would dramatically boost spending for the Secretary's favorite Title VII program.

Accordingly, we call upon you to reject the Administration's proposed legislative language. We also call upon the subcommittee to increase funding for the Title VII program. According to the Legislative Reference Service, Title VII services have been reduced by almost 50 percent since 1980 because of funding cuts and inflation. A restoration of Title VII funding to 1980 service levels represents a realistic response to Secretary Bennett's so-called "initiative" on bilingual education.

Ensuring Proper Expenditure of Appropriations

Finally, I call to your attention a number of issues which warrant the subcommittee's attention as possible subjects of legislative or report language. Many of these issues are currently being studied by the House Education and Labor Committee, and I trust that you will confer with Chairman Hawkins prior to your subcommittee mark-up.

First, the Department will soon publish new final program regulations to implement the revised Bilingual Education Act. Some months ago, the Department published for public comment a set of draft regulations. The draft regulations were criticized by numerous national organizations concerned with the effective education of LEP students and by Democratic and Republican members of the House and Senate authorizing committees. If the final Title VII regulations are not revised so as to accord with the letter and spirit of Public Law 98-511, we ask that you consider including in your funding bill appropriate legislative restrictions and guidance.

Second, despite a direct request from Chairman Hawkins, the Education Department has failed to release a large number of studies and evaluations which were conducted with Title VII monies. One of the reports which has not been released provides the first year results of a comparative study of so-called immersion programs versus two types of bilingual programs. We understand that the first year findings contradict the Secretary's assertions regarding the effectiveness of immersion programs. We hope that your subcommittee can facilitate the release of all Title VII-funded studies and reports.

Third, the Department proposes to reduce funding for Title VII graduate training on the grounds that "few of the fellows complete their degrees and actually provide classroom instruction." This is simply untrue. According to the Title VII-funded "Study of Techer Training Programs in Bilingual Education", most of the students receiving masters or doctorates in bilingual/ESL education graduated from Title VII supported training programs. And according to the same report, "86 percent of the trainer graduates were employed in bilingual education positions."

Fourth, there is accumulating evidence that the National Clearinghouse on Bilingual Education is being dismantled. The Clearinghouse is one of the most effective components of the Title VII program. During the last 5 years, the Clearinghouse has responded to an annual average of over 15,000 requests from teachers, administrators, and parents for information on bilingual, ESL, and other programs specially designed to meet the academic needs of language-minority students.

Sometime ago, the Department decided to recompete the contract for the Clearinghouse. The competition process bogged down, and a non-competitive 6-month extension was awarded to the original contractor. The extension, however, specified a decreased level of activity and narrowed scope-of-effort.

During the non-competitive extension, the Department published a RFP for the new Clearinghouse competition. This RFP projects further reductions in the level of Clearinghouse activities and effort.

The Department failed to carry out the Clearinghouse recompetition during the course of the 6-month non-competitive extension. Instead of extending the existing contract until a new competitive award is made, the Education Department entered into a sole-source 3-month "interim" contract with a new firm thereby occasioning a disruption of Clearinghouse service.

We hope the subcommittee will scrutinize this situation closely, and will take whatever steps are necessary to ensure the uninterrupted flow of Clearinghouse services at a level comparable to that provided under previous appropriations.

Fifth, information transmitted by the Education Department to Congress following a request by the three House subcommittee chairmen who share oversight responsibility for the activities of the Department's Office for Civil Rights (OCR) indicates a marked decrease in OCR's efforts to ensure compliance with the requirements of Title VI of the Civil Rights Act and the United States Supreme Court's landmark ruling in Lau v. Nichols. While congressional action to remedy an apparent weakening of civil rights compliance standards is best left to the subcommitees with substantive jurisdiction, we ask that your subcommittee consider directives which would prevent OCR from reducing further its Title VI Lau enforcement program.

Sixth, and finally, we call to your attention the irresponsible and reprehensible public statements of members of the National Advisory and Coordinating Council on Bilingual Education (NACCBE). In one press report, the Chairman of the NACCBE stated that "bilingual education is part of a silent conspiracy to keep Spanish-speaking children in linguistic bondage." Such public statements -- and we can provide the subcommittee with many other examples -- coupled with the shallowness and bias evident in NACCBE's most recent published report, call into question NACCBE's utility as an advisory and coordinating body. Indeed, the subcommittee may find that the NACCBE, as currently constituted, is not deserving of continued financial support.

NATIONAL ASSOCIATION
FOR BILINGUAL EDUCATION

Room 407 — 1201 16th Street N.W. — Washington, D.C. 20036 — (202) 822-7870

STATEMENT

OF

ISIDRO FELICIANO

PARENT LIVING IN BRIDGEPORT, CONNECTICUT

ACCOMPANIED BY

MR. JAMES J. LYONS, NABE LEGISLATIVE COUNSEL

TO

THE SENATE APPROPRIATIONS SUBCOMMITTEE
ON LABOR - HEALTH AND HUMAN SERVICES - EDUCATION

MAY 15, 1986

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624 San Antonio Way
Sacramento, CA 95819
(916) 445-2872

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105 Main Street
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3120 W. Alabama Place
Denver, CO 80219
(303) 922-0738

LEGISLATIVE COUNSEL
James J. Lyons, Esq.
Washington, D.C.
(202) 544-5061

NABE NEWS EDITOR
Nancy F. Zelasko
Washington, D.C.
(202) 625-3540

NABE JOURNAL EDITOR
Reynaldo Macías, Ph.D.
Los Angeles, CA
(213) 743-2296

NATIONAL OFFICE SECRETARY
Carolyn L. Riddick
Room 407, 1201 16th Street, N.W.
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15th ANNUAL INTERNATIONAL
BILINGUAL BICULTURAL
EDUCATION CONFERENCE
PALMER HOUSE HOTEL
CHICAGO, ILLINOIS
APRIL 1-5, 1986
CONFERENCE HEADQUARTERS TELEPHONE
(312) 793-3850

Mr. Chairman, Members of the subcommittee, my name is Isidro Feliciano and I live in Bridgeport, Connecticut. I appreciate the opportunity to stand in for Dr. Sarah Melendez, the scheduled witness for the National Association for Bilingual Education. Dr. Melendez, who formerly taught in and directed bilingual education programs in Connecticut, was called out of town on travel. I ask that her statement, already delivered to the subcommittee, be entered into the record.

I came to Washington to plead for the subcommittee's help in improving bilingual special education. As a resident of Connecticut, I know of your leadership, Mr. Chairman, in the fields of special education and civil rights. And so, I am confident that my plea will be answered.

My plea is intensely personal; yet it is delivered on behalf of thousands of other language-minority parents. You see, my wife and I moved to Bridgeport from Puerto Rico less than two years ago. Our native language, and that of our five children is Spanish. My children have been correctly classified by the Bridgeport School District as limited-English-proficient or LEP. I serve as the Chairman of the Bridgeport Advisory Committee on Bilingual Education, and am an active member of the Connecticut and National Associations for Bilingual Education.

I have a 12 year old daughter, Solimar, who has Downs syndrome. I also have a 16 year-old son, Edgar who has leukemia which is currently in remission. Solimar and Edgar have been appropriately identified by Bridgeport school officials as both limited-English-proficient and Educationally-Mentally-Retarded.

One would think that Solimar and Edgar would be well-served because they are doubly protected by Federal law. Under the Supreme Court's ruling in Lau v. Nichols they are entitled to a special program to overcome language barriers. And Public Law 94-142 entitles them to an individualized education program tailored to their special needs.

Yet, despite two laws and the efforts and good intentions of Bridgeport school officials, Solimar and Edgar are not well-served. Solimar is enrolled in an elementary EMR program which is conducted in English. Fortunately, a bilingual aide in the EMR program is available to provide some translation of class information. Edgar is enrolled in a high school EMR class conducted in English and receives a small amount of tutoring in English-as-a-Second language (ESL). No one in Edgar's program is available to provide translation of class information which he may not understand.

As limited as Bridgeport's services are for my two children, they are greater than those available to many other LEP-handicapped children. Bridgeport has three bilingual school psychologists who are able to assess the special education needs of some of our

Hispanic students.

Many other school districts have no staff who are trained to evaluate or meet the special education needs of LEP students. As a result, we have hundreds of thousands of students enrolled in special education program which they don't need. They are not handicapped, except by their lack of English. And, at the same time, LEP students with real handicaps, like Solimar and Edgar, do not receive the most effective special education services.

Mr. Chairman, when you mark up the appropriations bill for bilingual education and special education, I ask that you consider the problems I have addressed, the needs of language-minority children and handicapped children, and the needs of Solimar and Edgar.

I and the people with me will be glad to answer any questions you may have.

Qty	Number	Title
___	BE8649ab	Developing an Educational Program for Language Minority Parents / Changing Preservice and Inservice Teachers' Attitudes Toward Language Minority Parents / A Family-based Model of Bilingual Education
		Special Interest Group Presentations
___	BE8651	Institutionalization of University Bilingual Education Training Programs
___	BE8652	Getting It All Together: Research Networking for 1986!
		Symposia
___	BE8653ab	Bilingual Education & Lang. Planning
___	BE8655ab	Sociolinguistic and Cultural Considerations in Working with an Asian Multicultural Population
___	BE8656ab	Educating the Public
___	BE8661ab	Bilingual Special Education: Legal Issues
___	BE8662ab	Bilingual Early Reading & Cognitive Dev.
___	BE8663ab	Federally Funded Research Designs in Bilingual Education
___	BE8664ab	Documenting & Evaluating the Capacity Building Process
		Workshops
___	BE8667	Organizing a Communication Center to Implement Project ADEPT
___	BE8668	Designing and Implementing Language Development Curricula
___	BE8669	Teaching the Bilingual & Limited English Speaking Learning Disabled Student
___	BE8670	Academic Excellence: The Hispanic Parents' Role
___	BE8671	Yo Puedo: The Dynamics of Leadership for Bilingual/Bicultural Students
___	BE8673	A Child Centered Classroom for Hmong, Spanish & English Lang. Preschoolers
___	BE8674	The ABA Experience Approach
___	BE8676	The Career Guidance & Counseling of In-School Hispanics
___	BE8677	La Lectura Creadora: Creative Reading
___	BE8680	Writing to Read

(See Back Page)

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___	BE8603	Awards Luncheon
___	BE8604	Second General Session: "Academic Excellence or Equity: A False Dichotomy" - Tomas A. Arciniega
___	BE8605	Third General Session: "Education in Our Multicultural World" - Floretta Dukes McKenzie
___	BE8606	Fourth General Session: "Literacy Development in the Primary Language" Stephen Krashen
		Major Sessions
___	BE8607	The Unfinished Excellence Agenda: Making Something Happen
___	BE8608	Issues in Bilingual Education: A Model for Language Minority Education
___	BE8609	Is It Really Bilingual Education?
___	BE8610	Critical Thinking and Affective Development
___	BE8611ab	Multi-Ethnic Support for Bilingual Ed
___	BE8614	The Influence of Native Culture on English Proficiency
___	BE8615	What Research Evidence Says About Bilingual Education
___	BE8616	The Future of Reading Instruction for Language Minority Students
___	BE8617	Bilingual Special Education: State of the Art
___	BE8618	Implementing Bilingual Education: Urban Superintendents' Perspectives
___	BE8619	Issues in Schooling for Language Minority Children
___	BE8620	Creating Literate Environments in Early Childhood
___	BE8621	Language & Reading Strategies for Improving Thinking
		Special Topics
___	BE8622ab	The Pre-Professional Skills Test & Minority Teacher Trainees / Competency Tests & Minority Representation in Staff
___	BE8623	Bilingual Multicultural Education: An Institutionalized Program
___	BE8624ab	The Referral of Hispanic Children to Special Education / What Happens to Multilingual/Multicultural Concerns in Special Education Needs Assessments?
___	BE8625ab	Readability, Comprehension Instruction, and Spanish Reading Programs / A "Rhetorical Curriculum" for Hispanic & Other Minority Students
___	BE8626	Teaching Writing to Secondary LEP Students / Teaching Reading to Spanish Speaking Secondary Students: A Piagetian Approach
___	BE8627ab	A Naturalistic Study of Peer Interaction in Biling., Multicult. Head Start Center / The Effects of Individual Differences Upon Peer Interaction / Should Kindergarten Be Full-Day or Half-Day?
___	BE8628ab	Beginning Literacy Development, Learning, & Evolution / Linguistic Development of Hispanic LEPs
___	BE8629ab	Effects of First Language Education / The Relationship Between Academic Achievement and Selected Variables
___	BE8630ab	Study of Korean-Amer. Acculturation / Language Assessment for Reading Skills in Korean and English
___	BE8631ab	A Comparison of Bilingual Education in Peru, Nepal & the United States / Teaching the National Language in a Multi-Dialectal Society: PRC
___	BE8632ab	The Relationship Between Sociodemographic Factors & Linguistic Variation / Conflict Resolution Within the Transitional Mexican-American Family / Mental Health of Two-Way Migrants: From Puerto Rico to the U.S. & Back
___	BE8633ab	Criticism of the Use of the Kaufman Assessment Battery for Children / Identifying Optimal Intervention Strategies for LEP Children
___	BE8634ab	Longitudinal Results and Cost Effectiveness of Title VII Project P.I.A.G.E.T. for 1981-1985 / From Sixth Grade to High School Graduation: Bilingual Program
___	BE8635ab	An Exemplary Program for Teaching Reading to LEP & NEP Adults in Alaska Linking Theory & Practice in an ESL Reading Lab / The Development of Reading Competence in Non-English Speaking Children
___	BE8636ab	Reviving the Core Curriculum for Secondary Bilingual Programs / The Successful Hispanic Student
___	BE8637ab	The Effects of Probing in the Use of Cognitive Reading Strategies / Writing of 4th & 6th Grade Students in Biling., Submersion, & Reg. Programs Television, Reading and Oral Language Development
___	BE8638	The Role of Hispanic Ethnicity in College Conflict
___	BE8639ab	Literacy Skills and Asian LEP Students Southeast Asian Folklore: Getting to Know Your Indo-Chinese Students
___	BE8640ab	The Role of Verbal Ability in Computer Programming / Computers for Communicative Competencies in ESL
___	BE8641ab	The LEP Special Education Student in New York City / Can Thirteen Years of Implementation Make a Difference?
___	BE8642ab	Language/Dialect/Vernacular / The Relationship Between Creativity and Bilingualism
___	BE8644ab	The Relationship of Hispanic Teacher Alienation to Selected School Workplace Characteristics and Career Stages / Teacher Stress in the Bilingual Class
___	BE8646	Computers in Bilingual Education: New Directions in Teacher Training A Conceptual Framework for Examining CALL for LEP Students
___	BE8647ab	Second Language Intervention for Bilingual Handicapped Students / A Follow-Up Study of Hispanic Learning Disabled LEP & non-LEP Students in Special Education
___	BE8648ab	Beyond the LAS or a Score of 1 in English and 1 in Spanish Does Not Necessarily Equal a Category A / The Assessment of Bilingual Students: A Sorting Mechanism

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MEDIA WATCH COMMITTEE

Ascension Hernández, Chairperson
6425 Woodstock
Shawnee, KS 66218

NABE Board Liaison:
Gene T. Chávez, President

Activities to Date:

- Compiled articles submitted by NABE Media Watch committee members and submitted them to NABE President Chavez and to the NABE National Office.

MEMBERSHIP COMMITTEE

Verma Pastor, Chairperson
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Activities to Date:

- Mailed 1,800 membership renewal letters.
- Mailed 200 letters to potential members.
- Mailed letters to organizations encouraging membership.
- Submitted membership article for *NABE NEWS.*
- Worked with Affiliate Associations to encourage membership.

ORGANIZATIONAL DEVELOPMENT COMMITTEE

Carmen Arreaga-Mayer, Co-Chair
Multicultural Outreach Center
8935 Sagamore Street
Leawood, Kansas 66206

NABE Board Liaison:
Josué González, President-Elect

Vincent J. Petrosino, Co-Chair
Baltimore City Public Schools
Bilingual Education Program
181 North Bend Road
Baltimore, Maryland 21229

Activities to Date:

- Distributed a survey requesting information from the Affiliates, the results of which were incorporated into a report delivered to the NABE Board at the Chicago Conference.
- Sent proposals for use of a Computer Communications System to the Affiliates.
- Reorganized the Organizational Development Committee into six subcommittees each with a chairperson and six NABE members.

PUBLIC RELATIONS COMMITTEE

Francisco Villareal, Chairperson
1869 South Quitman
Denver, CO 80291

NABE Board Liaison:
Norman C. Gold, Parent-at-Large

NO INFORMATION AVAILABLE.

PUBLICATIONS COMMITTEE

Eugene E. García, Chairperson
Bilingual Education Center
Farmer Building
A.S.U., Tempe, AZ

NABE Board Liaison:
Lilliam Malave, Vice President

NO INFORMATION AVAILABLE.

RESOLUTIONS COMMITTEE

Alfredo De Los Santos, Chairperson
Maricopa Community College
3910 E. Washington Street
Phoenix, AZ 85034

NABE Board Liaison:
Aurora Martínez-Quevedo, Secretary

No news at this time. See related article, "Resolutions," on page 12.

Continued on page 14

RESOLUTIONS

(Continued from page 12)

The National Association for Bilingual Education strongly urges that additional funds be allocated to the Clearinghouse so that the services it provides can be expanded to serve an ever-growing need.

NABE Membership Action: Approved Unanimously

RESOLUTION #2

Whereas National Clearinghouse for Bilingual Education (NABE) recognizes the need and importance of an organizational network to better serve cultural and linguistic unique children and families; and

Whereas NABE is aware of the National Linkage Committee that is comprised of individuals that represent National Early Childhood childrens' advocacy organizations; and

Whereas At least 100 members of NABE have designated Early Childhood as their special interest group; and

Whereas NABE is aware of Early Childhood-preschool programs dealing specifically with developmental/educational services for young children, ages birth to six years, and their families;

Be it resolved that
The National Association for Bilingual Education (NABE) recognizes the importance of networking with other national child and family advocacy organizations by participating in the National Early Childhood Linkage Committee;

Be it further resolved that
NABE support and assist in promoting the concept of the Linkage Committee by designating the Early Childhood SIG Chairperson as the official NABE representative to the National Linkage Committee.

NABE Membership Action: Approved Unanimously

RESOLUTION #3

Whereas The National Association for Bilingual Education recognizes the need and importance of appropriate bilingual multicultural education for all students who have a linguistic background that is other than English;

Continued on page 14

STANDING COMMITTEES

(Continued from page 13)

RULES COMMITTEE

Nancy F. Zelasko, Chairperson
Georgetown University BESC
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

NABE Board Liaison:
Myrella Lara, Eastern Regional Representative

Activities to Date:

- Prepared updated NABE Manual of Operational Procedures.
- Revised NABE Bylaws.
- Proposed amendments to NABE Constitution.

SOCIOPOLITICAL CONCERNS COMMITTEE

James J. Lyons, Chairperson
308 E. Capitol Street, N.E.
Suite 2
Washington, D.C. 20002

NABE Board Liaison:
Tony Báez, Central Regional Representative

No news at this time. See related article, "A View From Washington," in the insert.

ATTENTION

NABE would like to acknowledge in appreciation the remarks made by Congressman Augustus F. Hawkins (D-CA) in the House of Representatives on Thursday, May 22, 1986 on behalf of bilingual education. The remarks, as they appeared in the Congressional Record are reprinted below.

HON. AUGUSTUS F. HAWKINS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 1986

Mr. HAWKINS. Mr. Speaker, recently the administration's bilingual education proposal was introduced in the Senate and House of Representatives as S. 2256 and H.R. 4538. Education Secretary Bennett asserts that this legislation is necessary because current law prohibits "flexibility" in local schools and that the Federal Government mandates a particular method of instruction called transitional bilingual education [TBE] in this law renewed several times by the Congress and even signed by this President.

Under the General Education Provisions Act, as amended through December 31, 1984, section 432 reads:

> Prohibition Against Federal Control of Education—No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration or personnel of any educational institution, school or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by an educational institution or school system, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance.

The current Bilingual Education Act (reauthorized in 1984) is in compliance with the letter and the spirit of that law.

The following are methods of instruction well known in the teaching profession: Audio-lingual method, total physical response method; grammar-translation method; concurrent approach; and, more recently, the natural language approach.

Transitional bilingual education is not a method, but rather a legislative label which describes a program which uses a non-English language initially while at the same time introducing individuals to a well-structured program of English.

Just as the words "humanities," "business" or "vocational education" do not imply a method, neither does "transitional bilingual education."

Since 1968 when the Bilingual Education Act was introduced, local schools have always had the flexibility to choose and propose whichever method they want to use for bilingual education programs of instruction.

Secretary Bennett's use of the "flexibility" is a euphemism for eliminating all native language instruction from these programs. Similarly, his use of the word "choice" is a euphemism for eliminating chapter 1 from local schools so that parents can "privatize" Federal support for local schools.

Secretary Bennett continues to ignore the flexibility provided in the current Bilingual Education Act. He also has ignored evidence of research and evaluation reports funded by his own Department which support bilingual education.

The American public deserves an honest debate on this issue. I am confident that such a debate will help us to focus on the needs of the ever-growing number of children needing bilingual courses in school in order to learn English and to become productive citizens.

RESOLUTIONS

(Continued from page 13)

Whereas The National Association for Bilingual Education recognizes that all students are legally entitled to an equitable education;

Whereas The National Association for Bilingual Education is aware that Title VII of the Elementary and Secondary Education Act provides funds for bilingual education for limited English proficient students;

Whereas The National Association for Bilingual Education is aware that Chapter I of the Elementary and Secondary Education Act, the Emergency Immigrant Act, the Refugee Assistance Act, programs for the gifted and talented, and the migrant education programs provide supplemental instruction for limited English proficient students;

Whereas The National Association for Bilingual Education is aware that special education deals with a large population of LEP/NEP students;

Be it resolved that
The National Association for Bilingual Education encourage the collection and dissemination of information on the availability and implementation of these supplemental programs for LEP/NEP students;

The National Association for Bilingual Education coalesce with organizations such as MALDEF, the National Council for La Raza, the Puerto Rican Defense and Education Fund and other similar organizations to insure that LEP/NEP students in need of these supplemental services have equal access and are served through these programs.

NABE Membership Action: Approved as amended

RESOLUTION #4

Whereas The members of the National Association for Bilingual Education rely on *NABE NEWS* and the *NABE JOURNAL* for news and research on issues related to bilingual education;

Be it resolved that
The National Association for Bilingual Education take necessary steps to insure the regular and timely publication of these two periodicals.

NABE Membership Action: Defeated

746

Transitional Bilingual Education in Massachusetts: A Preliminary Study of Its Effectiveness

by Catherine Walsh
New England Bilingual Education
Multifunctional Support Center
University of Massachusetts, Amherst

Eduardo B. Carballo
Massachusetts Department
of Education

EXECUTIVE SUMMARY

In recent years, significant attention has been focused on the effectiveness of bilingual education, both at the state and national levels. Massachusetts has mandated transitional bilingual education (TBE) since 1971. However, while administrators, teachers, and parents attribute limited English proficient (LEP) students' success to TBE programs, little or no research exists to confirm its effectiveness.

This study attempts to address this need by examining TBE program effectiveness for Hispanic students in five (5) school districts in Massachusetts. The student sample was comprised of 214 grade 1–12 subjects and included currently enrolled TBE students, mainstream students who had previously been in TBE, and LEP students never enrolled in TBE programs. Data collection was primarily through a cumulative folder review which examined the following variables: place of birth, socio-economic status, number of years in TBE, district mobility, (including number of schools attended), attendance, test scores, academic rades, and remediation. Outlined below is an overview of the major findings.

FINDINGS

Enrollment in TBE:

- on the average, the students sampled in the 5 districts had been in TBE for three years at the time of the study
- mainstream students had been in TBE an average of three years before mainstreaming

Mobility:

- 53% of the sample had attended schools only in their district
- 33% had attended schools in their own country
- 14% had attended schools in other districts
- 34% had attended 3 or more schools in their current district

Attendance:

- 66% of the TBE students had high attendance (the standard begin in excess of 160 days a year)
- 78% of the mainstream students had high attendance
- 58% of the control students (LEP were never in TBE) had high attendance

Academic Grades:

- 92% of the TBE students had an academic average of C or higher
- 49% had an average between A & B
- 93% of the mainstream students had an academic average of C or higher after an average of two years in the mainstream
- 35% had an average between A and B after an average of two years in the mainstream
- 42% of the control were failing; none had an average higher than B

Repeat Grades:

- 9% of the TBE students had repeated a grade
- 12% of the mainstream students had repeated grades
- 41% of the control had repeated grades

Special Education:

- 9% of TBE students had been referred for special education
- 19% of the mainstream students had been referred for special education
- 26% of the control had been referred for special education.

CONCLUSIONS

The findings demonstrate a number of variables, both academic and non-academic, that currently enrolled TBE students and mainstreamed TBE students are much more successful in school than LEP students who were never serviced by TBE programs (control students).

1. TBE and TBE mainstreamed students have a 12% higher attendance rate than did control students. This coincides with the findings of national studies.

2. TBE and TBE mainstreamed students have better academic grades, averaging B, as compared to the control students whose average is D+.

3. Referrals to special education appear to be language related.

4. Test score performances varied widely by grade and district, yet certain trends were evident. Elementary TBE students for the most part averaged about a year below grade equivalency in reading and slightly less than a year in math.

In one district elementary TBE students, however, scored on or above grade level exhibiting higher scores in reading than in math. This higher performance might be attributable to many factors: students' place of birth, previous schooling, the integrated curriculum, the English and native language literacy program, and the rigorous and carefully designed testing program.

5. Performance on standardized tests for TBE secondary students is poor, averaging about two years below grade equivalencies. While no solid evidence exists to suggest the reasons for this, age may be a factor, since many students are well beyond chronological age–grade placement. This finding coincides with national studies that cite age as a possible factor in performance.

6. TBE mainstreamed students showed the best overall and most consistent achievement, with the majority performing on or above grade level. It appears that once students develop a base in their native language through TBE they are able to transfer language skills to English and in a short time achieve a level comparable to native English speakers. The average yearly growth in English is two years. Performance is highest for those students who were in TBE at least two years.

Continued on page 20

NACCBE Appointments Challenged

In response to Secretary of Education Bennett's appointment to the National Advisory and Coordinating Council on Bilingual Education (NACCBE) of individuals who publicly oppose the programs authorized by the Bilingual Education Act, the following resolution, H.RES. 256, was introduced in the House of Representatives on August 1, 1985, by Congressman Henry B. González (D-TX). The resolution is reprinted below.

Resolution

Expressing the sense of the House of Representatives with regard to recent appointments to the National Advisory and Coordinating Council on Bilingual Education.

Whereas the Bilingual Education Act of 1968 was revised and reauthorized last year by enactment of Public Law 98-511, requiring the Secretary of Education to appoint a National Advisory and Coordinating Council on Bilingual Education;

Whereas Public Law 98-511 requires the council to advise the Secretary of Education with respect to policy matters arising in the administration and operation of programs for individuals of limited English proficiency;

Whereas Public Law 98-511 requires the council to submit a report to the Congress and the President on the condition of bilingual education in the Nation;

Whereas the Secretary of Education recently appointed to the council individuals who publicly oppose the programs authorized by the Bilingual Education Act and other Federal statutes designed to ensure that all American children have equal educational opportunities;

Whereas past appointees to this council have openly opposed and disparaged bilingual education programs;

Whereas the appointment of such individuals severely limits the council's ability to provide objective and reasoned advice to the Secretary, the President, and the Congress; and

Continued on page 21

NABE Special Interest Groups Annual Reports

The following are brief summaries of the annual reports submitted to the Executive Board by the Chairpersons of the NABE Special Interest Groups for 1985-86. Members may obtain additional information on the individual SIGs by contacting the chairperson listed below.

EARLY CHILDHOOD SIG

1985-86 Chairperson:
Elizabeth Garza
Project Director
IDRA
5835 Callaghan Road
Suite 350
San Antonio, TX 78228

1986-87 Chairperson:
J. Francisco Villareal
1989 S. Quitman
Denver, CO 80291

Vice Chairperson:
Barbara Gómez

Activities:

- Dissemination of "Building Bridges for Young Children," the newsletter for Early Childhood SIG members. The newsletter contains information on research and legislative issues regarding bilingual early childhood education. One issue of the newsletter was sent in March prior to the annual conference and highlighted conference activities. Another newsletter was sent out in June.
- Representation of the Early Childhood SIG in the Linkage Committee, a group composed of representatives of major national early childhood organizations. The purpose of the Linkage Committee is to develop communication and coordination linkages among the various organizations in an effort to better serve children and their families.

Goals

- To disseminate state-of-the-art information to all Early Childhood SIG members.
- To develop an early childhood network.
- To encourage more early childhood presentations at NABE conferences.
- To assume an advocacy role for Early Childhood.
- To serve as a linkage with the state affiliates and other state and national early childhood/preschool organizations and associations.
- To request an Early Childhood booth at the NABE conference.
- To increase membership in the NABE Early Childhood SIG by making contacts at other conferences.
- To encourage the support of the NABE Board on matters related to bilingual early childhood education.

GLOBAL EDUCATION SIG

1985-86 Co-Chairpersons:
Gina Cantoni-Harvey
Center for Excellence in Education
Northern Arizona University
Flagstaff, AZ 86011

Dorothy Waggoner, Consultant
3900 Watson Place, N.W.
Washington, D.C.

1986-87 Co-Chairpersons:
Same as 1985-86

Activities:

- Developed position paper for the SIG.
- Presented a conference symposium with representative of model programs in which English language majority and language minority students become bilingual and biliterate in integrated classrooms.

- Assumed responsibility for planning an international symposium on bilingual education with U.S., Mexican and Canadian experts to be hosted by the Mexican Ministry of Education in Mexico City.

Goals

- To participate in the international symposium and make its papers and discussions available to the membership of NABE and to policy makers and the media.
- To cultivate linkages with U.S. and foreign organizations and institutions interested in furthering the development of the language and cultural resources of minority students and more widespread knowledge of the world's languages and cultures among all students.
- To organize a Global Education stand for the 1987 NABE Conference in Denver.

HIGHER EDUCATION SIG

1985-86 Chairperson:
Dr. Vinicio H. Reyes
Governors State University
College of Education
University Park, IL 60466

1986-87 Chairperson:
Same as 1985-86

Vice Chairperson:
Dr. Richard L. López, Jr.
1710 N. Old Pueblo Drive
Tucson, AZ 85745

Activities:

- Minutes of business meetings held during the 14th Annual Conference in San Francisco were mailed to the members of the Higher Education SIG of NABE.
- A list of the Higher Education SIG members was mailed to all regional representatives.
- A progress report and a questionnaire seeking information regarding the accomplishments of the 1985-86 Goals were mailed to the regional representatives first and then to each member of the Higher Education SIG.
- A progress report and a questionnaire seeking information regarding the 1985-86 Higher Education SIG activities were mailed by the Central Representative.
- Attended conference sponsored by the Puerto Rican Council on Higher Education held at Teachers College, Columbia University.
- Implemented activities germane to bilingual higher education in each of the following regions: Eastern, Central and Western.
- Published at least two articles in *NABE NEWS* regarding issues in Higher Education.
- Submitted three articles for publication to the *NABE JOURNAL* and one to *THE BILINGUAL REVIEW.*
- Planned and implemented a panel discussion at the 15th Annual NABE Conference on "Institutionalization of University Bilingual Education Training Programs." Other presentations by Higher Education SIG members were also presented at the Conference.

Goals

- The Vice Chairperson will identify and disseminate articles related to Bilingual Education in professional journals in order to provide information regarding relevant issues in Higher Education.
- Regional representatives will maintain linkages with the Multifunctional Resource Centers, SEAs, LEAs and NABE in order to develop interest in Higher Education issues.
- The Higher Education SIG will plan and implement at least one activity relevant to Higher Education in each of the following regions: Eastern, Central and Western.
- The Higher Education SIG will publish one article per region in the *NABE NEWS.*
- The Higher Education SIG will submit for publication one article per region to the *NABE JOURNAL.*
- The Higher Education SIG will plan and implement a panel discussion at the NABE annual conference. Regional representatives will identify panelists to represent their regions. The Chairperson will submit the proposal and coordinate this activity.

Continued on page 18

Affiliate News

EASTERN

During the Chicago Conference all Eastern affiliate members had an opportunity to meet with the Eastern Regional Representative, Myrella Lara. Some of the items discussed were: links between local state chapters and individual teachers; update of Board members at the local level; opportunities to meet and share information on a regional level; better lines of communication between state level boards and local membership.

Connecticut

The Connecticut Association for Bilingual Education (CABBE) held its annual Spring Conference on March 22, 1986 at Southern Connecticut State University, in New Haven, Connecticut. The following officers were elected: President–Tomás Z. Miranda; 1st Vice President–Virginia Martínez; 2nd Vice President–Leonor Toro; Recording Secretary–Virginia Rodríguez; Corresponding Secretary–Adnelly Marichal; Past-President–Myrella Lara.

Massachusetts

Massachusettes hosted the Northeast Bilingual Education Conference (BEMSC) on April 14–15 at the Hyatt Regency Hotel in Cambridge, Massachusetts.

New York

The New York State Association for Bilingual Education (SABE) will be co-sponsoring with NABE a major fundraising event a the Hilton Hotel in New York City. The event, a dance and concert, will take place on Sunday, October 12 at 7:30 p.m.

CENTRAL

No news at this time.

Continued on page 24

Don't Miss
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Join NABE
today!

NEW BOOKS

Beyond Language: Social and Cultural Factors in Schooling Minority Students
Evaluation, Dissemination and Assessment Center, Los Angeles

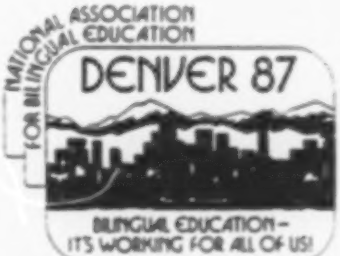
An in-depth examination of the role of the sociocultural context in affecting educational outcomes, *Beyond Language* is a companion piece to two earlier publications from the same publisher: *Schooling and Language Minority Students: A Theoretical Framework* and *Studies on Immersion Education: A Collection for United States Educators*. Collectively, these volumes are intended to provide guidance in improving the education of language minority students.

Prairie Dawn's Purple Book
by Jan S. Zion
Oxford University Press

Especially written for students who already have some proficiency in English, *Prairie Dawn's Purple Book* focuses on strengthening listening, speaking, reading and writing skills. The topics covered in this fourth level of the *Open Sesame* ESL series for children relate to subjects students are learning in their other classes. Language abilities are developed through songs, chants, conversations, poems, stories and games all based on illustrations and photographs from the book.

TABE Conference

The fourteenth annual Texas Association for Bilingual Education Conference will take place October 30, 31 and November 1 at the McAllen Civic Center, McAllen, Texas. The theme of this year's conference is "Bilingual Academic Excellence: Fulfilling the Promise." For more information contact Ramón Billescas, PSJA School District, Drawer Y, Pharr, Texas 78577, (512) 783-1131.


NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
DENVER 87
BILINGUAL EDUCATION – IT'S WORKING FOR ALL OF US!

SPECIAL INTEREST GROUPS

(Continued from page 17)

PARENT SIG

1985-86 Chairperson:	1986-87 Chairperson:
Juan Trinidad	Vacant

Activities:

Received approval from the Executive Board of the following resolutions:

- To ask the state affiliates to assign 5% of their membership income to sponsor the participation of active parents in future conferences.
- To prepare at least one informational mailing annually to parents who attend the conference and to provide in that mailing information and training materials to be disseminated both in English and in several of the major languages listed on the attendance roster.
- To provide a parent column in the *NABE NEWS* in the major languages and to mail the *NABE NEWS* to all Parent Institute attendees.
- To invite parents to attend executive level NABE meetings. The Board will issue meeting announcements two months prior to a Board meeting, to local affiliates providing information on meeting times and dates and inviting the participation of local parent groups.

Goals

- To encourage responses to Secretary Bennett's attacks on bilingual education, including any attempts to incorporate Title VII into any formula grant program like Chapter I.
- To have each state affiliate elect a parent representative to the state governing board.
- To encourage the Board to provide more services and general meeting time at future NABE conferences.
- To provide copies of the Institute roster of attendees to all who attend the Parent Institute, in order to facilitate networking and communication.

SECONDARY EDUCATION SIG

1985-86 Co-Chairpersons:	1986-87 Chairperson:
Rick Sullivan Secondary Instructional Specialist Alhambra School District Alhambra, CA 91801 Antonio A. Rodríguez Coordinator of Bilingual Education Huntington Beach Union High School District Torrance, CA 90504	No information available

NO REPORT AVAILABLE.

New Editor Appointed to *NABE Journal*

The NABE Board has appointed Dr. Reynaldo Macías as the new editor of the *NABE Journal*. We apologize for the inevitable delays incurred in the transition of editors from Dr. Eugene García to Dr. Macías. The *NABE Journal* should be back on schedule shortly and you will receive the next issue very soon.

AN EVENT NOT TO BE MISSED!

The first annual NABE Fundraising Dance and Concert will take place Sunday, October 12, 1986 at 7:30 p.m. at the New York Hilton Hotel in New York City. For more information, contact Aurea Rodríguez, President-Elect NYSABE at (212) 570-7067.

SPECIAL EDUCATION SIG

1985-86 Chairperson:
Eda Valero-Figueira
George Mason University
Department of Education
4100 University Drive
Fairfax, VA 22030

1986-87 Chairperson:
Vacant

Vice Chairperson:
Elba Maldonado-Colón
University of Texas at Austin
College of Education
Department of Special Education
Room 440
Austin, TX 78712

Activities:

- Updated the membership mailing list and established contact with all members.
- Established contact with the Hispanic Caucus of the Council for Exceptional Children and cross-checked both mailing lists to include non-NABE members in the mailings in order to encourage interest in the Bilingual Special Education SIG.
- The SIG Chairperson attended the symposium on the Hispanic Exceptional Child, which took place in Boulder, Colorado last summer. A report of the meeting was mailed to the membership.
- A *SIG Newsletter* was published and mailed to the membership, accompanied by a letter from the Chair, and followed by a listing of all presentations on bilingual special education to be made at the annual conference.
- The Chair asked the members of the SIG to write to the incoming president, Dr. Jose Gonzalez relative to the issue of scheduling NABE at the same time as the Conference of the Council for Exceptional Children.
- A $3.00 fee was assigned for the newsletter in order to cover duplicating and mailing expenses.

Goals

- To increase membership by contacting the chairs of the Asian and Native American Caucuses of the Council for Exceptional Children for their membership lists.
- To continue work on the interface of the Council for Exceptional Children and the SIG.
- To reactivate the Task Force and to continue networking through the newsletter.

1986 Nationwide Writing Contest for Bilingual Students

National Assocation for Bilingual Education

	1st Place Winners	2nd Place Winners	3rd Place Winners
3-5 Grade Category	Sonia A. Zeledon Grade 5 Duval Elementary School Gainesville, Florida	Ihaab M. Hassan Grade 3 Scranton Elementary School Cleveland, Ohio 44113	William Joseph Vivas Grade 4 Miramer Elementary School Miami, Florida 33132
6-8 Grade Category	Nelly Valverde Grade 6 Intermediate School 151 Bronx, New York 10451	Tai Du Grade 8 Sylvandale Jr. High School San Jose, California 95111	Armando Cintron Grade 7 Intermediate School 151 Bronx, New York 10451
9-12 Grade	Deborah Reed Grade 10 Oaks Mission School Oaks, Oklahoma 74359	Nora Valdes Grade 11 Chula Vista High School Chula Vista, California 92011	Xinh Pham Grade 12 Eastern High School Lansing, Michigan 48912

National Association for Bilingual Education

Year At A Glance 1985–1986

NABE sustained advocacy effort for Title VII of ESEA and for other legislative measures to assure that the needs of limited-English-proficient students will continue to be met in the years ahead.

NABE prepared an updated manual of operational procedures which will be published in the near future.

NABE initiated discussions with the Secretaria de Educacion Publica of Mexico in order to host a symposium in Mexico City in the near future and to participate jointly in several activities and presentations at this year's annual conference.

NABE initiated discussions with the Agregaduria de Educacion, Consulado General de Espana concerning future collaboration on international meetings hosted by the Spanish Government.

NABE hired Harrison Management Company, professional fundraisers in order to reach the long-range goals of developing an awareness in corporations and foundations about the issues concerning bilingual education.

NABE initiated the investigation of a National NABE network using microcomputers as a means of communication with the national office and major affiliates across the nation.

NABE worked on developing new affiliates in non-affiliated states.

NABE spearheaded the grassroots involvement of organizations, school district personnel and the general public to comment on the proposed rules and regulations for the implementation of the Bilingual Education Act.

Continued on page 22

ESSAY CONTEST

(Continued from page 1)

NABE NEWS is pleased to share with you the following first place essays:

Being Bilingual in America: What Will the Future Hold for Me?

I came to the United States of America with my family in search of a new life. For me the most important thing so far has been to learn English, the language of the country where I now live.

My first day of school was very exciting. I didn't know any English but I was ready to learn. One year later, I can talk and write English and Spanish. I have a lot of American friends.

For me speaking, reading and writing two languages is like I was two people at the same time. Now I can call and write to my country in Spanish and also I can talk and write to my friends in America in English. I feel proud of myself and for my good luck.

In the future as a bilingual I would like to be a lawyer, study hard to get a good job and with the learning of two languages help the English and the Spanish speaking people with their problems and help make America a better country for all. I think the future will be very good for me in America as a bilingual person.

Sonia A. Zeledon
Gainesville, Florida
5th Grade, Duval Elementary School

Being Bilingual in America: What Will the Future Hold for Me?

I have great expectations for what the future holds for me and for my generation as a bilingual human being.

The Bilingual Program is helping me to widen my knowledge to gain the necessary skills to live comfortably in the future. Learning two languages and two cultures is helping me to better understand my family, my teachers, my peers and my Spanish culture as well as the American culture around me.

Being bilingual is like being two different people sharing one body and one soul at the same time. Knowing more than one language and one culture makes me more sensitive and unique. I can feel, talk, love, laugh, understand and react to two different cultures and languages as well. It makes me feel good and happy about myself.

The knowledge of two languages cushions my steps from one culture to the other. It helps soften my growing pains. I wish that all the children could have the same opportunity as I have. To be able to talk, to read and write in two different languages is a wonderful experience. I also wish that they learn as many languages as they can. To see, feel, love and understand other cultures with the eyes of a child is a great experience.

I am grateful to my bilingual teachers and the government for giving me the opportunity to keep and observe my language and culture while learning a second language and culture as well. This is my best inheritance. Living in a multilingual and multicultural city like New York provides me with a great opportunity to advance in the future.

I am eleven years old now. By the year 2000 I will be twenty-five. I wish to be a decent member of society. I want to become a bilingual teacher. I expect to get a good job and be able to help the next generation as I have been helped. I have faith in the intelligent judgment of our government. I pray to God that there will always be bilingual programs.

Nelly Valverde
Bronx, New York
6th Grade, Intermediate School 151

Being Bilingual in America: What Will the Future Hold for Me?

Being able to speak in my native tongue is an important part of my heritage, but being able to speak English is just as important.

An Indian lives in two worlds. In school, work, and sometimes play, an Indian is in a white world. At home and with relatives an Indian is in his own world. A world of a different language, different ideas, and often different beliefs.

The Indian people should not shun ideas just because they were thought of by a white person. Neither should a white person shut out an Indian's thoughts. There, she was forced to learn a new language. My mother is now bilingual. She is not sorry that she had to learn that today, my mother also thinks in English, to me it is something she has lost.

As time passes it seems that there are fewer and fewer people speaking their native language. Children are now taught English first; a native language is taught in schools as a second language instead of being taught at home as it used to be. We are losing something. Many do not see it because it is happening so gradually from generation to generation.

I do not know what the future holds for me or for the generations to come, but I will try my hardest not to lose this gift of knowing my Indian language.

There are other people at my school who speak their native language. Some might look down on them, but I feel a deep respect for their parents. Parents who know the value of pride in oneself, have pride in themselves. This will help them many times in the future. Pride is an important thing to have, not only in yourself, but in your parents and lineage. Indians have a fierce pride in themselves. Their forefathers were the true Americans. They are the ones who truly belong in America, but they welcomed people to their land. Now they are losing it.

We will always be unsure of the future, but we do know one thing: no matter who you are the future does hold something in store for you. Not always good, but rarely terrible. Hold onto what you have; you may gain more tomorrow.

Deborah Reed
Oaks, Oklahoma
10th Grade, Oaks Mission School

TRANSITIONAL STUDY

(Continued from page 15)

7. TBE mainstreamed students at the secondary level demonstrate test performance similar to that of currently enrolled TBE students. Although they are well below grade level equivalencies, students continue to show an average yearly growth of two years. Because many of these students had only been in the mainstream a short time, it is possible they had not had a chance to "catch up" with native English speaking peers.

8. While overall standardized test performance is positive for TBE and TBE mainstreamed students, the scores of LEP students never in bilingual programs (control students) display the greatest discrepancy from those of native English speakers. On the whole, control students perform three years below grade equivalencies.

Why Join NABE?

Why join the National Association for Bilingual Education (NABE)? There are many reasons to join NABE. The professional benefits are the most important ones to consider because NABE membership entitles you to subscriptions to the *NABE NEWS* (5 issues per year) and the *NABE JOURNAL* (3 issues per year). In addition to the professional benefits, a member may also receive personal benefits such as:

- Car rental discounts with Avis, Hertz, and National.
- Modest rates for the legal defender program.
- An insurance plan which offers life insurance coverage at group rates that are substantially lower than those that could be obtained in the open market for comparable coverage.

In an effort to offer members the best for less, NABE also has a multiple year membership that saves you money. Joining NABE with a multiple year membership insures uninterrupted subscriptions to the *NABE NEWS* and the *NABE JOURNAL* for three consecutive years. Send in your membership application today and start enjoying the positive benefits that NABE offers its members!

NABE Membership Rates

TYPE	1 YEAR	2 YEARS	3 YEARS
Regular Member	$35	$65	$ 90
Associate Member	$20	$37	$ 51
Joint Members	$50	$93	$129

Fellowships in Child Development: The Society for Research in Child Development invites applications for 1987–1988 Congressional Science Fellowships in Child Development. The fellowships are open to scientists and professionals at post-doctoral levels with interests in child development and public policy. The application deadline is November 10, 1986. For more information, contact: Dr. Jeanette Goodstein, Director, Washington Liaison Office, Society for Research in Child Development, 100 North Carolina Ave., S.E., Washington, D.C. 20003, (202) 543-9582.

NACCBE APPOINTMENTS

(Continued from page 16)

Whereas the appointment of such individuals distorts the purpose of the council and frustrates the clear intent of Congress expressed in Public Law 98-511: Now, therefore, be it

Resolves, That the appointment of members of the council pursuant to the Bilingual Education Act by the Secretary of Education who oppose programs authorized by the Act meets with the strongest disapproval of the House.

Scholarship Progam Endowed

August A. Busch III, chairman of the board and president of the Anheuser-Busch Companies, Inc., has announced a 1986 corporate commitment of $1 million to the National Hispanic Scholarship Fund (NHSF) in support of its national scholarship and fundraising efforts. As part of the $1 million corporate commitment, a major national advertising campaign will promote the organization's scholarship programs and assist in its fundraising efforts. The campaign will target Hispanic daily and weekly newspapers and magazines in almost 30 major Hispanic markets across the United States. For more information, contact: Steven O. Moya (213) 629-4974.

New York State TESOL Conference

The New York State Teachers of English to Speakers of Other Languages (NYSTESOL) will hold its annual conference on November 14–16, 1986 at Fordham University at Lincoln center. NYSTESOL is concerned with the education of LEP (ESL) students at all levels of education, and the conference will include workshops in language acquisition, pedagogy, and applied linguistics. The Keynote speakers will be Carol Chomsky and Carmen Nine-Curt. For further information contact: Nancy S. Dunetz, Conference Chair, Box 185, Teachers College, Columbia University, NYC 10027.

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☐ ASSOCIATE 1 YR ☐ $20 2 YR ☐ $37 3 YR ☐ $51
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- ☐ 003-0002 Para-professional
- ☐ 003-0003 Full-time Student

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- ☐ 009-0001 Publications
- ☐ 009-0002 Membership
- ☐ 009-0003 Socio-Political Concerns
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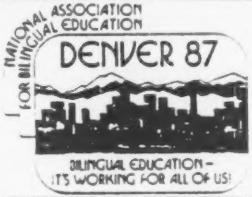
- ☐ 009-0005 Honors and Awards
- ☐ 009-0006 Public Relations
- ☐ 009-0007 Rules
- ☐ 009-0008 Organizational Development
- ☐ 009-0009 Media Watch

Slate Selected for the 1987-88 NABE Executive Board Elections

Thirteen affiliate delegates serving on the NABE Nominating Committee met on April 3, 1986 at the annual conference in Chicago, Illinois. The following slate of candidates for the 1987-88 NABE Executive Board was selected. Detailed information on each candidate will appear in the Fall 1986 issue of *NABE NEWS*. Remember, you must be a member of NABE on November 1, 1986 to be eligible to receive a ballot. Renew your membership today!

OFFICE	CANDIDATE	NOMINATED BY	SECONDED BY
President-Elect	Marcario Saldate (AZ)	TX	CA
	Antonio Simoes (NY)	NY	CT
Vice-President	Angie Galeano (CT)	CT	NY
	Rodolfo Chávez (CO)	CA	AZ
	Bernard Cohen (NY)		
Secretary	Monica Sandoval (TX)	AZ	CA
	Lori Orum (DC)	RI	CT
Treasurer	Mutsuko Tanouci (NY)	NY	OH
	Aurora Martínez-Quevado (CA)	AZ	TX
	Olga Valcourt (WI)	WI	IL
Parent-at-Large	Juan Trinidad (NY)	All	All
Eastern Regional Representative	Vince Petrosino (MD)	OH	NY
Central Regional Representative	Dick Hsieh (OK)	OK	OH
	Ana "Cha" Guzman (TX)	TX	WI
Western Regional Representative	Ana Pérez (CA)	CA	AZ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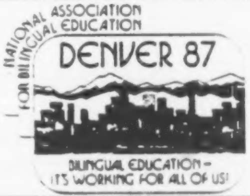
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YEAR AT A GLANCE

(Continued from page 19)

NABE maintained its membership level and anticipates an increase in membership as a result of the annual conference.

NABE won more respect as a viable purveyor of objective information about bilingual education.

NABE initiated a joint membership plan with the State of California to enable members of CABE to join both CABE and NABE at a reduced rate on both their state and national membership.

NABE, with the help of the Illinois affiliate, conducted a tremendously successful conference, NABE '86, in Chicago, Illinois.

Bilingual/ESL Teacher Receives Award

Alicia Villaneuva, a teacher of bilingual education and English as a second language in the Salinas, California, public schools has been named Phoebe Apperson Hearst Outstanding Educator of the Year by the National PTA. Ms. Villaneauva was selected from among 850 teachers and administrators nationwide nominated for the award by their local parent-teacher associations.

The award, supported by the William Randolph Hearst Foundation in memory of the co-founder of the National PTA, provides $2,500 for the winning educator and another $2,500 for the parent-teacher group at her school, Washington Junior High School, for a project of her choice.

JOIN NABE . . . AND TELL A FRIEND

BUSINESS PHONE: (______) ____________________
Area Code

HOME PHONE: (______) ____________________
Area Code

SPECIAL INTEREST GROUP (Check Only One)

☐ 001-0001 Early Childhood
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"From Theory To Practice"

New Jersey Students View the Far East

by Gilda L. Rorro

The normalization of the United States' relations with the Peoples' Republic of China in 1979 has been instrumental in affording access to scenes which have rarely been seen previously in America. Students can now appreciate some of the striking contrasts and singular beauty of China.

For the past 135 years, Chinese Americans have been a presence in the United States and continue to be a growing population. America's Chinese population has until recently been comprised of southern Chinese—particularly from Canton and the south coast of China, who speak southern dialects of Mandarin (e.g., Cantonese). Now, however, Chinatowns and other communities are experiencing an influx of individuals from mainland China who speak northern Mandarin (e.g., Peking dialect).

Travel to and from China has been increasing and this has been accompanied by a similar growth in trade and cultural exchanges.

At the same time, our shrinking world economy has introduced Japanese products into American life to an unprecedented degree. In spite of this, Americans still have very limited knowledge and awareness of Japan's history and culture. One could say that despite East Asia's growing importance in contemporary economic and political life—Americans in general know little about the history and civilization of East Asian countries.

Many New Jersey school districts currently emphasize global interdependence in education. They are attempting to develop students' awareness of cultural perspectives of diverse ethnic and linguistically diverse groups, especially those represented in their own communities.

To assist school districts in incorporating aspects of East Asian culture into the curriculum, the Office of Equal Educational Opportunity (OEEO) of the New Jersey State Department of Education, in cooperating with the East Asian Studies Department of Princeton University, is making available slide presentation units based on a broad spectrum of themes related to China and Japan.

Faculty members of Princeton's East Asian Department have developed the *East Asian Slide Project,* which consists of 1,600 slides, divided equally between China and Japan, that relate to geography, history, society, art, architecture and religions of these ancient civilizations. The slides are primarily for use in the middle and high school levels, but are adaptable for use in elementary schools as well. International dignitaries and tourists traveling along the Great Wall or visiting the Imperial City of Peking have become familiar sights to the American viewing public. Less familiar, but equally appealing, are sights provided by the *East Asian Slide Project.* In a geography unit, for example, you and your students will be afforded views of disparate and exotic locales and lifestyles and multiethnic groups found throughout contemporary China. Among them are: The use of water buffalo in preparing rice paddies for transplanting young rice in the south and southwest regions, majestic mountain formations of GUILIN (pronounced GWAY Lin) in the south, the Yellow River across northern China, tribal villages of indigenous (non-Chinese) populations.

Muslim market and domestic scenes in the west, coconut groves on tropical Hainan Island in the south, the canaled city of SUCHOU (pronounced SUE-JOE) in the east, endless sand dunes of the Taklamakan desert and snow-capped Himalayan mountains in Tibet. Other units will offer diachronic explorations of the formation of China's different empires throughout the country's history which eventually led ot the nation's present boundaries. Synchronic comparisons of different periods in China's history will be made to Japan and the west—for example, the Chinese Bronze Age will be compared to Greek City States and the Ch'in and Han dynasties in 200 B.C. to 200 A.D. will be compared to the civilization of the Roman World.

Are your students interested in Shogun? Would you like a comprehensive unit on the emergence of the Samurai and the military ideal in Japanese civilization?

The slides and notes produced by Princeton University for the *East Asian Slide Project* are culled from various sources, including: monographs, atlases, illustrated books, special studies, on-site photographs, scholarly journals, and educational materials from both Japan and China.

These slides will be matched to a computerized data base which will, in its final form, contain indexing for each slide, suggested sequences of slides, topical keywords and suggested follow-up activities. Princeton University may be contacted to access, search and extract information from the data base.

To make the data base serve the needs of New Jersey educators, The Princeton University project staff, in cooperation with OEEO, is identifying the topical categories found in commonly-used curricula. Classroom teachers will have ready access to materials from the data base keyed to these topical categories in their subject. Units may also be designed for specific district use and need by first contacting OEEO.

This and subsequent units may be borrowed on a bi-monthly basis for each requesting school district.

Gilda Rorro is with the New Jersey Department of Education. She is Coordinator for National Origin Desegregation in the Office of Equal Educational Opportunity. For information concerning the materials described above, she may be contacted at (609) 984-7986.

NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31–10 Thomson Avenue, Long Island, NY 11101.

NABE Election Results

The results of the elections for the 1986-87 NABE Executive Board were announced at the General Membership Meeting held at the Annual NABE Conference on April 4, 1986. Soledad Arenas, Chairperson of the NABE Elections Committee, submitted the following analysis of the elections.

Voting for the positions of President-Elect, Vice-President, Secretary, Treasurer, and Parent-at-Large was done on a national basis. Of the 1,773 ballots mailed to eligible members, 501 were cast. Voting for the Regional Representative positions was done by the Affiliate Presidents in each region. The results of the voting are as follows:

OFFICE	BALLOTS CAST	CANDIDATE	NO. OF VOTES	% OF VOTES
President-Elect	496	Hai T. Tran	250	50.40%
		Lilliam Malavé	242	48.79%
		Write-Ins	4	.80%
Vice-President	479	Paul Martínez	270	56.37%
		Luis Martínez-Pérez	205	42.81%
		Write-Ins	4	.83%
Secretary	482	Janice Schroeder	201	41.70%
		Dick Hsieh	147	30.50%
		Ramón Magallanes	133	27.59%
		Write-Ins	1	.20%
Treasurer	466	Reynaldo Macías	240	51.50%
		Tomás Mirando	225	48.28%
		Write-Ins	1	.21%
Parent-at-Large	461	Juan Sánchez	314	68.11%
		Ray Morales	140	30.37%
		Write-Ins	7	1.50%
Eastern Regional Representative	8	Bernard Cohen	5	63.00%
		Vilma Díaz	3	37.00%
Central Regional Representative	4	Gay Kingman	2	50.00%
		Write-Ins	2	50.00%
Western Regional Representative	5	Estanislado Paz	3	60.00%
		Write-Ins	2	40.00%

Congratulations to the winners and best wishes for a productive year on the NABE Executive Board!

AFFILIATE NEWS

(Continued from page 17)

WESTERN

NABE '87 Chicago brought together representatives from nine out of fifteen western states. The meeting convened by Lucy Cruz and Stan Paz was highlighted by a discussion of the 1986–87 western regional goals.

Colorado

The NABE '87 Conference Committee recently met with the NABE Board in Denver, Colorado. The Conference theme will be "Bilingual Education: It's Working for All of Us." The Colorado Association for Bilingual Education is busily preparing for the March 29 event.

Montana

The Montana Association for Bilingual Education recently held its state conference on July 25 and 26.

New Mexico

Exciting parent training activities will take place at the First Annual Parent Conference in Taos, New Mexico on August 23 and 24.

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NABE News

VOLUME X
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NABE Appoints National Office Director

NABE is pleased to announce the appointment of Dr. Joe Beard as National Office Director. To let the membership get to know Dr. Beard a bit better, NABE NEWS interviewed him shortly after his appointment. NABE members may contact Dr. Beard at the NABE Central Office, Room 407, 1201 16th Street, N.W., Washington, D.C. 20036, (202) 822-7870.

NN: Welcome to National Association for Bilingual Education, Dr. Beard. We understand you began your position as National Office Administrator on October 15.

JB: Yes, I met with the Board in New York on October 9 and 10 and we reached the agreement that I would be the one to fill this position. I am glad to be on board and look forward to facing the challenges posed by the Board and by the Carnegie grant which provided the stimulus for NABE to fulfill a long-time desire, to have a full-time administrator in the Washington office to provide continuity and help for the hard working volunteer Board and membership.

NN: What background or experience do you bring to your new position? Why did you want to work for NABE in the first place?

JB: I have been involved with bilingual education for 12 of the last 15 years, beginning when I was Chair of the Education Department at Saint Mary's College in Moraga, California, and Bob Cruz, then with the Bay Area Bilingual Education League, asked me to work with them in developing a bilingual teacher training program. That was in 1971 or 1972 and we developed an intern type program serving Spanish, Chinese and Philipino speaking teacher candidates in four school districts. I believe that program was one of the earliest focusing on the credentialing of bilingual teachers.

NN: That must have been exciting. Is that what got you interested in bilingual education?

JB: Yes, we had to play it by ear as my colleagues and I developed classes and supervised teaching experiences for the candidates. As I became more involved, I became more concerned that learners who came from language backgrounds other than English lacked access to educational experiences and I sought other ways that I, as an educator, could contribute to improving the situation. Then fate took a hand and provided me greater opportunity for involvement.

NN: Oh, what was that?

JB: Circumstances led me to resign from my position at St. Mary's but a family commitment to remain in the Bay Area left me unsure of my professional future. Again, Bob Cruz pushed me by offering me a position with BABEL, coordinating a program serving candidates in higher education from community colleges through doctoral studies. That was in 1975 or so and I sort of got sucked into those proposal writing, fund seeking, program building days and the excitement we felt as we were able to do more and more.

NN: What sorts of things did you get involved in?

JB: To make a shorter story out of so many things, we were successful in securing funding for both a Title VII resource center, a CRA Title IV center, plus a resource center focusing on Vietnamese education. I had the opportunity to do workshops throughout northern California, Hawaii, Guam, and the Trust Territories and to meet and work with people concerned with bilingual education from all over the country as we became involved in the network of centers. We even hosted the Superintendent of Schools from Moscow and took him and a colleague from the Russian Pedagogical Institute to visit representative bilingual classrooms.

NN: That must have been interesting! What happened next?

JB: I had the opportunity to become the Director of the National Bilingual Training Resource Center at the University of Washington in Seattle and we developed programs and worked with people concerned with bilingual education in the states of Washington, Oregon, Idaho, and Alaska—there are some interesting stories of our adventures in Alaska that I won't take time to repeat here except to say that I was struck by the similarities in educational needs and language issues among natives in Alaska and those from the Pacific Islands. Learners, wherever they are geographically, have the same need for access to education based on language understanding and feeling good about themselves and the cultures from which they come.

NN: I bet those stories really are interesting. What ultimately brought you to Washington, D.C., and the NABE office?

JB: We left Seattle in 1980 for a position my wife, Marjorie Powell, had as research director for an educational foundation in southeast Michigan where she subsequently attended the University of Mich-

Continued on page 8

NABE News

Acting Editor
Michael M. Mandel
NABE Central Office
1201 16th Street, NW, Room 407
Washington, D.C. 20036
(202) 822-7870

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Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

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Training Program

The National Institute of Mental health (NIMH) is sponsoring a Multisite Postdoctoral Program in Research in Family Processes and Psychopathology.

This is a three-year postdoctoral program involving 10 sites. Fellows must spend time at a minimum of two sites in three years. Program begins August, 1987 and application deadline is January 7, 1987. All sites are Equal Opportunity/Affirmative Action Employers.

For further information and application forms, write: Department of Psychology, Gilmer Hall, Admissions, Multisite Family Postdoctoral Program, University of Virginia, Charlottesville, VA 22903-2477

Educational Diagnostician's Project

The Center for Language Minority Education at Bank Street College, with support from the United States Department of Education is providing a comprehensive program to prepare educational diagnosticians. The Center is actively recruiting students for this project. Scholarship awards are available.

For more information contact: Eddy Bayardelle, Director, or Dr. Cristina Negron, Coordinator, Ctr. for Language Minority Education, Bank Street College of Education, 610 West 112th Street, New York, NY 10025, (212) 663-7200, ext. 382

Learning Modes and Language Teaching Methods: The Search for the Right Mix

by John M. Green
University of Puerto Rico at Mayaguez/
Los Angeles Unified School District

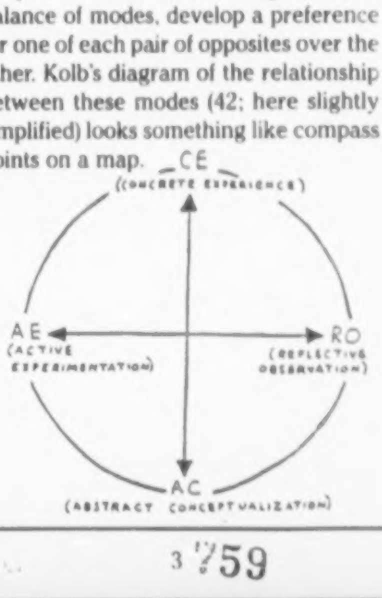
For some time now, I have felt vaguely uneasy about the terms "student centered" and "whole person" in education—despite the fact that I tend to be sympathetic to most of the practices these terms are used to describe. At a recent professional conference, I began a discussion on the general topic of "student centered and whole person approaches" by asking the teachers present what "student centered" meant to them. We quickly found that although we all had similar—or at least complementary—ideas about what constitutes student centeredness, there was no clear-cut definition shared by the whole group. The response of one teacher in particular struck me as candid and revealing. This person said that she couldn't precisely define "student centered," but it sounded like the kind of direction she wanted to be moving in.

I think this teacher's reaction captures something important about the term "student centered." There are at least two very different ways in which this term can be used. One way is to express an aspiration. When someone is still bringing his or her own aspirations into focus, as with the teacher who said she couldn't define "student centered," the expression often has a certain imprecision about it. But "student centered" is sometimes used in another way: to suggest that anyone who disagrees with whatever methods one is advocating is opposed to student centered education. This I see as unfair. So far as I can discover, there really isn't any debate about whether education should be student centered or not. What debate there is deals with how best to implement the values evoked by a term which does not mean exactly the same thing to everyone.

The expression "whole person" presents a similar problem. For some time now, my feelings about this term in discussions of education have been like those of the teacher who had trouble explaining "student centered." I have had a general sense that, like "student centered," "whole person" suggests something about what education ought to be, without specifying exactly what that something is. The term is often used to imply that important parts of the self get neglected in many classrooms, especially those that focus too exclusively on purely cognitive kinds of learning. Probably one reason I am drawn to the term is that I have a feeling that this is true. But what *are* the parts of the self that often get neglected? How do you teach to the whole person without a model of what the whole person is?

A book that has recently helped me to clarify and focus my own definitions of "student centered" and "whole person" is *Experiential Learning* by David Kolb (1984). For me, the model Kolb presents is like a map—I find myself using it as a *visual* way of thinking about the range of possible learning and teaching styles.

Kolb identifies four "learning modes." Ideally, learners should develop the ability to use all four, but the modes are difficult to balance and integrate. "Learning," writes Kolb, "requires abilities that are polar opposites, and the learner, as a result, must continually choose which set of learning abilities he or she will bring to bear in any specific learning situation" (30). Kolb's research indicates that most people, instead of achieving an ideal balance of modes, develop a preference for one of each pair of opposites over the other. Kolb's diagram of the relationship between these modes (42; here slightly simplified) looks something like compass points on a map.



Kobl's analysis of the four learning modes is dense and complex. My understanding of it can be summarized as follows. Learning begins with raw sensory data. Kolb suggests that there are two basic, fundamentally opposed ways of organizing—making sense of—this raw input. The distinction between these is similar to the distinction that has been made in recent scholarship between "right-brained" and "left-brained" modes of thought. Kolb briefly discusses the split-brain research, but is careful to note that the important point for his argument is the existence, and not the location, of different kinds of thinking and knowing.

The first of Kolb's two ways of organizing or "grasping" the raw data with which learning begins emphasizes the totality of any given experience, in all its complexity and uniqueness. This way of perceiving experience is holistic and intuitive, and people with a preference for seeing things in this way are said by Kolb to be oriented toward *Concrete Experience.* This mode of knowing emphasizes feeling over thinking. It is characterized by personal involvement and a concern with values. It is a process of *apprehending* rather than comprehending reality, and it organizes experience in a way that is personal and impossible to communicate fully to others.

Kolb's second basic way of organizing raw sensory data emphasizes the general rather than the unique aspects of experience—those aspects that allow experiences to be classified and categorized together. This way of perceiving experience is analytical and systematic, and people with a preference for seeing things in this way are said by Kolb to be oriented toward *Abstract Conceptualization.* This mode of knowing emphasizes thinking over feeling. It is characterized by personal detachment and objectivity. it is a process of *comprehending* rather than apprehending reality, and it organizes experience in a way that can be fully

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LEARNING MODES

(Continued from page 3)

communicated to others through the medium of language.

One way of stating this distinction that I find useful is this: while Abstract Conceptualization tends to produce *concepts*, Concrete Experience tends to produce rich *images*, in the sense in which Earl Stevick has used that term in his two most recent books for language teachers (1982, 1986). An "image" for Stevick is a cluster of associated items in a person's memory. For instance, the words of a new language one is learning are naturally associated with the sensory stimuli and emotional reactions that have accompanied one's exposure to those words. Stevick suggests that a word, or other item, is more easily recalled if it forms part of a rich image, or network of sensory and emotional associations. Language can be part of these images; to return to Kolb's terms, grasping by means of Concrete Experience does not exclude words, but neither does it exclude anything else, and so its images are never purely verbal. Abstract concepts, on the other hand, can be and often are purely verbal—and as Stevick suggests, they can be harder to recall.

Once raw data has been organized into abstract concepts, or into concrete images, there are two things that can happen next. One can reflect on the concepts or images that have been formed, see how they combine with each other, and explore their implications, meanings, and possible applications. Or, one can use them as the basis for acting on one's environment in a new way, and seeing what happens. These are the two ways Kolb describes of processing or transforming experience once it has been grasped, and his terms for them are *Reflective Observation* and *Active Experimentation*. Most people develop a preference for one or the other of these two ways of processing experience, just as they do with the two ways of grasping and organizing experience.

A person's preferred way of grasping experience and preferred way of processing or transforming it make up that person's individual *learning style*. There are four basic styles, corresponding to the four quadrants of Kolb's diagram. Kolb suggests that none of them is inherently superior to any of the others; the ideal is for a person to be able to use whichever style or combination of styles is appropriate to the task at hand.

Classroom environments, as well as individual students, vary in the extent to which they are oriented toward the four learning modes. Kolb describes four basic types of classroom environment, which he labels *affective*, *perceptual*, *symbolic*, and *behavioral*. "An affective environment emphasizes the experiencing of concrete events; a symbolic environment emphasizes abstract conceptualization; a perceptual environment stresses observation and appreciation; a behavioral environment stresses action taking in situations with real consequences. Any particular learning experience can have some or all of these orientations, to differing degrees, at the same time" (197).

Kolb's model suggests that a truly "student centered," "whole person" method would on the one hand recognize students' preexisting preferences for certain learning styles and environments, and on the other hand attempt to lead students toward a better balance and integration of learning modes and styles. Both the predilections of individuals and the different kinds of learning appropriate to different subjects need to be taken into account. Kolb hypothesizes that different academic subjects tend to favor, and therefore to attract, individuals with particular learning styles (121-8). Engineering majors, for instance, tend to be oriented toward a combination of Abstract Conceptualization and Active Experimentation, whereas history, English, and political science majors tend to be oriented toward a combination of Concrete Experience and Reflective Observation (123).

Kolb identifies the stylistic biases of a number of academic subjects, but not language learning. Now, the situation in language learning is complex; since the decline of audiolingualism, there has been no general consensus in our profession about how students learn languages best, or about how languages should best be taught. A number of methodologies are current, and their comparative merits are the subject of ongoing debate in the professional literature. (Two excellent recent books on the subject are Larsen-Freeman, 1986, and Richards and Rodgers, 1986). We are faced with the interesting and unusual situation of having in a single field a number of learning theories and pedagogical practices, emphasizing different learning styles and aiming at the creation of different classroom environments. At the same time, although current methods differ in their emphases, most of them seem to be aiming at integration of the different kinds of learning Kolb describes.

AC EMPHASIS: No Current Methods

Use of Abstract Conceptualization in a language classroom can take two forms: talk about the target language—grammatical explanations, for instance—or use of the target language to study some other content area in a way that emphasizes abstract concepts. No language teaching and learning method which is currently discussed in the literature, in teacher training workshops, at conferences, and so forth, deliberately aims at giving more emphasis to abstract talk about the language than to communicative experience of the language. It seems to be generally accepted, at least among the "experts," that holistic, intuitive *apprehension* of the new language is a more important part of the language learning process than is *comprehension* of abstract concepts about the language. It likewise seems to be generally accepted that learning through apprehension is enhanced by sensory stimulation and the engagement of the learner's emotions in the second language classroom.

In the real world, however, it is still easy to find language classrooms which are heavily grammar-based, where explanations of the "rules" and traditional drill and practice are the mainstays of instruction, and where sensory and affective stimulation are given slight importance. I think this is partly the legacy of earlier methods, which assumed that learning about a language would result in mastery of the language, or else that a desired set of habits could be formed by mechanical repetition of patterns. Another reason, I believe, is the pressure placed on many teachers to prepare their students for standardized tests. When students and teachers are judged by such tests, it is all too easy for performance on test items, rather than performance in real-life communicative situations, to become the goal of the course.

CE EMPHASIS: Counseling-Learning

Concrete Experience in the language classroom can mean grasping the structures of a new language holistically and intuitively, in a way that approximates the way one learned the "rules" of one's first language. It can also mean learners expressing themselves in a way that draws on Concrete Experience. An example of a language learning method in which both these meanings of Concrete Experience play a major role is Counseling-Learning, developed by the late Charles A. Curran.

In Counseling-Learning, learners work from the first lesson with self-produced sentences, expressing their own personal ideas and feelings—in Kolb's terms, what they have learned via Concrete Experience as well as through Abstract Conceptualization—rather than with sentences given by the teacher or found in a text. This takes place in a secure, low-risk classroom environment. With the help of a "language counselor" who translates their utterances phrase by phrase into the target language, and using a tape recorder with an on-off switch on the microphone so that only their own voices will be on the tape, beginning learners record, play back, and then use as a basis for study a spontaneously generated conversation in the target language. (For fuller description of this technique, see Curran, 1972; 145ff.; and Larsen-Freeman, 90-92.)

In my own experiences with Counseling-Learning (described in Green, forthcoming), the first conversation produced in this way has consisted of comments on fairly neutral subjects: food, the weather, pets. Even so, there has been a remarkable sense of emotional involvement in working with *one's own content* in the target language. Use of the target language to express content determined by the learners continues throughout the course, and is one reason Richards and Rodgers describe Counseling-Learning as "the most responsive of the methods we have reviewed in terms of its sensitivity to learner communicative intent" (126).

Curran was a psychologist, and was especially interested in the ways in which negative emotions like anxiety can inhibit the learning process. An important aim of Counseling-Learning is to create a secure environment in which such emotions can be confronted, understood, and dealt with in a constructive way. As a means to this end, learners are encouraged to reflect on and share their feelings toward the learning process itself in periodic group discussions.

Curran insisted on the crucial importance of a positive affective climate in the classroom, but affect is not all there is to Counseling-Learning. Curran intended his method to reflect an integrated rather than a fragmented view of "the person," and Counseling-Learning does not neglect any of the learning modes Kolb describes. It is expected that at a certain stage of the learning process (which Curran calls Stage IV), some students will wish to emphasize Abstract Conceptualization learning strategies. These learners may actively seek out grammatical descriptions of the target language, and even traditional drill and practice materials (see Green, forthcoming). In addition, use of the target language to discuss abstract concepts will occur to the extent that the students in the course desire it.

Curran believed that in the secure atmosphere of the Counseling-Learning classroom, learners would move more readily from Reflective Observation to Active Experimentation. At first, learner experimentation is limited to such exercises as creating new sentences by recombining elements of the sentences previously produced with the teacher's help. The teacher at this stage assumes a supportive, non-critical role, not telling the learners what to say but giving them what help they need in saying what they want to say in the target language. The student-teacher relationship changes as the course progresses and the learner's independence increases, until the learner has become capable of making further progress in the target language independently, in real-world situations.

Counseling-Learning may not be equally congenial to all learners. Kolb writes: "Learning environments that operate according to a learning theory that is dissimilar to a person's preferred style of learning are likely to be rejected or resisted by that person" (202). Because of the value Counseling-Learning places on sharing of personal ideas and feelings, it is possible that more reserved students, with a strong preference for detachment over involvement and for thinking over feeling, might feel threatened by the classroom environment the method creates. The really interesting question, however, is whether this reflects a weakness of the method or a lack of flexibility on the part of learners who would tend to resist the method.

AE EMPHASIS: The Silent Way

If in Counseling-Learning, security is considered the basic stock to which the other ingredients of the learning process soup are added, then in the Silent Way the basic ingredient is responsibility. In Kolb's terms, a Silent Way classroom is a kind of "behavioral environment," in which particular emphasis is given to Active Experimentation as a mode of learning.

Unlike some methods—the Natural Approach, for instance—the Silent Way has no prolonged "silent period" in which students listen to and soak up the target language by means of Reflective Observation before producing any utterances of their own. Student experimentation with the target language from the outset of the course is also a characteristic of Counseling-Learning, but students in the Silent Way do not have the same freedom of self-expresson that they have in Curran's method. What students can say in the Silent Way is to a considerable extent determined by the teacher, and constrained by an approach which in its early stages emphasizes the use of structures over the acquisition of new vocabulary items.

In the Silent Way, a new sound, word, or structure is modeled by the teacher, or elicited by means of non-verbal cues, once only. After that, further modeling is done for students by other students, in groups or under the teacher's direction. Explicit grammatical explanations are avoided; students are expected to form hypotheses and then try them out, which means that students must realize and accept that they will make many mistakes; some of their hypotheses will be wrong. Risk-taking is thus an absolutely crucial part of the learning process.

Like most other contemporary language teaching methods and approaches, the Silent Way takes into account all four of the learning modes described by Kolb.

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LEARNING MODES

(Continued from page)

The importance given to hypothesis formation, a process combining Reflective Observation and Abstract Conceptualization, has already been noted, and students are given periodic moments of silence for reflection on the task at hand. It is interesting to compare the very different ways in which Concrete Experience is used in the Silent Way and Counseling-Learning. As we saw, Counseling-Learning encourages students to use the target language from the first as a medium for expression of their own ideas and feelings. The Silent Way, on the other hand, uses cuisenaire rods and other special teaching materials as a way of connecting the target language to concrete images. As Richards and Rodgers note (100), "The rods and the color-coded pronunciation charts...provide physical foci for student learning and also create memorable images to facilitate student recall. In psychological terms, these visual devices serve as associative mediators for student learning and recall."

Beebe, in his excellent article "Risk-Taking and the Language Learner" (1983: 62), notes that some students react more positively to the Silent Way than others, and suggests that different levels of student self-confidence, and differences in individual learning styles, may help to explain this variation: "The Silent Way often evokes one of two reactions. One of them is a srong hostile reaction. This may be due to the fact that students feel a high risk when left almost completely to their own devices and made to accept full responsibility for their learning. On the other hand, many students have a strong positive reaction to the Silent Way.... This reaction may come from students who perceive their linguistic skills as higher and view the situation as one requiring skill and moderate risk. Then again, it could be typical of those who enjoy high risk situations."

RO EMPHASIS: Suggestopedia

Reflective Observation is a way of processing what has been grasped holistically via Concrete Experience, or analytically via Abstract Conceptualization. In the classroom, therefore, Reflective Observation can mean reflection on concrete images, on abstract concepts, or both. In Suggestopedia, we have a method which is notable for the highly reflective way in which students are expected to process what they have previously grasped using Concrete Experience.

Suggestopedic lessons are organized into two "major phases": a "receptive phase" and an "activation phase" (Larsen-Freeman, 81-2). The receptive phase, which consists of the activities for which Suggestopedia is best known, is characterized by an emphasis on a rather special kind of Reflective Observation, aimed at integrating conscious and unconscious thought, and at bringing into play the latent, normally unused portion of the human mind (see O'Connell, 1982: 110-112). The activiation phase which follows gives more emphasis to Active Experimentation on a conscious levels.

Georgi Lozanov, who developed Suggestopedia, has used the expression "concert pseudopassiveness" to describe what he feels to be the ideal mental state for the retention of new material (O'Connell, 113). Music, comfortable furniture, and dim lighting contribute to the creation of a relaxed classroom environment (Larsen-Freeman, 84). The object here is clearly the formation of images via Concrete Experience, rather than abstract concepts. Learning in Suggestopedia is supposed to take place in a manner similar to hypnotic suggestion; what is aimed at, in fact, is the same kind of suggestion found in hypnotism, but without the hypnotic trance (O'Connell, 110). Students reflect on what they observe on a largely unconscious level. It is claimed that this reduces dramatically the amount of time and apparent effort necessary to master a given quantity of material (Richards and Rodgers, 142).

It is only after students have had time to reflect on new material in this "pseudopassive" way that they move on to active use of that material. The "active phase" of Suggestopedia involves such enjoyable, emotionally involving activities as games, songs, and role-plays (Larsen-Freeman, 82). Abstract Conceptualization as a learning mode is not neglected in Suggestopedia, but neither is it emphasized. Grammatical explanations are given, but not dwelt on (Larsen-Freeman, 79). Some use of the target language to discuss ideas and concepts occurs (see Richards and Rodgers, 151), but judging from the published accounts of the method, a greater emphasis is given to more playful kinds of production.

As with Counseling-Learning and the Silent Way, it is an interesting question whether certain students would tend to resist Suggestopedia because it emphasizes a style of learning which differs from their own preferred learning modes. And once again, the question arises whether this would indicate a weakness in the method or inflexibility on the part of some students. Certainly, if Lozanov is right in claiming that a relaxed, reflective, "pseudopassive" state can be a powerful facilitator of learning, then students who resist entering such a state could be seen as cutting themselves off from a learning mode that could be very useful to them.

VARIABLE EMPHASIS METHODS

The emphasis of some current approaches and methods may vary considerably, depending on the teacher, the students, and the nature of the course. One such method, based directly on Kolb's work, is the "4MAT System" (McCarthy, 1980), an application of which in an ESL program is described by Hainer (1986); another is the Natural Approach. The 4MAT System is an attempt to balance Kolb's four learning styles by teaching to each of them in sequence. McCarthy's exposition of the method sometimes makes it sound as if each style gets exactly one-fourth of available class time. However, the lesson plans she includes in her book do not always seem to show this even balance.

As expounded by Krashen and Terrell (1983), the Natural Approach involves an emphasis on "acquisition" rather than "learning" in the classroom. "Acquisition" for Krashen and Terrell "is the 'natural' way to develop linguistic ability, and is a subconscious process," while learning is "'knowing about' language," "'explicit' knowledge of rules, being aware of them and being able to talk about them" (26). Learning thus defined clearly uses Abstract Conceptualization. Krashen and Terrell spend so much time drawing sharp distinctions between acquisition and learning that one might expect the two terms would be opposites in terms of Kolb's model, with acquisition corresponding to Concrete Experience just as learning does to Abstract Conceptualization. In terms of the way the target language's "rules" are grasped in the Natural Approach, Concrete Expression is indeed emphasized. In terms of what will be talked about in the classroom, however, the Natural Approach emphasizes no particular learning mode or style.

Acquisition, according to Krashen and Terrell, takes place when learners understand a sufficient quantity of comprehensible input at a level slightly above what they can produce. And "comprehensible input" can involve any learning mode or style. It is supplied in any situation where language is being used communicatively, even in a grammar explanation in the target language (Krashen and Terrell, 144). Krashen and Terrell caution more than once (e.g., 100) that what will work well for one teacher or group of students may not work well for another teacher or group, and they suggest (66) that particular activities should be chosen with the students' special communicative needs in mind. Different Natural Approach classes will thus favor different learning styles—but this does not mean no learning style will be emphasized over any other.

There is still much we do not know about language learning and acquisition, and about "the whole person." The point of discussing the emphases and different classroom environments of methods such as Counseling-Learning, the Silent Way, and Suggestopedia is not that these methods are "out of balance" because they give special importance to particular modes of learning. Rather, they reflect different conceptions of the ideal balance—and the current situation in language teaching is such that we do not have a consensus about what the ideal balance, the right mix, is.

All of these methods are integrative in their own way; each is, in its on way, a "student centered," "whole person" method. At the same time, they all reflect different ideas about what these terms mean, and what special skills are most likely to lead to optimal language learning.

The problem of finding the best mix is one that each language teacher has to confront individually. Giving special emphasis to a certain mode or combination of modes is not a danger we need to watch for, if doing so reflects a strong and considered conviction that this is what is needed. If there is a danger, it is in not having considered the full range of possible approaches, and in failing to recognize the diversity of learning styles and strategies among students and the variety of skills involved in learning languages.

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Plans for NABE '87 Conference Underway

The Board of the Colorado Association for Bilingual Bicultural Education (CABBE) met with NABE President Gene Chávez on May 25 at Dillon Lake, Colorado to discuss plans for the 1987 NABE Conference to be held in Denver. Rudy Chavez of the BUENO Multifunctional Center in Boulder was selected by the group to chair the '87 conference. Plans are well underway for conference activities, including a tour of the Denver area schools and an adjunct weekend ski package. See you there!

CLEO Summer Institutes

In its nineteenth year of inception, the Council on Legal Education Opportunity, known as "CLEO," is preparing to recruit college seniors for its 1987 Summer Institutes.

Created in 1968, and sponsored by the Association of American Law Schools, the American Bar Association, the National Bar Association, the Law School Admission Council and the Hispanic National Bar Association, CLEO helps minority and disadvantaged students enter law schools throughout the country.

Every sumer, CLEO sponsors a series of Regional Summer Institutes at seven to eight ABA-accredited law schools throughout the country. The Institutes prepare students for law school by providing a six-week course of study in legal analysis, writing, and research. If a student satisfactorily completes the Institutes, he/she is certified by CLEO and awarded a scholarship stipend for the law school the student chooses to attend.

The CLEO program is directed toward low-income, disadvantaged students who, but for CLO, would have little chance to attend an accredited law school.

To be eligible for CLEO, a student must be low-income, and will have completed all course work leading to an undergraduate degree no later than June, 1987. A student must also take the LSAT no later than December 6, 1986.

The application deadline for CLEO is March 1, 1987. Interested college seniors may send for an application and information by writing to the following address:

Council on Legal Education Opportunity,
1800 M Street, N.W., Suite 290, North Lobby, Washington, D.C 20036

CONTRIBUTIONS

NABE would like to acknowledge with great appreciation the following organizations which have contributed to NABE this year:

Carnegie Corporation
The Equitable Life Assurance
Society of the United States
Philip Morris USA
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Chevron USA, Inc.

NATIONAL OFFICE DIRECTOR

(Continued from page 1)

igan Law School. As a side note, her involvement in bilingual education actually predates mine as she was an evaluator for bilingual programs in the northeast in the early '70s. In Michigan I became involved in college administration, teaching, and consulting which included working with the Arlington Heights, Illinois, Bilingual Education Service Center and serving for a period as their Michigan representative. We then came to Washington 18 months ago for my wife's position with a District law firm and I had been doing a variety of personal and professional projects when the announcement for the NABE position came to my attention and I applied. I thought that maybe my circle of involvement in bilingual education might come to closure if my candidacy, availability and experience were of interest to the Board.

NN: And apparently it has, since they offered you the position and, you not only accepted, but began almost immediately. By now you seem to be firmly established in the activities of the position.

JB: I wouldn't use the word "firmly," but I did start as soon as I could and have already had the opportunity to respond to a number of issues and meet a number of key people who have made and will continue to make significant contributions on behalf of bilingual education.

NN: Can you tell us what you hope to accomplish in taking on this challenge of providing NABE with the services of a full-time administrator?

JB: My activities are guided by the NABE Executive Board and the Carnegie Foundation proposal, which provides the funds for this opportunity. Under Board direction, I have three major responsibilities. Our first charge is to increase membership. We intend to approach this task by providing current and potential members with greater access to resources, services, training and education. Our goal is to better equip the professionals and parents who teach language minority children. Our second goal is to find ways to increase our financial base so we can accomplish these tasks. My final responsibility is to manage the daily functions of the national office. Open communication is my goal and I am available to respond to questions, concerns and suggestions from people in the field.

NN: Sounds like a pretty full agenda! Can you, in concluding this interview, give us some indication of what will keep you going as you try to bring increased credibility and influence to NABE?

JB: First, let me say that no one person could accomplish the task alone. The strength of NABE has and continues to lie in its membership and the members of the elected Board, all of whom put in a great deal of volunteer time to assure that the purposes of NABE can most effectively be achieved. Second, it is my strong personal belief that bilingual education is a concept and practice worth committing time and energy to, especially now when there is such a divisive attack on the needs of language minorities in general and on the educational opportunities of LEP learners in particular. Those learners need voices to speak for them in the arguments and conflicts impacting us.

I am reminded of a speech by an early director of the federal Bilingual Education Office, John Molina, where he differentiated the issues facing us as arguing about maintenance or transitional bilingual education or focusing on enrichment or remedial programs. To argue about maintenance or transitional programs is to focus on remedial education and the putdown that implies in terms of the language and culture learners bring to their school experience. To hold the idea that bilingual education should be an enriching process gives credit and value to all the languages and cultures of our diverse society and, while being realistic and insistent about the importance of becoming proficient in English, reinforces the development of true bilingualism which provides so much more access to the modern world in which we live.

As long as the limited English proficient learners in our society are so poorly served by our educational system, they must continue to be the focus of our concern and energy, to be sure that local, state and national decision makers continue to be aware of their needs, and that all the resources we can bring to bear address their needs. But I also have the dream that the potential, enriching opportunity of bilingual education can be made available to all learners. I hope my grandchildren will have the opportunity to participate in bilingual education in ways that my children missed. Whatever I can do now in contributing to the enhancement of bilingual education and the provision of access to educational opportunity for all language groups of our society will contribute to making the future for all of us much brighter.

NN: It sounds like we may have come together in a process that will have mutual benefits. We are pleased that someone of your background and experience was available to join us at this time and we wish you every success in the position.

GU Round Table

The 38th annual Georgetown University Round Table on Languages and Linguistics (GURT) will be held March 11–14, 1987 at Georgetown University in Washington, D.C. This year's theme is "Language Spread and Language Policy: Issues, Implications and Case Studies."

The 38th annual Round Table will address global issues related to language spread, including language contact and change; language maintenance, shift, and attrition; language in literature; and language planning and policy considerations in various domains of language use, such as education, government and law, commerce, religion, and the mass media.

Main session speakers include: Ralph Fasold, Charles Ferguson, Joshua Fishman, Einar Haugen, Shirley Brice Heath, Eugene Nida, Shana Poplack, Randolph Quirk, Roger Shuy, Peter Strevens, G. Richard Tucker, Henry G. Widdowson.

In a special pre-session on "English as THE Official Language? Language Policy in the United States," a panel of prominent linguists, educators, and government officials will debate the issues underlying the current movement to make English *the sole official language* of the United States.

To receive a program announcement and further information, contact: Peter H. Lowenberg, Chair, GURT 1987, Department of Linguistics, Georgetown University, Washington, D.C. 20057, (202) 625-8130

(If no answer, please leave message at (202) 625-8165.)

"From Theory To Practice"

Ethnic Discrimination in the Classroom

by Ana María Hernández

Ethnocentrism and ethnic discrimination are so imbedded in the outlook of a particular culture and so subtly reinforced at various levels that they often go undetected in the attitudes of well-meaning teachers who confront multi-ethnic student populations. Not unlike psychotherapists—who must confront and resolve their own conflicts before they can help others with theirs—teachers in the fields of ESL and bilingual education are trained to identify ethnocentric attitudes in themselves that may interfere with their effectiveness as teachers. Increasingly, however, multi-ethnic student populations are becoming the rule rather than the exception in inner-city settings. These general guidelines are meant for teachers *without* formal training in multi-ethnic education. Suggestions for further reading are included below.

Bilingual teachers can and probably do serve as resource persons for they "mainstream" colleagues who have students of varied ethnic backgrounds in their classrooms. Perhaps these ideas should be discussed so that a more comfortable, harmonious learning environment for all students may be created. Attitudinal factors are very important in learning. If a student has a positive attitude toward the English-speaking community and wants to relate to it, he/she will learn English better. If an English-dominant social group puts a stigma of inferiority on a student's native language and culture, it can easily create a barrier to learning. Teachers need to be as sensitive to their own attitudes as to the students'. The way they feel about their own cultural and linguistic identity can determine the way they relate to the cultural and linguistic backgrounds of their students. Middle-class teachers accept middle-class values and feel justified in demanding those values from all students. Teachers from lower-class origins may reject students from the same background because they perceive those students as a threat to their change of identity. A teacher who recognizes and controls these feelings of rejection can become a positive model with whom students can identify. If unrecognized, those feelings can create a source of potential conflict.

Because language is essentially a social phenomenon, learned in a social context and used to communicate with others in a society, it is not surprising that social factors also interfere with the social adaption of students whose first language is not English. We need to understand cultural as well as linguistic differences in our students if we are to teach effectively.

Some examples of discrimination against ethnic minority students include the following:

1. Expressing patronizing or negative attitudes toward minority cultures, such as calling them "primitive" or "deprived," or referring to minority cultural traditions as "backwards" or "savage," inferring that only technological societies are "civilized."
2. Treating ethnic minority students who ask extensive questions or propose alternative points of view as "troublemakers," when other students are not treated in this way.
3. Adopting intolerant or derisive attitudes towards foreign or non-American English accents, even when those accents do not interfere with communication.
4. "Punishing" students who have foreign or non-American English accents with lower grades even if their written work is acceptable, and their speech is understandable.
5. Interrupting students who are using languages other than English in social or personal situations outside of the classroom and telling them that "you have to speak English here."
6. Not recognizing ethnic minority students in class discussions; interrupting those students or allowing others to do so.

The fact that much discrimination against ethnic minority groups is intangible or unconscious permits some well-meaning persons to dismiss or ignore it. However, it is clear that this kind of behavior puts minority students at a distinct educational disadvantage and may have other pervasive, negative side effects.

Our culture determines the kinds of expectations we have in particular situations and the kinds of interpretations we give to various behaviors in those situations. When we deal with students from other cultures who have their own sets of culturally based expectations and interpretations we are likely to experience some misunderstandings and difficulties. Thus cross-cultural training is important. In fact, for many students at the community-college level, a *minimum* knowledge of cross-cultural interaction is almost as important as remediation in basic skills. Teachers should be trained in this area, since they need to be able to interact effectively with pupils from different ethnic backgrounds, as well as to teach their students about other cultures. A number of specific techniques are available for helping to eliminate ethnic discrimination in the classroom. These include the following:

1. When making general statements about ethnic minority groups, be sure they are based on reliable, *recent* information. Theories about the relative superiority or inferiority of races and cultures have become discredited and obsolete over the past 30 years. Generalizations about any ethnic group, such as "Orientals are humble," "Arabs are treacherous," "Hispanics are lazy," or "Jews are greedy" are likely to represent uncritical oversimplification of complex cultural norms.
2. Avoid "ethnic slurs" or gratuitous remarks that demean or belittle people because of their race, sex, religion, nationality or physical characteristics. Respect the dignity of all students.

Continued on page 17

NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31–10 Thomson Avenue, Long Island, NY 11101.

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The View from Washington

by James J. Lyons, Esquire
NABE Policy Counsel

The brief lull between the 99th and 100th Congresses provides the occasion for this capsule review of federal legislation and national policy issues affecting the education of language-minority Americans.

FY 1987 Appropriations

Before adjourning, Congress passed an omnibus FY 1987 continuing resolution funding all federal programs. As signed by the President, the continuing resolution boosts spending for many education programs.

Thanks to your communications with your representatives, NABE's testimony before House and Senate Appropriations Subcommittees, and the leadership efforts of Representative Edward R. Roybal (D-CA), senior member of the House Appropriations Subcommittee on Labor, HHS, and Education, next year will be a better one for schools serving language-minority students.

For the three programs comprising the "bilingual education" federal budget account—ESEA Title VII, Bilingual Vocational Training, and Emergency Immigrant Education—Congress appropriated $176.8 million, $33.8 million more than requested by the Administration, and $11.58 more than was actually available (after the across-the-board deficit reduction cuts) in FY 1986.

Congress rejected the Administration's proposals to eliminate FY 1987 appropriations for the Emergency Immigrant Education program and the Bilingual Vocational Training program, funding these programs instead at their original (prior to the across-the-board reductions to reduce the deficit) FY 1986 levels. Thus, in FY 1987, $30 million will be available for Emergency Immigrant Education programs, and $3.686 million has been earmarked for the Bilingual Vocational Training programs authorized under the Vocational Education Act.

Funding for ESEA Title VII, the Bilingual Education Act, registered its first increase since 1981, going from $133 million to $143.1 million. While funding for Support Services and Training was increased so as to offset the impact of the FY 1986 across-the-board deficit reduction cuts, most of the additional money was concentrated on Part A program grants which will rise from $90.9 million to $99.3 million. The House conference report earmarked more than $3 million of this increase for grants under the Developmental Bilingual Education and Family English Literary programs.

Administration's Proposed Title VII Amendments

As predicted in the last issue of the *NABE NEWS*, the 99th Congress refused to act on the Administration's controversial proposal (H.R. 4538 and S. 2256) to amend the Bilingual Education Act. Thus, the formula limiting the amount of appropriations available for Special Alternative Instruction Programs (monolingual English) remains as specified in the 1984 Bilingual Education Act.

Immigrantion Reform and Control Act of 1986

Although the Immigration Reform and Control Act of 1986 has been signed into law, the details of its administration are still to be developed. Nevertheless, this sweeping immigrant law is one about which many NABE members will be, or should be, concerned.

NABE members can help ensure that the legalization provisions of the new immigration law are successfully implemented by delivering bilingual instruction and assistance. NABE members can help develop and disseminate bilingual booklets and materials explaining the law's provisions, can serve as interpreters at meetings and legal proceedings, and NABE members can teach aliens English so that they can qualify for permanent resident status or citizenship. In these ways NABE members can help ensure that language is not a barrier to legal rights provided in the new immigration law.

Election Returns

The 1986 federal elections altered the institutional arrangement of power in Washington established by President Reagan's landslide victory in 1980. With the Senate shift from Republican to Democratic control, the Administration's policy proposals and executive performance is sure to be more critically and closely examined.

Capitol Hill education watchers view Senator Edward M. Kennedy's decision to chair the Labor and Human Resources rather than the Judiciary Committee as especially significant. Senatory Kennedy has already indicated his intention to move quickly on reauthorizing the Elementary and Secondary Education Act (Title VII of which is the Bilingual Education Act), and congressional staff anticipate that Chairman Kennedy will work closely with House Education and Labor Committee Chairman Augustus F. Hawkins (D-CA) to revitalize national education priorities and to develop federal programs which are responsive to local needs and concerns.

In terms of state election results, California's passage of Proposition 63—amending the state's constitution to include an English-only provision enforceable in California courts—is of fundamental importance to NABE members. "California English" and "US English" leaders have vowed to use the 73 percent ratification vote on Proposition 63 as a prod to convince members of Congress to support an English-only amendment to the U.S. Constitution, and as a weapon against reauthorization of the current California Bilingual Education Act, set to expire this year.

Clearly, passage of Proposition 63 presages a period of intensified controversy over the rights of language-minority Americans. While Proposition 63 will be tested in the courts, the larger battle over language rights will continue to be waged in the realm of public opinion.

NABE did not create the "language" controversy, but neither can NABE run away from it. And so, NABE members in other states should not dismiss Proposition 63 as California's problem, just another in a string of political fads, political oddities, political eccentricities. When fundamental rights like public language usage and effective education are at stake, complacency can have disastrous consequences.

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Candidates for 1987–88 NABE Executive Board

The following is the official information on the candidates for the 1987–88 NABE Executive Board. Candidates are reminded that NABE does not permit any media campaigning for positions. In order to be eligible to receive a ballot, you must be a NABE member on November 1, 1986. Any questions regarding elections procedures should be addressed to Dr. Ginger Collier, NABE Elections Committee Chair, George Mason University, School of Education, 4400 University Drive, Fairfax, Virginia 22030 (703) 323–2421.

PRESIDENT-ELECT

MACARIO SALDATE

Director, Mexican American Studies & Research Center, University of Arizona, Tucson, AZ. Ed.D, Special Education Administration, University of Arizona; M. Ed., Special Education/Visually Handicapped, University of Arizona; B.A., Elementary Education.

Professional Experience: 1985-present: Professor of Educational Foundations and Administration, University of Arizona. 1981-present: Director, Mexican American Studies & Research Center, University of Arizona. 1978-85: Associate Professor of Educational Foundations and Administration, University of Arizona. 1974-81: Coordinator of Bilingual Education Programs, University of Arizona. 1974-78: Assistant Professor of Educational Foundations and Administration, University of Arizona. 1972-74: Assistant Director, Multicultural Education Center and Director of Educational Foundations and Administration Project, University of Arizona. 1969-72: Doctoral Fellow in Special Education and Educational Administration, University of Arizona.

NABE Organizational Experience: NABE Member since 1974. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: President, 1984. NABE Standing Committee Memberships: Chair, Membership Committee. NABE Executive Board Positions Held: Vice President, 1982-83; Secretary, 1981-82.

ANTONIO SIMOES

Associate Professor and Director of Bilingual Education, New York University, New York City, NY. Ed.D., Education, Columbia University; M.A., Curriculum Theory, Columbia University; B.S., Education, Boston College.

Professional Experience: 1980-present: Associate Professor and Director of Bilingual Education, New York University. 1976-80: Associate Professor and Director of the Bilingual Training Resource Center, Boston University. 1971-76: Assistant Professor and Assistant Dean of the School of General Studies, Hunter College, NY. 1964-67: Elementary School Teacher, Lexington, MA.

NABE Organizational Experience: NABE Member since 1975. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: Vice President, Massachusetts Association for Bilingual Education. NABE Standing Committee Memberships: Chair, Publications Committee, 1986-87; Member, NABE JOURNAL Editorial Board; Member, Outstanding Dissertations Award Panel of Judges.

VICE PRESIDENT

RODOLFO L. CHAVEZ

Associate Director, BUENO Center for Multicultural Education, University of Colorado, Boulder, CO. Ph.D., Social-Bilingual-Multicultural Foundations, University of Colorado, M.A., Bilingual Bicultural Education, University of Northern Colorado. B.A., Elementary Education/Bilingual Bicultural ESL, University of Northern Colorado.

Professional Experience: 1986-present: Associate Director, BUENO Center for Multicultural Education, University of Colorado. 1986: Director, Bilingual Education Multifunctional Support Service Center, University of Colorado. 1983-85: Parent Training Specialist, BUENO Center. 1981-83: Director, Bilingual Education Service Center, BUENO Center, University of Colorado. 1978-80: Director of Bilingual/ESL Classroom Teachers, Weld County School District, Ft. Lupon, CO. 1979: Co-Principal, Migrant Education Summer Program, BOCES, Ft. Lupon, CO. 1977-78: Coordinator of Bilingual Education/Classroom Teachers, Weld County School District, Ft. Lupon, CO.

NABE Organizational Experience: NABE Member since 1980. Affiliate Membership: Colorado Association for Bilingual Education (CABE). Affiliate Positions Held: President, CABE, 1985-present. Vice President, CABE. Treasurer, CABE. NABE Standing Committee Memberships: Member, Honors and Awards Committee, 1986.

BERNARD H. COHEN

President, Bernard Cohen Research and Development Inc., Nyack, NY. M.A., Reading and Psychology of Reading Disorders, Columbia University, NY; B.A., Adelphi University.

Professional Experience: 1972-present: President, Bernard Cohen Research and Development; 1972-present: President and Executive Director, IMPACT Institute, Director of ESL and Job Placement for Refugee Assistance; 1966-72: Educational Coordinator, Harlem Adult Training Center; 1965-66: Fourth Grade Teacher, NYC; 1964-65: Bilingual Caseworker, Department of Social Service, NYC. Author of several publications on Bilingual Education and teacher training.

NABE Organizational Experience: NABE member since 1974. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: President, NYSABE, 1984-85; First Vice-President, 1983-84; Second Vice-President, 1982-83; Regional Delegate, 1981-82. NABE Standing Committee Memberships: Co-chair, Global Education Special Interest Group. NABE Executive Board Positions Held: Eastern Regional Representative, 1986-87.

ANGIE GALIANO

No Information Received

SECRETARY

LORI ORUM

Education Component Director, National Council of La Raza, Los Angeles, CA. M.A., Education and Human Development, George Washington University, Washington, D.C.; B.A., Political Science/International Relations, UCLA, Los Angeles, CA.

Professional Experience: October 1986-present: Innovative Education Project Director, National Council of La Raza, Los Angeles, CA. 1980-86: Education Component Director/Senior Education Policy Analyst, National Council of La Raza, Washington, D.C. 1978-80: Bilingual Education Teacher, Norwalk High School, Norwalk, CT. 1976-78: Bilingual Community Liaison, Santa Monica Unified School District, Santa Monica, CA.

NABE Organizational Experience: NABE Member since 1980. NABE Standing Committee Memberships: Chair, Socio-political Concerns Committee, 1986-87; Member, Annual Conference Committee, 1983.

MONICA SANDOVAL

Title VII Project Manager, Brownsville Independent School District, Brownsville, TX. M.A. Studies, Educational Administration, Pan American University, Brownsville, TX: B.A., University of Oklahoma.

Professional Experience: 1984-present: Title VII Project Manager, Brownsville ISD, TX. 1982-84: Director, Bilingual Vocational Instructor Training, IDRA, San Antonio, TX. 1983-84: Coordinator, Bilingual Education Service Center, IDRA, San Antonio, TX. 1979-83: Education Specialist, IDRA. 1976-79: Facilitator, Bilingual Education, Oklahoma City Public Schols, Oklahoma City, OK. 1973-76: Teacher, Chapter I/Bilingual Labs, Oklahoma City Public Schools, OK.

NABE Organizational Experience: NABE Member shince 1975. Affiliate Membership: Texas Association for Bilingual Education (TABE). Affiliate Positions Held: TABE Conference Chairperson, 1982; TABE Legislative Chairperson, 1984-85: TABE Curriculum Committee, 1983-84. Secretary, Rio Grande Valley Chapter of TABE, Secretary, 1975-76. NABE Standing Committee Memberships: Annual Conference Committee, Registration Chairperson, 1984.

TREASURER

AURORA MARTINEZ-QUEVEDO
Withdrew

MUTSUKO TANOUCHI

Teacher-Coordinator, Bilingual Program, Eastchester Public Schools, Eastchester, NY. ABD, School Administration, Seton Hall University; M.S., School Administration, Fordham University; B.A., English Literature, Aoyama Gakuin University, Tokyo.

Professional Experience: 1982-present: Teacher-Coordinator, Bilingual Education Program, Eastchester Public Schools, NY. 1978-82: Coordinator, Title VII Bilingual Program, Eastchester Public Schools, NY. 1974-78: Bilingual Teacher—Consultant, Eastchester Public Schools, NY. 1971-74: Elementary School Teacher, Delaware Valley School District, Milford, PA.

NABE Organizational Experience: NABE Member since 1979. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: 1st Vice President, 1986-87; 2nd Vice President, 1985-86; Treasurer, 1984-85 and 1983-84. NABE Standing Committee Memberships: Resolutions Committee, 1985; Reader for Program Committee, NABE '81 and NABE '80.

OLGA VALCOURT-SCHWARTZ

Bilingual Curriculum Specialist, Milwaukee Public Schools, Milwaukee, Wisconsin. Ph.D. Studies, Urban Education, University of Wisconsin-Milwaukee; M.A., Cultural Foundations of Education, University of Wisconsin-Milwaukee; B.S., Elementary Education, Mount Mary College, Milwaukee, Wisconsin.

Professional Experience: 1984-present: Bilingual Education Curriculum Specialist, Milwaukee Public Schools, WI. Spring 1985: Lecturer, Dept. of Community Education, University of Wisconsin-Milwaukee. 1979-83: Director, Bilingual Education Program, Milwaukee Public Schools, WI. 1972-79: Coordinator, Bilingual Education Program, Milwaukee Public Schools, WI. 1966-72: Educational Supervisor for the Coalition Head Starts, Milwaukee, WI. Summer 1971: Lecturer, Early Childhood Programs and Materials, Mount Mary College, Milwaukee, WI. 1963-66: Head Teacher, Guadalupe Head Start Center, Bilingual Pre-school, Milwaukee, WI. First Grade Teacher, Milwaukee, WI. Evaluator of Bilingual Education Programs in Wisconsin, Ohio, Iowa, Minnesota and Michigan. Consultant for the Midwest National Origin Desegration Center. Presentor at state and national conferences in the areas of bilingual education, curriculum development, multicultural education, early childhood education, and staff development.

NABE Organizational Experience: NABE Member since 1974. Affiliate Membership: Wisconsin Association for Bilingual Education. Affiliate Positions Held: President-Elect, 1987-88. NABE Standing Committee Memberships: Socio-political Concerns Committee, NABE Nationwide Writing Contest.

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CANDIDATES FOR BOARD

(Continued from page 13)

PARENT-AT-LARGE

JUAN N. TRINIDAD

Assistant Coordinator, Bilingual Programs, Sarah Hale High School, Brooklyn, NY. Ph.D. Administration/Supervision, Fordham University; M.A.T., Curriculum and Teaching, Bilingual Education, Fordham University; B.A., Social Sciences, The City College of New York.

Professional Experience: 1975-present: Assistant Coordinator, Bilingual Program, Sarah Hale High School, Brooklyn, NY. 1980-84: Coordinator, Adult Bilingual Program, District 3, New York City, NY. 1974-85: ESL Teacher, Eastern District High School.

NABE Organizational Experience: NABE Member since 1980. Affiliate Positions Held: Chairperson, Parent Institute, 1985-87. NABE Standing Committee Memberships: Parent Institute; Chairperson, Parent SIG.

EASTERN REGIONAL REPRESENTATIVE

VINCENT JOSEPH PETROSINO

Department Head, Foreign Languages and ESOL, Baltimore City Public Schools, Baltimore, Maryland. M.Ed., Reading for Language Minorities, Loyola College; M.A.T., Johns Hopkins University; B.A., Modern Foreign Languages, Manhattan College.

Professional Experience: 1979-present: Teacher, department head in foreign languages and ESOL, Baltimore City Public Schools, MD. 1984-85: Project Manager, Title VII Project, Baltimore City Public Schools, MD. Curriculum writer for language workshop for LEP/NEP children for Maryland State Department of Education; consultant for University of Miami National Origin Desegregation Assistance Center.

NABE Organizational Experience: NABE Member since 1985. Affiliate Membership: Maryland Association for Bilingual Education. Affiliate Positions Held: President, 1985-86. NABE Standing Committee Memberships: Chair, Organizational Development Committee, 1985-present.

CENTRAL REGIONAL REPRESENTATIVE

DICK HSIEH

Administrator of Bilingual Program, Oklahoma City, OK. Ph.D., Secondary Administration and Curriculum, University of Oklahoma. M.A., English, Pacific Lutheran University, WA; B.A., English, National Chengchi University, Republic of China.

Professional Experience: 1983-present: Administrator of Bilingual Program, Oklahoma City Public Schools; 1982-83: Administrator of the Bilingual Education Section, State Department of Education, Oklahoma; 1975-76 and 1979: Adjunct Assistant Professor of Education, University of Oklahoma; 1975-85: Consultant for more than 250 school districts. Topics included bilingual and multicultural education, human rights, discipline, curriculum development, law and citizenship education, etc.; 1975-82: Associate Director, Oklahoma Statewide Law and Citizenship Education Project, University of Oklahoma; 1975: Instructor of English, Rose State College.

NABE Organizational Experience: NABE Member since 1982. Affiliate Membership: Oklahoma Association for Bilingual Education. Affiliate Positions Held: President, 1986-87; Member, Conference Planning Committee, 1982-84; Chair, Conference Planning Committee, 1985. NABE Standing Committee Memberships: Chair of Subcommittee for Organizational Development, 1984-85.

ANA M. "CHA" GUZMAN

Executive Director for Program Development, Goose Creek CISD, Baytown, TX. Ed.D., Curriculum and Instruction, University of Houston; M.A., Sociology/Urban Problems, Texas Southern University; B.S., Education, Stout State University, WI.

Picture
not
available

Professional Experience: 1985-present: Executive Director for Program Development, Goose Creek CISD, Baytown, TX. Program author for Spanish Reading Series, "Mil Maravillas" and "Campanitas de Oro." Governor's Task Force on Literacy. 1979-85: Bilingual Director, Goose Creek CISD, Baytown, TX. Bilingual CDA Training Director, Texas Southern University. Data Gathering Director, University of Houston, Parent Child Center. Teacher, elementary and preschool and university.

NABE Organizational Experience: NABE Member since 1979. Affiliate Membership: Texas Association for Bilingual Education. Affiliate Positions Held: President, 1984-86.

WESTERN REGIONAL REPRESENTATIVE

ANNA M. PEREZ

Coordinator of Bilingual Programs, Baldwin Park Unified School District, Baldwin Park, CA. M.S., Educational Supervision and Spanish, Texas A&I University; B.S., Elementary Education, Texas A&I University.

Professional Experience: 1984-present: Coordinator of Bilingual Programs and Title VII Director, Baldwin Park, CA. Other experience: Teacher of Spanish and English in Texas and California; developed exemplary program in bilingual instruction and parent involvement; organizer of CABE Administrators Chapter; leader in Los Angeles County Bilingual Directors Organization; instrumental in networking of CABE with Association of California School Administrators. Curriculum consultant to Houghton Mifflin and Santillana Publishers; free-lance consultant in parental involvement and bilingual program management.

NABE Organizational Experience: NABE Member since 1976. Affiliate Membership: California Association for Bilingual Education. Affiliate Positions Held: President of Southern Counties Administrators Chapter of CABE; editor and contributor to adminstrators section of CABE newsletter.

VIEW FROM WASHINGTON

(Continued from page 11)

Title VII Administration and Reauthorization

Education and Labor Committee Chairman Hawkins has already set in motion the fact-finding process for reauthorizing the Elementary and Secondary Education Act, and the Senate Labor and Human Resources Committee, under Chairman Kennedy, will move quickly to set up its own reauthorization program. Limited-English-proficient students have already been identified by Chairman Hawkins as a group which will receive particular attention. Given Senator Kennedy's record of commitment to equal educational opportunity, we can anticipate that the educational needs of LEP students will receive prominent treatment in Senate reauthorization proceedings.

As with the 1984 reauthorization of the Bilingual Education Act, NABE has again been asked by members of Congress to provide information on the current administration and effectiveness of Title VII, and to develop policy recommendations for improving the education of limited-English-proficient students. NABE's ability to respond to these important questions depends upon your cooperation.

I urge all of you to share with the NABE office information—data, facts, and professional judgments—concerning language-minority populations and education programs in your area. Information about the structure and administration of federal programs, including but not limited to Title VII, is particularly important.

Don't wait, and let this opportunity slip by! Participate in the democratic process! Share your knowledge, your frustrations, and your dreams with NABE *and* your elected officials!

CORRECTION

The NABE '87 Conference will be held at the Radisson Hotel in Denver, Colorado, **March 29–April 3, 1987.** We apologize for any confusion caused by the publication of other dates and look forward to seeing you at the conference.

A Message From The President

Dr. Josué M. González

Some Thoughts on "U.S. English," et al

What's wrong with the proposals to make English the single official language of the U.S.? Since everyone recognizes the primacy of English in our society, how can it hurt to make English "a little more official" through legislation? In my view, there is plenty wrong with the English-only movement as we know it today. At best, it is an ill-conceived answer to a nonexistent problem; at worst, it is a crass attempt to stratify our society along language lines.

From all indications English is official enough already. I know of no movement to replace English as the lingua franca of the United States. Bilingual educators have been unfairly singled out as the boogey men who seek to discard English in favor of another language. Hogwash! Most of us have spent more time studying English and how to teach it than we have any other subject. Bilingual education exists in the U.S. today because of widespread dissatisfaction with other methods of teaching English and providing educational equity at the same time. Beyond transitional approaches, advocates of bilingualism stress the value and utility of speaking more than one language, not the replacement of one with another. In short, we much prefer English Plus over English-only!

The English-only leaders wrongly point to bilingual countries claiming that bilingualism divides their various peoples. In doing so, they confuse cause and effect. The histories of those countries reveal something very different. Most often it is *over-reaction to bilingualism* that causes divisions in a society. Linguistic pluralism is no more divisive inherently than differences of religion, political ideology, or diet. Differences of language, like differerences in skin color, become divisive only when governments choose to make them markers of second class citizenship.

The English-only proponents preach that there is unifying grace in a single tongue over the divisiveness of multiple languages. I don't agree, but even if it were true, their actions belie their words. A benign program of social unification built on the concept of a shared language would have to include provisions for improving the teaching of that language. The English-only people make no such efforts to promote the teaching and learning of English; they seek only to impose it by force. It goes further than that. The absence of support for government funding for the teaching of English is not a mere oversight. "U.S. English" and "English First" leaders want to end federal support for bilingual education, a viable approach to the teaching of English. This negative posture with respect to funds for English literacy reinforces my view that there is a 'hidden agenda' in the English-only movement.

In our society, citizens enjoy social and cultural diversity to a degree unparalleled in other nations. That is one of the marvelous things about being an American. The precedent of legislating the use of a single official language could lead to the imposition of other social and cultural restrictions. Unless other motivations are at work, the plain fact is that no country needs a repressive language policy *less* than the U.S. By advocating an end to the granting of non-English TV and radio station licenses, the leadership of the English-only movement offer a glimpse of their true intentions: to use the "officialness" of English to limit the rights and privileges of other Americans—Americans who choose to be bilingual.

The histrionics of the English-only movement reminds us that the battle for equity in education and for social justice is far from over. There is little doubt that this movement is more strongly anti-immigrant than it is pro-English.

Please remind your friends and neighbors that NABE stands for English too. In fact, many of us have devoted our entire working lives to teaching it. But frankly, we believe those old gentlemen were correct when they wrote *E Pluribus Unum* in a non-English tongue. Let's keep the original version of those wonderful words.

Note: A second editorial by Dr. González on the same subject is available upon request from the NABE National Office in Washington D.C.

White House Fellowships

The President's Commission on White House Fellowships is now accepting applications for the 1987–88 Fellowship year. The White House Fellowships offer outstanding Americans early in their careers the opportunity to serve for one year, September through August, at the highest levels of the Federal Government. The Fellowships are non-partisan, and are open to all U.S. citizens, with the exception of civilian employees of the Federal Government. Fellows are drawn from all occupations and professions.

Applications for the 1987–88 Fellowships may be obtained from the President's Commission on White House Fellowships, 712 Jackson Place, N.W., Washington, D.C. 20503, (202) 395-4522.

World Conference

The 16th Annual Federation International des Professeurs des Langues Vivantes (FIPLV) World Congress will take place January 3–8, 1988, at the Australian National University in Canberra, Australia. The World Congress will coincide with the Australian Federation of Modern Language Teachers' Associations (AFMLTA) Biennial Conference.

The Congress will pay particular attention to the role of languages in multicultural and multilingual societies and to the role of languages in increasing international understanding. The Congress will focus on the teaching of languages in a multicultural and multilingual society.

For further information, contact: The FIPLV Organizing Committee, MLTA of ACT, GPO Box 989, CANBERRA 2601, AUSTRALIA

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Import Export Directory Available

The International Trade Council is pleased to announce that the IV edition (1986) of the Latin American Import Export Directory is now available to the members of NABE. It consists of two volumes of 480 pages each, and includes 18 Latin American countries:

Volume I: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru and Uruguay.

Volume II: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Dominican Republic and Venezuela.

More than 2,500 companies have been listed in alphabetical order and classified by product which allows an easy location for exporters and importers.

The companies who are interested in obtaining the two volumes of this important marketing tool may request it by telephone, telex or letter to: International Trade Council, P.O. Box 73 Centro Colon, San Jose 1007, Costa Rica, Phone: 33-86-97, Telex: 48547 Incom Cr

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REGULAR FEATURES

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How NABE Works

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CATESOL '87

The California Teachers of Speakers of Other Languages (CATESOL) '87 Conference will be held in Pasadena, California, March 27-29, 1987. The theme of this year's conference is "Teaching the Future."

Features speakers will be Earl Stevick, Lily Wong-Fillmore of UC Berkeley, Spencer Kagan of UC Riverside, Marianne Celce-Murcia of UCLA, and Michael O'Malley and Anna Chamot of InterAmerica Research Associates, Inc.

For more information on the conference, contact Rick Sullivan at the Alhambra School District, 15 West Alhambra Road, Alhambra, CA 91801, (818) 308-2495.

Rosa Castro Feinberg Appointed to Dade County School Board

Dr. Rosa Castro Feinberg, a former member of the NABE Executive Board, was recently appointed to fill a vacancy on the Dade County School Board in Florida. Dr. Feinberg, the Director of the National Origin Desegregation Assistance Center at the University of Miami, has had a long and distinguished career in the fields of desegregation and bilingual education. Florida Governor Bob Graham, upon her appointment, praised Dr. Feinberg "as an accomplished administrator with a long-standing commitment to Florida's public school system as expressed by a career marked with achievement."

Dr. Feinberg is the first Hispanic woman to ever serve on the Dade County School Board, the fourth largest school district in the nation. Forty-five percent of the student population in Dade County is Hispanic. Dr. Feinberg's term on the School Board will run through 1988.

NABE congratulates Dr. Feinberg on her appointment and wishes her much success!

THEORY TO PRACTICE

(Continued from page 9)

3. When using illustrative examples, try to avoid stereotypes such as making all successful figures white Anglos, and all misfits minorities.

4. Try to monitor your behavior towards minorities in the classroom. Try to encourage all students to participate and treat all of them with equal attention and respect.

5. Choose course materials which do not ignore or depreciate minorities; avoid materials that use discriminatory assumptions.

6. Become better informed about cross-cultural communication in the classroom. Suggested readings include the following: R.D. Albert, *Communicating Across Cultures;* N. Epstein, *Language, Ethnicity and the Schools;* and, Howard Giles (ed.), *Language and Ethnicity in Human Relations.*

Ana María Hernández is the Chairperson of the Humanities Department at LaGuardia Community College in Long Island City, New York, where she also teaches courses in Latin American literature.

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Interactive Writing:
Making Writing Meaningful for Language Minority Students

by the Center for Language Education and Research

Educators and classroom researchers stress the crucial role of interaction between student and teacher in the development of reasoning and self-expression. Although traditional interest in interaction and learning has revolved around oral language use, scholars have more recently considered the importance of interaction in the development of written self-expression as well (Heath and Branscombe, 1984; Snow, 1983; Staton, Shuy, Kreeft Payton and Reed, in press), arguing that writing, like speech, is a socially embedded, functional, and, in many ways, an interactive activity, that should be treated as such in school.

Dialogue journals offer a classroom approach which treats writing from this perspective. This practice is being studied by the staff of the Center for Language Education and Research (CLEAR) (Joy Kreeft Peyton, Project Director) because it addresses many of the concerns at issue in the development of writing among language minority students. Interactive writing in general, and dialogue journal writing in particular, appear to be effective tools in promoting writing ability and language development in these students.

A dialogue journal is a bound notebook in which two people carry on a written "conversation" for a continuous period of time. The most prevalent use of dialogue journals at present involves interaction between students and a teacher, but other kinds of pairings are also possible, including students with other students (such as older/younger or native/non-native English speaking pairs). Students write in the notebook regularly and their partner responds in writing each time. When the interaction occurs between student and teacher, it creates an individualized tutorial relationship, in which both academic and personal issues can be discussed. Thus, the process provides social and cultural, as well as academic, benefits for a variety of students. Here we will consider how this practice addresses the needs of language minority students, with respect to other general academic concerns as well as the development of writing.

One prominent factor contributing to academic difficulty for many language minority students relates to a sense of identity within the school context. Many students who experience academic failure belong to ethnic groups in which high-status positions in society are not expected, little value is placed on educational pursuits, and academic failure is the norm. In other words, many language minority children are predisposed to school failure before they start. A second factor is cultural. Many language minority students simply come to school without literacy skills or concepts of what written discourse is, due to a lack of reading and writing events in the home (Heath, 1984). For such students, development of both reading and writing abilities often lags behind their oral language proficiency.

Another factor influencing the development of writing abilities involves pedagogical approaches used with language minority students. When confronted with the numerous grammatical and mechanical efforts that often characterize non-native English speaking students' writing, many educators revert to extensive instruction in the basic, low-order skills—an approach that can inhibit rather than enhance writing development. Focus on form may in fact impede the use of more effective composing strategies. Writers who worry about language form too early "frequently lose track of what they mean by becoming caught up in correcting details on grammatical or logical grounds before they have clearly sensed and expressed in some form what they mean to say" (Perl & Egendorf, 1979, p. 127). In addition, students may come to view reading and writing as superficial performance for the teacher rather than as meaningful activities. Further, as reported in the ten-year summary of the National Assessment of Educational Progress (1981), a majority of older students dislike school writing tasks. For language minority students, this dislike may be due in part to the priority placed on correctness of form and products over authentic communication with a genuinely interested reader. This lack of motivation coupled with language difficulties often leads to negative attitudes towards writing and avoidance of writing experiences.

Dialogue journals provide a means for addressing the kinds of issues raised above. In a continuous written interaction, the teacher has the opportunity (where the student is willing) to enter into discussions with the student of topics beyond academic content. Discussions may lead to considerations of the student's past experience in school, motivations for being in school, and expectations for success. In dialogue journals, students can talk about their own cultural background, cultural issues, etc., as they explore their new culture. Teachers using dialogue journals with students with years of academic failure have reported success with such discussions, sometimes resulting in a visible change in student attitude and motivation.

Interactive writing also provides experiences which help to overcome school difficulties related to cultural background differences and the lack of home literacy activities in preparation for school tasks. Dialogue journals, which initially build on oral language ability and personal experiences of students, can provide a bridge to academic and literacy activities to be performed in a school setting.

When we consider pedagogical approaches to the teaching of writing, we need to remember that language proficiency develops fundamentally out of a need and desire to discover and share meaning, to communicate with other people. In dialogue journals, students have the opportunity to write with a focus on meaning and clear, effective communication. Even the least English-proficient student can engage in communicative, purposeful language use while grammatical knowledge of English develops. Modeling of correct English structure occurs in the teacher's entry as

Continued on page 21

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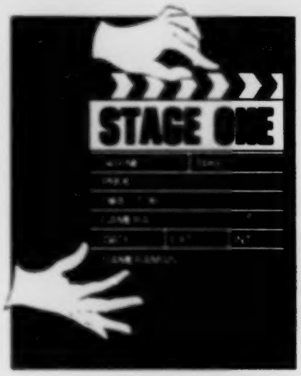

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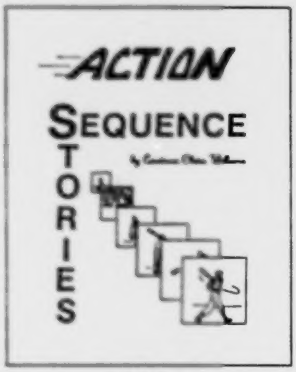

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INTERACTIVE WRITING

(Continued from page 19)

it would in any conversation focused on meaning. As this interactive writing continues over time, the teacher also has the opportunity to monitor the development of grammar and structure as it occurs in a conversational context (Hudelson, 1984; Kreeft, 1984). Dialogue journal writing may, in some programs, provide the *only* opportunity that language minority students have to write extended discourse, about self-chosen topics, for the purpose of genuine communication. In those programs in which more meaningful writing occurs, dialogue journal writing gives the teacher the opportunity to enter into the writing experience with the student.

Dialogue journals further provide the opportunity for students to become comfortable using written English, in a private, non-evaluative context. Teachers using dialogue journals almost universally report that dialogue journal writing engages students in writing, even those who hate to write and who avoid most in-class tasks.

Cummins (1986) argues that to overcome the sense of "learned helplessness" that can result when performing for the teacher is a primary goal, "a sense of efficacy and inner direction in the classroom is important, especially for students from dominated groups" (p. 29). Ways suggested by researchers to develop this sense are through expressive writing (Cummins, et al in press) and reciprocal interaction with teachers and peers (Wong-Fillmore, 1983). Dialogue journal writing represents one instance of just such an approach.

Dialogue journal writing has shown tremendous promise in the past few years with many different student populations, the largest being with language minority students at elementary, intermediate, and adult levels (literacy, basic education, and university). Clear evidence of its popularity with teachers can be seen in the numerous workshops that have been requested and the success of *Dialogue*, a newsletter about dialogue journals distributed for the past four years to researchers and practitioners across the United States and abroad.

The dialogue journal practice started with a teacher, and teachers have been quick to see its potential power and adapt it for their classes. The CLEAR study is documenting the process of dialogue journal use with language minority students in collaboration with teachers using the approach with students at various grade levels. For more information about the study or to subscribe to *Dialogue*, please contact Joy Kreeft Peyton, Center for Applied Linguistics, 1118 22nd Street N.W., Washington, D.C. 20037.

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Bilingual Education Teacher of the Year Award

General Instructions

Nominations

Each state affiliate is invited to nominate one or more candidates. A non-refundable $100.00 fee per nominee must be paid by the affiliate for each of its nominations. Nominations should be made without regard to age, race, or religion. You may use any method you choose for selection of your candidates within the general NABE Bilingual Teacher of the Year guidelines.

Qualifications

The major purpose of this award is to recognize the contributions of the bilingual classroom teacher. Only teachers who work full-time with students qualify. Your candidate must be an exceptionally skilled and dedicated teacher in any state-approved bilingual program for pre-kindergarten through grade 12. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidate(s) should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, since, the possibility for public appearances exists, the candidate(s) should be poised and articulate and willing and able to grant interviews and make presentations if need be. He/she should be fluently bilingual.

NOTE: The most important qualification to consider is the candidate's proven ability to inspire limited-English-proficient students of various backgrounds and abilities to learn.

Presentation of Materials

As part of its nomination(s) the affiliate is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials must be submitted:

1. **Background Information.** Use the required data sheet to provide basic information about your candidate(s).
2. **Biographical Sketch.** A narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education and particularly in bilingual education programs. This narrative must be double spaced and should not be more than four pages long.
3. **Philosophy of Teaching.** This too must be written by the candidate, and should reflect their commitment to the profession and contain a statement of the candidate's educational values.
4. **Professional Development.** Participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc. Recommendations or statements from organizations will be accepted.
5. **Membership.** Membership in philanthropic or civic organizations as well as personal efforts to improve education and social conditions of the community. A sample of letters from appropriate persons will be accepted.

All materials must be submitted no later than February 1, 1987 to:

Nadja M. Papillon
Bureau of Resource Development
P.O. Box 699005
Chicago, IL 60609-9005

NOTE: Nominations will not be officially accepted unless accompanied by the $100.00 application fee per candidate.

Selection of Finalists

A selection committee composed of members of the NABE Awards Committee and the NABE Board will select the Bilingual Teacher of the Year and one alternate from all nominations received. You will be notified of the status of your candidate(s) in writing by the end of February. The winner will receive round-trip transportation and lodging to attend the NABE conference and will be formally honored at the awards luncheon.

Awards

The Bilingual Teacher of the Year will receive an engraved citation, an appropriate gift and NABE souvenir items. The alternate will receive an engraved citation and NABE souvenir items.

Affiliate organizations are responsible for arranging public recognition, and for appropriate gift items for the finalists and state winners.

For additional information, please contact Nadja Papillon at the address above, or call (312) 890-8020.

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Teacher Talk

by Sheryl L. Santos
East Texas State University

What is it about being a bilingual teacher that teachers find most rewarding? Is there a difference between being a regular classroom teacher and a bilingual teacher? To find the answers to these questions, *Teacher Talk* visited with classroom teachers in the field in the Dallas Metroplex area. The one aspect of job satisfaction most often cited by the bilingual teachers was the rewarding affective relationships. The following are excerpts from these interviews.

Phyllis Hale, Kindergarten
Kimberlin Elementary School
Garland, I.S.D.

One incident that blessed me during my career as a bilingual teacher was the *5 de mayo* program. All the children had new outfits, specially purchased for this gala occasion. As I saw grandparents, parents, uncles, and aunts, all equally "spiffed up" for the event, I sensed the sacrifice, love, and pride shared by all the families that night. The love I saw that people had for their children and their culture made me want to remain a participant in this caring profession.

Karen C. Smith-Ingram, First Grade
James B. Bonham
Dallas, I.S.D.

At the end of the school year, I can always tell how much English my children have learned through my ESL teaching. However, I always wonder how much pride I have given them in making their own language better, and teaching them English. I hope that I am not stressing the importance of English at the expense of their native language. Last year, during the closing week of school, a student asked me if my mother, father, or husband spoke Spanish. I said, "No" as I am a Black American. Then he wanted to know how I learned Spanish. I told him that I had had a good teacher and that I worked very hard to become bilingual. Later on that day the same student approached me again and said he planned to work very hard on his English so he could become bilingual like me. I felt so accomplished! I hope that "my kids" will always feel my positive attitudes towards self, culture, and language in order to enhance the development of their own self-esteem.

Presentacion Gapuz, First Grade
Daugherty Elementary School
Garland, I.S.D.

I was a bilingual teacher in my own country, the Philippines. There, I used Filipino as my medium of instruction and treated English as a subject. When I came to the U.S. and became a bilingual teacher in Texas I was scared and overwhelmed because I had not spoken Spanish in a long while. However, as the days wore on, and my students gradually began to accept me with their sweet smiles, kisses, and warm hugs, I lost all of my fear and felt confident, determined, and courageous, knowing that I could effectively pass on the knowledge that I had accumulated during my 45 years as a teacher. I feel like much more than a teacher to these students. I feel like a surrogate mother, counselor, and above all, a friend.

Catherine Henojosa, First Grade
Lorenzo de Zavala
Dallas, I.S.D.

What warmed me the most was receiving all those hugs at the end of the year in appreciation for my efforts. The test scores proved how hard the students had worked; they knew it was a team effort.

Francisco Millet, First Grade
City Park Elementary School
Dallas, I.S.D.

Whenever I reflect on the wonderful experiences that occur in my classroom, I really don't have to go back very far. Hardly a day or two goes by when something else happens to make me feel great about being a bilingual teacher. For example, I have a new student this year recently arrived from Mexico. I began to notice that the child was coming to school without bathing and poorly groomed. This concerned me and so I contacted his father. As it turned out, the boy was one of five children abandoned by the mother. The father, who is working most of the time, earns very little and has little time to devote to the children's needs. When I notified the other teachers about this situation, they all pitched in and helped by bringing in food items and clothing for my student and his siblings. I can't describe the wonderful feeling that it gives me. Every time I see his smiling face I reaffirm my choice of profession.

How do you feel about being a bilingual teacher? Write to *Teacher Talk* and share your rewarding experiences with others. We look forward to YOUR input. This is YOUR column.

Dr. Sheryl L. Santos
Teacher Talk, editor
Department of Elementary Education
East Texas State University
Commerce, Texas 75428

Regional Conference A Success

"Make Something Happen: Strategies for Dropout Prevention," a regional conference with special emphasis on language minority students was held on June 10-11, 1986, in Baltimore, Maryland. Representatives of state departments of education and local school systems from 14 states attended the conference which was co-sponsored by the National Origin Desegregation Assistance Center, University of Miami and the Office of Equal Opportunity, Maryland State Department of Education.

The keynote address by Dr. Caleb Rosado of Northeastern Illinois University detailed the needs, concerns and problems of the language minority dropout. A national overview, including compelling statistics, was provided by Ray Valdivieso of the Hispanic Development Project. Three panel presentations and discussions were held during the two-day conference dealing with the impact of community organizations on dropout prevention, descriptions of effective dropout prevention programs and strategies for developoing dropout plans. The conference concluded with work sessions on the develoment of preliminary plans by participants at state and local levels.

For further information, contact the co-directors: Dr. Gavina Suazo of NODAC on (301) 596-0305 or Maria Torres of the Maryland State Department of Education on (301) 659-2640.

La Raza Releases New Education Report

"The American educational system is often portrayed as a pipeline, successfully transporting individuals from childhood to college or full participation in the world of work. However, it is becoming increasingly clear that this pipeline more closely resembles a sieve where Hispanic children are concerned," concludes a new report on the condition of Hispanic education in the U.S., recently released by the Policy Analysis Center of the National Council of La Raza.

The Education of Hispanics: Status and Implications, a 75-plus page report, provides national data on early school failure, dropout and illiteracy rates, post-secondary education and composition of the teaching force. State-level data are also reported for the 10 states with the highest Hispanic enrollments: Arizona, California, Colorado, Connecticut, Florida, Illinois, New Jersey, New Mexico, New York and Texas.

Among the many revealing statistics, the report indicates that:

- Hispanic adults have higher functional illiteracy rates—up to 56 percent—than either Blacks (44%) or Whites (16%).
- About 50 percent of Hispanics drop out of school without receiving a high school diploma. Hispanics not only drop out in higher numbers, but also drop out earlier than other groups; 40 percent of Hispanic dropouts leave high school by the spring semester of their sophomore year.
- Enrollment below grade level is disproportionately high among Hispanic students. About one of every four Hispanics enrolled in grades one through four is already enrolled below grade level, as are 40 percent of Hispanic students in grades five through eight, 43 percent in grades nine through ten, and 35 percent in grades 11 through 12.
- About one-third of Hispanics who completed high school in 1980 received grades of D or F in mathematics, natural science, social science or English, making them more likely than either Black or White students to get such grades in core subjects.
- Hispanics have the lowest college completion rates of any group: only nine percent of Hispanics 29 and over are college graduates. The rates vary by state, from a high in Florida of 14 percent to a low in California of six percent.
- Hispanics comprise only a small fraction of the teaching force: 2.6 percent of elementary school teachers and 1.7 percent of secondary school teachers, compared to 85 percent and 90 percent for Whites and 12 percent and eight percent for Blacks respectively.

The report concludes that as Hispanics continue to grow as a proportion of the national workforce—they will make up at least eight percent by 1990—improving their educational condition has become a national imperative. This is true not only from the standpoint of protecting the civil rights of minority-group members, but also because an educated and trained work force and literate citizenry are essential for American stability and competitiveness in the twenty-first century.

The report contains a series of recommendations which are meant "to call attention to some of the most critical areas of concern for Hispanic students." The publication was designed for use by policy makers, education professionals, students and all concerned citizens. Printing of this report was provided by Rockwell International Corporation.

The Education of Hispanics: Status and Implications, can be obtained from the National Council of La Raza Policy Analysis Center, Number 20 F Street, N.W., Washington, D.C. 20001. Attention Rosemary Aguilar, or call (202) 628-9600.

PACIFIC PERSPECTIVES

TESL Canada '87

TESL Canada's largest conference ever is being planned for March 12–14, 1987 at the Hyatt Regency Hotel in Vancouver, Canada. Co-sponsored by the Canadian national association and the Association of British Columbia TEAL (Teachers of English as an Additional Language), the conference salutes the Pacific Rim and will draw participants from around the Pacific, the United States, and across Canada. Participants are expected to number at least 1,500. This conference will be at once a national conference and an international congress on English language instruction.

The TESL Canada 1987 conference will open with some 10 symposia on topics including aboriginal education, English in the workplace, preschool ESL, and topics related to English instruction in the Pacific Rim.

For further information about this innovative international conference, write to P.O. Box 82344, Burnaby, British Columbia, Canada V5C 5P8, (604) 294-TEAL

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Early Childhood Education Co-operative Learning Program for LEP S.E. Asian Children and Their Families

A Bilingual Success Story

by Nancy Shephard, Teacher,
Zachary Taylor Elementary School

I teach a kindergarten class at Zachary Taylor School in the Stockton Unified School District in California. During the 1985–86 school year I was assigned 30 L.E.P. students whose main primary languages were Hmong, Lao, Khmu and Khmer. I had one Vietnamese child and one Mien child, and some of my English-only and F.E.P. students came from homes where Spanish, Ilocano, Tagalog and Chamorro were spoken, so we had a wide range of cultures and languages represented in our classroom.

The majority of my five-year-old LEP students spoke no English in September. My District provided no primary language instruction for the S.E. Asian students at my school site. I had one English-speaking instructional aide who worked competently and enthusiastically with young LEP children. I had previously worked on a limited basis with S.E. Asian students and had learned that the parents of the students were my best and most accessible resource. Armed with a new California Teacher Instructional Improvement Program (CTIIP) grant funding a small salary for one of my Lao/Hmong parents, I set about organizing primary language instruction for my LEP children.

On Mondays and Tuesdays after school Chang, a Hmong parent, who has good "survival" English skills and I worked with the Hmong children. Fridays after school two Cambodian parents who spoke no English worked with me to teach the children in Khmer. Tuesday and Thursday mornings before school a Khmu grandfather volunteered to help me teach the Khmu children.

Primary language lessons were the only time that my students were segregated by language. During the regular morning kindergarten program the children were grouped according to their academic skills for Math and Reading and by their level of English for ESL lessons. Parent volunteers and student tutors were utilized to keep groups small enough to offer sufficient attention and encouragement to each child.

Our primary language classes emphasized the same skills that are taught in the English curriculum. With the aid of photo cards, manipulatives, picture books, charts, games, etc., we taught colors, numerals, counting, size and shape discrimination, same/different, opposites, sequencing, ordinal numbers and all the other basic kindergarten skills. Simple science lessons (sink/float, magnets, magnifying glasses, e.g.) were readily understood and interpreted by the parents to the children. Color/number Bingo, picture Lotto and other games could be easily played in any language. My parent volunteers caught on readily as to what vocabulary and concepts I wanted developed in the primary language, and communication was rarely a problem.

Our primary language before- and after-school classes were friendly and in-

Continued on page 6

International Seminar on Bilingual/Multicultural Education

Oaxtepec, Mexico

by Dorothy Waggoner, Co-Chair,
NABE Global Education SIG

Language is a key symbol of human identity which all peoples have a right to maintain and develop; language minority equity is best provided through education which maintains and develops the minority languages while developing majority language skills, and majority language populations need opportunities to develop second languages to become better world citizens. These were the principal resolutions of participants in a conference sponsored by the Special Interest Group for Global Education of NABE and hosted by the Dirección General de Relaciones Internacionales of the Mexican Secretariat of Public Education in Oaxtepec, Mexico, November 2 to 6, 1986.

The conference was attended by invited representatives of Mexico, Canada and the United States who met to discuss concerns and experiences in bilingual/multicultural education and bilingualism in their three countries. It was organized under the leadership of Drs. Gina Cantoni of Northern Arizona University, Co-Chair of the SIG, and Gene T. Chávez, Past President of NABE, with financial support from President Eugene Hughes of NAU. Dr. Concepción Valadez of the Center for Language Education and Research, UCLA, also served on the planning committee for the United States.

Sixty-six delegates and thirty observers attended the conference. The delegates represented their countries as follows:

Continued on page 14

Editor
Nancy F. Zelasko
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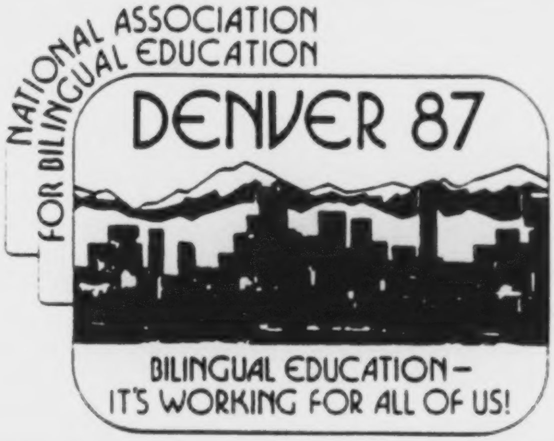
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A Message from the President

Dr. Josué M. González

Bouts with Disinformation

In the last few weeks I've had the flu twice. I've also had repeated bouts of "disinformation." Frankly, I can't make up my mind which is worse.

But even in Washington, not all news is bad. It turns out that more people are finally calling Secretary Bennett's bluff regarding the effectiveness of bilingual education. In its *Education News* (Fall, 1986), in an article titled, "Investing in Primary Education: Lessons from Bank Experience," the World Bank indicates, "Many countries have linguistically heterogeneous populations, as well as a national language. Typically primary education aims to produce graduates who can read, write and speak the national language. Yet research shows that even when the ultimate goal is communication skill in the national language, children learn better by *first* being taught in their mother tongue, then making the transition to the national language. Developing curricula that include both mother tongue instruction and the national language is, therefore, a reasonable goal when there are enough speakers of a particular mother tongue."

In a lead article, "When Children Speak Little English: How Effective Is Bilingual Education?,"*The Harvard Education Letter* (November, 1986) described the results of research by Ann Willig of the University of Texas who conducted a meta-analysis of data from 23 separate studies. The Harvard review makes two important points about her conclusions: "bilingual education programs succeeded better than either submersion or ESL in teaching LEPs reading, math, and other school subjects" and "the better the methods used by the researchers, the stronger the effects favoring bilingual education."

Finally, a leaked draft (by mid-January the official report had not been released, only a scathing attack on it by Chester Finn, Assistant Secretary for Educational Research and Improvement, reported in the *Education Daily*) of a report by the highly respected Government Accounting Office (GAO) questions the basis of the Secretary's assertions, made over a year ago (and since repeated many times), that bilingual education doesn't work. According to the draft from the GAO, it's Secretary Bennett's research methods that don't work, not bilingual education. You probably remember the story ...

In September, 1985, Secretary of Education William Bennett gave an address in New York City and opened up with both barrels on bilingual education. He cited lack of evidence for the effectiveness of bilingual education and claimed that after seventeen years and 1.7 billion dollars -- as if all the money had been spent on the same programs and the same kids -- bilingual education had done little to reduce dropout rates among Hispanics, etc.

The eloquent but weary defenders of bilingual education went on talk shows and wrote to editors pointing out the fallacies in the Secretary's interpretations. Few people apparently listened; they had heard from Bennett what they wanted to hear. Amendments were filed in Congress to make Title VII programs more effective by making them more flexible, i.e., to do less bilingual instruction but demand more from it. With Bennett's implicit support, the English-only legions stormed into California in a multi-million dollar campaign to protect English from the likes of NABE. A few pundits began to see "vice presidential timber" in the outspoken Secretary who dared to take on the notorious "bilingual lobby."

The academics responded -- with the usual footnotes and caution, of course -- but the damage had been done. The Reagan administration had played another version of the "misinformation waltz" and they got what they were seeking: a lowering of esteem for bilingualism and bilingual education in the eyes of the public and the Congress. Congressman Augustus Hawkins (D-CA), Chairman of the House Education and Labor Committee, smelled deception. He wrote the GAO requesting an independent review of the extent to which Bennett's claims were supported by research evidence.

The leaked draft of the GAO report showed that Congressman Hawkins was justified in his concern. Suffice it to say that it is now apparent that William Bennett misunderstands what he reads about research. More importantly, reports, from varied settings, about the effectiveness of bilingual education, remind us that the NABE approach has been correct all along. When the enemies of bilingual education have cited their version of conclusive "research," we have consistently pointed out

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Teacher Talk

by Sheryl L. Santos

We are living in difficult times. Our national commitment to humane ideals, equal educational opportunity, and democracy has been put on the back burner. People who care about people are an endangered species! In vogue nowadays are blatant imperialism in Central America, discriminatory English as the official language legislation, and an overtly racist new immigration law. It appears that "Hispanophobia" now reigns in the U.S.A.

Unfortunately, so many Americans are busy concerning themselves with their addiction to consumerism and to "making it" that they rarely come up for a breather to consciously assess where we are as a nation—as a people. Repression and supression of Hispanics and their language is an ironic and sadistic way of achieving "unity in diversity" in a culturally pluralistic nation. And yet, the forces of repression are succeeding in making Americans believe that only those who speak English and were born north of the Rio Grande are the "chosen people."

Those of us engaged in bilingual education and in the promotion of the maintenance of cultural integrity, self-esteem, and intercultural respect and understanding, must recommit and reunify ourselves NOW. Our continued support for the goals of bilingual and multicultural education must become a brave and outspoken political statement, a declaration of the real meaning of democracy in America. Only by striving to tear down the invisible walls and taboos of ethnocentrism by reaching across cultures and languages with reverence and love can we bring peace and harmony to a nation besieged by a cancer caused by the pain and ignorance of racism and discrimination.

The sanctity of the "American dream" must not be reduced to a house with a two-car garage, high-tech equipment, and other materialistic possessions. Rather, it should be elevated to the dream of achieving true nationhood. The "American dream" is a yet to be achieved ideal of democracy based upon equality, liberty, and justice for all.

*****

Dear Readers:

If you agree or disagree with the ideas expressed in this column please write to me to make your own ideas known. Now is the time to begin a true dialogue on the national level concerning the crucial issues of our day. Our lives and our children's lives are at stake. How will the bilingual community in America respond to oppression? In silence or with one voice in many languages? Write to me at:

Dr. Sheryl L. Santos, editor
Teacher Talk
Department of Elementary Education
East Texas State University
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"From Theory To Practice"

An Oral Approach to Testing Reading Comprehension

by Ken Sheppard

Approximately two years ago, we, the ESL faculty, revised our curriculum. There are four levels at LaGuardia. We accept virtual non-speakers into the first level, and we place students from the fourth level into remedial English. Thus, we take some students who know no English and within a year and a half prepare them for a mainstream course that emphasizes composition for both native and non-native speakers. Given these constraints, we were concerned to produce a curriculum that would accommodate the non-speaker, the relatively proficient speaker exhibiting fossilization and the more conventional ESL student whose English has developed through formal schooling.

We decided, in the light of recent work by Krashen and others, to emphasize receptive skills at the lowest level, i.e. listening and reading, and to gradually phase in the more productive ones, speaking and writing, across the four levels. The lowest level posed no problem: students who were not accustomed to the sounds and symbols of English needed time to sort them out, and our assumption was that they would probably also acquire a great deal of formal knowledge in the process. Through exposure to written and aural input, they would make progress gradually, without being forced to be productive before they were ready. Over the next two levels, speaking and writing would gradually take over until they dominated the final course in the sequence. We didn't want to abandon listening and reading altogether. On the contrary, we wanted to design a course on the final level that required the students to take their aural written input and make productive use of it. A student's understanding of the material depends ultimately on her ability to relate it to her experience and this is exactly what she was going to be asked to do at the final level.

The other problem was oral skills. It made sense to have students speak, since they would write better if they spoke about a topic first. The real problem was how to *test* the students' oral capabilities. We wanted a test that would give us some idea of how well they would function in ordinary academic settings—we had begun to hear from other departments that the students know the language, but couldn't "talk." We wanted a test that the students themselves could understand. We wanted the test to be objective, and we wanted to be able to point to a score and say that it reflected what a student could do.

We also considered the validity of the test. The test would also have to be easy to administer, so that not only its developers, but also the most casual user could understand how it worked. It would require the students to be communicative and spontaneous—not just memorize and respond mechanically. The format would be such that students could feel comfortable about it—it would not heighten anxiety or intimidate them and give an inaccurate picture of what they could do. Finally, it had to be a test that would simultaneously test their understanding of what they had heard and read during the course and their ability to talk about it.

Early attempts to find the right test foundered on the questions of purpose (Proficiency? Achievement?) validity (How to test what we wanted to test?), format (One-on-one? Whole class?), procedures (How many raters? Tape or don't tape?) and criteria (Discrete? Global? Referenced?). Many of us tried the one-on-one approach, but the format is intrinsically confrontational: No matter how often the teacher assures the student that he just wants to have a chat that can lead anywhere, the student knows that he has a specific outcome in mind. The format certainly can work, but it can also produce problems.

I began testing students in groups of three. Thereby, the students could carry on a normal conversation, and the teacher could sit by and take notes. The format was immediately attractive for a number of reasons: the focus wouldn't be the teacher, the course's subject matter could form the basis of the conversation and students could ask questions. Here is the plan that evolved.

1. The students are given a list of 12 *topics* directly related to their reading.

2. They are divided into groups of three. It is usually best to compose these groups yourself: you can put the quieter ones with the more voluble.

3. Each student selects a topic, the only requirement being that each student in a group have a different one. She prepares a two-minute report on it.

4. The students practice together. After each student gives her report, the others ask questions, comment, object, etc. They are allowed to practice as much as they want beforehand. They are told that there is a premium on the number of interventions: the more, the better.

5. On the day of the test, the students, by appointment, present themselves and talk for 20-30 minutes. The teacher listens and marks a form, the criteria of which is variable. The students have been shown the form beforehand, so they know what the teacher expects from them.

6. The form, it should be noted, contains a section on the right where the teacher simply tallies the number of queries and responses. For each group of ten such points, the student's grade goes up by a degree, e.g. from B- to B or from C+ to B-, etc. This has the effect of stimulating conversation.

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NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31–10 Thomson Avenue, Long Island City, NY 11101.

EARLY CHILDHOOD EDUCATION

(Continued from page 1)

formal: Parents and grandparents were welcome to drop by any time, and pre-school siblings were also encouraged to attend. Parents of LEP students as well as English-speaking parents volunteered in the 'regular' kindergarten program, working with small groups of "mixed" students. Junior High tutors and intermediate students from our on-site special education program completed our roster of volunteers.

Parent volunteers also taught short Hmong-as-a-Second-Language, Lao-as-a-Second-Language, etc., lessons to the whole class. All the children loved learning words in the various languages and several of the English-speaking children (with their parents' enthusiastic approval) chose to attend after-school or before-school language classes with their LEP friends.

The children—both LEP and English-speaking—blossomed in this friendly, if occasionally chaotic, multilingual/multicultural setting. The LEP children, through their primary language lessons, quickly learned basic academic skills which transferred readily into English as the school year progressed. By June, my top LEP students were doing simple addition and subtraction in two languages and beginning to read and spell in English! The English-speaking children learned first-hand that languages are fun and that they can be shared, and they too, with so much individual attention from parents and tutors, progressed well academically. All of our children—and all of our parents—interacted warmly and co-operated despite differences in race, language and culture. Approval and enthusiasm for our program was unanimous among children, parents, teachers, aide and student-tutors!

ED. NOTE: NABE NEWS encourages our teachers who are participating in a "Bilingual Success Story" to write to us so that we can share your story with the NABE membership!

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
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The View from Washington

by James J. Lyons, Esquire
NABE Legislative and Policy Counsel

Washington's pace, set by the gait of government and the press, usually slackens during the Thanksgiving - New Year period. This year, however, was an exception. Instead of slowing down, the Capitol's pace actually quickened during the holiday season.

To be sure, much of the holiday activity was generated by the questions and confusion surrounding the Administration's "arms for Iran, money for the contras" scandal. This scandal, unknown to the public before the election, is sure to generate activity throughout the coming months.

But other activity -- activity which has a direct bearing on the future of bilingual education -- also served to quicken the Capitol's holiday pace. This article describes two Washington "holiday happenings" that are important to NABE members.

Reagan's Proposed FY 1988 Federal Budget

Traditionally, the President's annual budget request is finalized in the early days of the new year for transmittal to Congress in February. This year, due to the accelerated budget deadlines specified in the Gramm-Rudman-Hollings Deficit Control Act (GRH), the final version of the President's Fiscal Year (FY) 1988 budget was assembled during the holidays and transmitted to Congress on January 5th, the same day Mr. Reagan underwent minor prostate surgery.

President Reagan's FY 1988 budget request, the first in the nation's history to surpass one trillion dollars, projects a FY 1988 deficit of $107.8 billion, just below the $108 billion FY 1988 target specified by GRH. The economic assumptions used by the Administration in formulating this deficit estimate, however, have been criticized by most economic experts as overly-optimistic; and budget analysts generally believe that the President's budget would produce a FY 1988 deficit $20 - $40 billion greater than White House estimates.

In its emphasis, President Reagan's FY 1988 budget request is remarkably similar to his previous proposals, with substantial growth occurring in social security benefits (projected to rise from $206 billion this fiscal year to $217 billion in FY 1988 and to $230 billion in FY 1989) and defense spending, which is targeted for a three percent after-inflation increase. The President's budget would increase defense spending from $282 billion this year to $297 billion in FY 1988 and to $312 billion in FY 1989. It would boost next year's spending for the "Star Wars" missile defense system by 66 percent, from $3.6 billion to $5.9 billion.

To offset these spending increases and to reduce the government's estimated annual deficit, President Reagan has proposed to raise $13 billion by selling federal assets and imposing user fees. At the same time, the budget calls for $19 billion in spending cuts in a variety of domestic programs. Domestic programs benefitting poor Americans would, according to the Center on Budget and Policy Priorities, be cut by $12.4 billion, or 10.7 percent, from the current service level.

Education Funding

The stated objective of President Reagan's proposed FY 1988 federal budget with respect to education is to "Limit the Federal Role in the Financing, Content, and Structure of Education Programs."

To accomplish this objective, the Administration proposes to cut federal support for education from the current FY 1987 level of $19.5 billion to $14 billion in FY 1988, a reduction of more than 28 percent. At the same time, the Administration is asking Congress to "rescind," or take back, $2.5 billion of the FY 1987 money it appropriated for education last fall.

Members of Congress have expressed shock and outrage over the Administration's proposed education budget. House Budget Committee Chairman William D. Gray (D-PA) was quoted as saying that the Education Department's budget was "not a realistic starting point." And Claiborne Pell (D-RI), new chairman of the Senate Subcommittee on Education, Arts, and Humanities, said "it is a budget that deserves to be ignored."

Congressional sources expressed particular irritation with the fact that Secretary Bennett actually proposed to OMB the multi-billion cuts in education contained in the President's budget. "No doubt about it," said one frustrated Republican staff member, "Secretary Bennett got his way with the budget; the trouble is that neither he nor OMB (Office of Management and Budget) seems to understand that the American people want better education, and they are willing to pay for it."

Postsecondary Education: Student Aid

In aggregate terms, the bulk of the Education Department's reductions come in the area of higher education. Under the President's budget for postsecondary education, federal student aid and institutional support would be cut from

Continued on page 8

$8.9 billion in FY 1987 to $4.9 billion in FY 1988. And the budget calls for an immediate $1.5 billion cut in postsecondary funding through a recission of existing appropriations.

The substantial cuts in student aid would be accomplished by a drastic overhaul of the Higher Education Act passed last year. Under the proposed budget, the $3.0 billion Guaranteed Student Loan Program would be cut to $1.1 billion, and $1.2 billion would be cut from the Pell Grant Program. Supplemental Educational Opportunity Grants and Work-Study funds, which like Pell Grants, are particularly important to lower-income college students, would be eliminated. Both the Carl Perkins Teacher Scholarship and the newly-enacted Christa McAuliffe Fellowship programs would be terminated.

In place of these loans and grants, the Education Department proposes to establish a new program of Income Contingent Loans which would not be subsidized by the federal government. Secretary Bennett has touted his new unsubsidized loan proposal as a vehicle for promoting accountability and holding tuition down. Critics portray it as a program which would push students further into debt and some students out of college altogether.

Postsecondary Education: Institutional Support

Institutional support for higher education would also be cut under the President's budget. The Title III program for the strengthening of Institutions of Higher Education (IHEs), including historically Black and predominantly Hispanic institutions, would be cut from $146.2 million in FY 1987 to $50.7 million in FY 1988. Support for TRIO programs which benefit disadvantaged college students would be cut by more than half from $176 million to $82 million. International Education Programs, currently funded at $32 million, would be eliminated in FY 1988 as would a number of other graduate programs.

Elementary & Secondary Education: Language-Minority Students

Secretary Bennett has asserted that his budget protects bilingual education from cuts. His proposal to level-fund ESEA Title VII at $143 million, however, does nothing to offset inflation or growth of the eligible population; and it offers school districts a fraction of the support they had in FY 1980 when Title VII was funded at $171 million and operational costs were lower.

Worse yet, the Education Department seeks to terminate immediately through recission of FY 1987 appropriations more than $95 million worth of programs which are particularly important for language-minority students. These programs include:

- the $7.5 million HEP and CAMP programs for migrant students;
- the $24 million Title IV Civil Rights Act Training and Advisory Services program;
- the $30 million Immigrant Education program;
- the $15.8 million Refugee Assistance for Education program;
- the $2 million Territorial Teacher Training program and $5 million General Assistance to the Virgin Islands;
- the $7.1 million Follow Through program; and,
- the $3.7 million Bilingual Vocational Training Program.

While the Education Department's budget for Indian Education programs would not be reduced, the Bureau of Indian Affair's budget request for elementary, secondary, and vocational education programs proposes to cut spending from the FY 1987 level of $272 million to $236 million in FY 1988.

Elementary & Secondary Education: Other Budget Changes

Secretary Bennett has, quite naturally, publicized the Administration's proposed $200 million increase for Chapter 1 and $24 million increase for Adult Education.

Critics respond that these needed increases are more than offset by proposed reductions and terminations in other important education programs. They point to the Department's request to cut in half funding for the $200 million Drug-Free Schools program Congress passed just months ago; the proposal to cut funding for special education by $400 million and Impact Aid by $169 million; and the Administration's request to eliminate the $882 million Vocational Education program in FY 1988, and to rescind $439 million of FY 1987 appropriations for Vocational Education. Critics say that these cuts would be particularly harmful now because of the weak fiscal condition of many state and local education agencies.

Next Steps In The Budget Process: Where You Come In

Congressional committees with jurisdiction over the education budget have already called Secretary Bennett to testify on the Administration's budget request. And while Members of Congress will listen to the Secretary's arguments

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VIEW FROM WASHINGTON
(Continued from page 8)

for slashing education spending, they are particularly anxious to hear the views of their constituents on the Administration's budget priorities. Democracy depends on citizen involvement! Now is the time for you to send a note to your Senators and Representative setting forth your views on the priorities set out in the President's budget!

Reauthorization of Elementary and Secondary Education Programs Including the Bilingual Education Act

During the holidays, Members and staff of the House Education and Labor Committee took the first steps leading to the legislative reauthorization of most elementary and secondary education programs.

On November 21st, the Subcommittee on Elementary, Secondary and Vocational Education, chaired by Augustus F. Hawkins (D-CA) who is also the chairman of the full committee, conducted a hearing in Birmingham, Alabama on federal elementary and secondary education programs. Former NABE Executive Board member Dr. Rosa Castro Feinberg was asked by the subcommittee to testify on bilingual education and the needs of language-minority students. Dr. Feinberg's testimony addressed three major issues: the Federal Role in Education; the Education of Language Minority Americans; and Reauthorization of Federal Education Programs Serving Language Minority Students. (Excerpts from Dr. Feinberg's testimony on these issues are presented elsewhere in this issue.)

On December 12th, the House Committee on Education and Labor conducted a forum on bilingual education. This forum was part of a series of off-the-record meetings to provide the majority and minority Members and staff of the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources with a solid base of background information on major reauthorization issues. NABE President Josué M. González and I were asked to present information at the forum, as was Lillian Falk, Coordinator, ESOL Programs, Prince George's County, MD., Public Schools.

Dr. González recounted Title VII's history and identified the major lessons learned from our experience with the Bilingual Education Act, emphasizing the multiple benefits of native language use and instruction. Ms. Falk focused on the difficulty of providing bilingual instruction to students from diverse language groups, and advocated removal of Title VII's funding limitations on monolingual Special Alternative Instructional Programs. My presentation concerned problems associated with the administration of the current law that may warrant congressional oversight prior to action on reauthorization legislation. As a follow-up to the Committee forum, congressional staff will visit different types of programs for LEP students in the Washington area during the month of February.

Judging by the mail Chairman Hawkins is receiving, state directors of bilingual education used the holidays as a time to respond to the Chairman's invitation to share their views on Title VII legislation. State directors have offered Chairman Hawkins many sound suggestions for strengthening and improving the Bilingual Education Act during the up-coming reauthorization.

On January 6th, Chairman Hawkins and Representative William Goodling (R-PA), the Ranking Minority Member of the Elementary, Secondary, and Vocational Education Subcommittee, intro-

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MESSAGE FROM THE PRESIDENT
(Continued from page 3)

its limitations. We have approached these matters professionally; but we have been tenacious in contesting fuzzy-headed thinking and self-serving interpretations of research literature. All we have ever demanded is intellectual rigor and strict adherence to the "rules" of the academy with respect to the reading of research literature. It is heartening to find support in this approach from the World Bank, from Harvard University, and from the GAO, organizations not given to hyperbole or political cheap shots. And remember, this is not an isolated event. I recall the infamous Baker/DeKanter editorials against bilingual education a few years ago which also came disguised as research findings (the Willig research quoted above used almost exactly the same studies.) On that occasion, the American Psychological Association joined in the expressions of concern about the validity of the reports by Baker and DeKanter, labeling them, "irrelevant and lacking in scientific quality."

Yes, it's a welcome Sunday when you wake up to the New York Times and read about the GAO study on Secretary Bennett's conclusions. (That may have been the same issue that reported Bennett's proposals to the White House for the new education budget. He told the President we can get by with some $ 5 billion less for education programs next year.) That was also the same day Bennett blasted the "deserters" who ran out on the President when he needed them most -- to support him on the Iran arms fiasco. Are we to assume that this man is running for something ???

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NABE '87 CONFERENCE PREVIEW

16th ANNUAL BILINGUAL BICULTURAL CONFERENCE

March 30 through April 3, 1987
Denver, Colorado

A Message from the President: Welcome in advance to the NABE 1987 Conference! This year, as we have done for over 15 years, NABE is pleased to host this unique gathering--the only national consultation of parents, professionals, and public officials concerned with the use of two languages in teaching. This is the annual forum at which we meet to study new developments, visit with old friends, discuss new ideas, enjoy the company of our peers, and otherwise "renew the spirit" battered by the long winter.

We meet this year with joy and anticipation but we are aware that, as they have done in less progressive times, dark clouds of xenophobia are once again gathering on the horizon. As the face of America changes to reflect the diverse origins of its new citizens, the sounds of its language also change. This is inevitible. The value of two languages--whether for transition or enrichment--cannot be denied. Domestically and internationally, the value of bilingualism becomes more evident every day. The enhanced communication that has occured in our bilingual classrooms is needed in other settings as well. It is a national imperative in our struggle to communicate across borders and cultures.

Our 1987 Conference theme, "Bilingual Education:It's Working For All of Us," speaks not only to the present, but to the future. In the 21st century, bilingual Americans will hold an advantage in conducting global interactions. It will be the responsibility of bilingual teachers to prepare Americans for more effective interational communications. It is a challenge we will be pleased to accept. I look forward to seeing you in Denver!

Conference Facts

Hotel: Radisson Hotel, Downtown Denver
$70 per night, double or single--To ensure a room, reservations **must** be received by March 8, 1987 800-228-9822

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Schedule of Events

MONDAY, MARCH 30, 1987

8:00 a.m. to 5:00 p.m
Registration

9:00 a.m. to 5:00 p.m.
NABE Board Meeting
  Nabe Standing Committee Chairs
  SIG Chairs
Intensive Sessions
School Visits
Parent Institute
Exhibitor Set Up
Membership Campaign -Affiliate
Training Seminar

6:30 p.m. to 8:30 p.m.
Welcome Social - Cash Bar

TUESDAY, MARCH 31, 1987

8:00 a.m. to 6:00 p.m.
Registration

9:00 a.m. to 12:00
Intensive Sessions
NABE Standing Committees Meeting
Membership Campaign - Affiliate
Training Seminar

9:00 a.m. to 5:00 p.m
Exhibits Open

12:30 p.m.
Opening Day Press Conference
Ribbon Cutting Ceremony

1:30 p.m. to 3:00 p.m.
OPENING GENERAL ASSEMBLY
The Honorable Federico Peña,
Mayor, City of Denver

3:15 p.m. to 4:30 p.m.
Concurrent Sessions
SIG Business Meetings
NABE Delegate Assembly

4:45 p.m. to 6:00 p.m.
Concurrent Sessions
NABE Resolutions Committee

6:30 p.m. to 8:30 p.m.
Affiliate Reception

WEDNESDAY, April 1, 1987

8:00 a.m. to 6:00 p.m.
Registration
9:00 a.m. to 6:00 p.m
Exhibits Open
8:00 a.m. to 10:15 a.m.
Concurrent Sessions
SIG Business Meetings
NABE Resolutions Committee

Schedule of Events

WEDNESDAY, April 1, 1987 cont.

10:30 a.m. to 11:30 a.m.
Major Sessions

12:00 Noon
Awards Luncheon

1:30 p.m. to 2:45 p.m.
Concurrent Sessions
SIG Business Meetings
NABE Nominating Committee

3:00 p.m. to 4:15 p.m.
Concurrent Sessions
Special Meetings

4:30 p.m. to 5:30 p.m.
General Session
Josue González, President, NABE

5:30 p.m. to 7:00 p.m.
State Caucuses (upon request)

7:00 p.m. to 10:00 p.m.
President's Reception

THURSDAY, April 2, 1987

8:00 a.m. to 6:00 p.m.
Registration
8:00 a.m. to 10:15 a.m.
Concurrent Sessions

10:30 a.m. to 12:00 noon
General Membership Meeting

12:00 noon
Exhibit Area Closed

1:30 p.m.. to 3:00 p.m.
General Session
Carol Whitten, Director, OBEMLA

3:15 p.m. to 4:30 p.m.
Major Sessions

4:45 p.m. to 6:00 p.m.
Concurrent Session
NABE Standing Committee Sessions
NABE Regional Meetings
7:30 p.m.
Annual Banquet/Dance

FRIDAY, April 3, 1987

9:00 a.m. to 10:30 a.m.
Concurrent Sessions
NABE Standing Committees
NABE Regional Meetings
11:00 a.m. to 12:00 noon
Closing Session
Esteban Torres, Chairman,
Congressional Hispanic Caucus
1:30 p.m. Ski Trip Departs Radisson Hotel

THEORY TO PRACTICE

(Continued from page 5)

7. When the test is finished, the teacher simply adds up the score and tells each student, usually on a little piece of paper, what she has received. If the student wants to discuss her performance in detail, the teacher has his notes in front of him.

There are certain advantages to this procedure: First, the students are relaxed. As the format's artificiality and the formality of the situation abate, the group assumes its own dynamic, and real conversation.

Second, the students help each other. This is one of the few times they may actually do so—they can set each other up with easy questions and provide clarification when necessary. All such interactions raise their grades.

Third, the context tries to duplicate those contexts in which the students will have to function after they leave the ESL program. They will have to ask for clarification in class, confer with teachers and talk to other students in small groups both in class and out of class.

Fourth, the focus throughout is on meaning: the students are really communicating about something they have chosen to talk about, and the whole burden of formal accuracy has been temporarily lifted.

Fifth, the teacher gets a clearer picture of the students' capabilities. Specifically, I began to see my students in a different light: they began to emerge intellectually, their interests and ideas and opinions and feelings came to the fore, and, in purely formal terms, I began to realize how proficient they were in the language.

In the process, I also began to realize what I needed to teach as well. For example:

- Eye contact. Previously, students, even when giving reports in class, looked at me. Even when they were addressing the whole class, even when the other students were taking notes, they looked at me.
- Listening. At this level they can listen to each other as well as tapes.
- Paraphrasing. Many students have to learn how to reenter a conversation if they haven't understood everything they have heard. Here's a simple technique: simply give back in your own words what you think you have heard. Your interlocutor, flattered that you have paid so much attention, will quickly clear up any misunderstanding. He may even paraphrase your paraphrase. You can paraphrase that, and so on.
- Question formation.
- How to seek clarification. See above. Certain useful phrases can be taught functionally.
- Polite interruptors. Students need to know how to interrupt. As we all know, conversation does not normally proceed from question to answer.

Finally, here are some guidelines for testing.

- Keep the reports to about two minutes. Such informal time limits require the students to organize.
- Organize the groups. See above.
- Let them choose the topics. Students talk more enthusiastically about something they are interested in.
- Intervene only to maintain the atmosphere, topic and flow.
- Allow any completed pass. The students are supposed to talk about something they have read, to communicate. Consequently, any intervention which is understood counts.
- "I don't know" is a good answer. Bear in mind that you are not testing the students' ability to recall what they have read, but their ability to talk about it in an effective way. Thus, if a student gets a question for which she is not prepared and understands the question, the only reasonable response is "I don't know."

Finally, there are definite flaws in this system of testing. It doesn't, for example, completely avoid subjectivity or prejudice. I have always been surprised at how much more they knew than I had suspected before I gave them the test. In general, the approach seems to provide enough structure—but not too much structure—for the students to feel free to talk.

ED. NOTE: Ken Sheppard is a full-time ESL faculty member at LaGuardia Community College, CUNY and is a doctoral student in Applied Linguistics at the Graduate Center of the City University of New York.

A version of this article appeared in Resource, *the newsletter of the CUNY Instructional Resource Center.*

FACULTY POSITIONS

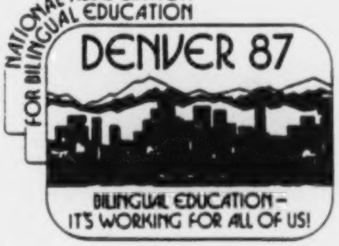
Assistant Professor, Bilingual Special Education. The Generic Special Education teacher training program in the department of Educational Psychology at Texas A&M University invites applications for a position starting September 1, 1987.

Responsibilities of the candidate include teaching in the Generic Special Education teacher training program, development of a Bilingual Special Education strand for the program and conduct an ongoing program of research. The Generic Special Education program is an extended program with an undergraduate and graduate training phase.

The successful candidate will have an earned doctorate in Special Education or closely related field with specialization in learning and/or behaviorally handicapped children. Background and training in Bilingual Special Education and three years teaching experience in Special Education required. The program seeks applicants who are Spanish/English bilingual and are familiar with the Mexican-American culture.

The department has excellent training and research facilities and salary and benefits are highly competitive. Texas A&M is an equal opportunity/affirmative action employer. Send a letter of application, three letters of recommendation, and a vita, no later than February 16, 1987, to:

Dr. Douglas J. Palmer, Coordinator,
Generic Special Education Program
Dept. of Educational Psychology
Texas A&M University
College Station, TX 77843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Former NABE Board Member Testifies at House Education and Labor Committee Hearing

Birmingham, Alabama, December 12, 1986

Rosa Castro Feinberg is a former NABE Board member, a current active member of NABE, the Director of the National Origin Desegregation Assistance Center and a member of the faculty at the University of Miami at Coral Gables, Florida, and a recently appointed member of the Dade County School Board. The following excerpts from testimony she gave at a House Education and Labor Committee Hearing is an example of her continuing efforts on behalf of bilingual education.

ON FEDERAL SPENDING FOR EDUCATION

The only argument I've heard against increased federal education spending -- our astronomical federal deficit -- is actually the best argument in favor of increased federal education spending.

During the last decade, the federal deficit has quadrupled. At the same time, the proportion of federal outlays spent on elementary and secondary education programs has been cut by more than half. Last year, less than one percent of all federal outlays went into elementary and secondary education. Yet these programs serve more than 45 million students -- about one-fifth of our population.

The federal government spent about seven billion dollars on elementary and secondary education programs last year. That sounds like a lot until you compare it with other federal expenditures. It's roughly the price of two space shuttles, or about one year's foreign aid to Egypt and Israel, or about one/third the estimated annual cost of national intelligence operations. Of course, space exploration, foreign aid, and national intelligence are important. But our success in these areas, like all others, ultimately depends upon how well the American people are educated!

It's one thing to leave our children a mountain of debt. But it's quite another to deprive our children of the education they will need to be productive, to pay off the debts we have accumulated, or even to carry the interest on our debts. And yet, this is what we are doing.

ON BILINGUAL EDUCATION

...I can unequivocally state that LEP students in bilingual education programs do better academically than other LEP students.

What makes bilingual education better (not fool-proof; a fool-proof education program rivals a fail-safe SDI in terms of improbability) is that it is based on the theory that education should build upon, not destroy, the skills children bring with them to school.

Education Secretary William Bennett is fond of saying that "parents are the first and most influential teachers of their children." And on this one, he is right.

But when a child's school and family communicate in different languages, there is no way that the educational process can build upon the precious skills LEP children have learned at home. Nor is there a way to establish an effective parent-school partnership.

ON TITLE VII REAUTHORIZATION: FIVE LEGISLATIVE RECOMMENDATIONS

Recommendation # 1: Keep Title VII as a voluntary, competitive, capacity-building grant program.

I make this recommendation because I occasionally run into people who say that Title VII should be turned into a formula-funded program like Chapter 1. A formula-funded program for LEP students would be great if our schools were capable of providing needed services to LEP students. But the fact is that most of our schools are not capable of providing these services. That's why I believe that the capacity-building focus of Title VII is right on the mark and should be retained.

Recommendation # 2: The two fundamental requirements for Title VII programs -- that they allow a child to "achieve competence in the English language" and "to meet grade-promotion and graduation standards" -- must not be compromised or relaxed.

I make this recommendation because I have observed Secretary Bennett's inclination to subordinate the importance of comprehensive academic development to the development of English language skills for LEP students. Language development and academic learning are complementary processes; but language and academic skills do not substitute for one another.

Recommendation # 3: The seven different types of program grants authorized under Part A of Title VII should be retained.

The variety of program grants ensures that education agencies have flexibility because of the flexibility they offer education agencies for tailoring Title VII programs to local needs and conditions.

Continued on page 15

OAXTEPEX

(Continued from page 1)

Eleven Canadian delegates, led by Dr. Michael Canale of the Ontario Institute for Studies in Education, Toronto, and Jean Handscombe of the North York Board of Education, Ontario; twenty-seven Mexican delegates led by Lic. Rafael Santin and Lic. Carlos San Miguel of the Mexican Secretariat of Public Education; twenty-eight Americans.

Topics discussed included socio-political and cultural aspects of bilingual education with attention to the various national perspectives, international aspects of bilingualism, research on the development and evaluation of programs and curricula and teacher preparation and materials development. Special areas of interest were studies on the education of indigenous minorities, on the education of immigrants and refugees, on the education of second and third generation minorities, on special education for minorities, and on vocational education and adult literacy.

Oaxtepec is a Mexican Government vacation center located near Cuernavaca on the site of a pre-Hispanic spa with sulfur springs and numerous recreational facilities. Conference sessions were held in a spectacular conference center reached by pre-Hispanic steps through groves of tropical plants, including bougainvillea and poinsettia. Because the beginning of the conference coincided with the Mexican national holiday remembering the dead, participants were able to view a typical Día de los Muertos alter in the hotel dining room.

A detailed summary of the proceedings is being prepared by Jean Handscome, Concepción Valadez, Gene Chávez and Carlos San Miguel.

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Who will speak?

Dr. Thomas Sergiovanni,
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Dr. Alba Ortiz,
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Dr. George Baker,
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FEINBERG TESTIMONY

(Continued from page 13)

Recommendation # 4: Any change of the current formulas regulating the allocation of funds among the seven different grant programs authorized under Part A should not increase the funds reserved for Special Alternative Instruction Programs.

Such a change would be contrary to the weight of evidence and would diminish Title VII's effectiveness.

There are two grant categories, not protected under the current Title VII Part A funding formula, which are very important and very underfunded. I am referring to Family English Literacy programs, which teach LEP parents English so that they can become partners in the children's education, and to Developmental Bilingual Education programs, which are designed to teach students academic skills and two languages, one of which is English. Developmental Bilingual Education programs have the potential for meeting not only the language development needs of LEP students, but also the needs of native-English-language students who are monolingual.

Recommendation # 5: This Committee should carefully evaluate the performance record of the National Advisory and Coordinating Council on Bilingual Education to determine whether it is carrying out the functions specified in P.L. 98-511.

In making this recommendation I simply want to buttress the concerns expressed by Representative Henry B. Gonzalez and other Members of Congress with my own perception that NACCBE, or at least its leadership, seems more interested in ideology and politics than in education.

Notes from the NABE Office

by Joe Beard, National Office Administrator

In the interview with me which appeared in the last issue of the *NABE News*, I indicated that one of the major tasks I have to accomplish is to increase the membership base of NABE. We have a number of very vital issues facing us both in Washington, D.C., and in many of the states because the perceived successes of the English-only movement in California and elsewhere are leading to increased attacks on bilingual education.

Other articles in this issue of the *News* address specifics of the problems (see one by Jim Lyons and the message from our president, Josué González). I want to address the issue of membership and reiterate our commitment to strengthening our service base and our responsiveness first to our members and then to others from the media, the Congress, the Administration, or wherever questions get raised about bilingual education.

The first questions we are asked generally include the purpose of our organization and the number of members we represent.

The Board and your staff, including Carolyn Riddick, Jim Lyons, our conference coordinators, and me, have committed ourselves to developing a focused purpose in response to the challenge of making NABE the strongest and most effective national advocate for bilingual education.

On the membership side, I would like to give each one of you a challenge - - **every member add at least one member!** We do work hard at representing all of bilingual education and the more people who contribute to and participate as members of NABE, the more we can increase the impact which we have. Please, take a moment to share this and other issues of the *NABE News*, the recent issues of the *NABE JOURNAL* which we have finally been able to distribute and which we plan to get back on track during the current volume, and information about the other activities conducted on behalf of the membership.

Each issue of the *News* includes a membership blank which I hope each of you will get at least one person to fill out and send in. We need you to continue in your support of NABE and we need a larger membership base to be able to expand the effective work we have been doing. I look forward to receiving the membership applications and seeing as many of you as can make it to our national conference in **Denver**!!

VIEW FROM WASHINGTON

(Continued from page 9)

duced H.R. 5 which provides for a straight 6-year extension of Chapter 1, Chapter 2, the Bilingual Education Act, and other non-postsecondary federal education programs. Chairman Hawkins and other committee members are expected to introduce amendments in early Spring to modify the programs extended under H.R. 5. And Secretary Bennett has promised to again seek passage of the Department's proposal to remove all funding limitations on the proportion of Title VII funds which can be spent on English-only Special Alternative Instruction Programs.

As noted in the last issue of the *NABE NEWS* , Members of Congress have again asked NABE to assist in the development of draft Title BII reauthorization legislation.

And, as NABE's Legislative and Policy Counsel, I will try my very best to respond effectively to these important requests. That's why I again ask each of you to share with the NABE office, or with me directly, your suggestions for improving Title VII and other federal elementary and secondary education programs serving language minority students. This is an opportunity that souldn't be missed!

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Qualified Leaders Wanted!

by Gene T. Chávez, Past President
Chair, NABE Nominations Committee

In order for an association like NABE to be effective, it is vital that there exist opportunities for membership involvement at all levels. Especially important to our association is leadership. There is a need to continue the superlative direction given by past executive board members.

As you may know, nomination of candidates for the executive board takes place at our annual conference. All regular and associate NABE members in good standing for no less than 12 months are eligible to run for office.

The Nominating Committee is composed of one delegate from each affiliate in good standing and the NABE Past President, who serves as Chairperson of the Committee. Delegates to the Nominating Committee must be NABE members in good standing and are not eligible for nomination as candidates. The names of the Delegate and alternate to the Nominating Committee must be submitted to the NABE Past President no later than 15 days prior to the annual conference.

The Nominating Committee meets at the annual conference. Only official delegates shall be allowed to participate. The NABE Past President shall serve as Chair of the Committee and the NABE Secretary will record the minutes of the meeting. The NABE Central Office Secretary shall be present to verify the membership of potential candidates, using the official membership roster.

Persons wishing to be nominated as candidates for the Executive Board must have their eligibility certified prior to the meeting and must complete a candidate information sheet. Forms will be available at the NABE Membership Desk in the conference registration area during the conference. The NABE Central Office Secretary and/or the Chair of the Elections Committee must sign the form certifying that the person has been a NABE member in good standing for no less than 12 consecutive months. Candidate information forms and certifications must be presented to the NABE Past President by the delegate making the nomination.

The entire Nominating Committee shall nominate at least two but no more than three candidates for the position of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large. The Nominating Committee shall then be divided into regions in order for the delegates from each region to nominate no more than two candidates for their respective Regional Representative position (East, Central and West).

The NABE Past President shall advise the NABE President of the slate of candidates immediately after the Nominating Committee Meeting has adjourned. The NABE President shall announce the slate of candidates at the General Membership meeting held at the annual conference. The slate of candidates shall be published in the Annual Conference issue of *NABE NEWS*.

Individual media campaigns by nominees for any NABE office are prohibited. Biographical information on candidates shall be printed in standard format in the Fall issue of *NABE NEWS* and shall be enclosed with the election ballot. The Chairperson of the Elections Committee shall be responsible for preparing the Candidate Information section which appears in the *NABE NEWS*.

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- ☐ 009-0005 Honors and Awards
- ☐ 009-0006 Public Relations
- ☐ 009-0007 Rules
- ☐ 009-0008 Organizational Development
- ☐ 009-0009 Media Watch

Why Join NABE?

Message From the Membership Chairman, Dr. Macario Saldate, IV

Since the last time you received an invitation to join the National Association of Bilingual Education (NABE), the issues germane to the field of bilingual education have become critical. A new wave of energetic and ingenious opponents have launched an attack on the concept of bilingualism in general and on bilingual education in particular. They have distorted the facts by claiming that bilingualism is unpatriotic; that to be bilingual is to be anti-American.

Already, proponents of the English-only movement have won a major victory in California. They will wage their campaign in other states. If they succeed, bilingual education in the United States will be in jeopardy.

With such challenges, it is imperative that bilingual education teachers, administrators and other supporters unite NOW under the aegis of the only national organization that represents our field and that has the political sophistication and influence to stop that relentless attack. NABE needs your financial and human resources.

Please take time to fill out your membership form and join with us in defending what you and many others like you fought so hard to establish.

FACULTY POSITIONS

Post Doctoral Fellowship in Research with Minority Handicapped Children. The Juniper Gardens Children's Project and the Department of Special Education at the University of Kansas has one year support for three Post Doctoral Candidates, for the next two years (1987 to 1988). The aim of this project is to provide Fellows an opportunity to study the current methods and participate directly in research with minority group students currently underway at the project.

Qualifications: 1. Ph.D. or Ed.D. in Special Education or allied field (Psychology, Education, Educational Psychology, Applied Behavior Analysis); 2. Current employment at the University, SEA, LEA, or Agency levels with duties directly related to teaching, research, or service providers, 3. Published research beyond the dissertation dealing with issues related to minority and handicapped children. Length of appointment will be one academic year, starting in September with a stipend of $15,000.

Send vita, three letters of reference, samples of published research, and a letter expressing interest in the program and specifying the year in which applicant wants to participate to:

Carmen Arreaga-Mayer, Ph.D.
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- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research + Evaluation
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- ☐ 001-0011 Global Education

LEVEL OF WORK (Check Only One)

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- ☐ 002-0002 Elementary Education
- ☐ 002-0003 Secondary Education
- ☐ 002-0004 Higher Education
- ☐ 002-0005 Adult Education
- ☐ 002-0006 Community
- ☐ 002-0007 Resource Center
- ☐ 002-0008 Publishing
- ☐ 002-0009 Other ____________________

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NABE President Dr. Josué González (right) reviews Childcraft Encyclopedia presented by Dr. Stephen Fuller (left), Chairman of the Board and President of World Book, Inc.

NABE Receives Gift

On October 29, 1986 Dr. Stephen Fuller, Chairman of the Board and President of WORLD BOOK, INC., made a formal presentation of 25 sets of Spanish Language *Childcraft—The How and Why Library* to Dr. Josué M. González, President of the National Association of Bilingual Education (NABE). These sets are the Spanish edition of the world known children's encyclopedia "Childcraft" and will be raffled off at fundraisers, affiliate conferences and at the National Conference in Denver this year.

World Book, Inc. is a leading publisher of educational materials. Their two main products are the *World Book Encyclopedia*, and *Childcraft—The How and Why Library.* Other publications include: *The World Book Dictionary, The Childcraft Dictionary, The World Book Yearbook, Science Year* and *The Childcraft Annual.*

For more information on how to obtain a set for your conference and/or fundraiser contact Dr. Joseph Beard (202) 822-7870.

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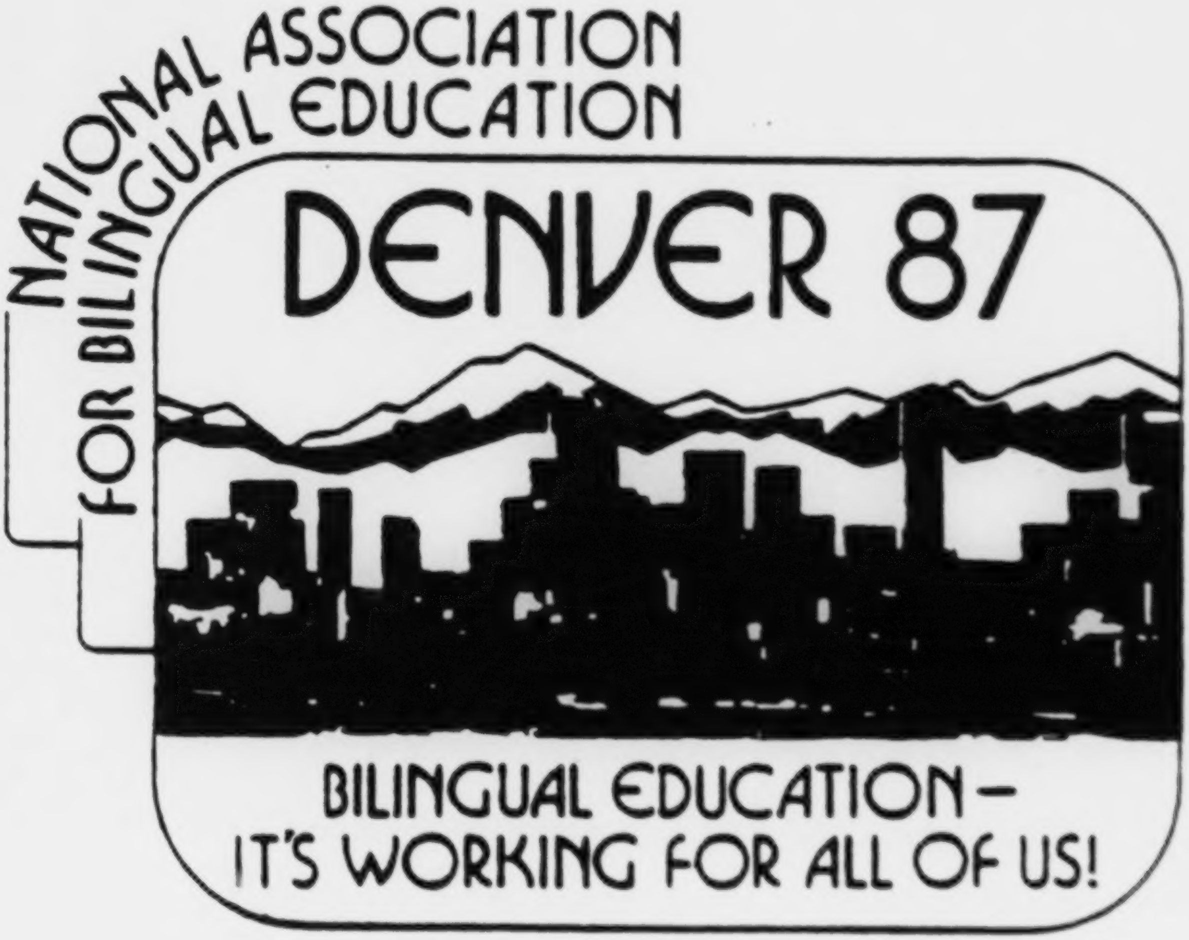
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NABE News

VOLUME X—NUMBER 3
SPRING 1987

High School Bilingual Special Education

by Dr. Gail M. Slater and
Dr. Stephen R. Franse

The Bilingual Special Education population consists of some students who are illiterate in both English and their native language, but are verbally proficient in English ("street" English), and have questionable verbal skills in their native language. Do the public high schools in New York City presently meet the needs of such students with the current offerings in Bilingual Special Education programs?

Bilingual Special Education has the dual "blessing" of being ruled by regulations of two divisions: Bilingual Education and Special Education. Naturally, this causes much conflict and confusion for the lonesome pedagogue caught between these authority structures.

Aside from all federal and state regulations, in New York City Bilingual Special Education is also ruled by the José P. case, the Lora Decision, and the Aspira Consent Decree. The specific procedures applicable for New York City administration are explained in the fourth edition of the Handbook for Special Education Teachers and in Appendix I to the Standard Operating Procedures Manual of the Division of Special Education (August 16, 1985).

A home language survey is conducted throughout each school in order to identify this population. Those students who speak a language other than English at home, and all Hispanic-surnamed students are eligible for testing for Bilingual Education. The test used is the Language Assessment Battery (LAB), the same test used for general education students.

If the students are found to be entitled to Bilingual Education, they then go through the assessment procedures of Special Education, as performed by a Bilingual SBST/COH resource team. Evaluators are aware of the students' levels of formal education in their native country. They are also sensitive to variations in the behavior of students of different cultural backgrounds in testing situations.

The types of programs available in high schools are limited to Bilingual Instructional Service I (BIS-I), and Bilingual Instructional Service II (BIS-II), and Special Education English as a Second Language (SE-ESL).

BIS I is a full bilingual program. These students score at or below the 20th percentile on the English LAB. (For Hispanic students, there is the additional criterion of scoring higher on the Spanish LAB than on the English LAB). The program consists of intensive ESL, a Native Language Arts (NLA) class, and all substantive subject areas, (Math, Social Studies, Science) provided in the students' native language. The teacher is a Bilingual Special Education teacher.

In order to be eligible for BIS II, Hispanic students must score higher on the English LAB than on the Spanish LAB (but at or below the 20th percentile). Non-Hispanic students must show limited ability to participate in instruction presented in English only. The program consists of intensive ESL, an NLA class, and content area classes conducted either in English, in the native language, or in English using an ESL approach. The proper placement is determined by the educational evaluator. The teachers are all Bilingual Special Education teachers.

The SE-ESL class is only allowed as a temporary alternate placement when no BIS I or BIS II program is available. The students are taught all their classes in English by monolingual Special Educa-

Continued on page 4

Eastern Montana College Publishes Book on Indian Education

A new book, *Teaching The Indian Child: A Bilingual/Multicultural Approach* edited by Jon Reyhner, has been published by Eastern Montana College. Dr. Reyhner is Coordinator of the Title VII Indian Bilingual Teacher Training Program at Eastern Montana College which serves the Crow, Northern Cheyenne, Sioux, Blackfeet, Arapaho, Gros Ventre, Cree, Shoshone, Assiniboine, and Salish/Kootenai tribes in the Northern Rocky Mountain Region of Montana, Wyoming, South Dakota, and Idaho.

The 280- page book has nineteen chapters of information for teachers of Native American students. It includes chapters on bilingual education, the history of Indian education, self concept, reading, Indian literature, ESL instruction, language arts, social studies, math, science, computers, physical education, working with parents, discipline, testing, and oral literature. The book is designed to aid teachers with ideas about teaching resources and methods especially appropriate for Indian students.

Chapter authors include Dick Little Bear, President of the Montana Association for Bilingual Education; Jeanne Eder, Coordinator of Native American Studies at EMC; Dr. Hap Gilliland, President of the Council for Indian Education; Dr. Sandra Fox, a Sioux Educator; Dr. Carlos J. Ovando, Director of Bilingual Education at the University of Alaska (Anchorage); Dr. James Saucerman, Chair of the English Department at Northwest Missouri State University; Dr. Duane Schindler, Principal of Turtle Mountain High School; plus ten faculty members at Eastern Montana College.

Anyone interested in a copy of this book can get one while supplies last by contacting Dr. Reyhner at the Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT 59101, (406) 657-2034.

NABE News

Editor
Nancy F. Zelasko
Assistant Editor
Michael M. Mandel

NABE Central Office
1201 16th Street, NW, Room 407
Washington, D.C. 20036
(202) 822-7870

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Summer	May 15
Fall	August 15

*This date will vary from year to year, depending upon the dates of the annual conference.

BILLING PROCEDURE

If your organization requires it, please include a purchase order with your request for advertising space. We would, however, appreciate receiving payment with the request for space.

National Association for Bilingual Education Executive Board 1986–1987

President
Josué M. González, Ed.D.
Bureau of Resource Development
Chicago Public Schools
1819 W. Pershing Road
Chicago, IL 60609
(312) 890-8020

President-Elect
Hai T. Tran, Ph.D.
Bilingual Education Multifunctional Resource Center
University of Oklahoma
555 Constitution Avenue
Norman, OK 73037
(405) 325-1711

Vice-President
Paul E. Martínez, Ed.D.
Jemez Mountain School District
P.O. Box 4036
Fairview, NM 87533
(505) 753-3041

Secretary
Janice J. Schroeder
200 W. Apache Street
Apt. C
Tulsa, OK 74037

Treasurer
Reynaldo Macías, Ph.D.
USC – School of Education
Department of Curriculum and Instruction
University Park WPH 702
Los Angeles, CA 90089-0031
(213) 743-2296

Past President
Gene T. Chávez, Ed.D.
Center for Multicultural Outreach
7401 Metcalf Avenue
Overland Park, KS 66204
(913) 722-0272

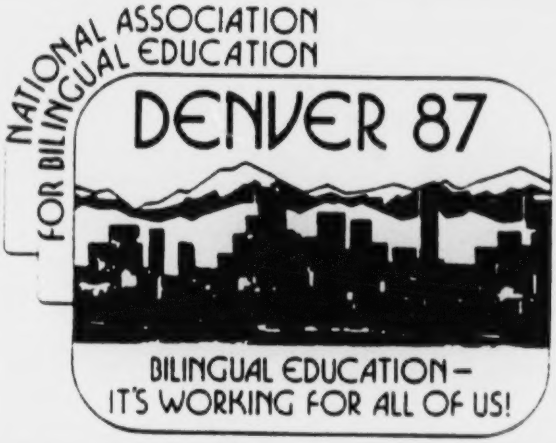
Parent-at-Large
Juan E. Sánchez
184 Utica
Denver, CO 80219
(303) 398-9018

Eastern Regional Representative
Bernard H. Cohen
Bernard Cohen Research and Development
42 Burd Street
Nyack, NY 10960
(914) 353-1762

Central Regional Representative
Arlouine Gay Kingman
Cheyenne River Community College
Box 220
Eagle Butte, SD 57625
(605) 964-8635

Western Regional Representative
Estanislado Y. Paz, Ph.D.
Deputy Superintendent
Tuscon Unified School District
P.O. Box 40400
Tuscon, AZ 85717
(602) 882-2434

NABE Central Office
1201 16th Street, NW, Room 407
Washington, D.C. 20036
(202) 822-7870


NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
DENVER 87
BILINGUAL EDUCATION – IT'S WORKING FOR ALL OF US!

From the Out-Going Editor of NABE NEWS

by Nancy F. Zelasko
Editor, NABE NEWS

Before I sat down to write this article for the last issue of NABE NEWS for which I will serve as Editor, I looked through the other 24 issues of NABE NEWS that I edited over the past five years. What memories they brought back! And what changes have occurred in the field of bilingual education over that period of time!

The front page article in my very first issue (Volume V, #2 and 3, 1981-82) was an interview with the newly appointed Director of OBEMLA, Jesse Soriano. During the year of Dr. Ramón L. Santiago's presidency the annual NABE Conference was held in Detroit, where for the first time NABE Nationwide Bilingual Student Essay Contest winners read their essays at the Awards Luncheon. In the last issue of that volume, Carol Montgomery, of Fiorello H. LaGuardia Community College, began her regularly featured column, "From Theory to Practice." That issue also noted the appointment of James J. Lyons as NABE Legislative Counsel.

Volume VI, under the presidency of Dr. B. Roberto Cruz (1982–83), featured a series of public relations strategies for NABE members, which were needed in light of the release of the Baker and deKanter report and Richard Rodríguez' autobiography. NABE '83 was held in Washington, D.C. and highlighted presenters from the fields of business and government as well as education.

Dr. Gloria Zamora was NABE President when Volume VII was published (1983–84) and the annual NABE Conference was held in her home town of San Antonio. Few will ever forget the keynote speeches of NEA President Mary Futrell or San Antonio Mayor Henry Cisneros! Volume VII also featured a series of articles describing the findings of several major research studies on bilingual education.

Volume VIII began by announcing the reauthorization of the Title VII legislation and ended with an interview with the newly-appointed Director of OBEMLA, Carol Pendás Whitten. During the presidency of Dr. Sarah E. Meléndez (1984–85), NABE NEWS inaugurated another regular column, "Teacher Talk," edited by Sheryl Santos of East Texas State University. And many NABE members really did "leave their hearts in San Francisco," where the annual conference was held.

Volume IX (1985–86) addressed some major issues in the field of bilingual education. Secretary of Education Bennett's "Bilingual Initiative," the relationship of NABE and Title VII, and Kenji Hakuta's research findings were featured. NABE President Gene Chavez' efforts to internationalize NABE and an exciting conference in Chicago were also highlights. It was also during this year that Michael Mandel was appointed Assistant Editor of NABE NEWS. I don't know how I ever survived without him!

The current volume (1986–87) marks a new era for NABE. Under the presidency of Dr. Josué M. González, NABE appointed its first full-time National Office Administrator, Dr. Joe Beard. As this particular issue of NABE NEWS is being written, plans are being finalized for what I am sure will be an outstanding conference in Denver.

NABE has indeed moved into another stage in its development as a national professional organization. The presence of a full-time National Office Administrator, the receipt of the Carnegie grant for membership development, the upgrading of equipment and staff in the Washington, D.C. office, and the continued efforts of NABE Central Office Secretary Carolyn Riddick all mean that things will be changing within NABE. One of the changes is the publication of 10 issues per year of the newsletter instead of the current five. This is an important step towards increasing communication with and services to the NABE membership and I strongly support this move. Unfortunately, the demands of my full-time job and part-time Ph.D. studies prevent me from continuing to devote the amount of time that is required to edit the newsletter.

Deciding to resign as NABE NEWS editor is probably one of the most difficult decisions I have ever had to make and I do so with much regret. I will miss the regular contact with NABE members and the opportunity to share with colleagues throughout the country. I have learned a great deal from this experience and appreciate the support and confidence of the NABE Executive Boards and the membership during my tenure. Letting go is never easy. But I am confident that Joe Beard and the NABE Central Office staff will do an excellent job.

It is impossible to individually acknowledge all the people who have contributed to NABE NEWS over the years. I offer one large "Thank You!" to all the NABE Presidents, Executive Board members, Affiliate Presidents, Special Interest Group Chairpersons, Standing Committee Chairpersons, and individuals who took the time to write and submit articles and to help me over the years.

Special acknowledgement must go to Carol Montgomery, whose "From Theory to Practice" column has appeared since June of 1982 and Sheryl Santos, editor of "Teacher Talk" since Winter 1985–86. These two columns have enabled NABE members to share information regarding classroom practices. The regular contributions of Jim Lyons, NABE Legislative Counsel, have guaranteed that NABE members are kept abreast of the latest developments on the national level. Carolyn Riddick, National Office Secretary, has been of invaluable assistance in many ways. Michael Mandel, Assistant Editor of NABE NEWS for the last year, has brought new ideas and a much-needed extra hand to the publication of NABE NEWS. Jim Hainer and the staff of Printing and Graphics of Manassas, Virginia have worked with me over the past five years. Their advice regarding layout and design of the newsletter and their cooperation over the years has enabled us to develop the newsletter into the publication it is today.

A special note of appreciation to Dr. Ramón L. Santiago, Director of the Georgetown University Bilingual Education Service Center, and Dr. James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown, for their support during my term as NABE NEWS Editor, based on their belief in the importance of professional associations.

And finally, I must thank all the NABE members. To those of you who read the newsletter and those of you who have taken the time to provide feedback, your support has been appreciated. The chance to meet and work with so many dedicated bilingual education professionals across the country has been a very rewarding experience.

Research in Bilingual Education

"Research and Evaluation SIG Slates Hot Topic for NABE Conference"

by Sheryl L. Santos, Ph.D.

While enlightened university and free enterprise researchers continue laboriously to discover more evidence of the need for effective bilingual education programs and to develop and share with us their knowledge of pedagogically sound and scientifically scrutinized approaches for classroom application, the forces of ignorance and repression in our society are also stepping up their activities to systematically undermine our progressive educational movement. Who or what are these mysterious "forces" leading us backwards into the dark ages? Some are politically motivated by xenophobic attitudes such as the U.S. English group which advocates the passage of English-only legislation. Others are your "plain folks" who love to jump on bandwagons with fancy labels such as "excellence in education," "standards," and "competency testing."

The issue of competency testing of preservice and inservice teachers is a particularly volatile issue in America. Many minority groups perceive this as a lowblow by the establishment to keep its power bases in the hallowed halls of learning and in the market places of America. Whether we choose to view the imposition of such tests as blatantly racist in nature or not will not change the impact such tests are going to have on us in the near future. If we do not arm ourselves now concerning the nature of these exams and their devastating effects upon the pool of bilingual teacher applicants, we could foreseeably, in the very, *very* near future, find ourselves discussing the moot research implications of a field that no longer exists anywhere in the "real world" of American public education.

In addition to the devastation of the teaching force, let us consider what imposed standardized testing is doing to our students, many of whom are being denied equal access to moving up through the public education system by grade levels and/or are being excluded from the payoff of 13 years in school: a high school diploma. In response to this urgent educational issue, the NABE Research and Evaluation SIG will offer NABE conventioneers an opportunity to inform themselves in depth of the nature and scope of the problem by presenting spokespersons from the National Center for Fair and Open Testing (FairTest).

FairTest is an educational and civil rights organization working to promote fair, open, and pedagogically sound means of evaluating America's students and job applicants. During the past year they have been working to promote the Golden Rule Bias Reduction Procedure and Truth in Testing legislation. Their meeting with our membership will hopefully open a much needed dialogue in which FairTest will be afforded the opportunity to learn from us what they can do to help promote better ways of evaluating non-English first language students and personnel.

This session will be conducted by John Weiss, Executive Director of FairTest, in a round table format with Peter Roos and/or Sarah Meléndez and will take place on April 1 from 1:30–2:45 PM at the NABE conference. (Check your conference materials for the place.)

We hope to see you all there to make your concerns known. At this time in our nation's history we need all the help and support we can muster from every civil rights organization showing themselves as allies to our mission: equal educational opportunities for linguistic and culturally diverse populations.

Don't Miss
NABE
NEWS!

BILINGUAL SPECIAL EDUCATION

(Continued from page 1)

tion teachers. There is an intensive ESL class, and a bilingual paraprofessional is assigned to travel from class to class with those students. Special permission must be granted for this option and it can only last until placement into a BIS I or BIS II program is possible.

Bilingual Special Education students differ from the general Bilingual Education population in their language ability. General education students usually enter a Bilingual Program with a low verbal and literate English proficiency, but a strong linguistic background in their native language. Bilingual Special Education students often are illiterate in both English and their native language, with an accompanying weakness in their verbal skills.

It makes sense to offer Bilingual Education to students who arrive with strong native language skills. These skills transfer to the new language and, at the same time, the students keep abreast of their content area skills. But when students arrive with a paucity of skills in both their native language and English, and with a special handicap that slows their learning, why confuse them further by teaching their content area subjects bilingually? Why not emphasize English in both their English as a Second Language (ESL) class and their other subject areas, by using the ESL approach to teaching math, science, and social studies?

Currently all Bilingual Special Education in New York City highschools consists of BIS and SE-ESL programs for Hispanic students only. Of the 118 high schools, there are 90 high schools which have ESL for the general education population, and it is therefore assumed that some special education students are mainstreamed into these classes. Only 13 high schools provide BIS I or BIS II programs. The August 1985 regulations (Appendix I of the Standard Operating Procedures Manual) mandated a massive testing program, using the LAB, during both the fall and the spring semesters of the 1985–86 school year. Many more students were found to need Bilingual Special Education in the high schools, and

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A Message from the President

Dr. Josué M. González

Questions to Think About - for Politicians and the Rest of Us

It's close to midnight on a cold Chicago night as I write this. At this hour, Chicagoans sit in front of their TV sets waiting for the final results of the primary election for Mayor. It seems fairly certain that Mayor Harold Washington will again become the candidate of the Democratic party. It's good to know that, once again, a friend of bilingualism and bilingual education will be elected to high office. The count of big city mayors who are friendly to our cause is impressive indeed: Washington in Chicago; Cisneros in San Antonio; Peña in Denver; Corrada del Río in San Juan; and the list goes on. The older members of NABE (and young ones with good memories) will recall that Mayor Peña once helped to direct a Title VII project in his city and that Mayor Corrada del Río co-authored the 1984 version of Title VII. It's hard not to notice that bilingual education is a good plank to include in the platforms of candidates for public office. The English-Only advocates continue to peddle their message of fear and xenophobia to those who refuse to accept the changing face (and the changing sounds) of our nation. Politicians, on the other hand, are quickly learning better: to recognize and accept pluralism is important to future- minded political leaders. It's not enough, of course, for politicians to accept the votes of pro-bilingual people. When political leaders benefit from the votes of Americans who favor linguistic democracy, it becomes their responsibility to promote an understanding of demographic change. They must help explain how these changes come about and that we must learn to accept them. In brief, they must teach their constituencies what the concept of E Pluribus Unum is all about. Nature seems to have endowed politicians with an infallible ability to count: they count votes and voters in the same way that editors count words and bank tellers count money. This is a most useful trait. Don't hesitate to talk to your favorite politician about the various themes of language pluralism and the policy implications they harbor. Since most public officials are busy people and have little time for chit-chat, I've devised several questions you can use to help start those conversations. They are designed to be answered with brief answers which don't take much time. Enjoy them!

SHORT QUESTIONS FOR BUSY POLITICIANS:

o Do you believe that Americans should enjoy freedom of speech in their parents' language or only in English?

o Do you support programs to fund the teaching of English to immigrants who want to learn that language in order to become productive citizens? How much money do you think is needed nationally for this purpose?

o Is the study of foreign languages equally important to children who speak another language at home as it is to native English speakers? Why or why not?

o Should there be legislative limits imposed on the number of years that English speaking children can study Spanish? What about for those children who speak Spanish at home? Why?

o Some people object to the use of their tax dollars for the teaching of languages other than English in school. If this objection were to be protected by law, would it also be possible for other citizens to refuse to pay taxes for English language instruction?

o Assume English is rammed through as the sole and official language in our state: isn't it possible in the future for the official language to be changed by majority vote if future voters feel they were imposed upon by the voters of the 1980's?

I hope to see all of you in Denver for NABE '87. Best wishes for a wonderful spring full of flowers and hope.

BILINGUAL SPECIAL EDUCATION

(Continued from page 4)

therefore it is expected that more programs will be offered during the 1986–1987 school year.

Ed. Note: Dr. Stephen R. Franse is a member of the New York City Board of Education. He has authored a number of articles on various education topics for different magazines.

Dr. Gail M. Slater is a Staff Development Specialist for the High School Bilingual/English as a Second Language Program in the New York City Board of Education. She is a past officer of International and New York State Teachers of English to Speakers of Other Languages, and has co-authored an English as a Second Language textbook series.

ASSOCIATION
EDUCATION
DENVER 87

How NABE Works

by Nancy F. Zelasko, Chairperson
NABE Standing Committee on Rules

The nomination of a slate of candidates for the 1988-89 NABE Executive Board will take place at the Annual Conference in Denver. Therefore in this issue of NABE NEWS, the section from the NABE Manual of Operational Procedures which deals with the Duties of Officers is presented.

DUTIES OF EXECUTIVE BOARD MEMBERS

The members of the NABE Executive Board shall have such duties as generally pertain to their respective offices, as well as such duties as may be determined by the Executive Board from time to time. They shall perform the duties prescribed in the Constitution, Bylaws and this Manual and by the parliamentary authority adopted by the association.

4.051 PRESIDENT: The President of NABE shall be the Chairperson of the Board of Directors and, in absence of an Executive Director/Secretary, the Chief Executive Officer of the organization. The President has the following specific duties:

1. Running Executive Board meetings
2. Running the Annual General Membership Meeting
3. Recommending the appointment of Standing Committee and Ad Hoc Committee Chairpersons for Board approval
4. Giving opening remarks at the First General Session at the annual conference
5. Preparing a "Year at a Glance" article for the Summer issue of NABE NEWS
6. Preparing a "Message from the President" for the Fall, Winter, Spring and Summer issues of NABE NEWS
7. Attending all Executive Board Meetings
8. Attending the Annual Conference
9. Carrying out assigned duties at the Annual Conference
10. Representing the association
11. Authorizing expenditures according to the approved budget and established policy
12. Forwarding drafts of all matters touching on procedures, standing and special rules, and constitutional amendment or revision to the NABE Parliamentarian (if one has been hired that year) for review before final action is taken by the NABE executive board
13. Presenting a President's Report in writing at each Executive Board meeting
14. Presenting a President's Report at the Annual General Membership Meeting
15. Sending copies of all correspondence to the NABE Central Office
16. Executive Board liaison to the annual conference for the year in which he/she will be Past President
17. Advising candidates of the results of the elections
18. Performing other duties as directed by the Executive Board

The President assumes the position of Past President upon completion of the term as President.

4.052 PRESIDENT-ELECT: The President-Elect has the following specific duties:

1. Coordinating the Conference Site Selection activities for that year
2. Attending all Executive Board Meetings
3. Attending the Annual Conference
4. Performing specific assigned duties at the Annual Conference
5. Insuring appropriate communication and involvement of former NABE Presidents
6. Reporting to the Executive Board on the current status of Board-approved recommendations of the Organizational Development Committee
7. Acting as liaison to a Standing Committee as assigned by the President
8. Sending copies of all correspondence to the NABE Central Office
9. Submitting a "Message from the In-Coming President" for the Summer issue of NABE NEWS
10. Executive Board liaison to the annual conference for the year in which he/she will be Past President
11. Performing other duties as directed by the President or Executive Board

The President-Elect assumes the position of President upon completion of the term as President-Elect.

4.053 VICE PRESIDENT: The Vice President serves as President in the absence of the President. Should a vacancy occur in the position of President, the Vice President assumes the position of President for the remainder of the term. The Vice President has the following specific responsibilities:

1. Attending all Executive Board Meetings
2. Attending the Annual Conference
3. Performing assigned duties at the Annual Conference
4. Acting as liaison to a Standing Committee as assigned by the President
5. Submitting copies of all correspondence to the NABE Central Office
6. Performing other duties as determined by the President or the Executive Board

4.054 SECRETARY: The Secretary is responsible for assuring that documents required by law are properly kept and filed. The Secretary has the following specific duties:

1. Preparing the agenda for Executive Board meetings in consultation with the President and in accordance with Section 4.06 of this Manual
2. Issuing notices of meetings of the Executive Board and of the membership in accordance with Section 4.06 of this Manual
3. Preparing and disseminating minutes of Executive Board meetings and General Membership meetings in accordance with Section 9.0 of this Manual
4. Advising the Rules Committee of Board actions regarding NABE policy and procedures
5. Preparing Reports of Executive Board Meetings for publication in the NABE NEWS
6. Maintaining up-to-date lists of Standing and Ad Hoc Committees and their Chairpersons and of SIG Chairs
7. Acting as Secretary at the Nominating Committee Meeting
8. Assisting the Resolutions Committee

9. Providing a complete set of original minutes to the NABE Central Office at the completion of his/her term

10. Providing a complete set of minutes to the in-coming Secretary at the end of his/her term

11. Preparing and disseminating "To Do Lists," noting assignments and tasks resulting from actions taken by the Executive Board

12. Acting as a liaison to a Standing Committee as assigned by the President

13. Sending copies of all correspondence to the NABE Central Office

14. Attending all Executive Board Meetings

15. Attending the Annual Conference

16. Performing assigned duties at the Annual Conference

17. Performing other duties as directed by the President or Executive Board

4.055 TREASURER: The Treasurer is responsible for the fiscal affairs of the organization. The Treasurer has the following specific responsibilities:

1. Issuing checks on behalf of the organization

2. Maintaining records of all income and expenditures of the organization in accordance with Section 9.0 of this Manual

3. Preparing and disseminating monthly income and expense statements

4. Preparing and monitoring the annual budget

5. Obtaining an audited Treasurer's Report at the end of his/her term

6. Submitting the Audited Treasurer's Report for publication in the NABE NEWS

7. Preparing and submitting appropriate reports and payments to the District of Columbia, Texas, and Federal governments (including 990 Forms, FICA, Unemployment Insurance, and other taxes)

8. Other duties as directed by the President or Board

9. Attending all Executive Board Meetings

10. Attending the Annual Conference

11. Monitoring financial affairs of the Annual Conference

12. Performing assigned duties at the Annual Conference

13. Sending copies of all correspondence to the NABE Central Office

14. Acting as a liaison to a Standing Committee as assigned by the President

15. Presenting a written Treasurer's Report at each Executive Board Meeting

16. Presenting a Treasurer's Report at the Annual General Membership Meeting

4.056 PAST PRESIDENT: The Past President serves as an advisor to the Executive Board. The Past President has the following specific responsibilities:

1. Serving as the Executive Board liaison to the Annual Conference to be held that year

2. Attending all Executive Board Meetings

3. Attending the Annual Conference

4. Performing assigned duties at the Annual Conference

5. Sending copies of all correspondence to the NABE Central Office

6. Performing other duties as directed by the President or Executive Board

4.057 PARENT-AT-LARGE: The Parent-at-Large is responsible for communicating the concerns of parent members to the Executive Board and for communicating with parent members on behalf of the Executive Board. The Parent-at-Large has the following specific duties:

1. Preparation of a Parent Column for the Fall, Winter, Spring and Summer issues of NABE NEWS

2. Executive Board liaison to the Parent Institute held in conjunction with the Annual Conference

3. Executive Board liaison to the Parent and Community Special Interest Group

4. Attending all Executive Board Meetings

5. Attending the Annual Conference

6. Performing assigned duties at the Annual Conference

7. Sending copies of all correspondence to the NABE Central Office

8. Serving as Board liaison to a Standing Committee as assigned by the President

9. Performing other duties as directed by the President and Executive Board

4.058 EASTERN, CENTRAL AND WESTERN REGIONAL REPRESENTATIVES: The Regional Representatives are responsible for maintaining communication with the affiliates and members in their respective regions. The Regional Representatives have the following specific responsibilities:

1. Preparing Affiliate News items for the Fall, Winter, Spring and Summer issues of NABE NEWS

2. Meeting with their respective Affiliate Presidents during the Annual Conference

3. Contacting Affiliate Presidents at the direction of the President as part of NABE's "Telephone Tree"

4. Members of the Standing Committee on Organizational Development

5. Attending all Executive Board Meetings

6. Attending the Annual Conference

7. Sending copies of all correspondence to the NABE Central Office

8. Performing assigned duties at the Annual Conference

9. Serving as liaison to a Standing Committee as assigned by the President

10. Performing other duties as determined by the President and Executive Board

4.059 FORMER NABE PRESIDENTS: Former NABE Presidents are encouraged to continue their involvement with the association through the following activities:

1. Being on a special mailing list to receive copies of the minutes of Board meetings, notices of Board meetings, and other correspondence

2. Serving as a permanent regional liaison and contact person for the Executive Board in the individual's geographical area for assistance in fundraising, public relations, meeting arrangements, etc.

3. During the year immediately after his/her term as Past President, serving as a special consultant to the current NABE President, undertaking special projects in the individual's area of expertise and/or interest.

The View from Washington

by James J. Lyons, Esquire
NABE Legislative and Policy Counsel

I am anxious for the NABE Conference to finally begin so that we can discuss current legislative and policy issues in bilingual education. And, believe me, we have a lot to discuss!

First, we need to discuss pending legislation to reauthorize federal elementary programs, particularly the omnibus bill that the House Education and Labor Committee is putting together under the leadership of Chairman Augustus F. Hawkins D-CA (see last issues of the NABE News for background information).

In response to his invitation, NABE submitted to Chairman Hawkins specific legislative recommendations for reauthorizing ESEA Title VII, the Bilingual Education Act. Mr. Hawkins will soon introduce a Title VII reauthorization bill, and the week before the NABE Conference, the Elementary, Secondary, and Vocational Education Subcommittee will hold a hearing on the bill. And the week after the NABE Conference, the Subcommittee is expected to mark-up and vote an omnibus bill reauthorizing Title VII and other elementary and secondary education programs.

If you want to be up-to-the-minute on the reauthorization of federal elementary and secondary education programs -- including Chapters 1 & 2, Emergency Immigrant Education, Indian Education, Adult Education, Migrant Programs, Vocational Education, and Bilingual Education -- you can't afford to miss NABE! Because if you miss NABE you will miss the chance to learn directly from Members of Congress and their staff about what's in the House bill BEFORE it is voted on! NABE gives you a chance to be an actor in the drama of democracy rather than just a spectator!

A second major area for discussion concerns the Federal budget and appropriations for education (see last issue of the NABE News for details on President Reagan's proposed education budget). The week after the NABE Conference, Congress is scheduled to complete work on its FY 1988 budget resolution. Once this occurs, the process of appropriating FY 1988 funds for federal progams shifts into high gear. If you come to NABE, you will know the latest developments and prospects for federal education funding.

A third national policy topic for discussion concerns administration and implementation of the Immigration Reform and Control Act. School districts will be heavily impacted by the new law as employers and as providers of documentation concerning residence. But the educational implications of the Immigration law transcend these matters. How are applicants for permanent residency going to fare under the law's requirements concerning knowledge of English and U.S. history and government or satisfactory enrollment in a program to learn English and U.S. history and government? What programs are available, what programs need to be started, where is the money coming from, and where are the teachers and materials?

The three areas touched on above represent only some of the national, state, and local policy and legislative topics that will be discussed at the NABE Conference.

I look forward to seeing you in Denver!

School Exchange Service Offers Partnerships Abroad

The School Exchange Service, jointly sponsored by the National Association of Secondary School Principals and the Council on International Educational Exchange, offers the possibility for a school-to-school partnership in a choice of eleven countries: Austria, Canada, Costa Rica, France, Great Britain, Germany, Spain, Italy, Venezuela, Israel and Japan.

Each year approximately 10 to 15 students and a faculty adviser travel to the partner school abroad. The students live with host families, attend school and learn about the foreign community. At another time during the academic year, the foreign groups visit the U.S. for a similar exchange.

The three to four week exchange opens an academic opportunity to a wide range of students because it may be conducted with minimal disruption to the regular academic year; does not interfere with the obligations of students with outside interests such as music, sports or the arts; and costs are relatively low. Different students travel each year, but the linkage or partnership between the schools remain, allowing for the growth of a vibrant and flexible program.

Both students and faculty members gain from SES participation. Foreign language skills are strengthened; curriculum ideas are exchanged; and student-faculty relations deepen as each works towards the common goal of cultural understanding.

To learn more about the School Exchange Service, write to: SES, 1904 Association Drive, Reston, Virginia 22091. The SES number is (703) 860-0200.

Don't Miss
NABE NEWS!

Join NABE
today!

"From Theory To Practice"

Writing-as-Process with Bilingual Children

by Jesus Fuentes

> "Writing that is a true extension and expression of ourselves...can help us break out of the closed in quality of our own experience, and share that experience with others. It is still one of the most powerful ways to reach others...and so to make and change the reality we live in...," (Holt, 1970:212).

If writing is to serve the function of being a viable means for one individual to communicate with another, several factors must be considered. The writer must know what he is writing, who his readership is, and what he expects to accomplish in writing a particular piece. Writing instruction must therefore include specific strategies to develop those skills in students, whether the students are in kindergarten or in graduate school.

However, the majority of formal, school-based writing instruction involves a heavy emphasis on rules and structure. Teachers present models of writing, and students are asked to write compositions following the pattern. In fact, the majority of American students receive little regular writing instruction, and even less writing practice involving more than compositions or paragraphs (Daniels and Zemelman, 1985).

It is therefore necessary to adopt a workable writing instruction model, and apply it to the special needs of the bilingual children in our public schools. The maximally effective model supported in literature (Daiute, 1985) is the "writing-as-process" model, where children are taught how to identify and investigate a topic, identify a readership, and then develop the piece of writing in a manner that reflects the fact that writing is a fundamentally dynamic process. The full process involves idea formation, editing, revision, composition, and recomposition as the writer develops the piece, be it a composition, a report on a news item, a poem, or a book.

Writing-as-process is built on the understanding that writing is an act of one person to reach one or more other people, or to express one's own feelings and thoughts to oneself. If the communication and expression process is to be complete, it is necessary for instruction to include the basics that make it possible for a person to be understood. Therefore, the "writing-as-process" model does include focus on the elements of structure and style, as well as punctuation and grammar. However, the model emphasizes that following the specific rules of writing serves a purpose: to clarify one's thoughts. Therefore, the structure and grammar component evolves through the editing and revision stages of writing. This element makes the "writing-as-process" approach particularly viable for the urban bilingual child, whose limited mastery of written and/or spoken English can make it frustrating and ultimately impossible for him/her to learn writing through the rules-and-regulations-first method that is traditionally taught in public schools.

Basically, bilingual children in our urban schools have no culturally sensitive instruction in writing that will make them competent communicators when they take pen to paper, or when they sit in front of a computer. Children who have the economic and educational advantage of attending schools with substantial financial support and instructional focus are more frequently exposed to programs designed to make them competent communicators. So, children with these special instructional advantages can become more skilled and competitive in the crucial areas of verbal ability and technological competence (Daiute, 1985).

"Making schools work for the students and the adults in them is one of public education's greatest challenges...We know that effective schools have strong instructional leadership, high expectations of students and staff, a safe, orderly climate, and a measurement system to provide feedback to students on achievement" (Dorman, Lipsitz, and Verner, 1985:44). The same can be said of effective writing programs. There must be instructional focus, as well as safety, high teacher expectations, and a quantifiable measurement system that nurtures student-faculty-family communication.

The writing-as-process model is inherently effective, if the criteria for effective schools and programs is applied to it. The instructional focus is in place: to equip children with the skills, knowledge, attitude, and habit of writing clearly to reach a specific audience and a specific purpose. It is neither teacher-centered nor child-centered. It is strength-centered, a tool to help students develop ideas, explore information, gather evidence, and present cogent arguments following extensive non-linear reconstruction of the work (Daiute, 1985).

The purpose of writing-as-process programs, then, should be to make children comfortable and competent communicators by helping them learn to identify the reader, understand the need of a reader to be presented with a readable product, and to understand their own need to express their thoughts completely, with time given to each step in the idea-development process (Daniels and Zemelman, 1985; Holt, 1970).

Most children believe that writers never make mistakes. It becomes clear to them through the writing-as-process model that writing evolves through a non-linear, dynamic series of interactions between the writer, the work, and the readership.

Continued on page 16

NABE News' regularly featured column, "From Theory to Practice," is managed by Carol Montgomery. "From Theory to Practice" presents articles by and for classroom teachers which highlight innovative and effective classroom techniques, activities and strategies. If you would like to share successful methodologies with your colleagues, send your contribution to Carol Montgomery, Fiorello H. LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101.

A WELCOME TO DENVER

Welcome in advance to the NABE 1987 Conference! This year, as we have done for over 15 years, NABE is pleased to host this unique gathering—the only national consultation of parents, professionals, and public officials concerned with the use of two languages in teaching. This is the annual forum at which we meet to study new developments, visit with old friends, discuss ideas, enjoy the company of our peers, and otherwise "renew the spirit" battered by the long Winter.

We meet this year with joy and anticipation but we are aware that, as they have done in less progressive times, dark clouds of xenophobia are once again gathering on the horizon. As the face of America changes to reflect the diverse origins of its new citizens, the sounds of its language also change. This is inevitable. Sadly, there are some who distrust our multilingual sounds. Ironically, they do not realize that the words we speak in our various languages are the same concepts all Americans hold dear: freedom, love of family, patriotism, pride, and equity. Or perhaps they have lost the ability to accept multiple languages and cultures because, in their own schooling, non-English languages were not emphasized.

The value of two languages—whether for transition or enrichment—cannot be denied. Domestically and internationally, the value of bilingualism becomes more evident every day. The enhanced communication that has occurred in our bilingual classrooms is needed in other settings as well. It is a national imperative in our struggle to communicate across borders and cultures.

Our 1987 Conference theme, "Bilingual Education: It's Working For All Of Us," speaks not only to the present, but to the future. In the 21st century, bilingual Americans will hold an advantage in conducting global interactions. It will be the responsibility of bilingual teachers to prepare Americans for more effective international communications. It is a challenge we will be pleased to accept. I look forward to seeing you in April in Denver.

Josué M. González
President
NABE

On behalf of the NABE Conference Host Committee, I want to take this opportunity to invite you to come to Denver, Colorado, the week of March 29 to April 3, 1987, and join us for the 16th Annual NABE Conference.

This year's conference will start off by offering a day and a half of training sessions, school visitations and a parent institute. For the rest of the week, a multitude of informative and timely concurrent sessions by presenters from throughout the country will follow. Outstanding major speakers and distinguished keynoters have been invited to speak. After a week of exciting activities in a beautiful city, conferees will have an opportunity to participate in a post-Conference ski trip. All this information is included in this packet.

This year, because of budget restrictions, it becomes extremely important for those of us concerned with the education of limited English proficient students to show our dedication to bilingual education by participating in this year's Conference. This is the time to show the nation we believe in this year's theme: Bilingual Education: It's Working For All Of Us.

We encourage everyone to join NABE (if you are not already a member). NABE keeps educators, parents, and administrators informed on programming for bilingual students; it also sponsors this major international Conference each year. We also encourage everyone to pre-register early and take advantage of the lower rates.

Nos vemos en Denver!

Phyllis García
Chairperson
1987 Conference

As Mayor of Denver, it is indeed my great pleasure to welcome the National Association for Bilingual Education (NABE) and its attendees to the Mile High City for its 16th Annual International Bilingual/Bicultural Conference.

Every city has its unique assets—natural, economic, and cultural. Denver, with its diverse ethnic and racial makeup of whites, Blacks, Hispanics, Asians, Native Americans and others, is especially blessed in this regard. What's more, we all live and work together in an atmosphere of respect and understanding for the characteristics that we all share, as well as the differences that make each group unique.

Thus, it is with particular pride and pleasure that I welcome NABE to Denver. Your 1987 Conference theme, "Bilingual Education: It's Working For All Of Us," is a vivid reaffirmation of Denver's own heritage, and what makes it a special place to live. As the nation's largest multi-cultural, multi-lingual organization, NABE underscores the fact that America is a country comprised of many parts, many additions to the whole. NABE's leadership in and on-going efforts to promote understanding of America's linguistic diversity and rich cultural background—our nation's strength—is indeed praiseworthy. We are honored that you have chosen our city as the site of your 1987 Conference.

On behalf of the people of Denver, I extend to you my sincere wish that your visit here is both productive and pleasant, and that you achieve the goals that NABE, in its nearly 20 years in existence, has come to embody.

Federico Pena
Mayor of Denver

Federico Peña
MAYOR

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PROCLAMATION

WHEREAS, The 16th Annual International Bilingual-Bicultural Education Conference will be held in Denver at the Radisson Hotel during the week of March 29 - April 3, 1987; and

WHEREAS, The Conference will offer workshops, lectures, demonstrations, exhibits and special events which will attract a large number of international, national and local educators and community leaders; and

WHEREAS, The Conference annually brings together those persons who are involved in the teaching and promulgation of the theme of "Bilingual Education: It's Working for All of Us", with the belief that it is beneficial and advantageous to all our citizens to become acquainted with the programs offered by the National Association for Bilingual Bicultural Education:

NOW, THEREFORE, I, FEDERICO PEÑA, MAYOR of the City and County of Denver, Colorado, by virtue of the authority vested in me, do hereby proclaim that March 29 - April 3, 1987 be

"Bilingual-Bicultural Week in Denver"

and urge all interested persons to participate in the events planned for this important Conference.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of the City and County of Denver to be affixed this 13th day of January, 1987.

Federico Peña
MAYOR

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Notes from the NABE Office

by Joe Beard

I have been wrestling with what we as NABE stand for, what our "Mission Statement" should look like and say, what we should be doing in response to the struggles over language and language policy, and how to answer questions from the media about our response to the "English Only" movement and what impact we think the National Administration's proposed legislation for bilingual education will have. As I was dealing with these abstract issues, I received the first letter duplicated to the right. It made me stop and think about what we are really here for and why we get so involved in the kinds of issues alluded to at the beginning of this paragraph.

What involves us is our concern for that learner who contributes to a bilingual newspaper and in the process learns more about himself or herself and the people and earth from which we come and to which we ultimately return. It is our concern for the teachers like Jim Strohmer who work to excite and involve their students, whether in the isolation of an Alaskan village or one of our metropolitan areas. It is our concern for languages and the peoples who speak them and for the learning of English as the political and economic language of our country.

So what better way have I to respond to Jim's question than to write my answer to Jim's letter, printed below on the left, with the hopes that Jim will find my answer satisfactory, that it will remind all of us of our ultimate opportunities and responsibilities, and that some of you will exchange bilingual newspapers with him and with others. What better way do we have to show what NABE is and what it stands for? I hope many of you respond!

Lower Kuskokwim School District
Ayaprun School
Newtok, Alaska 99559

Dear Dr. Beard:

Here in this small Eskimo village on the coast of the Bering Sea, we produce a bilingual publication called the NINGLIQ NATIVE. It is a student producation, and comes together three times a year. We are looking for other schools in the U.S.A. who produce a bilingual newspaper. Would you assist us in our search?

I have written to some of the National Journalism Organizations but to no avail. Any suggestions you may have would be appreciated.
Sincerely,

Jim Strohmer, Teacher

National Association for Bilingual Education
Washington, D.C. 20036

Dear Jim:

Thank you for your letter of February 6 and for thinking that we, as the national association concerned with bilingual education, might find a way to resolve your request.

My wife and I have had the opportunity to do workshops in your state, in the Pacific Islands, and in large cities and small towns in the "Lower 48" and wherever we have gone we have found the need to share, to gain affirmation that what bilingual educators are about is valuable, and to provide students with the sense of the larger community - state, nation, world - of which they are a part.

Your effort in working with your students in the Lower Kuskokwim needs to be shared, as do similar efforts of other teachers and students as they seek to express themselves, to learn more about themselves and the heritage from which they come, and to become full participants in our English dominant society while retaining the perspective and use of their own language and culture. As you can see, I've shared your letter and my thoughts with our membership and I feel confident many will respond to your invitation to share. I look forward to further exchanges with you and the many others like you who give meaningfulness to our association and my job.

Sincerely,

Joseph W. Beard
National Office Administrator
National Association for Bilingual Education

Affiliate News

The **Arizona Association for Bilingual Education** held its annual conference on February 26, 27, and 28 in Flagstaff, Arizona. The keynote address was delivered by Dr. Tomás Arciniega, President of California State University in Bakersfield. A special session on recent NABE Board activities was presented by Dr. Joe Beard, NABE Administrator, and Dr. Stan Paz, NABE Western Regional Representative.

The Arizona Association for Bilingual Education (AABE) and its membership have been quite involved in defeating a movement to incorporate an amendment to the Arizona Constitution declaring English as the official language of the state. The Tucson Association for Bilingual Education (TABE), a chapter of AABE, formed two task forces; one to counter the recent legislative bills and a second one which monitors and counteracts the activities in the community relative to the U.S. English-type movement. Initial efforts have been successful in delaying actions in both the House and Senate legislatures. Statewide coordination and networking have been successfully established to head off any anti-bilingualism efforts. The Tucson City Council recently passed a resolution declaring Tucson a bilingual/multicultural city. For further information you may wish to contact: Dr. Kathy Escamilla, Chairperson of English Plus, Tucson Unified School District, P.O. Box 4040, Tucson, Arizona 85717. Or, you may contact: Dr. Leonard Basurto, Co-Chair of the TABE Task Force-Language Freedom, P.O. Box 27922, Tucson, Arizona 85726.

All of you are reminded that the National Association for Bilingual Education Conference will be held in Tucson, Arizona in 1990. It is never too late to mark your calendars and to make plans to attend. Dr. Estanislado Paz, as Chairperson, has already initiated efforts to make this one of the best conferences ever. The dates are March 24–28, 1990.

The **California Association for Bilingual Education** recently conducted its 12th Annual Conference in Anaheim. An article by Joe Beard on the conference appeared in Volume 2 of the NABE Knees.

> "5,000 people—probably the largest bilingual education conference ever held in this country—" deliberated on various topics and numerous presentations."

Shelly Spiegel-Coleman and the planning committee are to be commended for an outstanding and very successful conference. The NABE Executive Board held their winter meeting in conjunction with the CABE Conference. A joint press conference was held that included Josué González, NABE President, selected planning committee members, and Ricardo Martínez from the office of Representative Augustus Hawkins.

CABE held its 5th Annual Paraprofessional Conference on Tuesday, March 17, 1987 in Riverside, California. For more information you may contact Sandra Anderson, Coordinator, P.O. Box 1858, Laguna Beach, California 92652 or call (714) 497-6919.

The **Colorado Association for Bilingual Education** (CABE) is busily preparing for this year's annual conference. Juan Sánchez, NABE Board member, reported an English Only bill being discussed in the Colorado legislature. CABE hopes that you will join them at this year's conference. It promises to be an outstanding conference.

The **Connecticut Association for Bilingual Education** held its Spring Conference on March 21, 1987 at Southern Connecticut State University in New Haven.

The **Idaho Association for Bilingual Education** has recently reorganized. Jesús de León, a teacher from Caldwell, Idaho, is their new president. A fall conference is being planned.

The **New Mexico Association for Bilingual Education** is planning their annual conference which will be held at the Ramada Classic Hotel in Albuquerque, New Mexico on April 28 through May 1. The address for the New Mexico Association for Bilingual Education is: President Francisco Sisneros, P.O. Box 1237, Bernalillo, New Mexico 87004.

The **Washington Association for Bilingual Education** will be conducting a state conference on April 17 and 18, 1987, at the Sheraton Hotel, Tacoma, Washington. The theme of the conference is: Bilingual Education Truth vs. Myth. For information please contact Gloria Martínez at (509) 575-2984.

Eastern Regional Representative
Bernard H. Cohen
Bernard Cohen Research
and Development
42 Burd Street
Nyack, NY 10960
(914) 353-1762

Central Regional Representative
Arlouine Gay Kingman
Cheyenne River Community College
Box 220
Eagle Butte, SD 57625
(605) 964-8635

Western Regional Representative
Estanislado Y. Paz, Ph.D.
Deputy Superintendent
Tuscon Unified School District
P.O. Box 40400
Tuscon, AZ 85717
(602) 882-2434

Announcement to All Foreign Language Teachers

Re: Selected List of Materials (SLOM) Project

ACTFL has received funding from the Department of Education to develop a *Selected Listing of Materials* (SLOM), a comprehensive annotated bibliography of foreign language instructional materials for grades K to 12. This project is designed as a two-year effort with expected publication due in 1988.

Outside consultants are serving on language-specific committees to develop selection and evaluation criteria. The following languages will be included: **Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Modern Hebrew, Portuguese, Russian,** and **Spanish.** Inclusions of other languages will depend on availability of materials: **Czech, Estonian, Hawaiian, Korean, Lithuanian, Norwegian, Polish, Swedish, Tagalog, Ukranian,** and **Vietnamese** are possible inclusions.

In addition to relying on consultants and committee members, the project is seeking participation of volunteers to identify currently used materials in all of the above languages and to help in the evaluation process. This listing will include a wide array of types of materials, from textbooks to computer software. ACTFL hopes to keep the listing up-to-date by maintaining an ongoing computerized database of materials that can be updated on an annual basis.

Please contact the following people for further information if you wish to volunteer:

Isabelle Kaplan: *Project Director;* ACTFL, P.O. Box 408, Hastings-on-Hudson, NY 10706.

Roger Allen: *Arabic;* Oriental Studies, 847 Williams Hall, University of Pennsylvania, Philadelphia, PA 19104.

T. Richard Chi: *Chinese;* Dept. of Asian and Near Eastern Languages, Brigham Young University, Provo, UT 84602.

Gilbert Lawall: *Classics;* Dept. of Classics, University of Massachusetts, Amherst, MA 01003.

Judith Muyskens: *French;* Dept. of Foreign Languages, University of Cincinnati, Cincinnati, OH 45221.

Robert Lafayette: *French;* Dept. of French and Italian, Louisiana State University, Baton Rouge, LA 70803.

Charles J. James: *German;* 4018 St. Clair St., Madison, VI 53711-1656.

Ruth Kornberg: *Hebrew;* 67-35 Yellowstone Blvd., Forest Hills, NY 11375.

Remo Trivelli: *Italian;* University of Rhode Island, 129 Independence Hall, Kingston, RI 02881.

Kyoko Hijirida: *Japanese;* Dept. of East Asian Languages and Literature, University of Hawaii at Manoa, Monroe Hall 382, 1890 East-West Rd., Honolulu, HI 96822.

Celso DeOliveira: *Portuguese;* University of South Carolina, Columbia, SC 29208.

Irene Thompson: *Russian;* 9764 Audora Ave., Chatsworth, CA 91311.

Paula Fordham: *Spanish;* Foreign Languages and ESL, Charleston County School District, Division of Instruction, 3 Chisolm St., Charleston, SC 29401.

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- ☐ 009-0008 Organizational Development
- ☐ 009-0009 Media Watch

Why Join NABE?

by Macario Saldate, IV
Chairperson, NABE Membership Committee

It is around this time of year that most of us normally evaluate where we have been and where we are going professionally. We analyze conferences we've attended and take a hard look at the professional organizations to which we belong.

As you take time to do that now, please consider extending your membership in the National Association for Bilingual Education (NABE) or joining if you have never been a member or have let your membership expire. In NABE you will find colleagues with the same interests as well as the same dedication that you have. You will find an intellectual atmosphere mingled with a hands-on attitude in dealing with concerns that you have in your job.

You will find the NABE NEWS informative on the issues confronting bilingual education, and you will discover a wealth of resources and networks when you attend the national conference where the best, the brightest and most experienced in the field come together.

So don't delay. Register and start gaining the benefits from the only national organization dedicated to providing you with the tools to succeed.

AVAILABLE: Graduate Traineeships

Bilingual/Bicultural Assessment Specialist Certificate Program, 1987–1988. **Application deadline is April 24, 1987.** The George Washington University, School of Education, Department of Special Education is offering a one year program in bilingual/bicultural assessment. Upon completion of the four course sequence, the participating individual will be a specialist in the area of bilingual/bicultural assessment.

There are Ten (10) Full tuition grant awards available for academic year 1987–88. Educators interested in this traineeship are encouraged to apply.

Selection criteria include: 1) oral bilingual skills, 2) current employment in PS as teacher or speech pathologist, or working with students in these programs: ESOL/Bilingual, Headstart, or Special Education, 3) evidence of outstanding teacher performance and writing skills, 4) written support of applicant's principal or supervisor, and 5) commitment to remain within PS for at least a year after the completion of the GW certificate program.

For more information about the program and application procedures, contact Dr. Amy Mazur, Department of Special Education, The George Washington University, at 676-6170. Completed applications must be submitted by April 24, 1987.

Applications and supporting materials (letter of support and clear evidence of outstanding teaching performance) must be submitted to: Dr. Amy Mazur, Department of Special Education, School of Education, George Washington University, 2201 G Street, N.W., Washington, D.C. 20052.

THEORY TO PRACTICE

(Continued from page 9)

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Ed. Note: Jesús Fuentes is with the Humanities Department at Fiorello LaGuardia Community College.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
DENVER 87
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- ☐ 001-0006 Parent + Community
- ☐ 001-0007 Vocational Education
- ☐ 001-0008 Student
- ☐ 001-0009 Research + Evaluation
- ☐ 001-0010 Special Education
- ☐ 001-0011 Global Education

LEVEL OF WORK (Check Only One)
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______________________________ ______________
Signature of Member Date

NABE NEWS Reader Survey

In order to better serve the needs of NABE members, we would like to know more about your opinions regarding NABE NEWS. Please complete the following questionnaire and return it to the NABE Central Office, Room 407, 1201 16th Street, N.W., Washington, D.C. 20036 no later than May 1, 1987.

1. What state do you live in? ____________________

2. Do you belong to a NABE Affiliate? ____ Yes ____ No

If yes, which affiliate? ____________________

3. Which NABE Special Interest Group do you belong to?

____ Early Childhood
____ Elementary Education
____ Secondary Education
____ Higher Education
____ Adult Education
____ Parent & Community
____ Vocational Education
____ Student
____ Research & Evaluation
____ Special Education
____ Global Education

4. What is your level of work?

____ Early Childhood
____ Elementary Education
____ Secondary Education
____ Higher Education
____ Adult Education
____ Community
____ Resource Center
____ Publishing
____ Other ____________________
____

5. How much of the NABE NEWS do you usually read:

	All	3/4	1/3	1/4	None
	____	____	____	____	____

6. As NABE's main vehicle of communication with its members, NABE NEWS provides information on the following three major areas. Please rank these three areas in order of importance to you, with 1 representing the area of most importance.

____ Information on national, state and local legislative activities affecting bilingual education

____ Information on the structure and operation of NABE as an organization

____ Information on pedagogical issues related to the education of LEP students, including classroom practices and research

Continued on page 18

READER SURVEY

(Continued from page 17)

7. Of that portion of the NABE News that you do read, how useful are the various features?

	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful
a. Affiliate News	____	____	____	____
b. Annual NABE Conference Updates	____	____	____	____
c. Announcements	____	____	____	____
d. Classroom Oriented Articles	____	____	____	____
e. Executive Board Meeting Reports	____	____	____	____
f. From Theory to Practice Column	____	____	____	____
g. How NABE Works Column	____	____	____	____
h. Job Openings	____	____	____	____
i. Message From the President	____	____	____	____
j. NABE Organizational Information	____	____	____	____
k. Publishers' Advertisements	____	____	____	____
l. Teacher Talk Column	____	____	____	____
m. The View From Washington Column	____	____	____	____

8. If you found any of the above featues "not very useful" or "not at all useful," please indicate why you feel as you do: ____________

____

____

9. NABE NEWS will be going to a new publication schedule which calls for 10 issues a year, instead of the current five issues. Please indicate, in order of priority, those features you would like to see continued in the newsletter (1 represents top priority):

____ a. Affiliate News
____ b. Annual NABE Conference Updates
____ c. Announcements
____ d. Classroom Oriented Articles
____ e. Executive Board Meeting Reports
____ f. From Theory to Practice Column
____ g. How NABE Works Column
____ h. Job Openings
____ i. Message From the President
____ j. NABE Organizational Information
____ k. Publishers' Advertisements
____ l. Teacher Talk Column
____ m. The View From Washington Column

10. What other types of information would you like to see in the NABE NEWS? (check as many as you wish)

____ Articles in Languages other than English

____ Book Reviews

____ Descriptions of Different Local Programs for LEP students

____ Information Specifically for Parents of LEP students

____ News about individual NABE members

____ Other (please specify): ____

11. What do you do with your copy of NABE NEWS after you have read it?

____ Save it for future reference

____ Pass it on to others

____ Copy certain articles and share them with others

____ Throw it out

12. How do you find the format of NABE NEWS (layout, paper, size, etc.)?

____ Very attractive ____ Somewhat attractive ____ Not At All Attractive

13. Are there any other suggestions you might have for changes to the NABE NEWS?

____

____

____

____

14. Would you be interested in managing/editing a column for NABE NEWS on a regular basis? ____ Yes ____No

If yes, please provide details and your name and address so we may contact you.

____

____

____

NAME: ____

ADDRESS: ____

____

Please return this survey
by May 1, 1987 to
NABE Central Office
Room 407
1201 16th Street, NW
Washington, D.C. 20036

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION CELEBRATES 16th NATIONAL CONFERENCE IN DENVER, COLORADO

Washington, D.C. The National Association for Bilingual Education will host its 16th Annual International Bilingual/Bicultural Conference in Denver, Colorado from March 29 through April 3, 1987. Over 2000 bilingual educators from every state in the nation are expected to attend this convocation.

Dr. Josué González, President of NABE states, "NABE is pleased to host this unique gathering--the only national consultation of parents, professionals, and public officials concerned with the use of two languages in teaching. The value of two languages--whether for transition or enrichment--cannot be denied. Domestically and internationally, the value of bilingualism becomes more evident every day. The enhanced communication that has occurred in our bilingual classrooms is needed in other settings as well. It is a national imperative in our struggle to communicate across borders and cultures."

Keynote speakers at this year's conference include: The Honorable Federico Peña, Mayor of Denver; Josué M. González, President, NABE; Carol Pendás Whitten, Director, Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education; and The Honorable Esteban Torres, (D-CA) and Chairman of the Congressional Hispanic Caucus.

This year's annual NABE conference features 144 concurrent sessions providing an up-to-date overview of teaching methods in bilingual education, 34 school site visits to bilingual programs in the Denver area, 25 Intensive Teacher Training Sessions and the Annual Awards Luncheon, President's Reception, and Annual Banquet/Dance.

The NABE Conference also serves as the annual busines meeting for the National Association for Bilingual Education. The annual Conference provides access to the NABE national leadership and is arranged so that all members can participate and thus contribute to the organizational goals of NABE.

Founded in 1975, NABE is a national, non-profit organization dedicated to educational excellence through bilingual education. NABE serves a variety of linguistic and cultural populations, including Hispanic, Asian, Native American, and over 60 other language groups in the United States.

NABE NEWS
Room 407
1201 16th Street, N.W.
Washington, DC 20036

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National Association for Bilingual Education

NABE News

Volume X
Number 4
May, 1987

The Bilingual Education Newsletter

Sixteenth Annual Conference Draws 1600 to Mile-Hi City

**by Susan Herrera
Conference Coordinator**

Over sixteen hundred educators, administrators, parents, and policy-makers, met in Denver, Colorado for NABE's 16th Annual International Conference from March 30th to April 3rd. The energy was high; all agreed that 1987was the most successful conference to date.

Monday, March 30
Parent Institute

Over 125 parents gathered together in the Silver Room to listen to Colorado's Lt. Governor Michael Callahan address the group on the importance of parent involvement in bilingual education. The Parent Institute, under the able leadership of Juan Sanchez, NABE board member, conducted a tightly run event which lasted the first two days of the conference.

Language Policy

A special session on Language Policy was hosted by Dr. Joseph Beard, the NABE national office administrator. The workshop, examined the language restrictionist movement and alternative solutions to the uniquely American problem of multi-cultural language learning.

Press Coverage

Front page press in Denver's leading newpaper kicked off the week long conference. The article, entitled, "Bilingual Education Success Stories Speak for Themselves" gave a full one third of the front page to supportive coverage of bilingual education and the NABE Conference. This coverage was followed daily by articles in the Denver Post as well as the Rocky Mountain News. In addition, local TV stations covered stories live from the conference, including a five minute segment on area school visits by NABE members that was aired Monday evening.

Mission Statement

The NABE Board adopted a mission statement at its Saturday, March 28th meeting, crystalizing the goals of the organization for the membership. (Ed. Note - See the back cover of this newsletter for a copy of the statement.

Entertainment

It was a two-party night for those attending this year's conference. A beautiful welcoming reception at the Colorado Heritage Museum sponsored by Multi-Cultural Media started the week's entertainment on a high note, followed by a second reception at the Armadillo Restaurant featuring Middle Eastern Belly Dancing by a NABE member.

Continued on page 8

REAUTHORIZATION OF TITLE VII HEADS BILINGUAL ED ACTION ON CAPITOL HILL

**by Jim Lyons
Legislative Counsel**

The Nation's capital has been hit by a late-Spring blizzard of legislative activity concerning bilingual education.

HOUSE

H.R. 1755 (*Bilingual Education Improvement Act of 1987*)

On March 23rd, House Education and Labor Committee Chairman Augustus F. Hawkins (D-CA) introduced H.R. 1755 with fellow committee members Dale E. Kildee (D-MI), Matthew G. Martinez (D-CA), and Bill Richardson (D- NM). The legislation, which NABE helped to develop, reauthorizes ESEA Title VII through FY 1993 and makes a series of minor but important adjustments to improve the functioning of the Bilingual Education Act.

In brief, H.R. 1755:

- Reauthorizes ESEA Title VII through FY 1993 & increases FY 1988 fund authorization to $246 million.
- Expands program flexibility by:
  - replacing current 6-month preservice requirement for all Part A grants with a provision permitting grantees to engage exclusively in preservice activities during the first 12 months of a Part A Grast; and

Continued on page 13

NABE News

Editor-In-Chief
Joe Beard

Managing Editor
Betsy Morris

Editor Emerita
Nancy Zelasko

NABE NEWS, the newsletter of the National Association for Bilingual Education, is published 10 times per year (September through June), effective May, 1987. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	Single Issue	5 Issues	10 Issues
Full Page	$250	$1,000	$2,000
Half Page	$175	$700	$1,400
1/4 Page	$125	$500	$1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph Beard
National Office Administrator

Carolyn Riddick,
National Office Manager

James Lyons, Esq
Legislative Counsel

Herrera, Rivera & Associates
Conference Coordinators

Room 407
1201 16th Street, NW
Washington, DC 20036
202/822-7870

FROM THE EDITOR'S DESK
and Notes from the NABE Central Office

Joe Beard

Welcome to the continuing and new *NABE News* - or maybe I should write, "the *NABE News* in transition." We are a bit schizophrenic here in the Central Office, hence the double caption to this column as we pull resources and people together for this, our first issue of the *NABE NEWS*. At the same time we are maintaining our usual activities, coming down from the high of our national conference in Denver, trying to get those membership lists up to date, finishing up the activities of one Board of Directors and getting ready for the next, going through the stacks of mail and writing the letters we promised we would do in Denver (I haven't forgotten Romeo, Darlene, Sofia, Alba, and all the rest of you I talked with in Denver), and interacting with Houston people in preparation for the next national conference and with people from Miami for the one after that. A lot is going on here that is challenging and exciting as we contribute to the maturation of NABE and we hope our enthusiasm is catching. I am glad to be in this time and place and hope our contributions stimulate you and others to join in the process of declaring that "language pluralism and bilingual competence in English and other languages benefits the nation and all its citizens." (See full Mission Statement elsewhere in this issue.)

The *NN* is continuing because of its strong base in past publications, the significant job its last editor, Nancy Zelasko, did on behalf of all of us over the past five years, and the fact that we will continue to call upon her as "Editor Emerita" and special publications' advisor. She set high standards for the newsletter which has kept us all informed over the years on the issues, concerns, successes and difficulties faced by bilingual education and our organization in particular as we seek ways to provide the most effective service. It is a challenge to live up to those standards and we take it on knowingly confident in the expectation that many of you will contribute to and participate in the process of maintaining the *NABE News* as a newsletter of which we can all be proud.

The *NN* is new on several counts, as you can see as you hold this issue in your hand and respond to its new format and color scheme - let us know how you like it and what we can do to continue to strengthen our presentation. It is also new in our plan to publish ten issues a year, one each month during the academic year from September through June. We will be asking you for copy by the 5th of each month, attempting to get camera ready copy finished by the 15th (we have desk top publishing capability in the Central Office), and be in the mail by the 25th - a tight schedule but one that will let us get timely and regular information to you and to keep a flow of communication and information going in our communities of interest. We are also seeking new approaches to information while at the same time we intend to keep those things you tell us you have liked. The "Past Presidents' Platform" initiated in this issue is one example; it has been suggested we have a regular column on language policy issues and how we can impact the English Only movement; there are lots of other ideas and we look forward to exploring them as we seek more ways to respond to your interests and needs.

And that brings me to the idea of the *NABE NEWS* in transition. I've just finished reading the last issue of *NN* and had a chance to contemplate your answers to the Reader Survey Nancy Zelasko included. We are serious in seeking your input, responses, advice and constructive criticism. Please, take a moment to react to the questions posed in the survey and send it in to us - in particular, respond to the open ended questions at the end and, be assured, we will respond.

Continued on page 15

A Message from the President

Dr. Josué M. González

After NABE '87 ended, I left Denver for San Francisco to take part in the National School Boards Association Convention which was underway there. Over 7,000 school board members from throughout the nation had flooded every hotel in the city for their annual meeting. School talk was in the air everywhere! And, for the first time, bilingual education was on the agenda.

Three school board members and an LEA bilingual program director staged a panel discussion headed by George Muñoz, president of the Chicago Board of Education. The audience was curious mix of bilingual advocates, irredeemable English-Only types, and wide-eyed neophytes wanting to learn more before deciding what their own positions would be. The latter group was the luckiest. The advocates and detractors were their most persuasive selves that day. Perhaps the knowledge that there were "converts" to be made spurred the on to heights of persuasiveness.

One particularly good argument continued in the hall after the session and down to the street for two blocks. Three agitated board members argued on until they realized that th rest of us were stealing the taxi cabs they had hailed!

There were few dull moments in what one participant described as the most exciting session he had yet attended. The tone of the two-hour session confirmed my suspicion that policymakers are very similar to other mortals: they take positions on the basis of hunch and personal histories and wait to be convinced to change their minds. The difference is that policy makers have an ethical responsibility to examine evidence and facts. This particular group of nearly 200 school board members certainly did that. They rushed to get copies of the GAO report -- made available by NABE -- and a free copy of the special issue of Education Week featuring a pull-out on bilingual education.

Why is any of this important? How was the excitement of the school board conference any different from the excitement generated at our own NABE conference? In many ways, the NABE conference is like "preaching to the choir." While we want and need the collegial interaction it provides in order to continue our professional growth and personal commitment, it is an imperfect place to tell the success stories of bilingual education to those who most need to hear them. NSBA (National School Boards Association) and othe conferences like it, are a better setting for this purpose. Whether it be school administrators, teacher associations, school boards, PTA conferences, etc. really doesn't matter.

These groups tend to include the most active and concerned parents and professionals, those who care enough about the quality of education to put forth time, effort and often their own funds, to learn how to make their work more productive and efficient. Not surprisingly, these are the most influential people in education. They set tone and influence policy in different settings. They gorge on reams of data and information. Bilingual education and related issues are among the topics on which they most need data and information. Many times, they are willing to listen and will weigh your arguments carefully.

The moral of the San Francisco trip: use every opportunity to inform and enlighten your colleagues in education. They won't always be friendly or receptive; they too have heard the myths and misconceptions. But if we tell our story well, if we choose audiences carefully and if we don't mind a good lively discussion, the results are often rewarding.

Take a non-bilingual to lunch this week. Let him/her eat; you talk. Then take a few of them to visit bilingual classrooms and let them talk to kids. Food and children never fail to convince -- bilingual education is not a nefarious enterprise.

STUDENT ART CONTEST
McDonald's Corporation is sponsoring the **1987 Hispanic Heritage Art Contest** for students, grade 1-6. Students are asked to produce a picture representing *What my Hispanic Heritage Means to Me..* Entry forms are available from:
"Hispanic Heritage,"
PO Box 11189, Chicago, IL 60611.

PAST PRESIDENTS' PLATFORM

Sarah Melendez, EdD
NABE President, 1984-85
Director, Office of Minority Concerns
American Council on Education

As much as I enjoyed serving on the NABE Board of Directors, it was wonderful to be able to attend a NABE conference as a participant with no Board duties. I enjoyed my two days at NABE thoroughly. I only regret not having been able to be there for the whole conference.

The enthusiasm and commitment to working and playing was undampened. People were busy going to general sessions, major sessions, workshops and talking about the sessions they had been to, buying tapes of those they had liked, networking in the hallways, coffee shops, lounges, and dancing and singing to the wee hours. It was NABE at its best.

Many people stopped me to talk about the English-only movemen. The room where I gave my talk on the topic had standing-room only. There was a lively exchange among the participants after my talk. People all over the country are mobilizing to oppose this negative campaign that would limit our human and civil rights. People talked of what they are doing in their state and of the need for a national group to coordinate all the efforts. They talked about public education, public relations, fundraising, lobbying legislators, mobilizing the community, and forging coalitions with ethnolinguistic groups, foreign language teachers, and ESOL teachers.

I am convinced that Secretary William Bennett's and President Reagan's negative comments about bilingual education, as well as the U.S. English campaign are causing us to mobilize again. As much as I would like to be able to spend my time and energy in creative solutions to the problems of providing the best education for linguistic minority students, I must admit that these people are waking us up and getting us moving.

The NABE conference, as usual - and perhaps more than usual, gave me a wonderful shot of adrenalin.

---

* * * *DENVER '87 CONFERENCE OVERVIEW* * * *

Ramòn L. Santiago, PhD
NABE President 1981-82
Director, Georgetown University Service Center

I am happy to share with you some of my impressions about the NABE '87 Conference just held in Denver, Colorado.

I am pleased that NABE invited OBEMLA Director Carol P. Whitten to be a keynote speaker. Regardless of philosophical differences between NABE and OBEMLA, the office and its actions directly affect the work of many NABE members. NABE is doing the membership a service by allowing members to hear about developments at OBEMLA from its director, whoever he or she might be, and make their own conjectures or decisions. I hope this practice will continue in the future.

I found the major sessions very stimulating. I personally attended two -- Dr. Alatis' and Dr. Wong Fillmore's -- and heard very favorable comments about two more. Dr. Alatis offered excellent suggestions for greater cooperation and collaboration between NABE and TESOL, and Dr. Wong Fillmore addressed the responsibility that both researchers and users of research have to pose the right kind of questions as they seek answers from research. All in all, I was impressed with the quality of the academic presentations.

I was somewhat disturbed by the various room changes, particularly those involving major sessions. Such changes can be disrupting and are unfair to both presenters and conference attendees. I also think that attendance at sessions must improve (though I don't have any brilliant ideas for achieving this short of reducing the number of concurrent sessions per time slot). If more people don't attend the sessions, it will become increasingly difficult to attract good presenters who dread the thought of spending hours in preparation to face only a few people at their sessions.

CONFERENCE REPORT

Election Results
Nominations
Outstanding Dissertations
Conference Tapes
Resolutions
Parent Institute
Houston '88
Call for Papers
Teacher of the Year Award Guidelines

NABE '87 ELECTION RESULTS

NEW EXECUTIVE BOARD SWORN IN APRIL 2; TAKE OFFICE IN JUNE

Officers

President-Elect	520 votes
Macario Saldate	57.3%
Antonio Simoes	41.9%
Write-In	.8%

(Write-ins: Gloria de Martinez, Harold Chu, Jose "Pepe" Barron, Ernest Mazzone)

Vice-President	530 votes
Rodolfo L. Chavez	55.7%
Bernard H. Cohen	34.3%
Angie Galiano	9.8%
Write-In	1%

(Write-in: Bridget L. Cullerton)

Secretary	522 votes
Lori Orum	52.7%
Monica Sandoval	47.3%

Treasurer	524 votes
Olga Valcourt-Schwartz	52.7%
Mutsuko Tanouchi	48.5%
Write-Ins	.5%

(Write-Ins: Lillian Malave, Miguel Ruiz, Aurora Martinez-Quevedo)

Parent-At-Large	476 votes
Juan N. Trinidad	96.4%
Write-Ins	3.6%

(Write-Ins: Anna Perez, Joe Gonzalez, Lucie Cruz, Helen Valdez, Olga I. Leiva, Ignacio Cordova, Guillermo Dominguez, Chantho Sourinho, Dick Hsieh, Juan Sanchez, Magdelena Diaz)

Total ballots mailed:	1,544
Total ballots received:	534

(Members eligible to vote were those who had paid dues by November 1, 1986.

The winner of each election was the recipient of a plurality of all votes cast.

Regional Representatives

The Regional Representatives were elected by the Presidents of the respective state affiliates. Vincent Joseph Petrosino was elected **Eastern Regional Rep** over 2 write-in candidates, Joseph O. Prewitt Diaz and Gabina Suazo; Dick Hsieh is now **Central Regional Rep**, elected over Ana M. "Cha" Guzman, and Anna M. Perez was elected **Western Regional Rep**, over Bridget L. Cullerton, a write-in candidate.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
DENVER 87
BILINGUAL EDUCATION– IT'S WORKING FOR ALL OF US!

The 1987 Elections Committee was chaired by Dr. Virginia Collier. Despite two large snowstorms in the DC area that delayed mailing the ballots by a week, the Committee was able to meet all deadlines. Many thanks to Dr. Collier and to the Committee: Jeannette Kwok, Ho-Tak Choi, Dong Kwang Kim, Laura Arman, and Delia Zisman!

PRESIDENT-ELECT TRAN SETS NABE "BOTTOM LINE"

We will not negotiate the future of our children! We will not negotiate our children's education! We will not negotiate the use of a native language for instruction in addition to the development of English language skills!

President-Elect Hai Tran, speaking at the NABE '87 Annual Banquet, gathered three rounds of applause for his comments, made after noting NABE's longstanding willingness to work with all administration officials involved in setting education policy. Calling current President Josue Gonzalez, "a tough act to follow," he also indicated that during his tenure as President, which begins in June, NABE will work to strengthen relations with its state affiliates, in part through a series of regional workshops.

NABE '87, DENVER, COLORADO RECORDED LIVE!

Cassettes of each General Session, Major Session, Intensive Session, and Concurrent Session are available at $5.00 each plus $.50 (up to $5.00) per tape for postage and handling. Remember, these tapes can be deducted as a professional expense. For VISA or MASTERCARD, call Toll Free 1-800-431-5954. Or write for a full catalog:

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National Association for Bilingual Education

Resolutions Approved by the General Membership
April 2, 1987

The 1987 Resolutions Committee chaired by Alfredo G. de los Santos Jr., met twice during the 16th Annual International Bilingual/Bicultural Education Conference in Denver. Appointed delegates, representatives of the Coloradoans for Language Freedom, and other guests participated in the meetings. Four resolutions were ultimately recommended to the general membership at their meeting on Thursday, April 2, 1987. Resolutions 1,3, and 4 were approved unanimously; Resolution 2 was approved unanimously after amendment.

Resolution 1

Whereas current standardized instruments are insufficient to predict accurately both linguistic and academic success of LEP students in mainstream programs, and

Whereas the reclassification of LEP students into all-English classrooms should be based on students' demonstrated ability to use English successfully in a cognitively demanding setting, and

Whereas such reclassification can be best determined through the use of multiple exit criteria, including teachers' recommendations, tests and student classroom performance; and

Be it resolved that

The National Association for Bilingual Education endorse multiple indicators derived out of a comprehensive review process that exits LEP students when they are actually ready to benefit from all-English instruction.

Moved by: Jose E. Delgado; Seconded by : Lori Orum

Resolution 2

Whereas English is and has been the common language of the U.S. for over 200 years and all Americans recognize the importance of English to national life;

Whereas many American citizens have native languages other than English including many languages indigenous to this continent, and many Americans have not had an equal opportunity to learn English;

Whereas our fundamental values and national documents insure tolerance and respect for diversity and guarantee all Americans equal protection under the law;

Whereas language-restrictionist legislation has the potential for disenfranchising American citizens, eroding civil rights, and fostering governmental interference in private activity and free commerce; and

Whereas the ability to communicate in English and other languages has promoted and can further enhance American economic, political and cultural vitality; and contributes to our nation's productivity and world-wide competitiveness, successful international diplomacy and strong national defense; and,

Whereas the National Association for Bilingual Education is committed to the principles of language diversity and cultural pluralism and encourages ethnic communities to honor the cultural and linguistic heritages of their respective land of origin,

Be it resolved that

The National Association for Bilingual Education oppose any legislation -- federal, state, or local -- which restricts the civil rights, civil liberties, or life opportunities of language-minority Americans;

The National Association for Bilingual Education oppose English-only constitutional amendments and urge the United States Congress and state legislatures to reject such amendments;

The National Association for Bilingual Education facilitate the sharing of information on the issue of language restrictionism through a national network and encourage its membership to work cooperatively with other organizations to defeat language-restrictionist legislation.

Moved By: Lori Orum; Seconded by: Alfredo G. de los Santos, Jr

Resolution 3

Whereas a bill, S. 857 by Senator Dan Quayle is currently pending in the United States Senate;

Whereas S. 857 amends but does not reauthorize ESEA Title VII appropriations to programs which do not make any isntructional use of the native languages of limited-English-proficient students; and,

Whereas S. 857 would impose an absolute, inflexible three-year limitation on the enrollment of any student in a Title VII-funded transitional bilingual education or developmental bilingual education program or special alternative instruction program,

Be it resolved that

The National Association for Bilingual Education oppose S. 857

Moved by: Lori Orum; Seconded by: Jim Lyons

Resolution 4

Whereas a bill, H.R. 1755 by Representative Augustus F. Hawkins, is currently pending in the United States House of Representatives;

Whereas H.R. 1755 reauthorizes ESEA Title VII through FY 1993 and increases Title VII budget authority to $246 million for FY 1988;

Whereas H.R. 1755 enhances support fo developmental bilingual education programs which optimize the benefits of bilingual education for all students; and,

Whereas H.R. 1755 makes numerous minor adjustments in current law to improve the adminsitration and effectiveness of ESEA Title VII.

Be it Resolved that

The National Association for Bilingual Education support H.R. 1755.

Moved by: Lori Orum; Seconded by: Jim Lyons

The following two recommendations are presented to the membership for general information, and will be dealt with by the Executive Board at a future date.

Whereas the future of America and the world is dependent upon the healthy minds and bodies of its children; and

Whereas our children are at risk as never before, due to the indiscriminate use of pesticides in agriculture, which results in toxins in the fields, the air, the water, and in our food.

Be it resolved that

The National Association for Bilingual Education go on record of supporting the United Farmworkers' stand on restricting the use of pesticides; and

The National Association for Bilingual Education encourage teachers to examine the issues surrounding the dangers of pesticide use to our children and our environment.

AND

Whereas the employer sanctions provision of the Immigration Reform and Control Act of 1987 is premised on faulty sociological assumptions regarding the negative impact of undocumented immigrant communities in the United States; and

Whereas the employer sanctions provision has criminalized the act of working for an honest living by undocumented members of our community while placing the burden on the employer to enforce the law; and

Whereas the employer sanctions is resulting in discriminatory treatment of many ethnic communities; and

Whereas the Immigration and Naturalization Service has yet to implement the anti-discriminatory provision of the employer sanctions designed to mitigate discrimination; and

Whereas valuable tax dollars will be spent on the creation of additional state, county, and city departments to monitor all employees, contractors, and subcontractors, immigration status and defend possible anti-discrimination law suits; and

Whereas the business community will be unduly burdened in its attempts to verify the status of all new employees; and

Whereas employer sanctions will not deter illegal immigration but rather encourage discrimination against Hispanics and interfere with business activities.

Be it resolved that

The National Association for Bilingual Education support a national campaign to repeal employer sanctions.

Nominations
CANDIDATES SLATED FOR 1988 ELECTIONS

The following members were nominated as candidates for the NABE Executive Board.

President-Elect	N	S
Rudy Chávez (NM)	TX	CO
Guillermo López (CA)	CA	AZ
Ezequiel Vargas (WI)	WI	CT
Vice-President		
Lucy Cruz (CO)	TX	CO
Myrella Lara (CT)	NY	CT
Janice Schroeder (AZ)	MT	IL
Secretary		
Monica Sandoval (TX)	CO	TX
Marlene Kamm (IL)	IL	WI
Olga Sonia Davila (NY)	NY	FL
Treasurer		
Mutsuko Tanouch (NY)	WA	OK
Jayni Flores (AZ)	AZ	NM
Parent-at-Large		
Juan Sánchez (CO)	CO	NY
Patricia Almada (CA)	CA	CO
Eastern Regional Rep		
Antonio Simoes (NY)	CT	RI
Anna Maria Schumann (NJ)	NJ	FL
Central Regional Rep		
Ray Howe (SD)	OK	MI
Wageh Saad (MI)	MI	OK
Western Regional Rep		
José Ruíz (OR)	CO	AZ
William Hernández (CA)	CA	CO

The Nominating Committee of NABE met on Wednesday, April 1, 1987 in Denver, Colorado. chaired by Past President Gene T. Chávez. The following 17 delegates were present: Ana Rivera (AZ), Shelly Speigel-Coleman (CA), José Hernández (CO), Angie Soler Galiano (CT), Sofia Santiesteban(FL), Pat Chamberlain (IL), Arlene Dannenberg (MA), Barbara Kirk (MI), Dick Little Bear (MT), Diamond Navarro (NJ), Margaret Fernández (NM), Aurea Rodriguez (NY), Ravi Sheorey (OK), Maria Luisa Vallejo (RI), Maria Elena Martinez (TX), Nga Duong (WA), Ruby Gemmell (WI). Others in attendence were Carolyn Riddick, NABE Central Office Manager, and Nancy Zelasko, Chair of the NABE Standing Committee on Rules.

A consensus of the nominating committee prevailed that the procedure for certifying nominees be refined and standardized especially with regard to the problem of year-to-date membership. Often a membership might not be reflected on the membership printout used to certify nominees at the annual meeting. A procedure will be forth in the association's procedures manual.

CONFERENCE HIGHLIGHTS

Continued from page 1

Tuesday, March 31

PRESIDENT'S SPEECH

Dr. Josue Gonzalez kicked off the NABE 16th Annual Conference with an opening press conference responding to the confused and damaging remarks make recently by President Reagan about the schooling of U.S. students who don't know English.

"The President's remarks show that he isn't getting the facts from Education Secretary Bennett and his top domestic policy advisors," stated President Dr. Josue Gonzalez. "And following their bad advice, he has joined the divisive English-only movement that threatens to polarize U.S. society."

The press conference, held outside the Raddison Hotel's Grand Ballroom and attended by the major media from Denver discussed

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NEW BILINGUALISM SCHOLARS RECOGNIZED

The winners of the 1986-87 Outstanding Dissertations Competition were announced at the NABE '87 Annual Conference in Denver. The excellant quality of the submissions resulted in four winners: two tied for first and two tied for second place. Dissertation abstracts will be printed in later issues of the *NABE News*.

First Place Winners:
Catherine E. Walsh, PhD, University of Massachusetts*The Construction of Meaning in Second Language: The Import of Sociocultural Circumstance*

Nancy H. Hornberger, PhD, University of Wisconsin, *Bilingual Education and Quechua Lnaguge Maintenance in Highland Puno, Peru*

Second Place Winners:
Antonio L. Gonzalez, PhD, University of Illinois (Champaign-Urbana),*The Effects of First Language Education on the Second Language and Academic Achievement of Mexican Immigrant Elementary School Children in the United States*

Claude N. Goldenberg, PhD, UCLA, *Roads to Reading: Studies of Hispanic First Graders at Risk for Reading Failure*

Competition Judges were Alma Flor Ada, Alfredo G. de los Santos Jr. (Chair), Gary D. Fenstermacher, James G. Hauwiller, and Marido Hollos. For information on the 1988 Outstanding Dissertations Competition, contact:

Alfredo G. de los Santos Jr.,
Vice Chancellor, Maricopa
Community Colleges, 3910 E
Washington, Phoenix, AZ
85034 602/244-8355

CONFERENCE HIGHLIGHTS

Continued from page 8

the recent GAO study which validates NABE's longstanding oposition to legislation to shift limited federal money from bilingual programs to English-only instruction for LEP students.

Federico Pena

Denver's dynamic young mayor, Federico Pena, welcomed the assembled guests in the opening assembly with a strong endorcement of bilingual education and spoke out against those who would support such measures as Proposition 63 in California. Mayor Federico Pena also declared march 29 through April 3, 1987 as Bilingual-Bicultural Week in Denver, Colorado.

School Visits

The school visits, a mainstay in NABE's conferences were once again a conference highlight. Denver's bilingual programs were featured as part of the ongoing Denver success story in bilingual education.

Exhibit Areas

The NABE 1987 Exhibits opened today in the Raddison Grand Ballroom. Over 80 booths lined the entire ballroom creating one of NABE's best exhibits ever. Both exhibitors and participants crowded in to the area for 3 days to learn first-hand of new developments in the publishing and corporate world concerning bilingual educational materials.

WEDNESDAY

Cesar Chavez

Cesar Chavez stole the show during a major session speech with over 400 participants and well-wishers crowded into a conference meeting room for an emotional reunion with a man they clearly admired. Ceasar's plane

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Parent Institute
PARENTS EXPAND PRESENCE AT NABE '87

The Parent Insitute is the forum within NABE for parents who are actively involved in the bilingual education concerns of their children. The Parent Institute convened in Denver, Colorado for the 16th Annual Conference. More than 130 participants met and established the following goals for the coming, 1987-88 year.

1. To expand and strengthen parental involvement in NABE via a restructuring of the Parent Institute Leadership Committee and increasing its membership.
2. To address the major problems affecting bilingual pupils, parents, and teachers.

The new Leadership Committee then met and approved the following:

1. To firmly support NABE's position in rejecting the "English-only" initiative.
2. To oppose the three year limitation on Section 41 of Title VII Bilingual Education.
3. To work to repeal the Employer Santion clause of the Immigration Bill.

The Leadership Committe also submitted two resolutions on these issues to the NABE Board for referendum at the NABE General Assembly, April 2, 1987.

(Editor's Note: See pages 6 & 7 for the wording and status of these resolutions.).

The Parent Institute identified, nominated, and elected the following people to its Leadership Committee:

Parent-At-Large, NABE Executive Board Rep
Juan Trinidad
110 West End Ave, #2010
NYC, NY 10023
212/877-5197 (H); 718/855-2412 (B)

Chairperson
M. Reyes Mazon
Texas Southern Univ.- School of Education
3100 Cleborne
Houston, Texas 77044
713/623-0506(H); 713/527-7438(B)

Eastern Regional Representatives
Brunilda Berrios
1860 Lafayette Ave 2D
Bronx, NY 10473
212/842-2794(H); 212/328-2310(B)

Juan Trinidad (See above for address)

Central Regional Representatives
Juan Sanchez
186 Utica
Denver, CO 80219
303/936-7004; 303/398-9018(H)

Central Region Reps (cont.)
Lazaro Olvera
446 Stoken Drive
Saginaw, MI 48604
517/753-6734(H)

Concepcion Peña
3375 Berkley Ct.
Boulder, CO 80303
303/499-5762

Western Regional Representatives
Mary Lou Levy
186 N. 9th Street
San José, CA 95112
408/297-9053(H)
408/998-6243(B)

Rodolfo Capíz
501 9th St.
Modesto, CA 95351
209/529-3385
209/521-5215(H)

National Association for Bilingual Education
Seventeenth Annual International
Bilingual/Bicultural
Education Conference

Houston, Texas — April 25-29, 1988 — Hyatt Regency Hotel

BILINGUAL EDUCATION: EXCELLENCE TOUCHES THE FUTURE

A CALL FOR PAPERS AND PRESENTATIONS

Program Committee

Sylvia C. Peña, Co-Chair
Ruth B. Carter, Co-Chair

I. General Information

Proposals for papers, symposia, workshops, SIG sessions, and pre-conference institutes are invited and encouraged from teachers, administrators, researchers and other educators worldwide. Presentations may cover effective techniques, strategies, programs, materials, as well as research and theoretical presentations.

Proposals should be mailed as soon as possible, but postmarked no later than August 15, 1987. This will allow the committee to meet review, notification, and printing deadlines in a timely fashion. Members can then receive conference program materials enough in advance of the meeting to plan accordingly.

Pre-conference institutes are intensive sessions of three or six hours in length. Regular conference sessions, consisting of paper presentations, workshop/demonstrations, symposia, and SIG sessions are generally scheduled for a 1 1/2 hour period.

Individual papers on related themes will be grouped with a session chair and other discussants. There will also be invited speakers for major sessions throughout the conference.

II. General Policies

NABE does not pay for audiovisual equipment used by presenters. If AV equipment is required, please indicate your request on the proposal cover sheet; you will be billed for the equipment after the conference.

Requests for SIG sessions must be submitted by bona fide NABE SIG chairs. The same information and materials are required as for other presentations. The same deadlines also apply.

Presenters must register for the conference and wear their badges throughout the meetings.

Only proposals which conform to the requirements stated in the Call for Papers will be considered for inclusion in the program.

III. Submitting Proposals

Proposal Cover Sheet: Three copies with all items completed, including signature of the contact person.

Summary: Four copies of a 2-3 page (8 1/2 x 11) single-spaced summary including: purpose/objectives, conceptual framework, methods/procedures, data sources, findings/conclusions, implications for future research/practice. Summaries for symposia should indicate the central topic along with abstracts of each of the presentation (within the 2-3 page limit).

Three copies of the summary must be blind copies with no author identification. One copy should list all presenting authors below the title and the name and address of the contact person on the upper right hand corner.

Proposals for symposia should include the name of a chair and discussants. It is the responsibility of the symposium organizer to inform all presenters of their proposal.

List of Participants: Two copies (8 1/2 x 11) of the names and addresses of all presenters. The name of the presenting author should be listed first in the case of multiple author papers/presentations. List last name first, address, and zip code (total of 70 characters, including spaces). This information will be used in the participants directory included in the conference program.

Envelopes: Include 3 stamped, self-addressed, business-size envelopes for acknowledgement of receipt of proposal, notification of review panel decisions, and information on time/location of session if accepted.

All proposal materials should be postmarked no later than **August 15, 1987** and mailed to:

Dr. Sylvia C. Peña
NABE Program Co-Chair
C&I; College of Education
University of Houston
Houston, TX 77004

Proposal ID#__________ Session ID #_______

PROPOSAL COVER SHEET

1988 NABE Annual Conference

1. Title: ____

____

2. Presenting author: ____

(last name) (first name) (initial)

Affiliation: ____________________________________ Phone: (___)_______

3. Co-authors (list full name, affiliation, telephone number). For symposia, list chair and discussant(s).

4. Program entry: 50 word description of paper, symposium, workshop/demonstration, institute for program (please edit carefully):

5. Presentation format (mark one most appropriate):

___ Paper
___ Workshop/demonstration
___ Pre-conference Institute, 3 hour
___ Pre-conference Institute, 6 hour
___ Symposium
___ Special Interest Group

6. Subject Descriptor: Indicate one or two-word subject descriptors for your presentation (for example: Reading; ESL; Program Development; Program Evaluation; Research;Policy Issues;Theory; etc.).

A. __________________; B. __________________; C. __________________

7. Intended language group: ____

8. Audio-visual equipment required: ____

9. Signature of Contact Person: ____

The following materials must be mailed by **August 15, 1987:**

Three copies of the proposal cover sheet.
Four copies of the summary (3 copies must not have any author identification).
Two copies of the list of participants: names and addresses.
Three stamped, self-addressed envelopes.

Mail to:

Dr. Sylvia C. Peña, NABE Program Co-Chair
C&I, College of Education
University of Houston
Houston, TX 77004

CONFERENCE HIGHLIGHTS

Continued from page 9

was delayed at the airport and an impromtu songfest started up with old standbys of De Colores and other songs used in the farmworker movement. As Cesar entered the room, the audience simultaneously broke out into De Colores as a welcome and then went directly into Las Mananitas.

The evening before had been Cesar's 60th birthday and he was clearly touched by the audience response. Tears were evident in Cesar's eyes as well as many in the audience. He went on to thank the audience for their work in the education of the young and said that there was no finer calling. He recalled how education had been for him and for his friends growing up in California and spoke with admiration at how the bilingual teacher and bilingual programs had changed that scenario.

He then went on to talk about his ongoing fight against pesticides. A film was shown and Cesar asked all present to work on behalf of the eradication of pesticides in agriculture.

Awards Luncheon

The Awards Luncheon was a conference highlight with the NABE essay awards winners as usual stealing the show. A packed house of 300 gathered together to hear bilingual education students give their winning essays. In addition, this year's dissertation winners were also presented and given an award recognizing their contributions.

President's Reception

The President's reception was as usual, the party that everyone had been waiting for. People came ready to dance all night long, and several couples on the dance floor were there to see and be seen. Picture this, OBEMBLA's Anna Maria Ferias with Dancing Dr. Joe Beard, NABE national adminstrator, and our own Dr. Josue Gonzalez.

Thursday

Thursday was probably the biggest conference day of all, with 40 concurrent sessions, a general membership meeeting, four major sessions and a general session featuring Carol Pendas Whitten, Director of OBEMLA.

OBEMLA Director Gives Presentation

Ms. Whitten was the focus of intense critical questioning following her presentation Friday afternoon. Ms. Whitten is responsible for the administration of Title VII funds, the program which finances federally funded bilingual education projects. The atmosphere is the packed meeting room was already highly charged when a member of the audience criticized Ms. Whitten's general performance as OBEMLA director. Ms Whitten responded to what she felt was the personal and political nature of the questioning; she and her staff left the room at that point. In a later discussion with NABE staff, Ms Whitten expressed her desire to continue working with the Association despite the abrupt ending to her presentation.

Banquet/Dance

The Annual Banquet was a focal point for the 16th Annual Conference. It was time to thank the outgoing NABE Board of Directors and welcome the new Board of Directors for 1988. In addition, Diane August, current legislative director of the Children's Defense Fund was presented with a framed NABE '87 poster as a special thanks for her work on the Carnegie grant. Special sponsors at this year's conference were also recognized, as well as Marta Arat, this year's poster artist. Over 400 people attended this year's gathering

The dance, featuring Johnny Hernandez and Orchestra was led off by La Marcha, a processional dance led by the Lucy Cruz, the year's entertianment committee chair and the Denver Host Committee.

Friday

Representative Esteban Torres (D-CA) gave a rousing presentation urging educators to become active in the legislative process. He asked that educators write their Members of Congress and Senators and educate them about the needs in bilingual education. His sessions wrapped up the 1987 NABE Conference.

Awards and recognition were given to the Denver Host Committee at the closing session on Friday. All committe chairs were given a framed copy of the 1987 Conference Poster.

HOUSTON '88 BEGINS COUNTDOWN

The Houston '88 Conference Committee, headed by Ellen de Kanter and Toni Balboa, is now gearing up for NABE's 17th Annual Conference. Assisting them will be:

Registration: Judith Walker de Felix and Ray Esquivel
Program: Silvia Peña and Ruth Carter
Exhibits: Juan Gonzalez
Audiovisuals: Eva Ponce
School Visitations: Sylvia Sanchez
Public Relations: Angel Noe González and Joyce Garza
Evaluations: Andrea Bermudez

Jaime de la Isla and Yolandra Padron will also be involved, in positions not determined.

LEGISLATIVE OVERVIEW

Continued from page 1

- including developmental bilingual education programs within the existing funding reservation (75% of Part A Grants) for transitional bilingual education.
- Encourages greater state responsibility by:
  - increasing the minimum state grant from $50,000 to $70,000; and,
  - eliminating NACCBE an requiring OBEMLA to work directly with State directors of bilingual education in coordinating Title VII policies and programs.
- Assures parental participation by strengthening and continuing the Parent Advisory Committees, and by requiring that information provided to parents pursuant to Title VII be in a language and form they understand.
- Preserves existing fund reservation (25% of all Title VII appropriations) for training and retraining and requires a minimum of 500 fellowships per year.

H.R. 1755 does not change the ten percent maximum set-aside of Bilingual Education Act funds for the special alternative instruction programs first authorized in 1984. These programs do not make instructional use of a limited-English-proficient child's non-English language. The evidence to date on these monolingual, English-only programs shows that they are less effective than bilingual programs which build upon the skills, knowledge, and language competencies children bring to school.

Clearly, there are situations where the provision of bilingual instructional programs is not practical or administratively feasible. H.R. 1755 takes this into account through a authorization level which, if fully funded, would boost spending for special alternative instruction programs by almost 450%.

HEARING ON BILINGUAL EDUCATION

On March 24th, the House Subcommittee on Elementary, Secondary, and Vocational Education (chaired by Rep. Hawkins) held a hearing on reauthorization of the Bilingual Education Act. The subcommittee heard from five witnesses:

- OBEMLA Director Carol Pendas Whitten -- who urged the subcommittee to eliminate the funding provisions of current law which ensure that most Federally-funded bilingual education programs make some instructional use of the native languages of LEP students. Ms. Whitten declined to comment on H.R. 1755.

- Dr. Eleanor Chelimsky, Director, Program Evaluation and Methodology Division, U.S. General Accounting Office -- who testified on the GAO's March report entitled "Bilingual Education: A New Look at the Research Evidence." The GAO report found that research evidence supports Title VII's current flexible requirements pertaining to native-language instruction.

Specifically, the GAO report found that native-language instruction helps LEP students learn English and meet grade-promotion and graduation requirements -- the twin goals of the Bilingual Education Act. At the same time, the GAO found that programs which do not use a LEP student's native language are not likely to be effective in achieving these crucial goals.

- Dr. Harry Handler, Superintendent of Schools, Los Angeles Unified School District testified in favor of H.R. 1755. Dr. Handler repeatedly stressed his opposition to expanding the proportion of Title VII funds for monolingual English programs, telling the Committee that it would send the wrong signal to school officials responsible for educating the nation's growing LEP student population.
- Dr. Gordon M. Ambach, President, University of the State of New York and Commissioner of Education -- who testified in favor of H.R. 1755. Dr. Ambach argued emphatically that the thrust of federal bilingual education policy should be to provide for more, not less, non-English language use and development. Dr. Ambach stressed the potential benefits of bilingual education for all children.
- Ms. Lillian Falk, Coordinator, English for Speakers of OtherLanguages, Prince George's County Schools -- who testified in support of the Administration's proposal to remove all limitations on funding of monolingual English programs under the Bilingual Education Act.

SUBCOMMITTEE MARK-UP

Three days -- April 7-9 -- were reserved for subcommittee "mark-up" of an omnibus elementary and secondary education program reauthorization bill by Mr. Hawkins, who is also Chairman of the Elementary, Secondary, and Vocational Education Subcommittee. (Mark-up is the process by which a committee or subcommittee puts legislation together; it generally involves discussion and voting on amendments to a basic bill.)

The bill which served as the basis of the subcommittee markup was H.R. 5 which was introduced by Chairman Hawkins on the first day of the 100th Congress. This bill (see previous NABE News articles) provides for a simple 5-year extension of all major elementary and secondary program.

The subcommittee mark-up moved quickly and quietly through amendments to Chapters 1 and 2 and the Adult Education

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LEGISLATIVE OVERVIEW

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Act -- three of the baker's dozen of federal elementary and secondary programs to be reauthorized under H.R. 5. Debate on the 4th subcommittee agenda item -- incorporation of H.R. 1755 in the omnibus bill H.R. 5 -- was so extensive that it consumed the better part of the committee's deliberations on April 7 and 8.

The debate was not over H.R. 1755 -- the subcommittee approved inclusion of the bill in H.R. 5 -- but over an amendment sponsored by Subcommittee Member Steve Bartlett (R-Tex). The Bartlett amendment addressed two issues: the relative proportion of Title VII funds available for English-only instructional programs; and the intended duration of Title VII programs.

The Bartlett amendment proposed to increase the funds available for special alternative instruction programs from 10% of total act appropriations to 25% of Part A appropriations. The amendment included a "hold-harmless" provision protecting transitional bilingual education program grants from cuts below the FY 1987 level, but it did not protect other Part A programs or Part B activities from the potential diversion of resources into special alternative instruction grants. The amendment also proposed to replace the existing reservation of 25% of total appropriations for training and retraining (reservation continued under H.R. 1755) with a "hold-harmless" funding level pegged to current appropriations.

The Bartlett amendment also provided that grants for transitional bilingual, developmental bilingual, and special alternative instruction programs "shall include curriculums designed to achieve competence in the English language within three years while allowing the child to meet grade-promotion and graduation standards." The amendment further specified that it should not be interpreted "to require that a student exit a bilingual program before the student is proficient in English."

Debate over both issues covered by the Bartlett amendment was vigorous, but decorous; Chairman Hawkins suggested that interested members utilize the week-long Easter District Work Period to try to resolve their differences in a constructive fashion. The subcommittee approved his recommendation to suspend consideration of the Bartlett amendment and proceeded with dispatch through mark-up of the next 11 agenda items.

Chairman Hawkins and the other co-sponsors of H.R. 1755 met with Representative Bartlett and the ranking members of the subcommittee and the full committee, Representatives William Goodling (R-Pa.) and James Jeffords (R-Vt.), before leaving town for the Easter District Work Period.

WHAT'S NEXT IN THE HOUSE ?

Almost as soon as members return the Washington, the full Education and Labor Committee will begin "marking-up" H.R. 5 as reported to it by the subcommittee. The first full committee mark-up meeting is scheduled for April 21st, and the current schedule calls for completion of mark-up the following day.

The next issue of the NABE News will provide details of the full Committee's action on Title VII reauthorization.

SENATE

On March 26th, Senator Dan Quayle (R-Ind.) introduced S. 857, his second bill during the 100th Congress to amend the Bilingual Education Act (see previous issues of NABE News for description of his other Title VII amendment bill, S. 383). Although Title VII is scheduled to expire next year, S. 857 makes no provision for reauthorizing the Bilingual Education Act nor does it provide for any increase in Title VII budget authority.

S. 857 would replace the current maximum set-aside for English-only instruction programs of 10% of total appropriations with a mandatory set- aside of 25% of all Title VII appropriations. The existing requirement that 75% of all Part A grants be reserved for transitional bilingual education programs would be replaced with a 60% fund reservation. S. 857 "holds- harmless" for FY 1988 continuation grants governed by section 721(d)(1)(C) of Title VII.

S. 857 includes a provision developed by Senator Claiborne Pell (D-R.I.), the only Democratic cosponsor of the bill, which prohibits the enrollment of any student for more than three years in a Title VII-funded transitional bilingual education program, developmental bilingual education program, or special alternative instruction program.

Although no hearings were held on S. 857, Labor and Human Resources Committee Chairman Edward Kennedy (D-Mass.) agreed to hold a full-committee mark-up on S. 857 on April 2nd.

Discussion during the April 2nd Labor and Human Resources Committee meeting convinced Chairman Kennedy that further facts were needed, especially regarding the proportion of the LEP student population which is so scattered as to make bilingual education infeasible. Committee members accepted the Chairman's recommendation to suspend action on S. 857 until April 22nd (subsequently postponed until April 29th) pending response from the General Accounting Office (GAO) to factual questions regarding the LEP population.

SIGN UP A NEW NABE MEMBER TODAY! SPECIAL MEMBERSHIP ISSUE NEXT MONTH.

EDITOR'S DESK

Continued from page 2

Your advice will be taken to the tasks at hand and your interest in participating will be responded to - as someone once said, we need all the help we can get! And the help will contribute to making this newsletter the vehicle of communication and leadership we all want it to be.

Finally, let me give you a sense of what we plan to do with the two issues (May and June) that complete this volume - the first published by the national office. They give us a chance to get into a routine of publication with a break to stand back and look at what we are doing and want to do before we get going on the September issue and the monthly sequence that follows it. This first issue is primarily a report on the conference and the results of meetings and activities which need to be reported to the membership as a whole, hence, the nominating committee report, the resolutions committee report, the treasurer's report and the other information which the issue contains. We also are including information on next year's conference to get you thinking about Houston and to let you know we are on our way on the planning of that conference, expanding on what we learned in Denver as we continue the new process of a team effort including a local conference committee, professional conference consultants, and the Central Office/Board of Directors oversight of the process from beginning to end. The May issue will be sent to our regular, membership mailing list.

The next issue, to be distributed in June, will focus on the outreach activities of NABE - the state affiliates and their activities, the Special Interest Groups and what they plan to accomplish, and the Committees which carry out many of the functions of the association. We'll also take a good look at what NABE not only does at the national level, but how our activites provide service and help to the regional, state and local areas of our country. We may have appeared in the past to be a narrowly focused organization responding to the needs of unique groups but that is not our current self image or practice; we need your help in getting the word out to members of the general public who have similar interests to ours. We plan to make the June issue a membership drive issue, using our large preconference mailing list, state membership lists and other lists that we think contain the names of people who might be interested in participating in our effort through membership. We will also depend on you to distribute the information and get more people involved - to follow up on my challenge in the winter issue of *NABE News* for each of you to get at least one person to fill out and send in a membership application. And to take Josué González's challenge in this issue "to take a non-bilingual to lunch this week ... to take a few of them to visit bilingual classrooms and let them talk to kids." In his words, "...children never fail to convince -- bilingual education is not a nefarious enterprise."

We continue to work hard in Washington, in the state capitols, and in the local communities to achieve the goals described in our Mission Statement. The June issue of the *NABE News* and the unified voice of our membership and friends will help to get this word out as this organization and others contribute to the positive resolution of language issues in our society. We need the increased membership to be able to continue to be heard with the impact we should have. If it's going to happen, it is up to all of us!

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REMINDER

NCAS IMMIGRANT STUDENT SURVEY

The National Coalition of Advocacy for Students is conducting the first nationawide study of the status of immigrant children in public schools. NCAS asks all NABE members who work with such children to complete and mail the questionnaire distributed at the Denver conference to:

John Willshire Carrera
Immigrant Student Project,
NCAS
100 Boylston Street, Suite 737
Boston, MA 02116
617/357-8507

NATIONAL ASSOCIATION
FOR
BILINGUAL EDUCATION
1988
Bilingual Education
Teacher of the Year Award

Introduction

As the premier organization advocating quality bilingual education for children of Limited Proficiency, the National Association for Bilingual Education (NABE) is fully cognizant of the paramount role that classroom teachers play in educating those chilren to their fullest potential. Recognizing that without competent and dedicated bilingual education teahers, bilingual education cannot be successful, the NABE Exectuive Board wishes to honor all bilingual education teachers by honoring one individual from that group. We seek a person who best exemplifies the caring, professionalism, and commitment of the entire group. Eache year, beginning in 1988, NABE and its affiliate organizations will honor an outstanding classroom teacher who will be designated the Bilingual Education Teacher of the Year.

Nominations

Only affiliate organizations of NABE are eligible to nominate candidates. Affiliates may nominate one or more candidates depending on the number of affiliate members who are also members of NABE. A non-refundable fee per nominee must be paid by the affiliate for each of its nominations. These funds will be used to defray travel and lodging costs for the winning teacher to attend the NABE Conference.

Candidates quotas and application fees for 1988 are as follows:

# of Affiliate Who are also NABE Members	Candidates that may be Nominated	Application Fee
Under 100	1	$100
100-299	2	$175
300-399	3	$225
Over 400	Please contact the NABE Headquarters Office	

Nominations should be made without regard to age, sex, race, or religion. Affiliates may use nay method they choose for selecting candidates. It is recommended (but not required) that affiliates select their nominees through a nomination and selection process at the state level which begins at the local school level. The process may involve parents, administrators, and other teachers in selection of a chapter and/or state winner. State winners may then be nominated for the national competition.

Qualifications

Only teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. They should play active and useful roles in theri communities as well as in their schools. Finally, since public appearances and speaking opportunities may arise, candidates should be poised and articulate and willing and able to grant interviews and make public presentations. Candidates must be **fluently** bilingual. The most important qualification, however, is the candidate's proven ability to inspire LEP children **to learn.**

As part of its nomination(s), the affiliate organization is reponsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials must be submitted by the deadline specified in the last page.

1. **Background information** - use the attached data sheeet to provide basic information about your candidate(s).

2. **Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education and particularly in bilingual education programs. This narrative must be double spaced and should not be more than 4 pages long.

3. **Philosophy of Teaching** - this too must be written by the candidate and should reflect his/her commitment to the profession and contain a statement of the candidate's educational values.

4. **Professional Development** - participation in professional organizations and service committees, commissions, task forces, workshops, and conferences, etc. Recommendations or statements form organizations will be accepted.

5. **Membership** - in philanthropic or civic organizations as well as personal efforts to improve education and social conditions of the community. a sample of letters from appropriate persons will be accepted.

Selection of Winner and Alternate

A selection committee composed of members of the NABE Awards Committee and the NABE Board will select the Bilingual Teacher of the Year and one alternate from nominations received. Affiliate presidents will be notified of the status of candidate(s) in writing by February 15, 1988.

Affiliate organizations are responsible for arranging public recognition and for appropriate gift items for the finalist and state winners.

BILINGUAL EDUCATION TEACHER OF THE YEAR AWARD
DATA SHEET

Name: Home Phone:

Home Address:

Name and Address of School:

Name of School Principal:

School Telephone:

Grade Level(s):

Years in Present Position:

Previous Work Experience:

Academic Training:

Dates:	Institution Name and Address	Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the Bilingual Teacher of the year Award be shared with persons involved in promoting this award.

Candidate's Signature

- -

Guidelines, continued

Awards

The **Bilingual Teacher of the Year** winner will receive round trip transportation and lodging to attend the NABE conference and will be formally honored at the awards luncheon during the conference. He/she will also receive an engraved plaque and citation, an appropriate gift and NABE souvenir items. The alternate will receive an engraved citation and NABE souvenir items.

All nominations materials must be submitted before December 1, 1987, to:

NABE Honors and Awards Committee
National Association for Bilingual Education
1201 16th Street, NW, Room 409
Washington, DC 20036
202/822-7820

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An Educator's Opinion

Playing Tennis Without a Racquet

Ernest Boyer recently observed that if a child is not "linguistically empowered" in the early years, it is almost impossible to compensate for the failure later on. Academically, the child will be condemned to "playing tennis with a broken racquet."

Boyer may actually understate the case. I would suggest that children who miss the initial steps toward linguistic proficiency—children who are not from an early age acquiring new words, listening to stories, "playing" with language—have no racquet at all, no chance to participate in the literate exchange of ideas that is fundamental to learning.

Mary Hatwood Futrell
President, NEA

Limited English Proficiency (or LEP) is the most common phrase used to identify the burden carried by U.S. students for whom English is a new and perplexing language. Between 1978 and 1982, the number of LEP students increased by 20 percent—from 2 to 2.4 million. Today, the best estimates tell us the number stands at 3 million.

Heated controversy surrounds the issue of how best to assist these students, how to ensure that they are not forever condemned to economic and social failure.

Many fear that allowing non-English-speaking students to continue using their native language while learning English will splinter American society. So strong is this conviction that seven states have passed "English Only" laws. The most severe of these statutes—California's Proposition 63—aims to forbid even the most minimal accommodations to students with limited English proficiency. If the champions of Proposition 63 succeed, teachers—to cite only one chilling example—would not be allowed to send home notes written in the native language of non-English-speaking parents.

A new report casts a dark shadow of doubt over the soundness of this ideology. In *Building an Indivisible Nation: Bilingual Education in Context*, the authors contend that "English Only" instruction for LEP students *retards* the movement toward English proficiency. The report, prepared by a study panel of the Association for Supervision and Curriculum Development (ASCD), cites numerous studies showing that the more intensive the instruction in a student's *native language*, the better the results on English-language tests in reading, writing, and math.

The ASCD report strongly suggests that when—even with the best of intentions—we demand that LEP students abandon their native tongue at the earliest possible stage of schooling, we rob them of opportunities to develop linguistic skills critical to mastering the entire spectrum of academic subjects.

If students are to reach their full intellectual potential, they need time to experiment with the language they already know. *Building an Indivisible Nation* notes that the longer LEP children remain in a bilingual program, the higher their academic achievement *as measured in English*. Studies of students whose native language is Spanish or Navajo show that those who remain in a bilingual program for five or six years often exceed national norms in achievement.

This research discredits the myth that instruction emphasizing the student's native language retards the development of English. The opposite is true.

The authors of the ASCD report explore various ways to explain this paradox. They suggest, for example, that we can't unleash the potential of minority students unless we first empower minority students. And we cannot empower minority students unless *we value both their culture and their language*.

I find this argument persuasive. Every time we fail to show respect for our non-English-speaking students, we convey the message that we will accept them only if they repudiate their cultural identity. We thereby discourage them from exercising and mastering their own language. And that, as Boyer observed, leaves them linguistically disempowered. . . playing tennis without a racquet.

The ASCD study offers powerful evidence that if we expect our non-English-speaking students to become productive citizens—citizens capable of contributing to the life of our democracy and sustaining the health of our economy—we would do well to regard their native language as an invaluable asset, not as an unfortunate liability.

nea National Education Association
NEA · 1201 Sixteenth Street, N.W. Washington, D.C. 20036 · (202)822-7200

Editor's Note: See article by Dorothy Wagonner in previous issue of the *NABE News* for discussion suggests that these administration figures may be too low.

A SPECIAL THANKS

The Board of Directors and the NABE membership would like to salute those corporations, federal agencies, and school districts who contributed to Denver '87. In particular, we thank our Special Sponsors, who helped make this year's conference a productive and profitable one by underwriting the costs of special events. We urge our membership to support these friends of NABE.

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To the Sponsors and Exhibitors
Who Helped Make NABE's
16th Annual Conference
The Best One Ever

NABE MISSION STATEMENT

The National Association for Bilingual Education (NABE) is a broad based association founded in 1975 to address the educational needs of language-minority Americans. Members work to improve educational opportunities for language-minority populations and for all learners in the United States. NABE members are united by the belief that language pluralism and bilingual competence in English and other languages benefits the nation and all its citizens.

The historical concern of NABE's founders for educational equity for limited-English-proficient (LEP) learners and other members of language-minority populations has led to the establishment of the following goals:

- ensuring that language-minority students have equal opportunities for learning the English language and for academic success;
- involving language-minority parents in the process of schooling and in public policy decisions affecting them and their children;
- identifying and publicizing exemplary bilingual education programs;
- promoting and publishing scholarly research in the fields of language education and multicultural education;
- coordinating the compilation and dissemination of the evidence and knowledge which supports bilingual education;
- increasing public understanding of the importance of language and culture in the education process; and
- fostering the establishment of national language policies which meet the needs of a pluralistic society in an era of global interdependence.

These broad goals are augmented on a yearly basis by the Executive Board of NABE through the adoption of specific objectives which guide the work of the organization for the year.

Adopted by action of the Board of Directors
March 29, 1987

NABE NEWS
Room 407
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Washington, DC 20036

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NABE '88 Call for Papers -- Deadline August 15th

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE News

Volume X Number 5 June, 1987

The Bilingual Education Newsletter

Proposed English-Only Legislation Galvanizes State Affiliates; Mobilizing Coalitions Crucial

MASSACHUSETTS

Gilman Hebert
MABE President

Members of the Massachusetts Association for Bilingual Education played an active role in a coalition of education, community, and civil rights activists who sought to counter two bills to declare English the official language of the Commonwealth. Sponsors of both bills serve on the Joint Committee on State Administration, before which a public hearing on the bills was held on March 4, 1987. In 6 hours of testimony, only two people spoke in support of the measures; over 30 people testified in opposition. Included were educators, parents, children, civil rights lawyers, immigrants, refugees, the State Attorney General, and several state Senators and Representatives - - people from all walks of life.

Their testimony emphasized that an official English-only policy would threaten many important services to non-English proficient persons including, but not limited to, bilingual education, court and health care interpreters, the constitutionality of Miranda warnings in languages other than English, and various other state programs and projects. Also, as Attorney General Shannon said, "Rather than serve any compelling or even important state purpose, I fear that (these proposals) before you (are) likely to encourage bigotry, devisiveness, and resentment of members of minority groups." He also said that the bills, if enacted, were likely to create legal chaos. Moreover, neither of the bills would help anyone learn English.

The Joint Committee on State Administration met privately in Executive Session and voted to refer both bills to a Study Commission. While this is a legislative tool often used to let bills die, MABE and

Continued on page 6

TEXAS

Mary Jane Garza
TABE President

Once upon a time in the land of the free and the home of the brave, a malignant cancer invaded Texas. This cancer had already invaded 10 other states under the guise of the English-only movement. English-only legislation was filed as HJR 55 in the Texas State Legislature on March 2, 1987 -- Texas Independence Day. Rep. Al Luna (D-Houston) obtained a majority of signatures from House members to signify to the media that Texans in the state were not supportive of this resolution. The objective was to kill the measure before a hearing would be called.

On Good Friday at 2:00 P.M., I received a call alerting the Texas Association for Bilingual Education that a hearing on HJR 55 would be held on Easter Monday, April 20, 1987 at 4:00 P.M. Could TABE testify? Mama mía, todo mundo ha salido en vacaciones. Could this possibly be a set-up?

María Elena Martínez, TABE Legislative Chairperson, sets the TABE network into action. I call Joe Beard, Sarah Meléndez, and Lori Orum to ask for assistance. I cancel my husband's Easter weekend plans. We spend the weekend writing the testimony. Obtaining an airline reservation on a flight to Austin during Easter weekend is a feat in itself. Now, why would a hearing be called on such short notice during a holiday period? Ni lo comprendo. Could there be a hidden motive?

On Monday afternoon, the English-only group is well-organized and their testimony is orchestrated. The hearing begins at 4:00 P.M. and ends at 8:15 P.M. The media conveniently exits prior to our testimony. Rumor has it that the resolution will be re-

Continued on page 6

RHODE ISLAND

Jane Yedlin
RIABE/ESL President

Our local affiliate (a joint affiliate of NABE and TESOL), RIABE/ESL, led a coalition of local groups in a successful effort to kill an Official English bill in the R.I. Legislature's Health, Education, and Welfare Committee. RIABE/ESL members made a badge which was passed out to our "friends" at the entrance to the State House on March 26th, the day of the hearing. The sheer number of spectators wearing our badges was impressive.

We were gratified that members of the committee which heard the bill, mostly 1st and 2nd generation Americans themselves, spoke out strongly against the bill and debated with its sponsor before we even began our testimony.

There were many eloquent and moving testimonies from representatives of Portuguese, Hispanic, and Southeast Asian organizations, as well as from members of university, public school, adult education, and foreign language faculties, clergy, and legal assistance groups.

Continued on page 7

BULLETIN

Saff in OBEMLA report receiving a memorandum from Carol Pandás Whitten announcing her resignation effective the end of June. No further information is available as we go to press.

*****

Thanks to the many people who have returned their Reader Survey. Results will be reviewed in September. See you then!

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Betsy Morris

Editor Emerita
Nancy Zelasko

NABE NEWS, the newsletter of the National Association for Bilingual Education, is published 10 times per year (September through June), effective May, 1987. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	Single Issue	5 Issues	10 Issues
Full Page	$250	$1,000	$2,000
Half Page	$175	$ 700	$1,400
1/4 Page	$125	$ 500	$1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph Beard
National Office Administrator

Carolyn L. Riddick,
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Room 407
1201 16th Street, NW
Washington, DC 20036
202/822-7870

FROM THE EDITOR'S DESK

and Notes from the NABE Central Office

by Joseph W. Beard

As a person who has spent many years in classrooms and on campuses, and whose internal clock still ticks to the beat of the academic calendar, this time of year means many things. It has always meant relief from the hectic pace of the school year -- that the feeling of hanging on by a thread will end soon, and a change is right around the corner. All parents, teachers and administrators, particularly those involved in bilingual education, carry the responsibility for maintaining an atmosphere of understanding, excitement, and learning in spite of the many contrary pressures. They must build a positive vision of each learner's potential to succeed at the level of his or her own dreams and abilities, not at a level presumed by the forces of bias and restriction.

This year has been more difficult than most for those of you who toil in the schools and colleges on behalf of learners with limited proficiency in English. The attacks on bilingual education and the implication of the English-only movement have demanded that you defend the policies and practices which logic, research, and the General Accounting Office of the U.S. Government have determined do indeed work. (See the GAO's Report: **Bilingual Education: A New Look at the Research Evidence.**) We know that learners learn best when taught in a language they understand and that the development of English language skills is best achieved in a good bilingual environment. The Report vindicates our position that bilingualism is a vital resource, to be encouraged not only through the implementation of "foreign language" education for English-only students, but also by capitalizing on the rich cultural traditions of our nation's multi-lingual communities. We can and must encourage learners from non-English backgrounds to maintain their home language while adding the English skills necessary for success here in the United States. English-only means the subtraction of other languages in order to achieve some image of a "melting pot." Our work calls for English-Plus and a "salad bowl" view of society.

So, to all of you who have fought the good battle, who have maintained your sanity and achieved good things for your students and the bilingual community -- good fortune as you embark on your well-deserved break. May the summer months provide refreshment and recreation, whether you continue to work, study, or recharge your life forces through something completely different.

This time of year also brings a feeling of nostalgia, as I remember all the students and colleagues to whom I said goodbye each spring. There was always a mixed sense of sadness and pleasure in knowing I had opened some new doors for people, but wondering if I would ever see or hear from them again. The same thoughts occur now, as I think of the change in our own Board of Directors. Eight of the ten members of this year's Board now leave their official role with NABE, though I hope they will maintain their commitment and involvement. Thanks, good luck, and good voyage to: Gene Chávez, who completes the three-year sequence of President-Elect, President, and Past President; to Paul Martínez, who retires as Vice-President of NABE, but will be President of the New Mexico State Affiliate; to Janice Schroeder, who served as Secretary while searching for new professional horizons in Oklahoma and Arizona, and has now accepted a position in Alaska; to Reynaldo Macías, whose work as Treasurer carried us through a complete audit and will live on in the improved financial operating procedures of the organization; to Juan Sánchez, whose vitality and involvement on behalf of parents has kept us aware of the need to broaden our work; to Bernard Cohen, Eastern Regional Representative, who overcame personal difficulties to attend and keep our wits sharpened at Board meetings; to Gay Kingman, Central Regional Representative, who kept us mindful of our Native American communities, and to Stan Paz, who made time from his busy schedule as deputy superintendent of a large school district to represent his Western Regional constituency. To all of you -- keep in touch!

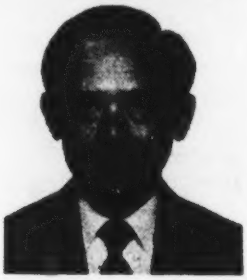
• • • • •

Question: ***What was missing from the May issue of the*** **NABE News?**
Answer: ***A NABE membership form.***

We must increase our membership in order to continue the work described by President Tran, Counsel Lyons, and our State Affiliate Presidents in this issue. Let others know of our efforts on behalf of all bilingual educators and learners. There is a form on pages 11 & 12; please fill it out or pass it along. Help us -- help them -- help yourselves!!!!

A Message from the President

Dr. Hai Tran



June 1, 1987 highlights a very special and significant day in my life. It is the day I become the 13th president of NABE. It is a great honor to serve in this capacity; I'm grateful to all of you who have placed your trust in me and provided me with this opportunity

NABE is a broad-based organization of parents, community persons, students and professionals who believe in and are advocates of bilingual education. The goal of NABE is to promote and develop bilingual education as the most effective approach to educate language minority children properly. Let us not forget that NABE was born out of a civil rights movement. As NABE grows and becomes mature, its image and role in the America system of education also changes. However, no matter what its perceived image may be, NABE's central mission stills remains the same: to serve those children who enrich this society with their talents, skills, language and culture, but who are considered by some as problems, liabilities and burdens to our communities.

During my term as President I will, to the best of my ability, devote my time and energy toward strengthening NABE's professional image, enhancing the role of NABE in the American education system and improving NABE's services to its members. To this end, I would like to share with you the plans for 1987-88 activities.

NABE's needs have changed. To identify and address these new needs, the Commission on NABE 2000 has been established under the able leadership of our esteemed past president, Dr. Josué M. González. This Commission is to conduct a long-term study and make recommendations for the restructing of NABE so that it will be able to cope with international developments and changes in American society. This coming year is crucial as the commission clarifies its objectives and develops its work plan.

Also of great importance this year are NABE's activities in the reauthorization of Title VII legislation. With the English-only movement mounting attacks on bilingual education thoughout the country, and the current administration's attempt to shift the focus of Title VII, we bilingual educators and advocates of bilingual education have to work harder and harder to keep the bilingual program bilingual, as it was originally intended to be. James Lyons, NABE's Legislative Counsel, has this challenging task mapped out for him. He needs our help and support.

One of the central issues for NABE has been, "what does NABE do for its members?" We in NABE are aware that bilingual education is not the sole property of any particular ethnic or linguistic group. We believe in bilingual education for all language minority children. Certain groups within NABE may feel that their needs have been neglected. In order to address the legitimate concerns of new immigrants and refugees as well as those of indigenous groups, I will recommend to the Board, at its first meeting this month, that it establish two new Ad Hoc committees, one on immigrant and refugee concerns and the other on Native American issues. In addition, a third Ad Hoc committee will be established this year to deal with the issue of professional standards in bilingual education. As the field of bilingual education grows in size and in status, we also need to improve ourselves professionally. This Ad Hoc committee on standards will be charged with the task of developing professional standards for teacher training programs and for the discipline in general.

I believe the question, "what does NABE do for its members?" is not fully answered until NABE takes steps to address the needs of its grass-roots members: the parents, teachers, aides, and administrators who play varied roles in the development of state legislation and regulations for bilingual programs and the implementation of those programs in local school districts. To equip these members with knowledge of the latest developments in bilingual education, a series of language and bilingual education policy workshops will be conducted throughout the country. This activity will also serve to strengthen NABE's relationship with its state affiliates. James Lyons again has been charged to develop a plan for this activity.

In addition, a series of regional workshops on issues and methods in bilingual education, to provide basic training and refresher courses, are being planned for all of those involved in educating children. It is our hope that the planning for these workshops will be completed in the fall with the first of the workshops held during the second part of the school year.

One purpose of these efforts is to maintain a strong membership for NABE. Toward this goal, we must increase membership at all levels. The Carnegie Corporation grant received last year has enabled NABE to create the position of National Office Administrator and Dr. Joseph Beard has been recruited. Part of his job is to develop and implement a plan to increase membership. Working with the Membership Committee, Dr. Beard will established short term and long range goals, with an immediate goal of doubling NABE's membership this coming year.

This plan of activities is an ambitious one; it requires a great deal of wisdom, energy, and perseverance. Neither I nor the Board nor the committees can make this happen alone. This is NABE's plan. This is your plan. This is our plan. Let us work together to continue NABE's tradition and to create the changes necessary to allow NABE to better serve the needs of language minority children. Let us work together for the *Future of the Children*. Together we can achieve what we cannot do alone. NABE needs your support!

Work in Japan
Individuals with a degree or experience in TESOL or Linguistics who are interested in teaching English for one year in Japan to employees of major corporations and government ministries should write to:
International Education Services
Shin-Taiso Building
10-7, Dogenzaka 20-chome
Shibuya-ku, Tokyo 150 Japan

SPECIAL INTEREST GROUPS

1986-87 REPORTS

Special Education

The Bilingual Special Education Special Interest Group has sought to promote bilingual special educational activities nationwide. In 1986-87, efforts were made to establish contact with Carol Pendás Whitten (Title VII Administrator) for an update on the position of her office relative to the 1985 report of the Task Force on Bilingual Education. A member of the Task Force, NABE Legislative Counsel, the SIG Chairperson, and the Assistant Executive Director for Ethnic and Minority Concerns of the Council for Exceptional Children, made an appointment with the Director which was cancelled by Ms. Whitten because she did not have a copy of the report published by her office. The SIG Chairperson mailed her a copy of the report and attempted to re-schedule the appointment, but her efforts have yet to succeed. Calls and letters remain unanswered.

The Chairperson and several SIG members attended the Council for Exceptional Children's Symposium on Ethnic and Multicultural Concerns in Dallas, Texas, a summary of which was sent to the membership in the form of the ***SIG Newsletter***. Efforts have also been made to encourage SIG members to submit relevant proposals to CEC's Futures Conference, to be held in Orlando, Florida next November.

The SIG chairperson has served as a resource for information in the field, helping regional representatives organize local conferences, giving conference presentations and workshops, and generally promoting the cause of bilingual special education.

New structure and new leadership for the SIG were discussed at the annual business meeting in April. Given the numbers of new people who have joined, it was decided that the SIG would be structured with a Chair and Regional Representatives. Representatives were chosen at random from those present and asked to serve.

Julie Rosado, from the California State Dept. of Education, volunteered to use the SpecialNet computer network to disseminate information. Josie de León of the University of New Mexico is the new Newsletter editor; an issue is projected for late summer. Dr. de León may be reached at the UNM Dept. of Special Education, Las Cruces, NM 88003. Members are encouraged to send information to her.

It was suggested that the SIG could gain greater visibility by taking a more active political stance, questioning candidates for Boards of Governors. The SIG also needs to examine the English-only movement in light of its effect on special education, and to stay informed of what is happening on Capitol Hill.

Eda Valero-Figueira will continue as SIG chair, working closely with new members to ensure continuity. She will also continue efforts to meet with OBEMLA, and serve in an advisory capacity to people interested in our field. For more information, contact Eda Valero-Figueira, George Mason University, Fairfax, VA 22030.

Global Education

The Special Interest Group for Global Education held its annual business meeting on March 31, 1987 at the Denver Conference. Members congratulated themselves on the completion of the successful international symposium at Oaxtepec, Mexico. Papers from the conference are being edited by Drs. Ernesto Bernal, Northern Arizona University, Concepción Valadez, UCLA, Michael Canale, Ontario Institute for Studies in Education, Toronto, Canada, Carlos San Miguel, Secretaría de Educación Pública, México, and Gene Chávez, Center for Multicultural Outreach, Overland Park, Kansas. The publication will be made available to the NABE membership.

The group discussed activities for the next year, including sponsoring a symposium at the Houston Conference in 1988. It was agreed that the SIG would continue working to inform the NABE membership about the advantages of bilingualism for all students and the prevalence of bilingualism and bilingual education worldwide. Dr. Eleanor Sandstrom, former Director of Bilingual Education in the Philadelphia Public Schools, was elected as the 1987-88 chair. For more information, contact:

Dr. Eleanor Sandstrom,
7412 Tookany Creek Parkway,
Cheltenham, Pennsylvania 19012
215/634-5957.

Higher Education

The Higher Education SIG of NABE held its annual business meeting on April 1, 1987 during the 16th Annual NABE Conference in Denver, Colorado, and set the following goals for 1987-88:

1. Share information regarding activities and issues in Higher Education. The SIG plans to develop a newsletter in cooperation with Newsletter Editor, Linda Ekman Simmons and will cooperate with Vice-Chairperson, José Ruiz, in a pilot study related to the status of the Title VII Fellowship Program.
2. Establish and maintain linkages and coordination with local and state education associations, and multifunctional resource centers.
3. Plan and implement at least one activity relevant to higher education in each region: Eastern, Central, and Western. Higher Ed SIG representatives will hold a special meeting during the 1987 National Management Institute for Title VII Directors in Washington, D.C.
4. Publish articles in the *NABE News* and submit articles for publication in the *NABE Journal*. (Editor's Note: Many Thanks!) SIG members should mail articles directly to either Joseph W. Beard, Editor-in-Chief, *NABE News*, Room 407, 1201 16th Street, NW, Washington, DC, 20036 or to Reynaldo Macias, *NABE Journal* Editor, University of Southern California, School of Education, University Park WPH 702, Los Angeles, CA 90089. A copy of the cover letter should be sent to the Higher Education SIG Chairperson.
5. Coordinate with the NABE Publications Standing Committee and the Research and Evaluation SIG of NABE. This will include developing a proposal for a presentation at the NABE '88 17th Annual Conference in Houston. Chairperson Reyes will submit the proposal on "Current Issues in Bilingual Higher Education" and coordinate the activity.

For more information on the activities of the SIG, contact:

Dr. Vinicio H. Reyes
Governors State University
University Park, IL 60466

THE VIEW FROM WASHINGTON

By James J. Lyons, Esquire, Legislative & Policy Counsel

Bilingual education continues to draw extraordinary attention in Washington. During the last month, the House Education and Labor Committee reported out H.R. 5, an omnibus bill amending and reauthorizing federal elementary and secondary education programs including ESEA Title VII (the Bilingual Education Act), and the Senate Labor and Human Resources Committee approved a modified version of S. 857 which changes but does not reauthorize current Title VII law.

HOUSE OF REPRESENTATIVES

Subcommittee Action on H.R. 5 & H.R. 1755

As reported in the last edition of the *NABE News*, the House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education approved H.R. 5 on April 8th. The Subcommittee-approved legislation included H.R. 1755, the Title VII reauthorization bill introduced by Chairman Augustus F. Hawkins (D-CA) and Representatives Dale E. Kildee (D-MI), Matthew G. Martínez (D-CA), and Bill Richardson (D-NM) which NABE helped to develop.

In the Subcommittee, debate over bilingual education centered not on the substantive provisions of H.R. 1755 but on an amendment by Representative Steve Bartlett (R-TX). The Bartlett amendment proposed to increase the funds available for special alternative instruction programs (SAIP) from 10% of total Act appropriations to 25% of Part A appropriations. While the amendment included language to "hold-harmless" funding for transitional bilingual education program grants at the current FY 1987 level, other Part A programs were not protected from potential funding cuts resulting from the diversion of resources into SAIP grants. The amendment also proposed to replace the existing reservation of 25% of total appropriations for Part C training and retraining activities (reservation continued under H.R. 1755) with a "hold-harmless" funding level pegged to current appropriations.

Representative Bartlett's amendment also contained a provision regarding the intended duration of Title VII programs. The provision stated that grants for transitional bilingual, developmental bilingual, and special alternative instruction programs "shall include curriculums designed to achieve competence in the English language within three years while allowing the child to meet grade-promotion and graduation standards." The amendment further specified that it should not be interpreted "to require that a student exit a bilingual program before the student is proficient in English."

After prolonged vigorous debate, Chairman Hawkins asked Representative Bartlett to withdraw his amendment so that members could attempt to fashion a bipartisan compromise prior to full committee mark-up of the bill. Representative Bartlett complied with the Chairman's request.

Full Committee Action on Title VII Compromise

The House was in recess April 11 - April 20 for the Easter District Work Period. Before leaving Washington, however, the original sponsors of H.R. 1755, Representative Bartlett, and the ranking minority members of the Subcommittee and full Committee, Representatives William Goodling (R-PA) and James Jeffords (R-VT), began discussions to develop a compromise to the Bartlett amendment. Additional discussions were held when these members returned to Washington.

When the full Education and Labor Committee met to mark-up H.R 5 on April 21st, the Committee agreed to put off until the next day action on the bilingual education section of the bill so that members might have more time to work out a compromise. Minutes before the Committee met on April 22nd to finish marking up the omnibus bill, Chairman Hawkins and Representatives Bartlett, Goodling, and Kildee agreed on a compromise. In place of the current 10% (of total Title VII funding) ceiling on SAIP grants, the compromise provides a series of funding reservations to control the allocation of funds between SAIP and other Title VII grant programs. Under the compromise, future Title VII appropriations would be distributed as follows:

- At least 60% of all appropriations must be reserved for Part A grant programs (as under current law).
- Part B programs are not protected by a funding reservation (as under current law).
- Part C training and retraining programs are guaranteed the greater of FY 1987 funding plus annual inflation adjustments or 20% of total funding. This compares with a flat reservation of 25% of total funding under current law.

Within Part A, funding for transitional bilingual ed (TBE), developmental bilingual ed (DBE), and SAIP would be held-harmless at FY 1987 levels with automatic annual inflation adjustments. The other three Part A grant programs -- family English literacy programs (FELP), programs of academic excellence (AE), and programs for special populations (SP) -- would be guaranteed aggregate funding equal to FY 1987 levels plus annual inflation adjustments.

Appropriations in excess of the amounts needed to meet these minimum funding levels would be distributed as follows: 70 - 75% for SAIP; 25 - 30% for TBE and DBE; in FY 1988, the first $1 million is reserved for DBE with an annual increase of $150,000 each succeeding fiscal year; any remaining funds are reserved for TBE. When the full Committee met and turned to bilingual education, Representative Kildee outlined the provisions of the compromise amendment. Mr. Kildee said he "reluctantly" agreed to the compromise because he feared that the Title VII reauthorization legislation might be seriously damaged by floor amendments if the omnibus bill were reported out of Committee without bipartisan agreement. He stressed that the "hold-harmless" levels specified in the compromise amendment would prevent Secretary Bennett from diverting existing monies from successful bilingual programs to monolingual programs of dubious merit; and that the automatic inflation adjustments would protect the current-service levels of dual-language grant programs.

Chairman Hawkins spoke in favor of the compromise, emphasizing the importance of bipartisan support for the reauthorization legislation and the meritorious changes in Title VII effected by H.R. 1755.

Representatives Martínez and Richardson, the only Hispanic members of the Committee, spoke against the compromise. Representative Martínez cited the "overwhelming" evidence before the Committee -- the GAO Report, the testimony of witnesses, the Department of Education's own studies, and the statements of educational advocacy groups -- attesting to the superiority of dual-language programs for LEP students. Noting that Title VII had already suffered a 245% loss of resources due to budget cuts and inflation under the Reagan Administration, Representative Richardson decried

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MASSACHUSETTS

Continued from page 1

the coalition are aware that the bills could later be resurrected. The situation requires vigilance in staying informed on the composition of the Study Commission and its activities.

One of the special stars of the hearing was 6 year old Marisa Torres, a student in a special bilingual program in Springfield, Massachusetts. According to Dr. Yolanda Ulloa, Bilingual Director for the Springfield Public Schools, Marisa spoke first in Spanish, without notes or prompting, of her love for school and her multicultural friendships. She then stopped and said in English that, for those who were not lucky enough to speak two languages themselves, she would translate. Her testimony visibly moved several of the legislators present and was met with much applause.

Marisa came as part of a large contingent of parents and educators from Springfield, which has an extremely active community/parent organization. She is in her second year of a part-time transitional program which emphasizes the development of native language reading and writing skills while teaching oral English comprehension. As soon as students can read in their own language, they begin English reading and writing, usually in the first grade. The program, to the regret of Dr. Ulloa, a member of both MABE and NABE, goes for only 2 or 3 years, according to the child's need.

The Coalition for Bilingual Education, spearheaded by civil rights lawyer Alan J. Rom, was formed by parents, educators, and advocacy groups throughout the state, to coordinate responses to this and other legislation affecting bilingual education programming. Associations dealing with language, specifically foreign language teachers, English as a Second Language, Massachusetts Language Association, and the Council of Teachers of English were contacted to testify or asked to send a telegram to the Committee holding the hearing. The coalition and MABE made a special mailing to inform their members of the issues, asking them to respond also; the mailing included names and numbers of key legislators to contact. Key people, including several civil rights lawyers from Harvard, spoke on the issues. Finally, the Coalition organized a briefing with the Senate and House Chairs of the Education Committee to review the hearing process, inform them of the implications if the legislation passed, and determine from the committee members what the coalition should or could do to defeat the legislation.

On March 26, the Coalition for Bilingual Education also brought over 500 people from throughout Massachusetts to the State House in Boston for a demonstration and to testify on two other bills affecting the Massachusetts Transitional Bilingual Education Act. One bill, which the Coalition supported, strengthened the Act by requiring that over a 3 year period, ESL teachers take all the courses now mandatory for ESL certification, at no cost to themselves, eliminating a "grandfather" provision in current regulations. This bill has subsequently been reported out of the Joint Education Committee with unanimous approval. The second bill, opposed by the Coalition, would give school districts the option of implementing ESL or structured immersion programs rather than a full transitional bilingual program. Its fate is unclear; opponents are attempting to scuttle it in the Joint Ways and Means Committee before it can reach the Senate, where its sponsor may be able to prevent it from being killed. Coalition members have since sought to ensure that data requested by the Committee on TBE, ESL, and structured immersion programs are accurate.

(Excerpted from a report by Alan Rom, published in the MABE newsletter.)

JOIN NABE - AND BRING A FRIEND
Membership form on pages 11 & 12

TEXAS

Continued from page 1

ferred to subcommittee. Death to the resolution is expected at the subcommittee level. Parece que he óido de la muerte de la resolucion anteriormente.

Our Legislative Chair, María Elena, and I keep calling our contacts in the legislature to find out who has been named to the subcommittee. We call on Monday, Tuesday, and Wednesday - each day the same response: "The subcommittee has not been named." Pero que no somos tontos, we know as soon as the subcommittee is named, TABE will call, write and visit each subcommittee member. Pero ellos tambien saben lo que pensamos.

On Friday at 4:10 P.M. (pero como les gustan los viernes) I receive a telephone call. The conversation goes something like this, "Mary Jane, I am glad I found you. The subcommittee was named yesterday afternoon, the Chair called a meeting this afternoon for this afternoon. The subcommittee has voted HJR 55 out of committee -- 4 voting for HJR 55, 0 against and 1 absent. Now HJR could go to the full committee on Monday. Get your members to call and can you be here (in Austin) on Monday and visit with the members of the full committee?" XX??#$%^XX (censored) are the thoughts that go through my mind. María Elena, the TABE Board Members, and the Affiliate Presidents begin legislative action proceedings.

On Monday May 11, 1987, I board the airplane at 7:15 A.M. and spend the day lobbying. I return home at 9:00 P.M. Our strong supporter and advocate Rep. Lena Guerrero (D-Austin) surveys the remaining 12 members of the committee. Eight members of the remaining 12 have told Rep. Guerrero that they will vote against HJR 55.

Rep. Guerrero says to continue our work. She believes HJR 55 will die in one of two ways: either it will not be brought up in the full committee or the 8 representatives will be able to vote it down. Rep. Guerrero has done her homework and has lined up her supporters in the House. She and Rep. Al Luna continue to work with TABE and guide our actions. They both believe HJR 55 will not survive this session.

I want to believe HJR 55 is dead but until this session ends on May 31, 1987, I cannot. A poll was conducted (you and I know quien es responsible for the poll) which shows that 70% of the Texans surveyed are supportive of making English the official language. The results of this poll were released on May 17, 1987. I am positive the results will be used to try to influence the committee members to vote in support of the English-only measure.

For those of you who have not yet faced the English-only group, they are well orchestrated, able to mobilize supporters quickly, effectively, and by the bus-loads. The testimony they present is scripted in advance, but delivered by individuals who present from the heart. All the people testifying really believe what they are saying.

In order to counter the movement, friends in the legislature are the key element. If a hearing is called, our testimony must be orchestrated as well as that of the English-only supporters. Parents, children, and teachers should be called on to speak. Follow-up calls to legislators are a necessity. Anything and everything is possible in the land of the free and the home of the brave.

Consider a donation to NABE, to assist in the national effort to counter English-only and promote English Plus.

RHODE ISLAND

Continued from page 1

RIABE/ESL members prepared for the hearing by contacting their representatives and by going to visit members of the HEW committee to discuss the issues in advance. Several flyers were prepared and distributed. Potentially influential speakers were contacted and asked to testify, each from a particular and strategically planned perspective.

We had to wait several weeks for the good news that the bill had died in committee. In September we will begin to plan long term strategy in the event that this issue rears its ugly head again.

* * * * *

Nine RIABE/ESL members later responded in print to coverage in the Providence *Journal* which depicted the bill's opponents as "close to 40 immigrants." The letter stated that those attending the hearing also included American citizens of Italian, Portuguese, Hispanic, Jewish, Irish, Armenian, German, French, and English descent. They also clarified the *Journal's* report that Rep. John Hernandez had said that no one proposed making English the state's official language when Italians first came over to this country, saying that he actually said that today's immigrant groups, like the Italian immigrants of previous generations, do not need a law to see the importance of English. The group then called on Rhode Islanders to support a bill proposed by Rep. Hernandez to fund education for LEP children and adults.

STATE AFFILIATES
Keep us informed!

Let us know what is going on in your state: coalitions, issues, legislative action, local parent and community events, innovative programs, and other activities of NABE/state members and your organization. We can also take news over the phone or through MCIMail! The deadline for submitting articles or information for the *NABE News* is the fifth of the month preceding the month of publication. We want to get each issue in the mail before the first of the month of publication.

CONNECTICUT

Tomas Z. Miranda
CABBE President

The Connecticut Association for Bilingual/Bicultural Education held its annual conference on March 21, 1987. About 300 people attended workshops and heard state and local legislators who provided an update on English-First legislation. A Parents Institute was held also. Throughout the year, CABBE was very active in networking and brokering information with other organizations in the state to combat English-only legislation. CABBE met with small groups of legislators and provided training to lawmakers on the issues of bilingual education and the implications of passage

CABBE has inititiated its Bilingual Educator of the Year Award. Mrs. Matilde Suarez of Stamford, CT was selected by a search committee, and received a plaque and $100 to spend on instructional materials for her classroom. CABBE plans to send next year's winner to the national conference in Houston.

OHIO

Angela Zaccardelli
Acting OAMBE President

The Ohio Association for Bilingual/Multicultural Education has been reactivated in response to English-only measures considered in the Ohio Legislature. The bill is not yet out of committee, but may be integrated into other legislation to be released for vote on July 1. NABE State Affiliate President Angela Zaccardelli was one of 250 educators and parents galvanized by the 7th Annual Bilingual/Multicultural Education Conference sponsored by the Cleveland Public Schools and the Ohio Dept. of Education held in Cleveland on May 1st and 2nd, 1987. Old and new OAMBE members will have met by May 30th to discuss their work for 1987. They are considering their role in a state-wide petition drive against the English-only legislation, and a public forum to discuss pros and cons of the issue.

For more information, contact: Angela M. Zaccardelli, 5556 Ridge Road, Parma, Ohio, 44129.

Did you pass by the Call for Papers? Clip out the two-page insert and post it to remind yourself and your colleagues. Final Deadline is August 15, 1987. Plan your contribution to NABE '88!

KANSAS

Tullo Tablada
KABE President

The Kansas Association for Bilingual Education (KABE) held its annual meeting, May 6-9, 1987 attended by 200 delegates from school districts throughout the state. Dr. Hai Tran, President of the National Association for Bilingual Education as of June 1st, 1987, opened the Conference with a call for response to the small but growing numbers of Americans seeking to amend the Constitution to make English the official language of all Americans. Seven states - California, Georgia, Illinois, Indiana, Kentucky, Nebraska, and Virginia - have enacted legislation making English their official state language; fifteen other states have considered or are considering the same step.

The NABE President pointed out that English-only movements have historically surfaced during periods when large numbers of non-English speaking immigrants were moving here, as has been the case in recent years. Movement goals have usually been to limit the number of immigrants, he said. "Some people believe that English is the primary glue that binds us together, and that we must preserve and protect that. They believe that it's threatened by bilingual education. But the English-only amendment doesn't do anything to increase the number of people who can speak English. And the vast majority of people with limited English skills want to become proficient (in English)." He pointed out that there are not enough programs or enough funding for those programs to help everyone who wants to learn English, particularly adults past the age of public school attendance.

Conference participants were urged to let their state and Congressional representatives know of the success stories in bilingual education. "Most of the time people oppose bilingual education from hearsay and secondhand information," Dr. Tran said. He then cited the report released this spring by the U.S. General Accounting Office in which seven of 10 language experts surveyed at length judged bilingual education to be the most effective way of teaching children English.

Excerpted from an article in the *Garden City Telegram*, May, 8, 1987.

National Association for Bilingual Education
Seventeenth Annual International Bilingual/Bicultural Education Conference

Houston, Texas April 25-29, 1988 Hyatt Regency Hotel

BILINGUAL EDUCATION: EXCELLENCE TOUCHES THE FUTURE

A CALL FOR PAPERS AND PRESENTATIONS

Program Committee

Sylvia C. Peña, Co-Chair Ruth B. Carter, Co-Chair

I. General Information

Proposals for papers, symposia, workshops, SIG sessions, and pre-conference institutes are invited and encouraged from teachers, administrators, researchers and other educators worldwide. Presentations may cover effective techniques, strategies, programs, materials, as well as research and theoretical presentations.

Proposals should be mailed as soon as possible, but postmarked no later than August 15, 1987. This will allow the committee to meet review, notification, and printing deadlines in a timely fashion. Members can then receive conference program materials enough in advance of the meeting to plan accordingly.

Pre-conference institutes are intensive sessions of three or six hours in length. Regular conference sessions, consisting of paper presentations, workshop/demonstrations, symposia, and SIG sessions are generally scheduled for a 1 1/2 hour period.

Individual papers on related themes will be grouped with a session chair and other discussants. There will also be invited speakers for major sessions throughout the conference.

II. General Policies

NABE does not pay for audiovisual equipment used by presenters. If AV equipment is required, please indicate your request on the proposal cover sheet; you will be billed for the equipment after the conference.

Requests for SIG sessions must be submitted by bona fide NABE SIG chairs. The same information and materials are required as for other presentations. The same deadlines also apply.

Presenters must register for the conference and wear their badges throughout the meetings.

Only proposals which conform to the requirements stated in the Call for Papers will be considered for inclusion in the program.

III. Submitting Proposals

Proposal Cover Sheet: Three copies with all items completed, including signature of the contact person.

Summary: Four copies of a 2-3 page (8 1/2 x 11) single-spaced summary including: purpose/objectives, conceptual framework, methods/procedures, data sources, findings/conclusions, implications for future research/practice. Summaries for symposia should indicate the central topic along with abstracts of each of the presentation (within the 2-3 page limit).

Three copies of the summary must be blind copies with no author identification. One copy should list all presenting authors below the title and the name and address of the contact person on the upper right hand corner.

Proposals for symposia should include the name of a chair and discussants. It is the responsibility of the symposium organizer to inform all presenters of the acceptance of their proposal.

List of Participants: Two copies (8 1/2 x 11) of the names and addresses of all presenters. The name of the presenting author should be listed first in the case of multiple author papers/presentations. List last name first, address, and zip code (total of 70 characters, including spaces). This information will be used in the participants directory included in the conference program.

Envelopes: Include 3 stamped, self-addressed, business-size envelopes for acknowledgement of receipt of proposal, notification of review panel decisions, and information on time/location of session if accepted.

All proposal materials should be postmarked no later than **August 15, 1987** and mailed to:

Dr. Sylvia C. Peña
NABE Program Co-Chair
C&I; College of Education
University of Houston
Houston, TX 77004

Proposal ID#__________ Session ID #________

PROPOSAL COVER SHEET

1988 NABE Annual Conference

1. Title: ______________________________

2. Presenting author: ______________________________
(last name) (first name) (initial)
Affiliation: ______________________________ Phone: (___)________

3. Co-authors (list full name, affiliation, telephone number). For symposium, list chair and discussants.

4. Program entry: 50 word description of paper, symposium, workshop, demonstration, or institute for the conference program (please edit carefully):

5. Presentation format (mark one most appropriate):
___ Paper
___ Workshop/demonstration
___ Pre-conference Institute, 3 hour
___ Pre-conference Institute, 6 hour
___ Symposium
___ Special Interest Group

6. Subject Descriptor: Indicate one or two-word subject descriptors for your presentation (for example: Reading; ESL; Program Development; Program Evaluation; Research; Policy Issues; Theory; etc.).

A. __________________; B. __________________; C. __________________

7. Intended language group: ______________________________

8. Audio-visual equipment required: ______________________________

9. Signature of Contact Person: ______________________________

The following materials must be mailed by **August 15, 1987:**
Three copies of the proposal cover sheet.
Four copies of the summary (3 copies must not have any author identification).
Two copies of the list of participants: names and addresses.
Three stamped, self-addressed envelopes.

Mail to:

Dr. Sylvia C. Peña, NABE Program Co-Chair
C&I, College of Education
University of Houston
Houston, TX 77004

VIEW FROM WASHINGTON

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the amendment as further diluting federal support for vitally needed bilingual programs. Asserting that the compromise would allow school districts to move beyond the "traditional" approach of transitional bilingual education and to implement "modern" new instructional programs for LEP students, Representative Bartlett characterized the compromise as a "step-forward" for LEP students. Representative Bartlett's comments drew a sharp rebuke from Representative Bill Ford (D-MI), the Committee's ranking Democrat. According to Representative Ford, the compromise has "nothing to do with education or pedagogy; it is a political compromise, pure and simple, to deal with the political exigencies of the moment." The compromise amendment was adopted by a voice vote, with Representatives Martínez and Richardson voting in the negative.

Before the Committee reported out the omnibus reauthorization bill, it adopted an amendment concerning Title VII proposed by Representative Martínez. The amendment, suggested by NABE and the National Council of La Raza, was originally introduced by Representative Edolphus Towns (D-NY) as H.R. 2088. The Towns-Martínez measure amends the definition of family English literacy programs to include English, government, and history classes for aliens who are applying for temporary resident status under the Immigration and Nationality Act.

On May 22nd, the House of Representatives passed H.R. 5 by a vote of 401 to 1. No further amendments were made to the Title VII reauthorization provisions of the legislation.

SENATE

S. 857

During the first week of May, the Senate Labor and Human Resources Committee approved a modified version of S. 857, originally introduced by Senator Dan Quayle (R-IN) (see last issue of *NABE News* for background information). Although the Senate must take up reauthorization of the Bilingual Education Act during the 100th Congress, S. 857 amends but does not reauthorize current Title VII law.

The Committee's action followed intensive negotiations between Chairman Edward M. Kennedy's staff and staff working for Senator Quayle and Senator Claiborne Pell (D-RI)), the only original Democratic co-sponsor of S. 857. The negotiations resulted in important changes to the legislation. As originally introduced, S. 857 would have replaced the current maximum set-aside for English-only instruction programs of 10% of total appropriations with a mandatory set-aside of 25% of all Title VII appropriations. The existing requirement that 75% of all Part A grants be reserved for transitional bilingual education programs would have been replaced with a 60% fund reservation.

The compromise bill approved by the Committee changed the mandatory 25% set-aside of all Title VII appropriations for SAIP to a discretionary 25% set-aside of Part A grant funds. This permissive set-aside may also include all Part A programs other than TBE. Instead of reducing the mandatory reservation of 75% of all Part A grants for TBE to 60%, the Committee compromise bill specifies that the 75% set-aside for TBE may also include other Part A programs except SAIP.

The original version of S. 857 included a "hold-harmless" clause to protect grantees from loss of funds occasioned by the new funding formula. The clause, however, only referred to grants made in FY 1988 and only to those grants "to which section 721(d)(1)(C) applies" (section of Title VII authorizing fourth- and fifth-year grants under transitional and developmental bilingual education programs and special alternative instruction programs). In short, the "hold-harmless" clause would not have protected all existing Title VII Part A grantees against future loss of funds under the legislation. The "hold-harmless" provision in the Committee compromise bill applies to all Part A grantees who received awards in FY 1987 and covers all future grant years. While the "hold-harmless" feature of the amended Senate bill protects all existing grantees from cuts, it does not bar the Secretary from diverting funds freed-up by project terminations from dual-language programs to SAIP. The "hold-harmless" approach used by the House, on the other hand, protects not only grantees but also program funding levels from both diversion of funds to SAIP and inflation.

The Committee-approved version of S. 857 also modifies section 721(c)(3) of Title VII concerning the priority to be accorded to certain SAIP applicants. In place of the current priority to applicants who provide information regarding:

(A) the administrative impracticality of establishing a bilingual education program due to the presence of small numbers of students of a particular language,

(B) the unavailability of personnel qualified to provide bilingual instructional services, or

(C) the applicant's current or past efforts to establish a bilingual education program,

the bill states that applications for SAIP grants shall receive priority if the application is made on behalf of :

(A) a local educational agency having schools in which many languages are represented;

(B) a local educational agency that does not have personnel qualified to provide bilingual instructional services; or

(C) a local educational agency having a small number of students in the schools of such agency that because of isolation or regional location is unable to obtain a native language teacher. As originally introduced, S. 857 also included a provision developed by Senator Claiborne Pell to limit the period of a student's enrollment in certain Title VII-funded programs. Under the Pell provision, no student could be enrolled in a transitional or developmental bilingual education program or program of special alternative instruction for more than three years.

Although Senator Pell stated in Committee session that he actually would like to see an absolute 2-year maximum on the length of a student's enrollment in Title VII programs, he agreed to a compromise provision that bars a student's enrollment for more than three years unless the school "(i) conducts a comprehensive evaluation of the overall academic progress of the student, and (ii) the results of the evaluation indicate that failure to master English is impeding the academic progress of the student in meeting grade promotion and graduation standards."

The compromise provision permits a student's enrollment in a Title VII program for five years, if warranted, with evaluations required after the third and fourth year of enrollment. The provision also states: " Each evaluation shall indicate how the student's failure to master English will be addressed during the period a student is retained in a bilingual education program. The student's academic program during that period shall emphasize mastery of English."

Finally, the "period of participation" section of the compromise version of S. 857 authorizes grantees to " intensify instruction for limited English proficieent students throughout the program by -- (i) expanding the educational calendar of the schools in which such students are enrolled to include programs before and after school and during the summer months; (ii) lowering per pupil ratios, including the use of professional and volunteer aides; and (iii) the application of technology to the course of instruction. "

S. 857, as amended by the compro-

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ENGLISH-PLUS OR ENGLISH-ONLY?
MAKE THE PLEDGE:
Join NABE and Bring a Friend

The National Association for Bilingual Education is:

- An **international organization** of parents, teachers, administrators, college instructors, researchers, paraprofessionals, and students involved in bilingual education and language policy.
- A **network** of 29 State Affiliate organizations and a Central Office in Washington, DC.

NABE Membership Offers:

- Discount registration at our **Annual Conference** -- a major educational event with over 150 workshops, seminars, and special sessions dealing with the promise and problems of bilingual education.
- The **NABE News**, a monthly newsletter providing timely information from Washington on federal policy and legislation, articles on classroom techniques, updates on activities of the Special Interest Groups and State Affiliates, and notices of job openings and upcoming conferences.
- The **NABE Journal**, a review of the latest research in the bilingual education field, published three times a year.
- Participation in a range of **Special Interest Groups, Committees,** and **State Affiliates.**

For More Information: NABE, Room 407, 1201 16th Street, Washington, DC 20036 • 202/822-7870

- -

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Room 407, 1201 16th Street, NW • Washington, DC 20036 • 202/822-7870

TYPE OF MEMBERSHIP

☐ NEW ☐ RENEWAL

☐ REGULAR 1 Yr __ $35 2 Yr __ $65 3 Yr __ $90
__ 004-0001 Teacher
__ 004-0002 College Instructor
__ 004-0003 Administrator
__ 004-0004 Consultant
__ 004-0005 Other________________

☐ ASSOCIATE: 1 Yr __ $20 2 Yr __ $37 3 Yr __ $51
__ 003-0001 Parent or Community Person
__ 003-0002 Para-professional
__ 003-0003 Full-time Student

☐ INSTITUTIONAL OR SUBSCRIPTION $50 (1 Yr)

☐ JOINT: 1 Yr __ $50 2 Yr __ $93 3 Yr __ $129
(Husband & Wife)

☐ COMMERCIAL $125 (1Yr)

If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
MAKE CHECK PAYABLE TO NABE AND REMIT U.S. FUNDS ONLY. PREPAYMENT REQUIRED. **(Please Print or Type)**

Charge my: ____ Master Card ____ Choice ____ Visa
Account Number:____________________
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Last Name First Name Initial

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City State Zip code

I am adding a special contribution to NABE for the campaign to counter the English-Only movement: $_______.

IMPORTANT: PLEASE COMPLETE REVERSE SIDE

NABE MISSION STATEMENT

The National Association for Bilingual Education (NABE) is a broad-based association founded in 1975 to address the educational needs of language-minority Americans. Members work to improve educational opportunities for language-minority populations and for all learners in the United States. NABE members are united by the belief that language pluralism and bilingual competence in English and other languages benefit the nation and all its citizens.

The historical concern of NABE's founders for educational equity for limited-English-proficient (LEP) learners and other members of language-minority populations has led to the establishment of the following goals:

- ensuring that language-minority students have equal opportunities for learning the English language and for academic success;
- involving language-minority parents in the process of schooling and in public policy decisions affecting them and their children;
- identifying and publicizing exemplary bilingual education programs;
- publishing and promoting scholarly research in the fields of language education and multicultural education;
- coordinating the compilation and dissemination of the evidence and knowledge which support bilingual education;
- increasing public understanding of the importance of language and culture in the education process; and
- fostering the establishment of national language policies which meet the needs of a pluralistic society in an era of global interdependence.

These broad goals are augmented on a yearly basis by the Executive Board of NABE through the adoption of specific objectives which guide the work of the organization for the year.

Adopted by action of the Board of Directors
March 29, 1987

JOIN NABE - AND BRING A FRIEND

Side 2

BUSINESS PHONE: (____) ________________
Area Code

HOME PHONE: (____) ____________________
Area Code

SPECIAL INTEREST GROUP (Check Only One):

__ 001-0001 Early Childhood
__ 001-0002 Elementary Education
__ 001-0003 Secondary Education
__ 001-0004 Higher Education
__ 001-0005 Adult Education
__ 001-0006 Parent & Community
__ 001-0007 Vocational Education
__ 001-0008 Student
__ 001-0010 Special Education
__ 001-0011 Global Education
__ 001-0012 Critical Pedagogy

LEVEL OF WORK (Check Only One):

__ 002-0001 Early Childhood
__ 002-0002 Elementary Education
__ 002-0003 Secondary Education
__ 002-0004 Higher Education
__ 002-0005 Adult Education
__ 002-0006 Community
__ 002-0008 Publishing
__ 002-0009 Other________________

STANDING COMMITTEES

__ 009-0001 Publications
__ 009-0002 Membership
__ 009-0003 Socio-Political Concerns
__ 009-0004 Fund Raising
__ 009-0005 Honors and Awards
__ 009-0006 Public Information
__ 009-0007 Rules
__ 009-0008 Organizational Development
__ 009-0009 Organizational Networks

☐ **Check here if you are a current Affiliate President.**

____
Signature of Member

____
Date

☐ **I want information about my State Affiliate:** _____

NABE ALLIES RESPOND TO ENGLISH-ONLY

Association of Teachers of English to Students of Other Languages

Members passed the following resolution at the 21st Annual Convention of TESOL in Miami, Florida, April 24, 1987.

Whereas TESOL is an organization which promotes programs that provide speakers of other languages the opportunity to learn English, and
Whereas TESOL supports the study of other languages for native English speakers, and
Whereas these rights have been affirmed by such international organizations as UNESCO and the European Economic Community and in such international treaties as the Helsinki Accord, and
Whereas several states within the United States of America have enacted and other states and the United States Congress are considering legislative measures which could be used to deny these basic language rights, and
Whereas the considerable resources being spent to promote and implement English only policies in the United States of America could be allocated more effectively for language instruction, including English as a second language, at all educational levels and within all educational settings;

Therefore be it resolved: that TESOL support measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins;
Be it further resolved that TESOL oppose all measures declaring English the official language of the United States of America or of any legally constituted part thereof; and
Finally be it resolved that TESOL circulate this resolution to its affiliates and interest sections, to other professional organizations and to appropriate public officials, especially those officials in localities where policies counter to the principles established in this resolution are being considered.

We in TESOL strongly believe that this resolution reaffirms the highest ideals and traditions of our profession as teachers of English to speakers of other languages -- namely, that all individuals have the opportunity to acquire proficiency in English while maintaining their own language and culture.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

VIEW FROM WASHINGTON

Continued from page 10

mise, was reported out of the Labor and Human Resources Committee on May 5th after a telephone poll of Committee members. When the bill was taken up by the Senate on May 15th, the Chair ruled that the telephone poll of Committee members about S. 857 violated Senate Rules. Accordingly, the bill was referred back to the Committee.

On May 20th, the Labor and Human Resources Committee reported out the compromise amendments in the form of a new bill, S. 1238. The vote in favor of the compromise was 15 - 1 with Senator Spark M. Matsunaga (D-HI) opposing the change in Title VII law. S. 1238 may be taken up by the Senate at any time.

Modern Language Association

The following resolution was approved by the Delegate Assembly of the Modern Language Association on December 29, 1986.

Whereas several states have recently passed measures making English their "official state language," and

Whereas the "English-only" movement has begun to campaign for the passage of similar measures in other states and has declared its intention to attach an official language amendment to the U.S. Constitution, and

Whereas such measures have the effect of preventing the legislature and state agencies and officials from providing services or information in languages other than English,

Be it therefore resolved that the Society make known its opposition to such "English-only" measures, on the grounds that they are based on misconceptions about the role of a common language in establishing political unity, and that they are inconsistent with basic American ideals of linguistic tolerance. As scholars with a professional interest in language, we affirm that:
The English language in America is not threatened. All the evidence suggests that recent immigrants are overwhelmingly aware of the social and economic advantages of becoming proficient in English and require no additional compulsion to learn the language.

American unity has never rested primarily on unity of language, but rather on common political and social ideals.

History shows that attempts to impose a common language by force of law usually create divisiveness and disunity.

It is to the economic and cultural advantage of the nation as a whole that its citizens should be proficient in more than one language, and to this end we should encourage both foreign language study for native English speakers, and programs that enable speakers with other linguistic backgrounds to maintain proficiency in those languages along with English.

NOTICES • NOTICES • NOTICES

National Network of Hispanic Women June Conference in Florida

The National Network of Hispanic Women is holding its Second National Roundtable in Miami, Florida, June 26-27, 1987 at the Omni International Hotel. The Roundtable is an opportunity for Hispanic women in business, both corporate and self-employed, to assist each other by sharing their successes over the past year and increasing their contact and support for each other. Those attending the Roundtable include Hispanas at all levels of management, business ownership, and entrepreneurs, professionals and public sector administrators, women in media, college students planning careers, government policy-makers interested in women's development, and personnel administrators involved in managing ethnically diverse workplaces. Corporate representatives will also be on hand to discuss career and business opportunities for professionals and entrepreneurs.

Workshops offer skills training related to careers in media, public office, small business, franchising, as well as management.

The National Network of Hispanic Women is part of the U.S. Small Business Administration "Women's Business Ownership Program." The conference is free; hotel rooms are available at $65 single/double and discount travel is available through Eastern Airlines (Easy Access Code: 6 AP 65). For more information contact the Network at the Small Business Administration, 1320 South Dixie Highway, Suite 501, Coral Gables, FL 33146.

JOB AT PENN STATE

The College of Education at Pennsylvania State University is seeking to fill the position of Assistant Professor of Bilingual Education. The position is tenure track and the deadline for application is June 30, 1987. Eligible candidates must have a doctorate received prior to August, 1987, with emphasis in bilingual education, must be bilingual in Spanish and English, and have had experience as a teacher or supervision experience in a school, college, or university. Candidates must also have demonstrated scholarship in bilingual education. Send inquiries and application to:

Dr. Murry Nelson
Associate Professor of Education
The Pennsylvania State University
154 Chambers building, Box AJ
University Park, PA 16802

Penn State is an affirmative action/equal opportunity employer.

LA RAZA SEEKS YOUTH LEADERS FOR JULY

The National Council of La Raza, of which NABE is an affiliate, is seeking nominations to its 1987 Youth Leaders Program to be held at its Annual Conference, July 12-15, 1987, in Chicago. The Youth Leaders Program is a structured 3-day event of leadership training, career exploration, and educational opportunities. Participants are expected to attend all the activities and complete the program requirements. Because a conference away from home may be a new experience, participants must be accompanied by an adult from the sponsoring organization.

NABE may nominate two young people to this program. State affiliates or members interested in sponsorship should have their State Affiliate President call the NABE Central Office as soon as possible. The affiliate must provide the maximum amount of aid possible, and assume full responsibility for travel schedule, parental permission, and the provision of a mentor. The National Council of La Raza will provide complimentary registration and financial assistance as needed to cover meals, room, and transportation. A scholarship form, available in the Application Packet, must be filled out for each participant in need of aid. The full application packet with proper forms is available through the NABE Central Office.

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NEW BOOK RELEASED

The Institute on Race and Ethnicity of the University of Wisconsin System announces the publication of Ethnicity and Language, the sixth volume in its highly-acclaimed *Ethnicity and Public Policy* series. The volume contains articles by outstanding scholars such as Wallace Lambert and Ricardo Fernández on topics that include the legal and legislative history of bilingual education, pedagogical strategies for language minority children, language heterogeneity and national unity, the political milieu surrounding the use of Black English in the classroom, and the societal pressures on the offering of foreign languages in public schools.

To order Ethnicity and Language and other volumes in the *Ethnicity and Public Policy* series, contact Thomas V. Tonnesen, Managing Editor, UW System Institute on Race and Ethnicity, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Telephone:414/963-4700/6701.

Fourth Annual Conference Advocates for Language Learning

Learning Other Languages: A National Priority

October 16-19, 1987
Ramada Renaissance Hotel
Washington, DC

ALL is an association of parents and other individuals interested in promoting and enhancing the study of second languages for children. Conference sessions are planned for parents, educators at all levels, and community members interested in implementing or improving second language programs in their community. The focus of the conference will be on second language learning at the elementary school level, with a special emphasis on secondary school programs designed to build on those of the elementary schools. Keynote speakers include Senator Paul Simon and Dr. Richard Tucker, Center for Applied Linguistics.

Conference registration is $15 for parents, students, and community members; for administrators, teachers, and aides, the cost is $30 before Sept. 19, and $35 after Sept. 20, 1987. Hotel rates are $65 per night for both singles and doubles if reservations are made before Sept. 25th.

For more information, contact:

Advocates for Language Learning
Sandra Warren
3205 Cheverly Avenue
Cheverly, MD 20785

or

ALL
P.O. Box 4964
Culver City, CA 90231

[redacted]

Call for Papers:

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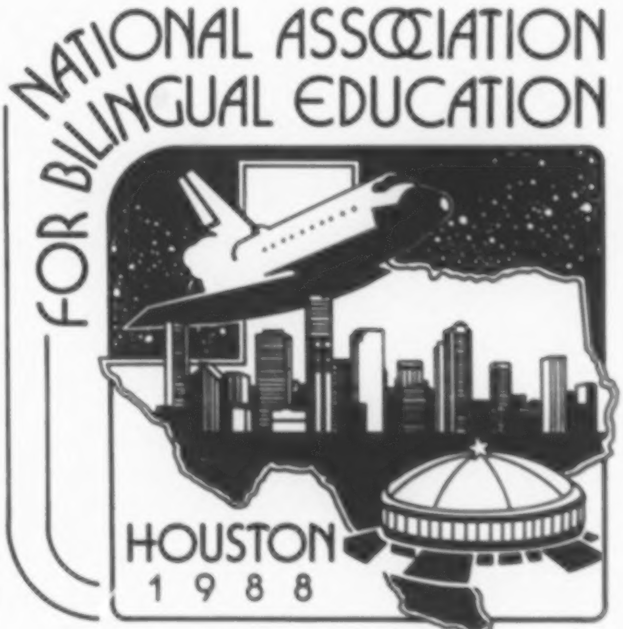
Summer Workshop

A four and a half day workshop, ***Beyond the Travelogue: Designing Innovative and Diverse Uses for Photographic Slides in the FL/ESL Classroom***, is being offered July 19-23 by Buck Language Services in conjunction with the Ogunquit Photography School, in Ogunquit, Maine.

The cost is $375 not including accommodations and most meals. Limited scholarship and a college credit option may be available. For information and application, contact Dr. Kathryn Buck, Buck Language Services, 356 West 23rd Street, New York, NY 10011. Phone: 212/243-0273.

17th Annual International Conference of NABE Logo Makes Debut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HOUSTON
1988

Bilingual Education: Excellence Touches The Future!

The designer of the NABE '88 Conference logo is one of bilingual education's success stories. Gerardo Balboa is a 15 year old sophomore at Bellaire High School, Bellaire, Texas. He is enrolled in a special international baccalaureate program. Bellaire High School is a magnet school for multicultural education and is considered one of the country's top high schools. Gerardo's favorite classes are art, sports, and Spanish; he wants to go into medicine and next year will begin classes in chemistry and other advanced sciences.

Gerardo's mother, Toni Balboa, is a member of the Texas Association for Bilingual Education and co-chair of the Planning Committee for the NABE Annual Conference to be held in Houston in 1988. She gave him the basic concept - to promote the host city; using postcards for inspiration, he put together the elements of the map of Texas, the Houston skyline, the Astrodome, and the Space Shuttle. His design (modified somewhat by a graphic artist for use in publication and replication) was selected by a pre-conference committee of NABE members out of several sketches; it was chosen in part because of Gerardo's own progress in bilingual education programs.

Gerardo received bilingual schooling from kindergarten through fifth grade - and maintained straight A's while doing so. He began his schooling in a bilingual K-2 program in the Rio Grande Valley schools of Benito, Texas before transferring to another bilingual program in the Houston public schools. At that time his teachers considered promoting him out of the bilingual program, but his mother decided to keep him in another year. His mother feels that his early years of continuous bilingual education have been a major factor in his academic success to date.

NABE thanks Gerardo Balboa for his fine work and wishes him the best of luck in his future endeavors.

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FROM DENVER TO HOUSTON - NABE '88

The Bilingual Education Newsletter

NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Vol. XI, No. 1 September, 1987

Essay Winners Write about Significance of Bilingual Education

Denver, Co. One of the major activities preceding the Annual Conference, culminating in awards of U.S. savings bonds to the winners, is the National Essay Contest. The 1987 winners are highlighted here.

Carmen Santana, the elementary school winner, wrote that bilingualism is important because "The key to being prepared is to know the language of those around you...within the boundaries of America or outside . . . Your world becomes less blurry and complicated: you know the language of the land."

Sharon Hernández, the sixth grader who won the middle school prize, wrote eloquently about the importance of bilingualism to achieving American ideals: "to be bilingual is one of the most all-American experiences we can hope to achieve . . . Bilingualism implies a respect for ethnic diversity in America . . . In effect, I see a stronger American resulting from this language and cultural learning effort. He/she will come out of this crucible not as the tongue-tied, 'ugly' American of old, but as the fluent and wiser one of the future."

Theoddeus Millán, the high school winner from the eleventh grade, wrote:" . . . to be bound by tradition is the way of the mindless and enslaved. To be inspired by it to achieve further heights is the way of genius .... Learning a language is not just an acquisition of words, but an enlightenment of culture. Bilinguality isn't merely accepting and learning. It is understanding. Imagine the wonders that language could bring. Eyes would look out into a larger world and ears would hear and understand so much more .... To be restricted by language is to deprive oneself of what America has to offer."

Each of the bilingual students expressed a deep love for this country, but Carmen said it best: "I love America because it is the 'university of the world.'"

BILINGUAL EDU
16th Annual Co
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Essay Contest Award winners left to right: Sharon Hernández, Bronx, NY; Theoddeus Millán, Chula Vista, CA; and Carmen Santana, Bronx, NY, with Victoria Laney of IBM, who presented the award,. IBM sponsored the Awards Luncheon and the essay contest.

Right: Pictured are (left to right) Marta Arat, Painter of the 1987 Conference poster, Elizabeth Flores, Silver Burdett & Ginn Product Manager, and Antonette Martínez, winner of the painting.

Painting Awarded

Denver: Antonette Martínez, second grade teacher from Monte Vista CO, was the winner of the 1988 NABE Conference Painting. She wrote: "I was very excited and happy to win and to gain some recognition for the Monte Vista schools. I will always treasure my painting as a reminder of how special it is to be a bilingual/bicultural person."

The painting was commissioned for the conference by Silver Burdett & Ginn and painted by Marta Arat.

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From the Editor's Desk
and Notes from the NABE Central Office

by Joseph W. Beard

Welcome, members and visitors alike, to the first issue of Volume XI of the *NABE News*! The "first" signifies the beginning of a new year for many of you, as September heralds the opening of the school year. Many of us have experienced the changes I referenced last June, the shift in focus, hot or hotter weather depending on where you ended up, and the opportunity for renewal, recreation and sharing. Now we all have the opportunity to renew our commitment to the learners and the various interests we serve -- to do all we can to increase each learner's potential to succeed at the level of his or her own dreams and abilities and to overcome forces of bias and restriction; to focus on what works in bilingual education, and to demonstrate the power and fulfillment that come with bilingualism. These are our goals and mission, as shared in the NABE Mission Statement (copies available from our central office), as we collect our thoughts from a very eventful summer and forge ahead into fall and the new tasks and challenges that face us.

This is the beginning of the eleventh year of publication of the *NABE News* -- a ten year history of being the bilingual education newsletter and carrying the message as strongly as it could be carried. Many times it seemed to be carried only to those who had joined us and fully agreed with us, like the preacher preaching to the choir. **Yet we have held our own!** The changes of this past year call for us to open our doors and to communicate, even more forcefully, a strong, defensible explanation of and position on bilingual education. With a unified effort, what may appear to be a steam roller of English-Only and English Immersion may turn out to be just steam with little substance.

It can be done, as Tony Simões does in this issue, when he takes on the Dunn monograph, *Bilingual Hispanic Children on the U.S. Mainland,* and shows it for what it is. Or when Jim Lyons works with members of Congress who, when they hear a reasoned, thoughtful presentation on bilingual education, its needs and its successes, respond as Congressman Martínez did in the speech printed in the *Congressional Record* and excerpted in this issue.

But it takes effort and the unity brought about by a committed membership in an organization such as NABE to counter, with credibility, the simplistic and biased statements about language and language learning that exclude bilingual education.

To ensure a large, committed membership, we are taking a unique approach to the publication and distribution of this issue of the *NABE News*. Those of you who have been receiving our recent issues of the *News* know of the changes in NABE. First, a grant by the Carnegie Corporation of New York to build NABE's membership and to strengthen its administrative activities has allowed NABE to hire a full-time professional administrator. We hope to build upon NABE's years of expertise to support bilingual education and a national language policy that recognizes the value of diversity in the many languages and cultures of our society while acknowledging the need for a common language, English, for public discourse, economics, and politics. Second, the *NABE News* is now being published in the NABE office and will be distributed ten times a year, September through June. Third, Jim Lyons continues to work on behalf of bilingual education and the language minority populations of this country. His unique role and impact and the perspective he provides, on the national and the state levels, is best illustrated by a quote from a letter he received from the Hon.

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NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE NEWS, the newsletter of the National Association for Bilingual Education, is published 10 times per year (September through June), effective May, 1987. It is available through NABE membership. News, notices, and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

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National Association for Bilingual Education

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National Office Administrator

Carolyn L. Riddick,
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Room 407
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Washington, DC 20036
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A Message From The President

Dr. Hai T. Tran

Our summer vacation is over and we are back for another year of hard work. I hope we are ready to take on new challenges and new responsibilities as we start the new school year. I have good reasons to predict a wonderful year ahead of us in the field of bilingual education, but first, let me report to you what happened during the summer.

On the national scene, Alicia Coro was appointed to succeed Carol Pendás Whitten as Director of the Office of Bilingual Education and Minority Languages Affairs. NABE welcomes Ms. Coro's promotion and extends to her its sincere congratulations. We hope the new director will bring with her the deep concern for minority children and the respect for the law and for the civil rights of these students that she clearly demonstrated as acting director of the Office for Civil Rights. We also offer to keep the lines of communication between NABE and OBEMLA open. We join hands with her to press for educational programs which will treat the languages and cultures brought by our language-minority communities as significant contributions to the heritage of this country and as resources to be developed and shared. We look forward to working with Ms. Coro.

> ***If we stand together, we can keep NABE and bilingual education vital...***

Other news that may have some impact on bilingual education is the vote by some 5,000 members of the 21,000 member Los Angeles teachers' union, UTLA, to ask the Los Angeles School District to move toward English immersion classes for language-minority children and to cut back on bilingual instruction. Although those voting constitute a small minority of the more than 30,000 teachers in Los Angeles, they are loud and noisy enough that their selfish concerns and their disregard for the proper education of language-minority children are heard. NABE denounces this selfish and irresponsible vote. Those who voted for this move have turned bilingual education, which is an educational issue, into a job convenience issue.

This gives us in NABE, who believe in the future of language-minority children and in the future of bilingualism in this country, a challenge to work harder to fight against the narrow-minded and divisive English-Only movement which has as its main objective the use of the language issue to downgrade language-minority populations to second class citizens and, as a result, to reduce future human resources and to threaten the greatness of the country we all love and serve.

This brings us back to NABE's reality. The 1987-1988 NABE Board, in its first meeting held in Houston in early June, identified six objectives for this coming year, which were prioritized as follows:

1. To raise membership to 2,500 by May 1988;
2. To increase mutual support by NABE and its affiliates of each other's missions, goals, objectives, and activities;
3. To eliminate debts outstanding as of June 1, 1987 by May 31, 1988;
4. To ensure that current services are being provided and to add at least two membership services by May, 1988;
5. To assure greater participation of a variety of ethnolinguistic groups in NABE;
6. To continue networking with other organizations concerned with the education of language-minority students.

The Board and the National Office have been working hard to establish mechanisms for the achievement of these opportunities. Already during June and July, 233 people have either renewed their membership or newly joined NABE, compared to 113 for the same period a year ago. This is a 206% increase. Good news!

In addition, the pilot joint-membership plan for California has been doing very well. Both California and NABE are benefitting from it. New York is preparing to adopt a similar plan. I urge other state affiliates to respond to Dr. Joe Beard's invitation to discuss this opportunity.

NABE's services to its members have already begun to improve. Beginning this month you will receive ten issues of the *NABE News* instead of five per year. As for the *NABE Journal*, we would like to apologize for past delays. Efforts are being made to get it out more promptly. Other services are under way; however, services require money. NABE, as you know, is a membership organization and does not have investment income. Its revenues come from membership dues, contributions, and conference income. Because of its expanded services, NABE is in a pretty tight financial situation at the moment. The difficulty we are experiencing is the natural result of our growth and

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Students and Second Language Acquisition

Collier Writes about Age and Time Factors in Second Language Acquisition

by Dr. Virginia P. Collier, George Mason University, VA

Two papers recently written by Dr. Virginia Collier of George Mason University were sent to the editor of this newsletter with the indication that they might contain information of interest to NABE members. The first, "Age and Rate of Acquisition of Cognitive-Academic Second Language Proficiency," is scheduled to appear in a future issue of the *TESOL Quarterly*. The second, "Age and Time Variables in Acquisition of Second Language for Academic Purposes," is scheduled to be published in the *Focus* series of the National Clearinghouse for Bilingual Education. We found the articles of such interest that we asked Dr. Collier if we could summarize them to give *NABE News* readers a preview of the information that will appear in other publications. She agreed and the following comments summarize her two articles.

The study reported by Collier analyzes the length of time required for LEP students to become proficient in cognitive-academic English. A majority of the students studied were members of low-income families (by U.S. standards) when they arrived in the United States. However, a large percentage of the families came from middle- or upper-class backgrounds in their home countries and they had aspirations of upward mobility, achieving a more middle class standard of living within a short period of time. Included in the study were students found to be at or above grade level in their native language and placed in beginning level ESL classes upon entry into the American school system. Cross-sectional data from 1977 to 1984 were gathered on 1,548 language-minority students attending a large U.S. public school system. Data collected included SRA scores for grade levels 4, 6, 8, and 11 in reading, language arts, social studies, science and mathematics (all testing in English only), age on arrival, number of years of schooling all in English, literacy and math skills in first language on arrival, and English proficiency level on arrival.

Students were given part-time ESL instruction and spent part of their day in the mainstream classroom. Their school district had only a few, secondary level ESL content classes. Students received instruction from the ESL staff until staff members felt that the student could function full-time in the mainstream classroom. Most students were mainstreamed within 3 years, when it was believed that the students, considered case by case, had reached the point at which they could continue their cognitive-academic English acquisition in a mainstream class.

This study addressed two questions:

1. What length of residence is required for the mean scaled standard scores to approximate those of native English speakers at comparable levels of instruction?

2. How strongly does age on arrival influence the rate of acquisition of cognitive-academic second language proficiency?

The general pattern was one of a gradual rise in scores over 4 or 5 years. Students were found to have reached national norms within 3 to 5 years, although not school district norms. Mathematics achievement appears to be dramatically different from achievement in the other subject areas, with ESL students occasionally scoring above native speakers in mathematics even in their first years of all-English instruction.

Fourth and sixth graders who began all-English schooling with little or no formal schooling in their native language scored significantly lower than students with native language education. This is consistent with other studies which illustrate that, for older children, the common underlying proficiency of a student's two languages assists with the process of second language acquisition. Thus, for older students, many academic skills and concepts acquired in the first language transfer to the second language and the process of second language acquisition occurs at a faster rate than for younger children.

Achievement of students at grade 11 was dramatically lower than for all the other grades. Since the LEP students did not receive any native language content instruction to continue cognitive and academic subject mastery at grade level while they were learning English, they were losing 2 to 3 years of cognitive-academic language proficiency in content studies at their age level. This put the 11th graders significantly behind in mastery of the complex material required for high school students.

This study supports a hypothesis that older students who arrive at ages 12 to 15 experience the greatest difficulty combining acquisition of a second language for academic purposes with continuing content area development when schooled only in the second language. Students in grades 7 to 12 cannot easily afford even one or two years' loss of cognitive development in all subject areas while they are mastering English. It

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Dr. Fount Holland, Conference Chair
Northeastern State University
Tahlequah, OK 74464
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would appear that secondary level students are most in need of content area classes taught in their native languages to keep them at grade level while they are learning English.

The data also imply that 5, 6, and 7 year old arrivals might acquire English for academic purposes more rapidly if they are provided a minimum of two years of continuing cognitive-academic development in their native languages. It appears to take no less than 4 years, and may take as many as 8 or more years, for the most advantaged LEP students to acquire full learning proficiency in a second language at the level of native speakers, as measured by standardized tests.

The researchers plan to continue analyzing their extensive database. Scores from future years of testing will be added and there are plans to continue to monitor students over time with a time-series tracking of each ESL graduate. New independent variables will be added in order to analyze differences in educational background, socio-cultural variables, and other factors which may influence student achievement and second language acquisition.

Research findings such as the ones reported by Collier, and others which she reviews in her second paper, have some potential policy implications for school programs with instruction in the second language. The generalizations, paraphrased here from her second paper, are based on the research as she reports it in her two articles:

1. Continuing cognitive development of young children's first language cognitive-academic language proficiency (CALP) from ages 4 to 12 significantly increases the rate of acquisition of their second language CALP. When it is not practical to implement native language schooling, language-minority parents should be strongly encouraged to continue students' development of first language literacy, concepts, and vocabulary, through the content areas, if at all possible.

2. Secondary students in grades 7 through 12 are most in need of special classes to continue their content-area development at grade level while they acquire the second language. One alternative is for students to receive academic courses in their native languages. Another alternative might be the development of accelerated content area classes in which very advanced ESL students would cover 2 to 3 years' academic work in the second language in 1 or 2 years. Classes in the second language should teach the second language through the content areas beginning as early as possible.

3. The studies upon which these recommendations are based do not include measures of academic achievement for students with interrupted or little formal schooling. Many of the studies are based on the most "advantaged" second language learners who arrive with a good educational background in the native language and have high aspirations for academic success in the second language. Given the 4 to 8 years required for "advantaged" second language acquirers to master CALP in the new language, it is a special challenge to create school programs to meet the needs of immigrants who may be quite capable intellectually but who have been caught in circumstances where they have not had the opportunity to attend school. Future studies should address the needs of these students too.

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A Critique of Monograph by L.M. Dunn

Bilingual Hispanic Children on the US Mainland [1]

by Dr. Antonio Simões, New York University

Although Dunn presents a somewhat credible review of the research about the cognitive, linguistic, and scholastic development of bilingual Hispanic children on the United States mainland, I am quite concerned about the way Dunn uses the data to propose a specific political and possibly racist point of view. Dunn uses the field of psychometrics to support the argument that two Hispanic groups, Puerto Rican and Chicano/Mexican-American, are inferior to members of the Anglo culture in cognitive mapping, linguistic competence, and academic achievement. His monograph is awash in statistical results but lacks an in-depth sociological or historical interpretation of his "findings."

Dunn reveals his political and cultural biases in the introduction to his piece. Dunn cites the position of some Hispanic-Americans to assert that all Hispanic-Americans support a segregated society, not an integrated and unified one; he buttresses his argument by noting that some Hispanic-American elders have discouraged intermarriage with other ethnic groups. (p.7)

On the issue of race, Dunn's use of language is quite intriguing. For example:

"With considerable justification, Cuban Americans in the United States feel superior to all other Hispanic subgroups. As a group, they are more prosperous and better educated than Mexican Americans and Puerto Ricans [--] while their racial and ethnic origins are mixed, many of these people are of mostly Spanish blood." (p.8)

"While many people are willing to blame the low scores of Puerto Ricans and Mexican-Americans on their poor environmental conditions, few are prepared to face the probability that inherited genetic material is a contributing factor." (p. 63)

"While it is a very delicate and controversial topic, race, as a contributing factor, cannot be ignored . . . most Mexican immigrants to the U.S. are brown-skinned people, a mix of American Indian and Spanish blood, while many Puerto Ricans are dark-skinned, a mix of Spanish, black, and some Indian. Blacks and American Indians have repeatedly scored about 15 IQ points behind Anglos and Orientals on individual tests of intelligence." (p.64)

Many assertions like the ones quoted above lead this reader to question and reject Dunn's "research" conclusions. From a scholarly perspective, Dunn knows how to present data that will support his convictions but he fails to deal with some of the fundamental issues that imply or require interpretation. He denounces those who might use disciplines other than testing as "environmental extremists" but makes an environmental attack on Puerto Ricans and Mexican-Americans. Three statements illustrate Dunn's mixing of "data" with political assumptions:

"For too long, analyses of the lack of school success of this fastest-growing minority group have emphasized the failure of the education system to serve them. While there is enough blame to be shared, judging from the overwhelming and consistent data presented in this monograph, it would be more correct to point out that these Hispanic pupils and their parents have also failed the schools and society, because they have not been motivated and dedicated enough to make the system work for them." (p.78)

"Hispanic parents have much to learn from Asian-American parents." (p. 80)

Dunn cites environmental characteristics of the Asian community for their school success, as in the following:

"This value [education] is taught by example and by family discussion. This is not a new attitude. Apparently it has existed for generations. It is a tradition that Hispanics in general do not appear to have." (p.80)

Dunn makes one fatal error. He uses prescriptive language to describe and discuss his conclusions. He does not even use phrases such as "the data suggest" or "the research tends to confirm that" to nourish his value-ridden assumptions.

One of the crucial aspects of any research is that the data must correspond to stated and implied conclusions. Many doctoral students fall into the error of relating one pattern of thought with another unrelated pattern or paradigm, without supporting the connection. Dunn presents a credible review of the literature but, unfortunately, exceeds the bounds of a research document and uses the data to derive political conclusions. In the last section of the monograph, for example, he makes a giant leap from "research" to an assault on bilingual education without documenting the relationship of his "findings" to his propositions. After negating numerous methodological approaches to bilingual education, he offers a "complete English immersion" approach to counter-

Con't. on pg. 19

The View From Washington

by James J. Lyons, Esquire, Legislative and Policy Counsel

Right around Labor Day, the education industry kicks into high gear. This year, almost 58 million Americans will attend school as students, and another 7 million adults -- one of every 12 workers -- will be employed by public or private educational institutions. In all, nearly one of every four Americans will be involved in education this year.

And right after Labor Day, the President, the Vice-President, 100 Senators, and 435 voting Representatives in the House -- the select few we have chosen to lead our Nation -- will return from vacation to Washington and the business of government. On their agenda are a series of major policy decisions which will affect the future of U.S. education. This article identifies some of these decisions which are of particular interest to NABE Members.

FISCAL YEAR 1988 FUNDING FOR EDUCATION

Before starting its summer recess, the House passed and sent to the Senate H.R. 3058, a bill making Fiscal Year (FY) 1988 appropriations for the Departments of Health & Human Services, Education, and Labor. For the Department of Education, the legislation provides $20.6 billion, an increase of approximately $1.2 billion over the current level. In adopting H.R. 3058, the House rejected the Reagan Administration's proposals to cut spending for education to $14 billion.

H.R. 3058 provides increased support for programs which serve language-minority students. Chapter 1 funding is increased by $650 million, with $13.5 million specifically allotted to Chapter 1 Migrant Programs. Funding for Follow Through, and the HEP and CAMP programs for migrant students is increased by almost $1 million.

H.R. 3058 boosts funding for the Bilingual Education Act (ESEA Title VII) programs by $10 million, with approximately $6.5 million going for additional program grants and $3.5 million extra for Part C Training programs. Prior to subcommittee mark-up of the bill, fourteen House Members, from both parties, signed a letter circulated by Representative Dale E. Kildee (D-MI) to Appropriations Subcommittee chairman William H. Natcher (D-KY) seeking increased Title VII support.

The House-passed bill continues, at current levels, appropriations for a number of programs that were targeted for termination in the Administration's budget request. They are: Emergency Immigrant Education, $30 million; Refugee Education, $15.9 million; Territorial Teacher Training, $2 million; General Assistance to the Virgin Islands, $5 million; and International Education and Foreign Language Education, $32 million.

The Training and Technical Assistance programs authorized under Title IV of the Civil Rights Act of 1964, also targeted for termination by the Administration, received an additional $ 1 million under H.R. 3058, bringing program funding to $ 25 million. The Committee Report also includes language -- effective next year -- to reverse the recent consolidation of Title IV Race, Sex and National Origin Desegregation Assistance Centers.

The increased education aid afforded by H.R. 3058 (still less than 2 percent of projected federal outlays next year) is not a sure thing, and depends on several things happening before the end of September.

First, the Senate will have to take up H.R. 3058 and enact such amendments as it deems appropriate. Senator Lawton Chiles (D-FL) who has always been deeply interested in education chairs the Labor-HHS-Education Appropriations Subcommittee responsible for moving the appropriations bill forward. Second, differences between House- and Senate-passed appropriations measures must be reconciled by a conference committee, and the conference committee's report must be approved by both bodies. Third, the measure approved by Congress must be signed by the President.

Progress on each of these steps could bog down as Congress works on legislation, which also must be passed in September, increasing the federal debt ceiling. Federal debt ceiling legislation, in turn, is likely to include amendments to cure the legal defects identified by the United States Supreme Court in the Gramm-Rudman-Hollings debt-reduction act. Although education expenditures have fallen while the federal debt has risen, future federal outlays for education could be dramatically affected by enforceable debt-reduction targets since aid to education represents a disproportionate 13 percent of "controllable" federal outlays.

REAUTHORIZATION OF FEDERAL ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

Following the landslide 401 to 1 House vote in favor of H.R. 5, an omnibus bill reauthorizing more than a dozen federal education programs including ESEA Title VII (see past issues of the *NABE News* for details about the legislation), Senate education subcommittee members have accelerated work on their own reauthorization proposals. Informed sources indicate that the Senate may try to mark-up an omnibus reauthorization bill in subcommittee by mid-September, with full-committee and floor action to follow by mid-October.

con't on pg. 13

NABE's Commission 2000

by Dr. Josué González, Past President

In its short life, NABE has witnessed -- indeed, it has been a part of -- rapid developments in the field of educational equity. Since its incorporation in 1975, however, the organization has changed little. How to ensure continued timeliness and relevance? How to stay ahead of the rapidly changing political climate? How to grow in strength and influence? These and similar questions face NABE's leadership time and again.

The NABE Board has been responsive and active. In the last few years, a Committee on Organizational Development was appointed and a comprehensive member survey was conducted. An open forum on mission and purpose was held at the Chicago conference, and a formal mission statement has now been adopted. But more needs to be done.

Beginning at its March '87 meeting in Denver and following with its June meeting in Houston, the NABE Board grappled with a thorny question: how to ensure that the structure and organization of NABE and its component parts will stand up to the challenges of future years. In a period of transition, new members joined with old in discussing this issue.

The decision: bold new steps may be needed but the mechanism for studying the options did not exist. After many hours of deliberation the NABE Board created the NABE Commission 2000, a planning and analysis arm that will study -- over the long term -- the structure and organization of NABE and other issues. By the fall of 1988, the Commission will begin to make recommendations to the Board and membership on possible ways to re-structure NABE. Its aim: to have the optimum configuration for meeting currently identified needs that remain unmet as well as the emerging challenges of the year 2000 and beyond.

Among the issues that have been assigned to NABE's Commission 2000 for examination in the coming months:

LEADERSHIP –

1. In filling important posts such as committee and SIG chairs, what provisions should be adopted to ensure optimum leadership, continuity and follow-through?

2. What special qualifications and experience should be held by persons seeking election to the Board of NABE, especially to the presidency?

3. What is the optimum size and meeting frequency for the national NABE Board and how should its meetings be financed?

INTERNAL NETWORKS –

1. What services and/or materials are needed by members and affiliates which can best be provided by the national NABE office? Which by affiliates?

2. What mechanism(s) should be created to assess, on a continuing basis, the adequacy of NABE services to its members and constituencies?

3. What advantages and disadvantages exist in the current design of the affiliate structure? What are viable structural options to correct shortcomings in this arrangement, e.g., membership by organizations, chapters, language or regional groups, etc.

EXTERNAL NETWORKS –

1. What linkages should be established to other organizations having interests similar to NABE's to ensure the greatest efficacy in the advocacy work of the various organizations?

2. Are there kindred organizations with which NABE might explore formal merger or closer affiliation?

CONFERENCE(S) –

1. Given rapidly rising costs and scarcity of funds, should NABE continue the tradition of a single annual conference? Would regional and/or small topical conferences be more cost effective and financially sound? What is the most appropriate role for the NABE National Office in staging these events? For affiliates? SIGS?

2. If regional conferences were to replace a single national conference as a special meeting time for NABE members, how shall national cohesiveness and communications be maintained and enhanced?

MEMBERSHIP –

1. A majority of NABE members are Hispanics or persons who work with Hispanic students. What steps can be taken to encourage persons from other language minority groups to become active in NABE?

2. What type(s) of membership campaign(s) are most appropriate to the constituencies NABE wishes to serve and attract as members? Are there instructive examples in other organizations?

FINANCES –

1. At present, the annual conference is the chief funding mechanism for NABE. The second is membership dues. What other mechanisms should be considered in order to improve NABE's financial condition?

2. Fundraising strategies are very diverse and must be carefully tailored to fit the membership type(s) of an organization. What types of fundraising are most appropriate to NABE?

3. Should the *NABE Journal* be put on an optional, extra-cost basis and made available only to those members who wish to pay for it?

4. Since NABE's policy and legislative analyses are used widely by other organizations, should a new mechanism be established to pay for these services in order to share their cost with other organizations that benefit from them?

5. In many non-profit organizations, board members have an important fundraising role. Often they are selected partly for their willingness and ability to carry out that function. Should NABE move in this direction or is it best served by the "professional association" model of board member selection?

COMMISSION MEMBERSHIP –

NABE's Commission 2000 has two types of members: regular and adjunct. The regular members will form the core of the group. They will attend meetings, participate in discussions, prepare documents, make presentations to the membership, participate in fundraising activities for the Commission, etc. This group will consist of 5 to 7 persons.

Adjunct members will be drawn from the general membership of NABE based on particular expertise or insights which they

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Houston Conference Promises to be the Best Ever - April 27 - 31, 1988!!

As indicated by President Tran in his column, the planning for the HOUSTON CONFERENCE is well on its way. Co-chaired by Dr. Ellen de Kanter, Bilingual Education Director, University of St. Thomas, ably assisted by Dr. Sally Phillips, Bilingual Education Director, Houston Baptist University, and by Ms. Toni Balboa, Bilingual Classroom Teacher, Houston ISD, committees have been formed which are all hard at work. Committees and their chairs include: Program (co-chaired by Ruth Carter and Sylvia Peña), Registration (Ray Esquivel and Judith Walker de Félix), Hospitality (Becky Bepko and Josie Orasco), Evaluation (Andrea Bermúdez and Yolanda Padrón), School Visitations (Loida Gálvez and Sylvia Sánchez), Entertainment (Joyce Garza), Exhibits (Juan González), Parent Institute (Reyes Mazón and Ana María Palacio Acevedo), Publicity and Newsletter (Angela Mora), Audiovisuals (Eva Ponce), Fundraising (Raúl Valadez), and Support (Jaime de la Isla, Sara Gallo, and Angel Noe González.)

Pre-conference activities begin on Wednesday, April 27, 1988 at the Hyatt Regency Hotel in Houston, Texas, with the opening general session of the conference to occur on Thursday, April 28. Several innovations have been instituted in response to evaluations of past conferences and issues raised by members. First, we have shortened the conference into a more concentrated period of time than in the past, recognizing cost factors and the difficulties people have being away from their home for a long period of time. Second, we have included a busy Saturday on the conference agenda to encourage local participation by educators who cannot attend the conference during the week. We have also included activities on Saturday night and Sunday morning for those who wish to take advantage of the less expensive air fares that require staying over Saturday night.

We have also moved the focused business meetings of the conference to the pre-conference day, Wednesday, in order for delegates and other participants to concentrate their attention. We anticipate a series of meetings to provide (1) an opportunity for the NABE Regional Representatives to meet with participants from the states in their area to discuss unique concerns, (2) an opportunity for the delegates from each affiliate state to meet with members of the NABE Board of Directors to discuss further development of relationships (as noted in President Tran's comments in his column in this *NN* issue), and (3) an opportunity for participants from individual states to meet to discuss interests of particular concern to them. We will also fit meetings of the Resolutions Committee and the Nominating Committee into this pre-conference schedule. The Wednesday activities will culminate in a rousing fundraiser, reception, and performance by none other than Samuel Betánces. Everyone should plan to join us for a special evening of entertainment highlighting the goals of NABE

The opening session of the conference will occur at 9:30 a.m. on Thursday, the 28th of April with an exciting speaker scheduled to give views on the current status of bilingual education. There will be two other general sessions during the conference, one each day, with speakers and presentations of high impact planned. Three blocks of major concurrent sessions have been designed to appeal to particular interest groups, teachers, administrators, higher education persons, generalists, and others. The presentors and panelists being explored are all top notch and promise to provide stimulating discussion. The names of all general and major session speakers will be published in a future issue of the NABE News which only members will receive -- join now to assure yourself of continuing information on the conference!

The Program Committee is hard at work reviewing the proposals generated by the Call for Papers for concurrent sessions and intensive workshops and we are assured that they will have an excellent selection of activities to choose from among the six blocks of sessions. If you have suggestions to make, please contact the National Office; we will pass the information on to the appropriate people.

In addition to the Wednesday night reception and fundraiser, social activities and opportunities for general interaction are being planned for all the other nights of the conference. The ever-popular President's reception and dance will be held on Thursday night. On Friday night time has been set aside for "receptions" -- those times when publishing houses, state affiliates, and others may want to invite you all to come to hospitality suites. The annual Banquet and Dance will be held on Friday evening and we hope to have a special presentor join us to share ideas. On Saturday night the Parent Institute (which begins with registration on Friday and continues through Sunday noon) is planning to have a "Pachanga" (a party!) and hopes that many who stay over will join them for an enjoyable evening. Also, for those who do stay over, there will be a brunch on Sunday morning with an opportunity to meet informally with the leaders of NABE and bilingual education.

The other activities of the conference noted on the adjoining schedule are receiving equal attention from the Planning Committee in Houston and from our conference coordinator, Roger Rivera. Many old and new exhibitors will be joining us once again to display their products and services. School visits in the Houston area promise to be very rewarding, with a diversity of programs and schools to observe. The Special Interest Group (SIG) meetings have been scheduled so as not to compete with other activities of the conference. This opportunity for persons with mutual interests to get together in a planned yet informal atmosphere is an important component of the conference. The Awards Luncheon on Friday will recognize the essay contest winners. The presentor will provide the recognition such winners so richly deserve; we expect great media attention when we honor our own.

Some essential information: The conference will be held at the downtown Houston Hyatt Regency Hotel -- a beautiful hotel with excellent meeting rooms and facilities for our meeting. The conference room rates will be $63.00 per night, single or double. Conference registration fees will remain the same as last year . Pre-registration (deadline date to be announced shortly, along with the distribution of pre-registration materials): NABE members $60.00, non-members $100.00 (all the more reason to join!), student or parent $30.00, and one day registration $30.00. Registration after the deadline date or on site: members $75.00, non-members $115.00, students, parents and one day registration $40.00. For more information on the conference contact the NABE National Office, 1201 16th Street NW, Suite 407, Washington, D.C., 20036. (202) 822-7870 and ask for the conference coordinator, Roger Rivera, or the national administrator, Joe Beard. We look forward to hearing from you! And even more significantly, seeing you in Houston! Plan to **join us for the best NABE conference ever!**

CONFERENCE SCHEDULE SUMMARY

Monday, April 26
NABE Board Meeting

Tuesday, April 26
NABE Board Meeting
Houston Committee Meeting
Early Bird Hospitality

Wednesday, April 27
NABE Board Meeting
Houston Committee Meeting
Exhibitor Set Up
Pre-conference Registration (8:00 a.m.)
Site Visits
Intensive Workshops
Pre-conference Hospitality
NABE Business Meetings (Afternoon)
  Regional Meetings
  Delegate Assembly
  Nominating Committee
  Resolutions Committee
  State Meetings
Conference Registration (4:00 p.m. - 8 p.m.)
Pre-conference Reception and Fundraiser

Thursday, April 28
Registration (8:00 a.m. - 5:00 p.m.)
Exhibits (9:00 a.m. - 5:00 p.m.)
Opening Session (9:30 a.m. - 11:00 a.m.)
Press Conference (11:30 a.m. - Noon)
Ribbon Cutting Ceremony (Noon)
Concurrent Sessions (1:15 p.m.- 2:30 p.m.)
Major Sessions (2:45 p.m. - 4:00 p.m.)
Concurrent Sessions (4:15 p.m. - 5:30 p.m.)
S.I.G. Meetings (5:30 p.m. - 6:30 p.m.)
President's Reception/Dance (8:00 p.m. - 11 p.m.)

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
HOUSTON
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Bilingual Education: Excellence Touches The Future!

Friday, April 29
Registration (8:00 a.m. - 5:00 p.m.)
Exhibit Area Open (9:00 a.m. - 5:00 p.m.)
Concurrent Sessions (8:30 a.m. - 9:45 a.m.)
Membership Meeting (10:00 - 11:00 a.m.)
Concurrent Sessions (11:15 a.m. - 12:15 p.m.)
Awards Lunch (12:30 p.m. - 1:45 p.m.)
Major Sessions (2:00 p.m. - 3:15 p.m.)
General Session (3:30 p.m. - 4:45 p.m.)
SIG Meetings (5:00 p.m.- 6:00 p.m.)
Parent Institute Registration (2:00 p.m. - 4:30 p.m.)
Parent Institute Opening Session (5:00 p.m.)
Receptions
Annual Banquet and Dance (8:00 p.m. - Midnight)

Saturday, April 30
Registration
Parent Institute Activities
Exhibit Area Open (9:00 a.m. - 3:00 p.m.)
Concurrent Sessions (9:00 - 10:30 a.m.)
Major Sessions (10:30 - 11:45 a.m.)
Concurrent Sessions (1:30 - 2:45 p.m.)
Closing General Session (3:00 - 4:30 p.m.)
Conference closing activities
Parent Institute "Pachanga"

Sunday, MAY 1
Brunch (9:00 a.m. - Noon)
"Rap with the Leaders"
Parent Institute concludes

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HOUSTON - 88**

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Message from the President, con't. from pg. 2

expansion, and not a result of some outside influence as our foes have claimed. This financial crunch is temporary and with your help will soon diminish.

If we stand together we can keep NABE and bilingual education alive. NABE is your voice in Washington. The outstanding work provided by Jim Lyons and conference consultant Roger Rivera needs to continue. The New York affiliate has pledged to organize a fundraiser in November, and Dr. Samuel Betances has made a generous offer to work with NEA to reduce our outstanding NEA debt. He also will be featured in a fundraising activity at the Houston Conference. I urge the other affiliates to challenge New York, and all of us to keep NABE vital with either small or large contributions. NABE needs your help!

As you read this issue of the NABE News, planning for the 1988 NABE Conference in Houston is in full swing. The conference committee, under the able leadership of Dr. Ellen De Kanter and Ms. Toni Balboa, is working hard to bring about one of the most successful conferences in NABE history. You should be part of this success by 1) sharing your ideas and suggestions with the conference committee, and 2) participating in the conference coming April 27 through May 1, 1988. I hope to see all of you in Houston. Bring your friends, too!

I would like to end this message with a call for your involvement. With your suppport, we can keep NABE strong and make it stronger. We cannot be complacent. Foes of bilingual education are trying to destroy not only that which we stand for but NABE as well. Let our bilingual ideal guide us in our mission to provide and improve opportunities for an excellent education for our language-minority citizens. Have a wonderful school year!

Annual NABE Conference Contests

Each year, the National Association for Bilingual Education sponsors three contests: an essay contest for elementary and high school students (more next month -- due date February 22, 1988; this year's theme, "All Americans should speak more than one language"), a dissertation contest, and a Teacher of the Year contest (See May issue of NABE News -- affiliates need to nominate candidates by February 15, 1988.) Winners are flown to that year's Conference location for the awards. Following is information about the dissertation contest. In later issues, we will publish information regarding the others.

Dissertations Competition

The competition is open to those who have completed a dissertation between June 1, 1984 and August 1, 1987. The deadline for submitting the abstract upon which the dissertation will be initially judged is Monday, November 23, 1987.

For more information and competition guidelines, contact

Alfredo G. de los Santos, Jr.
NABE 1988 Outstanding Dissertations
Maricopa Community Colleges
3910 East Washington St.
Phoenix, AZ 85034
(602) 244-8355

Commission 2000, con't. from pg. 8

may bring to the group on particular topics and/or issues. They may have similar experiences and leadership backgrounds as the regular members but this will not be a prerequisite for participation. They will not be required to attend meetings of the commission; rather, they will be polled and consulted by telephone and by mail.

Chair/terms. The Commission will be chaired by Dr. Josue M. Gonzalez, immediate past president of NABE and former director of OBEMLA. The Chairman will appoint the members of the Commission with the approval of the NABE Board.

Reporting. The Commission 2000 is a creation of the Executive Board of NABE and, as such, it will render periodic reports of its work to that body. To preserve the greatest possible accountability to the membership, the Commission will also report directly to the NABE membership via *NABE News*, special reports and mailings, and via presentations at conferences and other meetings. Because the Commission may suggest changes in the composition, role, and tenure of the national Executive Board, its recommendations will not require approval by the Board before being presented to the general membership.

And that, in a nutshell, is NABE's Commission 2000, an exciting concept for an exciting time in the history of the National Association for Bilingual Education. If you feel you would like to make comments and suggestions on any of the topics the Commission will deal with, please write to the Commission c/o the NABE National Office in Washington.

View From Washington, con't. from pg. 7

The Senate's omnibus bill is not likely to include provisions regarding Title VII beyond those contained in S. 1238, a bill sponsored by Senator Edward M. Kennedy which has already been approved by the Labor and Human Resources Committee which he chairs. S. 1238 (see past issues of the NABE News for details about the bill) does not reauthorize the Bilingual Education Act, but merely amends current law to increase the proportion of Title VII funds which may be spent on Special Alternative Instructional Programs and to limit the duration of a student's enrollment in Transitional Bilingual and Special Alternative Instruction Programs.

Passage of a Senate omnibus education reauthorization bill including the Title VII amendments contained in S. 1238 would pave the way for a House-Senate conference committee meeting to resolve differences between the bills adopted by the two bodies. NABE will work closely with Senate and House members to ensure that any reauthorization legislation finally approved in conference combines the best features of the divergent House and Senate bills on Title VII.

ENGLISH PROFICIENCY ACT

The English Proficiency Act (see past NABE News articles for details), which the National Council of La Raza, NABE, and other language-minority organizations developed last year, is fast moving towards enactment on two separate tracks. Track #1 is the trade legislation which will be taken up in conference committee after Labor Day. Track #2 is the omnibus education reauthorization process noted above.

Both House and Senate versions of the trade bill, H.R. 3 and S. 406, authorize an array of education programs, some new and some in amended form, that relate to the productivity of the workforce and trade competitiveness of the nation. The House trade bill includes an amendment to the Adult Education Act to authorize a $50 million per year grant program to teach English literacy skills to limited-English-proficient adults and out of school youth. The amendment, patterned after the original English Proficiency Act introduced by Matthew G. Martínez (D-CA), reserves half of all program grant monies for non-profit community-based organizations which have been particularly effective in reaching this needy and underserved population. While the Senate trade bill includes more than $1 billion for new and expanded "competitiveness-related" education programs, S. 406 does not provide for the proposed English Proficient Act. Because the trade bills are omnibus measures involving the jurisdiction of several committees in each body, special conferees (almost certain to include the Chairman and Ranking Minority Member of both the House Education and Labor Committee and the Senate Subcommittee on Arts, Humanities, and Education) will be appointed to resolve differences between the education provisions of the two trade bills.

Before starting the summer recess, the Senate Education, Arts, and Humanities Subcommittee chaired by Senator Claiborne Pell (D-RI) held a hearing on possible amendments to the Adult Education Act which should be included in the still-to-be-assembled omnibus education reauthorization package. Senator Jeff Bingaman (D-NM) testified on the need to establish the English Proficiency Act to address the acute English literacy problems of limited-English-proficient adults. So far, Senator Bingaman's bill, S. 629, has attracted 11 bi-partisan sponsors. More importantly, Senator Bingaman has been assured that it will be given serious consideration when the subcommittee marks-up its omnibus reauthorization bill in mid-September. If you have any interest in the enactment of the English Proficiency Act, write to your Senator right away as decisions will be made quickly when Congress returns after Labor Day.

REPRESENTATIVE MARTINEZ' INITIATIVE ON BILINGUAL/SPECIAL EDUCATION

Elsewhere in this issue of the NABE News is a reprint of a statement by Representative Matthew G. Martínez (D-CA) from the Congressional Record of August 5, 1987 concerning the role language plays in the assignment and treatment of limited-English-proficient students in special education and gifted and talented programs. On August 12th, Representative Martínez wrote to numerous education organizations, including NABE, and to parents and professionals involved in bilingual/special education inviting comments on the adequacy of federal policy in this critical area and suggestions as to how it might be improved.

As your Legislative and Policy Counsel, I have pledged to Representative Martínez NABE's full support for his vital fact-finding and legislative initiative. Those of you who are knowledgeable and concerned about the incorrect placement of limited-English-proficient students in special education classes or the failure to provide linguistically appropriate instructional services to limited-English-proficient students who have exceptional needs can help me make good on this pledge. Please respond to Representative Martínez' invitation by sharing with him information about practices in your area and your views as to how federal policies can be improved. Correspondence to Representative Martínez should be addressed to: Honorable Matthew G. Martínez, 109 Cannon House Office Bldg, Washington, D.C. 20515 (Attention Jeff Rodamar).

Please share with the NABE office copies of your correspondence on this initiative so that we better understand local conditions and needs.

Congressman Martínez Speaks Out

Excerpts reprinted from the Congressional Record,
Vol. 133, No. 131; Wednesday, Auguast 5, 1987

Congressman Matthew G. Martinez represents California's 30th District and often brings up bilingual issues in Congress.

Mr. Speaker, President Reagan told the National Governors' Association on March 26th this year:

I met one young man who had graduated there in East Los Angeles from high school -- top in his class. He had spent several years in a class for the mentally retarded because teachers had just decided that that is what was wrong. And then along came -- God bless her -- a teacher who went a little deeper and found out it was the language problem.

The President is fond of anecdotes, but in this case he seems to have succeeded on identifying a real problem. Throwing students, like this young man, into special education classes where they don't belong drains the limited resources of special education programs. The students are forced to do time in courses that are not designed to meet their needs.

Handicapped children do not all speak English. When a limited-English proficient [LEP] child has a learning disability, the child is often placed in a special education class conducted in English. In effect, a handicapped LEP child is often placed in a "sink or swim" immersion course in English. A growing body of research suggests that handicapped language minority students should receive instruction in their native language in order to facilitate cognitive and academic development. Handicapped children don't need the additional artificial handicap of being thrown into courses conducted in a language that they do not understand.

Mr. Speaker, many normal American students are being misdiagnosed as "learning disabled." A minority child is far more likely to be placed in a class for the learning disabled than an Anglo student. A minority child is also less likely to be identified as gifted or talented than his Anglo counterpart....

... The Devil is in the details. Despite protections in the abstract, assessment and referral techniques are frequently flawed in practice. Are the safeguards built in to the process working for LEP handicapped children? Are parents knowledgeable about the implications of the testing and classification? Are adequately trained translators being provided so that limited-English proficient students and their parents can fully participate in the process?... Are the other utilized measures also racially unbiased?... Are there enough bilingual evaluators...? The answer seems to be "no" in far too many of our states and communities.

Ignorance of the problems associated with learning a second language is not bliss when it comes to assessing students. Researchers in bilingual special education at the University of Texas at Austin are playing a leading role in identifying the nature and scope of these assessment problems. Dr. Alba Ortiz of the University of Texas stated:

The greatest concern which emerged from the data is that the procedures used in diagnosing communication disorders virtually ignored students' limited English proficient status. Studies have found that data in eligibility folders were generally insufficient to determine whether limited-English proficient students were in the process of normal second language acquisition, or whether their speech and language behaviors were symptomatic of a speech or language disorder.

...In one study of Spanish speaking students, the sounds that have been identified as most problematic for Spanish speakers learning English were those identified as troubled in the referral documentation. For example, a study of Texas schools reports that...very few students were tested in a minority language or bilingually.

...When students are misplaced by schools, the consequences may be substantial. These students may never reach their full potential because teachers are likely to demand less from "learning disabled" students than from normal students. There is evidence that IQ scores may actually drop as a result of misplacement.

... In brief, America is putting many normal students in special education classes they don't need. We are wasting millions and millions of dollars by putting minority language students in special education courses where they don't belong and stigmatizing them in the process. At the same time, these processes are consuming the resources that are badly needed by our Nation's handicapped students. There is a critical need to upgrade the procedures used to identify students with learning disabilities, and to insure that minority language handicapped students are not forced to " sink or swim" in English immersion courses. Our Nation's educational programs must work better for both minority language students and the handicapped.

A Personal Glimpse

by Juanita Chávez

Juanita Chávez is a first grade teacher at Oak Park School in Overland Park, Kansas. José was one of her students when she taught in another school district.

The first time I saw José sitting in my classroom I knew something was wrong. He sat with his head down, his hands in his lap, and he didn't say a word the entire day. The rest of the children in my first grade had been in the same kindergarten together so there was very little shyness or nervousness about the first day of school with them, but no matter how hard I tried, José would not interact with me or the other children except for an occasional nod.

After several days of this, I did something I usually try not to do until I form my own opinions. I looked at his records from the school he had previously attended. They were sketchy but I was surprised to learn that he was already eight years old and that this was his second year in first grade and that he had been placed in a special education class for most of the previous year. In very small print someone had written "I don't think José speaks very good English." This was the clue I was looking for.

The next morning I went over to José's desk, stooped down, and said to him in Spanish, " Good morning, José. I am so happy you are in my class."

His look of relief and the slight smile on his face broke my heart. Someone spoke his language! I gave him a hug and told him to please ask me if he needed something or if he had a question.

After working with José for several weeks doing skills in his own language, I became concerned that he had been labeled as a special education placement child. He learned so quickly that it wasn't long before he was speaking complete sentences in English. The more English he learned, the more skills he was able to transfer from Spanish. His personality began to change dramatically. A quiet, withdrawn little boy became an outgoing, happy, and self-confident first grader.

After I spoke with Mona, our district bilingual teacher, she agreed to test José with the Spanish version of the C.A.T. He didn't disappoint me. He scored high average with a stanine 7 nationally. I thought I could just ask that "special education recommendation" be dropped from his records and that it would be done immediately. I was wrong. It was a five-month battle and lots more testing before that happened.

Our consultation with the mother, in Spanish, proved to be enlightening and shocking. She had been asked, in English, to give her permission to test José at his old school and when the results of the tests were presented to her, she was told that José was "mildly retarded" and that he would need special instruction. She readily signed the consent form. She wanted what was best for her son and never questioned the decision of "educators."

My experience with José has heightened my awareness of the dilemma in which many limited English speaking children find themselves. They are misclassified by well-meaning school professionals into LD and other categories due to their lack of English. It is a classic example of blaming the victim rather than adapting the school program to meet the needs of the student, and it leads me to wonder about the plight of language minority students in districts throughout the country where bilingual programs are not offered. Could it be that schools are still misclassifying these students? Could it be that the reason that LEP children constitute a large percentage of the dropout statistics is that their educational needs are not being met? José is one of the fortunate ones. What about the others?

***** ATTENTION*****

FILM AND VIDEO BUFFS!

NABE wants to edit and distribute one or more composite video casettes on (1) the value or (2) effectiveness of bilingual education, and (3) the threat of the "English Only" movement.

Since we do not have the funds to shoot original film, we will attempt to use existing footage on these subjects. We need desperately to locate high quality film or video material as soon as possible. Everything must be in the public domain or its owners must be willing to give permission for free use of the footage.

If you have, or know where we can find such footage either in original video or 16mm film format, WE NEED YOUR HELP. We want material from all over the nation. Good TV interviews and/or classroom coverage would be valuable as would treatment of all aspects of these themes in creative ways with good technical quality. No home movies or copies of copies of tapes, please. They simply won't work.

Can you help NABE carry out this exciting project?? If you think you can, please call Dr. Josue Gonzalez week days at 312-890-8020. He will advise you on what needs to be done along with the timelines we intend to follow.

A Look at NABE Elections

It is not too soon to begin thinking about your choices in the next NABE election. The October issue of the *NABE News* will contain pictures of candidates and their statements. The timeline duplicated below follows the NABE Procedures Manual and is duplicated for your information so you can be sure to be eligible to vote.

November 1, 1987 Postmark: Closing of membership list for those eligilbe to recive ballots for the election of officers to serve on the Board of Directors from June 1, 1988 - May 31, 1989.

December 1, 1987: Ballots will be mailed to members in good standing as of November 1, 1987.

January 15, 1988: Last postmark date for Ballots to be counted in the election.

February 1, 1987: Candidates will be advised of the results of the election.

April 25, 1988: Election results will be certified by the Board of Directors and the general membership will be notified.

Editor's Desk, con't from pg. 2

from Congressman Agustus Hawkins, Chairman of the Committee on Education and Labor of the U.S. House of Representatives, dated June 18, 1987.

> *It has been several weeks now since the House of Representatives overwhelmingly approved H.R. 5, The School Improvement Act. . . . I know the reason for our easy passage was that you worked so hard with the Committee Members and staff for many months on this bill.*
>
> *We have an excellent piece of legislation and I know that once enacted, it will lead to improvements in the education we provide our children. Thank you again for all your assistance.*

We are indeed fortunate that Jim continues to be dedicated to the cause of bilingual education and language diversity and that we continue to be able to provide his primary consulting contract. His tasks, and they are as busy and effective in the Senate and in helping with state legislatures, can be made much easier by increasing NABE membership and generating greater resources for his support and for the continued support of all the efforts of NABE, its Board of Directors, and its membership.

That brings me back to where I began, my welcome not only to current NABE members but to approximately 6,000 more of you who have had some connection over the years with NABE but are not now members. We have dedicated this issue to the beginning of a membership drive and to inform you about our coming national conference in Houston, Texas. We wanted you to see what we are doing and to gauge the importance of maintaining a strong and viable national organization. To consider and act upon completing the membership form in this issue.

The strength and viability of your National Association for Bilingual Education is dependent on many of you joining with us to develop a unified voice on bilingual education, to respond to the needs of language minority learners, and to champion the need for an effective language policy that recognizes the right of people to protect and promote their cultural and linguistic heritage.

Your numbers and your voices, heard through your Regional Representatives (Vincent Petrosino in the East, Dick Hsieh in the Midwest, and Anna Pérez in the West), through the Parent Representative, Juan Trinidad, and through the other Board members, will give direction and support to NABE as it continues its efforts. **Join us in these efforts**. Read this issue of the *NABE News*, with its articles, announcements (note the new offer from Education Week available only to NABE members) advertisements and other features. Enjoy good fortune as this new school year begins. **Join NABE!!! Today!!!**

Conference Announcement

The Third Biennial Conference on Minority Assessment, meeting concurrently with the 18th Annual Conference of the Rocky Mountain Educational Research Association, is scheduled for Nov. 18 - 20, 1987, in Tucson, Arizona. The conferences will be devoted to a wide range of issues related to the assessment and delivery of psychological services to individuals from various minority and majority populations. The conferences will be structured in strands dealing with

School Psychology/ Special Education
Counseling
Regular Class/Special Programs Teachers
Gifted Education
Assessment Issues of
Ethnic Minority Students

For further information about participation or attendance, please write to: Karen Gendron, Conference Coordinator
Education Bldg. Box 604,
University of Arizona,
Tucson, AZ 85721

1988-89 Congressional Science Fellowships in Child Development

applications are invited by the Society for Research in Child Development. Open to scientists and professional at post- doctoral level with interests in child development and public policy. Opportunity to spend one year as a member of a Congressional staff. Mid-career applicants especially encouraged.
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Application deadline November 9, 1987.

Contact Dr. Jeanette Goodstein, Director, Washington Liaison Office, Society for Research in Child Development,
100 North Carolina Ave., SE
Wash., DC 20003
(202) 543-9582.

Fellowship Announcement

The National Council of La Raza, a national Hispanic organization, is conducting a national competition to select an Educational Policy Fellow for a one-year fellowship in the Council's Washington, DC office. The Fellow will be assigned to La Raza's Education Policy Analysis Component and will have the opportunity to work in a variety of areas including:

1) carrying out secondary research on education policy issues;
2) preparing policy papers and issuing briefs, testimony, and other documents;
3) assisting with other education policy analysis and program development tasks; and,
4) representing the Council on advocacy and coalition work.

The fellowship may lead to a full-time professional staff position as an Education Policy Analyst. For further information,
please contact Arturo Vargas,
Sr. Education Policy Fellow, NCLR
20 F St. NW, Second Floor,
Wash. DC 20001

EDUCATION WEEK JOINS NABE MEMBERSHIP DRIVE WITH SUPER OFFER

Since its establishment in 1980, ***Education Week*** has provided comprehensive coverage of bilingual education and language-related education issues as well as many other important education issues. Now **NABE members** can take advantage of a dramatic discount on a half-year trial subscription to *Education Week* -- "**American Education's Newspaper of Record.**"

This special offer is available **only** to NABE members or to individuals who join NABE. By completing and mailing the form below you can receive 20 issues of Education Week for only $10.00. This is a **58% discount** off *Education Week's* regular subscription price, a savings of **70 cents** per issue!

Participate in this offer by completing the form below. Do it now!!!

Current NABE members should check the "Already a member" box, complete the address information, and mail it together with a check made payable to NABE (or credit card information) for $10.00, or more if you want to make a contribution to the many activities of NABE. NABE will notify the publishers of ***Education Week*** to start your subscription.

New or renewing NABE members should complete the full membership application form and mail it together with a check made payable to NABE (or credit card information) for the membership fee selected, plus $10.00 for *Education Week*, plus any additional contribution you wish to make.

If you don't want to participate in this offer but believe in the causes which **NABE** serves as the only national organization advocating the achievement of education equity and excellence through bilingual education, then still **join NABE.** **JOIN NABE TODAY!! DO IT NOW!! DON'T PUT OT OFF!!**

NABE membership is a bargain with lots of benefits. In addition to special offers for publications like ***Education Week***, NABE members receive:

NABE News Special Rates at National Conference *NABE Journal*
Factual information on national policies affecting Bilingual Education
and language-minority Americans
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Join NABE today! Do it now to obtain your benefits as a NABE member and to keep NABE actively working on your behalf. Help to ensure effective bilingual education for all who need and desire it.

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"I can think of no better way for us to be well informed about developments in our field than to read Education Week." -- Mary H. Futrell, President, National Education Association, Washington, DC

"*Education Week* is...just great. It looks good. It's well written, it covers everything in education, and it prints much that's controversial." -- Albert Shanker, President, American Federation of Teachers, Washington, DC

"... Even more important, *Education Week* can help us sort out issues and opportunities that are really of national significance, and those that are essentially local and specialized. That is an enormous service to educators." -- Ernest L. Boyer, President, the Carnegie Foundation for the Advancement of Teaching, Princeton, NJ

It has become one of the most useful, easy-to-read, hard-to-find periodicals in our office. I applaud your efforts in creating such a distinctive and distinguished publication. -- Roland S. Barth, Co-director, The Principals' Center, and, Senior Lecturer on Education, Harvard University Graduate School of Education, Cambridge, Mass.

I read *Education Week* regularly and find it extremely helpful in keeping me informed of education developments nationwide. It is written so that I read what I want in a hurry. You are providing a valuable service to busy administrators looking for the latest news in our field. -- Gordon M. Ambach, President of the University and Commissioner of Education, The New York State Education Dep't. Albany, NY

No journal that I read has provided more timely information or has been more helpful in giving ideas for the improvement of our program. I enjoy reading each issue from cover to cover and share it with our faculty thereafter. -- Gordon E. Bondurant, Headmaster, Montgomery Bell Academy, Nashville, Tenn.

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Dunn Critique, con't from pg. 6

act the "low academic ability" of Puerto Rican and Chicano/Mexican-American children. He presents no data to support his political conclusions and bases some of his "findings" on a vignette.

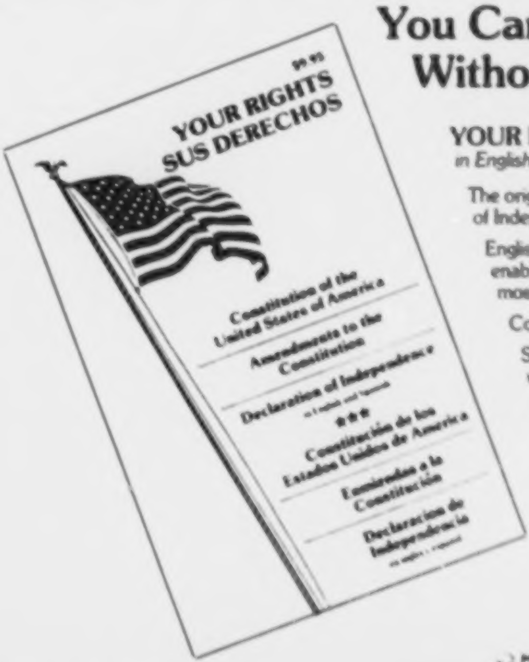
Serious educators face a difficult road ahead. There is certainly no one correct pedagogical method in either monolingual or bilingual education. Research does indicate, however, that multiple and complex factors influence pedagogical outcomes for all children. Even an incomplete list of issues should encompass a linguistic analysis in first and second language acquisition and sociological factors such as language loyalty and the distribution of knowledge. We know that we are producing a society that is increasingly divided by social class, gender, race, and language origin. It is unfortunate that researchers like Dunn hide behind their skill in testing and psychometrics to push a policy of political hegemony against those who are different and who lack the political power to decide what is best for their own children. May I also suggest that researchers who deal with so-called "objective" data should read the literature of ethnography and qualitative research. Dunn has ignored an important aspect of learning noted by Paulo Freire:

The act of learning to read and write . . . is a creative act that involves a critical comprehension of reality. The knowledge of earlier knowledge, gained by the learners as a result of analyzing praxis in its social context opens to them the possibility of new knowledge. The new knowledge, going far beyond the limits of earlier knowledge, reveals the reason for being behind the facts, thus demythologizing the false interpretations of those same facts. And so, there is now no more separation between thought-language and objective reality.[2]

It is time to stop blaming the victim of what is a very grave problem in our society. It is my belief that there is a significant attempt to shift public schools from the objective of educating the young to one of maintaining the status-quo. Arguments against bilingual education that "prove" that one group is "higher" in cognitive, linguistic and scholastic development, unfortunately, suggest a return to our society's deep-rooted fear of differences and diversity. On a more unpleasant level, the monograph implies that the two racially mixed ethnic groups on which the author focuses his attention are inferior because of their genetic and historical background. I must reject this idea that Dunn derives from a literature review that is plagued with prescriptions, political ideology, and outright foolishness.

Footnotes

1. Dunn, L.M. (1987) Bilingual Hispanic Children on the U..S. Mainland: A Review of Research on Their Cognitive, Linguistic, and Scholastic Development. Minnesota: American Guidance Service.
2. Freire, P. (1978). Pedagogy in Process: The Letters to Guinea-Bissau. New York: Seabury Press. p.24.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The Bilingual Education Newsletter

NABE News

Vol. XI, No. 2 October, 1987

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Controversial NJ Rule Change Put "On Hold"

CAMDEN, NJ: The New Jersey Department of Education announced last month that it will postpone a vote by the State Board of Education on a controversial proposal to alter radically rules governing the exit of LEP students from bilingual and ESL programs. The Department's decision to continue study of the proposal, advanced this Spring by New Jersey Education Commissioner Saul Cooperman, was precipitated by the release of testimony by the state-funded Public Advocate's Office challenging its legality. The Public Advocate's testimony followed a summer-long effort by New Jersey education advocates and national experts to block what they termed "irrational" and "harmful" changes in LEP student evaluation criteria and procedures.

Under current regulations, New Jersey LEP students are exited or "mainstreamed" from bilingual or ESL programs on the basis of a comprehensive evaluation carried out by a team comprised of the school principal, the student's bilingual and/or ESL teacher, and the "mainstream" teacher to whose class the student would be assigned. The team evaluation is based on multiple criteria and involves consideration of student performance on a language assessment battery, achievement test results, and classroom performance. Under the Cooperman proposal, this multiple-criteria, team- approach to LEP student evaluation would be scrapped, and New Jersey's 36,000 LEP students would be exited from special programs on the basis of a single criterion -- demonstration of English fluency as measured by the Maculaitis Assessment Program. Cooperman promoted the rule change as necessary to ensure "uniformity of state standards" and to "ensure that limited English proficient students are given the opportunity to function in monolingual classes as soon as possible."

During a public hearing this Spring, the proposed rule change was roundly criticized. State education advocates and national experts joined representatives of NJTESOL/BE in challenging the assumptions underlying the proposal and calling attention to its harmful educational consequences.

The New Jersey Public Advocate's office cited this public testimony against the rule change and a 1983 United States Supreme Court decision in challenging the Cooperman proposal. The Supreme Court decision, *Motor Vehicle Manufacturers Association* v. *State Farm Mutual Insurance Company* held that an

con't. on pg. 16

National Publication Writes Up Two-Way Bilingual Program

WASHINGTON, DC: The two-way bilingual program at the Oyster School in Washington, DC was featured in the September 25, 1987 edition of the *Christian Science Monitor*.

Staff writer Robert Marquand visited the school and spoke with parents, teachers, and students about the program, in which all subjects are taught in both Spanish and English. "We treat English and Spanish both as foreign languages," he was told by the principal of Oyster, Paquita Holland.

Each subject is taught in two languages, and the benefits are enormous. Marquand writes: "By Christmas, first-graders at the Oyster School are reading -- in both English and Spanish. By third grade, the children are not only fluent in both languages -- but are also two grade levels above average and in the 93rd testing percentile of all school children in the US (on an all-English test)." A teacher told *Christian Science Monitor:* "You would think bilingual would be harder, but it's easier. The kids are thinking more." Holland says, "all the kids are in the same boat. They all struggle together at first. "The spirit of cooperation thus fostered at the school has led the National Advisory and Coordinating Council on Bilingual Education to say that the school is one of the three "best opportunities for integration" in the country.

NABE applauds the *Christian Science Monitor* for writing about a successful bilingual program. How nice it is to see our *successes* publicized!

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From the Editor's Desk

by Joseph W. Beard, National Office Administrator

WELCOME TO THE SECOND issue of this year's volume of *The Bilingual Education Newsletter, NABE News*. I hope you have received your copy of the September issue by now -- I had a chance to look through my copy just before I started writing this editorial and I feel we are learning and growing as we work out the details of putting together a monthly publication dedicated to being timely and interesting. I hope you have also had a chance to share the issue with friends who may not yet be members of NABE and to convince them that they need NABE as much as NABE needs them.

The best way to get others to join NABE is for *you* to share the reasons you continue to support our many activities. Reconfirm your own commitment to bilingual education and to being part of NABE by bringing others into our organization. The times are challenging but the opportunities are great.

This issue continues the presentation of some material from our Denver conference (Recognize anyone in the collage on page 10?); provides an update on plans for the Houston conference (Have you marked your calendar and started making plans to join us from April 27 - May 1, 1987?), and presents the candidates for the NABE Board of Directors for whom you will be voting in December. We have also included an update on the current members of the Board and some of their activities. For our part in the Central Office, Jim Lyons tells me that he is working with Senators and their staffs as the Senate takes up the omnibus education bill and decides which way to go with bilingual education legislation, Carolyn Riddick is working feverishly on the membership lists to get notices and follow-up notices out to those who have not yet joined us, and Roger Rivera is hard at work getting exhibitors and event sponsors lined up for the annual conference and responding to the Houston planning committee as that excellent group continues their work. For my part, I'm not sure where the time goes but I assure you, I do keep busy!

One of my real pleasures is to interact with you by phone -- heard from Angela Zaccardelli in Ohio this morning and discussed various ways she is exploring to revitalize the Ohio Affiliate -- or in person. The following excerpts are from a letter I received from Duggan Flanakin after a visit he and a colleague, Glenn Hall, paid to our office. His developing understanding of bilingual education reflects positively on the sort of impact each of us can have.

Dear Joe:

Glenn Hall and I wish to express our gratitude for the time you spent with us yesterday explaining and illuminating us on the work and mission of NABE. You were very open and candid with two strangers, graduate students researching the bilingual education field from a position of no prior involvement or experience.

In research of any kind, it is so difficult to rely only on what others have said about a person or an organization and his (their) point of view. It is far better, and far more enlightening, to hear from the horse's mouth so that one can form opinions that are based on first-hand knowledge. I still am appalled at how easy it is, for example, to flippantly quote the Founding Fathers or Enlightenment thinkers (and other long-ago writers) without ever having read their own writings (even in translation, not to mention in the original languages), but to rely wholly on the opinions of secondary writers, each of whom brings you the information from an established point of view.

As you shared your view that TBE [Transitional Bilingual Education] should be the minimum baseline, rather than the mandated goal (as in all the federal legislation so far), I began to realize that, in large part, the current debate is over the effectiveness of a program that you, for one, state is wholly inadequate *[emphasis by editor] -- in that three years is just not enough time to accomplish the goal of two-language fluency. On the other hand, TBE is at least "a step in the right direction, better than nothing at all," for its establishment at the federal level enables local districts to extend their maintenance programs well beyond three years. However, nationwide the battle for second-language literacy remains an uphill struggle. One part of the fight is the national perception of inadequacy in so many OTHER [emphasis the writer's] curricu-*

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NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

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National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Room 407
1201 16th Street, NW
Washington, DC 20036
202/822-7870

A Message From The President

Dr. Hai T. Tran

A few weeks ago the Oklahoma affiliate held its annual conference with the theme "Bilingual Education: It's working for All of Us." This interesting theme, similar to the one NABE used in Denver, highlights an important point. We in NABE have always known that bilingual education is working for all of us.

Yet, those opposing bilingual education, whether by ignorance or with malice, and those paying lip service to equity in education while finding ways to relegate immigrants and minorities to second class citizenship have been spreading myths about bilingual education. Their biggest myth is that bilingual education does not work. Bilingual educators must set the record straight. While it is true that some bilingual education programs do not work, this is no different from the fact that some English reading programs do not work. Do people blame an individual reading program if "Johnny can't read"? Why, then, do people blame bilingual education for all the problems encountered by LEP students?

> *That **some** bilingual programs fail does **not** invalidate the concept of bilingual education.*

It is important to distinguish between a concept and its implementation. Research has demonstrated that bilingual education is a sound concept and that it can be used successfully to educate language minority children. It is the best way to develop their proficiency in English. It is the best way to provide future citizens of this country with bilingual proficiency, which will both enrich them as individuals and enhance the linguistic and human resources of this society. That some bilingual education programs fail does not invalidate the concept of bilingual education.

Let us examine the myth that bilingual education does not work. Why does a bilingual education program fail? First of all, a number of bilingual education programs exist in name only, but are in reality monolingual programs. These programs fail because they are designed to fail by school administrators who want the federal money but who do not believe in bilingual education and are not concerned about the success of LEP children. Other programs fail because they are designed and implemented by people who do not possess a thorough understanding of bilingual education. And finally, other bilingual education programs fail because they are half-heartedly implemented.

Bilingual education programs that are carefully developed, properly implemented, and consistently monitored *do* work. They teach LEP children English. They teach English-speaking children another language. They develop language proficiency in the minority children's native tongue. They enhance children's academic achievement and keep them in school. The English Only movement may work hard to promote the official status of the English language, but it has made no effort to practice what it preaches -- to teach the English language. Bilingual education, on the other hand, has actively taught English to new immigrants as well as to LEP children. For example, the 1984 reauthorization of the Bilingual Education Act, which NABE helped develop, provides an opportunity for adult relatives of LEP students to learn English. The English Only advocates should stop attacking bilingual education and concentrate on something useful; they should use the money they raise to establish ESL programs for adult LEP citizens and immigrants.

The threat of the English Only movement is growing and the negative myth about bilingual education is spreading. We must act to counter these dangerous forces. NABE has been leading the fight. Jim Lyons, NABE's Legislative and Policy Counsel, has been working with other organizations to ensure the reauthorization of Title VII. Jim cannot do the job alone. He and NABE need your support. For the future of our children, for the sake of bilingual education, it is imperative that each of you do the following:

1. Tell other people, including your congressional delegation, how well bilingual education can work. Show them a real bilingual classroom in action.
2. Join NABE or renew your membership. NABE can be strong only if you participate.
3. Get your friends and colleagues to join NABE.
4. Become involved in NABE affairs. Join special interest groups and volunteer to serve on standing committees.
5. Vote in the NABE election. This issue of the *NABE News* features NABE elections: consider the candidates carefully. Cast your ballot for individuals who will best serve NABE and our children. Consider running yourself next time.
6. Remember our Annual Conference in Houston. Mark the dates April 27- May 1, 1988 and make plans to be there. Come to Houston to demonstrate that bilingual education is alive and well. With your active participation, NABE will be strong and the Conference in Houston will be the BEST ever.

Let us tell the world that **bilingual education is working for all of us.** As professionals and advocates of bilingual education, we are obligated to make this country a better place to live, where bilingualism is an asset, not a liability!

Current NABE Board Members

The persons serving on the 1987 - 1988 Executive Board met for the first time on June 4 in Houston, Texas, site of the 1988 National Bilingual Education Conference. They developed these six objectives for their terms in office:

1. To raise membership to 2,500 by May 1988;
2. To increase mutual support by NABE and its affiliates of each other's missions, goals, objectives, and activities;
3. To eliminate debts outstanding as of June 1, 1987 by May 31, 1988;
4. To ensure that current services are being provided and to add at least two membership services by May, 1988;
5. To assure greater participation of a variety of ethnolinguistic groups in NABE;
6. To continue networking with other organizations concerned with the education of language-minority students.

The next meeting of the Executive Board will be held in Corpus Christi, Texas on October 23, 1987. Please help NABE by contacting Board members to express your views, to make suggestions, or to volunteer.

PRESIDENT
Hai T. Tran
Bilingual Education Multifunctional Resource Center
University of Oklahoma
555 Constitution Avenue
Norman, OK 73037
(405) 325-1731

PRESIDENT-ELECT
Macario Saldate, IV
Mexican American Studies and Research Center
Modern Languages Building
Room 209
University of Arizona
Tucson, AZ 85721
(602) 621-7551

VICE PRESIDENT
Rodolfo L. Chavez
Bilingual Multicultural Education and Counseling Program
Quay Hall
109-Station 9
Eastern New Mexico University
Portales, NM 88130
(505) 562-2154

SECRETARY
Lori S. Orum
National Council of La Raza
548 S. Spring Street
Suite 802
Los Angeles, CA 90013
(213) 489-3428

TREASURER
Olga Valcourt-Schwartz
Bilingual Education Office
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208
(414) 475-8091

PAST PRESIDENT
Josué M. González
Bureau of Resources
Chicago Public Schools
1819 W. Pershing Road (6-E)
Chicago, IL 60609
(312) 890-8020

PARENT-AT-LARGE
Juan N. Trinidad
Bilingual Program
Sarah Hale High School
New York City Board of Education
345 Dean Street, Room 267
Brooklyn, NY 11217
(718) 855-2412

EASTERN REGIONAL REPRESENTATIVE
Vincent Petrosino
Foreign Languages Department
Northern Senior High School
2201 Pinewood Avenue
Baltimore, MD 21229
(212) 396-6435

CENTRAL REGIONAL REPRESENTATIVE
Dick Hsieh
Bilingual Programs
Oklahoma City Public Schools
900 North Klein
Oklahoma City, OK 73106
(405) 272-5579

WESTERN REGIONAL REPRESENTATIVE
Anna M. Pérez
Office of Bilingual Education
Baldwin Park Unified School District
3699 North Holly Avenue
Baldwin Park, CA 91706
(818) 962-3311 Ext 317

NABE Western Regional Representative, Anna Pérez, and U.S. Congressman, Estaben Torres (D-California), share the podium at a Home-School Partnership Seminar in Baldwin Park, California. Fifty parents from the school district completed the seminar and are now ready to be advocates of the educational program in the community. The seminarr was sponsored by the District Bilingual Advisory Copuncil and the ESEA Title VII Parent Committee under the direction of Anna Pérez.

Introducing the Candidates - - -
- - - for the 1988-89 NABE Executive Board

This initial information has been submitted by the candidates for the 1988-89 NABE Executive Board. Additional information will be sent with the ballot. To be eligible to receive a ballot, you **must** be a NABE member on November 1, 1987. Ballots will be mailed to the membership on December 1, 1987 and must be returned by January 15, 1988. Candidates are reminded that NABE does not permit any media campaigning for positions. Any questions regarding election procedures should be addressed to the Election Committee, care of the NABE office. Election results will be announced at the NABE National Conference in Houston, Texas in April.

Running for President-Elect . .

Dr. Rodolfo Chavez has been a member of NABE since 1980 and is the current Vice-President. He has also been very active in the Colorado affiliate -- he has held the positions of President, Vice-President, Treasurer, and Secretary. Dr. Chavez is presently the Coordinator of the Bilingual/ Multicultural Education & Counseling Program at Eastern New Mexico University, Portales, NM. He has held the positions of Associate Director of the BUENO Center for Multicultural Education, Director of the Bilingual Education Multifunctional Resource Center, and the Bilingual Education Service Center, Coordinator of Parent and Management Training, all at the University of Colorado. He was also the Co-Principal of the Migrant Education Summer Program, Director of the Bilingual/ ESL Education/Classroom Teachers and Coordinator of Bilingual Education/Classroom Teachers, both in Weld Co., CO.

Dr. Chavez writes, "Over the past ten years my involvement at the state, local, and national levels has centered around bilingual education and the increasing challenge facing those of us who see the need and the successful solutions and programs that have surfaced. My various experiences have allowed me the opportunity to work with the bilingual leadership throughout the nation. I will utilize this network continuously to seek input from teachers, parents, administrators, and other professionals as I attempt to provide quality leadership to our organization.

"As President I will take a leading role in assisting NABE and the Board of our Association to take stands that defend the principles we believe in. We must ensure that our efforts do not fall prey to the "English Only" zealots who continue to influence many in our country. The experience, skills, and energy I will provide the Association will be coupled with a spirit of adventure needed to challenge the educational system to provide relevant educational experiences for language minority children. NABE must be at the forefront of efforts to inform the general public of the efficiency and need for bilingual education, and also to challenge those policies which seek to undermine our successful practices and gains made in past years."

Dr. Guillermo Lopez has been a member of NABE since 1985 and is a member of the California Association for Bilingual Education. Dr. Lopez is currently the Director of the Office of Special Projects in the California State Department of Education and has served as the Director of the California State School Leadership Academy (1985 - 1987), and of the California State Office of Bilingual Education (1977 - 1985). He has been a high school principal, an Associate Superintendent of Schools and a Superintendent of Schools. He has also served on several commissions, including the Language Minority Project at the University of California (co-chair), the Advisory Council to Center for Language Education and Research, Executive Council for National Association of State Directors of Bilingual Education, and he chaired the California Task Force on Bilingual Teacher Preparation.

Dr. Lopez writes, "During the past ten years, I have used my experience to provide technical assistance regarding bilingual education to all the school districts in California as well as other state agencies. I have provided testimony before Congressional Subcommittees on reauthorization and funding issues and, along with officers of NABE, MALDEF, and La Raza, I developed sections of the last reauthorization bill for bilingual education.

"My main mission for NABE is the continued provision of bilingual education for limited English proficient pupils and the ongoing improvement in these programs. To this end I would:

1. Seek equitable federal funding for bilingual education by working with key members of Congress;
2. Strive for a definitive policy statement supporting bilingual education from TESOL, NEA, AASA, NASSP, and ASCD;
3. Work towards a national policy on multi-language use in the US;
4. Update a national agenda on research and evaluation of key bilingual education issues for clarification, formation of policies, improvement of programs, and allocation of resources;
5. Improve relations with OBEMLA and DOE;
6. Assist affiliates on a state by state or on a regional basis regarding long-range strategic planning on key issues; and,
7. Continue providing conferences featuring exemplary practices in bilingual education."

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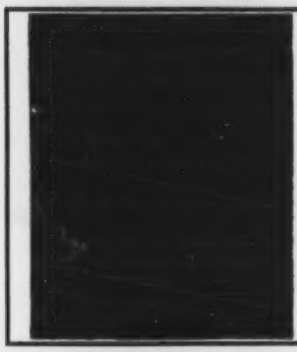
Running for Vice-President . . .



Ms. Lucy M. Cruz has been a NABE member since 1979 and has served as Parent-at-Large, as the Western Representative, and as chair of the NABE Conference Entertainment Committee, 1987. She is a member of the Colorado Association for Bilingual Education. She was recently appointed Program Coordinator for the Early Childhood Education Project by Colorado Governor Romer and serves as a consultant at the Multicultural Resource Center at Arizona State University. Her professional experience includes working as Community Coordinator for the Denver Public Schools, as Bilingual Multicultural Head Start Education Specialist for Inter-America in Denver and the BUENO Center at the University of Colorado in Boulder, and as Bilingual Multicultural Head Start Regional Trainer for Creative Associates.

Ms. Cruz writes, "Because I have held the Parent-at-Large and Western Representative positions on the NABE Board, I feel that with my knowledge and experience, I can represent the NABE membership to help the Board reach its goals and objectives."

Ms. Myrella Lara joined NABE in 1980, and has served as Eastern Regional Representative. She is also a member of the Connecticut Association for Bilingual/Bicultural Education and has been the President and Treasurer of that group, and Conference Committee Chair for two years. Ms. Lara is presently the Supervisor of Bilingual/ESL Programs in Norwalk, CT and a part-time lecturer of ESL and Bilingual Education at South Central Community College in New Haven. She is a Board member of JUNTA Community Agency, New Haven, and CONNETESOL, and Board member and program planner for Channel 30 public affairs program ADELANTE in Hartford.

Ms. Lara writes, "The strength of NABE continues to lie in its local affiliates and grass-roots movement of teachers, parents, and interested public officials. We must continue to move toward corporate funding and support in order to have an organization that is financially sound and able to provide its membership with high-quality services and leadership. Our presence in Washington must continue to be felt and the voice of our membership should be carried through our efforts with the media, the policymakers, and the general public, who still fail to understand what bilingual education is, and how it can become a positive and exciting part of this nation's future."

Ms. Janice Schroeder has been a member of NABE since 1981 and was active in the New York State affiliate. She is currently serving as a training consultant at the Northwest Regional Education Laboratory in Anchorage, Alaska. Her experiences include service on the national Native American Bilingual Task Force, chair of the Erie Community College Native American Advisory Committee, and on the New York State Affirmative Action Advisory Committee.

Ms. Schroeder writes, "I believe in the goals of the organization and further believe that the Association is vital to the future of bilingual education in the USA. I believe and support a holistic atmosphere of educational opportunities that are individually appropriate and assist individuals to realize their maximum learning potential while maintaining dignity and self-worth throughout their lives. Through bilingual education, individuals will learn skills which will ensure their right: to survive as unique people; to exercise free will; to make choices; and to initiate and sustain self-sufficiency. Bilingual education will enable one to make individual choices for the preservation of one's harmony and balance in the world/society in which we choose to live. Only by working together -- all language minorities -- can we hope to keep bilingual education a reality for our children and generations that have not yet been born, and thus ensure them their right."

Running for Treasurer . . .

Picture not Available

Dr. Jayni Flores has been a member of NABE for five years. She is currently Secretary for the Arizona Association of Chicanos for Higher Education and President of AABE, the Arizona NABE affiliate. Dr. Flores is presently an assistant professor of bilingual education at Northern Arizona University where she directs a Title VII teacher training program serving 24 bilingual education students and has also worked as the Area Coordinator for Bilingual Education at NAU. From 1982-1985 she was coordinator/instructor of Title VII teacher training at Eastern New Mexico University.

She writes, "My deep belief in the commitment to bilingual education is what leads me to seek the position of NABE Treasurer. My experience with AABE and AACHE has helped me develop my organizational skills on the state level. I now want to be in a position to help bilingual education continue to grow and flourish on the national level. I believe this is especially crucial at this time when bilingualism and bilingual education are coming under such heavy attack from US English and other English-only movements."

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Dr. Mutsuko Tanouchi has been a NABE member since 1979 and has been very active in the New York State Association for bilingual education, serving as its Treasurer for two years, first and second Vice President, and current President. Dr. Tanouchi is currently a bilingual resource teacher for the Eastchester Public Schools, NY. She has been Title VII Coordinator and a bilingual teacher consultant for the same school district and previously was a classroom teacher in Pennsylvania, and a teacher at the Japanese Weekend School in Westchester, NY. She is a member of the National Association for Asian/Pacific American Education and served on their Conference Committee.

Dr. Tanouchi won the Fulbright Seminars Abroad Program award for her paper, "Teaching of Japanese as a Foreign Language" (1986); a Title VII teacher trainer progam grant at Seton Hall University (1983-86), the Educational Policy Fellowship at the Institute for Educational Leadership (1982-83), and a Title VII Bilingual Teacher Training grant at Seton Hall University (1974).

Running for Secretary . . .

Dr. Olga S. Davila has been a member of NABE since 1976. She is a founding member of the New York State Association for Bilingual Education and has held its positions of Treasurer and Secretary, and has served on the NABE Conference and Resolutions Committees. Dr. Davila is presently the Supervisor of Multilingual Programs, Buffalo Public Schools, and she has coordinated the Enrichment Bilingual Program, taught in the Bilingual Teacher Training Program, and in bilingual student programs. Dr. Davila also served on the committee to develop competency standards for bilingual teachers in New York state.

Dr. Davila writes, "I believe that the vast experience I have acquired with my involvement in all levels of the educational spectrum, my strong leadership qualities, and my commitment and dedication to equitable and excellent education for all children and especially students with limited English proficiency equip me develop solutions that will enhance the opportunities for all language minority children. I am confident that my experience will enable me fully and effectively to perform the duties and responsibilities of Secretary for NABE."

Dr. Marlene Kamm has been a member of NABE since 1980. She is active in the Illinois Association for Bilingual Education and will be its President-Elect next year. For the past eight years she has been the Director of Bilingual Education and ESL programs for the Waukegan Public Schools, Waukegan, Illinois. She has also been a Spanish teacher, bilingual teacher, bilingual coordinator, ESL teacher, program director and adjunct instructor at the University of Illinois and National College of Education.

Dr. Kamm writes, "I am dedicated to the field of bilingual education and to assisting youngsters to reach their maximum potential. NABE is a vital professional organization that fosters opportunities for teachers and children to reach their potential. With this in mind, I would find it a privilege to serve as Secretary of NABE."

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Ms. Monica Sandoval has been a NABE member since 1975. She is also a member of the Texas affiliate, in which she has been very active serving currently as their Constitution Chair. She has been the Legislative Chair, the Conference Chair (1982), Chapter Secretary, and a member of the state Curriculum Committee. Ms. Sandoval is presently the Coordinator of Staff Development of the Brownsville Independent School District. Her previous experience has been in a variety of bilingual education roles -- she was Project Manager of Title VII for her school district, and for IDRA in San Antonio, Director of Bilingual Vocational Instructor Training, Coordinator of the Bilingual Education Service Center, and Education Specialist. Prior to that she was Facilator of Bilingual Education in Oklahoma City, OK, and a teacher in the Chapter I/Bilingual Labs in Oklahoma City.

Ms. Sandoval writes, "I have been a contributing member to NABE for over 10 years. I have assisted in promoting bilingual education in several states and look forward to continuing this effort in a NABE leadership role.

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Running for Parent-at-Large ...

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Mr. Juan E. Sanchez has been a member of NABE since 1982, and served as Parent-at-Large in 1986-87. He is currently serving as President of the Colorado Statewide Parent Coalition, as Vice-President for the Labor Council for Latin American Advancement, Denver, and is on the Board of Directors of the Colorado Association for Bilingual Education.

Mr. Sanchez writes, "As a NABE Board member in '86/'87, I gained valuable experience. One thing that I learned is that a one-year term as it currently exists in the NABE bylaws is not sufficient time to make any major changes in the area of Parent Involvement. Because of this I am seeking another term, so that I may try to influence a major NABE by-laws Amendment to increase the one-year term to two years. I feel that the National Board will be more effective in dealing with national issues with more experienced members."

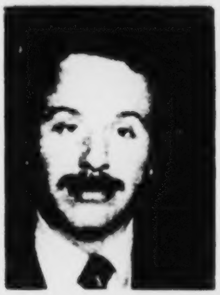
Running for Regional Rep. . . .

To be elected by State Affiliate Presidents. Contact them to express your recommendation.

Eastern Regional Representative

Dr. Ana María Schuhmann is currently serving a two-year term as President of the New Jersey Teachers of English as a Second Language-Bilingual Education, an affiliate of both TESOL and NABE. She served as NJ Delegate to NABE and was a member of the Resolutions Committee. She has also chaired the NJ State Advisory Committee on Bilingual Education. She directed the Center of Bilingual Education at Kean College, where she now serves as Assistant Dean in their School of Education.

Dr. Schuhmann writes, "I am committed to ensuring educational equity for all our language minority students, and pledge to continue working at the state and national levels to promulgate the understanding of bilingual education and to fight the English-Only movement threatening our nation."



Dr. Antonio Simões has been an active member in both NABE and state affiliates in New York and Massachusetts. He is currently the Chair of the NABE Publications Committee, and he served as Program Chair of the 1987 NYSABE Bilingual Conference. Dr. Simões is the Director of Bilingual Education at New York University, and he has served as an Assistant Dean at Hunter College, where he began teaching courses in bilingual education. He was instrumental in forming the first IHESIG in bilingual education in both AERA and in NABE. He has also held the positions of Associate Professor and Director of the Bilingual Training Resource Center at Boston University.

Dr. Simões writes, "My goal is to serve the Eastern Region in three ways:

1. to identify the issues that are locally relevant and to give this information to the National Executive Board;
2. to inform the local affiliates of the National Agenda as interpreted by the Executive Board; and,
3. to serve and represent the national and the local organizations when called upon."

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Central Regional Representative

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Dr. Ray Howe has been a member of the South Dakota Association for Bilingual Education for eight years, and a member of NABE for six. He was a Presenter at the 16th Annual International Bilingual Education Conference in Denver, CO, and is a member of the NABE Resolutions Committee. He is the Title VII Project Director of the Shannon County Schools, Pine Ridge Indian Reservation, Batesland, South Dakota. Other professional experience includes working as a teacher at the elementary, secondary, and college levels. He has also been an Indian Community College President.

Dr. Howe writes, "Because there is a continuous need to educate the general public as to the needs of Language Minority Students, my goal as the Representative for the Midwest Region will be to work toward strengthening the relationship between the State Bilingual Affiliates and The National Association."

Mr. Wageh Saad has been a member of NABE since 1980, is a member of the Michigan Association for Bilingual Education, and is currently the President of Michigan Association of Bilingual Education Administrators. He is a supervisor for the Bilingual Education Program of the Dearborn (MI) Public Schools, and has been a part-time consultant and field office manager for the University of Michigan Project on Bilingual Materials Development. He is a member of the Technical Advisory Council for the Midwest BEMRC and a member of the Board of Directors for the Michigan Protection and Advocacy Service.

Mr. Saad writes, "The strengths of NABE are directly related to a large membership base and effective bilingual education programs. As a Central Regional Representative, I will invest time and effort encouraging affiliates in this area to devise a networking process that will:

1. enhance awareness about NABE;
2. increase our membership base;
3. publicize information about successful bilingual education projects; and,
4. impact education in general with the bilingual education philosophy."

Western Regional Representative

Dr. William A. Meléndez has retired from his position as Director of Migrant Education in Monterey County, California. He has been a member of NABE and the California Association for Bilingual Education for many years.

Dr. Meléndez writes, "After an active career in education working with bilingual and migrant programs, I retired and now spend my full energy in community work related to Latino concerns and educational opportunity. I am committed to NABE's goals and would like to:

1. Utilize the visions of past and present leaders to create environments for assertive leadership throughout NABE;
2. Use the media to 'showcase' model bilingual educational programs which have enthusiastically embraced principles and concepts that enable language minority children to excell;
3. Strengthen bonds with a corporate America which is increasingly aware of the market that the language minority populations represent;
4. Broaden membership to include those who have benefitted from their bilinguality and who share our commitment to bilingual education.

Dr. José Agustin Ruíz is an assistant professor at Eastern Oregon State College in La Grande, Oregon. He has been a member of NABE since 1984, was active in the Arizona Association for Bilingual Education while in Arizona, and has been working to revitalize the Oregon Association for Bilingual Education. He has been involved in bilingual education for twelve years, serving as a consultant with the Bilingual Education Resource Center at the University of Washington and in other positions in Arizona.. A picture and statement were not available from Dr. Ruíz at press time.

REMEMBER DENVER

16th Annual
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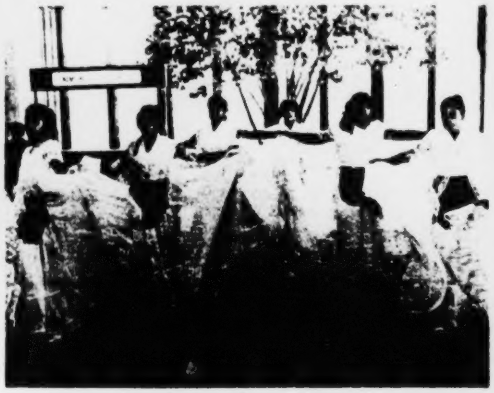
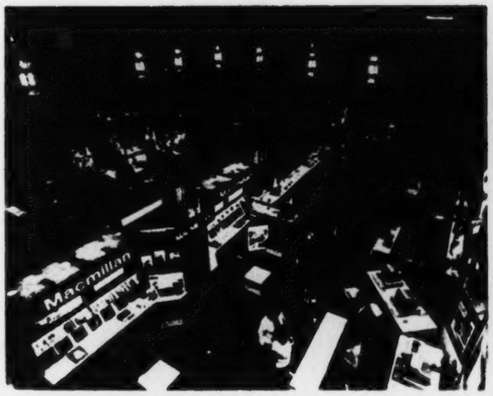


NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

DENVER 87

BILINGUAL EDUCATION—
IT'S WORKING FOR ALL OF US!



SUPPORT
NABE!!

Welcome to the
NATIONAL ASSOCIATION FOR
BILINGUAL EDUCATION

PLAN FOR HOUSTON

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The View From DC

Dear Mr. Lyons,

Another academic year begins soon and brings with it another round of serious challenge for our nation's educational institutions. Only through a coordinated effort on the part of government, business, and the education community can we effectively improve educational results.

As Chairman of the Education and Labor Committee, I am continually seeking ways to invite policymakers, practitioners, and interested persons throughout the country to share their ideas and expertise with me and my colleagues. In this regard, I would appreciate knowing what you consider to be your highest priorities for improving the American educational system.

I encourage you to provide a one-page summary which lists the major issues you would like to see addressed. If you wish to enclose more information, please feel free to do so.

We would like to hear from you as soon as your busy schedule permits, and if possible no later than Sept. 10th.

I can assure you that your ideas will be fully considered, and may serve as a basis for some future activities of our Committee...

We sincerely appreciate your interest and look forward to receiving your suggestions.

Sincerely,
Augustus F. Hawkins
Chairman,
House Education and
Labor Committee

Dear Chairman Hawkins:

I am writing in response to your August 7, 1987 letter to the National Association for Bilingual Education (NABE) in which you solicited NABE's views on priorities for improving the American school system. Before responding to your request, however, I want to express on behalf of the NABE Board and its membership our sincere appreciation for your commitment to moving ahead with the crucial process of educational reform.

In keeping with NABE's mission, the issues we recommend for the Committee's consideration and action concern the related matters of language and education. And in accordance with your request that we identify priorities, we have limited our list to four issues which we deem particularly important.

1. The problem of chronic misevaluation of the intellectual abilities and academic performance of language-minority students.

As a result of this problem, hundreds of thousands of language-minority students are not receiving appropriate instructional services. Language-minority students are grossly over-represented in special education programs and under-represented in programs for the gifted and talented. Improved procedures and techniques for evaluating the intellectual abilities and academic performance of language-minority students are essential if these students are to have an equal opportunity for an effective education.

2. The opportunity that two-way (developmental) bilingual education programs present for solving America's "first-" and "second-language" problems.

School districts in several states, including California, have found that two-way bilingual education programs are a successful vehicle for simultaneously helping both limited-English-proficient and English-language background children achieve academic success and full proficiency in English and a second language. In addition to their academic merits, Congress should explore how two-way or developmental bilingual education programs can reduce racial and ethnic segregation in the Nation's schools.

3. The need to increase the supply of minority teachers who have received appropriate professional training.

Given demographic trends, this need will soon grow more acute. Efforts to recruit and train minority teachers take time to produce results; affirmative federal action is needed now!

4. The failure of the Education Department's Office for Civil Rights (ED-OCR) to enforce non-discrimination and equal opportunity laws protecting language-minority students.

The problems disclosed in a June 4, 1986 *Education Week* article on OCR enforcement activity (copy enclosed) warrant Congressional investigation.

In addition to addressing these policy issues, NABE hopes that the Committee will continue to be vigilant in its oversight of the administration of the Bilingual Education Act.

A current administrative matter warranting the Committee's attention concerns the Department's denial of two Title VII continuation grants to the Franklin Northwest Supervisory Union school district in Higate Center, Vermont and the Department's demand for repayment of past Title VII monies by the district. Aside from the irregular procedures followed by the Department, the Franklin case is of substantial importance since it involves the fundamental question of student eligibility for Title VII assistance.

NABE deeply appreciates your efforts to improve American education. We stand ready to assist you and your colleagues in bringing about the changes and reforms that our children deserve. Please have a member of your staff call me if you have any questions.

Sincerely,
James J. Lyons
NABE Legislative
& Policy Counsel

GAO Findings Describe and Support Bilingual Education

by Dorothy Waggoner

NABE members who attended the Conference in Denver had an opportunity to obtain copies of the report of the US General Accounting Office (GAO) on its review of bilingual education research, ***Bilingual Education: a New Look at the Research Evidence***, which was issued in March. Since March, the GAO has issued two additional reports on bilingual education, ***Bilingual Education: Information on Limited English Proficient Students***, in April, and ***Bilingual Education: Research and Evaluation Contracts***, in May. The research review and the review of research and evaluation contracts were produced at the request of Rep. Augustus Hawkins, Chairman of the House of Representatives Committee on Education and Labor. The report on LEP students was produced at the request of Sen. Edward Kennedy, Chairman of the Senate Committee on Labor and Human Resources. Like the report on the research review, it will be of general interest to the bilingual education community. The review of contracts will be of interest primarily to contractors and potential contractors.

The research review addresses the characterizations of bilingual education research used by the Department of Education to support its efforts to divert funds appropriated under the Bilingual Education Act to alternate educational approaches which do not use a non-English language in instruction. The GAO assembled a panel of ten experts on bilingual education and research representing diverse viewpoints. The panelists were asked to review summaries of bilingual education research, including the much-debated Baker-De Kanter report. The majority found that the research evidence was sufficient to support the requirement in the legislation for use of the child's native language "to the extent necessary" and insufficient to agree with the Department's position that the alternate (English-only) methods are promising. The panel also condemned the Department's attempt to link bilingual education experiences with negative educational results, such as the high dropout rates of Hispanics.

The report on LEP students responds to six questions posed by Senator Kennedy's Committee:

1. How many LEP students are there?
2. How are they concentrated by language within school districts?
3. How many are served by Title VII and non-Title VII funds?
4. How much is the native language used in the programs?
5. What is the minimum number of LEP students needed to implement a bilingual education program? and,
6. How many years do states estimate that LEP students remain in special programs?

The GAO communicated by telephone with the fifty states and the District of Columbia. Its findings provide current information on the status of state concerns about LEP students, programs for them, and record-keeping on this population. The information attests to the variations in policies, definitions, and data collection procedures among the states and reminds us that only national sources of data are reliable bases for estimates of national need and estimates of state need which are comparable.

Unfortunately, in its summary of the numbers of LEP students, the GAO did not challenge the Department of Education's estimates. It failed to consider:

1. the implications for the numbers of the differences between the definition of limited English proficiency contained in the Bilingual Education Act and ED's "indicators of non-English language use,"
2. the implications for the numbers and for the right of any language minority student to an equal educational opportunity of ED's standard of English proficiency, and,
3. the inappropriateness of the use of the 1982 English Language Proficiency Study (ELPS) as a source of the numbers of language minority people in the US and of language minority students with limited English proficiency, as opposed to its use as a source of the proportions of children and adults who are probably limited in English proficiency based upon the findings of the tests used in the ELPS, as originally intended (See Waggoner, "Estimates of the Need for Bilingual Education and the Proportion of Children in Need Being Served," NABE NEWS, Annual Conference, and Summer 1986, pp. 6-9). (The GAO report implies that 2.6 million is the upper limit of estimates of LEP students based upon ED's methodology. Applying ED's minimal standard of English proficiency to the 1980 Census estimate of the number of language minority school-age children plus the estimated numbers who immigrated illegally between 1980 and 1985 yields an estimate of at least 3.5 million LEP children in 1985. There were as many as 5.3 million such children in 1985 if a proficiency standard providing equal educational opportunity is used.)

The GAO reviewed 34 1982-85 contracts totaling $37.8 million for its report on bilingual education research and evaluation contracts. It concluded that, except for two modifications of one contract, none of these contracts significantly deviated from procurement regulations. This will be reassuring to those who suspect that the public's money may frequently be misused. However, since the two modifications were to enable InterAmerica Research Associates, Inc., in Rosslyn, VA, to continue to operate the National Clearinghouse for Bilingual Education for two additional years until a new contract could be negotiated and signed, few in the bilingual education user community will find fault.

Up to five copies of each of these reports may be obtained free from the US General Accounting Office, P.O. Box 6015, Gaithersberg, MD 20877, telephone: (202) 275-6241.

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The Editor's Desk -- con't from pg. 2

lum areas; another is the impact of television on all written language. . . . I am enclosing the [membership] *form . . . so that I can start getting regular information as soon as possible. . . .*

Again, I want to thank you for your time and for your passionate explanation of the great value -- which both of us missed during our formative years -- of learning to communicate with others in their own native language. I look forward to reading much more of your work -- both personally and that of your organization -- in order to further broaden my horizons in this field.

Thanks again,
DUGGAN FLANAKIN

A little time and "passionate" defense of what we commit our time and energy toward does pay off in ways that we may never know unless we do hear from others, as I did from Duggan. Please join me in this effort not only to gain membership for NABE but also to share the positive image of bilingual education and how much more we could be doing if we only let ourselves. It really is up to you and me to take the initiative and to share what we know is a significant contribution to the best education for all learners.

ANNOUNCING

Research Program on Innovative Approaches for Educating Students With Limited English Proficiency

Proposals are being solicited to conduct school-based research and demonstration projects. Four projects will be funded by the Office of Bilingual Education and Minority Languages Affairs, US Department of Education; one three-year project in each of the four areas: literacy instruction, math and science instruction, drop-out prevention, and education of exceptional children. The focus of the research is on LEP students. The Request for Proposals will be available on or about Oct. 1, 1987.

RFP requests should be made to:

Ms. Christine Rourke
Innovative Approaches Research Project, Bin #9
Development Associates, Inc.
2924 Columbia Pike
Arlington, VA 22204
(703)979-0100

Project Director: Dr. Charlene Rivera;
Associate Directors: Dr. Annette M. Zehler,
Mr. Richard Ottman

BILINGUAL EDUCATION
Research to Policy to Practice

HARVARD UNIVERSITY
December 10 - 12, 1987

A special two-day institute at Harvard University will examine the most salient issues in bilingual education today. Designed for policy makers, the Harvard Institute will identify those research findings that should be influencing educational policy and practice.

Speakers include:

Kenji Hakuta,
University of California at Santa Cruz

James Lyons,
National Association for Bilingual Education

Catherine Snow,
Harvard University

Richard Tucker,
Center for Applied Linguistics

Ana Celia Zentella, Hunter College and CUNY Graduate Center.

The Harvard Institute seeks to inform the quality of debate and affect practice. It is directed to policymakers at the state and local levels: superintendents, curriculum supervisors, directors of bilingual education in districts and at state departments of education.

The fee for the Institute is $240.00.

For a complete program announcement, contact:

Institute on Bilingual Education
339 Gutman Library
Harvard Graduate School of Education
Cambridge, MA 02138
(617) 495-3572.

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- **School Nurse,** including bilingual (Spanish) school nurses
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For more information, write:

Sharon Goldberg
Department of Personnel
Chicago Public Schools
1819 W. Pershing Road
Chicago, Il 60609

Telephone: (312) 890-8560

State University of New York at Buffalo
Second Language Education
Rank: Open

SUNY at Buffalo, the largest and most comprehensive University Center of the SUNY system, seeks to make an appointment to a tenure track or tenured position in the Department of Learning and Instruction of the Faculty of Educational Studies.

Second Language Education: This tenure track or tenured position is at the Assistant, Associate, or Full Professor level, depending upon qualifications. This position entails research and publication; teaching courses in the theory and methodology of Teaching English to Speakers of Other Languages and second language acquisition; and supervising graduate students' programs, including doctoral research. Additional responsibilities include teaching basic courses in Bilingual Education or traditional foreign language education.

Qualifications: Earned doctorate in Teaching English to Speakers of Other Languages, Applied Linguistics or related area. Academic teaching experience and publication in refereed journals are desirable at the Assistant Professor level and required at the Associate and Full Professor levels.

Salary: Salary for an Assistant Professor will be in the $25,000 to $30,000 range. At the Associate and Full Professor level, salary will be commensurate with qualifications and experience. Fringe benefits at SUNY at Buffalo are generous.

Submission Procedures: Consideration of applications begins on Jan. 15, 1988, and will continue until the position is filled. Submit vita and letter of application which indicates rank for which application is being submitted. Candidates at the Assistant Professor level must submit at least three letters of recommendation. Candidates at the Associate or Full level should furnish names, addresses, and phone numbers of references rather than letters; these references will be contacted only after initial screening of all applications.

Apply to:
Michael W. Kibby,
8 Baldy Hall,
SUNY at Buffalo,
Amherst, NY, 14260,
(716) 636-2470

SUNY at Buffalo is an equal opportunity/affirmative action employer. Minorities and women are strongly encouraged to apply. No person will be subject to discrimination on the basis of age, creed, color, handicap, national origin, religion, sex, marital, or veteran status.

Nationwide Writing Contest for Bilingual Students

on the topic:

"All Americans Should Have the Opportunity to Learn More Than One Language"

Rules:

1. All essays must be written in English.
2. All essays must address the theme to be eligible for consideration.
3. The contest is limited to students currently enrolled in Bilingual Education Programs grades 3 - 12, or to students who have received bilingual services for one school year.
4. The length of the essay MUST be:
   - Elementary: grades 3 - 5: 150 - 200 words
   - Middle School/Jr. High: grades 6 - 8: 250 - 350 words
   - High School: grades 9 - 12: 350 - 500 words.

Teachers, please note: The number of words MUST be checked and recorded at the end of each essay. Every word will be counted except dates, which will be counted as one word. *Essays without the number of words recorded will not be read.*

5. The essay must be handwritten in ink or typed double-spaced.
6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, names of bilingual teacher and school principal must be written in ink or typed on a 3" x 5" card and stapled to the essay. Essays will not be returned.

Judging:

1. All essays should be judged by the individual school first. Only the three best essays should be sent to:

The NABE Writing Contest
Department of Bilingual Education
Detroit Public Schools
5057 Woodward Ave. Room 1224
Detroit, MI 48202

2. The essays submitted will be judged by a committee of lay readers selected by the Detroit Public Schools. This committee will determine the first, second, and third place winners at each level.

Criteria:

1. Each essay will be judged on originality, content, and mechanics.

Prizes/Awards:

1. Each participant will receive a certificate of merit, suitable for framing.
2. Other prizes will be awarded as follows:

1st place winner at each grade level, one parent, and bilingual teacher will be flown to the NABE Conference to attend the Award Ceremony and the winner will receive a $200 US Savings Bond.

2nd place winners at each grade level will receive a $150 US Savings Bond.

3rd place winners will receive a $100 US Savings Bond.

Dates:

1. Entries must be postmarked no later than Feb. 19, 1988.
2. Winners will be notified no later than March 21, 1988.

For further information, contact:

Dr. Felix Valbuena
Department of Bilingual Education
Detroit Public Schools
5057 Woodward Ave.
Detriot, MI 48202
(313) 494-1586 or 494-1736

NJ Rule Change – con't. from pg. 1

administrative agency "changing its course by rescinding a rule is obligated to supply a reasoned analysis for the changes beyond that which is required when an agency does not act in the first instance." According to the Court, "the agency must examine the relevant data and articulate a satisfactory explanation for its action including a rational connection between the facts found and the choices made." New Jersey's Assistant Education Commissioner Richard DiPatri told the Associated Press that postponement of the state Board vote does not mean that the Department is backing down, but only indicates that it is taking time to review the issues raised by the Public Advocate's Office.

SPREAD THE NEWS!

If you have developed a teaching method which you would like to share, or an interesting political technique, please send us a short article about it -- other readers would love to hear about it!

Send to NABE National Office

US Department of Education Grant Deadline

The US Department of Education has announced a December 1, 1987, deadline for submission of applications for grants under the Fiscal Year 1988 Title VI, Undergraduate International Studies and Foreign Language Program. The grants are designed to assist institutions of higher education to strengthen and improve undergraduate instruction in international studies and foreign languages. Public and private non-profit agencies and organizations may apply for funds to develop projects which will make an especially significant contribution to the improvement of undergraduate instruction in international and foreign language study. This program does *not* provide for student fellowships or stipends. In Fiscal Year 1987, thirty-one new projects were funded at a total cost of $1,411,806.

For application forms and further information, contact

Ralph Hines, Senior Program Specialist
International Studies Branch
Center for International Education
(Room 3053, ROB #3)
US Department of Education
Washington, DC 20202
Mail Stop 3308

(202) 732-3290

US English Impugns NABE

In a recent but undated fund-raising letter
signed by S. I. Hayakawa,
US English attacked NABE, saying that,

"The National Association for Bilingual Education, which gets Federal funds for much of its activity, uses paid lobbyists to push for more and longer bilingual education programs."

NABE receives *no* Federal funds.
Nabe has *no* lobbyists.

NABE *does* promote improved bilingual education programs -- for all learners.

NABE derives all of its support from private sources and relies most upon membership dues. Help fight US English and those others who do not want children to be educated in the way that is best for them. Help those children in need of good bilingual education programs by joining NABE, the only national organization dedicated to bilingual education.

- -

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___ 003-0001 Parent or Community Person
___ 003-0002 Para-professional
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☐ INSTITUTIONAL OR SUBSCRIPTION $50 (1 Yr)

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☐ JOINT: ___ $50 ___ $93 ___ $129
(Spouses - one mailing per household)

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If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
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IMPORTANT: Renewals and new members - PLEASE COMPLETE REVERSE SIDE

I am adding a special contribution to NABE for the campaign to help counter the English-Only movement: **$______**
Membership fee ______
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Total (Check or authorized credit card) **$______**

EDUCATION WEEK JOINS NABE MEMBERSHIP DRIVE WITH SUPER OFFER

Since its establishment in 1980, ***Education Week*** has provided comprehensive coverage of bilingual education and language-related education issues as well as many other important education issues. Now **NABE members** can take advantage of a dramatic discount on a half-year trial subscription to *Education Week* -- **"American Education's Newspaper of Record."**

This special offer is available **only** to NABE members or to individuals who join NABE. By completing and mailing the form below you can receive 20 issues of Education Week for only $10.00. This is a **58% discount** off *Education Week's* regular subscription price, a savings of **70 cents** per issue!

Instructions for completing form -- Please fill out both sides!

New or renewing NABE members should complete the full membership application form and mail it together with a check made payable to NABE (or credit card information) for the membership fee selected, plus $10.00 for *Education Week*, plus any additional contribution you wish to make.

Current NABE members should check the "Already a member" box, complete the address information, and mail it together with a check made payable to NABE (or credit card information) for $10.00, or more if you want to make a contribution to the many activities of NABE. NABE will notify the publishers of *Education Week* to start your subscription.

If you don't want to participate in this offer but believe in the causes which NABE serves as the only national organization advocating the achievement of education equity and excellence through bilingual education, then still **join NABE.**

Join NABE today! Do it now to obtain your benefits as a NABE member and to keep NABE actively working on your behalf. Help to ensure effective bilingual education for all who need and desire it.

- -

JOIN NABE - AND BRING A FRIEND **Side 2**

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_ 001-0002 Elementary Education
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_ 001-0004 Higher Education
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_ 001-0006 Parent & Community
_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
_ 001-0011 Global Education
_ 001-0012 Critical Pedagogy

LEVEL OF WORK (Check Only One):

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_ 002-0002 Elementary Education
_ 002-0003 Secondary Education
_ 002-0004 Higher Education
_ 002-0005 Adult Education
_ 002-0006 Community
_ 002-0007 Resource Center
_ 002-0008 Publishing _ 002-0009 Other __________

STANDING COMMITTEES

_ 009-0001 Publications
_ 009-0002 Membership
_ 009-0003 Socio-Political Concerns
_ 009-0004 Fund Raising
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_ 009-0006 Public Information
_ 009-0007 Rules
_ 009-0008 Organizational Development
_ 009-0009 Organizational Networks

☐ **Check here if you are a current Affiliate President.**

____
Signature of Member

____
Date

☐ **I want information about my State Affiliate: _____**

NABE Membership List Continues to Grow . . .

In this month's issue we are instituting a new column dedicated to those who submit memberships during the previous month(s). The following list includes persons who joined NABE from late July through early September, whether they were newcomers or renewals. The asterick after some names designates that the member donated extra money to the campaign to counter the English-Only movement. Congratulations to all of you and special thanks to those who increased their financial commitment to help NABE. Your Association continues to work on your behalf and on the behalf of all who work with or care about learners with limited English language skills. Let's get the rest of them to join us also!! Share membership forms with all prospective members and tell them about NABE. Let's keep NABE on a roll, cutting attrition and adding new members.

Chuck & Estella Acosta, Downey, California
Elena D. Arriola, Downey, California
Suchada S. Ashmun, Ithaca, New York
Josefina Astiasaran, Newington, Connecticut *
James K. Bachmann, Fort Collins, Colorado
Lisa Baldonado, Valley Cottage, New York *
Sheridan L. Bengtson, Dallas, Texas
Janice A. Boski, Brick, New Jersey
Peter M. Byron, Ballston Lake, New York
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Gloria R. Charbonneau, San Antonio, Texas
Brenda J. Johnson, Charlotte, North Carolina
Richard H. Choquette, Tucson, Arizona
Jose F. Christians, Milwaukee, Wisconsin *
Mary Ann Christison, Ephraim, Utah
Jack Damico, Baton Rouge, Lousiana
Virginia M.C. DaMota, Providence, Rhode Island
Dr. Norma De Borges, Miami, Florida
Dr. Rita M. Deyoe-Chiullan, Garland, Texas
Evelyn Diaz, Orangesburg, New York
Douglas E. Dockey, Lancaster, Pennsylvania
Albert V. Dunlap, Jr., Mercer Island, Washington
Walter Eliason, Lawrenceville, New Jersey
Hilda G. Espinosa, Miami, Florida
Ray T. Esquivel, Spring, Texas
Christian J. Faltis, Reno, Nevada
Nanita Feijoo, New York, New York *
Jack D. Fields, Elgin, Illinois
Joshua A. Fishman, New York, New York
Duggan Flanakin, Chesapeake, Virginia
Robert Fournier, Concord, New Hampshire
Dr. Bess S. Fry, Upland, California
Hugo C. Galindo, Gaithersburg, Maryland
Roberto & Anne Gallegos, Las Cruces, NM
Carlos L. Gamino, Waukesha, Wisconsin
Ofelia Garcia, Astoria, New York
Criselda Garza, Austin, Texas
Steven Michael Genzuk, South Pasadena, CA
George Giannetti, Madison, Michigan
Monika E. Giddy, Holland, Michigan *
Tony M. Gonzales, Ph.D., Union City, CA
Juan C. Gonzalez, Los Angeles, California
Milton Graciano, New York, New York
Iris N. Gutierrez, Houston, Texas
Beth A. Hartley, Yakima, Washington
Deborah J. Hasson, Miami, Florida
Rima K. & John Haugen, Dearborn, Michigan
James W. Hawkins, Austin, Texas
Christopher Hawley, Wellington, New Zealand
Jose M. Hernandez, Washington, D.C.
Nancy Hornberger, Philadelphia, Pennsylvania
Ray Howe, Batesland, South Dakota
Rosemary Hurtado, Healdsburg, California
Esther A. Ilutsik, Dillingham, Alaska
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Midori Iwama, Rumson, New Jersey
Stephan L. Jackson, San Antonio, Texas
Coralee Johnson, Cerritos, California
Suzanne A. Kalbach, Philadelphia, Pennsylvania
Marlene S. Kamm, Skokie, Illinois
Higinia T. Kama, Houston, Texas
Susan E. Kornman, Denver, Colorado *
Donald M. Lance, Columbia, MO
Myrella Lara, West Haven, Connecticut
Maria N. Lilagan-Schaedel, Anchorage, Alaska
Anna Y. Loebe, Tucson, Arizona *
Barbara A. Loesch, Houston, Texas
Sherry L. Long, Carmel, California
Roberto I. Lopez, Houston, Texas
Rose M. Lunan, Chula Vista, California
Lavinia Mancuso, New York, New York
Raphael E. Martinez, Vernon Hills, Illinois
Dorothy Martinez-K., Sacramento, California *
Vanessa Mas, Holyoke, Massachusetts
Hope Meyers McCartney, Placenta, California *
Marquerite M. McInnies, Ph.D., Fremont, California
Ambrosio Melendrez, Austin, Texas
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Maria de Jesus Mora de Gamble, Lubbock, Texas
Frances Morales, Menlo Park, California
Dr. Ivette A. Morgan, Miami, Florida
Melen D. Morrissey, Glendale, California
Phyllis Murray, Bethel, Alaska
National Committee for Citizens in Education, Columbia, Maryland
Eddie Mike, Navajo Community Schools, Magdna, New Mexico
Richard W. Newman, Quincy, Massachusetts
Jesus M. Nuevo, Holbrook, New York
Daisy D. O'Gorman, Douglaston, New York
Edward O'Keefe, North Bergen, New Jersey
Lillion Occhipinti, Trenton, New Jersey
Ricardo Otheguy, Astoria, New York
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University of Illinois, Chicago, Illinois
BEMRC - Services, University of Oklahoma, Norman, Oklahoma
Martha R. Valdez, El Paso, Texas
Lucila Valenzuela, Pecos, Texas *
Mary R. Valerio, Albuquerque, New Mexico
Jose G. Valtierra, Bloomington, Indiana
Ezequiel B. Vargas, Deforest, Wisconsin
Carmen C. & Jose E. Vega, Morrisville, Pennsylvania
David L. Veilleux, Burlington, Vermont
Felipe Veloz, La Grande, Oregon
Armenia Vera, Austin, Texas
Library, Whitworth College, Spokane, Washington
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Constance O. Williams, Atherton, California
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The Bilingual Education Newsletter

NABE News

Vol. XI, No. 3 December, 1987

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NJ Lowers Standards

NEW JERSEY: Civil rights groups and the Public Advocate's Office are considering suing the New Jersey State Department of Education for approving a rule change which allows the use of a single battery of tests to exit students from state bilingual education programs. José Delgado, a member of the Camden School Board and Chairman of its bilingual education committee, said that the "only way to iron this out is in a court of law."

The Department of Education's decision to implement the proposed rule change surprised all who were following the issue, considering the almost unanimous opposition to the idea. Among those who testified against the change were Ana María Schuhmann, President of NJTESOL/BE; Rolando Torres, Jr., Assistant Deputy to the Public Advocate in Trenton, NJ; Luís A. Laosa, Senior Research Scientist for the Educational Testing Service; Pamela George, Assistant Professor for Educational Research, North Carolina Central University; Juan Rosario, National Executive Director of ASPIRA of America; and parents and interested citizens.

Statements issued by the NJ Department of Education in defense of the rule change claim to reply to both the legal and educational objections. The Department believes that there is too little evidence in favor of multiple-factor criteria to require different exit standards than are used for entry into the bilingual program. The Department asserts that the change will standardize the exit process and better meet the needs of those bilingual students proficient in English but with problems in basic skills, because those students would be placed in remedial education rather than transitional bilingual education programs.

One of the studies repeatedly cited by the Department's spokespersons was a follow-up study (Morgulas, Harris, and Shore [1984]) of some 76,000 language-minority students in New York City one year after they had tested above the 20th percentile on the Language Assessment Battery (LAB) and had therefore been mainstreamed into all-English classrooms. The English LAB measures whether the students' speaking, listening, reading, and writing skills are sufficient to allow them to learn in all-English classrooms. The NY study indicated that, although the bilingual students were 12 or 13 percentile points below their classmates in reading, and within 9 percentile points below other

con't. on pg. 8

Residents Protest English-Only

ALBANY, NY: Residents of the capital of New York carried signs reading "English, yes; English-Only, no!" in protest of a meeting of New York state English-Only constitutional amendment proponents held here.

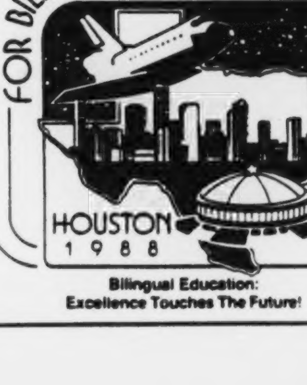
English-Only advocates are trying to ban the use of government funds for purposes of translation other than within the criminal justice system and in cases where emergency health care is needed. Primary targets include bilingual education programs across the nation and the printing of ballots in languages other than English. In the latter case, US English members advocate bringing a translator into the voting booth.

Frank López, President of Centro Cívico Hispanoamericano in Albany, says that NY Governor Mario Cuomo, who has labeled the US English group "repugnant," is adamant about the negative implications "not just to Hispanics, but to all people of the nation." Carmen Pérez-Hogan of the NY State Education Department Bureau of Bilingual Education sees a more specific focus: "This is a movement that is specifically designed in opposition to the Hispanic community."

The English-Only movement has been gaining power across the nation and hopes to enact amendments to both state and national constitutions to make English the "official language."

Watch for our Conference Update in January's Issue!

APRIL 27 to MAY 1 88


NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
HOUSTON
1988

Bilingual Education: Excellence Touches The Future!

From the Editor's Desk

by Joseph W. Beard, National Office Administrator

First, let me bring greetings from all of us who work here in Washington for our Association. Jim Lyons, Carolyn Riddick, Roger Rivera, and Frederica Galloway join me in wishing you the most special of holiday seasons as the year 1987 draws to a close and we look forward to whatever 1988 has to offer us. May the needs of the language minority communities, whose education remains the primary focus of our efforts, be more and more effectively met. May those who would argue against the efficacy of bilingual education and the positive development of bilingualism look beyond the rhetoric and the simplistic statements to the successes and values of a multilingual and multicultural society -- a society where each of us will be given the opportunity, in the manner best fitting our circumstances, to learn to communicate in English -- a society where those of us who need to or want to use other languages can do so without the stigma of oppression and second class citizenship. May 1988 reawaken our spirits to opportunities for each of us to become all that we can be and for our society to become the positive sum of our multiple languages and cultures.

We face many struggles, both in the movement that is the most responsive to the needs of LEP learners and in our daily survival activities. The members of the Board of Directors of NABE have unified around the battle of making NABE more capable than ever in maintaining our advocacy position and in establishing the program outreach which will spread the positive word about bilingual education and bilingualism even more than before. They hope to encourage more and more of you to do the same: to speak up on behalf of the needs of language minority citizens; to demonstrate the effectiveness of bilingualism for all learners; to inform more people about the activities of NABE; *and* to encourage the many people who profit from the activities of NABE -- not only in advocating federal legislation and funding but also in maintaining the barometer of the "health" of bilingual education policy in the nation -- to become dues-paying members of NABE.

If Title VII is not maintained at the federal level, state bilingual laws and local policies all over the country will soon face the threat of reduction or elimination. All of us face the possibility of losing the work to which we have committed our time and talents -- a commitment significantly larger than the salaries we receive. We also face the possibility of losing the valuable contributions of bilingual education to the welfare of our nation, and to the learning opportunities of untold numbers of students. Join with the members of the NABE Board of Directors in making the resolution that NABE not only will survive but will grow and become even more influential in assuring improved language education and the expansion of the educational opportunities available to language-minority Americans -- to all Americans. Join with them in challenging the growth of nativism and language restrictionist sentiments that threaten not just the practice of bilingual education but our fundamental rights and liberties. Join with them in activities which demonstrate the effective impact of NABE in ways that will encourage more and more people to join us. We do have much to be thankful for and much to do to achieve our goals.

HAPPY HOLIDAYS!

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 10 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

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National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

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A Message From The President

Dr. Hai T. Tran

As 1987 winds down and we prepare to welcome 1988 with the usual glamor and glitter, let us pause for a moment to reflect on the events that have affected bilingual education and NABE during the past year.

I am confident that history will record that 1987 was a good year for bilingual education. ,In spite of negative commentary about bilingual education by certain public figures, a fanatical U.S. English campaign against bilingual education, and concerted efforts to take native language instruction out of Title VII programs, bilingual education is alive and well! Early in the year, the United States General Accounting Office (GAO) released its report on the research evidence supporting the use of native language in the education of limited English proficient children. An overwhelming majority of the experts surveyed concluded that there is sufficient research evidence "to support the use of native language to reach the objective of learning English."

Bilingual Education is Alive and Well!

Other significant events are the passage of resolutions supporting bilingual education by other professional organizations, *e.g.*, TESOL and ASCD. Although TESOL has been a close ally of NABE over the years and its leadership has unfailingly supported bilingual education, this is the first time such a declaration has been made by its membership. A similar action taken by the Association for Supervision and Curriculum Development (ASCD) is of equal importance to us. We, bilingual educators and advocates of bilingual education, are grateful for the vital support expressed by our colleagues in TESOL, ASCD and other organizations.

For NABE, 1987 was also a good year. This does not mean that we were not faced with internal challenges. But these challenges have caused us to mobilize and focus our efforts. Not only have we put together our time, our efforts, and our money, but we also have put aside our personal differences to unite in the cause of bilingual education. I am proud to say that members of the current Board and our staff have set a brilliant example of commitment and dedication.

Through hard work and with help from all of you, NABE has moved steadily forward this year. Our membership has increased and we are on our way to membership goals set earlier in the year. I urge each of us to reach out to our colleagues who are not presently NABE members. NABE is implementing a member sponsorship program: send us the names and addresses of friends, relatives, or colleagues you would like to see become NABE members. In your name, we will send them an invitation to join NABE. The California and New York affiliates are implementing joint membership programs with discount fees. I urge other affiliates to institute a similar program.

- Now, looking forward to 1988, our major activity at the moment is preparing for NABE '88 in Houston. We are putting together a program that you won't want to miss. At the conference we will hear from friends of national and international prominence. We will hear from long-term allies as well as friends who have never participated in NABE before. There will be a number of major sessions on important professional and policy issues in bilingual education, on effective schooling for limited English proficient students, on immigrant and refugee education concerns, on Title VII, and many other topics.

In addition to a rich professional agenda, the conference will include an excellent program of multicultural entertainment. Evenings will be filled with social events, receptions, and parties. I urge you to be part of this important conference. Remember that you save money on the conference registration fee by being a NABE member. So, join NABE and take advantage of the great discount!

I hope you will come to Houston in April 1988. You won't want to miss this great event. You won't want to disappoint colleagues who have labored so hard to put this conference together especially for you. The Houston planning committee, under the leadership of Dr. Ellen de Kanter, Ms. Toni Balboa, Dr. Sally Phillips, Dr. Sylvia Peña, Dr. Ruth Carter, Dr. Ray Esquivel, and many others, has been working day and night to make this conference a memorable professional and personal experience of your life.

So, don't miss NABE '88 in Houston. I'll see you there!

Exemplary Programs Validated in CA

NABE Western Regional Representative Anna Pérez informed us that nine bilingual education projects in the state of California were recently validated as exemplary programs which provide outstanding services to limited-English-proficient pupils.

The validation process was conducted by Dr. Gil López, of the Office of Bilingual Education, California State Department of Education. The process involved submittal of validity data to be evaluated by an academic excellence panel, site visitations, and presentations by nominees defending the project before an evaluation panel.

Projects received plaques presented by Dr. Ramiro Reyes and Dr. Leo López in addition to certificates signed by Dr. Bill Honig, State Superintendent of Schools. The presentations were part of a culmination activity of the ESEA Title VII Management Institute held in Sacramento, California. Projects honored were:

BALDWIN PARK USD -- a grade 7-12 program combining student tutorial systems and specialized materials with the intensive training of parents in English language, parenting and school coping skills. Director, Anna Pérez.

CALEXICO USD -- a grade K-6 program with instructional methodologies applied across the curriculum focusing on communication -- the exchange of ideas applied to life and situation-specific comprehension. The curriculum design offers instruction content in three linguistic modes: primary language, sheltered English, and mainstream English. Director, Paula Quiñones Wilkenson.

FREMONT USD -- a grade K-6 program with a complete curriculum which identifies specific skills in reading and language that are common to English and Spanish. Director, Carmen Meléndez.

GLENDALE USD -- a grade 4-6 program providing language and concept development support in the traditional academic subjects of social studies, science and health through sheltered English. Director, Donna Eichelberger.

HEALDSBURG USD -- a K-6 program of total school/district staff training and heterogeneous classroom instruction. Director, Loretta Peterson Strong.

IRVINE USD -- a 1-6 program in English reading, languge arts, and math using computer assisted instruction. Director, Melodee Zamudio.

MONTEBELLO USD -- a K-4 program utilizing a diagnostic center from which each student is assigned to an appropriate classroom. The implementation of two developmental levels inserted between the traditional K-4 levels providing appropriate placement for reinforcement of basic skills. Director, Carolina Pavía.

OCEAN VIEW USD -- a K-5 program assisting recent immigrant students through unique counseling strategies which include early intervention, advocacy, and individual and group counseling. Director, Sergio Robles.

PASADENA USD -- a 9-12 program which provides a sheltered English approach to specific grade and subject areas. Director, Irma Hernández.

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English Plus Information Clearinghouse ("EPIC") Launched

Washington, D.C.: Language restrictionists beware! You are hereby officially put on notice that the English Plus Information Clearinghouse ("EPIC") is up and running. ***English Plus*** has become the positive alternative to English-Only and is a force to be reckoned with!

An encouraging chapter in the current debate on language policy has begun with the launching in October, 1987, of the English Plus Information Clearinghouse (EPIC).

A joint project of the National Immigration, Refugee and Citizenship Forum and the Joint National Committee for Languages (JNCL), EPIC will serve to promote the concept of "English Plus," which "holds that the national interest can be best served when all persons of our society have full access to effective opportunities to acquire strong English language proficiency *plus* mastery of a second or multiple languages."

The Clearinghouse will address the critical need to facilitate and enhance the exchange of information, public education, advocacy, effective policies and programs, and cooperation among a wide range of communities, private organizations, and public sector entities.

"The significance of EPIC is that we now have a project exclusively focussed on the maintenance of language rights and liberties, a project that brings together church, education, civil rights, labor, and business organizations," stated Jim Lyons, NABE Legislative and Policy Counsel.

Two experienced language professionals will staff the project. The National Immigration, Refugee and Citizenship Forum has hired Mary Carol Combs, whom many of you already know for her excellent work on the language issue at the League of United Latin American Citizens (LULAC). Ms. Combs will serve as the EPIC Project Director and will devote half of her time to getting EPIC off the ground.

The Joint National Committee for Languages' Assistant Director, Jamie Draper, will also devote a major portion of her time to EPIC work. Ms. Draper, who has worked diligently over the past eight months to coordinate EPIC planning meetings and mailings, will serve as the project's Information Specialist.

EPIC evolved out of discussions among a wide range of organizations and individuals about the need many have for centralized information to respond to current efforts to restrict the use of languages other than English.

The EPIC statement of purpose declares, among other positive convictions, that "the ability of our people to communicate in English and other languages has promoted and can further enhance American economic, political, and cultural vitality; and contribute to our nation's productivity, worldwide competitiveness, successful international diplomacy, and national security."

A variety of organizations have already endorsed EPIC's statement of purpose and many others are tentatively signed on pending final approval of their Boards of Directors.

George Ross, Executive Director of the Immigration Rights Advocacy, Training and Education Project (IRATE), a Boston-area coalition of trade unions, explained his coalition's endorsement of EPIC. "This country is divided between inclusionists and exclusionists. The exclusionists are the same people who favor English-only laws. As a coalition helping to bring new Americans into unions and the mainstream, we are working to educate people about the new immigration law. At the same time we support groups that are working to improve the lot of immigrants in this country."

In addition to the National Association for Bilingual Education, those who have officially endorsed EPIC include the American Jewish Committee; American Jewish Congress; Center for Applied Linguistics; Coloradans for Language Freedom; Haitian Refugee Center (Miami, Florida); Image de Denver; the Immigration Rights Advocacy, Training and Education Project; the Joint National Committee for Languages; the Michigan English Plus Coalition; New York Association of New Americans; National Council of La Raza; National Council of Teachers of English; the National Immigration, Refugee and Citizen Forum; the National Puerto Rican Coalition; and the "Stop English Only" group of Hostos Community College (Bronx, New York).

The Clearinghouse will publish a regular newsletter and issue alerts as necessary, monitor language legislation, maintain a databank of reference materials on the issue, and coordinate EPIC information sharing meetings.

Participation in EPIC is open to all organizations and individuals subscribing to and officially endorsing the statement of purpose. Members of EPIC are expected to promote both the Clearinghouse and the concept of English Plus.

For further information about EPIC membership, statement of purpose, and services, please contact:

Mary Carol Combs
National Immigration, Refugee and Citizenship Forum
227 Massachusetts Ave., N.E., Suite #120
Washington, DC 20002
(202) 544-0004

Jamie Draper
Joint National Committee for Languages
20 F Street, N.W., Fourth Floor
Washington, DC 20001
(202) 783-2211

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Invitation for Applications under the Bilingual Education/Academic Excellence Program for FY 1988 (CFDA No. 84.003G)

Purpose: provides grants to local education agencies (LEAs) and institutions of higher education applying jointly with LEAs for projects to disseminate exemplary programs of transitional bilingual education, developmental bilingual education, or special alternative education.

Deadline for Transmittal of Applications: February 12, 1988
Applications Available: November 12, 1987

For applications or information contact:

Dr. Mary T. Mahoney
Office of Bilingual Education
and Minority Languages Affairs
US Department of Education
400 Maryland Ave., SW
Room 421, Reporters' Building
Washington, DC 20202
(202) 245-2609

Testing of Hispanic Students in the 80's;

Science vs. Ideology

Symposium at the AERA Conference -- April 5-9, 1988 New Orleans, LA

Professor Lloyd M. Dunn has been invited to this symposium, which promises to be both interesting and lively. Sponsored by the Hispanic Research Issues Special Interest Group, Division G -- Social Context of Education, and AERA, participants will examine and critque Dr. Dunn's *Bilingual Hispanic Children in the US Mainland: a Review of Research on their Cognitive, Linguistic, and Scholastic Development*, published by the American Guidance Service, 1987, and critiqued in the September, 1987 *NABE News* by Dr. Antonio Simões.

Some of the participants will include Amado M. Padilla, of the Department of Psychology, University of California, LA; Jane Mercer, Department of Sociology, University of California, Riverside; Joseph Prewitt-Diáz, Department of Curriculum and Instruction, Penn. State University; and Henry T. Trueba, Department of Educational Psychology/Crosscultural Studies, University of California, Santa Barbara.

For more information, please contact:

Ricardo R. Fernández
Center for Equity in Education
School of Education, END 553
University of Wisconsin, Milwaukee
P. O. Box 413
Milwaukee, Wisconsin, 53201
(414) 229-5663

Nationwide Writing Contest for Bilingual Students

on the topic:

"All Americans Should Have the Opportunity to Learn More Than One Language"

Rules:
1. All essays must be written in English.
2. All essays must address the theme to be eligible for consideration.
3. The contest is limited to students currently enrolled in Bilingual Education Programs grades 3 - 12, or to students who have received bilingual services for one school year.
4. The length of the essay MUST be:
   Elementary: grades 3 - 5: 150 - 200 words
   Middle School/Jr. High: grades 6 - 8: 250 - 350 words
   High School: grades 9 - 12: 350 - 500 words

Teachers, please note: The number of words MUST be checked and recorded at the end of each essay. Every word will be counted except dates, which will be counted as one word. *Essays without the number of words recorded will not be read.*

5. The essay must be handwritten in ink or typed double-spaced.
6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, names of bilingual teacher and school principal must be written in ink or typed on a 3" x 5" card and stapled to the essay. Essays will not be returned.

Judging:
1. All essays should be judged by the individual school first. Only the three best essays should be sent to:

The NABE Writing Contest
Detroit Public Schools
Department of Bilingual Education
5057 Woodward Ave. Room 1224
Detroit, MI 48202

2. The essays submitted will be judged by a committee of lay readers selected by the Detroit Public Schools. This committee will determine the first, second, and third place winners at each level.

Criteria:
1. Each essay will be judged on originality, content, and mechanics.

Prizes/Awards:
1. Each participant will receive a certificate of merit, suitable for framing.
2. Other prizes will be awarded as follows:

1st place winner at each grade level, one parent, and bilingual teacher will be flown to the NABE Conference in Houston, TX, April 27 - 31, 1988, to attend the Award Ceremony and the winner will receive a $200 US Savings Bond.

2nd place winners at each grade level will receive a $150 US Savings Bond.

3rd place winners will receive a $100 US Savings Bond.

Dates:
1. Entries must be postmarked no later than Feb. 19, 1988.
2. Winners will be notified no later than March 21, 1988.

For further information, contact:

Dr. Félix Valbuena
Department of Bilingual Education
Detroit Public Schools
5057 Woodward Ave.
Detriot, MI 48202
or telephone: (313) 494-1586 or 494-1736

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The View from DC

by James J. Lyons, Esq.

The United States Senate, on December 1st, approved S.373, the Robert T. Stafford Elementary and Secondary Education Improvement Act of 1987. The bill, named in honor of the retiring Ranking Minority Member and former Chairman of the Education, Arts, and Humanities Subcommittee who has worked hard to make federal education programs a bi-partisan priority, passed by a lop-sided vote of 97 to 1. Like H.R.5, passed earlier this year by the House of Representatives (see past issues of the *NABE News* for details), S.373 reauthorizes through Fiscal Year 1993 nearly a dozen elementary and secondary education programs, including funding for programs involving limited-English-proficient students. Approval of S.373 allows House-Senate Conferees to reconcile differences between the two omnibus education measures early in 1988. Passage of S.373 represents a major victory for NABE and other national organizations which advocate expanded educational opportunities for language-minority Americans.

ENGLISH LITERACY GRANTS: S.373 adds a new state grant program for the establishment, operation, or improvement of literacy programs for adults with limited English proficiency. The program is a scaled-down version of legislation which NABE and a coalition of other national language-minority organizations drafted in 1986 and which was introduced in the 99th and the 100th Congresses by Representative Matthew G. Martínez (D-CA) and Senator Jeff Bingaman (D-NM). The six-year authorization for the English Literacy Grant program totals $170.4 million, with a $25 million authorization for the current (FY 1988) fiscal year. The legislation provides that at least 50 percent of all state grants must be allocated to programs operated by community-based organizations with demonstrated capability to administer English proficiency programs. The Senate bill also authorizes the establishment of a national clearinghouse to collect and disseminate information about effective approaches or methods, including coordination with manpower training and other education programs.

Although the House-passed education bill does not include the English Literacy Program, the House included a one-year $50 million authorization for English literacy programs in the omnibus trade bill. For this reason, Senator Bingaman and Representative Martínez are optimistic that the Senate's six-year English Literacy Grant Program will be retained by the House-Senate conferees.

BILINGUAL EDUCATION ACT: S.373 reauthorizes ESEA Title VII, the Bilingual Education Act, through FY 1993. The bill resolves a two-year Senate struggle over the portion of Title VII funds allocated to Special Alternative Instructional Programs (SAIP) which do not provide LEP students with instruction in their native language. In 1986, Senator Dan Quayle (R-IN) introduced a bill that would have removed the current provisions which limit spending for SAIP programs to 4 to 10 percent of total Title VII appropriations and which reserve a minimum of 75 percent of Part A grant monies for programs of Transitional Bilingual Education (TBE). In 1987 Senator Quayle introduced a bill that would modify but not eliminate current limits on the use of funds for SAIP and TBE programs. Senator Quayle added a provision that would place an absolute three-year limit on any student's enrollment in a TBE, SAIP, or Developmental Bilingual Education (DBE) program, at the request of Senator Claiborne Pell (D-RI), Chairman of the Education, Arts, and Humanities Subcommittee.

The Labor and Human Resources Committee deferred action on Senator Quayle's bill until the General Accounting Office (GAO) could develop estimates of the proportion of the LEP student population that is so scattered that schools can not feasibly provide bilingual education programs for them. The GAO report noted the lack of authoritative, comprehensive national data on the size and distribution of the population of LEP students but stated that between 22 and 28 percent of LEP students, in the 26 states for which concentration data were available, were in low concentrations by language-minority group. The Committee then developed a compromise: the mandatory 25 percent reservation of funds for SAIP programs was changed to a permissive reservation of up to 25 percent of Part A funds, and the 75 percent reservation of Part A funds for TBE programs was retained. The legislation provided that Part A programs other than SAIP or TBE could be funded under either the 25 or the 75 percent reservation. Finally, the compromise included "hold-harmless" language to ensure that the changes in funding reservations did not result in "changing the terms, conditions, and negotiated levels of grants awarded in FY 1987" for their entire term, including any extension periods provided under current law. Under the compromise, students in DBE programs were exempted from any limitations on the length of their enrollment in TBE, DBE, and SAIP programs. More-over, a student could be enrolled in TBE and SAIP programs for a fourth and fifth year if a comprehensive evaluation of the student's overall academic progress demonstrated that the student's lack of English proficiency "is impeding the academic progress of the student in meeting grade promotion and graduation standards." The compromise became S.1238, sponsored by Chairman Edward Kennedy (D-MA).

FROM AMENDMENTS-ONLY TO REAUTHORIZATION: After the House passed the omnibus elementary and secondary education bill by a landslide (401 to 1), the Senate Subcommittee leadership revised their original plan to renew only the two elementary and secondary education programs whose authorization had already expired. Instead, the Subcommittee held hearings during the summer and staff drafted reauthorization language for programs not included in the original version of the Senate bill, S.373. Bilingual education was not included in the hearings, so the staff made only one substantive change in Title VII other than the changes already approved in S.1238. That change was the elimination of the National Advisory and Coordinating Council on Bilingual Education, which generated so much controversy during the past several years.

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A Personal Glimpse

by Arturo Vargas, Senior Education Policy Fellow; National Council of La Raza
Reprinted from *La Raza Education Network News*, July/August, 1987

When people ask me why Hispanic parents do not become involved in their children's education, I tell them about my parents and their struggle to get involved with their children's education.

My elementary school was grossly overcrowded: we had "double sessions" through the fourth grade, half the playground was used as a teachers' parking lot, and there were no cafeteria or assembly facilities. It was a predominantly Hispanic school.

My parents and parents of other students organized themselves in order to discuss their concerns with school officials, but they were not welcomed. It took a "sit-in" in the principal's office, during which the parents were threatened with arrest, before the principal would agree to even speak with them.

To get action, the parents resorted to their only option. For one week, they boycotted the school and, together with the children, walked a picket line to demand a high-quality education for their children.

Some fifteen years later, that school has one of the largest campuses in Los Angeles. While it is on a year-round schedule to accommodate its large enrollment, it has some of the facilities the parents originally demanded. Although I don't know how many of these changes are a direct result of my parents' actions, I suspect they did have something to do with them!

It was not easy for these parents to take such a stand -- I know. I was a fifth-grader then and walking the picket line with my mother and brother --but this is just one example of the genuine interest Hispanic parents have in their children's education, an interest often overlooked by our schools.

Hispanic parents have been found to have high education *aspirations* for their children, but low *expectations*. To many of us in the field of education, this comes as no surprise.

When one looks at school results with Hispanics, there is little wonder that Hispanic parents do not expect their children to receive a high quality education. Nonetheless, the interest Hispanic parents have in their children's education is very high and must be cultivated and exploited by our schools.

For Hispanics, one would assume that there is a natural connection between education and family since both are top priorities mentioned in almost every survey of the Hispanic community. There are, however, some very real barriers to Hispanic parent involvement.

National literacy studies show that up to 56% of Hispanic adults can be considered functionally illiterate in English, and that more than half of Hispanic young adults do not possess literacy skills above the rudimentary level. Such low literacy levels make it difficult for parents to engage in such critical learning activities as reading to their children. Lack of basic and advanced skills makes it difficult to interpret and analyze school policies that may be harmful to Hispanic children.

There are several approaches that can be taken to enhance the involvement of Hispanic parents. Parents must actively participate in their children's education, but our schools must also make genuine efforts to reach out to them.

Schools must dedicate resources and talents to encouraging parental involvement, for instance, providing parents with skills to work with their children at home and opportunities to contribute to the school environment.

Partnerships between schools and other community organizations and institutions can generate tremendous parental involvement. When our schools do not take the initiative to involve parents, the participation of institutions such as these can make the difference between apathy and participation.

Federal programs targeted at disadvantaged children must also include strong parent involvement provisions, and other programs, such as the Family English Literacy Program, should be supported and expanded. Accessible English literacy programs are necessary in order to break the cycle of intergenerational illiteracy and to give parents the skills they need to be teachers and advocates for their children.

Research has repeatedly shown that when parents are involved, the academic achievement of their children improves. For Hispanics, parent involvement cannot be an option, it must be a fundamental component of the school curriculum. The opportunities to involve parents abound, and, for the sake of our children's education, those opportunities must not be lost.

con't. from pg. 1

students in mathematics, the bilingual students were learning at a faster rate, "with no special assistance." (NJ DoE) The Department concluded that a "significant study indicates that students can continue to learn in the mainstream program after they achieve a passing score. . . ." Dr. Judith Stern Torres, Senior Manager at the Office of Educational Assessment, NY City Schools, argued against the change because of the possibility of error associated with the use of only one test. (It is for this reason that the American Psychological Association calls for the use of multiple-factor testing in considering any educational decision.)

Ruth Thomas, Chair of the State Advisory Committee on Bilingual Education, stated that "The bottom line is that a lot of students could be placed in the wrong programs for the wrong reasons," after pointing out that English-only remedial instruction will not address language deficiencies these students may have.

Rolando Torres of the Public Advocate's office argued that the Department had not 1) sufficiently explored the research, 2) offered the strong rationale required by the US Supreme Court in *Motor Vehicle Mfrs. Ass'n. v. State Farm Insurance Co.* (1983), 3) considered the arguments of witnesses, almost all of whom spoke against the change, and 4) followed the legislative intent of New Jersey's Bilingual Education Act. The Department disagreed on all counts.

Opponents of the rule change met to discuss the options available to oppose its implementation and, according to Richard Shapiro, Director of the Public Advocate Department's Division of Public-Interest Advocacy, litigation is among the alternatives that the group is exploring.

Past President Shares a Message

Ricardo Fernández, NABE President '80-'81 sent an article from which the following has been excerpted:

"In March, 1836, just before I embarked for Europe, I received a communication from Governor Lucas, with the great seal of the State, Enclosing the following resolves of the General Assembly, *to wit:*

"'*Resolved by the General Assembly of the State of Ohio*, That C. E. Stowe, Professor in one of the Literary Institutions of this State, be requested to collect, during the progress of his contemplated tour in Europe, such facts and information as he may deem useful to the State, in relation to the various systems of public instruction and education, which have been adopted in the several countries through which he may pass, and make report thereof, with such practical observations as he may think proper, to the next General Assembly.'

"In the progress of my tour I visited England, Scotland, France, Prussia, and the different States of Germany. . . . Knowing that a solid foundation must be laid before a durable superstructure can be reared, and being aware that, on this principle, the chief attention of our Legislature is, and for the present must be, directed to our common schools, my investigation of the Universities was comparatively brief -- and the most of my time was spent in visiting the best district schools I could hear of, and also the high schools intended for the business education of young men, and the institutions for the education of teachers.

"In every stage of instruction it is made a prominent object, and one which is repeatedly and strenuously insisted on in all the laws pertaining to education, to awaken a *national spirit* -- to create in the youthful mind a warm attachment to his native land, and its institutions, and to fix in his affections a decided preference for the peculiarities of his own country. . . .

"Republicanism can be maintained only by universal intelligence and virtue among the people, and disinterestedness and fidelity in the rulers. . . . Now when we see monarchies strengthening themselves in the manner described, are not republics exposed to double danger from vice, and neglect of education within themselves? . . . Did we stand alone -- were there no rival governments on earth -- or if we were surrounded by despotisms of degraded and ignorant slaves, like those of the ancient oriental world; even then, without intelligence and virtue in the great mass of the people, our liberties would pass from us.

"1. Teachers must be skillful, and trained to their business . . . that he may be able readily and decidedly to vary his method according to the peculiarities of each individual mind which may come under his care. . . . The old mechanical method [may do] where men must never speak or think out of the old beaten track. . . ; but it will never do in the United States, where the object of education ought to be to make immediately available for the highest and best purposes, every particle of real talent that exists in the nation. . . .

"There is one class of our population for whom some special provision seems necessary. The children of foreign immigrants are now very numerous among us, and it is essential that they receive a good *English education*. But they are not prepared to avail themselves of the advantages of our common English schools, their imperfect acquaintance with the language being an insuperable bar to their entering on the course of study. It is necessary, therefore, that there be some preparatory schools, in which instruction shall be communicated both in English and their native tongue. The English is and must be the language of this country, and the highest interests of our State demand it of the Legislature to require that the English language be thoroughly taught in every school which they patronise. Still the exigencies of the case make it necessary that there should be some schools expressly fitted to the condition of our foreign immigrants, to introduce them to a knowledge of our language and institutions. A school of this kind has been established in Cincinnati. . . , and [the] use of two languages does not at all interrupt the progress of the children in their respective studies. . . .

"In neighborhoods where there is a mixed population, it is desirable, if possible, to employ teachers who understand both languages, and that the exercises of the school be conducted in both, . . .

"I know that I am addressing enlightened and patriotic men who have discernment to perceive, and good feeling to appreciate, every sincere attempt, however humble it may be, for the country's good; and I have therefore spoken out plainly and directly the honest convictions of my heart; feeling assured that what is honestly meant, will, by highminded men, be kindly received.

"All which is respectfully submitted,
C. E. STOWE"

From Calvin E. Stowe, "Report on Elementary Public Instruction in Europe," December 19, 1837, *Ohio Executive Documents*, (1837), pp. 2-49.

Clarification

The estimates of from 3.5 million to 5.3 million limited-English-proficient school-age children in the last column of Dorothy Waggoner's review of the recent GAO reports (*NABE News*, Oct. 1987, p. 12) were obtained by applying the Department of Education's minimal standard of English proficiency (for the 3.5 million estimate) and an Equal Educational Opportunity standard (for the 5.3 million estimate) to the numbers of language minority children identified in the 1980 Census and the numbers of children who immigrated legally between 1980 and 1985. The latter were obtained from the Immigration and Naturalization Service. The actual numbers of LEP children are larger because of the unknown number of undocumented immigrants.

View from DC -- con't. from pg. 7

LEVEL OF SUPPORT: As approved by the Senate, S.373 sets the following limits on Title VII appropriations: $168 million for FY 1989; $177 million for FY 1990; $185 million for FY 1991; $195 million for FY 1992; and $200 million for FY 1993. In addition, S.373 provides a separate authorization for state data collection, evaluation, and research activities. The annual amounts authorized under the bill for State Title VII grants are: $8 million for FY 1989 and FY 1990; $9 million for FY 1991 and FY 1992; and $10 million for FY 1993.

SENATOR SYMMS' FLOOR AMENDMENTS: Senator Symms (R-ID), the sponsor of a bill to amend the Constitution to make English the official language of the United States, proposed amendments to the Senate omnibus education reauthorization bill on the Senate floor. The first amendment would have prevented assigning a student more proficient in English than in another language to a bilingual program merely on the basis of the student's surname. To support the need for this amendment, Senator Symms quoted from a letter, printed in a 1986 edition of the Glendale (CA) School Watch newsletter, in which a mother complained bitterly about the placement of one of her sons in a kindergarten bilingual program. The Director of Bilingual Education in Glendale, Ms. Alice Petrossian, who provided me with a very different account of the placement, stated that the child had been removed from the program after school officials became aware of the mother's objections, and noted that the program was not funded by Title VII. I conveyed this information to Senator Kennedy's staff. Senator Kennedy objected to Senator Symms' amendment because House and Senate discussions of bilingual education had revealed no problems involving assignment of students to bilingual programs solely on the basis of surname and because the amendment singled out bilingual education programs. Senator Symms then offered a revised amendment: "No action taken may involve the assignment of students to any federally assisted education program merely on the basis of the surnames of such students." The revised amendment was adopted by voice vote.

Senator Symms then offered a "sense of the Senate resolution" which has no legally binding effect. It provided that if a state requires a written authorization from parents to enroll a student in a bilingual education program, the state's authorization form should provide an opportunity for the parents to express either approval or disapproval of such enrollment. Senator Jesse Helms (R-NC) then offered an amendment to the Symms motion. Senator Helm's motion did not concern bilingual education or parental consent to enrollment in educational programs. Rather, it proposed an amendment to the Communications Act of 1934 to prohibit obscene and indecent communications by means of telephone to any person, regardless of age. Current law makes such telephone communications illegal only when they involve persons under the age of 18 or non-consenting adults. Because the Senate does not require that amendments be germane to the bill to which they are attached, the Senate proceeded to discuss and approve, by 98 to 0, the Helms amendment to the Symms amendment. The Senate then approved the Symms amendment by voice vote. Ironically, after securing approval of his obscenity amendment, Senator Helms was the only Senator to vote against S.373, the omnibus education reauthorization bill.

con't. on pg. 12

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James Bransford, Director
Evaluation Assistance Center West
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-7281
(800) 247-4269

Two Evaluation Assistance Centers (EACs) have been funded by ESEA Title VII to provide technical assistance to state and local education agencies on evaluation and assessment in educational programs for limited English proficient students. The two EACs operate under separate contracts with the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education. The EAC East at Georgetown University provides services to the eastern half of the United States, including Puerto Rico and the Virgin Islands, and the EAC West at the University of New Mexico provides services to the western half of the United Sates, including the Commonwealth and Pacific Territories. The EACs are part of the OBEMLA network of technical assistance centers which includes the 16 regional Multifunctional Resource Centers (MRCs) and the National Clearinghouse for Bilingual Education (NCBE).

The EACs provide a variety of services on evaluation and assessment at no cost to clients. These services include workshops, consultations, responses to telephone requests (on their toll-free numbers), site visits, and reviews of evaluation or assessment plans or reports. Among the most requested topics for workshops at both EACs are evaluation models, entry/exit testing, and using evaluation to improve instructional services. The EACs conduct workshops on other special topics of interest to state or local education agencies upon request. Both EACs have focussed their services on selected Title VII school districts which have a special interest in evaluation or assessment beyond an initial workshop. The EACs review Title VII evaluation or assessment plans upon request and provide written feedback on strategies for increasing the usefulness of the evaluation for program improvement as well as the responsiveness of the evaluation to Title VII evaluation regulations.

Both EACs have developed materials which are used in conducting workshops on evaluation topics. The EAC East, which has been in operation one year longer that the EAC West, has developed workshop materials on Planning and Managing Program Evaluation, and Bilingual Program Evaluation Models; the EAC West has developed materials for Entry/Exit Program Processes, and on Software Use in Evaluation. Forthcoming workshops developed at the EAC East will be on Test Selection and Using Test Information. The EAC East has also developed a Bilingual Test Information System (BTIS) which contains descriptive reviews of four categories of tests used frequently in instructional programs for LEP students: affective tests, diagnostic tests, language proficiency tests, and standardized achievement tests. The documented workshops and the BTIS are available at cost to school districts from NCBE and may be used as reference materials by schools with special interests in specific topics.

Both EACs coordinate their efforts with the State Education Agencies (SEAs) and with Title VII MRCs. School districts or programs with an interest in receiving services from the EACs should contact the EAC for their area of the country either in writing or on their toll-free number. Both EACs subcontract a portion of their technical assistance services to RMC Research Corporation, located on both the east and west coasts.

View from DC -- con't from page 10

CONCLUSION AND PERSONAL THOUGHT:

Needless to say, the 440 pages of S.373 contain many provisions of interest to NABE members. Space and time have limited my description to those elements which are central to the mission of NABE -- equal and effective education opportunities for limited-English-proficient children and adults. Along with my colleagues in the bilingual advocacy coalition, I will be working closely with House and Senate staff to ensure that the Conference Committee approves the best possible omnibus education reauthorization legislation.

In closing, I want to share a personal thought about the nature and importance of education programs that provide students who don't know English with instruction in their native language. Not too many weeks ago, I had lunch with representatives of a major national computer systems manufacturer. The representatives asked many questions about why bilingual education is necessary. My final answer was prompted by their own statements about the virtues of their computer systems. The answer was that bilingual education is "user-friendly" for LEP students and that it provides them with the "context-sensitive help" they need to succeed academically!

I hope that the upcoming holidays are joyous, peaceful, and safe for each and every one of you, and I wish you, in advance, a happy and rewarding New Year!

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Since its establishment in 1980, ***Education Week*** has provided comprehensive coverage of bilingual education and language-related education issues as well as many other important education issues. Now **NABE members** can take advantage of a dramatic discount on a half-year trial subscription to *Education Week* -- "**American Education's Newspaper of Record**."

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New or renewing NABE members should complete the full membership application form and mail it together with a check made payable to NABE (or credit card information) for the membership fee selected, plus $10.00 for *Education Week*, plus any additional contribution you wish to make.

If you don't want to participate in this offer but believe in the causes which **NABE** serves as the only national organization advocating the achievement of education equity and excellence through bilingual education, then still **join NABE**.

Join NABE today! Do it now to obtain your benefits as a NABE member and to keep NABE actively working on your behalf. Help to ensure effective bilingual education for all who need and desire it.

- -

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NABE Membership List Grows . . . and Continues to Grow

This month's membership column contains the names of persons who renewed or joined for the first time during the months of September and October. Numbers after some names indicate whether they are new members (1) and whether they contributed to the campaign against English-Only (2). Missing from this list are the many libraries, resource centers, companies, institutions, school districts, and others who join in a name other than an individual. That list is diverse and interesting, containing memberships from Canada, Taiwan, Germany, and states not on the list below -- a future issue of the *NABE News* will contain an article about them. Welcome to all of you and, again, special thanks to those who increased their financial commitment to help NABE. Let's make it possible to fill this list in the next *NABE News* with new members and those who contribute extra. Bring those others on board to help NABE help all concerned about the education of limited-English-proficient learners!

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  - Bernard Cohen 2
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  - Mary G. Gable
  - Walter J. Lidman
  - Annette M. Lopez
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  - Nilla H. Vallo
  - Carol E. Westby
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  - Beverly A. Pringle
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- **Puerto Rico**
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HAPPY HOLIDAYS

The Bilingual Education Newsletter

NABE News

Vol. XI, No. 4

January, 1988

Corporations Increase Their Participation in NABE Conference

Major corporations have always been active supporters of NABE's annual Conference both as exhibitors and as sponsors of major activities. This year, several companies are once again major participants in the Conference. We appreciate their participation and urge NABE members to support those companies who support us. The corporations will be highlighted in this and future issues of the *NABE News*. Notable among our conference corporate supporters to date are:

International Business Machines (IBM)

For the second year, IBM will be the corporate sponsor of the Awards Luncheon. At this important event, NABE recognizes and distributes awards to the winners of our Student Essay and Dissertation Contests.

We are delighted that IBM is sponsoring this event. IBM, with its successful *Writing to Read* computer-based instructional system, has proven itself capable of developing programs for the bilingual education market. Through its support of the Luncheon, large presence in the Exhibit Area, and overall financial support of NABE, IBM has demonstrated its on-going commitment to bilingual education.

Silver, Burdett, and Ginn (SBG)

Last year, after visiting the SBG exhibit, many Conference attendees left the Conference with a beautiful four color poster. This poster, which was based on an original work of art commissioned expressly for NABE by SBG, delighted all who saw it. The picture also graced the cover of the Conference Program Guide.

This year, SBG is once again the official NABE Conference Poster Sponsor. As it did last year, SBG will commission a distinguished artist to paint a picture that captures the Conference theme, and thus the spirit of bilingual education. The poster will be available free of charge from the SBG exhibit booth throughout the Conference. The artist will be available to sign a limited number of posters at a designated time during the Conference.

SBG's support of and commitment to bilingual education go even further. SBG is also sponsoring the NABE Teacher of the Year, who will be given his or her award during the Banquet, and is hosting the Reception just prior to the Banquet.

NABE is deeply grateful for SBG's support. The company, through its financial contributions and involvement in many Conference activities, has shown itself to be a friend of bilingual education and a model to other companies for the development of mutually advantageous relationships between corporate America and the multi-cultural community.

Host Committee Heavily Involved in Conference Planning

For the past several years, the planning, coordination, and implementation of the annual Conference has been a joint venture between the NABE Central Office in Washington and a local host committee. Without the enormous support, dedication, and labor of the Host Committee, there would be no Conference. These individuals devote countless hours, without the slightest compensation, carrying out the many Conference tasks. NABE is deeply grateful to the Houston Host Committee, a group of over 25 bilingual teachers, school administrators, and concerned parents, for their fine efforts. The NABE Conference and bilingual education are indebted to them.

NABE will recognize all the members of the Houston Committee at the Conference and in a later issue of the *NABE News*. Below are quick sketches of key members of the Committee.

Dr. Ellen de Kanter,
Conference Co-Chairperson

Dr. de Kanter has been the moving force behind the work of the Committee. Through her able leadership as lead convenor of the working meetings of the Committee, Dr. de Kanter has enabled the Committee to accomplish a tremendous amount with limited resources. She has kept the Committee focused and motivated, and serves as the primary liaison between the NABE Conference Coordinator and the Committee. Dr. de Kanter is Bilingual Program Director at St. Thomas University in Houston.

Ms. Toni Balboa,
Conference Co-Chairperson

Ms. Balboa, a bilingual teacher in the Houston School District, serves the Committee by focusing on local fundraising. On el Día de Guadalupe (12/12/87), she organized a Christmas Posada with music and entertainment by the Combo Latino, Teatro Bilingüe de Houston, and Pancho Claus (Richard Reyes). A large share of the tickets were sold by the parents of Toni's LEP students from Shearn Elementary School. The parents also appeared on the evening program singing Christmas carols in Spanish.

Dr. Sally Phillips,
Back-up Co-Chairperson

Dr. Phillips has helped control the budget for NABE '88; one crucial activity has been management of the seed money account. She is the Bilingual Education Program Director for Houston Baptist University.

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From the Editor's Desk

by Joseph W. Beard, National Office Administrator

This issue of the *NABE News* focuses almost exclusively on **NABE '88**, our 17th annual International Bilingual/Bicultural Education Conference. The theme of this year's Conference, **Bilingual Education: Excellence Touches the Future**, ties together the future orientation of our host city, Houston, with a recognition of the excellence provided all learners through Bilingual Education. Planned for the end of April (April 27 - May 1, 1988), the Conference promises to bring together much that is excellent in bilingual education for the exploration and growth of our many participants. Many activities are planned for the Conference and many individuals and companies continue to be vitally involved.

The first page of this issue has articles describing the contributions of two corporations and several of the individuals who serve on the Houston Planning Committee. Future issues of the *NABE News* will expand these lists and describe the contributions of others, not only to the success of **NABE '88** and to our Association, but to bilingual education in general. President Tran's column provides an update on NABE's health and an indication of our positive future. The English Plus Information Clearinghouse (EPIC) will be very active at the Conference, conducting a special workshop on Language Restrictionism as a pre-Conference activity (see page 4 for further information) and participating in a NABE-organized panel on EPIC as one of the Conference major sessions.

This issue also contains schedule information on the Conference (see pages 8 and 9) and information on special meetings that occur during every national conference-- see brief articles on Special Interest Groups (page 6) and on NABE business meetings (page 10). The pre-Conference brochure, which is being completed as I write this piece, will contain descriptions of the intensive sessions and the workshops to be held during the Conference. The next issue of the *NABE News* will contain information on the individuals who will be making presentations at the three General Sessions. The topics and individuals who will be keynoting during the Major sessions are presented here to whet your appetite for the Conference -- Past-President Josué González, who serves as the NABE Board's Conference liaison, has assembled an exciting list! The Major Sessions will be held at 2:45-4:00 p.m. Thursday, April 28; 2:00-3:15 p.m.Friday, April 29; and 10:30-11:45 a.m., Saturday, April 30. Specific time slots for each session will be noted in the pre-Conference brochure.

The Effective Schools Movement: Implications for Title VII and Bilingual Education.
  Betty Mace Matluck, Director, Multifunctional Resource Center, Southwest Educational Development Laboratory, Austin, TX
Two-Way Bilingual Education: The Time has Come!
  (Panel of School Principals of Two-Way Bilingual Schools talk about their Successes)
  Eva Helwing, Inter-American Magnet School, Chicago, IL
  Paquita B. Holland, Oyster School, Washington, D.C.
  Sidney Morison, P.S. 84, New York, N.Y.
  Ernest O'Neill, Moderator, Dean of Ed., Pan American University, Edinburg, TX.
Beyond Bilingual Education: Comprehensive State Planning for Language Minority Students
  Delia Pompa, Assistant Commissioner, Texas Education Agency
  Eliza Gutiérrez, Education Specialist, Texas Education Agency
  Ana Pedroza, Education Specialist, Texas Education Agency
Bilingual Special Education: Research Update
  Alba Ortiz, Director, Handicapped Minority Research Institute on Language Proficiency, University of Texas at Austin
Local Board Policies in Bilingual Education: The Role of Superintendents and School Board Members
  Rosa Castro Feinberg, Member, Dade County (FL) School Board
  José Delgado, Member, Camden (N.J.) School Board
  Carmen Rodríguez, Superintendent, Dist. 7, NYC, NY

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NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 10 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	1 Issue	5 Issues	10 Issues
Full Page	$250	$1,000	$2,000
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1/4 Page	$125	$ 500	$1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Roger J. Rivera
Conference Consultant

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1201 16th Street, NW
Washington, DC 20036
202/822-7870

A Message From The President

Dr. Hai T. Tran

1988--NABE on a bright horizon

As I write this message, I realize that I already am halfway through my term as NABE president. I feel both a sense of relief and a tremendous urgency. I feel relief because I see NABE starting the new year with a sense of accomplishment on a bright horizon.

The current members of the Board, upon taking office in June 1987, inherited a substantial budget deficit. Our cash flow was low. It was so low that NABE's basic operations were threatened at times. However, difficult times force us to mobilize and unite. Instead of laying off staff and cutting down services to our members, the Board faced the challenge with solid commitment, dedication and determination. The result was that we have weathered the storm and survived.

I am relieved and proud to report that today NABE is on its feet and getting stronger. This recovery was possible thanks to the unfailing support NABE has been receiving from all of you.

I would like to recognize and express my heart-felt gratitude for your generous contributions in both monitary terms and efforts to NABE. So many have sent in money. So many have worked hard in organizing fundraising activities and recruiting new members. The New York affiliate is a champion in this effort, holding two successful fundraising events during the past few months. Among our smaller affiliates, Oklahoma has set an example by contributing $1000 to NABE's treasury. And Florida has working tirelessly to recruit an admirable number of new members. In addition, through the firm commitment of California and New York to their joint membership programs, a steady flow of new members has been added to NABE. As a result, our membership has soared to new heights and our revenues have reached a healthy level. As part of our new year's resolution for 1988, let us renew our commitment to NABE and bilingual education by keeping up with our hard work on behalf of our language minority children.

1988 also presents us with tremendous urgency. There are so many things that need be done. There are so many tasks that NABE ought to undertake. We have been working hard, but we will probably never finish everything we set out to do. Yet we still need to expand our activities to include the development of professional standards and teacher training in biligual education. And our "Commission 2000" is still in its incubating stage. We feel the pressure of the ticking clock, but also recognize that when the term of this Board is over, a new Board will take over the responsibility to carry on our mission.

At the moment our focus is on preparations for **NABE '88** in Houston. As I reported to you last month, the Houston Planning Committee has been laboring selflessly to put together an outstanding Conference. The pre-Conference brochure, which is in press at this moment, will reach you shortly to provide you a glimpse of an excellent professional agenda, a rich multicultural entertainment program and an outstanding Parent Institute. This Conference is going to be a memorable event that you won't want to miss. Please make plans now to be in Houston the last week of April 1988. NABE '88 definitely will be a Conference to remember.

May God bless us all this New Year!

---

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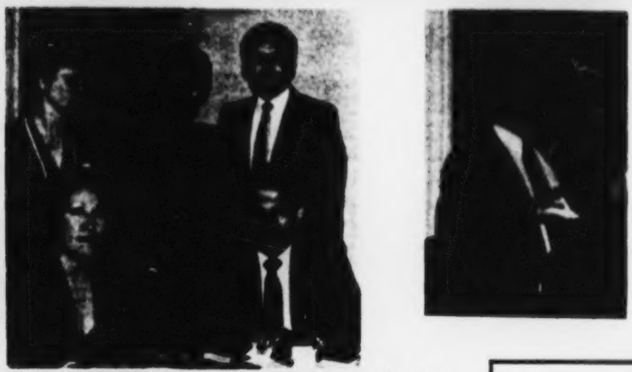
American Bilingual Education in the Year 2000: Two Scenes
  Jim Lyons, NABE Legislative and Policy Counsel, Washington, D.C.
Policy Directions in Title VII, ESEA
  Alicia Coro, Director, Office of Bilingual Education and Minority Language Affairs, U.S. Dept of Ed., Washington, D.C.
Spanish Language Children's Literature in Bilingual Education Programs
  Sylvia Peña, Panel Organizer, University of Houston, TX
  Participants to be named
State legislation: Evolving Directions in Bilingual Education
  María Seidner, Illinois State Board of Education, Chicago, IL, Moderator
  Other state directors will participate
How long does it take to learn School English? Implications for Practitioners
  Virginia Collier, George Mason University, Fairfax, VA
  J. Michael O'Malley, Director, Evaluation Assistance Center, Georgetown University, Washington, D.C.
The English-Plus Information Center (EPIC): An American Alternative to the English-Only Movement
  (participants to be identified)

I'm looking forward to an exciting Conference. I hope as many of you as possible are planning to join us. See you in Houston for **NABE '88!!**



Conference Co-Chairs, Dr. Ellen de Kanter and Ms. Toni Balboa, and Dr. Ray Esquivel, Registration Chair, (standing left to right) visit with Dr. and Mrs Miguel de los Santos (seated persons with unknown woman between them) at the Christmas Posada. Dr. de los Santos is Deputy Superintendent of Campus Management for the Houston Independent School District. Insert: Dr. Sally Phillips, Conference Back-up Co-Chair, and her husband, Howard Phillips, watch the entertainment.

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Dr. Sylvia Peña, Program Co-Chair
On her return from the Denver Conference, Dr. Peña began planning the program for NABE '88. She solicited ideas from the local Steering Committee and from NABE, and has spent all her "free" time working out the details. The resulting program addresses classroom teachers' needs, cultural pluralism, academic interests, and the latest research. Dr. Peña is Director of the Undergraduate Bilingual Education Program at the University of Houston -- University Park.

Dr. Ruth Carter, Program Co-Chair
A key partner in the program planning process from the beginning, Dr. Carter's office has periodically been strewn with papers denoting room and speaker assignments at the Hyatt Regency Hotel as she juggled accepted sessions with available rooms. Dr. Carter is a Bilingual Education Consultant for the Harris County Department of Education.

Angel Noé González, Support at Large
Mr. González, Director of Multilingual Services for the Houston Independent School District, has helped plan much of the strategy of the Conference and has filled in the gaps in the Committee's work at crucial times.

Dr. Ray Esquivel, Registration Chair
Dr. Esquivel has been hard at work ensuring that the Conference registration process flows smoothly. He has held several meetings to generate interest in the Conference; he succeeds in making the meetings fun and conveying the Committee's sense of excitement about the Conference program. Dr. Esquivel is Instructional Supervisor for Houston ISD.

Conference Special Event

The English Plus Information Clearinghouse

presents

A Special Workshop on Language Restrictionism in the United States: Past and Present (As a Prelude to the NABE Conference)

The English Plus Information Clearinghouse (EPIC), a national center for the collection and analysis of information on language rights and language policy, welcomes your attendance and participation at a two day workshop on "Language Restrictionism in the United States: Past and Present," to be held in conjunction with the National Association for Bilingual Education (NABE) annual Conference in Houston, Texas. The workshop will take place on April 26 & 27, 1988 at the Hyatt Regency Hotel in downtown Houston.

The purpose of the workshop is threefold: 1) to provide a forum for discussion and information exchange on current efforts to restrict the use of non-English languages; 2) to promote the concept of "English Plus" as a positive alternative to "English Only"; and 3) to celebrate the launching of the English Plus Information Clearinghouse (EPIC) as a center for information on language rights and policy.

Please join the group in Houston to explore and exchange information on language issues, and to celebrate English Plus as a positive alternative to English Only. Because of limited space, pre-registration is a must.

Pre-Registration Fee:	On-Site Registration Fee:
$10.00 - NABE/NIFC Members	$15.00 - NABE/NIFC Members
$20.00 - All others	$25.00 - All Others

For further infomation, contact:

Mary Carol Combs, Director
English Plus Information Clearinghouse
The National Immigration, Refugee, and Citizenship Forum
227 Massachusetts Avenue, N.E., Suite #120
Washington, D. C. 20002
(202) 544-0004

PRE-REGISTRATION FORM
Special Pre-Conference Workshop

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Washington, D. C. 20002.

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"Testing and Its Impact on Hispanics" To Be the Subject of Public Hearing

A public hearing on testing and its impact upon the Hispanic population will be sponsored in San Antonio, Texas, next month by IDRA and the Commission on Testing and Public Policy. Two papers to be presented at the public hearing, to be held February 26 and 27, delineate current conditions in testing practice and provide evidence of the impact it has on grade retention, school completion, college entry and graduation. The papers are by Dr. Richard P. Durán, Assistant Dean, Graduate School, University of California at Santa Barbara, and Dr. María Pennock Román, principal investigator for several studies with the Educational Testing Service.

The panel of testing experts and practitioners responding to the papers includes Rafael Valdivieso of the Hispanic Policy Development Project, Washington, D.C., and Dr. Raúl Martínez of the Evaluation Assistance Center, University of New Mexico. In addition, written testimony will be provided by groups and individuals wishing to express their views and experiences with the testing of Hispanics.

The Commission on Testing and Public Policy was recently funded by the Ford Foundation to conduct a three-year investigation of the role of paper-and-pencil testing in the allocation of opportunities in the United States today. IDRA Executive Director Dr. José A. Cárdenas is one of seventeen public policy makers comprising the Commission, which consists of representatives from the fields of elementary, secondary, and higher education, job training, public and private sector employment, law, and civil rights. The chair and principal investigator of the Commission is Dr. Bernard R. Gifford, professor and Dean of the Graduate School of Education, University of California, Berkeley.

The Commission will examine the problematic aspects of testing, analyze issues needing clarification, identify problems, and consider costs and consequences of possible solutions.

People who want to present testimony at the public hearing in February should contact Dr. Alicia Salinas Sosa, Coordinator, Hearing on the Impact of Testing on Hispanics, IDRA, 5835 Callaghan, Suite 350, San Antonio, Texas 78228-1190; Telephone: (512) 684-8180.

The hearing will be held the 26th and 27th of February at:
Embassy Suites, NW I-10
7750 Briaridge
San Antonio, TX 78230

(512) 340-5421

High School Internship Programs at the Smithsonian

The Smithsoninan Institution is offering five-week internships to 40 students who will graduate from high school this year. Seniors may apply for positions in various departments and offices in the Institution, in areas including archeology, biology, journalism, photography, history, veterinary science, art, carpentry, and library science.

The students will attend seminars and tour sites that few visitors to Washington, D.C. see, such as the Organization of American States and the World Bank.

Acceptance is based on academic achievement as well as on demonstrated interest in a particular subject area or career. In addition to a living allowance of $500, interns who come from outside the Washington area will receive dormitory housing and transportation to and from Washington. INTERN '88 will offer two sessions of the program: from June 5 through July 9 and from July 10 through August 13.

For an application and more information, high school seniors should write to:

INTERN '88
Office of Elementary and Secondary Education
Arts and Industries Building, Room 1163
Smithsonian Institution
Washington, DC 20560

(202) 357-3049 (voice) or (202) 357-1696 (Telecommunications Device for the Deaf)

Applications must be requested by March 14 and postmarked by March 18.

NABE Special Interest Goup Meetings

NABE Special Interest Groups (SIGs) serve groups of individuals interested in a specific area or concern of bilingual education. SIGs advise the NABE Executive Board and the membership on issues pertaining to the education of bilingual students and to those who work with these students. Each SIG establishes goals for the year and brings the current issues of that SIG to the attention of NABE members during the SIG presentation/business meeting at the annual Conference. Membership in a particular SIG is achieved by selecting the one SIG of particular interest when submitting a NABE membership application or renewal. Each SIG has a Chairperson and Vice Chairperson who are elected by a majority vote at the SIG business meeting held at the annual Conference. The Vice Chairperson will generally assume the position of Chairperson for the following year.

Past requests and the concentration of activities at the annual Conference to be held in Houston, Texas from Thursday morning (with pre-Conference activities on Wednesday) through Saturday have resulted in SIG meetings being concentrated in two blocks of time during which no other meetings will take place. Each SIG sets its own agenda but most will have a focused presentation, a business meeting, and general discussion of issues of interest to the SIG members. To allow groups that wish to continue meeting to do so, the blocks of time have been scheduled at the end of the meeting day. Meeting on Thursday, April 28 beginning at 6:00 p.m. will be the Early Childhood SIG, the Elementary Education SIG, the Secondary Education SIG, the Adult Education SIG, the Higher Education SIG, and the Student SIG. Meeting on Friday, April 29 beginning at 5:00 p.m. will be the Vocational Education SIG, the Research and Evaluation SIG, the Global Education SIG, the ESL in Bilingual Education SIG, the Special Education SIG, and the Critical Pedagogy SIG.

Education Week Advisory

For those of you who recently joined or renewed your membership in NABE and took advantage of the chance to subscribe to *Education Week* at the same time, please be advised that *Education Week* is not published during the last two weeks of December through the first week of January. Your first copy should have arrived by now. If not, please contact us.

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Gifted Education
Special Education

English as a Second Language

Please direct all inquiries to:
Dr. Angela L. Carrasquillo
Editor, NYSABE Journal
Room 1025
Fordham University at Lincoln Center
New York, New York 10023

NACCBE to Meet at NABE and other Association Conferences

Rosita Apodaca, current Chair of the National Advisory and Coordinating Council on Bilingual Education, informs us that the Council will be holding its next three meetings at the same time and place as large bilingual associations. In February the Council will meet in San Francisco on the 11th and 12th at the Hotel Niko at the same time that the California Association for Bilingual Education, a NABE Affiliate, holds its annual state meeting at the Hilton Hotel. Then, on April 7 and 8, the Council will meet in Denver, Colorado, at the same time that the National Association of Asian and Pacific Educators holds its meeting. Finally, the Council will be meeting in Houston, Texas on April 28 and 29 while the National Association for Bilingual Education holds its 17th Annual Bilingual-Bicultural Education Conference at the Hyatt Regency Hotel.

Chairperson Apodaca indicated that the Council is interested in receiving information from the field as it puts together its final annual report to the Administration and wants the opportunity to share informal reports as well. She also tells us that after the San Francisco meeting she will provide *NABE News* with an article describing NACCBE's aspirations for the future of bilingual education and what Council members identify as primary issues, concerns, potential solutions, and future directions for bilingual education. Plan to be with us in Houston as we develop ways to interact with the members of the National Advisory and Coordinating Council on Bilingual Education.

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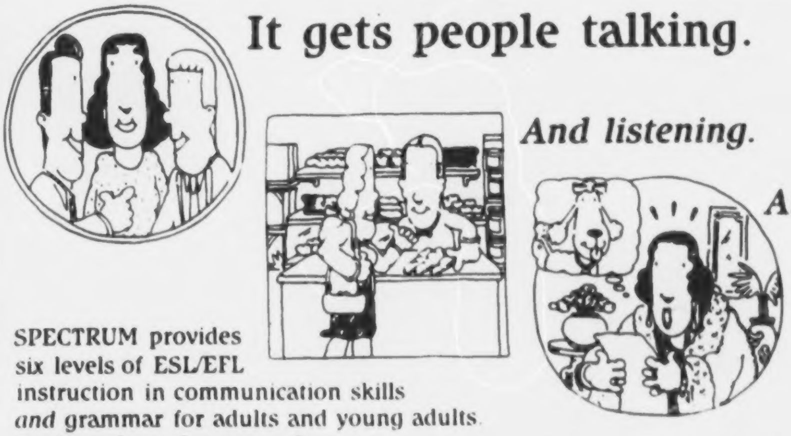

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Schedule of Events

Tuesday, April 26, 1988
9:00 am to 5:00 pm
NABE Board Meeting
9:30 am to 5:30 pm
EPIC Workshop
3:00 pm to 6:00 pm
Registration
7:00 pm to 9:00 pm
Early Bird Reception

Wednesday, April 27, 1988
All Day Long
Exhibitor Set Up
7:30 am to 5:00 pm
Registration
8:00 am to 4:00 pm
School Visits
9:00 am to 12:00 noon
NABE Board Meeting
9:00 am to 6:00 pm
Intensive Sessions
9:30 am to 11:30 am
EPIC Workshop
3:00 pm to 5:30 pm
Delegate Assembly
6:30 pm to 8:00 pm
Reception

Thursday, April 28, 1988
7:30 am to 5:00 pm
Registration
8:00 am to 9:00 am
Resolutions Committee
9:00 am to 5:00 pm
Exhibits
9:30 am to 11:00 am
Opening General Session
11:30 am to 12:00 noon
Press Conference
1:15 pm to 2:30 pm
Concurrent Sessions
2:45 pm to 4:00 pm
Major Sessions
4:00 pm to 5:30 pm
Nominating Committee
4:30 pm to 5:45 pm
Concurrent Sessions
6:00 pm to 7:00 pm
SIG Meetings
8:00 pm to 11:00 pm
President's Reception/Dance

NABE '88 CONFERENCE PREVIEW
17TH ANNUAL BILINGUAL/BICULTURAL CONFERENCE
APRIL 27 - MAY 1, 1988
HOUSTON, TEXAS

From April 27 to May 1, 1988, NABE will hold its 17th Annual International Bilingual/Bicultural Education Conference at the Hyatt Regency Hotel in downtown Houston. The theme of this year's Conference is, "Bilingual Education: Excellence Touches the Future." Both the NABE Central Office staff in Washington, D. C., and the Houston Host Committee have been working hard -- in fact, since the day after our 1987 Conference in Denver -- to ensure that the 1988 Conference is our best ever! We will offer all of the standard features of our past Conferences, as well as some new activities. The pre-Conference brochure, which is on its way to you, will contain full information on all aspects of the Conference, including registration materials. Our purpose here is to highlight key facts and events for our *NABE News* readers.

Before we delve into that, however, a word about the Conference itself. The NABE Conference is a multi-facited and multi-purposed event. Through dozens of intensive sessions, SIG meetings, and concurrent workshops, NABE offers its members the opportunity to obtain -- in one setting -- the latest information and training in our field. The Conference gives attendees the chance to meet their peers from across the nation, to exchange ideas, and, incidentally, to make new friends! The Conference is also the place where NABE conducts its membership and organizational affairs; we hold a Delegate Assembly, pass resolutions, nominate candidates for office, and a General Membership Meeting to transact the business of the Association.

At the Conference, we impart information in a variety of different and interesting ways. For example, NABE brings you, through our keynote speakers at the General and Major Sessions, the most current thinking on the latest trends in bilingual education. These individuals spark not only discussion, but occasionally controversy, too! This year, we will also have nationally known speakers who will review the present and future state of bilingual education in this presidential election year.

The Exhibit Area is also a place to learn. Here, nearly 100 major corporations, publishers, and government agencies, many of which are in the bilingual education field, display their products and services. This year, NABE will also have exhibitors -- such as AT&T, Merrill Lynch, and Diners Club -- who now realize the value of the multi-cultural consumer market, and wish to tap it.

We also try to meet the needs of our diverse constituencies through such features as the Parents' Institute and School Visitations. This year, through the efforts of the Houston Host Committee, both programs have been improved and expanded.

Finally, the NABE Conference is also **fun**. Through the various receptions, dances, Banquets, host-city sightseeing tours, and performances by our youth, NABE conferees can relax and reward themselves for their hard work throughout the year and at the Conference. We strive to make the Conference as socially enjoyable as it is professionally enriching.

So, as you see, there are plenty of reasons to attend the NABE Conference. We look forward to seeing you in Houston.

Conference Facts

Hotel: Hyatt Regency, Houston Downtown
$63 per night, double or single
(800) 228-9000 or (713) 654-1234

Travel Agency: World Travel Inc.
(800) 424-2896 or (202) 223-9440
Official Conference Airlines: Eastern and Continental
Book through World Travel. Help NABE and Save!!
RATES:
Y fares (unrestricted coach) Eastern 50% off ; Continental 30% off
F fares (first class) Eastern 30% off; Cont. 30% off
Other published fares (some restrictions apply)
Eastern 5% off; Continental 5% off

Pre-Registration -- by April 15th:
NABE member: $60 Non-member: $100
Student/Parent: $30 One-Day Registration: $30
Special One-Day Registration: Group of 5 or more each
$25 if mailed together

On-Site Registration:
Member: $75 Non-member: $115
Student/Parent: $40 One-Day Registration: $40

For More Information Contact:

Houston Host Committee or
NABE '88
P. O. Box 701009
Houston, TX 77270-1009
(713) 880-8556

NABE National Office
1201 16th Street NW
Suite 408
Washington, DC 20036
(202) 822-7870

Corporate Sponsors:
Non-Profit Exhibitors: $375
Government Agencies: $750
For-Profit Exhibitors: $750
Corporate Sponsors: $2500

Conference Activities:
15 Intensive Sessions
10 School Visits
76 Concurrent Sessions
12 Major Sessions
3 Keynote/General Sessions

Special Events:
Welcoming Social -- Wednesday Eve.
President's Reception -- $5
Awards Luncheon -- $20
Annual Banquet -- $30
Banquet/Dance -- $40
Dance -- $15

Exhibit and Corporate Sponsors Contact:
Roger Rivera
Conference Coordinator
NABE National Office
1201 16th St. NW Suite 408
Washington, DC 20036
(202) 822-7870

Schedule of Events

Friday, April 29, 1988
7:30 am to 5:00 pm
Registration
9:00 am to 5:00 pm
Exhibits
8:00 am to 9:15 am
Concurrent Sessions
9:30 am to 10:45 am
NABE General Members' Meeting
11:15 am to 12:15 pm
Concurrent Sessions
12:30 am to 1:45 pm
Awards Luncheon
2:00 pm to 3:15 pm
Major Sessions
3:30 pm to 4:45 pm
General Session
3:30 pm to 5:30 pm
Parents' Institute Opening Session
5:00 pm to 6:00 pm
SIG Meetings
7:00 pm to 8:00 pm
Reception
8:00 pm to 10:00 pm
Banquet
10:00 pm to 2:00 am
Dance

Saturday, April 30, 1988
7:30 am to 5:00 pm
Registration
8:00 am to 9:00 am
Breakfast
9:00 am to 3:00 pm
Exhibits
10:30 am to 11:45 am
Major Sessions
1:30 pm to 2:45 pm
Concurrent Sessions
3:00 pm to 4:30 pm
Closing General Session
8:00 pm to 12:00 midnight
Dance

Sunday, May 1, 1988
8:30 am to 10:30 am
Parents' Institute Breakfast
10:00 am to 12:00 noon
Brunch with B.E. Movers
10:30 am to 11:45 am
Parents' Institute Meetings
12:00 noon to 3:00 pm
Parents' Institute Lunch
3:00 pm to 4:30 pm
Parents' Instute Meetings

NABE Business Meetings

Many activities go on at any NABE conference, most of them planned, like the workshops, intensive sessions, major sessions, and general sessions, to focus on bilingual education in its many aspects. Some of the sessions are planned to provide personal interaction and the recognition of contributions and services of many individuals, from the NABE Honoree Award, to the Essay and Dissertation Contest Awards, to the social functions. One set of meetings focuses on the business of NABE -- the General Membership Meeting, the Delegate Assembly, the Nominating Committee, and the Resolutions Committee.

The Procedures Manual for the Association notes: "There shall be at least one **General Membership Meeting** each year, held in conjunction with the annual Conference. . . . The agenda for the General Membership Meeting shall be as follows: Call to order; reading and approval of minutes of previous general membership meeting; reports of officers (President's report; Treasurer's report); reports of committees (Elections Committee; Nominating Committee; Annual Conference Committee); new business: resolutions." This year the meeting will be held on **Friday, April 29, 1988** at the Hyatt Regency Hotel in Houston, Texas.

With respect to the **Delegate Assembly**, the Procedures Manual indicates: "The Delegate Assembly shall consist of the NABE Executive Board and the President of each of the Affiliates or a designee. The Delegate Assembly shall meet at least once a year, in conjunction with the annual Conference. Only official delegates or their designees shall be allowed to participate in the meeting. The functions of the Delegate Assembly include: acting as an advisory body of the Executive Board; acting as a liaison between Affiliates and the Executive Board; and making recommendations regarding amendments to the NABE Constitution and Bylaws. . . . Only NABE members in good standing may serve on the Delegate Assembly." The meeting this year will be held on **Wednesday, April 27, 1988 from 3:00 p.m. to 5:30 p.m.** at the Hyatt Regency Hotel in Houston, Texas.

With respect to the **Nomination of Candidates** for the Executive Board, the Procedures Manual indicates: "All regular and associate NABE members in good standing **for no less than 12 months** are eligible to run for office. The Nominating Committee is composed of one delegate from each Affiliate in good standing and the NABE Past President, who serves as Chairperson of the Committee. Delegates to the Nominating Committee must be NABE members in good standing and are not eligible for nomination as candidates. . . . The Nominating Committee meets at the annual Conference. Only official delegates shall be allowed to participate. . . . Persons wishing to be nominated as candidates for the Executive Board must have their eligibility certified **prior to the meeting** and complete a candidate information sheet. . . . Candidate information forms and certifications must be presented to the Committee Chair by the delegate making the nomination. . . . The entire Nominating Committee shall nominate at least two but no more than three candidates for the positions of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large. . . . delegates from each region [shall] nominate no more than two candidates for their respective Regional Representative (East, Central, and West). Candidates for the position of Regional Representative must be residents of the Region for which they are nominated." The Nominating Committee meeting will be held this year on **Thursday, April 28, 1988 from 4:00 p.m. to 5:30 p.m.** at the Hyatt Regency Hotel in Houston, Texas.

With respect to **Resolutions** to be considered by the General Membership of NABE, the Procedures Manual indicates: "A resolution is defined as 'A formal expression, intent, belief, or position of the Association, adopted by the voting membership, generally at a designated annual Conference, and which provides the direction in which the Association should be moving.' Resolutions must express that which is within the scope of the goals and objectives of the Association. . . . Resolutions to be considered for adoption at the annual Conference of the Association must be presented to the NABE Resolutions Committee for prior review and processing. Resolutions may be submitted at any time between annual Conferences. A copy of the proposed resolution should be mailed to the NABE Secretary as well as to the Resolutions Committee Chair at least 30 days prior to the beginning of the annual Conference and a copy of the resolution should be brought to the annual Conference. Proposed resolutions prepared at the annual Conference must be submitted to the NABE Resolutions Committee Chair for prior review and processing no later than 24 hours before the Annual General Membership Meeting. . . . The Maker and Seconder of a proposed resolution must be NABE members in good standing. . . . The Resolutions Committee, composed of the appointed Chair and a representative from each Affiliate, shall receive and review each resolution for conformity to the criteria and definitions previously set forth. . . . The Resolutions Committee shall hold an open hearing on resolutions at a specified time prior to the General Membership Meeting at the Conference. . . . Those resolutions meeting recommended criteria shall be submitted by the Resolutions Committee for consideration by the voting membership at the general membership meeting at the annual Conference. Passage of a resolution shall be by simple majority vote of NABE members in good standing present at the meeting." The initial meeting of the Resolutions Committee at the annual Conference will be on **Thursday, April 28, 1988 from 8:00 a.m. to 9:00 a.m.** at the Hyatt Regency Hotel in Houston, Texas. Resolutions to be considered at the Conference should be submitted no later than March 25, 1988.

All parties wishing to submit resolutions should copy the form from page 11, complete it, and mail the form containing the resolution so that it arrives no later than **March 25, 1988**, to:

Alfredo G. de los Santos, Jr.
Chairman, NABE Resolutions
Committee
Maricopa Community College
3910 E. Washington Street
Phoenix, Arizona 85034

Lori S. Orum
NABE Secretary
c/o National Council of La Raza
548 S. Spring Street, Suite 802
Los Angeles, California 90013

Candlelight Vigil Held in Texas

CORPUS CHRISTI, TX: NABE Regional Representatives Anna Pérez and Dick Hseih attended the Texas Association for Bilingual Education's candlelight vigil -- *TABE Ever Vigil "Por Nuestros Niños"* -- organized by Dr. David Berlanga, Corpus Christi State University and TABE President, in order to bring to people's awareness the devastating effects of racism and the hidden agenda behind the English-Only movement.

The vigil was attended by a large audience whose members carried candles and wore green neckscarves adorned with a symbol inscribed with the words "Por Nuestros Niños."

Prior to the vigil, TABE had sponsored a writing contest to produce an anthology of experiences in schools that were not sensitive to language-minority students. The winners read their stories and with each story, another candle was lit.

From those candles, the audience members lit their candles and recited "El Credo del que Vela por el Futuro," vowing that the gates of opportunity will always be open for all children.

Chief State School Officers Focus on LEP Students

BALTIMORE, MD: NABE National Office Administrator Dr. Joseph Beard moderated a panel discussion on Teacher Training at the Council of Chief State School Officers Resource Center on Educational Equity Conference held in December.

The Conference was a part of the Council's efforts to assist states in ensuring educational success for students at risk of failure. This Conference focused on how schools are responding to the challenge of teaching limited-English-proficient students.

NABE RESOLUTION FORM

Dear Chair, I/we wish to submit the following resolution:

Whereas:

Be it Resolved that:

Rationale:

Submitted by ______________________ Seconded by ____________

If other than individual, submitted by ___________________________
(Name of Group)

Person to be contacted regarding resolution:

Name ________________________ Phone (____) ____-_______

Address ____

City/State/Zip ____

(For NABE Official Use Only)

Date Received ___________ Resolution No. _______ Approved _____ Disapproved_____

Reasons for disapproval ____

Amendment needed for editing Yes _____ No _____

NABE Action: Carried ______ Failed ______ Date ______________

This form is to be submitted to the Resolutions Chair and a copy to the NABE Secretary.

Open-rank Faculty Position, Bilingual Education

The Generic Special Education teacher training program in the Department of Educational Psychology at Texas A&M University invites applications for a position starting September 1, 1988. Responsibilities will include teaching in the Generic Special Education teacher training program, assisting in the development of a Bilingual Special Education strand for the program, and conducting an ongoing program of research. The Generic Special Education program is an extended program which includes undergraduate and graduate training phases. Opportunities for teaching in doctoral programs also are available. The successful candidate will have an earned doctorate in Special Education or closely related field and a strong background in Bilingual Special Education. The program seeks applicants who are Spanish/English bilingual and familiar with the Mexican-American culture. The Department has excellent training and research facilities and highly competitive salary and benefits.

Send a letter of application, three letters of recommendation, and a vita no later than March 1, 1988 to:

Dr. Douglas J. Palmer, Chair
Special Education Search Committee
Department of Educational Psychology
Texas A&M University
College Station, TX 77843

Texas A&M is an equal opportunity/affirmative action employer.

Announcement

The US Department of Education has ruled that foreign students who have received temporary resident status under the legalization provisions of the IRCA are eligible to receive federal student assistance under Title IV of the Higher Education Assistance Act of 1965, as amended. Programs for which legalized students can qualify include Pell grants, guaranteed student loans, and work/study grants.

The Education Department distinguishes between undocumented aliens who have applied for legalization and have received interim employment good for 6 months (INS Form I-688A), and aliens who have received INS Form I-688. Only the latter are eligible for federal assistance.

(Reprinted from *Interpretor Releases*, Vol. 64, No. 36.)

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NABE MISSION STATEMENT

The National Association for Bilingual Education (NABE) is a broad based association founded in 1975 to address the educational needs of language-minority Americans. Members work to improve educational opportunities for language-minority populations and for all learners in the United States. NABE members are united by the belief that language pluralism and bilingual competence in English and other languages benefits the nation and all its citizens.

The historical concern of NABE's founders for educational equity for limited-English-proficient (LEP) learners and other members of language-minority populations has led to the establishment of the following goals:

- ensuring that language-minority students have equal opportunities for learning the English language and for academic success;
- involving language-minority parents in the process of schooling and in public policy decisions affecting them and their children;
- identifying and publicizing exemplary bilingual education programs;
- promoting and publishing scholarly research in the fields of language education and multicultural education;
- coordinating the compilation and dissemination of the evidence and knowledge which supports bilingual education;
- increasing public understanding of the importance of language and culture in the education process; and
- fostering the establishment of national language policies which meet the needs of a pluralistic society in an era of global interdependence.

These broad goals are augmented on a yearly basis by the Executive Board of NABE through the adoption of specific objectives which guide the work of the organization for the year.

Adopted by action of the Board of Directors
March 29, 1987

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
Room 408, 1201 16th Street, NW • Washington, DC 20036 • 202/822-7870

TYPE OF MEMBERSHIP

☐ NEW ☐ RENEWAL ☐ Already a member but want to participate in the *Education Week* offer.

☐ REGULAR 1 Yr ___ $35 2 Yr ___ $65 3 Yr ___ $90
- ___ 004-0001 Teacher
- ___ 004-0002 College Instructor
- ___ 004-0003 Administrator
- ___ 004-0004 Consultant
- ___ 004-0005 Other________________

☐ ASSOCIATE: 1 Yr ___ $20 2 Yr ___ $37 3 Yr ___ $51
- ___ 003-0001 Parent or Community Person
- ___ 003-0002 Para-professional
- ___ 003-0003 Full-time Student

☐ INSTITUTIONAL OR SUBSCRIPTION $50 (1 Yr)

☐ JOINT: 1 Yr ___ $50 2 Yr ___ $93 3 Yr ___ $129
(Spouses - one mailing per household)

☐ COMMERCIAL $125 (1Yr)

If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
MAKE CHECK PAYABLE TO NABE AND REMIT U.S. FUNDS ONLY. PREPAYMENT REQUIRED. **(Please Print or Type)**

Charge my: ____ Master Card ____ Choice ____Visa
Account Number:________________________
Expiration Date: ________________________
Signature: ________________________

____
Last Name First Name Initial

____
Mailing Address

____
City State Zip code

IMPORTANT: Renewals and new members - PLEASE COMPLETE REVERSE SIDE

I am adding a special contribution to NABE for the campaign to help counter the English-Only movement: **$**________
Membership fee ________
***Education Week* offer** ($10/6 months) ________
Total (Check or authorized credit card) **$**________

Multilingual Speaker: One who speaks several languages
Bilingual Speaker: One who speaks two languages
Monolingual Speaker: An American

If the people behind the effort to make English the official language of the United States have their way, the above statement may come true. An example of continued pressure appeared recently in the *Miami News* (Monday, November 16, 1987) and is reprinted below:

"Vote on Schools Faces Fight from English Backers" by Donna Gehrke, Miami News Reporter.

An influential grass-roots group formed "to protect the English language" is threatening to campaign against a proposed Dade public school construction-bond referendum unless education officials agree to discourage the use of Spanish in county schools. Dade Americans United to Protect the English Language also will seek the ouster of all current school board members -- four of whom are up for re-election next year -- because they have "a Spanish-only state of mind," said the organization's chairwoman, Terry Robbins.

Dade School Board Member Janet McAliley blasted Dade Americans United last night when told about the group's plans.

"They don't know what they are talking about," said McAliley, who is up for re-election next year with board members Rosa Castro Feinberg, Paul Cejas and Michael Krep. "It certainly would be an example of their limited thinking if they would work to deny classroom space to the children ... I'm afraid that's the kind of thinking we'll have to stand up to."

The school board will decide at its December 9 meeting on the amount and date of the construction-bond referendum. School administrators have proposed a five-year, $1.8 billion building program, which must be approved by voters because it would be largely supported by a new property tax. Officials say at least 44 new schools are needed -- as well as additions to all existing campuses. [Issue will appear on the March 8 ballot.]

At a meeting of Dade Americans United yesterday, Robbins said the organization acknowledges that more classrooms are needed to alleviate overcrowding. But the group cannot support the bond issue because the school system is not emphasizing English and American culture, Robbins said.

"We don't want tax dollars going to a school board promoting Spanish heritage, Spanish language, Spanish culture," she said.

McAliley, however maintained that English is already emphasized in schools as the primary language. "The first priority of the bilingual program is to teach English," she said. Special English instruction is provided to teachers who have heavy foreign accents, McAliley added.

Dade Americans United, which Robbins said has about 1,000 members, is active in a campaign to make English the official language of Florida and is a vocal supporter of Dade's English-only ordinance, a law that restricts the use of foreign languages in county government. The group is about a year old.

- -

JOIN NABE - AND BRING A FRIEND

Side 2

BUSINESS PHONE: (____) ______________
Area Code

HOME PHONE: (____)____________________
Area Code

SPECIAL INTEREST GROUP (Check Only One):

_ 001-0001 Early Childhood
_ 001-0002 Elementary Education
_ 001-0003 Secondary Education
_ 001-0004 Higher Education
_ 001-0005 Adult Education
_ 001-0006 Parent & Community
_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
_ 001-0011 Global Education
_ 001-0012 Critical Pedagogy
_ 001-0013 ESL in Bilingual Education

LEVEL OF WORK (Check Only One):

_ 002-0001 Early Childhood
_ 002-0002 Elementary Education
_ 002-0003 Secondary Education
_ 002-0004 Higher Education
_ 002-0005 Adult Education
_ 002-0006 Community
_ 002-0007 Resource Center
_ 002-0008 Publishing _ 002-0009 Other __________

STANDING COMMITTEES

_ 009-0001 Publications
_ 009-0002 Membership
_ 009-0003 Socio-Political Concerns
_ 009-0004 Fund Raising
_ 009-0005 Honors and Awards
_ 009-0006 Public Information
_ 009-0007 Rules
_ 009-0008 Organizational Development
_ 009-0009 Organizational Networks

☐ **Check here if you are a current Affiliate President.**

____
Signature of Member

____
Date

☐ **I want information about my State Affiliate:** _____

New and Contributing Members Continue to Support NABE

This month's membership list contains the names of individuals joining for the first time since the last report in the December issue of *NABE News*. Their names are followed by the number 1. In addition, the list contains the names of those renewing their membership who contributed to the campaign to help counter the English-Only movement. Their names and the names of first time members who also contributed are followed by the number 2. Many other individuals and institutions also renewed their membership during the time period and we express our thanks to all of them. Without everyone's continued participation, and everyone's encouragement of others to become members of NABE, we would not be able to have the impact on bilingual education that we do.

- **Alaska**
  - Carl & Beverly A. Williams 1
- **Arizona**
  - Obdulia Y. González 2
- **California**
  - Irene Barrera 2
  - Carolyn Bass 1
  - Phyllis Broyles 2
  - Judy Campbell 1
  - Mary V. Christensen 2
  - Sabina Davidson 1
  - Helen E. Díaz 2
  - Mel Greenlee 2
  - Debra Krogman 1
  - José L. Meraz 1, 2
  - Patricia Monaghan 1
  - Alexander P. My 1
  - Sam Ochoa 1
  - Eileen G. O'Leary 1
  - Cherie Schenck 1
  - Marsha Thicksten 1
- **Colorado**
  - Concepción G. Peña 2
  - Katherine Salaz 2
- **District of Columbia**
  - Mary Carol Combs 2
- **Florida**
  - Angela Calle 1
  - Melina E. Castillo 1
  - John Clemens 1
  - Doris Cone 1
  - Norma Craig 1
  - Hortensia de la Torre 1
  - Rossana del Pozo 1
  - Mary Ann Fierro 1
  - Jessie González 1
  - Susana T. González 1
  - Laura Grabiel 1
  - Sharon Kantor 1
- **Florida con't.**
  - Myra Lefkowitz 1
  - Ines Mevs 1
  - Harry I. Nerenberg 1
  - Gloria Pelaez 1
  - Sherri G. Pensler 1
  - Dieuveuil Phanord 1
  - Kaye Reed 1
  - Amelia Rickie 1
  - Rochener Seraphin 1
  - Vincent A. Simanca 1
  - Judith M. Titus 1
  - Victoria Vásquez 1
- **Idaho**
  - Diana Biggs 1
- **Illinois**
  - Carmen Chico 2
  - Monty L. Dixon 2
  - Joan G. Erickson 2
  - Dolores López 1
  - Mary F. Potocki 2
  - Barbara D. Waller 1
- **Iowa**
  - Sandra S. Just 1
- **Kansas**
  - Virginia Sumaya 2
- **Maryland**
  - Eileen B. Lorenz 1
- **Massachusetts**
  - Eduardo B. Carballo 1
  - Carmen I. Colón 1
  - Luis & Dora Fuentes 2
  - Diana Lam 1
  - Ann M. O'Donnell 2
  - Rosalie P. Porter 1
- **Michigan**
  - John H. Domínguez, Jr. 2
  - José Gurule 1
  - Aden D. Ramírez 1
- **Missouri**
  - Linda F. Jacobsen 1
- **Nebraska**
  - Sarah L. Crawford 1
- **New Jersey**
  - Aida J. Fastag-Carvajal 2
  - Ines L. Pérez 2
- **New Mexico**
  - John García, III 1
- **New York**
  - Dalmo Fernández-García 1
  - Judith S. Goldberg 1
  - James F. Gregory 1
  - Henry J. Young 1
- **Oklahoma**
  - Margaret A. Messiah 1
  - Nga Kim Pham 1
- **Oregon**
  - Clara Martínez 1
  - Joan H. Strouse 1
- **Pennsylvania**
  - María T. McLaughlin 2
- **Texas**
  - Fernando V. Garza 1
  - Tomás A. Gonzáles 2
  - Edna Hamilton 1
  - Juan R. Lira 1
  - Jorge A. Maldonado 1
  - Wayne J. Pate 2
- **Utah**
  - JuLann Blake 1
- **Virginia**
  - Muneera Al-Angary 1
  - Mary E. Cunningham 1
- **Washington**
  - Wayne R. Hawkins 1
  - Robert Ozuna 1
  - Marsha Ann Pastrana 1
- **Wisconsin**
  - Jesse J. Hargrove 1

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
HOUSTON 1988

Pre-Conference Information Issue
Join Us in Houston April 27, 1988 to May 1, 1988

The Bilingual Education Newsletter

NABE News

Vol. XI, No. 5 February, 1988

In Search of a New NABE Defining the Soul of an Evolving Organization

Josué M. González

This is the first of a series of articles written for us by Josué M. González, former President of NABE and currently Chair of NABE Commission 2000.

What is the future of NABE?
What needs will it seek to meet in the next decade?
Whom will it serve most directly?
Whom will it serve indirectly?

As part of its preparation for the '88 annual Conference, and the first meeting of NABE's Commission 2000, the NABE Executive Board posed these and other questions to itself and other colleagues at its meeting in San Francisco in mid-February. Its members sought out and deliberated with members of the CABE (California Association for Bilingual Education) leadership who were also meeting in that city for the California affiliate's annual conference.

The many hours of discussions and analysis guided by NABE President Hai Tran were fruitful. State and national officers alike reached new insights into the nature of the two organizations. Most importantly, they deepened their understanding of the need to maintain and support both a state level association and a national coalition of these affiliates, that is to say, NABE.

The key concept in developing and nurturing this understanding is that NABE is a different type of group from its affiliates and that the differentiation should be kept. NABE has a different role and it meets different needs. It is not, therefore, a mere aggregation of members who join NABE for the same reasons they joined their state organizations.

Aurora Martínez-Quevedo, CABE President and former NABE Secretary, told the NABE Board, "Many affiliate members feel closer to their affiliates than to NABE because the affiliate fulfills their daily professional needs: training, guidance in curriculum matters, help with the state level rules, regulations, and programs in which we all work." "But we also love NABE," she noted, "for all its policy vigilance and for making sure that the national policy interests of bilingual education are kept before us."

NABE Policy Analyst Jim Lyons stressed that, "Washington is a major influencer of education policy for the nation." "NABE is responsible for keeping the batteries charged in the policy pacemakers; if NABE didn't do it, it wouldn't get done," he continued.

Olga Valcourt-Schwartz, President of the Wisconsin affiliate agreed. "Washington is too far away," she said. "We just can't do it from our respective states."

The emerging consensus on the changing roles of NABE and its affiliate members seems clear. NABE is seen as the national

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Conference Planning Continues

The planning, coordination, and implementation of the annual Conferences have been a joint venture between the NABE Central Office in Washington and a local host committee. Without the enormous dedication and labor of the Host Committee, there would be no Conference. These individuals devote countless hours, without the slightest compensation, to carrying out the many Conference tasks. NABE is deeply grateful to the Houston Host Committee, a group of over 25 bilingual teachers, school administrators, and concerned parents, for their fine efforts. The NABE Conference and bilingual education are indebted to them.

NABE recognized some of the members of the Committee in last month's *NABE News* and will recognize all the members of the Houston Committee at the Conference. Below are quick sketches of more key members of the Committee:

Dr. Sylvia Sánchez, Dr. Loida Gálvez, Co-Chairs, School Visitation Committee

Drs. Sánchez and Gálvez have selected the host districts for the school visits and are now confirming that preparations will be made to display the special features of each program. Dr. Sánchez is Bilingual Education Program Director for the Pasadena School District. Dr. Gálvez is a consultant for that district.

Dr. Andrea Bermúdez, Dr. Yolanda Padrón, Evaluation Co-Chairs

Now that the program is in place, Drs. Bermúdez and Padrón are exploring ways to evaluate the varied program sessions and will "plug in" facilitators from local University BESO organizations. Dr. Bermúdez is Director of Bilingual Education at the University of Houston at Clear Lake City. Dr. Padrón is on the University staff.

Ms. Angela Mora, Dr. Sara Gallo, *Conference Daily* Co-Chairs

Staff has already been established for the media committee, while computer equipment and secretarial aid have been secured through the Goose Creek ISD. The committee is now planning the mechanics of publishing a daily paper during the Conference. Ms. Mora is Bilingual Education Program Director for the Goose Creek School District. Dr. Gallo is a school principal in the Houston School District.

Ms. Joyce Garza, Entertainment Chair

Ms. Garza has contracted Ricky Díaz and his orchestra to play for the Friday night dance and is contacting other local musical groups and student groups to provide entertainment for the Conference. Ms. Garza is employed by the Houston School District.

Other participants on the Planning Committee include:

Mr. Jaime de la Isla, Publicity Chair -- on the staff of the Multilingual Services Office of the Houston School District.

Ms. Eva Ponce, Audiovisuals Chair -- is the newly named director of a program in the Houston School District aimed at pre-

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From the Editor's Desk

by Joseph W. Beard, National Office Administrator

The countdown for NABE '88 in Houston is underway!! Pre-Conference brochures should be in your hands by the time you receive this -- if not, be sure to contact us right away so you can know all that will be going on in Houston from the 27th of April until the first of May. The Houston Host Committee continues hard at work -- we highlighted some members last month and have a column in this issue describing some of the other contributors to that hard working group.

Exhibitors and sponsors are getting their materials together and preparing to set up one of the best exhibit halls of any conference. Last month we highlighted two of our major sponsors and this month I want to give special recognition to one of the publishing firms which has supported bilingual education for over fifteen years, starting out with ESL materials and moving quickly into Bilingual Education materials. Barbara Crane and her **Crane Publishing Company** continue to be staunch supporters. They are always the first to place ads in our publications, to reserve exhibit space at our Conference, and to provide extra help when requested. A current project is the publication of a new book by James Crawfore, former reporter for *Education Week* magazine. The new Crawford book will present, in expanded and updated form, material published as a special supplement to the April 1, 1987 ediction of *Education Week*.

Major session speakers and panel members have confirmed their participation in the Conference (sessions described in last month's *NABE News*) and we are most excited about the three people who will speak to us during our General Sessions. Gordon Ambach, former Commissioner of Education in New York state where he played a major role in institutionalizing bilingual education in response to the needs of the diverse language populations of that state, leads off the group by sharing the experiences he has had and the perspective provided by his new position as Executive Director of the Council of Chief State School Officers. Second is Cruz Reynoso, retired Justice from the California Supreme Court, who has a long and distinguished career as an advocate for farm workers at the California Rural Legal Assistance Foundation. Justice Reynoso, the first Mexican-American to sit on the California Supreme Court, served from 1977 - 1986. Justice Reynoso was formerly Dean of the University of New Mexico Law School and served as a member of the U.S. Select Commission on Immigration and Refugee Policy. The third speaker will be Ana Celia Zentella, who was raised in the South Bronx by her Puerto Rican mother and Mexican father, where she continues to conduct research on the code switching and language attitudes of adolescent returned migrants and on the attitudes and behavior of New York City Hispanics. Past winner of NABE's Outstanding Dissertation Competition (1981), she continues to speak out on *Hablamos Los Dos. We Speak Both: Growing up Bilingual in el Barrio*. She will make her presentation during the Saturday General Session, with a special focus for the many teachers we expect to join us on that day.

We are also preparing for the many formal and informal interactions that go on during every conference. On Wednesday, April 27, the Delegate Assembly, made up of Affiliate Presidents or their representatives, will help the NABE Board implement decisions and directions described in President Tran's column and in Past-President González's discussion of Commission 2000. That meeting will be one where affiliates can meet with their Regional Representatives -- eastern region, Mutsuko Tanouchi from New York, appointed to replace Vince Petrosino who was unable to complete his term of office (and we do miss you Vince and wish you well!); central region, Dick Hsieh, from Oklahoma; and for the western region, Anna Pérez from California -- who are planning a full agenda.

Wednesday night there will be a reception -- a special event is in the works but not yet fully confirmed -- watch for an announcement in next month's *NABE News* and through a special mailing. We encourage people to come early because there is a full day of activities on Wednesday with the school visits and intensive sessions -- in fact there will be a hospitality suite, registration and an Early Bird Reception for those of you who come in on Tuesday -- contact the Hyatt Regency Hotel, Downtown Houston (800-228-9000 or 713-654-1234) as soon as possible to assure yourself room at the Conference Headquarters Hotel, where everything will be happening -- be sure to identify yourself as

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NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 10 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	1 Issue	5 Issues	10 Issues
Full Page	$250	$1,000	$2,000
Half Page	$175	$ 700	$1,400
1/4 Page	$125	$ 500	$1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Roger J. Rivera
Conference Consultant

**Room 408
1201 16th Street, NW
Washington, DC 20036
202/822-7870**

A Message From The President

Dr. Hai T. Tran

I would like to report to you that the NABE Executive Board, at its San Francisco quarterly meeting, focused its discussions on the image of the Association and on ways to increase membership in order to implement more fully the mission of the Association. In focusing on the role of NABE as a National Association, the Board decided that efforts at the national level should receive greater publicity and recognition. It was also decided that the membership structure should be modified to ensure broader membership in NABE and to encourage unified membership for NABE and its state affiliates.

An approach was developed to allow a greater number of supporters of bilingual education to become more aware of the work of NABE by creating a membership base that will become fully informed and continue to influence what is happening in the policy arena at the national level, where NABE has had significant impact. Changes in national policies affect the state and local delivery of services to limited English proficient children. Thus, it is important that NABE represents all participants in and supporters of bilingual education.

Detractors of bilingual education have formed themselves into large, well-financed groups, but we can overcome their rhetoric by joining together in creating a large membership base and by continuing to present the facts and issues that have contributed to maintaining the national policies supporting bilingual education and the positive impact on all legislation concerning the education of language minority children. United, we will succeed! Divided, we will fail to sustain equal educational opportunity for all children and the values of bilingualism in our multilingual/multi-cultural society may well be lost.

In order to achieve these goals, the NABE Executive Board has instructed me to share the following two statements with you:

1. A primary focus of the National Association for Bilingual Education is to give national presence and visibility to bilingual education, bilingualism and the special needs of language minority populations. For these purposes, the Association maintains a national office in Washington, D.C. and retains the services of a legislative and policy counsel. The national office, *NABE News*, *NABE Journal*, and annual Conference provide visibility for training and communication about bilingual education and the needs of the communities served. The work of the legislative and policy counsel creates a high level of credibility and positive impact on behalf of NABE, bilingual educators, and other interested parties, as NABE responds to requests from educational, administrative and legislative leaders from the local, state and national levels.

2. Membership classifications and definitions will be modified, effective March 10, 1988. The primary impact is to open up the current Associate membership category to allow professionals as well as parents, community persons, para-professionals and full-time students to join through a basic membership in the Association. This gives professionals and supporters of bilingual education an option of not receiving the *NABE Journal* and other benefits of the comprehensive membership. They can become part of the national support system for bilingual education, participating in the information network created and maintained by the Association.

The secondary impact of these modifications is to create a vehicle for greater participation of bilingual educators and advocates of bilingual education in the Association. A discounted rate has been available for joint/unified membership in a state affiliate and National Association. Arrangements made with California and New York (the only states with current joint membership programs) allow a member of the affiliate to add a national membership for as little as $10.00 extra per year when a state discount is applied. Even if there is no discount for state membership, an individual belonging to a state affiliate can become a Basic Member of NABE for only $15.00 per year over state dues, or $30 above state dues for a Comprehensive membership.

Definitions of the two individual membership classes are:

a. **Basic Membership** - $20.00 per year ($15.00 for joint/unified Affiliate/National membership).

> Benefits include membership in NABE, participation in NABE elections and NABE matters, representation in bilingual education efforts, discount registration fees for NABE conferences, state and regional meetings, assistance in state and local deliberations, and receipt of the *NABE News*.

b. **Comprehensive Membership** - $35.00 per year ($30.00 for joint/unified Affiliate/National membership).

> Benefits include those available for basic membership, plus the *NABE Journal* (3 issues/year -- Volumes 11 and 12 will be distributed in Spring and Summer, 1988), participation in Special Interest Groups, and access to promotions such as the *Education Week* subscription discount.

All current individual memberships will be transferred to Comprehensive Membership status and will so remain until expiration date. The other three classes of membership, *i.e.*, Joint (couple living together and receiving one set of mailings per household) for $50.00 per year, Institutional or Subscription for $50.00 per year, and Commercial for $125.00 per year, remain unchanged.

The NABE Board and I look forward to discussing the goals, directions and changes of the Association with you at our annual Conference in Houston from April 27 through May 1, 1988. In particular, I look forward to interacting with state affiliate delegates at the Delegate Assembly meeting scheduled for Wednesday, April 27 from 3:00 p.m. to 5:30 p.m. We plan this meeting to be a general discussion of where NABE is at the present time, where it is going with the changes reported in this column, the activity of Commission 2000 (described in a column by Josué González, its Chair), and the importance of broadening the membership base in order for this National Association for Bilingual Education to continue to have the significant impact it does on national policy and the resulting responses at the state and local levels. Reports on the interactions will be given at the General Membership meeting to be held on Friday, April 29 at 9:30.

We look forward to your input and suggestions as we move to strengthen NABE to be equal to the tasks ahead of us.

See YOU in Houston!

NABE '88 Election Results

New Executive Board to be Sworn in April 29, 1988
Take Office in June

President-Elect

Rodolfo Chavez	55.6%
Guillermo Lopez	43.1%
Write-in	8.0%

Vice-President

Lucy Cruz	39.8%
Myrella Lara	32.4%
Janice Schroeder	27.5%
Write-in	.3%

Secretary

Monica Sandoval	42.1%
Olga Davila	35.6%
Marlene Kamm	22.3%
Write-in	----

Treasurer

Mutsuko Tanouchi	56.0%
Jayni Flores	44.0%
Write-in	----

Parent-at-Large

Juan Sanchez	97.5%
Write-in	2.5%

Eastern Regional Representative

Antonio Simões	60.0%
Ana María Schuhmann	40.0%

Central Regional Representative

Ray Howe	80.0%
Wageh Saad	20.0%

Western Regional Representative

José Ruíz	75.0%
William Meléndez	25.0%

*Dr. Virginia Collier has chaired the Election Committee for two years. She was joined this year by **Jeannette Kwok**, who has served for many years on this committee, and **Arturo Aloma, Taejung Welsh, Eun Joo Cho, Linda Rashidi, Mary Cho,** and **Jeanette Tisdale.** Many thanks to all of them for their efforts!*

Commission 2000 -- con't. from pg. 1

policy watchdog that informs the members of the dangers and opportunities of private and governmental initiatives -- immigration reform, English-only, LEP adult literacy, and the challenges to Title VII. It has become a resource, information, and advocacy center for all persons concerned with bilingualism and bilingual education in the nation. The state affiliates are focused more tightly on the instructional and training needs of teachers, parental involvement efforts, and state program funding and administration.

Participants agreed that it will be some time before this consensus matures but it is well on its way. All of them came away with renewed commitment to leveled organizational structure. The next two NABE presidents, Macario Saldate and Rudolfo Chavez, joined Hai Tran in leading the discussions, thereby ensuring a continuity of these policy discussions during their own terms on the Board.

As Chair of the Commission 2000, which will now take on a greatly sharpened challenge, I thank them all for their invaluable input and thoughtfulness.

Next steps: identifying ways of strengthening NABE through its individual members. The talk will resume in Houston. Please join us there!

The NABE Board of Directors, staff, and members wish to express condolences to Ramón Santiago, NABE President 1981 - 1982, and his family on the death of his mother on February 15, 1988. May she rest in peace.

CABE Conference Participants Win Encyclopedia Set

While conducting a membership drive during the California Association for Bilingual Education (CABE) Annual Conference in San Francisco, we were pleased to award two sets of Spanish language encyclopedias, *El Mundo de los Niños.* A raffle was set up among those people who took advantage of the joint membership plan between NABE and CABE. Two persons each received the 14 volume set. Initially distributed in this country by World Book as the Spanish edition of the well known children's encyclopedia *Childcraft,* the set is no longer available through general distribution channels in this country. The two winners were Kathryn Lindholm of Sepulveda and Matilde Avilez of Berkeley. We still have several sets of the encyclopedia to raffle off at fundraisers, affiliate conferences, and at our National Conference in Houston. For more information on how to obtain a set for your conference and/or fundraiser, contact the NABE National Office.

Conference Planners -- con't. from pg. 1

venting school drop-outs.

Dr. Juan González, Exhibits Chair -- on the faculty of Texas Southern University.

Ms. Josie Orosco and Ms. Becky Bepko, Hospitality Co-Chairs

Ms. Ana María Palacio Acevedo and Dr. Reyes Mazón, Parent Institute Co-Chairs

Ms. Linda Boas, Local Operational Expenses Coordinator

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Schedule of Events

Tuesday, April 26, 1988
9:00 am to 5:00 pm
NABE Board Meeting
9:30 am to 5:30 pm
EPIC Workshop
3:00 pm to 6:00 pm
Registration
7:00 pm to 9:00 pm
Early Bird Reception

Wednesday, April 27, 1988
All Day Long
Exhibitor Set Up
7:30 am to 5:00 pm
Registration
8:00 am to 4:00 pm
School Visits
9:00 am to 12:00 noon
NABE Board Meeting
9:00 am to 6:00 pm
Intensive Sessions
9:30 am to 11:30 am
EPIC Workshop
3:00 pm to 5:30 pm
Delegate Assembly
6:30 pm to 8:00 pm
Reception

Thursday, April 28, 1988
7:30 am to 5:00 pm
Registration
8:00 am to 9:00 am
Resolutions Committee
9:00 am to 5:00 pm
Exhibits
9:30 am to 11:00 am
Opening General Session
11:30 am to 12:00 noon
Press Conference
1:15 pm to 2:30 pm
Concurrent Sessions
2:45 pm to 4:00 pm
Major Sessions
4:00 pm to 5:30 pm
Nominating Committee
4:30 pm to 5:45 pm
Concurrent Sessions
6:00 pm to 7:00 pm
SIG Meetings
8:00 pm to 11:00 pm
President's Reception/Dance

Friday, April 29, 1988
7:30 am to 5:00 pm
Registration
9:00 am to 5:00 pm
Exhibits
8:00 am to 9:15 am
Concurrent Sessions
9:30 am to 10:45 am
NABE Membership Meeting
11:15 am to 12:15 pm
Concurrent Sessions
12:30 pm to 1:45 pm
Awards Luncheon
2:00 pm to 3:15 pm
Major Sessions
3:30 pm to 4:45 pm
General Session
3:30 pm to 5:30 pm
Parents' Institute Opening Session
5:00 pm to 6:00 pm
SIG Meetings
7:00 pm to 8:00 pm
Reception
8:00 pm to 10:00 pm
Banquet
10:00 pm to 1:00 am
Dance

Saturday, April 30, 1988
7:30 am to 5:00 pm
Registration
8:00 am to 9:00 am
Breakfast
9:00 am to 3:00 pm
Exhibits
9:00 am to 10:15 am
Concurrent Sessions
10:30 am to 11:45 am
Major Sessions
1:30 pm to 2:45 pm
Concurrent Sessions
3:00 pm to 4:30 pm
Closing General Session
8:00 pm to 12:00 midnight
Dance

Sunday, May 1, 1988
8:30 am to 10:30 am
Parents' Institute Breakfast
10:00 am to 12:00 noon
Brunch with B.E. Movers, Shakers
10:30 am to 11:45 am
Parents' Institute Meetings
12:00 noon to 3:00 pm
Parents' Institute Lunch
3:00 pm to 4:30 pm
Parents' Instute Meetings

Conference Facts

Hotel: Hyatt Regency, Houston Downtown
$63 per night, double or single
(800) 228-9000 or (713) 654-1234

Travel Agency: World Travel Inc.
(800) 424-2896 or (202) 223-9440
Official Conference Airlines: Eastern and Continental
Book through World Travel. Help NABE and Save!!

RATES:
Y fares (unrestricted coach) Eastern 50% off ; Continental 30% off
F fares (first class) Eastern 30% off; Cont. 30% off
Other published fares (some restrictions apply)
Eastern 5% off; Continental 5% off

Pre-Registration -- by April 15th:
NABE member: $60 Non-member: $100
Student/Parent: $30 One-Day Registration: $30
Special One-Day Registration: Group of 5 or more each $25 **if mailed together**

On-Site Registration:
Member: $75 Non-member: $115
Student/Parent: $40 One-Day Registration: $40

For More Information Contact:

Houston Host Committee or
NABE '88
P. O. Box 701009
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(713) 880-8556

NABE National Office
1201 16th Street NW
Suite 408
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Corporate Sponsors:
Non-Profit Exhibitors: $375
Government Agencies: $750
For-Profit Exhibitors: $750
Corporate Sponsors: $2500

Conference Activities:
15 Intensive Sessions
10 School Visits
76 Concurrent Sessions
12 Major Sessions
3 Keynote/General Sessions

Special Events:
Welcoming Social -- Wednesday Eve.
President's Reception -- $5
Awards Luncheon -- $20
Annual Banquet -- $30
Banquet/Dance -- $40
Dance -- $15

Exhibit and Corporate Sponsors Contact:
Roger Rivera
Conference Coordinator
NABE National Office
1201 16th St. NW Suite 408
Washington, DC 20036
(202) 822-7870

Conference Special Event

The English Plus Information Clearinghouse presents

A Special Workshop on Language Restrictionism in the United States: Past and Present

Join the group in Houston to explore and exchange information on language issues, and to celebrate English Plus as a positive alternative to English Only. Because of limited space, pre-registration is a must.

For further infomation, contact:

Mary Carol Combs, Director
English Plus Information Clearinghouse
The National Immigration, Refugee, and Citizenship Forum
227 Massachusetts Avenue, N.E., Suite #120
Washington, D. C. 20002
(202) 544-0004

Pre-Registration Fee:
$10.00 - NABE/NIFC Members
$20.00 - All others

On-Site Registration Fee:
$15.00 - NABE/NIFC Members
$25.00 - All Others

PRE-REGISTRATION FORM – Special Pre-Conference Workshop

Name: ______________________________

Affiliation, if any: ______________________________

Address: ______________________________

____

Telephone(s): Daytime: ____________ Evening: ____________

Send to: The English Plus Information Clearinghouse (EPIC)
C/O The National Immigration, Refugee, and Citizenship Forum

227 Massachusetts Avenue, N.E., Suite #120
Washington, D. C. 20002.

See you in Houston !

From the Editor's Desk -- con't from pg. 2

a participant in the NABE Bilingual Education Conference to get the Conference overnight rate of $63 double or single.

The Opening Session of the Conference is at 9:30 a.m. on Thursday, April 28 with a full schedule of events through Saturday. You may want to stay over Saturday night to join the Parent Institute Saturday night fling and to join the Bilingual Education movers and shakers at the Sunday brunch as well as to take advantage of the reduced air fares available for staying over a Saturday night.

In between the many workshops and presentations, there is also time set aside for the business of the Association. The Annual Members' Meeting will occur on Friday at 9:30 a.m -- the agenda includes reports from officers and committees as well as a general discussion of the future of NABE. The Resolutions Committee will begin its deliberations (see page 10 for a sample of their product from last year) at 8:00 a.m. on Thursday. The Nominating Committee will start its meeting on Thursday at 4:00 -- the results of this year's election are presented on page 4.

NABE '88, celebrating **Bilingual Education: Excellence Touches the Future**, promises to be a demonstration of the excellence and potential that is bilingual education. From the opening workshop conducted by the English-Plus Information Clearinghouse (EPIC) on language restrictionism and what to do about it to final interactions over Sunday brunch as we consider what we have shared and where we go from here, our annual national Conference will be ready for you. Come join us and be counted among those who make the national statement that bilingual education is the effective and appropriate response to the educational needs of limited-English-proficient learners and is here to stay. See you in Houston.

ANNOUNCING

Director of National Origin Desegregation Programming

A Director of National Origin Desegregation Programming is sought by the Mid-Atlantic Equity Center, (DAC), part of the School of Education at the American University. The Center provides training and technical assistance to 700 school districts in a six-state area. The successful candidate must be a senior-level person with excellent communication skills as well as experience in K-12 teaching and/or administration, national origin desegregation planning and implementation training and writing, working with language minority parent groups, and developing programs and strategies to improve non-English and limited English speaking student's English language skills development and academic achievement.

Knowledge of one or more of the following areas is preferred: language proficiency assessment; bilingual education; English as a Second Language curriculum development for LEP; multicultural perspectives in education; program identification, implementation and/or evaluation.

Salary range $38,000 - $43,000. The American University offers excellent benefits including tuition remission. To apply send resume with salary history by March 18, 1988 to:

Dr. Sheryl Denbo, Director, Mid-Atlantic Equity Center
5010 Wisconsin Ave., NW Suite 310
Washington, DC 20016
An AA/EEO University

ANNOUNCEMENTS

Conference: *Language Rights and Public Policy* -- Californians United and other groups will sponsor a conference held April 16 and 17, 1988 at Sanford U., Palo Alto, CA. Contact S. MacKaye, Californians United, Box 150, 1746-B Post St., San Fransisco, CA 94115. (415) 282-8419.

Conference & Call for Papers: Scholars with an interest in the popular culture of continental Europe, Latin America, or the Caribbean, as it is expressed in literature, cinema, or mass media are invited to submit papers for a conference, April '89. Contact H. Ryan, Area Chair, Continental, Latin American, and Caribbean Literature and Culture, Modern Languages Dep't. U. of Akron, Akron, OH, 44325. (216) 375-7486.

Arabic Translation Contest: The American Association of Teachers of Arabic is sponsoring a contest open to all students of Arabic currently enrolled in an Arabic program, or enrolled within the last two years. Prizes: 1st: $600, 2nd: $400.
Contact G Lampe AATA, SAIS, 1619 Mass. Ave., NW,
Wash. DC 20036

Conference: *Sixth Annual Hispanic Conference* to be held April 7th, 1988 at the Nassau Community College, Garden City, NY. Contact (516) 222-7351 or 535-5876.

R. M. Frankel Scholarships for Women: The Mexican American Women's National Association (MANA) invites Hispanic women to apply for these scholarships, ranging from $500 - $1000 based on leadership potential, commitment to improve quality of life for Hispanic community, academic promise, and attendance or admission to post-secondary or vocational institute no later than May 15, 1988. Contact MANA, 1201 16th St., NW, #300, Wash. DC 20036. (202) 822-7888.

ANNOUNCING

Innovative Approaches Research Project
Request for Proposals
for a Research and Demonstration Project on:
Innovative Approaches for Educating Exceptional Language Minority Students With Limited Proficiency in English.

Proposals are being solicited to conduct a school-based (grades K-12) research and demonstration project focused on an innovative approach to educating language minority exceptional students (including gifted and talented students and/or special education students) who have limited proficiency in English. The two-year project will be supported by the Innovative Approaches Research Project, conducted by Development Associates, Inc., for the Office of Bilingual Education and Minority Languages Affairs, US Department of Education. The Request for Proposals will be available February 1, 1988; the deadline for the receipt of proposals is April 14, 1988. RFP requests should be made to:

Ms. Christine Rourke
Innovative Approaches Research Project, Bin #ES-9
Development Associates, Inc.
2924 Columbia Pike
Arlington, VA 22204
Tel: (703) 979-0100
Project Director: Dr. Charlene Rivera
Associate Director: Dr. Annette Zehler

NOTICE -- NOTICE -- NOTICE

Change in NABE Membership Categories

As of March 10, 1988

New Membership Category -- BASIC

SAME DUES STRUCTURE AS PREVIOUS ASSOCIATE CATEGORY

-- Individual: $20/year, $37/2years, $51/3 years --

(less $5 where applicable for joint/unified Affiliate/National Membership -- contact your State Affiliate)

Provides Professionals, Students, Parents and Paraprofessionals the option to join NABE at a basic rate. Benefits include membership in NABE, participation in NABE Elections and Activities, Discount Registration Fees for NABE Conferences and Meetings, and receipt of the *NABE News*.

Second Membership Category -- COMPREHENSIVE

SAME DUES STRUCTURE AS PREVIOUS REGULAR CATEGORY

-- Indivdual $35/year, $65/2years, $90/3 years --

(less $5 where applicable for joint/unified Affiliate/National Membership -- contact your State Affiliate)

Benefits include all Basic Membership benefits plus receipt of *NABE Journal* (3 issues/year - Volumes 11 and 12 will be issued Spring and Summer, 1988), Participation in Special Interest Groups, and Access to Special Discounts and Promotions.

Current Memberships will be Converted to Comprehensive Memberships and can be renewed or changed at date of next dues payment.

NOTICE -- NOTICE -- NOTICE

- -

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
Room 408, 1201 16th Street, NW • Washington, DC 20036 • 202/822-7870

TYPE OF MEMBERSHIP

☐ NEW ☐ RENEWAL ☐ Already a member but want to participate in the *Education Week* offer.

Membership Class and Duration (Select one)

Basic ___ $20/1 yr ___ $37/2 yrs ___ $51/3 yrs (Basic membership privileges plus *NABE News*.)
Comprehensive ___ $35/1 yr ___ $65/2 yrs ___ $90/3 yrs (Basic plus *NABE Journal*, SIG Membership, Promos.)
Joint ___ $50/1 yr ___ $93/2 yrs ___ $129/3 yrs (Couple living together; receive one set of all mailings.)
Institutional or Subscription ___ $50 (1 yr) (IHEs, libraries, & ed. agencies; Conference discounts do not apply.)
Commercial ___ $125 (1 yr) (Conference registation discounts do not apply.)

If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
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I am adding a special contribution to NABE for the campaign to help counter the English-Only movement: $_______
Membership fee _______
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Total (Check or authorized credit card) $_______

IMPORTANT: Renewals and new members - PLEASE COMPLETE REVERSE SIDE

NATIONAL ASSOCIATION OF BILINGUAL EDUCATION

WHEREAS English is and has been the common language of the United States for over 200 years and all Americans recognize the importance of English to national life;

WHEREAS many American citizens have native languages other than English, including many languages indigenous to this continent, and many Americans have not had an equal opportunity to learn English;

WHEREAS our fundamental values and national documents insure tolerance and respect for diversity and guarantee all Americans equal protection under the law;

WHEREAS language-restrictionist legislation has the potential for disenfranchising American citizens, eroding civil rights, and fostering governmental interference in private activity and free commerce;

WHEREAS the ability to communicate in English and other languages has promoted and can further enhance American economic, political, and cultural vitality; and contributes to our nation's productivity and world-wide competitiveness, successful international diplomacy and strong national defense; and

WHEREAS the National Association for Bilingual Education is committed to the principles of language diversity and cultural pluralism and encourages ethnic communities to honor the cultural and linguistic heritages of their respective lands of origin: THEREFORE,

BE IT RESOLVED THAT the National Association for Bilingual Education oppose any legislation -- federal, state, or local -- which restricts the civil rights, civil liberties, or life opportunities of language-minority Americans; and

BE IT RESOLVED THAT the National Association for Bilingual Education oppose English-only constitutional amendments and urge the United States Congress and state legislatures to reject such amendments; and

BE IT RESOLVED THAT the National Association for Bilingual Education facilitate the sharing of information on the issue of language restrictionism through a national network and encourage its membership to work cooperatively with other organizations to defeat language-restrictionist legislation.

adopted April, 1987

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_ 001-0005 Adult Education
_ 001-0006 Parent & Community
_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
_ 001-0011 Global Education
_ 001-0012 Critical Pedagogy
_ 001-0013 ESL in Bilingual Education

STANDING COMMITTEES

_ 009-0001 Publications
_ 009-0002 Membership
_ 009-0003 Socio-Political Concerns
_ 009-0004 Fund Raising
_ 009-0005 Honors and Awards
_ 009-0006 Public Information
_ 009-0007 Rules
_ 009-0008 Organizational Development
_ 009-0009 Organizational Networks

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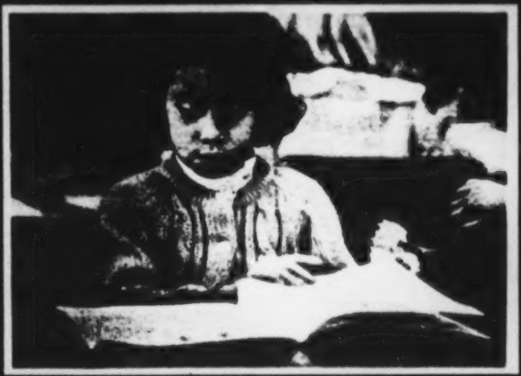

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
HOUSTON
1988
Bilingual Education: Excellence Touches The Future

Conference Information
Join Us in Houston April 27, 1988 to May 1, 1988

The Bilingual Education Newsletter

NABE News

Vol. XI, No. 6 April, 1988

Star of *Stand and Deliver* to Attend NABE '88 Conference

Edward Olmos and Lou Diamond in **Stand and Deliver**

picture from Warner Bros., Inc.

Edward J. Olmos, star of the movie, *Stand and Deliver*, also known as Lt. Martin Castillo in *Miami Vice*, will host a reception on Wednesday evening, April 27, at the NABE '88 Conference. The reception will be sponsored by Pepsi-Cola Company and co-sponsored by Santillana Publishing Company and NABE. The reception is a fundraiser for NABE and letters have been sent from Olmos requesting that tickets be ordered in advance. A few tickets may be available at the door.

In *Stand and Deliver*, Olmos plays Jaime Escalante, a gifted and inspiring mathematics teacher at Garfield High School in East Los Angeles, California. As Escalante, Olmos plays the role of a teacher who will do anything to teach. During the first ten years after he arrived in the United States knowing no English, Escalante studied first to become an engineer, then to become a teacher. He was assigned to Garfield High, a school without a computer, to teach a computer science course.

But Jaime Escalante wanted more than to teach -- he wanted to teach well. The movie portrays Escalante using toys to illustrate mathematical principles; telling his students that they're all failing or that he'll have them transferred to another school unless they get with it; badgering them if they spend more time with a boyfriend than with a mathbook; calling their parents if they're absent; making them sign a contract, to join his class, to do over 30 hours of homework a week and to attend classes on Saturdays.

And he does teach well!! When Jaime Escalante went to Garfield High, the school was about to lose its accreditation. Now, parents are fighting to get their children into this inner-city, predominantly Latino school, preferring it to the magnet schools in the area. *The Washington Post* (May 15, 1987) reported that "Garfield's total of 93 [Advanced Placement] test-takers was higher than that for all but six US public high schools," and most of the students achieved high scores.

Escalante's example convinced other teachers to set up Advanced Placement courses. Two of them have teamed up to form an American History/English course. 125 students applied for the 55-student class. In response to the successful approaches used by Escalante, the ARCO Foundation has contributed $100,000.00 over four years to fund pre-calculus summer school courses. A story in the *Los Angles Times* on the success of the program at Garfield High

cont'd page 8

NABE
is about
Learning
Teachers
Teaching

NABE '88 Conference to Honor Outstanding Teacher of the Year

Raquel Báez, NABE Teacher of the Year

Raquel Báez, selected as outstanding bilingual teacher from the Alexander Burger Intermediate School in the Bronx, NY, will receive NABE's **National Bilingual Teacher of the Year Award** at the NABE '88 Conference. She writes that "I have tried and will keep on trying to serve as a model, motivator, and to encourage my students as I was encouraged. It is my hope and desire that someday all Hispanics will become proud, bilingual and successful."

A New York native of Puerto Rican heritage, Raquel began teaching in her church when she was twelve. She has developed a strong educational philosophy. "The teaching profession is fascinating, challenging and, most important, it is the key in helping to mold the young minds of tomorrow. One must have a special calling and love for others in order to achieve excellence in a most rewarding profession. There are many wonderful . . . experiences in our field, yet we must keep in mind that there is room for improvement.

"I have been a teacher for fifteen years in a bilingual program, and have found it to be an area that is most challenging and satisfying. Throughout the years, I have learned and experienced the positive aspects of bilingual education. I have formulated my ideas and philosophy from personal experiences in dealing with students, teachers and parents.

"Excellence in bilingual education does not happen by accident. It requires careful organization and planning, sensitive and continual learning assessment, quality teacher training, and creative, flexible strategies on the part of the teachers. It also requires attention, interest and motivation on the part of the students, factors which are partly affected by stimulating and challenging instruction. It requires open support and active cooperation by the school administrators, staff and parents.

"English as a Second Language instruction is a key component for the success of the Bilingual Program. By incorporating ESL through the arts and more specifically, through vocal music, I have obtained great success in students' acquiring a second language. Music and ESL allow the student to become aware of his/her own feelings and capabilities which will produce a confident and self-assured student. Through musical performances the student develops a sense of pride, belonging and importance that cannot be shaken.

"One of the reasons I started the Bilingual Chorus, Los Cumbancheros, was to use it to attract and interest parents to participate in school activities. It has given them the opportunity to become involved in the production of performances. They gain confidence by

cont'd page 8

NABE '89
CALL
FOR
PAPERS
pages 9 & 10

From the Editor's Desk

by Joseph W. Beard, National Office Administrator

NABE '88 is almost here. If you have not made plans to join us in Houston, you are going to miss a significant meeting. This and the next issues of the *NABE News* contain descriptions of the Conference activities and awards that will be presented. Edward Olmos will be with us at a reception Wednesday night; Raquel Báez of New York will be honored as the Bilingual Teacher of the Year; the NABE Honoree of the year is Hernán LaFontaine, Superintendent of the Hartfo CT schools; the President's Award is being given to Gloria Zamora of Texas; and a lifetime membership is being given to Samuel Betances of Northeastern Illinois University. The names of the essay contest winners were not available as we went to press but the review of the essays submitted has been completed and we will present the winners and their writing in the next issue. In this issue President Tran gives a strong sense of where NABE is; Legislative Counsel Jim Lyons reports on significant Congressional activities affecting language minority populations; the keynote speakers are identified; the new members of the NABE Board are highlighted so you can speak to them during the Conference; and a collage of pictures shows the Houston Host Committee hard at work as they complete final preparations for the Conference. Also, this issue contains the **Call for Papers for NABE '89**, to be held in Miami next May -- note the early deadline date of **August 1, 1988** for submission of proposals for next year's conference!

Among the activities not elsewhere highlighted are the Special Interest Group (SIG) meetings, which focus NABE members' energies on topics of shared interest. The meetings provide an opportunity for a presentation of general interest, a discussion of issues important to the SIG members, and an annual business meeting. Two SIGs have just been formed: *ESL in Bilingual Education*, under the leadership of Ida Carrillo of New Mexico and Ravi Sheorey of Oklahoma, will meet (Friday p.m.) to nominate and elect officers for the coming year and to discuss issues of mutual concern; *Critical Pedagogy*, under the leadership of María Torres of Columbia University, will also focus on directions for the coming year (Friday p.m.). Coordinators, topics to be discussed, and expected presenters for the remaining SIGs include:

Thursday p.m. -- *Early Childhood Education*, Francisco Villarreal, will discuss the ways that providing young children with a developmentally appropriate learning environment encourages them to head out into increased education. This session will include an examination of early childhood practices based on current knowledge of child development and learning. Through this examination, parents, teachers, and administrators will become familiar with recommended practices for providing developmentally appropriate, quality learning experiences for young children.
Elementary Education and *Secondary Education*, no current leaders, meetings will focus on the future of the SIG and will be convened by a NABE Board member.
Adult Education, Jean De Witt of Texas has agreed to coordinate the meeting and to lead a discussion on a topic she has prepared.
Higher Education, Vinicio H. Reyes from Illinois, discussion will center around current issues in Bilingual Higher Education, with panelists Charles Zartman, Jesús Cortez, Hernán García, and Vinicio Reyes. Topics will include the California Network of IHE Bilingual Program Personnel, institutionalization in Bilingual Higher Education, and the role of Colleges of Education in Bilingual Teacher Training.
The *Student* SIG will be led by a group of students from Las Cruces, NM including Ana Marrujo, Karla Durán, Liz Villa, Luz Molina, and Elena Sáenz. They have prepared a topic for discussion and look forward to reactivating the SIG.

Friday p.m. -- *Vocational Education*, Grace Studley, Portland, ME has agreed to coordinate the meeting and lead a discussion on technical assistance and career training.
Research and Evaluation, Concepción Valadez, UCLA, will focus on current issues in the field and discuss the leadership and future directions of the group.
Global Education and *Special Education* have yet to communicate their plans for the conference but past activities indicate that very stimulating meetings will be held.
ESL in Bilingual Education; Critical Pedagogy, see above.

NABE
News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 10 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	1 Issue	5 Issues	10 Issues
Full Page	$250	$1,000	$2,000
Half Page	$175	$ 700	$1,400
1/4 Page	$125	$ 500	$1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Roger J. Rivera
Conference Consultant

**Room 408
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A Message From The President

Dr. Hai T. Tran

As we prepare to attend NABE '88 in Houston, I feel very strongly that we must reaffirm our goal and mission, acknowledge our accomplishments, and accept our challenges.

First, let us remind ourselves and others that NABE is a professional organization comprised of teachers, paraprofessionals, administrators, parents and persons who believe in and are advocates of bilingual education. We believe that the U.S. is a multilingual/multicultural society. We believe that bilingual education is the way to nurture and maintain such a society. We believe that bilingual education is the best possible way to educate language minority children and provide them with an equal educational opportunity.

> ***We believe that bilingual education is the best possible way to educate language minority children and provide them with an equal educational opportunity...***

We in NABE firmly believe that bilingual education works. And it has worked beautifully. Study after study has produced concrete research evidence "to support the use of native language to reach the objective of learning English." (*Bilingual Education: A New Look at the Research Evidence*. GAO, March, 1987.) The most recent study conducted by Stephen Krashen and Douglas Biber presents indisputable proof that limited-English-proficient children, after three-to-five years in properly designed and correctly implemented bilingual education programs, achieve at grade level norms for English and Math.

Not only are we convinced of our goal and mission, we are also proud of our accomplishments. Our accomplishments are two-fold. At the national level, NABE has provided information that has shaped policies affecting the education of language minority children. Despite attacks by detractors of bilingual education who have formed themselves into large, well-financed groups, NABE assists legislators in understanding the issues and continues to argue successfully for legislation addressing the educational needs of limited-English-proficient populations. At the request of legislators (see Jim Lyon's column on page 4 and the letters presented in the supplement), NABE has been working closely with both houses of Congress in the reauthorization of the Bilingual Education Act. At the state and local level, NABE's state affiliates have been more active than ever before. Dormant affiliates have been revived. On behalf of NABE I welcome these affiliates back to the fold. The most recent one is the Louisiana affiliate. I would like to congratulate our colleagues who have worked hard to make this come-back possible.

As the affiliates become more active, more schools become aware of and sensitive to the educational needs of language-minority children. Tremendous efforts have focused on the training of teachers and paraprofessionals in order to meet the growing demands of bilingual education programs. Instructional methods and appropriate curriculum materials have been developed. In fact, proven instructional methods and techniques in bilingual education developed during the past decade have revolutionized the field of language teaching. Once again, we have proven that bilingual education is the best way to educate our limited-English-proficient populations. It is the best way to teach them English. And most importantly, it is the best way to equip them with the bilingual proficiency which will enrich both their lives as individual citizens and the society to which they belong. This important accomplishment makes us precursors of the current instructional innovation movement.

We cannot, however, be complacent with our accomplishments. We face challenges both from outside and from within. We need to be more vigilant than ever before. The Goliath of the English-Only movement is threatening to destroy bilingual education and turn our multilingual, pluralistic society into an artificially monolingual country. We in bilingual education and NABE are just like David. Only with wisdom and dedication will we overcome this Goliath.

Internally, we are challenged by the rapid growth of the organization and its required structural change. We need to conduct a serious soul-searching. We need to have a clear vision of the future of bilingual education and of NABE. The Executive Board, in its recent quarterly meeting, has taken its first step toward unifying and strengthening NABE. The Commission 2000, under the leadership of Josué González, our immediate Past President, is exploring ways to restructure NABE. The issue will be fully discussed at the Delegate Assembly and Membership Meetings in Houston. I hope you will participate in these meetings and discussions. NABE needs your opinions and your help.

Our immediate challenge is NABE '88 in Houston. In just a few weeks we will witness one of the most important and exciting events in the history of NABE. NABE '88 is significant not only because it is taking place in the great city of Houston, but also because, for the first time, the Conference will be focusing on directions for the future of bilingual education and of NABE.

The local Conference Planning Committee has put together an exciting and stimulating program which includes nationally-known leaders in education, government and the private sector. In addition to a rich professional agenda, the Conference will include an outstanding program of multicultural entertainment. And we should not miss the Award Luncheon, when the winners of the Student Essay Contest will read their essays; they are guaranteed to touch the heart of everyone present.

Your attendance at NABE '88 is crucial not only for the success of the Conference, but also for the future of bilingual education in this country. I urge all of you to make every effort to be present at NABE '88. You cannot afford to miss this important event!

The View from Washington

by James J. Lyons, Esq.

Before Congress adjourns on April 1st for the Easter-District Work Period, House-Senate Conferees are expected to have resolved differences between the House and Senate-passed versions of H.R. 5, the omnibus elementary and secondary education reauthorization bill. (See past issues of the *NABE News* for details about the bills.) Because this legislation defines the federal government's basic commitment to elementary and secondary schooling for the next five years, H.R. 5 continues to occupy both my time and the attention of the NABE Executive Board.

Prior to the start of staff-level conference meetings, House Education and Labor Committee Chairman Augustus F. Hawkins (D-CA) formally requested NABE's views on the differences between the House and Senate-passed legislation regarding bilingual education. NABE's correspondence with Chairman Hawkins is reprinted in its entirety in a special policy supplement to this edition of the *NABE News*. Although the Conferees have not completed work on the omnibus bill, preliminary staff reports indicate that the final provisions of H.R. 5 respecting bilingual education are likely to conform with NABE's recommendations.

A new Adult Education **English Literacy Grants** program will almost certainly be included in the final omnibus education bill. This program, which will have a budget authorization of $25 million per year through FY 1993, was initially proposed by Representative Matthew G. Martínez (D-CA) and the Congressional Hispanic Caucus in the House and by Senator Jeff Bingaman (D-NM) and a bipartisan group of Senators.

Fiscal Year 1989 Appropriations

House and Senate Appropriations Subcommittees have begun hearings on the Administration's FY 1989 budget request. In a turn-around from past proposals, the Administration is seeking to increase Education Department funding by approximately 4 percent to $21.2 billion.

For ESEA Title VII, the Bilingual Education Act, the Administration has requested $156.6 million, an increase of $10 million above current appropriations. The rationale cited by the Administration in support of the proposed increase is that "Congress is also taking important steps to amend the Bilingual Education Act in order to increase local flexibility." Although the Administration's budget request for Title VII and several other programs takes into account legislative changes pending in H.R. 5, the Administration did not seek appropriations for the new Adult Education English Literacy Grant program.

Despite the existing statutory reservation of 25 percent of all Title VII funds for training and retraining activities (a reservation likely to be continued under H.R. 5), the Administration is seeking authority to allocate the additional $10 million exclusively to part A instructional program grants. At the same time, the Administration is seeking to shift another $1.8 million from part C training grants to part A program grants. Under the proposal, part C funding would fall from $35.4 to $33.6 million, and part B Support Services would be level-funded at $9.9 million.

According to the Department's budget request, the $10 million increase and shift of monies away from training to instructional program grants would permit the Department to fund 83 new projects serving 26,900 more students. By way of historical comparison, over 334,000 students were enrolled in Title VII bilingual programs in FY 1980. Even if Congress approved the Administration's increase and transfer proposals, only 253,000 students would be enrolled in Title VII programs in FY 1989 -- 25 percent fewer than in FY 1980.

NABE will continue to argue for a responsible expansion of Title VII funding. In light of the critical shortage of teachers who have professional training in bilingual and ESL teaching

cont'd page 8

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Representative Martinez Joins Ana Zentella and Gordon Ambach as Keynote Speakers at NABE '88 Conference

Gordon M. Ambach

Mr. Ambach will speak during the opening session on Thursday, 4/28 at 9:30 a.m.

Matthew G. Martinez

Representative Martinez will speak on Friday, 4/29 during the General Session at 3:45 p.m.

Ana Celia Zentella

Dr. Zentella will speak on Saturday, 4/30 during the General Session at 3:00 p.m.

NABE '88 Conference attendees will be pleased to welcome Gordon Ambach, who will be the first keynote speaker.

Gordon Ambach was appointed Executive Director of the Council of Chief State School Officers after serving for ten years as New York State Commissioner of Education. During his decade of service in New York, Ambach guided the development of major new plans and funding for services in all parts of education, from pre-kindergarten to programs for the elderly. He has received more than thirty awards for his service in New York.

Ambach's career has focused on increasing connections between local, state, and federal policy-makers. As a result of his understanding of the complex issues involved, New York has led the nation in working to ensure that students are not denied education because of their inability to speak and understand the language of instruction. He worked with representatives of 70 linguistic minority communities to plan, implement, and evaluate many educational activities and established regulations concerning the certification of bilingual education and ESL teachers. He also fostered Global Education programs and required school systems to screen incoming students in their native languages.

In periods of federal neglect, Ambach worked with the New York state legislature and Governor Cuomo to increase resources available to school districts serving LEP students.

Representative Martínez is a resident of Monterey Park, California and has represented the 30th District of California since July 15, 1982. He served his city in various capacities from 1971-1980, including two terms as Mayor, and was a member of the California State Assembly from 1980-1982. His current Committee assignments include Education and Labor, Government Operations, Select Committee on Children, Youth and Families, and Small Business. He is a former Chair of the Congressional Hispanic Caucus.

Representative Martinez has used his position on the House Education and Labor Committee to focus attention on the needs of language-minority and limited-English-proficient students. He was the original sponsor of the English Proficiency Act (now part of the omnibus education reauthorization bill) -- the first federal program specifically designed to help adults and out-of-school youth learn English. During last year's Committee deliberations on reauthorization of the Bilingual Education Act, Representative Martínez played a leadership role, challenging his colleagues to eschew emotionalism and to act on the basis of the facts and evidence available to the Committee. In keeping with his concerns about the "whole child," Representative Martinez has focused public attention on how language-minority students are impacted by special education and gifted and talented instructional programs -- a tale of service, lack of service, and disservice.

Dr. Ana Celia Zentella's special area of expertise is code-switching, and she is investigating the language attitudes and behavior of New York City Hispanics. Her dissertation, *"Hablamos los dos. We speak both" : Growing up Bilingual in el Barrio*, was awarded First Place in the Outstanding Dissertations Competition sponsored by the National Advisory Council on Bilingual Education in 1981.

Following are some notes about her paper, "The English-Only Movement: A Latina Linguist Assesses the Repercussions." She is sympathetic to the confusion engendered in Americans by the errors, exaggerations, and emotionalism of the movement, but critical of the leaders' motives and goals.

One of the interesting aspects of Dr. Zentella's work is the social view she presents. She writes that the study of language "reflects a dichotomized model that polarizes integral parts of a whole and subsumes one to another, the way women are differentiated from men and subordinated to them." She continues in her analysis, "The idea of a monolingual English Speaker conveys a strength denied the monolingual Spanish speaker, and bilingualism in Anglos is viewed as enriching, whereas bilingualism in language minorities is often characterized as a handicap, and cognitively confusing."

Dr. Zentella's presentation should prove philosophically enlightening to all, and we are happy to welcome her to the NABE '88 Conference.

NABE's EXECUTIVE BOARD, 1988 - 1989

To be Installed at NABE '88
To Take Office June 1, 1988

PRESIDENT

Dr. Macario Saldate IV has been a NABE member since 1974. He has served as Chair of the Membership Committee, as NABE Executive Board Vice President (1982-83) and as Secretary (1981-82). He currently serves as Director of the Mexican American Studies & Research Center of the University of Arizona in Tucson. He is a Professor of Educational Foundations and Administration at the University of Arizona, where he has served in many capacities as well as completed his studies leading to an Ed.D. in Special Education Administration.

Dr. Saldate indicates that NABE's role as a broad-based professional organization supporting bilingual education and bilingualism becomes increasingly important as bilingual educators, parents, children, and other interested parties face threats from numerous directions. "I am dedicated to increasing NABE's effectiveness as a professional organization providing training and information to teachers, parents and policy makers throughout the country. NABE will continue to prosper and grow because of its past leadership and the new members of the Board who join me."

VICE PRESIDENT

Ms. Lucy M. Cruz has been a NABE member since 1979 and has served as Parent-at-Large, as the Western Representative, and as chair of the NABE '87 Conference Entertainment Committee. She is a member of the Colorado Association for Bilingual Education. She was recently appointed Program Coordinator for the Early Childhood Education Project by Colorado Governor Romer and serves as a consultant at the Multicultural Resource Center at Arizona State University. Her professional experience includes working as Community Coordinator for the Denver Public Schools, as Bilingual Multicultural Head Start Education Specialist for Inter-America in Denver and the BUENO Center at the University of Colorado in Boulder, and as Bilingual Multicultural Head Start Regional Trainer for Creative Associates.

Ms. Cruz writes, "Because I have held the Parent-at-Large and Western Representative positions on the NABE Board, I feel that with my knowledge and experience, I can represent the NABE membership to help the Board reach its goals and objectives."

PRESIDENT-ELECT

Dr. Rodolfo Chávez has been a member of NABE since 1980 and is the current Vice-President. He has also been very active in the Colorado affiliate -- he has held the positions of President, Vice-President, Treasurer, and Secretary. Dr. Chávez is currently the Coordinator of the Bilingual/Multicultural Education & Counseling Program at Eastern New Mexico University, Portales, NM. He has held the positions of Associate Director of the BUENO Center for Multicultural Education, Director of the Bilingual Education Multifunctional Resource Center, and the Bilingual Education Service Center, Coordinator of Parent and Management Training, all at the University of Colorado.

Dr. Chávez writes, "The experience, skills, and energy I will provide the Association will be coupled with a spirit of adventure needed to challenge the educational system to provide relevant educational experiences for language minority children. NABE must lead efforts to inform the general public of the efficacy and need for bilingual education."

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Secretary

Ms. Mónica Sandoval will be NABE's new Secretary. She is also a member of the Texas affiliate, in which she has been very active, serving currently as their Constitution Chair. She has been the Legislative Chair, the Conference Chair (1982), Chapter Secretary, and a member of the state Curriculum Committee. Ms. Sandoval is presently the Coordinator of Staff Development of the Brownsville Independent School District. Her previous experience has been in a variety of roles -- she was Project Manager of Title VII for her school district and for IDRA in San Antonio, Director of Bilingual Vocational Instructor Training, and Coordinator of the Bilingual Education Service Center. **Ms. Sandoval writes,** "I have been a contributing member to NABE for over 10 years. I have assisted in promoting bilingual education in several states and look forward to continuing this effort in a NABE leadership role."

Treasurer

Dr. Mutsuko Tanouchi will be taking up her new position as NABE Treasurer. She has been very active in the New York State Association for Bilingual Education, serving as its Treasurer for two years, first and second Vice President, and current President. Dr. Tanouchi is a bilingual resource teacher for the Eastchester Public Schools, NY. She has been Title VII Coordinator, has taught at the Japanese Weekend School in Westchester, NY and is a member of the National Association for Asian/Pacific American Education.

Dr. Tanouchi won the Fulbright Seminars Abroad Program award for her paper, "Teaching of Japanese as a Foreign Language" (1986); a Title VII teacher trainer program grant at Seton Hall U. (1983-86); the Educational Policy Fellowship at the Institute for Educational Leadership (1982-83); and a Title VII Bilingual Teacher Training grant at Seton Hall University.

Parent-at-Large

Mr. Juan E. Sanchez will be returning to his position as NABE's Parent-at-Large, where he has already served one term. He is currently serving as President of the Colorado Statewide Parent Coalition, as Vice-President for the Labor Council for Latin American Advancement, Denver, and is on the Board of Directors of the Colorado Association for Bilingual Education.

Mr. Sánchez writes, "As a NABE Board member in '86/'87, I gained valuable experience. One thing that I learned is that a one-year term as it currently exists in the NABE bylaws is not sufficient time to make any major changes in the area of Parent Involvement. Because of this I am seeking another term, so that I may try to influence a major NABE by-laws Amendment to increase the one-year term to two years. I feel that the National Board will be more effective in dealing with national issues with more experienced members."

Regional Representatives

Dr. Ray Howe, NABE's new *Central Regional Representative*, has been a member of the South Dakota Association for Bilingual Education for eight years and a member of NABE for six. He was a Presenter at the 16th Annual International Bilingual Education Conference in Denver, CO, and is a member of the NABE Resolutions Committee. He is the Title VII Project Director of the Shannon County Schools, Pine Ridge Indian Reservation, Batesland, South Dakota. Other professional experience includes working as a teacher at the elementary, secondary, and college levels. He has also been President of the Indian Community College.

Dr. Howe writes, "Because there is a continuous need to educate the general public as to the needs of Language Minority Students, my goal as the Representative for the Central Region will be to work toward strengthening the relationship between State Bilingual Affiliates and the National Association."

Dr. Antonio Simões has been an active member in both NABE and state affiliates in New York and Massachusetts. He is currently the Chair of the NABE Publications Committee, served as Program Chair of the 1987 NYSABE Bilingual Conference, and will take up the position of NABE's *Eastern Regional Representative*. Dr. Simões is the Director of Bilingual Education at New York University and has served as an Assistant Dean at Hunter College, where he began teaching courses in bilingual education. He helped form the first IHE SIG in bilingual education in both AERA and NABE. He has also held the positions of Associate Professor and Director of the Bilingual Training Resource Center at Boston U.

Dr. Simões writes, "My goal is to serve the Eastern Region in three ways: 1) to identify the issues that are locally relevant and to give this information to the National Executive Board; 2) to inform the local affiliates of the National Agenda as interpreted by the Executive Board; and, 3) to serve and represent the national and the local organizations when called upon."

Dr. José Agustin Ruíz is an assistant professor at Eastern Oregon State College in La Grande, Oregon and has been elected to the position of NABE's new *Western Regional Representative*. He has been a member of NABE since 1984, was active in the Arizona Association for Bilingual Education while in Arizona, and has been working to revitalize the Oregon Association for Bilingual Education. He has been involved in bilingual education for twelve years, serving as a consultant with the Bilingual Education Resource Center at the University of Washington and in other positions in Arizona.

Escalante -- con't. from pg. 1

led a producer to convince Escalante to cooperate with the movie production by telling him that, "if even one kid in any city across the country was turned around by what we put on the screen, then we [are] essentially working toward the same goal."

"Everyone wants to please him. He puts out such an effort that you want to put out just as much and even more." "I gave up track, baseball, and cheerleading because Mr. Escalante is a once-in-a-lifetime teacher." How does he inspire these students, many of whom were behind in school, some of whom were gang-members, to study more for his one course than many public school students do for all their classes combined? You can find out in the movie *Stand and Deliver*, starring Eddie Olmos. You can also meet Eddie Olmos at the reception on Wednesday night at the Hyatt Regency Hotel in downtown Houston.

Báez-- con't. from pg. 1

knowing that their child is learning and using his/her spare time constructively. These activities have allowed our Bilingual Staff to communicate and encourage parents to participate in school activities.

"The educational profession is a rewarding one because it provides us with the opportunity to positively influence the lives of our students. We can reassure when there is despair, we can offer friendship when there is loneliness, we can encourage when there is doubt, and we can build intelligent minds for the future."

As the first recipient of the NABE award, Raquel Báez will receive an original painting commissioned by the award sponsor, Silver, Burdette and Ginn. The painting will also appear on the cover of the NABE '88 Conference program. Elizabeth Flores, Bilingual Education Product Manager for SBG, says that the new painting is every bit as exciting as the one SBG commissioned last year. We can't wait to see the finished product, to see Raquel receive it as a representative of all the bilingual teachers across this nation, to see the picture incorporated into the program and a poster that will be available at the Conference, and to see all of you recognize this very special teacher by joining us in Houston.

View from DC -- con't. from pg. 4

methods, and given the growth projections for America's limited-English-proficient school-age population, Congress should appropriate more, not less, money for part C training programs and activities. At the same time, funding for support service programs, including grants to State Education Agencies, must be increased to compensate for past budget cuts, the effects of inflation, and growth in the LEP school-age population.

Within the still-to-be-finalized funding reservations for Title VII set out in the omnibus reauthorization bill, NABE will push for the allocation of unreserved part A funds to those programs which, on the basis of objective program evaluation and research data, are shown to be most effective in helping limited-English-proficient students achieve academic success. In that regard, NABE will continue to press for expanded support for Developmental Bilingual Education (DBE) programs, programs which help limited-English-proficient and English-language-background students master English, a second language, and the academic subjects required for grade-promotion and graduation. Despite the proven success and popularity of DBE programs, the Department of Education continues to allocate only *one-quarter of one percent (.0025 %) of all Title VII part A funds for two DBE grants.*

Winners of 1988 NABE Outstanding Dissertations Competition to Receive Awards and Make Presentations at NABE '88 Conference

NABE will be welcoming the Winners at the '88 Conference and hopes that you will all be there to hear the presentations by the writers on Saturday, 4/30 at 1:30 p.m. The session will be moderated by Dr. Alfredo G. de los Santos, Jr., who, as usual, did a supurb job in coordinating the committee which reviewed the submitted dissertations and made the difficult choices resulting in winners noted below.

FIRST PLACE

"The Social Context of Second Language Learning: An Examination of Barriers to Integration in Five Case Studies"

Dr. Virginia Vogel Zanger
Jamaica Plain, MA

SECOND PLACE

"The Contemporary Basal Reader in the United States"

Dr. Yvonne S. Freeman
Fresno, CA

THIRD PLACE

"A House for My Mother: An Ethnography of Motivational Strategies in a Successful College Preparatory Program for Hispanic High School Students"

Dr. Jeannette Abi-Nader
Pittsburgh, PA

English Language Amendment

Suffering from lagging support in Arizona and other states, the English-Only movement is turning its attention to Washington in the drive to declare English the official language of the land. Members of Congress report that they are receiving form postcards calling upon the House Judiciary Committee to hold hearings on several bills proposing English language amendments to the U.S. Constitution. And Representatives William S. Broomfield (R-MI) and Norman D. Shumway (R-CA) have circulated a "Dear Colleague" letter soliciting signatures on a "discharge petition" (a parliamentary procedure whereby 218 signing members can force the "discharge" of a bill from committee to the House floor for action). Representative Albert G. Bustamante (D-TX) has circulated a "Dear Colleague" letter on behalf of the Congressional Hispanic Caucus calling upon House members not to sign the discharge petition.

All of the above matters and many other policy and legislative issues will be covered in depth during the NABE '88 Conference in Houston. I look forward to seeing you there!

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January 13, 1988

Mr. Jim Lyons
Legislative Counsel
NABE
621 A Street. N.E.
Washington, D.C. 20002

Dear Mr. Lyons:

This letter is a request to solicit your views on the respective differences between the House and Senate passed legislation regarding bilingual education.

I would appreciate hearing from you in the near future since we are currently preparing our documentation for the pending education conference with the other body.

Allow me to thank you and your organization beforehand for all of the excellent contributions you have made on behalf of limited English proficient children, youth and adults.

Sincerely,

Gus Hawkins

Augustus F. Hawkins
Chairman

AFH:rms

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LYONS & ASSOCIATES
621 A Street, N.E.
Washington, D.C. 20002

(202) 544-5061

James J. Lyons
Member D.C. Bar

February 1, 1988

Honorable Augustus F. Hawkins
Chairman
House Committee on Education & Labor
2181 Rayburn House Office Bldg.
Washington, DC 20515

Dear Chairman Hawkins:

As Legislative and Policy Counsel to the National Association for Bilingual Education, I am pleased to respond to your January 13th inquiry regarding NABE's views on legislative differences between the House- and Senate-passed versions of H.R. 5 respecting the Bilingual Education Act, ESEA Title VII, and our recommendations for reconciling same.

The differences between the two measures reflect, at least in part, their dissimilar legislative histories.

The House provisions respecting Title VII were the product of a full-scale reauthorization process. The process included the solicitation of legislative recommendations from education officials and organizations involved in the Title VII program; the preparation of committee staff reports; a request to the General Accounting Office for an analysis of the research evidence regarding Education Secretary Bennett's proposal to expand Title VII funding of monolingual-English instructional programs; the introduction of a complete Title VII amendment/reauthorization bill, H.R. 1755; and a public hearing on H.R. 1755 prior to its inclusion in H.R. 5. During both subcommittee and full committee deliberations on H.R. 5, members of the House panels engaged in protracted debate over one controversial issue -- the extent to which Title VII should support monolingual-English instructional programs for limited-English proficient students. The final provisions of H.R. 5 regarding this issue were the result of a political compromise hammered out after numerous meetings between interested committee members of both parties.

The Senate legislation followed a different course. The decision to include Title VII in the Senate's elementary and secondary education reauthorization bill followed committee approval of S. 1238, legislation amending but not reauthorizing the Bilingual Education Act. S. 1238 increased the proportion of Title VII funds which the Secretary may allocate to monolingual-English instructional programs and established requirements for the retention of students in Title VII programs for more than three years. While the committee obtained a report from the GAO on the distribution of limited-English-proficient students prior to approving the bill, the committee did not conduct public hearings on S. 1238 or the Title VII program. Like the House-passed legislation, the Senate version of H.R. 5 attempts to resolve through bipartisan compromise the controversy surrounding the Administration's proposal to remove existing restrictions on the proportion of Title VII monies devoted to monolingual-English instructional programs. Aside from the provisions of S. 1238, the Senate-passed version of H.R. 5 makes only a few significant changes in Title VII law, most of which are discussed below.

Despite their dissimilar legislative histories, both the House- and the Senate-passed bills have unique features which deserve to be preserved by the conference committee. These features are highlighted in the following topical discussion of the major differences between the House and Senate legislation respecting Title VII.

I. AUTHORIZATION OF APPROPRIATIONS

House Provisions

The authorization period specified in the House bill is from FY 1988 through FY 1993. The bill authorizes "such sums" as may be necessary each fiscal year for the Title VII program subject only to a FY 1988 ceiling of $246 million.

Senate Provisions

The authorization period specified in the Senate bill is from FY 1989 through FY 1993. The bill authorizes specified amounts for each fiscal year as well as "such sums" as may be needed for state grants subject to an absolute limit of $176 million on appropriations for FY 1989. The bill provides:

Fiscal Year	Specified Authorization	Absolute Appropriations Limit
1989	$168.0 million	$176.0 million
1990	176.5 million	None Specified
1991	185.3 million	None Specified
1992	194.5 million	None Specified
1993	200.4 million	None Specified

Views and Recommendation

Given the fact that we are currently in FY 1988, the conferees will presumably resolve the difference in authorization periods in favor of the Senate FY 1989 starting date.

The higher authorization limit provided in the House bill should be retained by the conferees because of the following facts and trends.

> *Title VII assistance has been slashed by almost 50 percent since 1980 as the result of budget cuts and inflation.*
>
> *The number of children receiving Title VII-supported instruction fell by more than 126,000 between 1980 and 1986.*
>
> *In 1986, one state (California) reported nearly three times as many limited-English-proficient students (567,564) as were served under Title VII in all 50 states, the District of Columbia, Puerto Rico, Guam, and American Somoa (196,756).*
>
> *During the 1980's, the limited-English-proficient population has been growing two-and-one-half times as fast as the general school age population. This trend is expected to continue well into the next century.*
>
> *Approximately one-quarter of the 600,000 students attending elementary and secondary schools in the Los Angeles Unified School District are limited in their English language proficiency. And last year, 40 percent of New York City's kindergarten students came from homes where English is not the first language.*
>
> *Title VII's scope was substantially expanded in 1984 to authorize support for several new programs:*
>
> > *Family English Literacy Programs for limited-English-proficient adults and out-of-school youth;*
> >
> > *Programs for Special Populations including handicapped and gifted and talented limited-English-proficient students;*
> >
> > *Developmental Bilingual Education Programs to meet the academic and language education needs of all American children in a functional, integrated setting; and,*
> >
> > *Special Alternative Instructional Programs which do not utilize a student's native language, especially for those limited-English-proficient students who can't be served in a true bilingual program.*

II. FUNDING RESERVATIONS

House Provisions

The House legislation eliminates the current statutory ceiling (4 - 10 percent of total Title VII appropriations) on the amount of Title VII funds which may be used for monolingual-English Special Alternative Instructional Program grants. At the same time, the House legislation establishes a complex series of sequential funding reservations to ensure continued support for bilingual instructional programs of proven effectiveness. The House bill continues the current reservation of 60 percent of all Title VII funds for Part A Instructional Program grants, but reduces from 25 to 20 percent the amount of Title VII funds which must be reserved for Part C Training and Technical Assistance activities (subject to a hold-harmless level equal to FY 1987 funding).

Within the 60 percent reservation for Part A Instructional Program grants, the House bill reserves the following amounts in the following order:

> for Transitional Bilingual Education, Developmental Bilingual Education, and Special Alternative Instructional Program grants -- an amount for each grant program equal to FY 1987 funding;
>
> for Programs of Academic Excellence, Family English Literacy Programs, and Programs for Special Populations (Handicapped, Gifted & Talented, and Preschool) grants -- an amount in the aggregate equal to FY 1987 funding;
>
> for all Part A programs -- such amounts as may be necessary to increase each amount reserved above by any percentage increase for the preceding fiscal year in the Consumer Price Index for All Urban Consumers;
>
> for Special Alternative Instructional Program grants -- not less than 70 percent and not more than 75 percent of any remaining funds;
>
> for Developmental Bilingual Education and Transitional Bilingual Education Program grants -- 25 percent of any remaining funds; of which --
>
>> for Developmental Bilingual Education Program grants -- $1,000,000 shall be available for fiscal year 1988, and for each subsequent fiscal year an amount which exceeds by $150,000, the amount for the preceding fiscal year.

Senate Provisions

The Senate legislation replaces the current statutory ceiling on Special Alternative Instructional Program grants with a new provision authorizing the Secretary to reserve up to 25 percent of all Part A funds for such programs. The Senate bill also provides that the Secretary must reserve at least 75 percent of all Part A funds for Transitional Bilingual Education Program grants. With respect to four other Part A grant programs -- Developmental Bilingual Education, Programs of Academic Excellence, Family English Literacy, and Programs for Special Populations -- the Senate bill provides that they may be funded under either the 25 percent permissive set-aside for Special Alternative Instructional Programs or the mandatory 75 percent reservation for Transitional Bilingual Education Programs. Finally, the Senate bill provides that the new funding reservations shall not result in "changing the terms, conditions, and negotiated levels of any grant awarded in fiscal year 1987" for the life of the grant.

Views and Recommendation

As you are aware, NABE has consistently opposed the diversion of limited Title VII resources to support monolingual-English instructional programs for limited-English-proficient students. Our opposition is grounded upon the fact that such programs are currently supported by other Federal programs of far greater magnitude, including ESEA Chapter 1; and the fact that such programs are generally not as effective in meeting the academic needs of limited-English-proficient students as programs which also provide for some instruction in the student's native language. NABE's position in this matter is supported by the preponderance of evidence and testimony presented to Congress during this reauthorization.

At the same time, NABE appreciates the fact that the political controversy over this issue has escalated since the last Title VII reauthorization, primarily due to the persistent lobbying of Education Secretary Bennett and other Department officials. Indeed, as was evident during subcommittee and full committee mark-up sessions, the political controversy over funding has grown to a point where it overshadows virtually all other issues associated with the education of limited-English-proficient Americans.

Like you, and many of your colleagues, NABE wants to resolve this distracting controversy so that the Nation might focus on the critical problems confronting language-minority students and the schools they attend. Accordingly, NABE recommends that the Senate bill's funding reservations be retained by the conferees.

NABE's recommendation takes into account the fact that the Education Department has expressed its preference for the Senate bill's funding provisions. Given this fact, it is our considered judgment that the Senate funding provisions are more likely to produce the political peace sought through this legislative compromise.

NABE's recommendation also takes into account the fact that while the Senate bill increases the Secretary's authority to allocate Title VII funds among the various Part A programs, it does not mandate increased funding for monolingual-English Special Alternative Instructional Programs. While the legislation would permit Secretary Bennett to expand Title VII funding for English-only instructional programs, the legislation would also enable successor Secretaries to increase support for other important but underfunded Part A programs, especially Developmental Bilingual Education programs.

We appreciate that the funding reservations specified in the House bill would ensure continuation of support for Part A programs at current levels adjusted for inflation. But we cannot accept the mandatory allocation of 70 to 75 percent of all new Title VII Part A monies for Special Alternative Instructional Grants. In our view, the future direction of Title VII should not be determined by the mechanics of a political compromise.

III. PARENT INFORMATION & NOTIFICATION RULE

House Provision

The House bill amends current parent information requirement by providing that "information shall be in a language and form the parents understand."

Senate Provision

The Senate bill amends current parent information requirement by providing that "To the extent practicable, the information provided to parents ... shall be in a language and form the parents understand."

Views and Recommendation

Given the importance of informed parental involvement in the educational process and the fact that Title VII is a voluntary grant program designed to stimulate and promote effective education programs for limited-English-proficient students, **NABE recommends that the conferees retain the stronger House provision.**

IV. PRIORITY FOR CERTAIN SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM GRANT APPLICATIONS

House Provision (Current Law)

Applicants for Special Alternative Instructional Program grants are entitled to priority consideration if their applications demonstrate

> (A) the administrative impraticability of establishing a bilingual education program due to the presence of a small number of students of a particular native language, (B) the unavailability of personnel qualified to provide bilingual instructional services, or (C) the applicants current or past efforts to establish a bilingual education program.

Senate Provision

The Senate bill amends current law to authorize priority consideration of Special Alternative Instructional Program grant applications which are made on behalf of

> (A) a local educational agency having schools in which many languages are represented; (B) a local educational agency that does not have personnel qualified to provide bilingual instructional services; or (C) a local educational agency having a small number of students in the schools of such agency that because of isolation or regional location is unable to obtain a native language teacher.

Views and Recommendation

In NABE's view, the Senate amendments subtly distort the focus of the provision according priority to certain Special Alternative Instructional Program grant applications. Current law focuses on an applicant's inability to serve limited-

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English-proficient students through bilingual programs. The Senate amendment introduces factors which may not be indicative of need. Thus an educational agency given priority under subsection A of the Senate amendment need not have a substantial or linguistically diverse enrollment of *limited-English-proficient students*. Moreover, the highly particularized priority set out in subsection C of the Senate amendment for an education agency "that because of *isolation or regional location* is unable to obtain a native language teacher" seems less appropriate than the priority contained in subsection B of current law for applications which demonstrate "the unavailability of personnel qualified to provide bilingual instructional services." Accordingly, NABE recommends that the conferees reject the Senate's amendment.

V. STUDENT EVALUATION/RETENTION IN TITLE VII PROGRAMS

Senate Provisions

The Senate bill includes provisions which limit a student's enrollment in a Title VII Transitional Bilingual Education or Special Alternative Instructional Program to three years. The provisions allow for the enrollment of a student for up to five years if after a comprehensive academic evaluation of the student following the third and fourth year in the program, school officials determine that the "failure to master English is impeding the academic progress of the student in meeting grade promotion and graduation standards." The availability of this exception to the new three-year enrollment rule, however, is limited to districts "where only Federal funds are available to bilingual education." The Senate bill further prescribes that the academic program provided to students retained in these programs for more than three years "shall emphasize mastery of English." Finally, the Senate bill authorizes Title VII grantees to "intensify instruction for limited English proficient students" through expansion of the educational calendar, lowering per pupil ratios, and applying technology to the course of instruction.

House Provisions

The House bill has no comparable provisions.

Views and Recommendation

In NABE's view, this Senate amendment should have been the subject of a public hearing. The question of how long it takes limited-English-proficient students to master English so that they can succeed academically in a "mainstream" instructional program is extremely complicated and should not be answered without careful consideration of the facts.

Contemporary research studies document tremendous individual variation in the rates at which limited-English-proficient student acquire cognitive-academic English skills. In normative terms, however, research studies indicate that limited-English-proficient students often need four to eight years of special instructional programs before their English skills are sufficiently developed to permit them to achieve expected academic progress in a "mainstream" classroom.

In that regard, the references to "the students' failure to master English" within the three-year period specified in the Senate amendments are particularly unfortunate in that they tend to blame children -- and thereby stigmatize them -- for the school's failure. And the school's failure in this instance may be in not meeting unrealistic or impossible expectations.

We can think of no reasonable justification for limiting exceptions to the three-year enrollment rule, however arbitrary the rule may be, to those school districts "where only Federal funds are available for bilingual education." This provision puts school districts which are conducting bilingual education programs with State and local funds at a comparative disadvantage, and acts as a disincentive to the kind of local programming Title VII is meant to promote.

The requirement that children receive a comprehensive academic evaluation after three years enrollment in these Title VII programs is a positive addition to Title VII which could, and in NABE's estimation, should, stand alone. Comprehensive academic evaluation of student needs and progress is an important feature of any quality instructional program. Similarly, the provisions authorizing grantees to intensify instructional programs for limited-English-proficient students make good sense and deserve to be retained by the conferees.

Therefore, **NABE recommends that the conferees strike all provisions of this Senate amendment except those (1) which prescribe an annual comprehensive academic evaluation for any student who is to be enrolled in a Title VII-funded Transitional Bilingual Education or Special Alternative Instructional Program for more than three years and (2) which authorize grantees to take steps to intensify instructional programs for limited-English-proficient students.** The conference report should also emphasize that the legislation does not prescribe the proper period of enrollment for any individual student.

VI. AMENDMENTS PERTAINING TO SPECIAL EDUCATION

Senate Provisions

The Senate bill includes several amendments pertaining to special education and the instruction of limited-English-proficient students with exceptional needs. The amendments eliminate from current law three references to data on student referral or placement in special education programs which are misleading. The amendments include two new findings regarding problems associated with student evaluation procedures for limited-English-proficient students and the unmet needs of limited-English-proficient students who may be handicapped or gifted and talented. The amendments also include a new requirement that Title VII-funded grant projects use student evaluation and assessment procedures appropriate for limited-English-proficient students, and that limited-English-proficient students who are handicapped are identified and served in accordance with the requirements of P.L. 94-142. Finally, the amendments call for program evaluation date on the activities undertaken by grantees to improve pre-referral, evaluation procedures, and instructional programs for limited-English-proficient students who may be handicapped or gifted and talented.

House Provisions

The House bill has no comparable provisions.

Views and Recommendation

The Senate provisions were developed collaboratively by the Council for Exceptional Children, the National Council of La Raza, and NABE. While the scope and application of the provisions are quite limited, we believe that they serve to reinforce the national objective of providing educational programs and services that meet the varied needs and abilities of all students. **NABE recommends that these provisions be retained by the conference committee.**

VII. AMENDMENT ON STUDENT ASSIGNMENT IN FEDERALLY-ASSISTED PROGRAMS

Senate Provision

The Senate bill includes a provision prohibiting the assignment of students to any federally assisted education programs "merely on the basis of the surnames of such students."

House Provision

The House bill has no comparable provision.

Views and Recommendation

The Senate provision is good though possibly gratuitious. Accordingly, **NABE recommends that the provision be retained by the conferees**. The conference report should emphasize the provision's application to all federally-assisted education programs and should indicate that there is no evidence that children have ever been assigned to Title VII programs merely on the basis of surname.

VIII. SENSE OF SENATE RESOLUTION REGARDING DESIGN OF LOCAL SCHOOL FORMS

Senate Provision

The Senate bill includes a non-binding sense of the Senate resolution "that any State which requires a written authorization from parents of students wishing to enroll in bilingual programs should provide a specific opportunity on any form prepared for the purpose of such authorization for such parent to express either approval or disapproval of such enrollment."

House Provision

The House bill has no comparable provision.

Views and Recommendation

This symbolic floor amendment suffers from several defects which render it unworthy of retention by the conferees. First, no facts were presented by the amendment's sponsor demonstrating a need for this expression of congressional concern. Second, the amendment attempts to influence State and local conduct which does not involve Title VII or other federal education programs; it is both overreaching and intrusive. Third, the amendment may lead to confusion about the binding legal requirements pertaining to parental authorization already contained in Title VII. **NABE recommends that the conferees reject this Senate amendment.**

IX. MISCELLANEOUS "FINE-TUNING" AMENDMENTS

House Provisions

The House-passed bill includes numerous amendments which make minor adjustments in the Title VII program. These amendments were included in the original Title VII reauthorization bill, H.R. 1755, which was the subject of public hearing. The amendments are described on pages 125 - 129 of the Committee Report on H.R. 5.

Senate Provisions

Except with reference to the topics previously discussed, the Senate bill contains no provisions comparable to those included in the House measure.

Views and Recommendation

Since the enactment of the last Title VII reauthorization bill in 1984, the House Committee on Education and Labor has devoted an unprecedented amount of time and energy to overseeing the implementation of the Bilingual Education Act. That oversight resulted in the identification of a number of problems -- some inherent in the statute, others associated with the Department of Education's administration of the program -- which are addressed by the House provisions.

At no time during the House reauthorization process were the House amendments criticized or opposed. Indeed, the amendments were explicitly endorsed by witnesses during the subcommittee hearing on H.R. 1755.

NABE recommends that the conferees retain the House amendments *en bloc* with only the exceptions discussed herein. The conferees need to reject an inadvertent change made in the definition of a limited-English-proficient person because of a typographical formatting error in the House bill. The conferees may also wish to review the provisions of the House bill which refer to specific dates for the performance of mandated activities to ensure that they will be still appropriate at the time this legislation is likely to be enacted into law.

By way of closing, Mr. Chairman, let me reiterate NABE's heart-felt gratitude for your unflagging efforts to improve American education. We appreciate your emotional commitment to children -- especially those who are disadvantaged, discriminated-against, or neglected -- and respect your fair, methodical, and dispassionate treatment of the critical, complex, and sometimes contentious issues that come before your committee.

If you have any questions about this letter, please have a member of your staff call me. I look forward to working with you and your staff on legislative details as the conference progresses, and stand ready to assist in any way possible.

Sincerely,

James J. Lyons

National Association for Bilingual Education
Eighteenth Annual International Bilingual/Bicultural Education Conference

May 7 - 12, 1989

Miami, Florida

Hyatt Regency Hotel

A CALL FOR PAPERS AND PRESENTATIONS

Call for Papers Committee

I. General Information

Proposals for papers, symposia, workshops, SIG sessions, and conference institutes are invited and encouraged from teachers, administrators, researchers and other educators worldwide. Presentations may cover effective techniques, strategies, programs, materials, as well as research and theoretical presentations.

Proposals should be mailed as soon as possible, but postmarked no later than August 1, 1988. This will allow the committee to meet review, notification, and printing deadlines in a timely fashion. Members can then receive conference program materials enough in advance of the conference to plan.

Conference institutes are intensive sessions of three or six hours in length. Regular conference sessions, consisting of paper presentations, workshop/demonstrations, symposia, and SIG sessions are generally scheduled for a 1 1/2 hour period.

Individual papers on related themes will be grouped with a session chair and other discussants. There will also be invited speakers for major sessions throughout the conference.

II. General Policies

NABE does not pay for audiovisual equipment used by presenters. If AV equipment is required, please indicate your request on the proposal cover sheet; you will be billed for the equipment after the conference.

Requests for SIG sessions must be submitted by bona fide NABE SIG chairs. The same information and materials are required as for other presentations. The same deadlines also apply.

Presenters must register for the conference and wear their badges throughout the meetings.

Only proposals which conform to the requirements stated in the Call for Papers will be considered for inclusion in the program.

III. Submitting Proposals

Proposal Cover Sheet: Three copies with all items completed, including signature of the contact person.

Summary: Four copies of a 2-3 page (8 1/2 x 11) single-spaced summary including: methods/procedures, data sources, findings/conclusions, implications for future research/practice. Summaries for symposia should indicate the central topic along with abstracts of each of the presentations (within the 2-3 page limit).

Three copies of the summary must be blind copies with no authors listed below the title. The name and address of the contact person should be listed on the upper right hand corner.

Proposals for symposia should include the name of a chair and discussants. It is the responsibility of the symposium organizer to inform all presenters of the status of their proposal.

List of Participants: Two copies (8 1/2 x 11) of the names and addresses of all presenters. The name of the presenting author should be listed first in the case of multiple author papers/presentations. List last name first, address, and zip code (total of 70 characters, including spaces). This information will be used in the Participants Directory included in the Conference Program.

Envelopes: Include 3 stamped, self-addressed, business-size envelopes for acknowledgement of receipt of proposal, notification of review panel decisions, and information on time/location of session if accepted.

All proposal materials should be postmarked no later than **August 1, 1988** and mailed to:

Sofia Santiesteban, NABE Call for Papers Committee
Institute for Cultural Innovation
University of Miami - School of Education
P.O. Box 248065 - Merrick 222
Coral Gables, FL 33124

Proposal ID#__________ Session ID #________

PROPOSAL COVER SHEET

1989 NABE Annual Conference

1. Title: ______________________________

2. Presenting author: ______________________________
(last name) (first name) (initial)
Affiliation: ______________________ Phone: (___)______

3. Co-authors (list full name, affiliation, telephone number). For symposia, list chair and discussant(s).

4. Program entry: 50 word description of paper, symposium, workshop/demonstration, institute for program (please edit carefully):

5. Presentation format (mark one most appropriate):
___ Paper
___ Workshop/demonstration
___ Conference Institute, 3 hour
___ Conference Institute, 6 hour
___ Symposium
___ Special Interest Group

6. Subject Descriptor: Indicate one or two-word subject descriptors for your presentation (for example: Reading; ESL; Program Development; Program Evaluation; Research;Policy Issues;Theory; etc.).

A. ________________; B. ________________; C. ________________

7. Intended language group: ______________________________

8. Audio-visual equipment required: ______________________________

9. Signature of Contact Person: ______________________________

The following materials must be mailed by **August 1, 1988:**
Three copies of the proposal cover sheet.
Four copies of the summary (3 copies must not have any author identification).
Two copies of the list of participants: names and addresses.
Three stamped, self-addressed envelopes.

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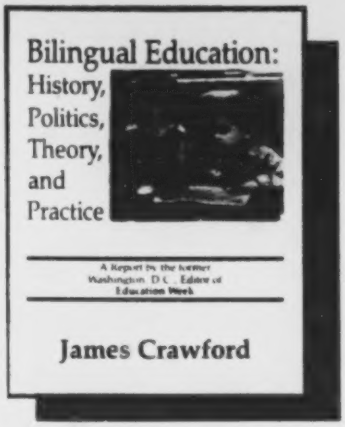

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1990 Census Needs *Your* Help!

The Bureau of the Census is especially interested in accurately counting the Language Minority population as this has been a hard-to-enumerate population in the past. An accurate count is essential to the successful integration and full participation of limited-English-proficient populations into this society. We will be providing information on the Census and how you can help. In the meantime, call the Census Bureau Regional Office nearest you and have your community group/affiliate added to their mailing list.

Educational benefits are among the important services that are provided based on the results of each ten-year study. It is important to the continuation of good bilingual services to get an accurate count of LEP populations, so please, contact the office nearest you to see what you can do to help.

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Dallas, TX	214/767-7105
Denver, CO	303/969-7750
Detroit, MI	313/354-4654
Kansas City, MO	816/891-7562
Los Angeles, CA	818/892-6674
New York, NY	212/264-4730
Philadelphia, PA	215/597-8313
Seattle, WA	206/442-7080

ANNOUNCEMENTS

Notice of Proposed Rulemaking--Changes to Transition Program for Refugee Children: Program currently provides grants for special education for refugee children; changes would eliminate unnecessary and unused provisions, simplify application requirements, and increase flexibility. Changes include changing definition of eligiblity, deleting requirements and assurances, and deleting provisions for Sec. Ed. emergency granting of funding. For more information, contact: A. Coro, Director, Office of Bilingual and Minority Languages Affairs, US Dep't. of Education, 400 Maryland Ave. SW, Room 421, Reporters' Bldg, Wash. DC 20202, or call J. Chang, (202) 245-2609.
Deadline for comments: **April 26, 1988.**

Request for applications for new awards under the Program for Bilingual Vocational Training. Contact L. Karl, Office of Vocational and Adult Ed. US DOE, 400 MD Ave. SW, Rm.519, Reporters' Bldg., Wash. DC 20202, (202)732-2359
Deadline: **June 28, 1988.**

Call for Participation at The Council for Exceptional Children's *International Symposia on Culturally Diverse Exceptional Children*. Potential participants include spec. ed, bilingual, and regular teachers, social workers, psychologists, and others from related fields. For information, contact:
CEC, Dep't of Professional Development, (703) 620-3660.

Representative Patricia Schroeder will be the keynote speaker at *Breaking Down the Barriers*, a national conference sponsored by FairTest, the National Center for Fair and Open Testing. The conference will be held June 17 and 18, 1988, in Washington DC and focus on reducing damage to equal access and educational quality caused by standardized testing. For information, contact:
FairTest, P.O.Box 1272, Cambridge, MA, 02238, (617) 864-4810

NOTICE -- NOTICE -- NOTICE

Change in NABE Membership Categories

As of March 10, 1988

New Membership Category -- BASIC

SAME DUES STRUCTURE AS PREVIOUS ASSOCIATE CATEGORY

-- Individual: $20/year, $37/2years, $51/3 years --

(less $5 where applicable for joint/unified Affiliate/National Membership -- contact your State Affiliate)

Provides Professionals, Students, Parents and Paraprofessionals the option to join NABE at a basic rate. Benefits include membership in NABE, participation in NABE Elections and Activities, Discount Registration Fees for NABE Conferences and Meetings, and receipt of the *NABE News*.

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Benefits include all Basic Membership benefits plus receipt of *NABE Journal* (3 issues/year - Volumes 11 and 12 will be issued Spring and Summer, 1988), Participation in Special Interest Groups, and Access to Special Discounts and Promotions.

Current Memberships will be Converted to Comprehensive Memberships and can be renewed or changed at date of next dues payment.

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Proposed Constitutional Amendments Affecting Bilingualism

The following resolutions and proposed amendments are currently under consideration in the U.S. Congress. Join NABE today and help us provide the information and numbers to assure language-minority populations that any changes in the Constitution will protect their rights to full access to education and to the American way of life.

H J Res 13 and H J Res 60
Sponsors: William Broomfield (R-MI) H J 13
Virginia Smith (R-NE) H J Res 60
Status: Referred to the House Committee on the Judiciary.

These are identical pieces of legislation that would amend the Constitution by adding three provisions:

1. Proclaims English the official language of the United States,
2. Prohibits requiring the use of languages other than English,
3. Does not prohibit instruction in other languages for purposes of teaching English.

H J Res 33, S J Res 13, and H J Res 83
Sponsors: Clarence Miller (R-OH) H J Res 33
Norman Shumway (R-CA) H J Res 83
Steven Symms (R-ID) S J Res 13
Status: H J Res 33 and 83 referred to the House Committee on the Judiciary; S J Res 13 referred to the Senate Committee on the Judiciary.

These three resolutions have two provisions for an amendment to the Constitution:

1. Proclaims English the official language of the US,
2. Gives Congress the authority to enforce this through appropriate legislation.

The Cultural Rights Amendment-- H J Res 232 & S J Res 114
Sponsors: James Hayes (D-LA) H J Res 232
John Breaux (D-LA) S J Res 114
Status: Referred to the House and Senate Committees on the Judiciary.

Offered as an alternative to the Official Language Amendments, it has the following two provisions:

1. Recognizes the right of people to preserve, foster, and promote their respective historic, linguistic, and cultural origins. No person shall be denied the equal protection of the laws because of culture or language,
2. Empowers Congress to enforce this article by appropriate legislation.

- -

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_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
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_ 001-0012 Critical Pedagogy
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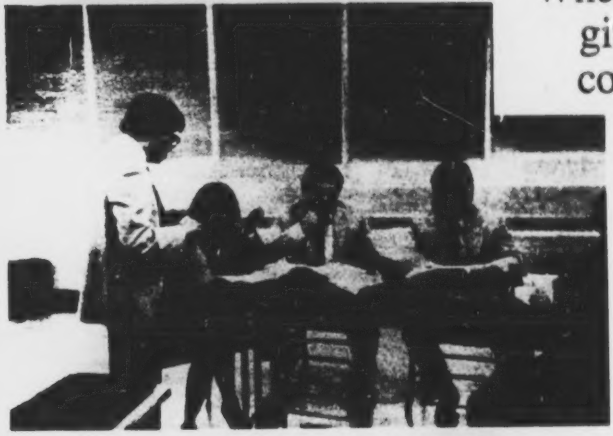

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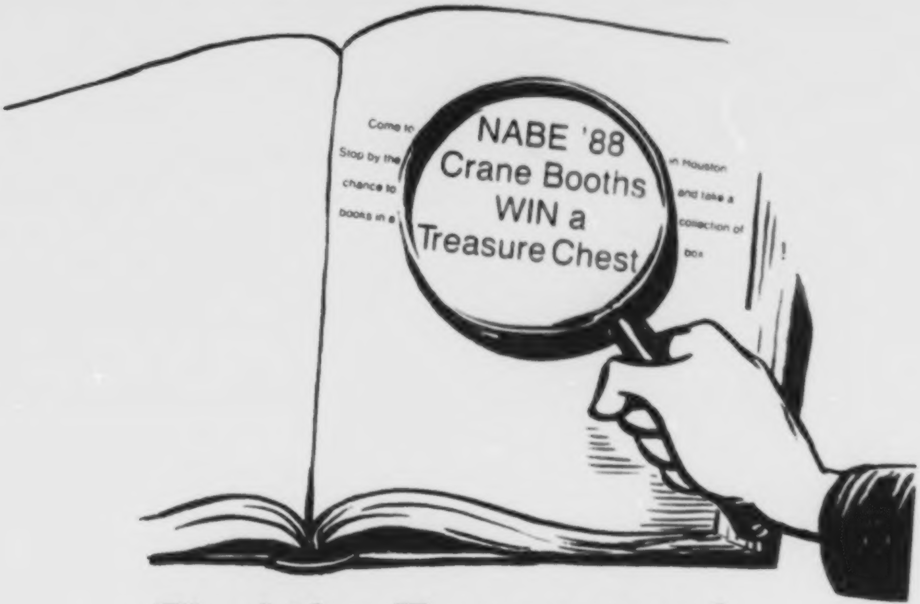

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HOUSTON 1988
Bilingual Education: Excellence Touches The Future

Conference Issue
Welcome to Houston -- April 27, 1988 to May 1, 1988

The Bilingual Education Newsletter

NABE News

Vol. XI, No. 7 June, 1988

NABE '88 AN OVERWHELMING SUCCESS

NABE 17th ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

APRIL 27 - MAY 1 1988 HOUSTON TEXAS

Bilingual Education: Excellence Touches The Future!

Opening Session of the Conference: Gordon Ambach, keynote speaker, Ellen de Kanter, Conference Chair, Rosita Apodaca, Chair, National Advisory Coordinating Council on Bilingual Education, and NABE Board members Rodolfo Chavez, Olga Valcourt-Schwartz, Anna Pérez, and Mutsuko Tanouchi listen to Conference opening comments.

NABE President Hai Tran confers with Conference Chair Ellen de Kanter on Conference issues.

Keynote speaker Gordon Ambach, Executive Director, Council of Chief State School Officers, challenges opening session attendees.

Over 2,500 participants came to Houston for NABE '88 activities, including school visits, intensive workshops, major sessions, social events, and stimulating presentations. One of the highlights of the first day of the Conference was the press conference, at which President Hai Tran announced that over 2,000 individuals were already registered and more were expected. President Tran reminded reporters from radio, television, and the press that the first day of NABE '88 coincided with the 20th anniversary of the passage of the Bilingual Education Act, and expressed pride that the educational community has "made a tremendous leap . . . in our mission to properly educate children of minority language backgrounds." He continued, "We also celebrate the signing of the new reauthorization of the Bilingual Education Act." President Reagan signed the Act into law the next day, April 28, 1988.

ENGLISH LANGUAGE AMENDMENT DISCUSSED IN CONGRESS

On May 11, 1988 the House Subcommittee on Civil and Constitutional Rights held the first of series of hearings on several proposals for a Constitutional amendment to establish English as the official language of the United States.

The hearing, featuring only Members of Congress, was convened by Subcommittee Chairman Don Edwards (D-CA) at the request of amendment sponsors, who had threatened to force the legislation out of his Committee with a "discharge petition." This is a parliamentary device which forces a bill to the floor of the House for a vote if petitioned by 218 Representatives.

Testifying in favor of the English Language Amendment were its sponsors: Representatives Norman Shumway (R-CA), William Broomfield (R-MI), Clarence Miller (R-MI), and Robert Badham (R-CA). Members testifying against the Amendment included Senator John McCain (R-AZ) and Representatives Stephen Solarz (D-NY), Gerald D. Kleczka (D-WI), Albert Bustamante (D-TX), and Ben Nighthorse Campbell (D-CO).

Excerpts from testimony and discussion of issues begin on page 9.

From the Editor's Desk

by Joseph W. Beard, National Office Administrator

April and May have been busy in Washington both in Congress and in the NABE office. Congress completed its work on the Agustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, which was signed into law by the President on April 28, 1988. See the policy supplement in the April issue of the *NABE News* for Jim Lyons' excellent analysis of the issues affecting bilingual education. Current discussions in Congress include appropriations for both the Bilingual Education Act and the English Proficiency Act (referred to as the English Literacy Grants Program when it was folded into the omnibus education amendments). As this issue goes to press, Jim reports that Representative Albert Bustamante, Chair of the Congressional Hispanic Caucus, is pushing the House Appropriations Subcommittee on Labor, HHS, and Education for full funding of the reauthorized Bilingual Education Act and the new English Literacy Grants program authorized under the Adult Education Act as revised and expanded by H.R. 5 (P.L. 100-297). Full funding of the Bilingual Education Act would boost federal support to $200 million, more than $50 million above the current level. For FY 1989, full funding of the English Literacy Grant program would mean $26.3 million of new federal aid. According to Jim, the House Appropriations Subcommittee mark-up of the FY 1989 appropriations bill is likely to occur during the last week of May. The Senate Appropriations Subcommittee will act later, most likely in mid-June.

Congress also held a hearing on the English Language Amendment to the Constitution; a review appears on page 1, discussions by Jim Lyons and Henry Lesnick begin on page 9.

In our national office, April was occupied with getting ready for our Annual Conference -- pictures and discussions appear throughout this and the next issue of the *NABE News*. Suffice it to say here that the Conference was a significant success, due in large part to the efforts of the local Houston area committee under the effective leadership of Ellen de Kanter and Toni Balboa and the fine leadership cadre they assembled to coordinate the tasks of a major conference. The work was achieved through the support efforts of Sally Phillips, the program work of Ruth Carter and Sylvia Peña, the registration activities of Ray Esquivel and his superb group, school visitation arrangements by Loida Gálvez and Sylvia Sánchez, coordination of entertainment by Joyce Garza, hospitality arranged by Becky Bepko and Josie Orosco, placement of and assistance to exhibitors by Juan González and his team, evaluation efforts of Andrea Bermúdez and Yolanda Padrón, publicity efforts conducted by Jaime de la Isla, local operational expenses managed by Linda Boas, publication of the Conference Daily by Angela Mora and her fine team, filling audiovisual needs by Eva Ponce, planning and conducting of the Parent Institute by Ana María Palacio Acevedo, support at large provided by Angel Noé González, Raúl Valadez, Judith Walker de Félix, and Sara Gallo. To all of them and the many unnamed contributors who worked with them in assuring the success of the Conference, our heart-felt thanks for a job most well done.

One of our tasks in getting ready for the Conference was to arrange the opening fundraiser at which Edward Olmos, star of *Stand and Deliver*, made an inspiring presentation. He also visited Houston schools. Pictures of both activities are presented on page 13. In April I had the opportunity to attend a preview of the movie about Jaime Escalante, the gifted and inspiring mathematics teacher from Garfield High School in East Los Angeles, California. If you haven't seen the movie, I highly recommend it and, if you have a chance to attend a meeting at which Jaime Escalante speaks, don't miss it. I presented Escalante with a plaque from NABE at the Washington preview of *Stand and Deliver*.

All in all, it has been a full two months!

NABE National Office Administrator presents Jaime Escalante a plaque honoring his contributions to the education of language minority learners.

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

Opinions expressed are those of authors, not necessarily those of NABE, its staff, or the members of its Board of Directors.

ADVERTISING RATES

	1 Issue	4 Issues	8 Issues
Full Page	$280	$1000	$1900
Half Page	$195	$ 700	$1350
1/4 Page	$145	$ 500	$ 975

Camera-ready copy is due on the first day of the month preceding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph W. Beard
National Office Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative & Policy Counsel

Room 408
1201 16th Street, NW
Washington, DC 20036
202/822-7870

A Message From The President

Dr. Hai T. Tran

Thank you for having given me the opportunity to serve as President of NABE for 1987-1988. It was one of the most rewarding periods of my professional life. It was also one of the busiest years of my personal life!

Although this was a difficult year for NABE, I can look back with great pride at some of the significant accomplishments:

- H.R. 5, the federal bill which includes reauthorization of the Bilingual Education Act, was passed and signed into law. NABE, together with the National Council of La Raza and a coalition of other organizations, worked throughout the year with House and Senate Committee leaders on this important legislation. NABE's suggested amendments to Title VII are included in the new law; and NABE helped Congress resolve the controversy over funding allocations. The new English Literacy Grant program included in the revised Adult Education Act focuses federal assistance for the first time on helping language-minority adults and out-of-school youth learn English. This legislation was initially developed by NABE and the National Council of La Raza two years ago at the request of members of the Congressional Hispanic Caucus. In recounting NABE's legislative success, I want to acknowledge Jim Lyons' outstanding work as NABE's Legislative and Policy Counsel. Thanks to Jim's professionalism, expertise, dedication, and tireless work, NABE's views and the needs of language-minority Americans continue to be taken into account.

- In an effort to attract more people to NABE, the Board decided to restructure its membership system to include basic and comprehensive categories. A number of state affiliates have entered a joint membership program. As a result, membership in NABE increased to new heights toward the end of this year.

- Financially, NABE did well during the past year. Fundraising efforts brought fruitful results. Contributions came in not only from corporations and friends of NABE and bilingual education, but also from our state affiliates as well. Our budget deficit was greatly reduced.

- However, most importantly, NABE during the year made serious efforts to address the needs of the bilingual teacher. The Houston Conference will certainly be remembered for its teacher-focused activities. Thanks to the commitment and dedication of Ellen de Kanter, Toni Balboa, Angel Noe González, Sylvia Peña, Ruth Carter, Ray Esquivel, and the rest of the NABE '88 Steering Committee, the Houston Conference was the most successful conference in recent years, both professionally and financially.

NABE could not have accomplished all this without your unfailing support, or without the hard work and dedication of all Executive Board Members and Staff. I wish to thank all my colleagues for their vision and commitment, those who steadfastly stood by me during this challenging year. It was indeed a pleasure to have served with such a dedicated and hard-working group of individuals.

It is now time to transfer the leadership of NABE to Macario Saldate. He is a competent leader who will represent us well. He will need your help. I urge you to provide Dr. Saldate with the same kind of support that you gave me.

Again, thank you for the opportunity to serve NABE and you.
IT WAS INDEED A GREAT HONOR!

President Hai Tran conducts his final Board meeting at the Hyatt Regency Hotel in Houston, Texas.

Board Members Dick Hsieh, Anna Pérez, Olga Valcourt-Schwarttz, Macario Saldate, Rodolfo Chavez, Lori Orum, and Josué González interact as Juan Sanchez (88/89 Parent Representative) distributes handouts.

Past President Josué González reacts as President Hai Tran makes one of his many insighful observations on bilingual education.

Board members Juan Trinidad and Mutsuko Tanouchi ponder points made during a meeting.

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National Association for Bilingual Education
Eighteenth Annual International
Bilingual/Bicultural Education Conference
Miami, Florida -- May 9 - 13, 1989 -- Hyatt Regency Hotel

BILINGUAL EDUCATION: E PLURIBUS UNUM

A CALL FOR PAPERS AND PRESENTATIONS

Note that the Conference now has a theme and that the dates have been shifted to include a Saturday.

Call for Papers Committee
Sofía Santiesteban, Tery J. Medina, and Sarah Hudelson, Co-Chairs

I. General Information

Proposals for papers, symposia, workshops, SIG sessions, and conference institutes are invited and encouraged from teachers, administrators, researchers and other educators worldwide. Presentations may cover effective techniques, strategies, programs, materials, as well as research and theoretical presentations.

Proposals should be mailed as soon as possible, but postmarked no later than August 1, 1988. This will allow the committee to meet review, notification, and printing deadlines in a timely fashion. Members can then receive conference program materials enough in advance of the conference to plan accordingly.

Conference institutes are intensive sessions of three or six hours in length. Regular conference sessions, consisting of paper presentations, workshop/demonstrations, symposia, and SIG sessions are generally scheduled for a 1 1/2 hour period.

Individual papers on related themes will be grouped with a session chair and other discussants. There will also be invited speakers for major sessions throughout the conference.

II. General Policies

NABE does not pay for audiovisual equipment used by presenters. If AV equipment is required, please indicate your request on the proposal cover sheet; you will be billed for the equipment after the conference.

Requests for SIG sessions must be submitted by bona fide NABE SIG chairs. The same information and materials are required as for other presentations. The same deadlines also apply.

Presenters must register for the conference and wear their badges throughout the meetings.

Only proposals which conform to the requirements stated in the Call for Papers will be considered for inclusion in the program.

III. Submitting Proposals

Proposal Cover Sheet: Three copies with all items completed, including signature of the contact person.

Summary: Four copies of a 2-3 page (8 1/2 x 11) single-spaced summary including: methods/procedures, data sources, findings/ conclusions, implications for future research/practice. Summaries for symposia should indicate the central topic along with abstracts of each of the presentations (within the 2-3 page limit).

Three copies of the summary must be blind copies with no authors listed below the title. The name and address of the contact person should be listed on the upper right hand corner.

Proposals for symposia should include the name of a chair and discussants. It is the responsibility of the symposium organizer to inform all presenters of decisions about their proposal.

List of Participants: Two copies (8 1/2 x 11) of the names and addresses of all presenters. The name of the presenting author should be listed first in the case of multiple author papers/ presentations. List last name first, address, and zip code (total of 70 characters, including spaces). This information will be used in the participants directory included in the conference program.

Envelopes: Include 3 stamped, self-addressed, business-size envelopes for acknowledgement of receipt of proposal, notification of review panel decisions, and information on time/location of session if accepted.

All proposal materials should be postmarked no later than **August 1, 1988** and mailed to:

Sofia Santiesteban, NABE Call for Papers Committee
Institute for Cultural Innovation
University of Miami - School of Education
P.O. Box 248065 - Merrick 222
Coral Gables, FL 33124

Proposal ID#__________ Session ID #________

PROPOSAL COVER SHEET
1989 NABE Annual Conference

1. Title: ____

2. Presenting author: ____
(last name) (first name) (initial)
Affiliation: ______________________________ Phone: (___)_______

3. Co-authors (list full name, affiliation, telephone number). For symposia, list chair and discussant(s).

4. Program entry: 50 word description of paper, symposium, workshop/demonstration, institute for program (please edit carefully):

5. Presentation format (mark one most appropriate):

___ Paper
___ Workshop/demonstration
___ Conference Institute, 3 hour
___ Conference Institute, 6 hour
___ Symposium
___ Special Interest Group

6. Subject Descriptor: Indicate one or two-word subject descriptors for your presentation (for example: Reading; ESL; Program Development; Program Evaluation; Research; Policy Issues; Theory; etc.).

A. __________________; B. __________________; C. ____________________

7. Intended language group: ____

8. Audio-visual equipment required: ________________________________

9. Signature of Contact Person: ____________________________________

The following materials must be mailed by **August 1, 1988:**

Three copies of the proposal cover sheet.
Four copies of the summary (3 copies must not have any author identification).
Two copies of the list of participants: names and addresses.
Three stamped, self-addressed envelopes.

Mail to:

Sofía Santiesteban, NABE Call for Papers Committee
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Students' Winning Essays on "Every American Should Have the Opportunity to Learn More Than One Language"

Denise Vega Grade 5
Newark, NJ

As we approach the end of the twentieth century with so many recorded victories, I think that all Americans should have the opportunity to learn more than one language in order to help the country remain the leader, not only of the free world, but of the entire world. As we move into the twentieth century the desire for love and brotherhood must prevail.

If we are capable and smart enough to land on the moon, why can't we offer the opportunity to our citizens to educate themselves?

I think Congress should pass a law mandating that every school system in the nation have a foreign language program starting in kindergarten.

Since we can build nuclear arms that can destroy the human race, why not substitute them by teaching and providing our students with a choice of a foreign language at the same time they are learning English? They could be exposed to understanding their cultures and customs while they are learning the chosen language. We could have more exchange programs in order to identify with our fellow men.

In that way perhaps we would be able to talk out our problems instead of fighting and killing one another.

Rafaela Felipe, Grade 6
Bronx, NY

When Americans have the opportunity to learn more than one language, they also have the opportunity to develop a deeper loyalty to both their country and to humanity. By studying other languages and cultures, Americans will develop better understanding of different peoples and will also enrich American civilization.

Language skills are useful in the study of politics, science, economics, popular culture or any aspect of civilization, and can only serve to strengthen us as a nation. Could we possibly estimate the real and intellectual cost that lack of second language learning may cost us by blocking our appreciation or application of scientific, literary, political and economic knowledge?

Second language learning is helpful in changing attitudes since language is not just a tool for communication and learning but also a total way of feeling, thinking and acting. In learning the language well, we are immersing ourselves in the history, culture and tradition of a people. Through this immersion we come to understand other linguistic communities and seem to become members of such groups.

This act of becoming a member of another linguistic group is not un-American. Nor should we fear that it will become a divided loyalty to the United States and the rest of the world. It serves only to strengthen our loyalty to America and to humanity as we learn better human relations through the understanding of other cultures. International understanding cannot be considered un-American.

It will, however, rid us of the point of view that sees Anglo-American origin and ways as virtuous and good and other cultures as different and inferior. We have seen the disastrous consequences of this view in our failures in Vietnam, the Middle East and Latin America.

Second language learning for all Americans should take us out of isolation and allow cultural exchange, as well as teach us to be more tolerant of diversity within our own country. This view can only serve to move us towards the equality that we have always believed is part of our national heritage.

Excellence Touches The Futu

Rebecca Yu, Grade 10, Newark, NJ receiving award from Nadja Papilion, Chicago, Chair, Awards Committee, Félix Valbuena, Detroit, Chair, Essay Contest.

All Americans should have the opportunity to learn more than one language.

I rode the plane into the United States hoping to become an American girl. Just what the American girl is took me a long time to understand.

I entered the bilingual program at the high school, still waiting to become an American girl. For a long time, I just sat alone and felt so sad in my heart. I couldn't tell anyone who I was, or who I lived with, or why I left my country, or why I felt so alone. I watched everyone and studied everything. All the other students were learning English. The teacher was an American who also spoke Spanish. The students seemed so happy. The teacher worked so hard to teach them English, but she always took time to laugh and converse with them in Spanish.

A year later, I was given permission to invite two American friends for dinner. I thought about who I would invite for a long time and finally decided to invite my teacher, an English speaker, and the soccer coach, a Spanish speaker, because they represented for me who I would live with and who I was becoming. I asked each one very politely and each answered innocently, "Who else will go?" I knew what they meant. They wanted to know if there would be anyone there who spoke their language. My heart felt as if it were being cut by many knives. When they both said yes, I felt as if I had eaten honey and was so warm. I was worried, though, about how we would be able to talk.

On the night of the dinner, my two guests asked my Auntie a lot of questions about China and about our family. They were hungry with questions and thirsty for answers I couldn't give them. My Auntie answered completely and smoothly. We were all very happy, and it seemed to me the dinner was like a meeting of the League of Nations. We laughed and joked, in our three languages.

I realized at the anniversary dinner that I had found the American girl! *We*, sitting at the round table, exchanging thoughts and ideas freely in English, Spanish, and Chinese, *were* that American girl.

Why should Americans have the opportunity to learn more than one language? America *is* more than one language. I realized so clearly just what America is. Here we were--Chinese, American, and Mexican. Words flowed easily and swiftly around the table. A question would be asked in Spanish to be answered in English, to be translated to Chinese, to be translated again in English.

This *is* America and all Americans should have the opportunity to share in this wealth. No American should be limited in such a great land of so many cultures because he only knows one language. All Americans should have the opportunity to become that American girl that I found.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

REQUEST FOR PROPOSALS
TO EDIT AND PRODUCE THE *NABE JOURNAL*

The National Association for Bilingual Education (NABE) is requesting proposals to edit and produce the *NABE Journal* from Fall 1988 through Spring 1991.

INSTRUCTIONS TO THE OFFERER

- Proposals shall contain a technical plan and a budget breakdown.
- All proposals must be received at the NABE Central Office no later than 5:00 p.m. on September 30, 1988, whether the proposal is hand-carried or mailed. Any proposal arriving after the deadline will not be considered unless it is the only proposal received. The only acceptable evidence to establish date of receipt shall be the date stamped by the NABE Office on the proposal when it is received.
- The NABE Executive Board reserves the right to reject any or all proposals received.

ELIGIBLE APPLICANTS

Applicants for the position of Editor-in-Chief who meet the following criteria will be considered:

1. Demonstrated commitment to bilingual education, including:
    - Current dues paying member of NABE,
    - Contributor to previous issues of *NABE Journal* or other scholarly journals,
    - In-depth and current knowledge of bilingual education as reflected by academic training, scholarly research, or participation in NABE conferences.
2. Competence and facility with the English language in its written form as demonstrated by two recently published articles dealing with some aspect of bilingual education.
3. Proof of institutional commitment of resources (*e.g.*, personnel, desktop publishing, typesetting, printing) for production of three volumes of the *NABE Journal.*
4. Evidence of access to resources (*e.g.*, telephone, xeroxing, postage) and support staff.
5. Knowledge of research techniques and needs of practitioners as evidenced in statement of *Journal* philosophy contained in proposal.
6. Evidence of experience with journal editing processes.
7. Proven record of reliability in meeting deadlines as documented by three letters of reference and a listing of related experience.
8. Preference will be given to those applicants from organizations holding institutional membership in NABE and which offer a commitment to defray a specified portion of the publishing costs.

SCOPE OF WORK

The offerer must submit a technical proposal which addresses the following topics:

1. *NABE Journal* Philosophy: a discussion of the purpose of the *Journal*, including issues in the field of bilingual education, needs of practitioners, research techniques, and the role of the *Journal* within NABE and the field.
2. Goals: a plan for the *Journal* over the three-year period, including possible topics, format, and a list of potential contributors.
3. Editorial Board: A list of recommended members of the editorial board. The editorial board consists of 21 members appointed for three-year terms. The board must be reflective of the interests and membership of NABE.

4. Printing Plan: a plan for producing a journal of approximately 100 pages each issue, including the following items:
   - Type of print,
   - Typesetting or desktop publishing process to be used (including that for charts and tables),
   - Printing process to be used,
   - Type of binding to be used,
   - Type and quality of paper to be used,
   - Cover design and quality of cover,
   - Provisions for members of the Editorial Board to review the galleys prior to publication.
5. Funding Support Plan: a plan to offset publication costs by soliciting advertisements and other funding.
6. Distribution Plan: a plan and budget for the dissemination of the *Journal*, including provision for mailing under non-profit rates, in coordination with the NABE Central Office, to the NABE membership and other key decision-makers to ensure maximum utilization of the *Journal*.
7. Production: the contractor will be responsible for producing enough copies of each issue of the *Journal* for the NABE membership (including special mailing persons) plus 150 copies for the NABE Central Office. For the purposes of this RFP, offerers may base their estimates on 2,000 copies per issue. The contractor will be responsible for the production of three issues per volume of the *Journal*, over the three-year period, in accordance with the following publication dates:

Number 1 - **November 15**, Number 2 - **February 1**, Number 3 - **May 1**

BUDGET BREAKDOWN

The offerer shall submit a breakdown of all costs associated with the production and distribution of an average of 2,000 copies of each of three issues each year of the *Journal* for a three-year period (a total of 9 issues and 18,000 copies). The offerer shall note which costs are to be in-kind contributions by his/her institution. The offerer should include a breakdown of the change in charges (if any) should the number of copies produced in any one year go up or down from the anticipated 2,000, at the direction of the NABE Executive Board.

OTHER CONDITIONS

This contract may be terminated upon 60 day written notice by either party. The NABE Executive Board reserves the right to make an award without further discussion of the proposals received. Therefore, it is important that each proposal submitted be in best and final form from both technical and cost standpoints. All proposals shall become the property of the National Association for Bilingual Education.

Proposals should be submitted by
5:00 p.m. on September 30, 1988 to:

Dr. Joseph W. Beard
National Office Administrator
National Association for Bilingual Education
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7870

Write the following in the lower left
hand corner of the addressed envelope:

Proposal for editing the *NABE Journal*
Do not open until October 1, 1988
Date proposal received:

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

REQUEST FOR PROPOSALS TO EDIT AND PRODUCE THE *NABE NEWS*

The National Association for Bilingual Education is requesting proposals to edit and produce the *NABE News* from fall, 1988 through summer, 1990.

INSTRUCTIONS TO THE OFFERER

- Proposals shall contain a technical plan and a budget breakdown.
- All proposals must be received at the NABE Central Office no later than 5:00 p.m. on September 15, 1988, whether the proposal is hand-carried or mailed. Any proposal arriving after the deadline will not be considered unless it is the only proposal received. The only acceptable evidence to establish date of receipt shall be the date stamped by the NABE Office on the proposal when it is received.
- The NABE Executive Board reserves the right to reject any or all proposals received.

ELIGIBLE APPLICANTS

Applicants for the position of Editor-in-Chief who meet the following criteria will be considered:

1. Demonstrated commitment to bilingual education, including:
    - Current dues paying member of NABE,
    - Contributor to previous issues of *NABE News* or other newsletters or journals,
    - In-depth and current knowledge of bilingual education as reflected by academic training, scholarly research, or participation in NABE conferences.
2. Competence and facility with the English language in its written form as demonstrated by two recently published articles dealing with some aspect of bilingual education.
3. Proof of institutional commitment of resources (*e.g.*, personnel, desktop publishing, typesetting, printing) for production of two volumes of the *NABE News*.
4. Evidence of access to resources (*e.g.*, telephone, xeroxing, postage) and support staff.
5. Knowledge of the field of bilingual education and needs of practitioners as evidenced in statement of newsletter philosophy contained in proposal.
6. Evidence of experience with newsletter editing processes.
7. Proven record of reliability in meeting deadlines as documented by three letters of reference and a listing of related experience.
8. Preference will be given to those applicants from organizations holding institutional membership in NABE and which offer a commitment to defray a specified portion of the publishing costs.

SCOPE OF WORK

The offerer must submit a technical proposal which addresses the following topics:

1. *NABE News* Philosophy: a discussion of the purpose of the newsletter, including issues in the field of bilingual education, needs of practitioners, and the role of the newsletter within NABE and the field.
2. Goals: a plan for the *News* over the two-year period, including possible regular columns, topics, format, and a list of potential contributors.
3. Printing Plan: a plan for producing a newsletter of approximately 16 pages each issue, including the following items:

- Format - Type and quality of paper to be used - Masthead design -
- Type of print - Use of photographs - Printing process to be used -
- Typesetting or desktop publishing process to be used -

Scope of Work (continued)

4. Funding Support Plan: a plan to offset publication costs by soliciting advertisements and other funding.
5. Distribution Plan: a plan and budget for the dissemination of the newsletter, including provision for mailing under non-profit bulk mail rates, in coordination with the NABE Central Office, to the NABE membership and other key decision-makers to ensure maximum utilization of the *News*.
6. Production: the contractor will be responsible for producing enough copies of each issue of the newsletter for the NABE membership (including persons to receive special mailing) plus 100 copies for the NABE Central Office. For the purposes of this RFP, offerers may base their estimates on 2,700 copies per issue. The contractor will be responsible for the production of eight issues per volume of the *NEWS* over the two-year period, in accordance with the following publication dates:

Number 1 - September 15 (not in year 1)
Number 2 - October 15
Number 3 - November 15
Number 4 - January 15
Number 5 - February 15
Number 6 - March 15
Number 7 - April 30
Number 8 - June 30

BUDGET BREAKDOWN

The offerer shall submit a breakdown of all costs associated with the production and distribution of an average of 2,700 copies of each of eight issues each year of the *News* for a two-year period (a total of 16 issues and 43,200 copies). The offerer shall note which costs are to be in-kind contributions by his/her institution. NABE anticipates a substantial increase in membership. Accordingly, the offerer should submit cost estimates for copies beyond the 2700 specified herein, in increments of 500, up to 4700 copies per issue.

OTHER CONDITIONS

This contract may be terminated upon 60 day written notice by either party.
The NABE Executive Board reserves the right to make an award without further discussion of the proposals received. Therefore, it is important that each proposal submitted be in best and final form from both the technical and cost standpoints. All proposals shall become the property of the National Association for Bilingual Education.

Proposals should be submitted by 5:00 p.m. on September 15, 1988 to:

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National Office Administrator
National Association for Bilingual Education
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Write the following in the lower left hand corner of the addressed envelope:

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Do not open until September 16, 1988
Date proposal received:

Excerpts, ELA Testimony, House Civil & Constitutional Rights Subcommittee

SPONSORS: Norman Shumway: "We need [the ELA] to provide English with legal protection as our national language, thereby continuing our heritage as a unilingual nation."

William Broomfield: "English is our nation's language only by tradition, and if action is not taken soon, we could face a future of uncertainty in our basic communication, as well as ethnic and racial polarization."

Clarence Miller: "The main purpose of the proposed Constitutional Amendment is to ensure that our government continues to operate primarily in English . . . . What this Amendment will prevent is the naming of a second language as an official language of our government."

Robert Badham: "The American Dream depends upon a mastery of English. We enjoy tremendous support, respect and admiration of the people of other nations because we are a united people, with one language."

OPPONENTS: John McCain: "Is there a pending threat to the English language and our national unity, or have many Americans simply grown intolerant of our multi-lingual immigrant citizenry?"

Stephen Solarz: "There is nobody more cognizant of the disability of non-English proficiency than an individual who is struggling to make it in this country without being able to speak English. I see no reason, therefore, to enact legislation that would only punish a huge segment of a society for a disability that they, themselves, are earnestly trying to correct."

Gerald D. Kleczka: "Just as there was no need to take steps to curtail the use of Italian or Polish in the early 20th Century, I see no need to restrict the use of Vietnamese or Spanish today."

Albert Bustamante: "Mandating the use of English in itself cannot insure English proficiency. Only by providing access to English classes can we insure English proficiency. The proposals before this Committee do not provide for expanding English classes, improving language instruction and training, and increasing program funding."

Ben Nighthorse Campbell: "Many people cannot relate to the experiences Indian school children were exposed to. In my family, both my grandparents were forcibly removed from their homes and placed into boarding schools . . . one of the first English words Indian students learned was 'soap' because their mouths were constantly being washed out with soap for using their native language."

Language and Loyalty: A Comment on the ELA Hearing

by James Lyons, NABE Legislative and Policy Counsel

THE RECENT HEARING on the proposed English Language Amendment to the U.S. Constitution helped expose what may be the most troublesome aspect of the Official English/English Only movement--the tendency to equate language and loyalty. I was startled by the vigor with which some of the ELA proponents pressed this equation.

Particularly interesting was Subcommittee member James Sensenbrenner, Jr.'s (R-WI) defense of the anti-German language-restrictionism of the World War I period. Rep. Sensenbrenner, a cosponsor of the ELA, asserted that the repression of the German language helped break the strong bonds Germans felt toward their homeland. He stated that if the German language had not been suppressed, "another generation of German speakers...would have been much more susceptible to being for Hitler, on Hitler's side in the Second [World] War."

It took a 1923 decision of the United States Supreme Court to check the governmental suppression of non-English languages of the World War I period. That decision, *Meyer v. Nebraska*, probably would not have been rendered if the ELA had been part of our Constitution at that time.

In *Meyer*, the Supreme Court struck down a 1919 Nebraska criminal statue barring individuals and schools from giving instruction in a language other than English to any student who had not completed the 8th grade. The Nebraska criminal statue, and similar civil laws in Iowa, Ohio, and other mid-western states were particularly directed against German-speaking Americans.

The *Meyer* case concerned the freedom to teach, and to teach in, a language other than English. This "intellectual" freedom was upheld by the Court under the due process clause of the 14th Amendment. The Court ruled:

"That the state may do much, go very far, indeed, in order to improve the quality of its citizens, physically, mentally and morally, is clear; but the individual has certain fundamental rights which must be respected. The protection of the Constitution extends to all, to those who speak other languages as well as to those born with English on the tongue. Perhaps it would be highly advantageous if all

cont'd on page 11

What's Behind the English Language Amendment?

by Henry Lesnick,* Hostos Community College, Bronx, N.Y.

A HEARING ON LEGISLATION to amend the U.S. Constitution to establish English as the official language was held in Congress on May 11, 1988. The English Language Amendment is a frontal assault on basic rights of language minority people. It could deny language minority students their most effective method of instruction by severely curtailing bilingual education programs, could deny language minority citizens the right to vote by eliminating the bilingual ballot, and could deny language minority persons equal protection under the law by eliminating translators in social agencies and the courts.

This proposed amendment would be only the second in two hundred years--Prohibition was the other--to limit rather than extend democratic rights. The ELA, if adopted, would reverse major gains in civil rights. It is perhaps significant that Linda Chávez, the president of US English, the major lobbying force behind the ELA, is a former Staff Director of the U.S. Civil Rights Commission renowned, under the current Administration, for attacks on civil rights.

US English defines the purposes of the ELA movement as curtailing bilingual education and eliminating the bilingual ballot in order to preserve the nation's cultural and political integrity (Hayakawa, US English promotional letter, 1984). These goals are disturbing.

The General Accounting Office has reported that the preponderance of evidence supports "the [bilingual education] law's requirement of the use of native language to the extent necessary to reach the objective of learning English" (*Research Evidence on Bilingual Education*, March, 1987). Native language instruction facilitates acquisition of English literacy for students with undeveloped literacy skills in their first language by developing cognitive abilities necessary for literacy in any language. Contrary to the view held by the ELA lobby and the Department of Education that bilingual education is a "failed path" and a "bankrupt course" (Bennett, *Congressional Quarterly*, April 18, 1987), virtually every major professional organization concerned with language and language acquisition understands the value of native language instruction. These organizations have formally resolved to oppose the English Language Amend-

cont'd on page 12

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Graduate assistantships are available to new minority students in the **College of Education** at the **Arizona State University** for the 1988-89 academic year. Tuition and fee scholarships and grants based on financial need are also available from the Graduate College.

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Inquiries: Admissions Secretary (in the appropriate Division), College of Education, Arizona State University, Tempe, AZ 85287.

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Doug Pfister is a music teacher for the Dade County Public School System in Miami, Florida, and music director for the Palm Springs United Methodist Church in Hialeah, FL. Along with his wife, Barbara, and friends, Jill Sheffield-Rodríguez, Glenn Wulf, and David Rose, he recorded three versions of his song--in English, Spanish, and in both languages--for the National Association for Bilingual Education to help in the battle against the ignorance expressed by the English-Only movement in the United States.

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More than one, we're stronger,
More than one, we're wiser,
More than one, more than one.

Verse 1
In this great big land of ours,
There's a big difference in the people you meet.
There's a difference in their color,
Some are different in the way they speak.
There are men and there are women,
And they all live differently.

Chorus

Verse 2
We are stronger, we are wiser, we are even universal.
We have power and understanding, we are more than one.
With our cultures and our customs,
With our languages and our lifestyles,
With our race and creed and colors,
We are more than one

Chorus and repeat Verse 2

Coro
Más de uno, fortaleza
Más de uno, sabiduría
Más de uno, más de uno.

Verso 1
En nuestro mundo hay personas diferentes,
Hay razas diferentes, y distintas al hablar.
Son hombres y mujeres y todos viven al igual.

Coro

Verso 2
Más fuertes, más sabios, somos universales.
Entendemos, y podemos, más de uno.
Con culturas, y costumbres,
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Más de uno, más de uno.

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Lyons – con't from pg. 9

had ready understanding of our ordinary speech, but this cannot be coerced by methods which conflict with the Constitution--a desirable end cannot be promoted by prohibited means."

But the facts of the *Meyer* case show that more was at stake than just educational and intellectual freedom. The case involved freedom of religious expression and the fundamental but not formally protected freedom of Americans to live as families. The Nebraska Supreme Court, which upheld the constitutionality of the state's criminal ban on non-English instruction, summarized the facts in the case:

"the defendant was a teacher in the parochial school maintained by the Zion Evangelical Lutheran Congregation, and that between the hour of 1:00 and 1:30, on May 25, 1920, he taught the German language in this school to a 10-year old boy, a pupil in the school, who had not passed the eighth grade. The text book used for such teaching was a book of biblical stories, written in the German language...in teaching the German language in this book [the defendant] was giving religious instruction according to the faith of the Zion Evangelical Lutheran Congregation."

How did language relate to religion in the *Meyer* case? Through the family! The Nebraska Supreme Court quoted from the testimony of the church's pastor, who explained that some members of his congregation had difficulty understanding sermons in English and that parents couldn't "give their children religious instruction in the English as well as in the German."

Beyond the freedom to teach, and teach in, a language other than English, *Meyer* upheld fundamental American religious freedoms and family values. These freedoms and values cannot be subordinated in the interest of ensuring loyalty through language.

In a slightly different vein , I found Rep. Norman D. .Shumway's (R-CA) response to Chairman Edwards' questions about the ELA's application to Puerto Ricans and to Puerto Rico, where Spanish is the official language, most interesting.

Shumway focused his response on the matter of statehood--if Puerto Rico were to become a state, English would have to be Puerto Rico's official language. It was "part of the price that must be paid for statehood."

Shumway's response struck me as double disturbing. First, Puerto Ricans have already paid the ultimate price of citizenship--the sacrifice of human life in the defense of the United States during four wars in this century. When the chips were down, language didn't matter. "Allegiance" to English was not a prerequisite for military service, and many Puerto Ricans who died in the Nation's defense never spoke English.

Second, if the ELA had been part of our original Constitution, would we be the Nation we are today? Following Shumway's line of thinking, the answer to this question would be an emphatic no! Many fewer states would have been admitted to the Union!

The Constitutions of Colorado and New Mexico, at the time when statehood was granted, provided for multilingual government action. New Mexico's current Constitution speaks explicitly to the rights of Spanish-language citizens of the state. Hawaii's current Constitution provides for official bilingualism and Louisiana's current Constitution explicitly protects the language and cultural rights of non-English-language-background citizens of the state.

Most ironic of all, Rep. Shumway's home state of California would probably not have qualified for statehood under his standards since California's original Constitution explicitly provided that certain state documents and functions were to be provided bilingually, in English and Spanish.

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Lesnick – *con't from pg. 9*

ment, because they recognize the damaging consequences of this amendment for the education of students with limited English proficiency.

The amendment's effects throughout society are no less disturbing. For example, the amendment could eliminate bilingual voting materials. In California, US English has already notified the Los Angeles County Registrar of Voters that ballots and voting materials in any language other than English violate the state Constitution as amended by Proposition 63. The effective denial of the right to vote, by the elimination of the bilingual ballot, would seem to violate citizens' civil rights in the same way that the poll tax and literacy tests disenfranchised minority voters. Other bilingual services, such as court translators, might also be challenged if the amendment were adopted.

US English denies opponents' charges that the amendment would eliminate services like bilingual 911 operators and court translators (*New York Times*, August 2, 1987). But the assurance of US English is disingenuous in light of its attempt to change the law. Should this amendment be adopted, it would establish a new constitutional basis for the interpretation of the legal status of services provided to language minorities. The amendment could elicit legal challenges of all governmentally-sanctioned activities using a language other than English. California's English Language Amendment explicitly invites litigation against bilingual programs by granting residents the right to challenge any law that "diminishes or ignores the role of English as the common language."

The proposed constitutional amendment is not, as the unsuspecting assume, a simple patriotic affirmation of the place of English in U.S. society, nor is it, as its proponents argue, a goad to encourage non-English speakers to learn English and to assimilate into the social mainstream. Everyone already knows that English is the language in which the affairs of this society are conducted. Everyone understands that proficiency in English is required for access to social and economic opportunity. The seemingly simple intent of the English-only legislation cloaks a program of far-reaching implications. Rather than promote assimilation, the amendment would only further polarize American society. Curtailment of already inadequately-supported educational programs and attacks on basic rights of language minority citizens and immigrants can only deepen their alienation from the social mainstream.

The ELA and anti-immigration movements are animated by common concerns and draw on common personnel. The founder and chair of US English, John Tanton, is also the founder and chair of the Federation for American Immigration Reform (FAIR), which favors a highly restrictive immigration policy and has lobbied vigorously against the recent immigration law's amnesty provision (*National Journal*, May 17, 1986). The former executive director of US English, Gerda Bikales, was also an officer in FAIR (Symposium held at the New York City Bar Association, December 10, 1986). To promoters of the English Language Amendment, bilingual education, bilingual ballots, and other rights of language minorities are perceived, as is immigration itself, to threaten the political stability of the country.

This proposed constitutional amendment is so thoroughly predicated on the denial of traditional democratic values and rights that growing recognition of its consequences can only give rise to growing opposition to its passage. Such opposition has already formed, particularly among individuals and organizations most concerned with the social, legal, and educational implications of the ELA. The American Civil Liberties Union, the American Jewish Committee, the National Education Association, the National Council of Teachers of English, the International Association of Teachers of English to Speakers of Other Languages, the Linguistic Society of America, the Modern Language Association, and the Council of College Presidents of the City University of New York, among others, have recently declared their opposition to the ELA.

The leadership of both political parties is united in opposing the ELA. Vice President Bush writes that "the English Language Amendment could stir up prejudice and curtail linguistic education programs that I think are absolutely essential in order to teach all Americans to speak

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Mary Hatwood Futrell
President, NEA

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> "Contrary to what some would have us believe, bilingual education is not a frill. Bilingual education is a program that enriches American life and sustains our democratic heritage."

> "We need these programs. We need strategies that bind, unite, and connect the two cultural worlds of non-English-speaking children . . ."

Excepts from a speech made at the February 1988 conference of the California Association for Bilingual Education by Mary Hatwood Futrell, President, National Education Association

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Lesnick – *con't from pg. 12*

English properly" (1987). Governor Dukakis "does not feel that the United States should adopt an official language" (1988). The Reverend Jesse Jackson says, "I would veto an English Only bill if it appeared on my desk. I am a strong supporter of bilingual education and reject the scapegoating of immigrants that such a bill would suggest" (1988).

The social program implicit in the ELA threatens the most fundamental rights protected by the Constitution and should not be achieved through a constitutional amendment. The ELA lobby, with its multimillion dollar budget and powerful allies in the government, has exerted a considerable influence on the thinking of many in Congress and the country at large. Those with greater professional experience and those with an understanding of the insidious effect of the English Language Amendment must respond by sharing that expertise and understanding with members of Congress now considering this issue.

Letters should be sent to Representative Donald Edwards, Chair of the U.S. House Subcommittee on Civil and Constitutional Rights, to other members of the subcommittee, and to our own Representatives.

The hearings present an excellent opportunity to help dispel the fictions advanced in support of the ELA and clarify the dangers of this proposed constitutional amendment.

**Lesnick is the organizer and co-chair of the NABE Language Policy SIG, co-chair of Stop English Only and an Assistant Professor of English.*

The Richard Sullivan Memorial Scholarship Fund
has been established in honor of Richard Sullivan, former Chair of the Secondary Education Special Interest Group of the National Association for Bilingual Education. Mr. Sullivan passed away on February 21, 1988, as the result of a sudden illness.
The scholarship will be awarded to a student who intends to enter the field of education, and who has or had limited proficiency in English. Contributions to the fund should be sent to: Alhambra School District, 15 West Alhambra Road, Alhambra, CA 91801

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NABE '89 Call for Papers, pp 5 & 6 - Deadline Date August 1, 1988
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The Bilingual Education Newsletter

NABE News

Vol. XI, No. 8 Summer, 1988

NABE Moves Towards Greater Symbiosis With Affiliates

Josué M. González,
Chairman, Commission 2000

In my first column summarizing the work of NABE's Commission 2000, I reported on the emerging consensus among NABE and affiliate leaders. That agreement is twofold: (a) NABE and its affiliate groups have become increasingly differentiated in their respective missions and services, and (b) this differentiation is healthy and should be enhanced in order to improve the efficacy of the groups involved.

In this article, I report on the meeting of the Commission 2000 held during NABE '88 in Houston. At that meeting the notion of organizational differentiation was examined more closely to determine the organizational implications that flow from that concept. The Commission's deliberations were presented to the Delegate Assembly at the Conference. They were also summarized at the general membership meeting. Both groups agreed that the analysis is a good foundation for re-defining NABE as it faces the challenges of a new decade. I stress, however, that this report is not a formal proposal nor is it meant to preclude other options that may exist. There are many details to be worked out before a formal proposal for change can be considered.

There is no question that NABE affiliate organizations are gaining strength, definition and identity in their own right. They have become as potent forces for change in their states. NABE affiliates are different one from another as the regions they represent are different. As a group, however, they have commonalities. The most important commonality is their primary focus on the needs of individual members and on policy matters in their respective states. NABE has demonstrated that it is best suited to function as the national voice for bilingual education, as a national resource center and national policy watchdog. Most observers--in and out of NABE--agree that NABE is the leader in this field; its views and opinions on bilingual education are well respected at the national level. Its position on policy issues have been shown to have considerable weight.

To gain the best advantage from this differentiation of roles, we must be aware that substantive structural and organ-

cont'd on page 16

The two articles beginning on this page represent the ongoing dialogue on the future of NABE, stimulated by Commission 2000. The NABE Board of Directors is in the process of examining all the options before coming to a final conclusion on the issues of unified membership and affiliate status. The Board and Commission 2000 welcome any comments or suggestions directed to them through our national office.

An Affiliate's Reaction to the Proposed Unified Membership

Mutsuko Tanouchi and Debra Colley,
President and Incoming President, NYSABE

The New York State Association for Bilingual Education (NYSABE), since its inception, has been a faithful affiliate of NABE. It has always worked hard to promote NABE's missions and programs. It has always been there when NABE needed help. In recent years, when NABE needed extra financial support, NYSABE has tirelessly conducted fundraising activities, an effort yet to be matched by other affiliates. Also, since last year, in response to NABE's call for new ways to recruit members, NYSABE has actively participated in an experimental NABE/SABE joint membership program.

This is not to say that NYSABE is always in agreement with everything NABE proposes. Lately, there has been some excitement about a unified membership. We are not disturbed by the idea. In fact, we would support a well-thought-out unified membership program. What we are afraid of is the hasty adoption of a unified membership plan based on a radical concept of affiliate such as that advanced by Dr. Josué González, chairman of NABE Commission 2000.

Under this new concept, a NABE affiliate is redefined as any organization that endorses NABE's mission and pays membership dues. This is an interesting proposal which merits consideration. As a state affiliate, however, we strongly oppose this concept. In our thinking, being a NABE affiliate must involve more than just endorsing NABE's mission and paying dues to sustain the organization. In the present structure, a NABE affiliate is NABE at the state level. Other organizations, such as the Mexican American School Board Members Association of Texas, the Haitian Educators Association of New York, or the AERA Research SIG on Bilingual Education, cannot be compared to a state affiliate organization. Other organizations' philosophies may be compatible, but their goals, objectives and interests are different.

A state affiliate is not just another, smaller professional or advocate organization. NYSABE has the same constituents as NABE does. NYSABE works for the improvement of education for language minority children in the state of New York in the same manner that NABE works for the improve-

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From the Editor's Desk

by Joseph W. Beard, National Administrator

As usual, June and July are months of transition in the NABE office here in Washington, D.C. We continue the process of wrapping up our successful Houston Conference and this issue of the *NABE News* continues the discussion of Conference activities that we began in the last issue. I am particularly pleased to share reports from several of the Special Interest Groups for which the Conference served as an opportunity to renew involvement and direction. President-elect Rudy Chavez worked with me in setting up the communication linkages before the Conference and both of us look forward to continuing dialogue with this vital base through which NABE members participate in the activities of the Association. You will also find the report of the Resolutions Committee, including the resolutions which were passed by the Association members at their annual meeting, and the report of the Nominations Committee, indicating the candidates selected to stand for election to serve during the 89/90 year.

May 30th is both the end of our fiscal year and the changeover date for membership on the NABE Board of Directors. Fiscal year end means dealing with closing the financial records for the past year and reviewing plans for the coming year, a process which continues to be challenging as NABE reestablishes a firm financial base. The recovery is happening with the help of all involved, including the sponsors and contributors who agree that this Association should continue to provide the leadership in dealing with issues regarding the education of persons who come from language backgrounds other than English, but it is not yet over. A strong, increasing membership base is necessary for NABE to maintain the impact which it has been able to achieve on behalf of all persons who work with or care about students with limited English language skills and who believe that language pluralism is good for the nation. We appreciate those of you who continue with us and urge you to encourage others to join and to participate.

The change of membership on the NABE Board of Directors meant saying good-by to six people who had served so effectively for the past year and greeting the six new members who have equally dedicated themselves to the continuity of the actions and purposes of the Board and to the health and vitality of the Association. Members leaving the Board included Josué González, who served tirelessly for the three years required of a president-elect, president, and past president. He continues his commitment to the future of NABE by serving as Chair of Commission 2000, and contributes to the ongoing discussion through his article beginning on page 1 of this issue. Others leaving the Board included Lori Orum, who served so effectively as secretary, Olga Valcourt Schwartz, who, as Treasurer, did a good job monitoring our financial situation, and two regional representatives, Dick Hsieh and Anna Pérez, who kept lines of communication open in the central and western states, respectively--Vince Petrosino, who represented the East, resigned earlier in the year, and was replaced by Mitzie Tanouchi, who serves the current Board as treasurer. Finally, Juan Trinidad leaves the Board after serving as a persuasive representative of the parent community. To all of them we give our thanks for such good service, our special wishes for the future, and our hopes that the contacts and interaction will continue.

The incoming and continuing members of the Board have held their first meeting and recognize the challenges facing them, as noted in President Saldate's column. Joining Macario Saldate, who served last year as president-elect, Rudy Chavez, who served last year as vice president and returns as president-elect, Hai Tran, who continues to serve as past president, and Mitzie Tanouchi (who had a head start by completing the term of Eastern regional representative before becoming treasurer), are Lucy Cruz (vice president), Mónica Sandoval (secretary), regional representatives Tony Simões (East), Ray Howe (Central) and José Ruíz (West), and Juan Sánchez, who returns as parent representative after a year away. We look forward to working with all of them as they deliberate and guide the future of NABE.

The transition time also includes bringing closure to volumes of our publications. This issue of the *NABE News* completes volume 11, on which I have enjoyed working with our managing editor, Frederica Galloway, who has carried the major burden of layout and organization, and Nancy Zelasko and Marjorie Powell, who have helped with the editing of each issue. An index for the last two volumes appears in this issue, together with a second publication of the request for proposals

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NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

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Opinions expressed are those of authors, not necessarily those of NABE, its staff, or the members of its Board of Directors.

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National Association for Bilingual Education

Dr. Joseph W. Beard
National Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative & Policy Counsel

Room 408
1201 16th Street, NW
Washington, DC 20036
202/822-7870

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A Message From The President

Dr. Macario Saldate, IV.

At this time of year, when the pace of work slows somewhat and those of us in education have a chance to look back at the year past and forward to the school year to come, many of us take time to evaluate where we have been and where we are going. We review our commitments to policies and organizations as well as to our work. Those of us who have changed our roles in or newly joined the NABE Board of Directors have continued to express our commitment to NABE by juggling the rest of our schedules to attend Board meetings and to complete the many tasks required of each NABE office.

We held our first meeting of the 1988/1989 year in Washington, D.C. in early June. We came away from that meeting with a recognition of both the challenges that lie ahead of us to continue the process of helping NABE to reach its full potential and the positive sense that this group will effectively continue the work of previous members on the Board. The goals we have established include the following:

1. Continue the exloration and eventual implementation of a unified membership plan.
2. Continue the development of funding sources in order to stabalize the financial circumstances of NABE.
3. Define in more specific terms the role of the national office and create a job description for an executive director with an expectation of increased responsibility and authority to be taken on by our current ntional administrator as we prepare to search for a replacement by June of 1989 when his contract ends.
4. Focus on the conference as a major program activity of the Association in addition to its role as a source of funds.
5. Continue advocating for effective bilingual education legislation and the implementation of laws through assuring that effective regulations are developed. To this end we renewed the contract of our legislative and policy counsel as he continues to monitor federal legislative and administrative responses to the needs of the language minority communities most effectively.

While expressing our own commitment, we ask that members express their commitment as well. If each current member convinced one person to join NABE, we would double our membership and magnify the power of our voice in Washington and in state capitals throughout the country.

You can tell prospective members about the important role that NABE plays in educating policymakers about the many issues of concern to bilingual educators; the wealth of resources and networks available at NABE's annual conferences; the information on the issues confronting bilingual education available in each issue of the *NABE News* . One of the crucial issues facing all people interested in bilingual education and all limited-English-proficient people is the English-only movement. NABE has been in the forefront of efforts to present to the public, the press, and policymakers the truth about this movement and the benefits of bilingualism and bilingual education.

Act now to bring a new member to NABE. If your membership has lapsed, rejoin today. If you've never been a member, indicate your commitment to bilingual education by completing and mailing a membership form now. Speak with friends and colleagues about becoming members of NABE. Join the new NABE Board of Directors in our commitment to NABE, bilingual education, and the needs of limited-English-proficient learners by joining the NABE Membership Drive.

Editor's Desk–con't. from pg. 2

(due September 16, 1988) to edit and produce future issues of the *NABE News*. If you are interested or know of someone who is, please contact us at your earliest convenience.

The *NABE Journal* should be completing volume 12 but uncontrollable circumstances have led to a delay in publication and distribution. We will begin to distribute volume 11 during July and hope to complete the distribution of volume 12 by the end of October. This issue of the *NABE News* also includes the second publication of the request for proposals (due September 30, 1988) to edit and produce future issues of the *NABE Journal*. If you are interested or know of someone who is, please contact us at your earliest convenience.

Transition also continues to occur in government and our legislative and policy counsel , Jim Lyons, reflects on the circles of the federal process in his regular column. It is also a critical time in the decisions related to appropriations for the Bilingual Education Act and Jim updates the action in a second article by reporting on the Administration's budget request, reflecting on congressional intent, and comparing 1988 appropriations with the current (as of 7/8/88) 1989 versions from the Administration, House and Senate. The continuing transition of an election year makes each step in the funding process a significant one and makes the role that Jim plays in monitoring the legislative and policy directions on behalf of NABE in the multiple areas impacting language minority populations, including but not limited to the Bilingual Education Act (Title VII), even more critical in the days ahead. Recognizing both the need for and the continuing contributions made by Counsel Lyons, the NABE Board of Directors renewed his contract, realizing the necessity both of maintaining his involvement in the process and for developing additional financial resources to maintain this vital role as a major contribution and expense of the National Association.

A busy Summer. Continue to have a good one!

Bilingual Education (Title VII) Act Appropriations

by James J. Lyons, NABE Legislative and Policy Counsel

The level of funding and methods of allocation among programs under the Bilingual Education Act (BEA) remain the subject of debate on Capitol Hill as of the first weeks in July. The Reagan Administration sent its FY 1989 appropriations request to Capitol Hill before Congress had taken final action on HR 5, the Hawkins-Stafford Education Amendments of 1988. One of the issues still undecided when the Education Department's budget request was transmitted to the Hill concerned the allocation of funds among the various programs authorized under the BEA. (See prior issues of the *NABE News* for detailed discussion of funding reservations and other substantive matters involved in the 1988 BEA reauthorization legislation.)

Although the Department did not know how Congress would finally respond to Secretary Bennett's repeated calls for greater funding "flexibility" under the BEA, the Administration's FY 1989 appropriations request outlined the Department's goals and intentions--to turn "flexibility" into a noose.

The Education Department's FY 1989 Budget Justification for bilingual education states:

The primary goal of the 1989 budget is to implement the increased local flexibility anticipated in the new authorizing legislation. Within part A, the Department's top priorities are transitional bilingual programs and special alternative instructional programs. Of the seven part A activities, these two are most directly focused on teaching English to children of limited English proficiency. Consequently, new projects will be either transitional programs or special alternative instructional programs. A single competition is planned, and, to the maximum extent possible under the new authorizing statute, applications for new awards will be funded purely on the basis of their quality. (Emphasis added.)

Clearly, the Administration's proposed restriction of all new 1989 grant awards to only two of the seven programs (subsequently reduced to six by PL 100-297) authorized under the Bilingual Education Act would restrict, not enlarge, local choice and flexibility. The proffered rationale for this restrictive proposal--that transitional bilingual and special alternative instructional programs are particularly focused on teaching to children with limited English proficiency--is patently untrue; all of the grant programs authorized under the BEA are designed to develop student English proficiency. And the Administration's proposal for a single competition for new 1989 transitional bilingual and special alternative instructional grants would not increase local flexibility and choice. It would, however, cause massive confusion since different definitions, program requirements, and funding priorities apply to these two separate and distinctive programs.

Congressional Intent for Flexibility Under the Bilingual Education Act

The Administration's restrictive notion of funding "flexibility" and local choice conflicts with the expressed intent of Congress about the bipartisan compromise on Bilingual Education Act funding included in PL 100-297. That intent was expressed by Labor and Human Resources Committee Chair Edward Kennedy (D-MA), the sponsor of S. 1238, the legislative source of the funding and student evaluation requirements included in PL 100-297. In his floor statement on the Conference Report on H.R. 5, Senator Kennedy noted:

Inclusion of the Senate bill's new funding reservations accommodates the Education Department's quest for greater funding flexibility without mandating increased spending for monolingual instructional programs. This enhanced flexibility should be exercised in a responsible fashion, and I urge both the Department of Education and my colleagues on the Senate and House Appropriations Committees to allocate nonreserved funds to those part A programs which, on the basis of objective program evaluation and research data, are shown to be most effective in helping limited-English-proficient students achieve academic success. In this regard, I am troubled by the fact that the Department of Education currently provides only two grants, amounting to less than one-quarter of 1 percent of all part A funds, for two-way developmental bilingual education programs. Locally funded two-way bilingual education programs have proven effective in meeting the second-language learning needs of both limited-English-proficient students and monolingual-English students in a positive, integrated educational environment. These include several two-way bilingual programs in my own State at the Mackey Mosaic School in Boston, the Amigos Program in Cambridge, La Escuelita Agueybana Day Care Center in Boston, and Creciendo Juntos in Lawrence. Programs like these deserve additional Federal support, support made possible under the bill's new funding reservations. The legislation does not disturb the existing reservation of one-quarter of all Bilingual Education Act funds for training programs and activities. The lack of professionally trained teachers and school personnel remains the greatest obstacle to providing effective instruction to limited-English-proficient students. This is an obstacle the Federal Government can and must help remove.

House and Senate Provisions Regarding FY 1989 Bilingual Education Act Appropriations

The accompanying table compares Bilingual Education Act appropriations for FY 1988 with the Administration's FY 1989 Budget Estimate, the FY 1989 House allowance, and the FY 1989 appropriations approved by the Senate Committee. Three differences between the House-passed and Senate Committee-passed appropriations for the BEA deserve special comment.

First, the House Appropriations Committee included language in its report specifying that additional FY 1989 appropriations for part A grants are "to be evenly divided among the programs authorized by sections 7021(a)(1) [Transitional Bilingual Education], 7021(a)(2) [Developmental Bilingual Education], 7021(a)(3) [Special Alternative Instructional Programs], 7021(a)(5) [Family English Literacy], and 7021(a)(6)

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BEA Appropriations – con't from pg. 4

[Preschool, Gifted and Talented, and Special Education]. In contrast to the House Committee's even-handed plan for the distribution of increased part A appropriations, the Senate Appropriations Committee's report does not address how the $10.9 million of increased appropriations should be allocated among the part A programs. Rather, the Senate Report notes that the Hawkins-Stafford amendments had increased to 25 percent the amount of part A funds which can be used for special alternative instructional programs. Department of Education officials are almost certain to interpret the Senate Committee Report as a green light to carry out their noose-like proposals to restrict funding flexibility.

Second, while both the House-passed and Senate Committee-passed bills cut funding for part C training programs and activities below the 25 percent level specified in PL 100-297, the Senate bill makes far deeper cuts, amounting to almost $7.5 million or 20 percent.

Third, the Senate Committee-passed bill includes legislative language "stipulating that none of the funds provided for training and technical assistance shall be used to restart the bilingual fellowships program." The Senate Report notes that "no funds were used for this program in fiscal year 1988" and cites a study of the fellowship program mandated in PL 100-297 as justification for barring any BEA fellowship awards in FY 1989. The Senate Committee Report does not address the fact that PL 100-297 changed the fellowship authorization to require the Secretary to make at least 500 fellowship awards each year under the BEA.

In response to congressional inquiries, NABE has expressed its strong preference for the House appropriations bill's provisions regarding the BEA. A House-Senate conference on the Labor-HHS-Education appropriations bill can occur as soon as the Senate completes action on the legislation; it is likely to occur before the congressional recess for the Democratic Convention in July.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Bilingual Education
E Pluribus Unum

Miami Conference Planning Under Way

Conference co-chairs have been identified, sub-committee chairs have been selected, the Dade County Public Schools are providing a strong liaison effort, and initial hotel arrangements have been made for what promises to be one of the best NABE conferences ever! Be sure to mark the dates of May 9 - May 13, 1989 in your calendars and plan to join the crowds as they gather in Miami, Florida to share the continued presence and impact of Bilingual Education in a city where languages and cultures mix in the positive collage that is possible in these United States.

The Conference hotel is the Hyatt Regency, located on the Miami River in downtown Miami, with the nearby Sheraton and Inter-Continental Hotels providing additional space for our participants. The convention space associated with the Hyatt Regency and the area around the three hotels provide a fabulous space for us to hold our annual conference, as verified by a recent site visit by Past President Hai Tran and National Administrator Joe Beard. The conference schedule has been arranged to include a Saturday so that those who cannot attend during the work week can participate and those who travel from a distance can take advantage of over-Saturday-night air fares. Because Sunday, May 14, 1989 is Mother's Day, we will select as conference carrier an airline that can assure travelers of reaching home by noon on Sunday.

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Comparison of Bilingual Education Act FY 88 Appropriations with FY 89 Administration Budget Estimate, the House Allowance, and Senate Committee Approvals

	1988 APPROPRIATION	1989 BUDGET ESTIMATE	1989 HOUSE ALLOWANCE	1989 SENATE CMT. APPROVAL
PART A GRANT PROGRAMS	$101,198,000	$112,106,000	$112,106,000	$112,106,000
PART B SUPPORT SERVICES	$ 9,928,000	$ 10,903,000	$ 10,903,000	$ 10,903,000
PART C TRAINING	$ 35,447,000	$ 33,564,000	$ 33,564,000	$ 28,000,000
TOTAL TITLE VII	$146,573,000	$156,573,000	$156,573,000	$151,009,000

Reports: Special Interest

Adult Education

Dr. Jean DeWitt, of Houston University, presented a paper on functionally designed beginning level ESL and led a general discussion on adult education in the prison system, Vietnamese programs, and community outreach through local churches. She was selected chair and asked to develop a questionnaire to determine the interests and needs of those involved in bilingual adult education, and report on the results to the national office and the SIG.

Elementary Education

Elementary Education SIG members were treated to three presentations at the NABE '88 Conference. María Cuesta, Spanish Curriculum Component Facilitator, Lowell (MA) Public Schools, described their two-way Spanish/English bilingual program, its instructional methods, and her role in the program. Rosalinda Amaro-Galarza, Disseminator, Title VII Academic Excellence Project Parents as Tutors (PAT), in Brownsville, TX, introduced us to a program focussing on parental involvement. The Coordinator for Title VII Academic Excellence Project Computer Education for Language Learning (CELL) in Irvine, CA, Celia Chandler, spoke about her program: a computer lab which teaches computer literacy and raises student self-confidence.

Elections held after the presentations resulted in Rosalinda Amaro-Galarza and Celia Chandler being elected SIG Chair and Vice-Chair, respectively. A discussion of SIG issues resulted in several recommendations:

1. SIG meetings should be better promoted and held at a more convenient time to increase attendance.
2. SIG officers should (a) compile a SIG mailing list, (b) solicit SIG suggestions for information to be included in the SIG newsletter, (c) draft a SIG mission statement, solicit comment on it via the newsletter, and present it on the agenda for the next annual business meeting.
3. The SIG should encourage NABE to inform institutions of higher learning of NABE activities appropriate for students about to enter the field of bilingual education.

ESL in Bilingual Education

Genero Roybal, Bilingual Specialist for Albequerque Public Schools and Mary Jean Habermann, Representative of the State Department of Education, New Mexico, spoke about methods of integrating ESL into bilingual education programs used in those two areas.

Rosalinda Boland and Graciela Lopez-Custodio were elected Chair and Vice Chair, respectively. If you are interested in finding out more about this SIG, please contact the NABE office.

Higher Education

An extensive survey of members, including a questionnaire, follow-up telephone calls, and a review of minutes and correspondence of the group reflected the following regarding the six '87-'88 goals for this SIG:

1. *Communicate and share information regarding activities and issues in higher education.*

Regional representatives and higher education SIG members shared information regarding issues in higher education through classroom instruction, workshops, conferences, mass media, and informal communication.

Minutes of the business meeting during the 16th Annual Conference in Denver were mailed to 131 members of the Higher Education SIG of NABE.

A questionnaire seeking information regarding accomplishment of the '87-'88 goals was mailed to the SIG officers, first, then to each member of the Higher Education SIG.

The Western Representative of the Higher Education SIG established the California Network for IHE Bilingual Program Personnel.

The SIG newsletter editor also edited the Fort Lewis College ESL/Bilingual Teacher Training Program Newsletter at Durango, CO.

The SIG Chair continued to publish the Bilingual Higher Education Newsletter of the Bilingual Education Program at Governors State University in Illinois.

2. *Establish and maintain linkages and coordination with LEAs, SEAs, and multifunctional resource centers.*

Regional representatives and SIG members maintained a variety of linkages in all three categories.

The SIG Chair held the position of the university representative for the South Suburban Network for Multicultural Education in Illinois.

The Illinois SEA sponsored a Fall 1987 Symposium for IHEs regarding the new bilingual teacher approval requirements and procedures.

The SIG Chair instructed bilingual psychologists of the Chicago Public School System about assessment of bilingual students.

SIG members provided consulting services to LEAs, SEAs, and multifunctional resource centers, and others served as outside evaluators of LEAs and IHEs.

3. *Plan and implement at least one activity relevant to higher education in each of the following regions: Eastern, Central, and Western.*

A pilot study related to the status of Title VII Fellowship Programs was planned by the SIG Vice-Chair.

Boise State University in Idaho and California State U. at Fullerton established the Boise State-California State Journal to disseminate ideas that will complement their individual programs.

A Multicultural Education Arts Fair sponsored by the South Suburban Network for Multicultural Education and the College of Education of Governors State University was held at GSU. One hundred thirty two entries were exhibited by children from 14 school districts.

Several other topics relevant to higher education were discussed during local, state, and regional workshops, conferences, and symposia.

4. *Publish articles in the* NABE News *and submit articles for publication in the* NABE Journal.

The article "A Critique of Monograph by L.M. Dunn" was published in Vol. XI, No. 1 *NABE News*.

Group Annual Meetings

The article "Students and Second Language Acquisition" was published in the same issue.

"Age and Rate of Acquisition of Cognitive-Academic Second Language Proficiency" is scheduled to appear in a future issue of *TESOL Quarterly*.

"Age and Time Variables in Acquisition of Second Language for Academic Purposes" has been accepted for publication in the Focus series of the National Clearinghouse for Bilingual Education.

5. *Establish and maintain linkages and coordination with NABE Publications Standing Committee and Research and Evaluation SIG of NABE.*

Informal meetings were held during the Denver Conference to discuss linkages and coordination with members of the NABE Publications Committee and the Research and Evaluation SIG of NABE.

6. *Plan and implement a panel discussion at the NABE Annual Conferences.*

The panel discussion on "Current Issues in Bilingual Higher Education" took place in Houston, and ten presentations regarding higher education issues were given in Denver.

Parent

The following issues were discussed at the Parent Special Interest Group:

1. The need for a parent network across the country.
2. The need to make parents aware of what NABE is and the importance of their becoming active members.
3. How parental involvement is a vital part of successful educational careers for our children.
4. The alarmingly high dropout rate among Hispanic students nationwide.

In order to achieve our goals of working together with parents, educators, and school officials, some goals and objectives were set for the '88-'89 school year. Among those identified as a priority for this year are:

1. Establish a parent network across the country.
2. Establish communication with State Education Agency (SEA) Title VII Coordinators/Directors.
3. Identify a parent representative within each NABE state affiliate.
4. Increase parent membership in NABE.

Members of the Parent SIG are optimistic that, with the help of Blanca Williams and Mike Gaddis, newly elected chair and vice chair, we will be able to realize our longtime goal of establishing the Parent SIG as a strong group within NABE. Interested persons can contact either of them or Parent Representative Juan Sánchez through the NABE central office.

School Board

The need for a SIG directed towards school board membership issues surfaced during discussions following the NABE '88 Conference presentation "Local Board Policies in Bilingual Education: The Role of Superintendents and School Board Members," and a Temporary Coodinating Committee (Rosa Castro Feinberg, Dade County Public Schools, José Delgado, Camden, NJ, and Tina Reyes and Olga Gallegos, Houston ISD) has been set up to propose and organize the new SIG. Tentative goals to enhance education for LEP students are:

1. Foster quality education for all children by serving as a resource to the Association in fundraising, membership, conference, advocacy, and other NABE activities and goals.
2. Serve as a forum to NABE members for the exchange of opinions and information on policy initiation and implementation.
3. Establish a mechanism to provide education policymakers with access to training, materials, and issue analysis relating to education of LEP students.
4. Encourage NABE members to seek appointed or elective public office.

Interested persons can contact Dr. Feinberg at the Lau Center at the University of Miami in Coral Gables, FL, (305) 284-6501.

Vocational Education

Programs, sites, methods, and objectives of two Title VII programs targeting bilingual vocational education were the subject of SIG Chair Grayce Studley's presentation.

Dr. Studley discussed programs at the Greater Lowell Regional Vocational Technical School and former project TACT (Technical Assistance and Career Training) at Portland Regional Vocational Technical Center and Portland High School, and showed a videotape of the latter project. Jeffery Merrill Smith, Curriculum Specialist for Title VII Project CLASS, also in Portland, described materials he developed with the help of native support staff for use in Project TACT and his current project, developing materials in cultural awareness and content area curricula for Project CLASS.

Members then elected Jeffery Merrill Smith Vice-Chair, and discussed SIG issues. Comments and recommendations included:

1. The inauspicious timing, minimal promotion, and minimal representation of bilingual vocational issues amongst topics of Conference proceedings were not conducive to extensive participation in this SIG.
2. SIG executives should draft a mission statement, solicit comment via the newsletter, and include it on the agenda for discussion at the '89 SIG business meeting.
3. SIG executives and members should compile a membership mailing list.
4. SIG members should forward proposals for possible presentations at the NABE '89 Conference.
5. Members should encourage NABE to solicit more exhibitors pertinent to secondary, vocational, life skills, and career awareness educational interests, and organize visits to sites offering bilingual vocational education programs.
6. NABE exhibits, workshops, and general sessions should validate all linguistic and cultural minorities and reflect the plural, multilinguistic, multicultural, multiethnic constituency which its national membership serves.

View from D.C.

by

James J. Lyons

NABE Legislative and Policy Counsel

Washington is a city of circles, both literally and figuratively. The street plan of the Nation's Capital, laid out by the genius black astronomer Benjamin Banneker, includes traffic circles which connect customary grid-style streets with broad state avenues which lead radially to the Capitol. The Capitol building itself carries on the circular theme, joining House and Senate wings in a rotunda.

At the White House, things are slightly skewed. The White House back lawn adjoins the Ellipse, and the President works in an oval office. "Inner circle," the "Washington merry-go-round," and "revolving door" relationships between government employees and "Beltway" government contractors are just a few of the circular metaphors of our political lexicon.

And so, in preparing this mid-summer dispatch on Washington happenings affecting bilingual education, language instruction, and the education of language-minority Americans, I am drawn to circular images.

FY 1989 Appropriations for the English Literacy Grant Program: Shortening Lines by Forming Circles?

Anticipating a hectic campaign season after the National Conventions, Congress has expedited action on FY 1989 appropriations legislation. The House has passed its bill making appropriations for the Departments of Labor, Education, and Health and Human Services, and the full Senate will take up its version of the bill after the July 4th recess.

Before the House Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies held its closed-session mark-up of the FY 1989 bill, more than 50 House members co-signed a letter from Congressional Hispanic Caucus Chair Albert Bustamante (D-TX) to Subcommittee Chair William Natcher (D-KY). The letter urged full funding for the newly authorized $26.3 million Adult Education English Literacy Grant Program and for the Bilingual Education Act which has a $200 million appropriations ceiling for FY 1989. Despite active lobbying by Representatives, the appropriations bill approved by the House makes no appropriations for the new English Literacy Grant Program which NABE and the National Council of La Raza helped to develop. The bill approved by the Senate Appropriations Committee also does not contain funding for the English Literacy Grant Program. In anticipation of Senate floor action on the Labor, HHS, and Education appropriation bill after the July 4th recess, Jeff Bingaman (D-NM), the lead Senate sponsor of the English Literacy Grant Program, has filed an amendment to reallocate $15 million of increased appropriations for other programs ($8 million from basic State Vocational Education grants and $7 million from basic State Adult Education grants) to the critically needed English Literacy Grant Program.

If Senator Bingaman's floor amendment is successful, and he has strong bipartisan support Senator John McCain (R-AZ), House-Senate conferees will decide on the final amount of FY 1989 appropriations for the English Literacy Grant Program. The likelihood that the House conferees would accede to the Senate and accept appropriations for the English Literacy Grant Program would seem to be enhanced by a promise made on the House floor several years ago by then Member (now Speaker) Jim Wright (D-TX). That promise was recalled by Representative Matthew Martinez (D-CA), the original sponsor of the English Literacy Grant Program, in his Congressional Record statement on the FY 1989 appropriations bill for education programs:

While there is already a huge unmet demand for adult English language education, the new immigration law is substantially increasing the urgency of the need. The IRCA requires that all who seek to meet the law's requirements for residence and citizenship must have English language proficiency or be enrolled in classes to build those skills. Adding more names to long waiting lists just doesn't meet the need. When Speaker Wright introduced the provisions that eventually became the education requirements under the immigration law, he stood in this Chamber and promised that if those provisions were enacted there would be ample funding for the educational programs needed to build those skills. It is time for Congress to deliver on that promise. The clock is ticking--the deadlines of the immigration law do not allow the luxury of waiting for some other day or some other year.

If Senators Bingaman and McCain do not succeed in securing the appropriations amendment or if, having succeeded, it is dropped in conference, the new English Proficiency Grant Program will be rendered meaningless for at least a year, like a bell without a clapper.

And the lines of Americans waiting for a chance to learn English will grow longer and longer--so long they will probably be turned into circles to make them appear shorter.

President Reagan's Appointment of US English President to Chair the National Commission on Migrant Education.

For the last several months, I have been receiving reports that Secretary Bennett was "not finished" with his assault on bilingual education. "Watch out," my sources cautioned, for controversial appointments; for another Bennett "bombshell" speech on bilingual education; for the issuance of program regulations which clash with the 1988 amendments; and for an awards competition that is rigged to favor special alternative instructional programs.

Normally, it is not my custom to pass along such reports. Quite often, they are nothing more than rumors, and sometimes they are "planted."

Then I received a call last week from a NABE member an San Antonio asking whether it was true that President Reagan had appointed the president of US English, Linda Chavez, to head the new National Commission on Migrant Education. I responded that I had not heard of such an appointment. After several calls to ED's Office of Migrant Education and Office of Public Affairs yielding no information, I spoke with a staff person in the Secretary's office who confirmed that President Reagan had indeed named Ms. Chavez Chair of the new Commission.

Reactions to the appointment by the congressional staff concerned with migrant education with whom I have spoken have ranged from dismay to "disgust." Several Republican staff said they were "shocked" that the President would make such a controversial appointment in an election year. Tom Wolanin, a senior aide to Representative William Ford (D-MI) who has consistently championed Federal education programs for migrant students, called the appointment "tragic." "The only good thing I can say about the appointment is that it publicly exposes the clear and consistent ideological bias underlying [Secretary] Bennett's running attack against bilingual education."

Coming Around Semicircle: *Washington Post* Editorials on Language Education and Bilingualism.

Over the years, the editorial writers at the *Washington Post* have inveighed against bilingual education. One of the school districts they have prominently cited as proving the impracticality of bilingual education is Fairfax County, Virginia. A September 27,

cont'd on page 10

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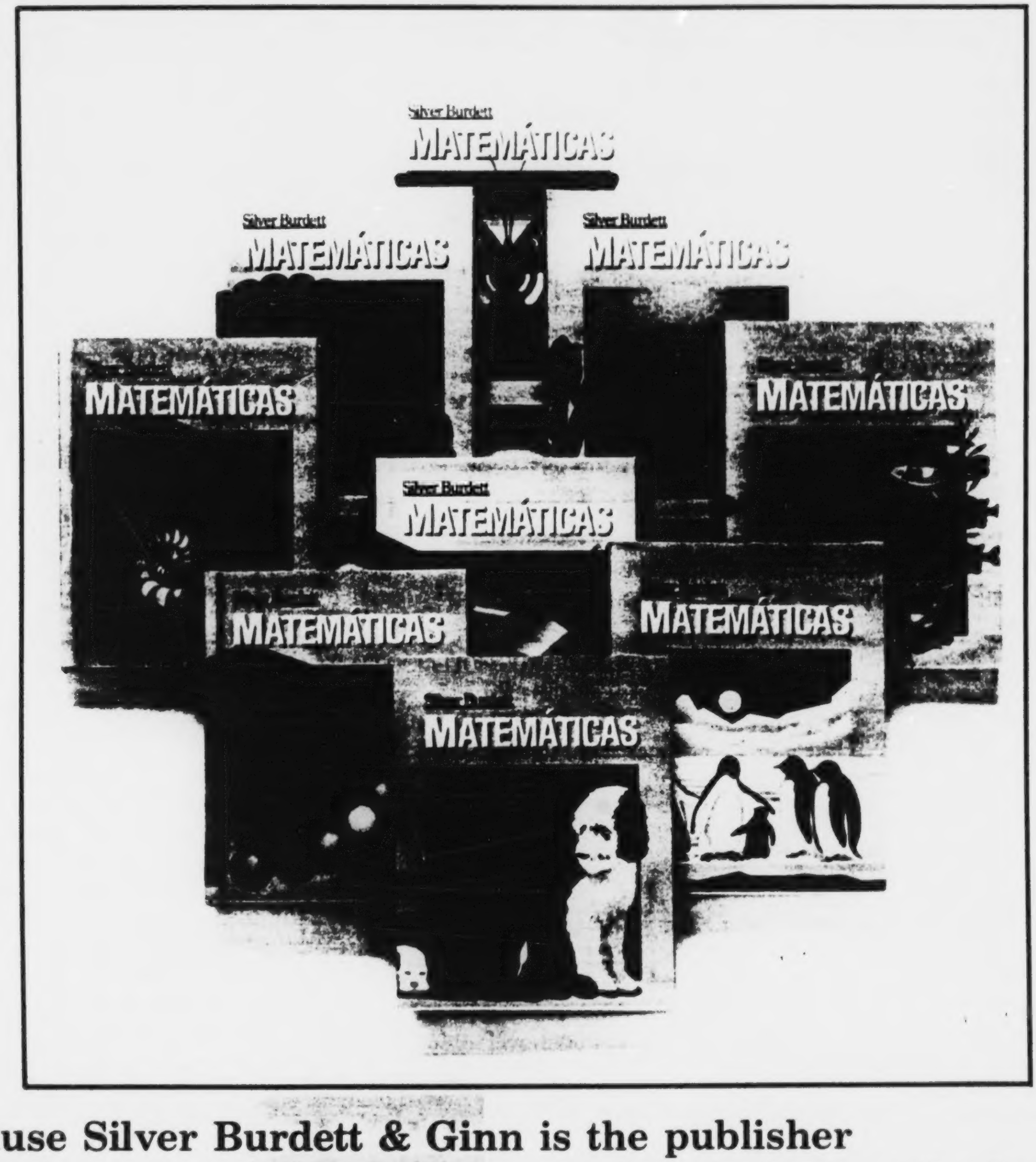
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View from D.C. - cont'd from page 8

1985 editorial, entitled "Secretary Bennett Makes Sense," praised the bilingual "initiatives" Bennett had announced two days earlier in his media-hyped New York speech, noting that:

> *students in the public schools of Fairfax County speak 70 different languages, among them Spanish, other more or less familiar dialects of the Middle East, East Asia, and the Indian subcontinent. School officials need Federal help--and money--to teach children whose first language is a foreign one, and that help is available under the provisions of the Bilingual Education Act. Unfortunately, in recent years that program, designed to help children learn in school and become proficient in English, has placed far too much emphasis on teaching the foreign language.*

Although the *Washington Post's* rival, the self-avowedly conservative *Washington Times*, has also editorialized against bilingual education, at least the *Times* saw fit to follow up on an April 27, 1988 *Education Week* story by James Crawford, entitled "Study Challenges 'Model' ESL Program's Effectiveness," regarding Fairfax County's ESL-only program for LEP students. Having touted the Fairfax ESL program as a promising alternative to bilingual instruction, *Post* news and editorial writers have conveniently ignored the program's now-documented disappointing academic results.

Then, a couple of weeks ago, the *Washington Post* ran an editorial lauding plans to establish "half-day immersion programs in French, Spanish, and Japanese at the kindergarten or first grade level in Fairfax and Arlington schools." Calling the proposed programs for English-language background students "pioneering and valuable," the *Post* waxed eloquent on the subject of bilingualism:

> *But economics is not the only reason American education needs to emphasize foreign language fluency more than it does. Children greatly improve their verbal capacities and general intellectual flexibility, research shows, if they are led toward bilingualism from an early age. The experience also brings all-important open-mindedness and interest in other cultures.*

The editorial sounds a note of realism:

> *Calling for bilingualism--or even moderate fluency--is easier than designing programs that will bring it about. The local schools have had difficulty with foreign language immersion programs whose gains were erased when their backers failed to sustain interest and support. In Montgomery County, the French immersion program has had to contend with constantly shifting political support, culminating in last Thursday's school board decision to scale back enrollment from two classes to one. In general, language gains evaporate if serious instruction isn't kept up for five or six years--longer than many school systems like to wait for firm results.*

The *Washington Post's* new enthusiasm for bilingualism and realism about the difficulties of attaining it represent, in one sense, a hopeful change; a half-circle turn in editorial policy.

Maybe someday the *Post* will complete the circle by examining the whole story of second language education in Fairfax County. Such an examination would include scrutiny of the academic effectiveness of the County's ESL-only instruction program for LEP students and would consider how two-way developmental bilingual education programs can transform perceived student "language liabilities" into educational resources benefitting all students. For more than a decade, the District of Columbia's dual-immersion program at the Oyster Elementary School has helped thousands of English- and Spanish-language background students achieve academic excellence and bilingual proficiency. Another effective two-way bilingual education program in the Washington metropolitan area is operated by the Arlington County (VA) school district. Until the *Post* conducts such an examination of language education, its readers are likely to ignore or reject the only realistic educational program for promoting multilingualism--**bilingual education.**

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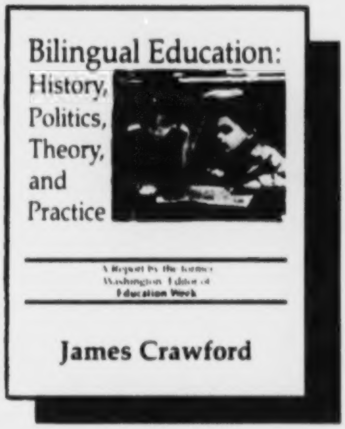

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History,
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and
Practice

A Report by the former
Washington Editor of
Education Week

James Crawford

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

REQUEST FOR PROPOSALS TO EDIT AND PRODUCE THE *NABE JOURNAL*

The National Association for Bilingual Education (NABE) is requesting proposals to edit and produce the *NABE Journal* from Fall 1988 through Spring 1991.

INSTRUCTIONS TO THE OFFERER

- Proposals shall contain a technical plan and a budget breakdown.
- All proposals must be received at the NABE Central Office no later than 5:00 p.m. on September 30, 1988, whether the proposal is hand-carried or mailed. Any proposal arriving after the deadline will not be considered unless it is the only proposal received. The only acceptable evidence to establish date of receipt shall be the date stamped by the NABE Office on the proposal when it is received.
- The NABE Executive Board reserves the right to reject any or all proposals received.

ELIGIBLE APPLICANTS

Applicants for the position of Editor-in-Chief who meet the following criteria will be considered:

1. Demonstrated commitment to bilingual education, including:
   - Current dues paying member of NABE,
   - Contributor to previous issues of *NABE Journal* or other scholarly journals,
   - In-depth and current knowledge of bilingual education as reflected by academic training, scholarly research, or participation in NABE conferences.
2. Competence and facility with the English language in its written form as demonstrated by two recently published articles dealing with some aspect of bilingual education.
3. Proof of institutional commitment of resources (*e.g.*, personnel, desktop publishing, typesetting, printing) for production of three volumes of the *NABE Journal*.
4. Evidence of access to resources (*e.g.*, telephone, xeroxing, postage) and support staff.
5. Knowledge of research techniques and needs of practitioners as evidenced in statement of *Journal* philosophy contained in proposal.
6. Evidence of experience with journal editing processes.
7. Proven record of reliability in meeting deadlines as documented by three letters of reference and a listing of related experience.
8. Preference will be given to those applicants from organizations holding institutional membership in NABE and which offer a commitment to defray a specified portion of the publishing costs.

SCOPE OF WORK

The offerer must submit a technical proposal which addresses the following topics:

1. *NABE Journal* Philosophy: a discussion of the purpose of the *Journal*, including issues in the field of bilingual education, needs of practitioners, research techniques, and the role of the *Journal* within NABE and the field.
2. Goals: a plan for the *Journal* over the three-year period, including possible topics, format, and a list of potential contributors.
3. Editorial Board: A list of recommended members of the editorial board. The editorial board consists of 21 members appointed for three-year terms. The board must be reflective of the interests and membership of NABE.

Scope of Work (continued)

4. Printing Plan: a plan for producing a journal of approximately 100 pages each issue, including the following items:
   - Type of print,
   - Typesetting or desktop publishing process to be used (including that for charts and tables),
   - Printing process to be used,
   - Type of binding to be used,
   - Type and quality of paper to be used,
   - Cover design and quality of cover,
   - Provisions for members of the Editorial Board to review the galleys prior to publication.
5. Funding Support Plan: a plan to offset publication costs by soliciting advertisements and other funding.
6. Distribution Plan: a plan and budget for the dissemination of the *Journal*, including provision for mailing under non-profit rates, in coordination with the NABE Central Office, to the NABE membership and other key decision-makers to ensure maximum utilization of the *Journal*.
7. Production: the contractor will be responsible for producing enough copies of each issue of the *Journal* for the NABE membership (including special mailing persons) plus 150 copies for the NABE Central Office. For the purposes of this RFP, offerers may base their estimates on 2,000 copies per issue. The contractor will be responsible for the production of three issues per volume of the *Journal*, over the three-year period, in accordance with the following publication dates:

Number 1 - **November 15**, Number 2 - **February 1**, Number 3 - **May 1**

BUDGET BREAKDOWN

The offerer shall submit a breakdown of all costs associated with the production and distribution of an average of 2,000 copies of each of three issues each year of the *Journal* for a three-year period (a total of 9 issues and 18,000 copies). The offerer shall note which costs are to be in-kind contributions by his/her institution. The offerer should include a breakdown of the change in charges (if any) should the number of copies produced in any one year go up or down from the anticipated 2,000, at the direction of the NABE Executive Board.

OTHER CONDITIONS

This contract may be terminated upon 60 day written notice by either party. The NABE Executive Board reserves the right to make an award without further discussion of the proposals received. Therefore, it is important that each proposal submitted be in best and final form from both technical and cost standpoints. All proposals shall become the property of the National Association for Bilingual Education.

Proposals should be submitted by
5:00 p.m. on September 30, 1988 to:

Dr. Joseph W. Beard
National Office Administrator
National Association for Bilingual Education
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7870

Write the following in the lower left
hand corner of the addressed envelope:

Proposal for editing the *NABE Journal*
Do not open until October 1, 1988
Date proposal received:

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

REQUEST FOR PROPOSALS TO EDIT AND PRODUCE THE *NABE NEWS*

The National Association for Bilingual Education is requesting proposals to edit and produce the *NABE News* from fall, 1988 through summer, 1990.

INSTRUCTIONS TO THE OFFERER

- Proposals shall contain a technical plan and a budget breakdown.
- All proposals must be received at the NABE Central Office no later than 5:00 p.m. on September 15, 1988, whether the proposal is hand-carried or mailed. Any proposal arriving after the deadline will not be considered unless it is the only proposal received. The only acceptable evidence to establish date of receipt shall be the date stamped by the NABE Office on the proposal when it is received.
- The NABE Executive Board reserves the right to reject any or all proposals received.

ELIGIBLE APPLICANTS

Applicants for the position of Editor-in-Chief who meet the following criteria will be considered:

1. Demonstrated commitment to bilingual education, including:
   - Current dues paying member of NABE,
   - Contributor to previous issues of *NABE News* or other newsletters or journals,
   - In-depth and current knowledge of bilingual education as reflected by academic training, scholarly research, or participation in NABE conferences.
2. Competence and facility with the English language in its written form as demonstrated by two recently published articles dealing with some aspect of bilingual education.
3. Proof of institutional commitment of resources (*e.g.*, personnel, desktop publishing, typesetting, printing) for production of two volumes of the *NABE News*.
4. Evidence of access to resources (*e.g.*, telephone, xeroxing, postage) and support staff.
5. Knowledge of the field of bilingual education and needs of practitioners as evidenced in statement of newsletter philosophy contained in proposal.
6. Evidence of experience with newsletter editing processes.
7. Proven record of reliability in meeting deadlines as documented by three letters of reference and a listing of related experience.
8. Preference will be given to those applicants from organizations holding institutional membership in NABE and which offer a commitment to defray a specified portion of the publishing costs.

SCOPE OF WORK

The offerer must submit a technical proposal which addresses the following topics:

1. *NABE News* Philosophy: a discussion of the purpose of the newsletter, including issues in the field of bilingual education, needs of practitioners, and the role of the newsletter within NABE and the field.
2. Goals: a plan for the *News* over the two-year period, including possible regular columns, topics, format, and a list of potential contributors.
3. Printing Plan: a plan for producing a newsletter of approximately 16 pages each issue, including the following items:

- Format - Type and quality of paper to be used - Masthead design -
- Type of print - Use of photographs - Printing process to be used -
- Typesetting or desktop publishing process to be used -

4. Funding Support Plan: a plan to offset publication costs by soliciting advertisements and other funding.
5. Distribution Plan: a plan and budget for the dissemination of the newsletter, including provision for mailing under non-profit bulk mail rates, in coordination with the NABE Central Office, to the NABE membership and other key decision-makers to ensure maximum utilization of the *News*.
6. Production: the contractor will be responsible for producing enough copies of each issue of the newsletter for the NABE membership (including persons to receive special mailing) plus 100 copies for the NABE Central Office. For the purposes of this RFP, offerers may base their estimates on 2,700 copies per issue. The contractor will be responsible for the production of eight issues per volume of the *NEWS* over the two-year period, in accordance with the following publication dates:

Number 1 - September 15 (not in year 1)	Number 5 - February 15
Number 2 - October 15	Number 6 - March 15
Number 3 - November 15	Number 7 - April 30
Number 4 - January 15	Number 8 - June 30

BUDGET BREAKDOWN

The offerer shall submit a breakdown of all costs associated with the production and distribution of an average of 2,700 copies of each of eight issues each year of the *News* for a two-year period (a total of 16 issues and 43,200 copies). The offerer shall note which costs are to be in-kind contributions by his/her institution. NABE anticipates a substantial increase in membership. Accordingly, the offerer should submit cost estimates for copies beyond the 2700 specified herein, in increments of 500, up to 4700 copies per issue.

OTHER CONDITIONS

This contract may be terminated upon 60 day written notice by either party.
The NABE Executive Board reserves the right to make an award without further discussion of the proposals received. Therefore, it is important that each proposal submitted be in best and final form from both the technical and cost standpoints. All proposals shall become the property of the National Association for Bilingual Education.

Proposals should be submitted by 5:00 p.m. on September 15, 1988 to:

Dr. Joseph W. Beard
National Office Administrator
National Association for Bilingual Education
1201 16th Street, N.W.
Washington, D.C. 20036

(202) 822-7870

Write the following in the lower left hand corner of the addressed envelope:

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T-Shirts

I'm Blessed with Bilingual Parents	A-101-T	$5.00
(white with navy lettering)	A-101-S	$5.00
	A-101-M	$5.00
	A-101-L	$5.00
Blessed with Bilingual Brains	A-102-S	$5.00
(tan, yellow, blue, turquiose, gold, gray)	A-102-M	$7.00
	A-102-L	$7.00
	A-102-X	$7.00
Bilingual, Bicultural, and Bimyself	A-103-L	$7.00
(green, red, royal blue, purple)	A-103-X	$7.00
Bilingual Affairs are Beautiful	A-104-M	$7.00
(green, royal blue, navy, turquiose, purple, orange)	A-104-L	$7.00
	A-104-X	$7.00
Superman was an Illegal Alien	A-105-M	$7.00
(yellow, pink, blue, green)	A-105-L	$7.00
	A-105-X	$7.00

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Bilingualism: An Investment in Excellence *(grey)*	B-200-L	$15.00

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Bilingual Education is a Perfect Ten	C-300	$1.00
I Love English, Spanish, Chinese, etc	C-301	$1.00

Posters

Bilingual Education: Because Their Future Demands It	D-400	2/$5.00 or 1/$3.00
Bilingual Education: It's Working for All of Us	D-401	$7.00
Bilingual Education: Excellence Touches the Future	D-402	$10.00

Buttons

Bilingual Education Reaches out and Touches Someone	E-500	$1.00
Bilingual Affairs are Beautiful	E-501	$1.00
NABE for the Children	E-502	$1.00

NABE Lapel Pin	F-600	$5.00
NABE Conference Cup	G-700	$5.00

NABE '89 Conference – cont'd from p. 5

The general plan for the Conference includes designating Tuesday, May 9, as a day of special meetings. Wednesday will provide the ever popular intensive workshops and school visits. The success of last year's Wednesday night fundraiser with Edward Olmos, who excited the crowd with his comments on the impact of bilingual education and his involvement with the Pepsi "Stay in School" program, prompts exploration of a similar event at NABE '89. The formal opening of the Conference will occur on Thursday morning, May 11, beginning with a General Session and a significant presentation on bilingual education. Current plans call for the Thursday sessions to focus on research and policy, with the annual dissertation award winners to be presented at a Conference luncheon. Friday's sessions will focus on the impact of technology and programs which are responsive to various learning groups within bilingual education. The Parent Institute anticipates beginning its focused activities on Friday, with parents having the opportunity to participate in earlier activities of the general Conference and the Saturday events. Friday will end with the annual banquet and dance, an event that promises to be bigger and better than ever in 1989. The Saturday sessions will focus on the teachers, learners, and parents around whom bilingual education and NABE revolve. After a series of focused major and concurrent sessions, the day's activities will culminate in the presentation of the student essay winners and the national bilingual education teacher of the year. They will share their thoughts on the significance of bilingual education. With this exciting agenda, plan now to join us in — **Miami, May 9 - 13, 1989.**

Resolutions Passed by NABE Membership
April 29, 1988

Resolution # 1

Whereas English is and has been the common language of the United States for over 200 years and all Americans recognize the importance of English to national life; and

Whereas many American citizens have native languages other than English, including many languages indigenous to this continent, and many Americans have not had an equal opportunity to learn English; and

Whereas our fundamental values and national documents insure tolerance and respect for diversity and guarantee all Americans equal protection under the law; and

Whereas language restrictionist legislation has the potential for disenfranchising American citizens, eroding civil rights, and fostering government interference in private activity and free commerce; and

Whereas the ability to communicate in English and other languages has promoted and can further enhance American economic, political, and cultural vitality; and contributes to our Nation's productivity and world-wide competitiveness, successful international diplomacy and strong national defense; and

Whereas the National Association for Bilingual Education is committed to the promotion of English language acquisition and continuous native language development through bilingual education; and

Whereas the National Association for Bilingual Education is committed to the principles of language diversity and cultural pluralism and encourages ethnic communities to honor the cultural and linguistic heritages of their respective lands of origin:

Be it resolved that

The National Association for Bilingual Education oppose any legislation--federal, state, or local--which restricts the civil rights, civil liberties, or life opportunities for language-minority Americans; and

The National Association for Bilingual Education oppose English-Only constitutional amendments and urge the United States Congress and state legislatures to reject such amendments; and

The National Association for Bilingual Education support the efforts of other groups and organizations which oppose language-restrictionism; and

The National Association for Bilingual Education encourage the creation among its membership of a special interest group (SIG) on language policy; and

The National Association for Bilingual Education continue its efforts to facilitate the sharing of information on the issue of language restrictionism through a national network and cooperate in developing and sharing information; and

The National Association for Bilingual Education urge its membership to work cooperatively with other organizations and individuals to defeat language-restrictionist legislation.

Motion made by Alfredo G. de los Santos; seconded by James Lyons

Resolution # 2

Whereas the effective schools movement has gained greater prominence due to numerous school improvement efforts in many school districts across the country; and

Whereas effective school correlates are serving as guidelines for improving education for all students including language minority students; and

Whereas effective schools efforts include a process which actively involves students, teachers, administrators, and parents in a comprehensive review of effective schools and school improvement; and

Whereas the effective schools process provides for an analysis of student performance by disaggregating student achievement data to achieve equity with excellence; and

Whereas effective schools plans should be site-based and should address the specific needs of all students including language minority students:

Be it resolved that

The National Association for Bilingual Education encourage all school districts to undertake effective schools programs in order to promote and enhance excellence in education for all students including all language minority students; and

The National Association for Bilingual Education establish a mechanism by which its affiliates can share information obtained from effective schools programs in the several states.

Motion made by Michael J. Garcia; seconded by Diamond Navarro

Resolution # 3

Whereas oral English proficiency is insufficient for predicting limited-English proficient students' academic performance; and

Whereas LEP students need from five to seven years in bilingual education programs to achieve academic language proficiency to be able to succeed in an all-English instructional setting; and

Whereas the demonstrated ability to use language effectively in a cognitively demanding instructional setting is necessary for any student to succeed in school; and

Whereas multiple exit criteria such as teachers' recommendations, tests, and student academic performance are needed to determine if LEP students are fully prepared to exit from bilingual education programs:

Be it resolved that

The National Association for Bilingual Education encourage that measures of cognitive academic language proficiency in all subject matter areas for multiple measures of students' academic performance and achievement be used for exit criteria from bilingual education programs; and

The National Association for Bilingual Education insist that schools require no less of language minority students than is required of all

con't on next page

students--that they demonstrate at least grade level performance in the subject matter being taught; and

The National Association for Bilingual Education recommend that LEP students be permitted to remain in bilingual education as long as necessary to achieve cognitive academic language proficiency in all subject areas before exiting from bilingual education programs.

Motion made by Diamond Navarro; seconded by Michael J. Garcia

Resolution # 4

Whereas the Center for Language Education and Research (CLEAR) funded by the Office for Education, Research, and Improvement of the Department of Education is the only federally funded Center uniquely devoted to conducting research and providing professional development services to improve educational practice for language minority children, youths, and adults; and

Whereas the Assistant Secretary of the Office of Education, Research, and Improvement has made an arbitrary decision to cut the funds for year four and to eliminate totally the fifth year of their contract; and

Whereas the action contravenes the Congressional intent and authority established within the Bilingual Education Act, as amended, since 1978:

Be it resolved that

The National Association for Bilingual Education contact William Bennett, Secretary of Education; Senator Edward Kennedy, Chair of the Senate Education Committee; and Representative Augustus F. Hawkins, Chair of the House Education Committee, to resolve this issue so that research and professional development services to improve educational practices for language minority children, youth, and adults will continue without interruption.

Motion made by James Lyons; seconded by Alfredo G. de los Santos

Resolution # 5

Whereas one of the goals of the National Association for Bilingual Education is the compilation and dissemination of the evidence and knowledge which supports bilingual education; and

Whereas one of NABE's missions has always been to address the needs of language minority students; and

Whereas as educators we strive for excellence in our profession and in the delivery of instruction for all students; and

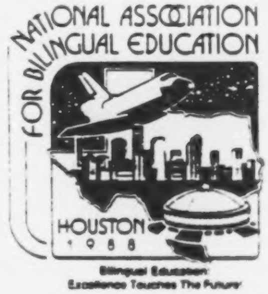
Whereas professional development is a process of lifelong learning:

Be it resolved that

The National Association for Bilingual Education promote the role of state affiliates in providing professional development opportunities to teachers, para-professionals, clinicians, administrators, counselors, and other educational personnel serving language minority children, through seminars, institutes, or workshops sponsored in coordination with institutions of higher education, local education agencies, nonprofit organizations, or state education agencies; and

Educators possessing bilingual education certification or endorsements be encouraged to continue to improve their skills throughout their careers.

Motion made by Monica Sandoval; seconded by Michael J. Garcia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TYPE OF MEMBERSHIP

☐ NEW ☐ RENEWAL ☐ Already a member but want to participate in the *Education Week* trial.

Membership Class and Duration (Select one)

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Comprehensive ___ $35/1 yr ___ $65/2 yrs ___ $90/3 yrs (Basic plus *NABE Journal*.)
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Nominations Committee Reports Candidates for 1989 Election

The meeting was convened at 4:00 pm by Past President Josué González and the following 18 delegates were certified for eligibility by National Office Manager Carolyn Riddick:

1.	Guadalupe Varela	Arizona
2.	Roy de la Rosa	California
3.	Linda Simmons	Colorado
4.	Elva Maldonado	Connecticut
5.	Sandra Gutiérrez	Florida
6.	Judy Kwiatt	Illinois
7.	Jenny Tavares Bartlow	Kansas
8.	Diana Lam	Massachusetts
9.	Michael Shamat	Michigan
10.	Rose Chesarek	Montana
11.	Diamond Navarro	New Jersey
12.	Aurea Rodríguez	New York
13.	Michael Bilbia	Oklahoma
14.	Douglas Dockey	Pennsylvania
15.	María Rivas	Texas
16.	Harold Chu	Virginia
17.	Nga Duong	Washington
18.	Ezequiel Vargas	Wisconsin

After the delegates had been seated, the Chair opened the floor for nominations. The following were nominated by the delegates:

For President-Elect:

Luís Reyés was nominated by New York; California Seconded.

Angel Noé González was nominated by Michigan; Texas Seconded.

For Vice-President:

Anna Pérez was nominated by California; New York seconded.

(Vice President, con't)

Michael García was nominated by Michigan; New Jersey seconded.

Juan Sánchez was nominated by Colorado; Washington seconded.

For Secretary:

Richard Hsieh was nominated by Virginia; Washington seconded.

Marlene Kamm was nominated by Illinois; Wisconsin seconded.

Myrella Lara was nominated by Connecticut; New York seconded

For Treasurer:

Mutsuko Tanouchi was nominated by Massachusetts; New York seconded.

José Ruíz was nominated by Arizona; Colorado seconded.

For Parent-at-Large:

Michael Gaddis was nominated by Arizona; Colorado seconded.

For Eastern Regional Representative:

Angela Carrasquillo was nominated by New York; Connecticut seconded.

Anna María Schumann was nominated by New Jersey; Connecticut seconded.

For Central Regional Representative:

Silvia Peña was nominated by Texas; Michigan seconded.

Ravi Sheorey was nominated by Oklahoma; Kansas seconded.

For Western Regional Representative:

Norman Gold was nominated by California; Arizona seconded.

Richard Littlebear was nominated by Montana; Washington seconded.

Candidates having been properly nominated for each available office, the Committee business was concluded. Chair Gonzalez thanked the delegates and adjourned the meeting at 5:05 pm.

Recorded by:
Lori S. Orum
NABE Secretary

- -

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_ 001-0002 Elementary Education
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_ 001-0004 Higher Education
_ 001-0005 Adult Education
_ 001-0006 Parent & Community
_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
_ 001-0011 Global Education
_ 001-0012 Critical Pedagogy
_ 001-0013 ESL in Bilingual Education
_ 001-0014 Language Policy
_ 001-0015 Language and Culture Retention

STANDING COMMITTEES

_ 009-0001 Publications
_ 009-0002 Membership
_ 009-0003 Socio-Political Concerns
_ 009-0004 Fund Raising
_ 009-0005 Honors and Awards
_ 009-0006 Public Information
_ 009-0007 Rules
_ 009-0008 Organizational Development

OCCUPATION or BILINGUAL ED. INVOLVEMENT

_ 002-0001 Parent or Community Person
_ 002-0002 Para-professional
_ 002-0003 Full-time Student
_ 002-0004 Teacher
_ 002-0005 College Instructor
_ 002-0006 Administrator
_ 002-0007 Consultant
_ 002-0008 Publishing
_ 002-0009 Resource Center
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Commission 2000 -- cont'd from p. 1

izational implications for NABE and for the affiliates flow from it. The most important of these is that while affiliates are comprised of individual members, NABE would become an organization composed solely or mainly of groups--an umbrella organization of independent, self-governing groups. These "new affiliates" would be multi-faceted groups of different types which respond to a wide variety of needs and constituencies. Their unifying force would be a simple one: a deep and abiding interest in the welfare and integrity of bilingual education in the United States.

One of the chief tasks of Commission 2000 is an examination of the steps that should be taken to transform NABE into a federation or coalition of organizational members, thus formalizing the transition and making the change in the direction we have already noted. At the core of this change would be an important concept: NABE would be expected to serve its constituent groups--more so than individuals--and the broad "cause" of bilingual education. The affiliates, on the other hand, would concentrate on servicing the needs of individual members and responding to the "ideosyncracies" of relatively homogeneous constituencies.

Under this new concept of "affiliate," it would no longer be necessary for affiliates to represent only states. Affiliates could be any kindred group--regional or otherwise--having an interest in the national promotion/protection of bilingual education. There could be many types of affiliates, *e.g.*, the Mexican American School Board Members Association of Texas; the Haitian Educators Association of New York City; the Association of Bilingual School Principals; the AERA Research SIG on Bilingual Education, and many more.

Under this arrangement most state affiliates would continue to be a viable form of affiliation but individual cities or sub-regions could also affiliate directly, *e.g.*, The San Antonio Area Association for Bilingual Education could become an affiliate of NABE at the same time that it is a chapter of TABE. In certain cases, there would be "competition" for membership between two or more affiliates. Individuals would choose that affiliate which best responds to their needs, either regionally or as members of a particular ethnolinguistic or professional group. In every case, however, membership would be "unified," *i.e.*, membership in an affiliate would carry with it automatic membership in NABE.

These changes will require minor modifications to the structure and governance of NABE and the affiliates. Were NABE to focus more on the needs of and services to affiliate groups, those constituent groups should have a bigger voice in running the national organization. There would be a need for one or both of the national level groups within NABE--the executive board and the delegate assembly--to become more widely representative of the affiliates' interests and priorities rather than those of individual members. A parallel option would be to assign them a more prominent role in determining the direction and focus of the national body. Also, the financial structure of NABE would be re-oriented and become more dependent on the affiliate structure rather than on individual member dues. The end result should be an organization that is both stronger and more widely representative of the many interests of its individual and group members.

Affiliate Response -- cont'd from p. 1

ment of bilingual education at the national level. The relationship between NABE and its state affiliates is an intimate, vertical relationship. Of course NABE will need the assistance and support of organizations other than its state affiliates to carry out its mission. However, NABE's relationship with these other organizations is a collaborative, lateral relationship. In fact, NABE's state affiliates also need the cooperation and support of these other organizations. If NABE allows these other organizations to become affiliates, their members will feel no need to join the state affiliates. Thus, by granting non-state organizations affiliate status, NABE is in effect weakening its state affiliates. It is certainly not in NABE's best interest to accommodate other organizations at the expense of its own state affiliates, or to undermine the support of the organizations that have played vital roles in sustaining NABE and bilingual education at the state level for years. We believe that, just as NABE needs a strong presence and voice in the national capital, so state affiliates need a strong presence and voice in their state capitals.

Our second concern centers not so much on the concept of a unified membership, but on how the program is implemented. The NYSABE Executive Board strongly endorses the notion that anyone who supports bilingual education must belong to both the state and national organizations. At the state level, we are willing to promote this notion actively. However, we think that compulsory unified membership is premature at this point in time. It is premature because both individual mental and organizational structural preparations are not in place. We cannot force a unified membership when a large number of NABE members do not join a state affiliate. Likewise, we have difficulty requiring members of our affiliate to join NABE when they do not see the need to do so. It is a sad reality that among the 300 or so NABE members residing in NY, less than 100 are NYSABE members, and that only 30 percent of NYSABE members are also NABE members.

Historically, NABE has asked its affiliates to work on membership drives for NABE, but has never made any official effort to encourage NABE members to join a state affiliate. We feel that any membership effort by an affiliate on behalf of NABE must be reciprocal. Not only must an affiliate work to bring its members to NABE, but NABE must also make its members part of an affiliate. It would help if NABE either launched a campaign to urge its members to join an affiliate or revised its by-laws to make unified membership compulsory for everybody.

In the absence of such a measure, a voluntary joint membership program is a realistic first step. Joint membership drives conducted jointly by the national organization and the affiliate should prove beneficial to both. We believe a voluntary joint membership program, as adopted by New York and California, will create a favorable climate for unified membership.

We hope the NABE Board will not act hastily on the Commission 2000's proposal to change the structure of NABE radically. We hope more dialogue will occur with state affiliates before any final decision will be made. We love bilingual education and NABE too much to let these important issues slip by unnoticed.

Bilingual School Improvement

by Michael J. Garcia, Ph. D

reprinted from El Renacimiento, May 30/June 26

One of the most promising educational movements today that could have a significant impact on bilingual education is the school improvement movement. Emanating from effective schools research, the school improvement movement is an effort to incorporate research premises into school practice. Among the basic tenets of the school improvement movement is that all students, regardless of family background, socioeconomic status, sex, limited English proficiency, etc. will achieve mastery of the essential objectives in each subject area or course. In implementing school improvement, therefore, schools cannot separate excellence from equity because you either have learning for all or you don't have effective school improvement.

Bilingual education as an educational intervention to help limited English proficient (LEP) students is therefore getting more attention than previously by schools involved in the school improvement movement. I call this bilingual school improvement. Included in implementing bilingual school improvement are a) improved efforts to operationalize the basic philosophical tenets of multicultural education; b) accountability that LEP students will demonstrate at least minimal academic mastery; c) disaggregation of LEP student data relating to achievement, attendance, and disciplinary behavior; d) incorporation of research-based findings in bilingual education; and e) school-based planning and decision-making. Let's discuss.

The basic tenets of multicultural education as found by this researcher are the following: a) gaining positive self-identity and self-acceptance for oneself and one's culture; b) Accepting and fostering cultural pluralism; c) developing greater understanding, respect, and acceptance of cultural differences in individuals and groups; d) developing positive and productive interaction among and with persons from diverse cultural groups; and e) promoting equity among the culturally different groups which compose our community, state, and nation. In my articles entitled "Minority Language Student Self-esteem" (El Renacimiento, Feb. 29/Mar. 27, 1988) and "Tenets to Follow in Educating Hispanics" (El Renacimiento, April 28/ May 25, 1986), I outline a number of things that schools can do to operationalize the above basic tenets; among these are: a) promoting language pluralism for all students; b) creating a culturally pluralistic school climate; c) having the employee profile in the school reflect the racial and language diversity of composition of the student body; and d) having teachers and administrators have a firm grounding in the influence of self-esteem on the academic achievement of minority language students. Promoting and achieving educational equity for all is chief among these.

Bilingual school improvement also includes defining minimum academic mastery as being the acquisition of knowledge, skills, and concepts which enable LEP students to be demonstrably successful in the next grade level either in school or in any other school in the community, state, or nation. Bilingual school improvement in schools therefore includes accountability that the proportion of LEP students who demonstrate at least minimal academic mastery shall be the same as the proportion of non-LEP students. Should this not be occurring, then effectively improving schools accept accountability that there shall be annual gains in the percentage of LEP students demonstrating minimal academic mastery until they are achieving at the same proportional level of mastery as non-LEP students.

As a result, schools undergoing school improvement efforts are encouraged to disaggregate student achievement data so as to enable that school to determine which students with which characteristics are achieving at mastery level. This means that with bilingual school improvement, schools are being urged to more stringently examine achievement levels of students with different ethnicity, national ancestry, and language background. When such schools determine that students with such differences are not achieving at a level of other students, then greater efforts should be made to assist them. In addition, bilingual school improvement calls for disaggregating data relating to LEP student attendance and disciplinary patterns. It could be that attendance and disciplinary problems could be affecting the LEP student's achievement. Such schools will gather, analyze, and publicize disaggregated student achievement, attendance, and disciplinary data to demonstrate whether or not they are effective in implementing bilingual school improvement.

Bilingual school improvement also incorporates the characteristic of being research-based in its implementation of improvement efforts in bilingual information. Bilingual school improvement is not school improvement unless the program design includes principles and practices which research shows are effective in helping LEP students. Such research findings include, for example, a) the use of cognitive academic language proficiency (CALP) and not just oral language proficiency as exit criteria from bilingual education programs (see article entitled "CALP for Hispanics," *El Renacimiento*, May 25/June 28, 1987); b) allowing LEP students to remain in bilingual education programs from five to seven years instead of just three years; c) utilizing the LEP students' native language to attain knowledge of concepts and subject matter until they are able to do so to the same level of comprehension in English.

Another characteristic of bilingual school improvement is the formation of a building level planning and decision-making team composed of teachers who have the respect of their peers and of the building principal. To be effective, bilingual school improvement must have as a basis the buy-in and ownership by the very educators who are implementing the improvements that will have an impact on LEP students. The role of principal as the chief leader and/or the main decision-maker has got to change to one of shared leadership with teachers. Empowerment of teachers and shared decision-making are key to bilingual school improvement.

Note: In the June issue of *NABE News*, the school attended by the senior essay winner, Rebecca Yu was mistated. She attends Sierra Vista High School in Baldwin Park, California, a school and district noted for their academic exellence and bilingual programs.

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New SIG Approved by Board

At the Denver and Houston Conferences, members expressed interest in forming a SIG that would involve more Native American, immigrant, and other groups concerned with issues of language and culture development, language loss, language retention, and language rescue. In the interest of language and culture development and retention, and with the hope that more individuals in this and other countries concerned with these issues become active in NABE, interested members proposed that:

WHEREAS in the United States and other countries, many languages and cultures are at risk of being lost; and

WHEREAS there are forces within our native communities contributing to the loss of native and immigrant languages and cultures; and

WHEREAS the retention and development of native and immigrant languages and cultures is in the best interests of the nation; and

WHEREAS the purposes and objectives of the National Association for Bilingual Education are consistent with the goal to retain and develop native and immigrant languages and cultures; and

WHEREAS the organization of a Special Interest Group within NABE would stimulate information sharing and research that may lead to action within our communities favoring the retention and development of native and immigrant languages and cultures;

THEREFORE BE IT RESOLVED that we, the undersigned members for the National Association for Bilingual Education, petition NABE for the creation of a new Special Interest Group, LANGUAGE AND CULTURE RETENTION.

Sincerely,
Roy E. Howard
and 158 other NABE members.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
MIAMI '89
Bilingual Education
E Pluribus Unum

NABE '89, Hyatt Regency Hotel
Miami, Florida -- May 9 - 13, 1989

Vol. 12, No. 1

NABE News

Sept., 1988

Power On: New Tools for Learning and Teaching

A significant report, requested by the Congress of the United States and released on September 6, 1988, is sure to affect educational practices in general and to stimulate discussion on the increased use of technology in educating limited English proficient learners. NABE staff and the planners of our National Conference to be held in Miami next May are exploring ways to create a focus on the positive uses of technology in the learning environments in which LEP students are involved. The final report, *Power On*, (available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325, (202) 783-3238 - # 052-003-01125-5, price $11.00) serves as a major source of information as does a preliminary report, "Trends and Status of Computers in Schools: Use in Chapter 1 Programs and Use with Limited English Proficient Students." The following excerpts are taken from the preliminary report (OTA Staff Paper, 3/13/88):

Computer use in schools mirrors the heterogenity of the American public education system. Hardware and software span a wide range of products, the organization of these resources varies among schools, and the technology is used in many ways. ... One reason for the wide diversity of approaches is the fact that the original focus on computer literacy, and on teaching students programming has shifted: the one dominant theme in the evolving and growing use of technology in schools is that the computer is now seen as a tool for learning that can be integrated into all areas of the curriculum. (page 1)

Despite the widespread diffusion of computers in the Nation's schools, there has been a persistent concern with the equity of access, particularly in terms of possible differences between the rich and poor, black and white, and boys and girls. (page 3)... With respect to bilingual and English as a second language (ESL) education, there are important differences in computer use between Chapter 1 and regular classrooms. Among Chapter 1 teachers who teach ESL (and possible other subjects), 40 percent use computers. Among Chapter 1 teachers who teach ESL only, just 24 percent use computers. These two figures are consistently lower than the proportion of other

con't on pg. 6

NABE Thanks Carolyn Riddick

Carolyn tells us:
"NABE is my extended family and one that I cherish and feel very protective of. So whenever one of you leaves NABE, for whatever reason, I wonder, is it because you have outgrown the NABE family, or have we fallen short of our goals and beliefs?"

Many people know that there's someone named Carolyn Riddick who always answers the phone at the NABE Office in Washington, D.C., and is always ready to help NABE members. But unless you've had a chance to meet Carolyn at the NABE Membership Desk at one of our Annual Conferences, you probably don't know how much this wonderful lady has done for NABE over the years.

Carolyn joined NABE in late 1980, coming to work with Acting part-time Executive Director, Carolyn Ebel, who resigned in December of 1981. For the next five years Carolyn managed the NABE Central Office entirely on her own. Until Joe Beard joined NABE in late 1986, Carolyn handled membership, mailings, requests for information, and a new Executive Board each year single-handedly. Now, as NABE Office Manager, Carolyn continues to make sure that things run smoothly.

NABE is indebted to Carolyn for her dedication and hard work over the years. Next time you see her, say "Thanks!"

A Look at NABE Elections

The timeline below follows the NABE Procedures Manual and is provided so you and incoming members can be sure to be eligible to vote. **Note November 1 deadline date.**

November 1, 1988 Postmark: Closing of membership list for those eligible to receive ballots for the election of officers to serve on the Board of Directors from June, 1989 - May, 1990.

December 1, 1988: Ballots will be mailed to members in good standing as of November 1, 1988.

January 15, 1989: Last postmark date for Ballots to be counted in the election.

February 1, 1989: Candidates will be advised of the results of the election.

May 9, 1989: Election results will be certified by the Board of Directors and the general membership will be notified.

Meet the NABE '89 Host Committee

Daniel A. Huerta, Treasurer for the Conference, writes that he is Coordinator of the Internal Funds Accounting Section in the Division of Accounting. His formal education consists of a Florida State University bachelor's in accounting and secondary education, a master's in business administration from Barry University, and thirty-six hours earned in graduate work in Spanish language and secondary education.

As a high school teacher "it was gratifying to watch my English-speaking students as they learned to speak and write Spanish: their increased understanding of Spanish grammar improved their grasp of English grammar."

left to right: Daniel Huerta, Treasurer; Carmen Suárez, Conference Chair; Clayborn Foster, Secretary, discussing reports and plans.

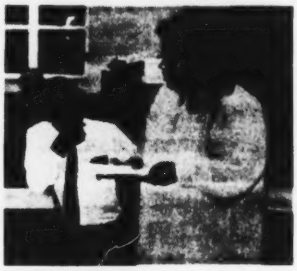
Sandra Gutiérrez chairs the Hospitality Committee, and is Director of the Southeast Multifunctional Resource Center at Florida International University. She has also been Coordinator of the BECAS project, the Cuban Comprehensive ESL Project, and the Director of the Tri-Ethnic Bilingual Program.

She has her MS Ed. from FIU, and is president of the Bilingual Association of Florida, and a member of NABE, GulfTESOL, and FlaTESOL.

Russell Prust chairs the Conference Agenda Committee and works at Florida International University as Technical Assistance Coordinator of the Southeast Multifunctional Resource Center. He has taught social studies at the elementary level, educational psychology and Portuguese at the college level, and in Brazil directed English-language schools and taught EFL. His bachelor's, master's and Ph.D. are from the University of Wisconsin, Milwaukee.

He spent the past nine years in the midwest supervising bilingual education training and giving technical assistance to school districts in ten states.

He is a member of NABE, WIABE, and AHEAD.



left to right: Luis Vázquez, District Rep. and Sandra Gutiérrez, Hospitality Committee.

left to right: Clara Martí, Volunteer Committee, and Marta Gil, Community Organizations Committee, learning and teaming.

Clayborn Foster is Recording Secretary for the Conference Planning Committee and is a coordinator for the Department of Community Participation of the Dade County Schools. His responsibilities include recruiting businesses as partners for schools and recruiting and training Haitian and Hispanic community members as school volunteers. He has a master's in administration from the University of Miami. His experience also includes teaching ESL in Leon, Mexico; Peace Corps work in Guatemala; and teaching ESOL, Spanish, and curriculum content in the home language for Dade County Schools. He has been vice-president for FlaTESOL and is a member of the BAF, NABE, and TESOL.

Angie Fleites is in charge of promoting the NABE Conference in Florida. She is the Supervisor of Special Projects for the Dade County Public School System and has earned a certificate in administration and supervision from Nova University, as well as her master's and bachelor's in education.

She worked in the Dade County Schools as an ESOL teacher for three years and was a teacher in bilingual programs for five years. She has also administered parent education programs in bilingual education.

She is a past president of FlaTESOL and is a member of CHAW, MMAP, and the Parent Resource Center.

left to right: Mansel Elias, Student Participation Committee; assistant principal from Everglades E.S.; Maria Acosta, from AHEAD; and Clayborn Foster, Planning Committee Secretary.

Tery Medina chairs the Evaluation Committee. She is Assistant Director of the National Origin Desegregation Assistance Center for the University of Miami, where she received her master's in education.

She has taught elementary school ESOL, and learning disabilities, college-level TESOL, and ESOL teacher-training.

She has been vice-president of BAF, and is a member of FlaTESOL, GulfTESOL, AmTESOL, FCEC, CHAW, and GaTESOL. She has published in *GulfTESOL Biannual*.

Magda Lecours chairs the Volunteer Committee, and is a Bilingual Education Coordinator for Dade County. She is president of the Association of Hispanic Educators of Dade County and has significant bilingual education involvement.

Other members of the local committee will be highlighted in future issues of the *NABE News*. -- a top group which promises a special conference!

Meet the NABE '89 Host Committee

Margarita Castro is chair of the School Visits Committee. Born in Cuba, she attended the School of Languages and the University of Havana. She came to the States in 1961, and attended the University of Miami where she received her BA and completed the coursework for an MA in English. She earned her master's degree in bilingual/multi-cultural education.

She graduated from a bilingual school in Havana and then taught in the same school for 6 years. In Dade County, she has supported and supervised bilingual programs since 1974, and is now Coordinator for Bilingual Programs. She is a member of BAF and FlaTESOL.

Luis Vázquez is District Representative for the Conference Planning Committee and coordinator of Conference headquarters. He is the Coordinator of Bilingual and Foreign Language Education for the Dade County Public Schools and is an adjunct professor at Florida Memorial College.

He has taught at several levels and has served as Project Director of the DCPS Desegregation Assistance Project.

He was educated in Cuba as well as the United States, where he received his master's in education specializing in school administration. He has also taken several post-graduate courses in psycho-educational services.

Marta Cíl, born in La Habana, Cuba, completed high school in Florida and earned her BA at the University of Miami and her master's in education from East Texas University.

She has taught for 5 years at elementary and junior high at predominately inner city Hispanic schools. She spent ten years involved in the development and production of bilingual curriculum materials in Miami and Dallas. For the past 6 years, she has been an elementary assistant principal. Her professional and community involvement includes leadership positions with FlaTESOL, ASCD Latino Caucus, and the Dade County Youth Fair.

Della García chairs the Parent Institute for the Conference Planning Committee. She is the Director of the Family English Literacy Network Program for Florida International University. This Title VII program provides literacy and ESL instruction to LEP adults and out-of-school youths in Dade and Broward counties. She has worked in the field of multi-cultural and parent education for the past ten years, and has been the director of several parent training projects funded by OBEMLA. With a master's in education from the University of Miami, she is now completing her Ed. D. at FIU. She is a member of BAF, ASCD, FlaTESOL and NEA.

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Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

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Message From the President

Dr. Macario Saldate, IV

Our administrator tells me he was asked an interesting question last week. The questioner wanted to know how many learners in the United States were receiving bilingual education services and what percentage of those in need did that represent. The question might be easier to answer if we had consistent definitions and uniform data collection, but we clearly do not.

From the federal perspective, bilingual education is a demonstration program which is funded through competition; it is not an entitlement program in which all learners in need are eligible for support, as is the case in some other programs. It also is true that federal pressure exists to minimize the length of time a given learner participates in a *federally* funded bilingual program, implying that time or conversational ability in English are enough to ensure that students can be "mainstreamed" into English-only classrooms and have the same access to academic success as monolingual English speakers. The very nature of federal involvement in bilingual education, including, until recently, the focus on bilingual education as a *remedial* program means that not all students are served solely through federal funding. The subject of what percentage is being served is a question of definition, on which there is disagreement, and of purpose, on which there are different points of view.

State and local responses to a linguistically diverse student body differ widely. In some places, English immersion for those who know little English is still very much in vogue. One might argue whether immersion is a response to children's needs. In other places, a variation called sheltered English is used, in which the subject matter is made more comprehensible by slowing down the presentation in English, repeating key vocabulary words, and using visual aids. This is good education when used with all students, but if focused only on limited English proficient students it can raise questions of equal educational access and opportunity -- questions of challenge, expectation, and coverage.

At the other extreme are schools and communities in which bilingualism is viewed as a positive attribute and bilingual programs are maintained across subject matter and over time. The significance of this discussion is that decisions about the education of our youth are made at the local level. The federal government establishes minimum criteria of access and opportunity through civil rights legislation or demonstration opportunities through the bilingual education legislation.

Opportunities to establish greater language and cultural awareness occur when limited English proficient and English proficient students are encouraged to explore, develop and use more than one language in their learning experience. If such a view were to prevail, than it could be argued that the small percentage of students served by local, state and/or federal bilingual programs will increase only as both proficient and non-proficient students have access to bilingual education.

From the Editor's Desk

Planning is moving ahead in earnest for our 18th Annual Conference, to be held in Miami, Florida from May 9 through 13, 1989. We hope to take maximum advantage of the many interesting activities that will take place or be remembered in 1989.

As this is being written, the campaigns for national, state, and local offices are being waged intensely as the countdown to the November election continues. Whatever the results, we will have a new president, new federal legislators, new state administrators and legislators, new or recently appointed cabinet secretaries, and other new people in government and education. These people will not only need to be brought up to date on the issues and potentials of bilingual education; they will also have an impact on the future of educational practices affecting learners who come from language backgrounds other than English. The NABE Conference is the key place to create the images and information the newcomers to our governing process need in order to understand bilingual education, in contrast to the rhetoric we have been hearing recently. At the national level, we will be inviting key people to attend our Conference and to make presentations -- we will be shooting for the top and working hard to get the most involved and influential people to join us in learning more about bilingual education and to give us a sense of where their leadership might take us. Florida will be well represented and you can play a key role in seeing that key persons from other states and regions come to NABE '89 to contribute, to learn, and to participate in the discussions surrounding the education of a linguistically diverse population.

The fall election will also see key states (Arizona, Florida, Colorado) deciding issues brought to the ballot by the English-Only movement in their effort to create a groundswell of demand for a constitutional amendment to declare English the official language of the United States. The divisiveness created by this campaign has been discussed not only in this publication but at our last two National Conferences. It is clear that the arguments are not going to go away or be easily resolved. The outcome will have a significant impact on bilingual education and the English language development of not only school children but also adults who want to become part of mainstream America but still retain the roots of their language and culture. At the Conference this year, there will be sessions and informal opportunities to focus on the English language issues.

1989 is also the anniversary of two major events affecting our communities. It is the 15th anniversary of the Lau decision by the Supreme Court of the United States and the 25th anniversary of the 1964 Civil Rights Act. At

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Editor's Desk-- con't. from pg. 4

the Conference, we will take time to focus on what has happened in the years since those events -- what forward strides have been made and what work we must continue, to marshall our forces to complete the tasks begun.

Edward Steinman, Santa Clara University School of Law, argued the Lau case so successfully before the Supreme Court that the Court unanimously found in favor of Kenny Kim Lau, establishing the precedent that learners who cannot understand the language of the classroom deserve special services from the school to ensure that they learn English and maintain their academic progress. He has agreed to participate in several Conference activities, including a presentation reflecting on the progress of the past 25 years. If you have suggestions of who should join us to discuss these important events and their impact, be sure to pass them on to us at the national office.

Just as in the past we have had the strong participation of key school districts-- the success of Houston was significantly enhanced by the Houston Independent School District and the surrounding districts and St. Thomas College and other institutions of higher education -- we have the maximum involvement and commitment of the Dade County Public Schools and their Superintendent, Dr. Joe Fernández, Florida International University, and the University of Miami. An excellent local planning committee is hard at work preparing for one of the best conferences NABE has ever had. The committee is chaired by Carmen Suárez, co-chaired by Luis Martínez and Vilma Díaz, with able assistance from Luis Vázquez as coordinator of the Conference headquarters and Sandra Gutiérrez representing the involvement of our state affiliate, the Bilingual Association of Florida.

By all accounts, NABE '89 in Miami will be one conference you won't want to miss. The Conference hotel is the Hyatt Regency, centerpiece of the magnificent Miami Convention Center on the Miami River. The Sheraton Brickell Point and the Hotel Inter-Continental, both near by on Biscayne Bay, are the designated back-up hotels. Mark your calendars with the dates: Tuesday, May 9 -- pre-conference arrival day, early-bird activities, and NABE Board meeting; Wednesday, May 10: intensive workshops, school visits, NABE Board meeting, opening reception; Thursday, May 11, theme --

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Power On -- con't. from pg. 1

Chapter 1 teachers who use computers. Among regular classroom teachers who teach LEP students, 22 percent use computers. This is even lower compared to the proportion of all regular classroom teachers (50 percent) who use computers. (page 7)

Technology can play a role in programs for LEP students. ... Where technology is being used, LEP students are assisted in the learning of basic skills and acquisition of English. Programs that utilize computer based instruction find that the technology can provide immediacy of reinforcement, positive feedback, extensive practice, individualized pacing, and a greater degree of student control over the learning process. Advances in technological capability add dimensions such as graphics, sound, music, and video that can provide a broader real-live context to language learning. (page 96)... *Education, a labor-intensive industry, can be supplemented by the resources technology provides, but this supplement cannot ever take the place of a dedicated and talented teacher. The classroom teacher whose students are limited in their ability to communicate in English should be provided the most efficient tools of the trade in order to help these children move into the full mainstream of the educational system.* (page 98)

It is around the exploration of these tools and the many ideas presented by the OTA reports that we are planning significant activities at the Miami Conference. If you have thoughts, suggestions, people and/or programs in mind that others should know about, let us know and we will pursue the inclusion of your suggestions in the Conference. At the very least, do what you can to join us in Miami from May 9 - 13, 1989 to participate in a further unfolding of the impact and use of technology in serving language oriented programs.

Editor's Desk-- con't. from pg. 5

research and the dissertation awards: formal conference opening, exhibits, concurrent sessions, major sessions, President's reception; Friday, May 12, theme -- practical programming and technology: NABE membership meeting, general sessions, major sessions, concurrent sessions, exhibits, opening of the Parent Institute, and the annual banquet and dance; Saturday, May 12, theme -- parent, student, teacher - recognition of the winners of the student essays and of the national bilingual teacher of the year: general session, major sessions, concurrent sessions, exhibits, Parent Institute, closing session; Sunday, May 13: departure day. Call the conference travel agent, World Travel, 1-800-424-2896, for the best possible arrangements and price: staying over Saturday night will get you an even better deal.

Plan to be there!!!

One of our affiliates, and a joint member state, the California Association for Bilingual Education, has published a book that we recommend for every bilingual educator's library. The book documents that, when children participate in properly designed bilingual programs, they "acquire English rapidly and achieve good scores on academic tests whether tested in English or their first language." *On Course: Bilingual Education's Success in California* is authored by Stephen Krashen and Douglas Biber. Send order and $14.44 to:

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All issues of volumes 11 and 12 of the *NABE Journal* are currently being completed and will be mailed as soon as possible. Each issue will be sent to individuals who were members at the scheduled time of publication. Members joining since will receive copies of the *NABE Journal* appropriate to their membership dates.

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Bilingual Education
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NABE '89, Hyatt Regency Hotel
Miami, Florida -- May 9 - 13, 1989

NABE News

Vol. 12, No. 2

Oct., 1988

The View From Washington

by James J. Lyons,
NABE Legislative & Policy Counsel

It's only an impression, but I suspect that reporters following federal education issues are under the same pressures as reporters who cover hurricanes; editors want coverage of impending and immediate disasters; they care less about covering the tedious work of rebuilding after the storm has passed.

About the same time that the press was charting hurricane Gilbert's destructive course, education reporters working in the Capital were churning out stories about the departure of Education Secretary William J. Bennett from the Reagan Administration. Far fewer articles were being written about Dr. Lauro F. Cavazos, the individual chosen as the Nation's fourth Secretary of Education and the first Hispanic-American to serve in a President's Cabinet.

While the focus of this article is on Dr. Cavazos and the work of rebuilding, one post-Bennett-departure story is deserving of note. The story, a short one in the September 28th edition of *Education Week*, began:

> *In one of his final acts as Secretary of Education, William J. Bennett created an advisory board for the Fund for the Improvement and Reform of Schools and Teaching.*
>
> *The FIRST program, which was authorized by the Hawkins-Stafford Elementary and Secondary Amendments of 1988, is designed to foster experiments in such areas as teacher enrichment, teacher certification, and parental involvement.*
>
> *The program will award grants and contracts to schools, states, local education agencies, colleges and universities, and nonprofit groups.*

As my eyes scanned the list of the fifteen individuals appointed by Bennett to the FIRST advisory panel, two names stood out: Gloria Tuchman, appointed for a two-year term, and Robert Rossier, appointed for a three-year term. Both Tuchman, an elementary school teacher in Santa Ana, California, and Rossier, an independent consultant from Montebello, California, have achieved prominence through their opposition to bilingual education.

Dr. Lauro F. Cavazos
Secretary of Education

Preparing for Dr. Cavazos' Confirmation Hearing

In preparation for Dr. Cavazos' confirmation hearing before the Labor and Human Resources Committee, Senate staff invited me to brief them on current

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The Innovative Approaches Research Project

New Instructional Approaches for Limited English Proficient Students

by Charlene Rivera,
IARP Project Director

To assist schools in meeting the challenge of providing effective instruction to students with limited-English-proficient (LEP) backgrounds, the Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) funded the Innovative Approaches Research Project (IARP). Through IARP four research and demonstration projects are being implemented over a two year period in four topic areas: 1) dropout prevention, 2) literacy instruction, 3) math and science instruction, and 4) education of exceptional LEP students. The goals of the IARP research project are to identify and document innovative instructional approaches that are effective with LEP students so that they can be replicated in a variety of settings.

Dropout Prevention. "Partners in Education: A Cross-Age Tutoring Model for LEP Students at Risk for Dropping Out" is directed by Dr. María del Refugio Robledo at the Intercultural Development Research Association (IDRA) of San Antonio, Texas. The goals of the project are to increase students' motivation for continuing in school and to assist students in setting goals that make attending school meaningful. The model is comprised of six components: 1) cross-age tutoring, in which students who are at-risk for dropping out are employed as tutors for elementary school students; 2) classes for the student tutors, in which the tutors are provided with guidance and background instruction related to their tutoring; 3) field trips in which the tutors and tutees are exposed to economic and cultural opportunities in the broader community; (4) student award events in which tutors are given recognition for fulfilling their tutoring responsibilities; (5) role modeling, in which successful Hispanic adults speak to students regarding their careers; and, (6) parent involvement, in which parents are encouraged to support their child's involvement and given guidance as to how they can provide assistance to support their child's efforts toward successfully completing high school. Approximately 100 Hispanic LEP students in grades 6 - 8 will be tutors.

Literacy Instruction. "Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction" is directed by Dr. Luis Moll through the University of Arizona's

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View from Washington—
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bilingual education issues. The briefings and the work subsequently performed by Senate Members and staff helped achieve two important objectives: they elicited, for the public record, Dr. Cavazos' views on bilingual education; and they brought about an extension of previously-announced deadline dates for certain Title VII grant applications.

Dr. Cavazos on Bilingual Education

Although questioning was extremely limited during Dr. Cavazos' September 9th confirmation hearing, Committee Chairman Edward M. Kennedy (D-MA) twice raised the subject of bilingual education. The Senator's first question concerned the accuracy of views ascribed to Dr. Cavazos that bilingual education was fine for children through the 3rd grade. Dr. Cavazos both answered the question and used it as a vehicle to express his views on the importance of bilingual education.

By no means, Dr. Cavazos said, was he suggesting that bilingual education programs should be terminated after the third grade. Noting that limited-English-proficient students enter school at all ages and grade levels and that children learn at different rates, Dr. Cavazos characterized the quotation ascribed to him as "out of context." Dr. Cavazos said the point he was trying to make was that after several years in a good bilingual program children are able to succeed in an English-only instructional program. Dr. Cavazos noted that bilingual education programs are important even after language-minority students have learned English because many parents are limited in their English proficiency.

Dr. Cavazos proceeded to recount the "fright" he experienced as a bilingual child—he learned and communicated in English with his father and Spanish with his mother—during his first days in an English-only school in south Texas. Recalling the fear he felt in this strange environment, he asked Committee members to consider the feelings of a child who doesn't understand what's going on because the child doesn't know English.

In his second question, Senator Kennedy asked Dr. Cavazos whether he agreed with Secretary Bennett's September, 1985 statement that bilingual education had not helped the children it was designed to benefit. Dr. Cavazos' response was emphatic and to-the-point: "Bilingual education has produced a tremendous amount of success!"

Extension of Grant Application Deadlines

The day before Dr. Cavazos' confirmation hearing, Labor and Human Resources Committee member Paul Simon (D-IL) sent the Secretary-designee a four-page letter detailing three concerns about the invitations for FY 1989 Title VII grant applications which had been published in the August 19th Federal Register. The Senator's concerns were: 1) the fact that applications were being invited before revised Title VII program regulations had been issued; 2) the unreasonable and untimely application deadlines set out in the invitation; and 3) the Department's failure to invite applications for new FY 1989 Family English Literacy or Developmental Bilingual Education program grants.

Prior to the Senate vote on Dr. Cavazos' nomination, Education Undersecretary Linus Wright negotiated with Senator Simon an extension for most of the Title VII application deadlines. The original application deadline of October 7th for Transitional Bilingual Education and Special Alternative Instructional Program grant applications was extended to November 1; the October 14th deadline for Special Populations Programs, Training Development & Improvement Programs, and Short-Term Training Programs grant applications was extended to November 8th. The original October 28th deadline for Educational Personnel Training Program grant applications was not changed as a result of the negotiations between Senator Simon and Undersecretary Wright.

Following Dr. Cavazos' swearing-in, Senator Simon wrote Undersecretary Wright, thanking him for extending the Title VII application deadlines, and asking him to "pass along to Secretary Cavazos my continued interest in hearing from him directly on the other programmatic issues I addressed in my September 8, 1988 letter." According to his staff, Senator Simon is particularly concerned with the Department's failure to invite new FY 1989 applications for Family English Literacy and Developmental Bilingual Education programs.

Bilingualism & Bilingual Education: Sec't Cavazos' First News Conference

Bilingualism and bilingual education were very much in the spotlight on September 21 when Education Secretary Cavazos conducted his first official news conference. Responding to a question, put to him in Spanish by CNN Noticero reporter Marilyn Fernández, about what he "as the first Hispanic-American to serve in a President's Cabinet" wanted to say to Spanish-speaking people in the United States, Dr. Cavazos replied: "Por favor, niños, no dejen la escuela" ("Please, children, do not leave school.") Another question put to him in Spanish by Univision reporter Pablo Sánchez concerned the Secretary's views on bilingual education. Answering in both Spanish and English, the Secretary responded "I am a very, very strong advocate of bilingual education. But my goal is to make the person as competent as quickly as possible in English." "How much time that takes," Secretary Cavazos said, "is up to

con't next page

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Dr. Joseph W. Beard
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Legislative Counsel

Bilingual Education:

View from Washington—
con't. from pg. 2

the experts in bilingual education. They spent a lifetime studying those things. Right now it's roughly three years and can go up to five years."

Working With Dr. Cavazos

NABE has taken a number of steps to initiate a positive and cooperative working relationship with the new Secretary of Education.

On September 21st, NABE President Macario Saldate sent Dr. Cavazos a letter of congratulations. President Saldate ended his letter by stating:

> *Senator Hatch's remarks during the confirmation hearing that you have a gift or talent for "healing wounds," together with your thoughtful responses to Senator Kennedy's questions about bilingual education, make us hopeful that we can work together to promote educational equity for language-minority students and educational excellence for all students. We stand ready to assist you in transforming these goals into reality....*

So that Secretary Cavazos might be aware of NABE's current concerns, I secured a meeting on September 28th with Becky Campoverde who Dr. Cavazos has chosen as his chief of staff. In addition to emphasizing NABE's desire to work closely with Dr. Cavazos in advancing the goals he had publicly identified, I outlined to Becky six bilingual-education-related issues deserving the Secretary's immediate attention. As recorded in my meeting notes, the issues were as follows:

- OBEMLA Appointments: With the Deputy position vacant, Secretary Cavazos has an opportunity to appoint a qualified individual with a record of professional accomplishments relating to the effective education of language-minority students and language education. OBEMLA's leadership should be responsive to state and local education officials and respectful of the students, parents, teachers, and other professionals involved in bilingual education.

- Fellowship Program: This program is a vital component of the Title VII support infrastructure; it needs to be restarted this fiscal year.

- Title VII Funded Research: Who is in control, OBEMLA or OPBE (Office of Planning, Budget, and Evaluation)? Title VII Research agenda and findings need better dissemination, and new consultation requirements of PL 100-297 need to be implemented.

- Termination of Indian Projects: Because of the termination of the Mendocino, CA Indian project, Congress revoked the Secretary's authority to further define eligibility standards for American Indian and Alaskan Native students. Subsequent to this congressional action, OBEMLA sent all Title VII Indian projects a special information request respecting student eligibility and program content. More recently, a Title VII project serving Indian students in Chicago was terminated. The Secretary should review OBEMLA's treatment of Indian projects in light of Congress' action, and should carefully consider the facts of the Mendocino

con't on pg. 10

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Innovative Approaches— con't. from pg. 1

College of Education and the Bureau of Applied Research in Anthropology. The main objective of this project is to develop innovative approaches to literacy instruction that are culturally and linguistically compatible with the background of LEP students from specific minority groups. The three main interrelated project activities include: 1) an ethnographic analysis of the transmission of knowledge and skills and of the nature of literacy activities within the home environments of the students; 2) implementation of an "after-school lab" where researchers and teachers will use the ethnographic information to experiment with literacy instruction; and 3) implementation of the effective literacy instructional methods identified through the lab school in formal classroom settings. A total of 270 students in grades 4 - 6, most of whom are Mexican-American, will participate in the project.

Math and Science Instruction. "Cheche Konnen: An Investigation-Based Approach to Teaching Scientific Inquiry to Limited-English-Proficient Students" is directed by Dr. Bertram Bruce and Dr. Beth Warren at BBN Laboratories, Inc., of Cambridge, Massachusetts. The title "Cheche Konnen" in Creole means "search in the world and you will find." It describes the investigation-based approach which is designed to increase students' scientific knowledge and understanding through activities that involve them in the kind of scientific inquiry processes that characterize the work of practicing scientists. In these activities, students define problems, generate and test hypotheses, analyze and interpret data, and present results. The project's implementation sites are the bilingual programs in two public schools in Cambridge, Massachusetts. The study participants are middle and high school students most of whom are Haitian.

Exceptional Students "Effective Practices in Assessment and Instruction of Language Minority Students: An Intervention Model" is directed by Dr. Alba Ortiz at the University of Texas' College of Education. The major objectives of the approaches used in this project are: 1) to reduce the inappropriate referral of LEP students to special education programs; 2) to assure that assessment procedures are clearly related to curriculum materials actually used by students; and 3) to improve the academic performance of LEP students in mainstream and special education classrooms. The model includes three major interventions: Teacher Assistance Teams, Curriculum Based Assessment, and Effective Instructional Practices Workshops. The Teacher Assistance Teams are designed to help school personnel to assess and address learning difficulties of LEP students. Curriculum Based Assessment is designed to assure that testing for placement includes content material with which students have had contact. The Effective Instructional Practices Workshops are designed to introduce teachers to new instructional approaches to literacy which have been found to be effective for LEP students. The study involves Hispanic students in grades K - 5.

Summary A major goal of the IARP is to make the findings of the four IARP research and demonstration projects highly visible to educators, especially those who are currently working with LEP students. Toward this end, the IARP researchers will share research findings with other researchers and educators at various conferences and at two IARP Symposia to be held in June 1989 and June 1990. The goals of these interactions will be to invite comments and to establish linkages between the researchers and practitioners. Inquiries about the IARP can be made to Dr. Charlene Rivera, Development Associates, 2924 Columbia Pike, Arlington, VA 22204-4399, telephone: (703) 979-0100.

The Parents' Corner

by Juan E. Sánchez,
Parent-at-Large

At the past NABE Annual Conference, a meeting of the Parent Special Interest Group was held and the following issues were discussed:

1. The need for a parent network across the country;
2. The need to make parents aware of what NABE is and the importance for them to be members of NABE;
3. How parental involvement is a vital part of successful educational careers for our children;
4. The alarmingly high dropout rate among Hispanic students nationwide.

In order to achieve a goal of working together with parents, educators, and school officials, some goals and objectives were set for the 1988-89 school year. Among those identified as priorities for this year are:

1) to establish a parent network across the country;
2) to establish communication with state education agency Title VII coordinators/directors;
3) to identify a parent representative within each NABE state affiliate; and
4) to increase parent membership in NABE.

For the last two years, we have attempted to establish a strong Parent SIG. Due to various circumstances, it just hasn't happened. Now with the assistance of Blanca Williams and Mike Gaddis, we will succeed. In a later edition of the *NABE News*, we will provide a brief biography of these individuals and will be listing the names and addresses of each state affiliate parent representative and SEA Title VII Director/Coordinator. Ms. Williams, who lives near the NABE headquarters, will be able to coordinate information between the parents and NABE. Mr. Gaddis, Title VII Consultant with the Colorado Department of Education, will be able to assist in the efforts to establish the communication with other state agencies and state affiliates.

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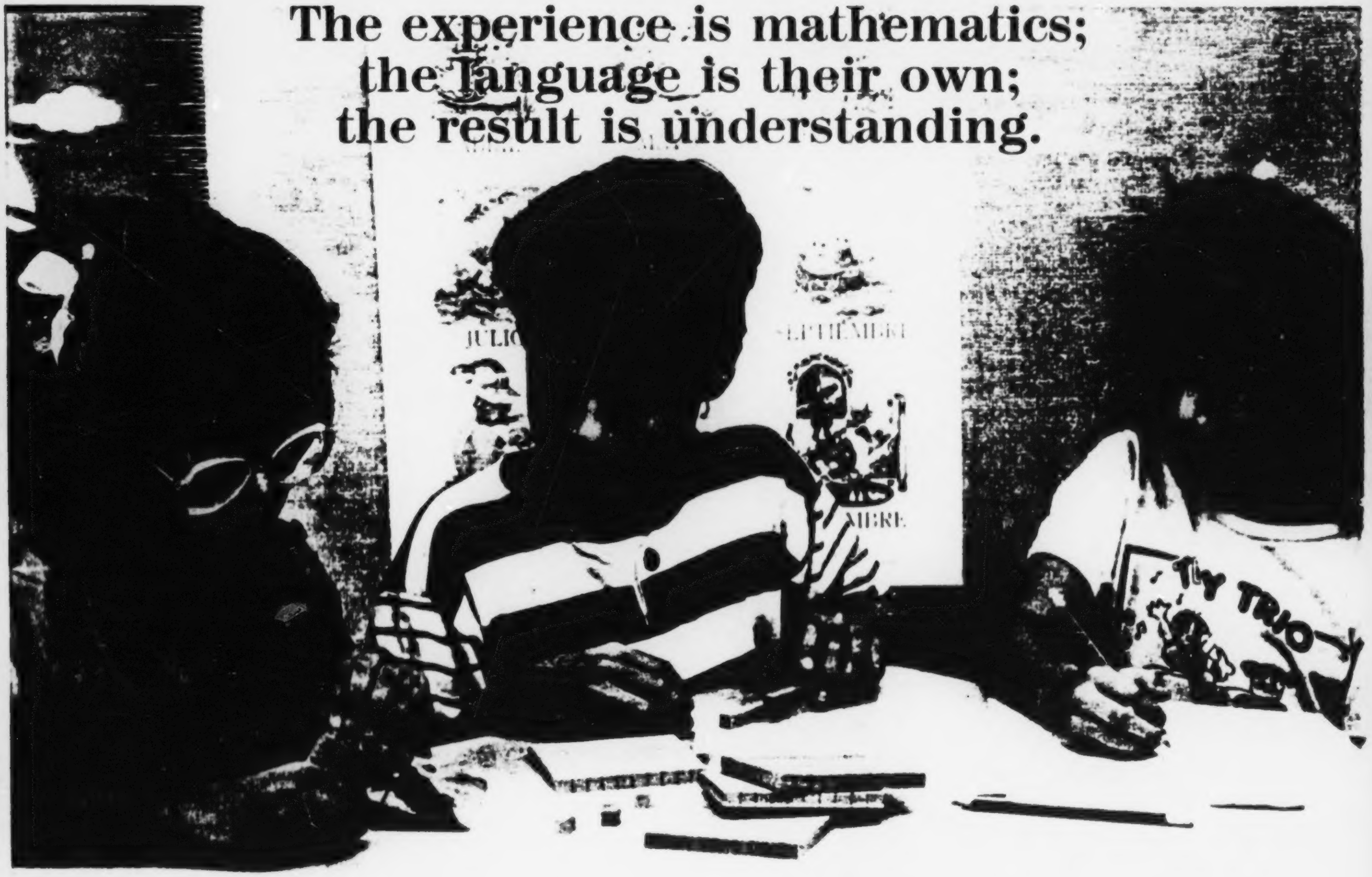
The experience is mathematics;
the language is their own;
the result is understanding.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Children using our sensitive adaptation learn mathematics by experiencing the world around them in their own language. They *think* mathematics as they solve problems and make decisions. They *do* mathematics as they discover concepts through hands-on activities. They *communicate* and *share* discoveries as they work together in cooperative learning groups. They *build* computational and problem-solving skills through extensive practice. And understanding occurs naturally in the language they know best, effecting a smooth transition to mathematics in English.

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Meet Candidates for 1989-1990 Board of Directors

Luís O. Reyes

Candidate for: President-Elect
Years in Bilingual Education: 7
Education: BA, Catholic University; MA, Middleburg College; PhD, Sociology of Education, Stanford.
Present Position: Director of Research and Advocacy, ASPIRA (NY).
Positions held in NABE: none.
Other work for NABE: NYC fundraising, fall '86; Panelist re Critical Pedagogy, '88.
Affiliate experience: Panel presenter at NYSABE conferences; received Gladys Correa Award, '88.
Personal Statement: " I envisage NABE mobilized with a strong, unified membership acting as the voice for bilingual and multicultural learners in this country from preschool through adulthood."

Anna M. Pérez

Candidate for: Vice President
Years in Bilingual Education: 14
Education: BS, Texas A & I University; MS, Texas A & I University; Post Graduate Work, Spain and U.S.
Present Position: Coordinator of Bilingual Programs, Baldwin Park Unified School District, CA.
Positions held in NABE: Western Regional Representative, '87-'88.
Other work for NABE: Resolutions Committee member; Conference Committee member.
Affiliate experience: Chapter President; Chair, Corporate Involvement Committee for Conference.
Personal Statement: "Having served as Western Regional Representative for NABE, I gained the insight and perspective that would lead me to serve this organization as an effective vice president, representing the needs of school children, parents, and educators."

Juan E. Sánchez

Candidate for: Vice President
Years in Bilingual Education: 7
Present Position: President, Colorado Statewide Parent Coalition.
Positions held in NABE: Parent-at-Large, '86-'87, '88-89.
Affiliate Experience: member, Board of Directors, Colorado Association for Bil. Ed.

Marlene Kamm

Candidate for: Secretary
Years in Bilingual Education: 13
Education: PhD.
Present Position: Assistant Superintendant, Curriculum and Instruction, Tinley Park, IL.; Adjunct Faculty, National College of Education, ESL and Bilingual Education.
Positions held in NABE: none.
Affiliate experience: President Illinois Association for Multilingual Multicultural Education.
Personal Statement: "I would consider it a privilege to serve my fellow bilingual educators as Secretary of NABE and I would strive to fulfill this commitment if elected."

Angel Noé González

Candidate for: President-Elect
Years in Bilingual Education: 18
Education: BA, University of Texas; M Ed, Sam Houston State.
Present Position: Assistant Superintendant, Multicultural Programs, Houston ISD.
Positions held in NABE: none.
Other work for NABE: Planning Committee, NABE '88 Conference.
Personal Statement: "An active participant in NABE since its inception, I am committed to increasing the NABE active membership and to bringing the association to the local affiliates . . . I have worked very hard to bring equity in educational opportunity to all limited English proficient students."

Michael J. García

Candidate for: Vice President
Years in Bilingual Education: 18
Education: BA, University of Michigan; MA, University of Michigan; PhD, University of Michigan.
Present Position: Education and Human Resource Development Consultant and Executive Director, SABER.
Positions held in NABE: none.
Other work for NABE: Coordinated state travel to two national conferences; member Resolutions Committee; candidate for VP, '78.
Affiliate experience: President, Michigan Association for Bil. Ed.
Personal Statement: " I feel that NABE's mission as a national organization is to promote excellence and equity through bilingual education and to strengthen the profession of bilingual education . . . . NABE should staunchly advocate for the needs of students and the professional needs of its members.

picture not available

Michael Gaddis

Candidate for: Parent-at-Large
Years in Bilingual Education: 10
Present Position: Title VII Consultant, Colorado Department of Education.
Positions held in NABE: none.
Affiliate experience: President, Colorado Association for Bilingual Education.

Dick K. Hsieh

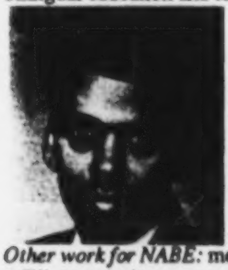
Candidate for: Secretary
Years in Bilingual Education: 6
Education: BA & MA, English; PhD, Secondary Admin./Curriculum.
Present Position: Assistant Principal, Oklahoma City Public Schools.
Positions held in NABE: Central Regional Representative, '87-'89.
Other work for NABE: Chair, Committee on Organizational Development.
Affiliate experience: Conference Chair, '83–'87.
Personal Statement: "Because I have served in leadership roles at the local, state, and national levels, I am confident that my dedication to NABE and my vast experience will be a definite asset to NABE."

Mutsuko Tanouchi
Candidate for: Treasurer
Years in Bilingual Education: 14
Education: BA, Aoyama Gakuin; MS, Fordham University; ABD, School Administration, Seton Hall.
Present Position: Bilingual Program Coordinator, Eastchester Public Schools, NY.
Positions held in NABE: Eastern Regional Representative '88, Treasurer, '88-'89.
Other work for NABE: Presenter, NABE '82.
Affiliate experience: President, 1st Vice President, Treasurer.

José Agustín Ruiz
Candidate for: Treasurer
Years in Bilingual Education: 13
Education: BA, University of Arizona; M Ed, University of Arizona; PhD, University of Washington.
Present Position: Assistant Professor, Eastern Oregon State University.
Positions held in NABE: Western Regional Representative, '88-'89.
Affiliate experience: President-Elect, Arizona Association for Bilingual Education.
Personal Statement: I have been involved with bilingual education all of my professional life and have worked with state associations in Washington, Oregon, and Arizona in addition to serving on the NABE Board.

The following candidates are elected by state affiliate presidents. Contact your state president to make your wishes known.

Ana Maria Schuhmann
Candidate for: Eastern Regional Representative
Years in Bilingual Education: 20
Education: EdD, Rutgers University.
Present Position: Associate Dean, School of Education, Kean College.
Positions held in NABE: none.
Other work for NABE: NJ Delegate to NABE, Resolutions Committee member.
Affiliate experience: President, New Jersey TESOL-Bilingual Education.
Personal Statement: "I am committed to ensuring educational equity for all our language minority students, and pledge to continue working at the state and national levels to promulgate the understanding of bilingual education and to fight the English-Only movement."



Ravi Sheorey
Candidate for: Central Regional Representative
Years in Bilingual Education: 10
Education: MA, University of Texas; PhD, University of Texas.
Present Position: Assistant Director, Oklahoma Multifunctional Resource Center.
Positions held in NABE: none.
Other work for NABE: member, NABE Nominating Committee.
Affiliate experience: member, Teacher and Awards Committees.
Personal Statement: "I believe that NABE should continue to speak forcefully to ensure that LEP students have the necessary financial and academic resources to become proficient in English and cognitive skills to succeed in school."

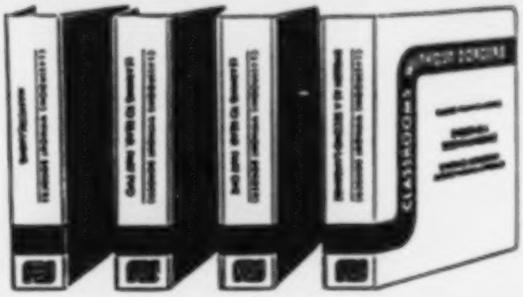
Dick Littlebear
Candidate for: Western Regional Representative
Years in Bilingual Education: 10
Education: BA, Bethel College, KS; MEd, Montana State University.
Present Position: Field Coordinator, Interface Multifunctional Resource Center.
Positions held in NABE: none.
Affiliate experience: President, Montana ABE; member, Executive Board and Conference Committee.
Personal Statement: "My goals for NABE focus on having the concerns of *all* language groups represented equally, with particular attention to concerns of American Indians."

Angela Carrasquillo
Candidate for: Eastern Regional Representative
Years in Bilingual Education: 20
Education: PhD, Bilingual/TESOL.
Present Position: Assistant Professor and Director TESOL Program, Fordham University.
Positions held in NABE: Member, editorial board, member, Program Committee.
Other work for NABE: Program Review Panelist, conf. presenter.
Affiliate experience: 2nd Vice President; Newsletter Editor, NYSABE.
Personal Statement: " I would like to work towards the following goals: a) to increase NABE membership in the Eastern Region, b) to disseminate information about NABE's goals and the effectiveness and benefits of bilingual education, and c) to contribute to and carry out fund-raising activities on behalf of NABE."

Sylvia Cavazos Peña
Candidate for: Central Regional Representative
Years in Bilingual Education: 6
Education: BA, Texas A & I University; MA, Ed D, University of Houston.
Present Position: Associate Professor, Coordinator of Teacher Training, University of Houston.
Positions held in NABE: SIG Chair, Research and Evaluation.
Other work for NABE: Editorial Board for Conference Proceedings, Co-Chair, Program Committee NABE '88.
Affiliate experience: President, Houston ABE; Editor, TABE News.
Personal Statement: " I want to represent the interests of language minority students by influencing the ways and means in which NABE serves the membership. The bottom line for me is the service provided members by which they themselves can translate goals into action in their respective communities."

picture not available

Norman C. Gold
Candidate for: Western Regional Representative
Years in Bilingual Education: 15
Education: BA, UCLA; MA, University of Mass; EdD, University of Mass.
Present Position: Consultant, California Department of Education.
Positions held in NABE: Parent-at-Large, '85-'86.



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1989 Nationwide Writing Contest for Bilingual Students

on the topic:

"America: Our Unity is Through Many Languages"

Rules:

1. All essays must be written in English. Finalists will be asked to resubmit their essays in a language other than English.
2. All essays must address the theme to be eligible for consideration.
3. The contest is limited to students currently enrolled in Bilingual Education Programs grades 3 - 12, or to students who have received bilingual services for one school year.
4. The length of the essay MUST be:
   Elementary: grades 3 - 5: 150 - 200 words;
   Middle School/Jr. High: grades 6 - 8: 250 - 350 words;
   High School: grades 9 - 12: 350 - 500 words.

Teachers, please note: The number of words MUST be checked and recorded at the end of each essay. Every word will be counted except dates, which will be counted as one word. *Essays without the number of words recorded will not be read.*

5. The essay must be handwritten in ink or typed double-spaced.
6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, names of bilingual teacher and school principal must be written in ink or typed on a 3" x 5" card and stapled to the essay. Essays will not be returned. All essays become the property of NABE.

Judging:

1. All essays should be judged by the individual school first. Only the best essay from each grade category should be sent to:

The NABE Writing Contest
Department of Multilingual Programs
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

2. The essays submitted will be judged by a committee of readers selected by the Houston Independent School District. This committee will determine the first, second, and third place winners at each level.

Criteria:

1. Each essay will be judged on originality, content, and mechanics.

Prizes/Awards:

1. Prizes will be awarded as follows:

The National 1st place winner at each grade level, one parent, and one bilingual teacher will be flown to the NABE Conference in Miami, FL, May 12, 1989, to attend the Award Ceremony on May 13, 1989. The winner will also receive a $200 US Savings Bond.

National 2nd place winners at each grade level will receive a $150 US Savings Bond.

National 3rd place winners will receive a $100 US Savings Bond.

Dates:

1. Entries must be postmarked no later than March 1, 1989
2. Winners will be notified no later than March 31, 1989.

For further information, contact:

Jaime de la Isla, Coordinator
Department of Multilingual Programs
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 623 - 5126

- -

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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Joint ___ $50/1 yr ___ $93/2 yrs ___ $129/3 yrs (Couple living together; receive one set of all mailings.)
Institutional or Subscription ___ $50 (1 yr) (IHEs, libraries, & ed. agencies; Conference discounts do not apply.)
Commercial ___ $125 (1 yr) (Conference registration discounts do not apply.)

If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
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Mailing Address

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IMPORTANT: Renewals and new members - PLEASE COMPLETE REVERSE SIDE

I am adding a special contribution to NABE for the campaign to help counter the English-Only movement: $______
Membership fee ______
***Education Week* trial** ($10/6 months) ______
Total (Check or authorized credit card) $______

View from Washington—
con't. from pg. 3

case before issuing his final decision in the district's administrative appeal.

- Developmental Bilingual Education & Family English Literacy Programs: FY 1989 applications should be invited for both of these Title VII programs. The Department's failure to invite FY 1989 applications for these part A programs results in restricting local choice and flexibility.

- FY 1990 Budget Request for Title VII and Adult Education English Proficiency Grants: Recognizing that Secretary Cavazos will have an opportunity to shape the Reagan Administration's final budget proposal to Congress early next year, we recommend that Title VII funding be increased so as to return the program to its FY 1980 appropriations level adjusted for inflation (approximately a 50 percent increase over current appropriations levels). We further suggest that Secretary Cavazos include in the FY 1990 Title VII budget request a proposal to fund Special Alternative Instruction Programs and Developmental Bilingual Education programs at equal levels to end, once and for all, the political bickering over the allocation of monies among the two Title VII alternatives to Transitional Bilingual Education programs. For the Adult Education English Proficiency Grant program, NABE recommends a FY 1990 budget request for full funding ($27.6 million compared with current FY 1989 appropriations of $4.9 million).

Last week, I attended a meeting with Secretary Cavazos arranged by National Council of La Raza President Raúl Yzaguirre. The "get-acquainted" meeting focused on two "access" issues - the access of Hispanic and other language-minority students to equal and effective educational opportunities, and the access of NCLR, NABE, and other professional and advocacy organizations to Education Department officials. Secretary Cavazos spoke movingly of his three basic goals—raising the expectations for academic success of Hispanic and other minority-group students; conveying to students through concrete actions that our schools really "care" about students; and helping all Americans recognize the need to educate each and every student, regardless of race, cultural or language background, socio-economic status, or handicapping condition, to his or her fullest potential—and pledged to work closely and cooperatively with our organizations.

Looking Ahead

My next NABE News column will discuss some of the items—defeating proposed "Official English" constitutional amendments; creating new child care/development legislation; improvement and reauthorization of the Education of the Handicapped Act and the Vocational Education Act, and developing government and private programs to make high-technology instructional resources readily available to teachers serving language-minority students—on NABE's agenda for the 101st Congress.

But before this column is written, much less published, you will have had an opportunity to vote for the individuals you want to lead our nation, your state, and your local communities. I urge you to exercise your right to vote on election day and to encourage your colleagues and friends to do the same. No right is more precious or fundamental to our democracy.

Parents' Corner
con't from pg. 4

Please direct any questions or suggestions regarding these issues and goals to: Juan E. Sánchez, 184 Utica St., Denver, CO 80219, (303) 398-9018 (work), (303) 936-7004 (home); Blanca Williams, 1715 Harvard St., N.W., Washington, DC 20009, (202) 232-2324; or Mike Gaddis, 1708 Aspen St., Ft. Lupton, CO 80621, (303) 866-6774 (work), (303) 857-4954 (home).

- -

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Area Code

HOME PHONE: (____) ____________________
Area Code

SPECIAL INTEREST GROUP (Check Only One):

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_ 001-0002 Elementary Education
_ 001-0003 Secondary Education
_ 001-0004 Higher Education
_ 001-0005 Adult Education
_ 001-0006 Parent & Community
_ 001-0007 Vocational Education
_ 001-0008 Student
_ 001-0009 Research & Evaluation
_ 001-0010 Special Education
_ 001-0011 Global Education
_ 001-0012 Critical Pedagogy
_ 001-0013 ESL in Bilingual Education
_ 001-0014 Language Policy
_ 001-0015 Language and Culture Retention

STANDING COMMITTEES

_ 009-0001 Publications
_ 009-0002 Membership
_ 009-0003 Socio-Political Concerns
_ 009-0004 Fund Raising
_ 009-0005 Honors and Awards
_ 009-0006 Public Information
_ 009-0007 Rules
_ 009-0008 Organizational Development

OCCUPATION or BILINGUAL ED. INVOLVEMENT

_ 002-0001 Parent or Community Person
_ 002-0002 Para-professional
_ 002-0003 Full-time Student
_ 002-0004 Teacher
_ 002-0005 College Instructor
_ 002-0006 Administrator
_ 002-0007 Consultant
_ 002-0008 Publishing
_ 002-0009 Resource Center
_ 002-0010 Other ____________________

☐ **Check here if you are a current Affiliate President.**

____
Signature of Member

____
Date

☐ **I want information about my State Affiliate:** _____

Bilingual Education:

Annual NABE Conference Contests

Each year, the National Association for Bilingual Education sponsors three contests: an essay contest for elementary and high school students (see anouncement on page 9), a Teacher of the Year contest (contact state affiliate presidents for information - deadline date for submission December 1, 1988), and a dissertation contest (see below). Winners are flown to the Annual Conference for their awards.

Dissertations Competition

The competition is open to those who have completed a dissertation between June 1, 1985 and August 1, 1988. The deadline for submitting the abstract upon which the dissertation will be initially judged is Monday, November 21, 1987. Abstracts **must be received** by this date.

For more information and competition guidelines, contact
Alfredo G. de los Santos, Jr.
NABE 1989 Outstanding Dissertations
Maricopa Community Colleges
3910 East Washington St.
Phoenix, AZ 85034
(602) 244-8355

JOB ANNOUNCEMENT

The University of Pennsylvania Graduate School of Education invites applications for two positions in the areas of Reading/Writing/Literacy, broadly defined. The ranks of the positions are open (at the tenure-track or tenure level); at least one senior scholar is preferred. Candidates will have an earned doctorate in Reading, Writing, or related fields in the social sciences or humanities. They should be committed to the interdisciplinary study of language and literacy in educational settings. The successful candidates will conduct research in Reading/Writing/Literacy from such disciplinary perspectives as sociolinguistics, psycholinguistics, anthropology, literature, psychology, sociology, or history. The candidates should have a strong school-based research interest in K to 12. OTHER DESIRABLE CHARACTERISTICS: K–12 teaching experience, expertise and research in one or more of the following: language acquisition/emergent literacy, multidisciplinary approaches to literacy learning and teaching, evaluation and instruction of students with language and learning difficulties, or the education of minority students. The University of Pennsylvania is an equal opportunity/affirmative action employer. Send vita, references, and publications by Dec. 31st to:

Dr. Morton Botel
Chair, Reading/Writing/Literacy Search Committee
Graduate School of Education, University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216.

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NABE '89, Hyatt Regency Hotel
Miami, Florida -- May 9 - 13, 1989

NABE News

Vol. 12, No. 3

December, 1988

NABE President Speaks Through Texas to NABE Membership

by Macario Saldate, IV
President, NABE,
from his speech to the Texas Association for Bilingual Education, October, 29, 1988,
17th Annual TABE Conference

It is always a pleasure to be among beloved colleagues like those in bilingual education. Wherever I've gone on behalf of NABE, I have always felt at home, but particularly today, I feel at home in Texas. Please accept the greetings of the National Association for Bilingual Education and from colleagues in Arizona.

In these few minutes allotted me, I'd like you to know that NABE is busy working on your behalf in the Nation's Capitol. Recently, we were involved in the briefings before the Senate hearing to confirm Dr. Lauro Cavazos to head the Department of Education and we were delighted by the answers that the new Secreary of Education gave to the difficult questions that we and others posed. We will continue to offer our input to Dr. Cavazos.

Through our work with the Labor and Human Resources Committee of the Senate, we were able to get an extension for Title VII grant applications. As most of you know, those former deadlines were set capriciously and involved a spirit of exclusion rather than of inclusion.

We blocked William Bennett's last ornery act.

We were also able to raise some concerns about the failure to invite new applications for Family English Literacy and Developmental Bilingual Education Programs.

Shortly after Dr. Cavazos' confirmation, our Legislative and Policy Counsel, James Lyons, met with Dr. Cavazos' staff. In that meeting, Jim was able to outline several issues important to NABE and to bilingual educators nationally.

All this activity makes me feel that this is a time of great opportunity. Even though there are doomsayers everywhere, influenced or intimidated by English-Only proponents, I am optimistic, and I'll tell you why.

First, William Bennett is no longer here! And that sounds awfully good, especially after hearing Dr. Cavazos' views on bilingual education. Dr. Cavazos seems more approachable and he is saying the right things. But, with all due respect, NABE is not going to soft-peddle its concerns or its efforts. Dr. Cavazos will find in NABE a good ally, interested in all education and not only bilingual education. If he is interested in talking shop, we'll talk shop. If he's interested in raising test scores, we'll talk about that too. If he wants bilingual education to be on this nation's agenda, we're there to help. Con todo gusto. But our role also demands that we be critics and we will be critical when necessary.

As all of you know, this year is an election year [delivered before election]. We're going to have an administration no matter who wins. Both candidates have made a claim for education. We're going to be there to help them keep their promises—ya sea Dukakis o sea Bush! We'll also be there to persuade, argue, and fight for the issues that are important to us and to a great number of Americans. Most of you have heard the old barrio adage "No hay mal que del bien no venga," and that is true with the English-Only movement, which seems to be popping up every-

con't. on page 3

NABE '89—Record-setting Conference to be Held in Miami See Centerfold for More Information

From the Editor's Desk

by Joseph W. Beard, National Administrator

Much continues to happen in and around our world as 1988 comes to a close and we look ahead to 1989. Those of us who work in Washington, D.C. on your behalf pause from updating membership lists, mailing election ballots, working with the English Plus Information Clearinghouse (EPIC), getting this newsletter completed, monitoring activities of policy and legislative bodies, to wish all of you the most happy of holiday seasons and a joyous new year. May it include seeing you in Miami next May as we come together to send the strong message that NABE President Macario Saldate announced in his speech before the Texas Association for Bilingual Educaiton just before the election. His speech was so well received that we have reprinted it here so that NABE members can sense the optimism that we have as we start the new year.

Thinking of you in the context of our conference leads me to reflect on some examples of what is happening to prepare for one super conference. The NABE Board of Directors held their quarterly meeting in Miami and, in addition to the accomplishments that will be reported in the January issue of the *NABE News*, were hosted by old and new friends The NABE '89 planning committee held a fund-raising breakfast in honor of NABE and our national conference. In Miami we visited school sites. Secretary Monica Sandoval came away from her visit to Coral Way Elementary saying, "To me it was a moment in history to see 1963 (the year Coral Way began bilingual education) is still happening after all the battles ... they still maintain a dual language program that lends such an exciting flavor to the school that one feels it the minute they walk into the building." We toured the facilities where the conference will be held (our headquarters hotel, the Hyatt Regency, shares space with the Miami Convention Center and the downtown Miami University Center). We wandered along the river and saw the bay from our hotel rooms (they tell me that May is a fantastic time to visit Miami - the blues of the water and the sky are both invigorating and relaxing, depending on one's mood and need of the moment). We also worked with the local planning committee; each committee chair reported on their efforts under the able leadership of Conference Chair Carmen Suárez and the coordination of Luis Vázquez, district representative for the School Board of Dade County, Florida. The NABE Board came away so impressed with the enthusiasm and commitment of the local group and the opportunities surrounding our May meeting that the Board decided to hold their next meeting in Miami.

Further information on the conference can be found in the middle pages of this issue of the *NABE News*. The pre-conference brochure will be in the mail in January. Speakers, as well as exhibitors and sponsors of our various events, are being contacted to confirm their participation in the conference. The essay contest has been posted (see second listing on page 10) with a due date of March 1, 1989. Affiliate presidents have been given until January 25, 1989 to nominate candidates for the NABE teacher of the year. Dissertations are already in the hands of Alfredo de los Santos. Options are being explored for a series of activities surrounding technology and the use of hardware and software to further bilingual education. Modifications in the schedule have been made to fit the facilities, to strengthen recognition opportunities for our awardees, and to generate media attention. Plan to join us for what the local committee promises will be the best NABE conference ever!!!

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	1 Issue	4 Issues	8 Issues
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Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for
Bilingual Education

Dr. Joseph W. Beard
National Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Room 408
1201 16th Street, NW
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Saldate Speech—con't. from page 1

where you turn. Right now, we are having a major confrontation in Arizona. In fact, some people say that I should be over there fighting and not here. But I'm optimistic.

Look at what we've done since English-Only raised its ugly head. We have had a chance to present our side of the story. We have answered the charges in an articulate and convincing way. There is no complacency in our rebuttal.

Now we've had to mobilize. We are taking to the airwave, the newspapers, the forums, and the rallies to present our side.

We are making new converts and re-invigorating old ones. More younger people are taking sides and they are coming to ours. We have also forced many politicians and civic leaders to take a stand. And you know what? We've made it hard to be against bilingual education and for English-Only. Never in the history of bilingual education have we had so many big-time names in our ranks.

Now I know some of the politicians have been lukewarm in their support, but we'll change that in time. We are going to make sure only the fringe element in society will support that kind of nativist, racist, xenophobic legislation again.

This monster on the horizon has rallied the troops and solidified our ranks. We have had to become lean and mean again. While we have lost some tough battles, we are going to be fine-tuned as the battle goes to the national level.

Finally, I think that we have exposed some mean-spirited individuals. They can no longer hide behind the guise of the English-Only movement. The public is seeing them for what they are: disturbed people with a paranoia reminiscent of the McCarthy era.

But you know what? I would rather have them out in the open where we can see them and fight them, because truth and justice are on our side.

I'm not afraid of ominous clouds and neither should you be. I'm not afraid of hard work and neither is NABE, and that's what it's going to take to beat the English-Only movement.

We can be confident in our present and our future. We have survived. We are no longer a child. Almost twenty years after the Bilingual Education Act we have become a powerful, positive force for the education of this country's citizens.

Bilingual education is not a fad. It will be here as long as there are Americans who need help, and as long as Americans need help—we will be there! We will be there, securing their rights which come from being functioning members of this society.

Let's face it: our movement is a mainstream movement in support of unalienable rights, of democracy, of civil rights. It is more constitutional and more patriotic than anything John Tanton has ever dreamed of.

And because of that, we are going to win. We shall see victory.

As you conduct your conference today and tomorrow, I hope that you will also be optimistic. That you will redouble your efforts in working for bilingual education and NABE, because the two-fold strategy of the affiliates and the national office has been fruitful. We are good at dealing with national policy issues; you have shown an incredible ability to deal with the frontline challenges.

You Tejanos in particular have been at the forefront of this struggle, both here in Texas and through the ambassadors that you have sent throughout the nation. You have pushed the work forward.

Remember, NABE is working for you, and you can work for us. If you are not a member, we need you. If you are, then we'd like to see you at our national Conference in Miami. As our numbers grow, so does our strength y unidos ganaremos. ¡Que viva la educación bilingüe para que viva la democracía!

Gracias otra vez por la invitación y que Diosito los beniga.

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The Division of Special Education at California State University, Los Angeles, is recruiting for a tenure track position. The individual should have the following qualifications: An earned doctorate or close to completion, and a background of teaching experience with exceptional individuals. Preference will be given to those with experience in bilingual education or ESL. Candidate must teach courses and supervise practica experiences in both credential and graduate programs. Evidence of research skills and ability to supervise doctoral level research is also desirable. The deadline date for application is February 1, 1989, with a beginning employment date of September, 1989. Send letter of application, current vita, transcripts, and three letters of reference to:

Dr. Gary A. Best, Chair
Division of Special Education
California State University, LA
5151 State University Drive
Los Angeles, CA 90032

Free Newsletter on Computers and Language Learning

The quarterly *Athelstan Newsletter* on language learning and computers is available free of charge from Athelstan Publications. The latest edition of the newsletter contains information on wordprocessors for the Apple MacIntosh and a bibliography of recent articles on computer-assisted learning, as well as assorted news items. The newsletter is a very useful resource for any teacher who wants to know more about the use of computers in the language classroom.

The newsletter is sent free to all educators in the US or abroad. If you or anyone you know is interested in receiving the *Athelstan Newsletter*, please contact:

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About Multicultural Multiple Intelligences

by Michael J. García, PhD.

Advocates of multicultural education have long known that a pluralistic approach in education is essential if we are going to meet the needs of linguistically and culturally different (LCD) school populations. Multicultural education requires that we consider the educational needs of students who are not usually white and Euroamerican, sufficiently proficient in English, nor socioeconomically middle class. Because LCD students are different in language, ethnicity, class, and national ancestry from the majority of students in our schools, a multicultural approach is seen as more suitable to address the different but not necessarily deficient backgrounds of LCD students.

In addition to a student's linguistic and cultural background, however, it may be necessary to consider the LCD student's multiple intelligences and the influences that the different background may have had on these. The theory of multiple intelligences was articulated by Howard Gardner in his 1983 publication, *Frames of Mind—The Theory of Multiple Intelligences*. The author suggested that people do not possess a single human attribute called intelligence, *i.e.*, there is no general "smartness" or "brightness"; rather, there are seven basic intellectual competencies or "intelligences." These intelligences were categorized by Gardner as being: 1) linguistic, 2) logical-mathematical, 3) musical, 4) spatial, 5) bodily-kinesthetic, 6) interpersonal, and 7) intrapersonal.

Interesting also is that individuals may vary in their potential in these seven domains, but are nevertheless capable of attaining considerable sophistication in each of these seven realms (Gardner, 1984). Additionally, Gardner has written that individuals can exhibit novel or normal ability in any one of these intelligences without there being any predictable consequences for any of the other intelligences. In other words, a person's "smartness" in one area tells us nothing about their intelligence in another area. Furthermore, Gardner found that these seven intelligences may become highly developed in specific individuals or specific cultures.

In working with linguistically or culturally different students, therefore, the occurrence of these seven different intelligences and the influence that the LCD student's language and culture may have on the development of these intelligences may need to be carefully examined. Looking at the LCD student's linguistic intelligence or proficiency in a language, be it talking, reading, or writing, cannot be the only means for determining such intelligence. So, too, in trying to assess an LCD student's logical-mathematical or spatial intelligence, it may be more appropriate to use culturally relevant examples or problems to really give the LCD student a fair chance at demonstrating these abilities.

Another important thing to keep in mind when considering multiple intelligences among LCD students is that the combination of intelligences varies between individuals. When teachers teach a new alphabet, for instance, it may be useful to pronounce the letters (linguistic), to sing the letters (musical), or to shape the body to the letters (bodily). It is also important to keep in mind that there are various ways of "knowing," and that intellectual competence is not just one or two of the seven intelligences. Many times, for example, schools favor the cultivation of logical-mathematical intelligence as the most important of the intelligences, and this is not necessarily right.

Furthermore, according to Gardner (1983, p. 365), "Cultivation of one intelligence does not imply that others cannot be acquired: some individuals (and some cultures) may develop several intelligences to a keen extent, while others may highlight only one or two." Not only are there different varieties of

con't. on page 11

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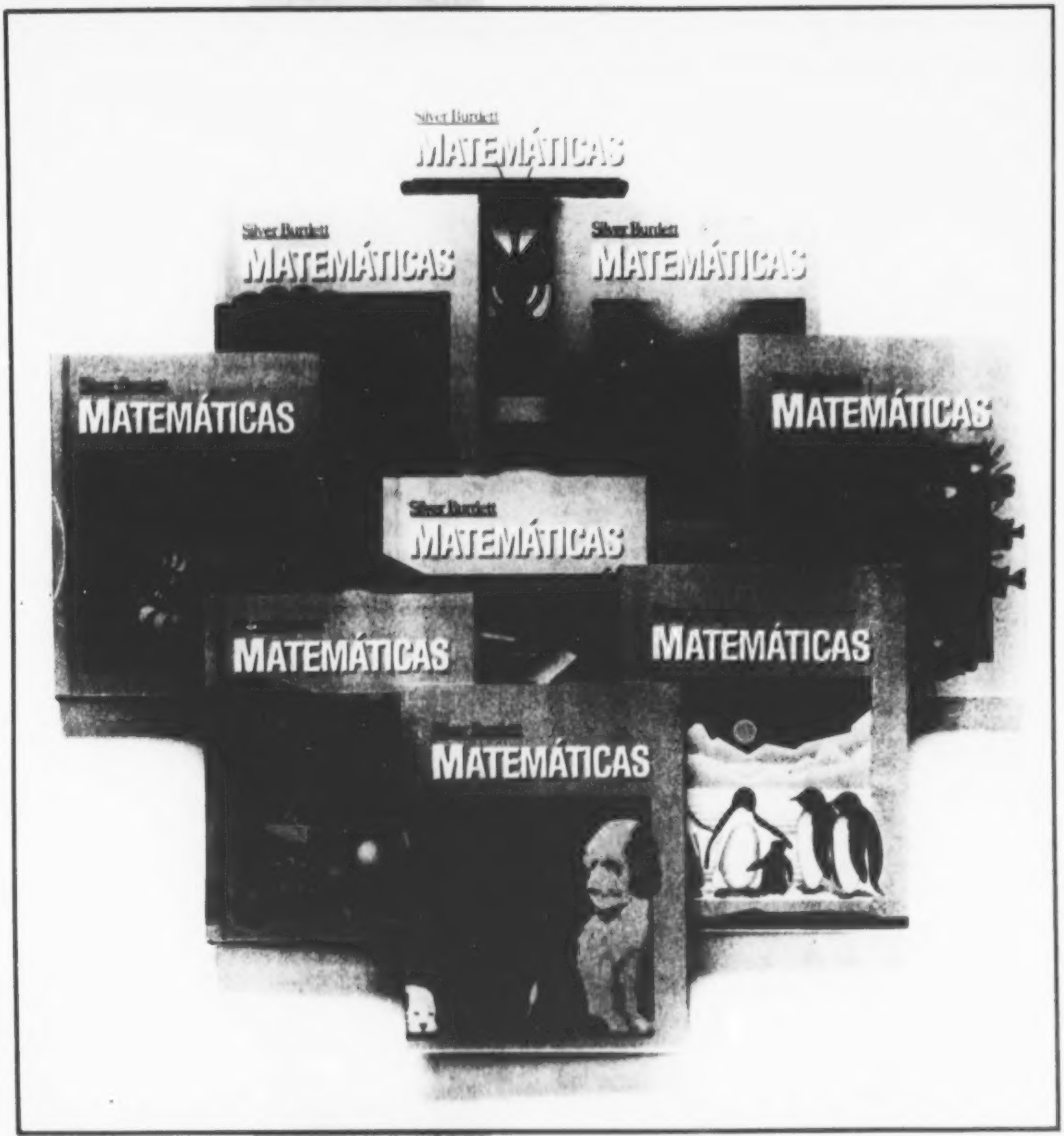
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NABE '89
MIAMI, FLORIDA
Schedule of Events

Monday, May 8, 1989
NABE Board Meeting, mid-afternoon

Tuesday, May 9, 1989
9:00 am to 5:00 pm
NABE Board Meeting
Excursion to Miccosukee Indian Village
Seaescape to the Bahamas
9:30 am to 5:30 pm
Pre-Conf. event — English Plus Information Clearinghouse Workshop on Language Issues
3:00 pm to 6:00 pm
Registration
7:00 pm to 9:00 pm
Desk available for questions and answers

Wednesday, May 10, 1989
All Day Long
Exhibitor Set Up
7:30 am to 5:00 pm
Registration
8:00 am to 4:00 pm
School Visits
9:00 am to 12:00 noon
NABE Board Meeting
Committee and SIG chairs invited
9:00 am to 6:00 pm
Intensive Sessions (1/2 day or full day)
2:00 pm to 4:30 pm
Delegate Assembly
5:00 pm to 6:00 pm
Resolutions Committee
6:30 pm to 8:30 pm
Reception—Annual Fundraiser with Special Speaker

Thursday, May 11, 1989
7:30 am to 5:00 pm
Registration
8:00 am to 9:30 am
Resolutions Committee
SIG Business Meetings - Early Childhood Ed, Secondary Ed, Adult Ed, Students, Elementary Ed, Higher Ed
Exhibits Open
9:30 am to 11:00 am
Opening General Session
11:15 am to 11:30 am
Exhibit Event
11:30 am to 12:00 noon
Press Conference

Thursday, May 11, 1989 (cont'd)
12:00 noon to 1:30 pm
Lunch: Dissertation Awards, IHEs, and Teacher Education Reform
2:00 pm to 3:30 pm
Presentations—invited and concurrent sessions
3:45 pm to 5:15 pm
Presentations—invited and concurrent sessions
7:00 pm to 11:00 pm
President's Reception and Dance

Friday, May 12, 1989
7:30 am to 5:00 pm
Registration
9:00 am to 5:00 pm
Exhibits
8:30 am to 10:00 am
Nominating Committee
Presentations—invited and concurrent sessions
10:15 am to 11:30 am
Second General Session
11:30 am to 12:45 pm
SIG Business Meetings—Spec. Ed, Critical Pedagogy, Vocational Ed, Research and Evaluation, Global Ed, ESL in Bilingual Ed, Language Policy, Language and Cultural Retention
Special Meetings—exhibit time
1:00 pm to 2:30 pm
NABE General Membership Meeting
2:45 pm to 4:15 pm
Third General Session
4:30 pm to 6:00 pm
Presentations—invited and concurrent sessions
6:00 pm to 7:00 pm
Receptions
7:30 pm to 9:30 pm
Banquet
9:30 pm to 1:30 am
Dance

Saturday, May 13, 1989
7:30 am to 5:00 pm
Registration
9:00 am to 2:00 pm
Exhibits
9:00 am to 10:30 am
Presentations—invited and concurrent sessions
10:45 am to 12:15 pm
Presentations—invited and concurrent sessions
12:30 pm to 2:00 pm
Presentations—invited and concurrent sessions
2:00 pm to 3:30 pm
Lunch: Student Awards, Teacher Recognition, Closing Ceremonies

Sunday, May 14, 1989
Mother's Day—enjoy Miami or a safe trip home!

NABE '89 CONFERENCE PREVIEW
18TH ANNUAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE
MAY 9–13, 1989
MIAMI, FLORIDA

From May 9 to May 13, 1989, NABE will hold its 18th Annual International Bilingual/Bicultural Education Conference at the Hyatt Regency Hotel in downtown Miami. The theme of this year's Conference is, "Bilingual Education: *E Pluribus Unum*." Both the NABE Central Office staff in Washington, D. C., and the Miami Host Committee have been working hard—in fact, since before our 1988 Conference in Houston—to ensure that the 1989 Conference is our best ever! We will offer all of the standard features of our past Conferences, as well as some new activities. The pre-Conference brochure, which will be on its way to you in January, will contain full information on all aspects of the Conference, including registration materials. Our purpose here is to highlight key facts and events for our *NABE News* readers.

Before we delve into that, however, a word about the Conference itself. The NABE Conference is a multi-faceted and multi-purpose event. Through dozens of intensive sessions, SIG meetings, and concurrent workshops, NABE offers its members and others the opportunity to obtain—in one setting—the latest information and training in our field. The Conference gives attendees the chance to meet their peers from across the nation, to exchange ideas, and, incidentally, to make new friends! The Conference is also the place where NABE conducts its membership and organizational affairs; we hold a Delegate Assembly, pass resolutions, nominate candidates for office, and conduct a General Membership Meeting to transact the business of the Association.

At the Conference, we impart information in a variety of different and interesting ways. For example, NABE brings you, through our keynote speakers at the General and Invited Sessions, the most current thinking on the latest trends in bilingual education. These individuals spark not only discussion, but occasionally controversy, too! This year, we will also have nationally known speakers who will review the present and future state of bilingual education in this post-presidential election year.

The Exhibit Area is also a place to learn. Here, nearly 100 major corporations, publishers, and government agencies, many of which are in the bilingual education field, display their products and services. This year, NABE will also have exhibitors—such as AT&T, Merrill Lynch, and Diners Club—who now realize the value of the multi-cultural consumer market, and wish to tap it.

We also try to meet the needs of our diverse constituencies through such features as the Parents' Institute and School Visitations. This year, through the efforts of the Miami Host Committee, both programs have been improved and expanded.

Finally, the NABE Conference is also **fun**. Through the various receptions, dances, Banquets, host-city/area sightseeing tours, and performances by our youth, NABE conferees can relax and reward themselves for their hard work throughout the year and at the Conference. We strive to make the Conference as socially enjoyable as it is professionally enriching.

So, as you see, there are plenty of reasons to attend the NABE Conference. We look forward to seeing you in Miami.

Conference Facts

Hotel: Headquarters Hotel, Hyatt Regency, Miami Downtown
Other Contracted Hotels: Sheraton Brickell Point
Inter-Continental Hotel
Use Convention Housing Bureau Form in pre-registration packet, to be mailed in mid-January.

Travel Agency: World Travel Inc., Washington, D.C.
(800) 424-2896 or (202) 223-9440
Official Conference Airlines: Eastern and Continental
Book through World Travel. Help NABE and Save!!
Consult Travel Flyer, in pre-registration packet, for information.

Pre-Registration—by April 15th:
NABE member: $60* Non-member: $100
Student/Parent member: $40*
Student/Parent non-member: $55*
One-Day Registration: $30* (non-members add $10)
Special Saturday Only Registration and Lunch: $35.00* (non-members add $10)

** Membership application and fee included with registration applies. Verification to accompany registration.*

On-Site Registration:
Member: $75* Non-member: $115
Student/Parent member: $50*
Student/Parent non-member: $65*
One-Day Registration: $40* (non-members add $15)
Special Saturday Only Registration and Lunch: $45.00* (non-members add $15)

For More Information Contact:
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Tel: (202) 822-7870

Conference Activities:
Included in Registration
Concurrent Sessions Invited Sessions
Members' Meetings Exhibits
Keynote/General Sessions

Extra Cost, Special Events:
EPIC Workshop, Tuesday—PR/M $10, NM $20; OS/M $15, NM $25
Special Trips, Tuesday—see preregistration packet.
Intensive Sessions, Wednesday—$10–$20
School Visits, Wednesday—$15–$30
Fundraiser—Special Guest, Wednesday Eve.—$10+
President's Reception, Thursday Eve.—$5
Dissertation Awards, IHE and Teacher Ed. Luncheon, Thursday—$20
Student Essay Awards, Teacher Recognition Luncheon, Saturday—$20.00
Annual Banquet, Friday Eve.—$30
Banquet/Dance, Friday Eve.—$40
Dance, Friday Eve.—$15

Exhibit and Corporate Sponsors Contact:
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Leadership Conference on Civil Rights Proposes Taskforce Opposing Official English Legislation

On September 15, 1988, the Executive Committee of the Leadership Conference on Civil Rights approved a resolution opposing Official English/English-Only legislation. The Resolution states:

BE IT RESOLVED that the Leadership Conference on Civil Rights opposes obstacles to individuals' enjoyment of the rights of Americans based on those individuals' limited proficiency in English, and accordingly opposes any legal measure that could discriminate against racial or ethnic minorities or people with disabilities by establishing Official English/English-Only legal measures.

Pursuant to this resolution, MALDEF and NCLR respectfully propose that a Taskforce be created under the auspices of the Leadership Conference to oppose Official English/English-Only legislation in Congress and, where practicable, on the state and local levels. Duties of the Taskforce would include but not be limited to compiling and disseminating information on the English-Only issue to LCCR member organizations, convening forums for education and strategy discussions of the issue, devising and implementing an agreed-upon plan of action for defeating English-Only measures, and finally, assisting in coordinating similar efforts that may initiate from LCCR member organizations.

American Language Academy Introduces TextLab – An Innovative New Software Product!

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- *Student Cloze Program*
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TextLab is extremely flexible • **TextLab** is easy to use for both teachers and students; very few commands are needed • **TextLab** provides practice in a variety of skills for students at any level • **TextLab** provides a comprehensive handbook with *practical teaching ideas* for novice and experienced teachers • **TextLab** is currently available for IBM® PCs and compatibles; Apple® version to be released soon

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An Open Letter to NABE Members From the Chair of the Membership Committee

Dear Reader,

Macario Saldate, President of NABE, has established an important, challenging goal for our national association. It is a goal which is realistic and realizable if all of us work together through the network of our regional, state, and local affiliates. Our goal for 1988–1989 is to reach a national membership of 5,500.

When you think about it, this is a very reasonable goal considering the number of bilingual teachers, administrators, teacher's aides, students, parents, and friends who are involved in bilingual education programs at the elementary, secondary, and post-secondary levels.

There has never been a greater time for us to come together and solidify our commitment to all limited-English-proficient children. Our collective ability to increase the NABE membership will strengthen our national advocacy to provide meaningful opportunities for LEP children to *LEARN* while they *LEARN ENGLISH,* to support NABE's commitment to the English-Plus movement, and to eradicate illiteracy in the US, which has for too long produced English-speaking illiterates. Our message is positive; however, we need your support.

At the end of this page, you'll find a NABE membership form, which we include in each newsletter. We are asking that you remember to renew your own membership, and that you pass the forms that you don't use for your renewal along to those you know who are interested in or who are supportive of bilingual education. All those who become members by May, '89 will be eligible for the membership rates for the NABE '89 annual conference to be held in Miami. We plan to break all records for active participation of our NABE membership at the conference this year.

Your support of the NABE membership drive is greatly appreciated. Should you have any questions, please call me at (713) 623-5126, or contact the National Office for more membership forms.

Sincerely,

Angel Noé González

Angel Noé González

- -

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
Room 408, 1201 16th Street, NW • Washington, DC 20036 • 202/822-7870

TYPE OF MEMBERSHIP

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If you live outside the U.S. and its territories, please add one of the following postage fees to your membership dues: Foreign Surface Mail $5_____ Foreign Air Mail $15_____
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IMPORTANT: Renewals and new members - PLEASE COMPLETE REVERSE SIDE

I am adding a special contribution to NABE for the campaign to help counter the English-Only movement: $ ______
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1989 Nationwide Writing Contest for Bilingual Students

on the topic:

"America: Our Unity is Through Many Languages"

Rules:

1. All essays must be written in English. Finalists will be asked to resubmit their essays in a language other than English.
2. All essays must address the theme to be eligible for consideration.
3. The contest is limited to students currently enrolled in Bilingual Education Programs grades 3 - 12, or to students who have received bilingual services for one school year.
4. The length of the essay MUST be:
   Elementary: grades 3 - 5: 150 - 200 words;
   Middle School/Jr. High: grades 6 - 8: 250 - 350 words;
   High School: grades 9 - 12: 350 - 500 words.

Teachers, please note: The number of words MUST be checked and recorded at the end of each essay. Every word will be counted except dates, which will be counted as one word. *Essays without the number of words recorded will not be read.*

5. The essay must be handwritten in ink or typed double-spaced.
6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, names of bilingual teacher and school principal must be written in ink or typed on a 3" x 5" card and stapled to the essay. Essays will not be returned. All essays become the property of NABE.

Judging:

1. All essays should be judged by the individual school first. Only the best essay from each grade category should be sent to:

The NABE Writing Contest
Department of Multilingual Programs
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

2. The essays submitted will be judged by a committee of readers selected by the Houston Independent School District. This committee will determine the first, second, and third place winners at each level.

Criteria:

1. Each essay will be judged on originality, content, and mechanics.

Prizes/Awards:

1. Prizes will be awarded as follows:

The National 1st place winner at each grade level, one parent, and one bilingual teacher will be flown to the NABE Conference in Miami, FL, May 12, 1989, to attend the Award Ceremony on May 13, 1989. The winner will also receive a $200 US Savings Bond.

National 2nd place winners at each grade level will receive a $150 US Savings Bond.

National 3rd place winners will receive a $100 US Savings Bond.

Dates:

1. Entries must be postmarked no later than March 1, 1989
2. Winners will be notified no later than March 31, 1989.

For further information, contact:

Jaime de la Isla, Coordinator
Department of Multilingual Programs
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 623 - 5126

- -

JOIN NABE - AND BRING A FRIEND

Side 2

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_ 009-0001 Publications
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_ 009-0007 Rules
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_ 002-0002 Para-professional
_ 002-0003 Full-time Student
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_ 002-0007 Consultant
_ 002-0008 Publishing
_ 002-0009 Resource Center
_ 002-0010 Other ______________________

☐ **Check here if you are a current Affiliate President.**

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Signature of Member

____
Date

☐ **I want information about my State Affiliate:** _____

García, con't from page 4

intelligences, but they take different forms in different cultures: different cultures deploy different intelligences to varying degrees for different purposes. Educators need therefore to respect not only the different culture of the LCD student but also the different areas of intelligence that an LCD student brings to the classroom. If an LCD student comes into the classroom with a very well-developed intelligence in one area, such as musical, interpersonal, or spatial, then it would be useful for the teacher to maximize this area to help the student develop in other intelligences, such as linguistic or logical. Additionally, a teacher respectful of an LCD student's culture will also recognize that a student has musical intelligence, for example, when that child plays or sings music that is culturally different from that of the teacher.

Because of their cultural differences, LCD students may also demonstrate differences in personal intelligences, *i.e.*, interpersonal and intrapersonal intelligences. Gardner (1983) defined interpersonal intelligence as the "ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions" (p. 239). Intrapersonal intelligence is the capacity to get in touch with one's own feelings and discriminate among them to understand and guide one's behavior. According to Gardner, personal intelligences take different forms in different cultures, depending on what is considered normal. Thus, it is important that teachers know the cultural backgrounds of LCD students before judging their personal intelligences. In other words, English dominant schools which are monoculturally oriented cannot accurately assess the intelligence of the LCD students; that is, unless such schools incorporate the concept of multicultural multiple intelligences.

Assistant Professor, Foreign Language and Bilingual/ESL Education (full time tenure track position).
Teach undergraduate courses in the ESL and Bilingual Teacher Certification Program, Foreign Language Methods and Materials, and supervise Foreign Language student teachers. Contributions to the department in research and grant writing, committee work, and student advisement are expected. Earned doctorate in the field of ESL or Foreign Language Education or a related field is required, plus evidence of proper certification. Administrative and/or supervisory experience on ESL/ Bilingual or secondary (7–12) Foreign Language programs and teaching experience in the appropriate areas are expected. The candidate must be bilingual (Spanish preferred), and provide evidence of appropriate scholarly and professional accomplishments and demonstrate a multi-cultural perspective.
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Dr. Joseph Pizzillo, Chair, Search Committee
Department of Secondary Education/Foundations
Glassboro State College,
Glassboro, New Jersey 08028.

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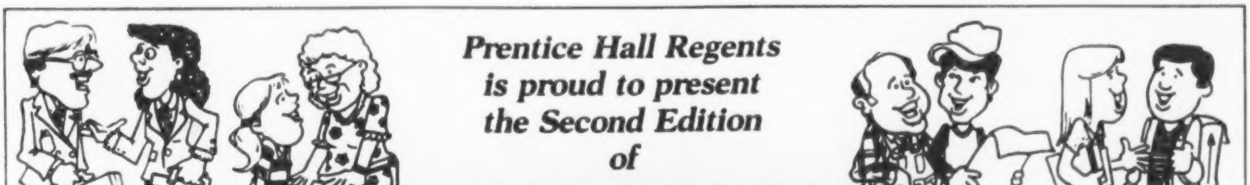

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HAPPY HOLIDAYS

NABE News

Vol. 12, No. 4

January, 1989

New York Policy Sets "Standards of Excellence"

Helping more students succeed in school is the goal of a new Regents policy that would require all school districts in the state [of New York] to identify and provide programs for students with limited English skills. The policy also would statistically broaden the range of students eligible for bilingual or English as a Second Language (ESL) funding.

Currently, only students scoring at or below the 23rd percentile on a standardized English reading test qualify for state bilingual or ESL funding. The new Regents policy would raise the eligibility standard to the 40th percentile.

"Too often the system pushes students with limited English skills out of bilingual or ESL programs before they're ready," says Education Commissioner Thomas Sobol. "Educational research shows that students scoring at the 40th percentile have a much more reasonable chance of succeeding in a mainstream classroom. Students scoring at the 23rd percentile still have far too great a chance of failure."

More than 105,000 Limited English Proficient (LEP) students speaking 85 different native tongues participated in approved ESL or bilingual programs in New York State schools during 1986–87, according to Carmen A. Pérez Hogan, director of the State Education Department's Bilingual Education Division [and former NABE President]. More than half of those students spoke Spanish. Of the 105,000 students in approved programs, about 90,000 were in New York City.

In addition, about 23,000 students were identified by their schools in 1986–87 as needing bilingual or ESL services, but were not in approved programs. Of 449 school districts which reported having LEP students in 1986, only 178 had approved programs. (There are 723 districts in the state.)

Under the new Regents policy, Education Department regulations would *require* that all districts identify LEP students and provide bilingual or ESL services. The policy also calls on the Legislature to provide additional funding for this purpose.

Preliminary estimates indicate that this requirement coupled with increasing the eligibility standard to the 40th percentile would increase State funding for bilingual and ESL students in 1989–90 by about $3 million. The current level of spending is about $21.7 million.

The new policy, adopted by the Regents at their December meeting in Albany, also supports additional services for LEP students after they enter "mainstream" English programs. Those services could include tutoring, guidance, and continuation of LEP services on a limited basis.

A far-reaching blueprint, the new Regents policy statement has immediate, mid-range, and long-term goals. Education Department staff expect to implement mid-range goals by 1992, when the U.S. will celebrate the 500th anniversary of the voyage of Christopher Columbus.

The policy statement was developed in cooperation with, and has the support of, the leadership of many groups in New York State concerned with bilingual and ESL education. One such leader is Luis O. Reyes, Director of Research for the advocacy organization ASPIRA of New York (Aspira is a Spanish word meaning aspiration.):

"ASPIRA welcomes this policy," he says, "because it sets standards of excellence rather than just minimum competencies for LEP students. These competencies will lead to true bilingual skills in English and the native language."

Other objectives of the policy statement include:

•**Improving accountability:** The policy calls for amendments to this Education Law to ensure that state funds enhance substantial local efforts and [that] local spending for bilingual and ESL programs at least equals state funding received for those programs. Current law is inadequate to provide such assurances.

•**Increasing opportunities for bilingual students:** A major goal of the new Regents policy is to increase opportunities for LEP students in areas such as pre-kindergarten, occupational, gifted, and special education. The ultimate objective of this policy is to give LEP students the same opportunities other students have in these program areas. Education Department figures, for example, indicate that 2,270 LEP students with handicapping conditions were not in appropriate special education programs in New York City during the 1986–87 school year.

The Regents policy calls for continued development of guidelines which would ensure a higher level of service to LEP students in all of these program areas. It also calls for increased development of curricular and instructional materials for use with LEP students and for increased development of native language and ESL tests, as well as other diagnostic devices.

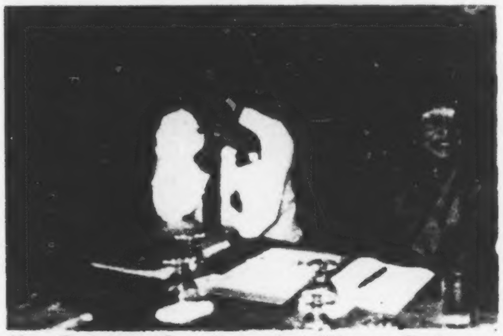
•**Increasing the number of bilingual and ESL teachers:** Education Department figures show a severe shortage of qualified bilingual and ESL teachers in New York State. As the state succeeds in serving more students,

con't. on page 4

NABE President Macario Saldate Addresses Miami Conference Organizers—Text on page 3

From the Editor's Desk

by Joseph W. Beard, National Administrator



Host Committee Coordinator Luis Vázquez, Dade County Public Schools, and Conference Chair Carmen Suárez, Principal of Caribbean Elementary School, listen to members of their committee.

This issue of the *NABE News* has two themes that we plan to bring together at our Annual Conference next May in Miami, Florida. The lead article on page 1 reflects the approach of an enlightened state, not only in responding to the needs of linguistically different learners but also in providing the opportunity for all learners to become bilingual. The article reprints the press release of the New York State Department of Education. Next month we will present a further description of the process by which the decisions reported in this press release were made. Suffice it to say that our own Legislative and Policy Counsel, Jim Lyons (whose series, *Inside Washington*, will appear again next month), our state affiliate NYSABE, and past NABE President Carmen Pérez Hogan played significant roles in the discussions leading to the decisions reported in the press release.

The second theme of this issue is built around the presentation that NABE President Macario Saldate made to Conference organizers when the NABE Board of Directors met with them last November. The potential that we have to demonstrate the power of bilingual education and to present positive ways to respond to the needs of not only language minority students but all American learners is emphasized in his presentation. The significance and importance of President Saldate's comments are further emphasized in the proclamation declaring the week of May 9 through 13, 1989, as the week of Bilingual Education in the city of Miami. The proclamation was signed by Miami Mayor Xavier L. Suarez in anticipation of our National Conference in Miami that week. A copy of the proclamation appears on page 5 of this issue of the *NABE News*.

Finally, the sense of the place in which we are going to hold our Conference, as well as the key people involved, are presented in pictures in this issue. Pictures of Miami are located on page 3. Four key people who will contribute to the ultimate success of the Conference are pictured on this page. We are indeed fortunate to have Carmen Suárez serve as overall Chair of the Conference, as she brings quiet confidence to the leadership that she provides. Luis Vázquez serves as Dade County Schools representative and provides the overall coordination of local committee planning. NABE President Macario Saldate oversees, with the support of the entire NABE Board, all aspects of Conference planning. National Administrator Joe Beard does what he can to keep all the players working together in a coordinated effort to create one of the best NABE conferences ever.

Plan to join us in Miami from May 9-13. Pre-conference brochures will be in the mail in February.

ABE 89
ONFERENC

National Administrator Joe Beard and NABE President Macario Saldate listen to reports from the Miami Host Committee.

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

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NABE President Addresses Conference Organizers in Miami

Macario Saldate, IV

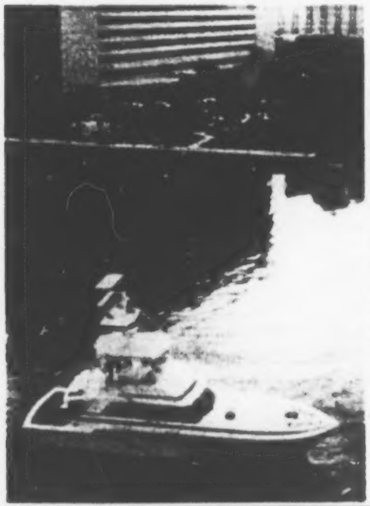
NABE '89, NABE's 18th annual conference, will be held this year in Miami. Above, the city skyline at night. Miami is famous for its nightlife. Below, right, conference attendees will probably not see fireworks, but will enjoy the entertainment the organizers are working so hard to provide. Below, left -- one of our conference hotels -- there is also plenty to do during the day! Consider staying over Saturday night (May 13) to take advantage of reduced air fares, to explore Miami, and to celebrate Mothers', Day.

First, I want to congratulate you on the progress you have already made on the 18th annual NABE Conference. It was a pleasure to see and feel the enthusiasm with which the local committee presented the progress on the conference yesterday. We of the Board are not surprised with the manner in which you have pooled your talents and energy to make this what I am certain will be one of the *best conferences* in the history of NABE. We of the NABE Board are not surprised at your fine efforts to date on this conference—for yours is a tradition in this state but particularly in this city—a tradition of excellence in the very difficult struggle to make education improve the lot of our children and the lot of our country.

I make these statements *con toda sinceridad* for any student of education, any serious student of community development, realizes that Miami, your fine city, because of your efforts, is a crown jewel. We thank you and the Rosa Incláns, Ralph Robinettes, and Rosie Feinbergs for making this tradition an example of what can be done, of what *must* be done.

As you go about the business of organizing this conference, we want you to know that we truly appreciate your efforts on bahalf of NABE. We also want you to know how important this conference is—the conference is the lifeline of NABE. The revenue generated through this conference allows us to influence national policy related to bilingual education and education in general.

By the way, along a more solemn vein—*los acompaño en su sentimiento.* As an Arizonan, I represent a state much like yours that just passed an "English Only" constitutional amendment—so, literally, the members of the Board from Colorado and I join you in your sorrow—*los acompaño en su sentimiento.*



Así, aunque estemos muy contentos con lo que se ha hecho aquí en Miami, también estamos de luto. Estamos de luto por estas leyes, unas de las leyes más infames en la historia de nuestros estados. Han matado a una parte de la democracia en Arizona, Colorado, y aquí en Florida.

(So, while we are very happy to see all that has been accomplished here in Miami, we also mourn. We mourn the passage of this law, one of the most infamous laws in the history of our states. It has destroyed part of the democracy in Arizona, Colorado, and here in Florida.)

As we experience this attack on democracy by the English-Only movement—let's face it, it is an attack on democracy—we recognize that language is not the issue! Language is not what unites this great country of ours. What unites this great country are principles such as unalienable rights, freedom of expression, protection of civil rights. That is, in reality, what makes this country great. That is what you and NABE fight to protect as this issue moves to the nation's capital on its march to change the US Constitution. We will again rely on constant and continued efforts of Jim Lyons and Joe Beard in Washington, and people like you who continue to struggle. And so we thank you and we applaud your efforts on behalf of all the children.

¡Qué viva la educación bilingüe para que viva la democracia!
Gracias, y que Dios los bendiga.

con't. from page 1

the shortage will become even more acute unless the state takes immediate action.

The new Regents policy calls for increasing the number of Empire State Challenger Teaching Scholarships and Fellowships awarded to prospective bilingual and ESL teachers. It also calls for a review of certification requirements for bilingual teachers. Current requirements for bilingual teachers include certification in "common branch" (for elementary school teachers) or a subject area (for secondary teachers), proof of expertise in bilingual instruction methods, and a demonstration of proficiency in two languages.

•Increasing parental involvement: A lack of English skills often creates barriers between the parents of LEP students and the schools. The Regents policy calls for development of programs and materials which will help current teachers communicate more effectively with LEP parents.

•Recognizing native languages other than English as a resource: Often students who speak a language other than English quickly lose proficiency in that language when they enter school, the policy paper says. And, students identified as LEP seldom receive recognition when they achieve proficiency in English.

The policy recommends establishing training programs for teachers and other school professionals which will help them to support and respect the native languages and cultures of LEP students. It also recommends expansion of "two-way" bilingual education programs in which native English-speaking students learn a second language while non-English–speaking students learn English. Finally, the policy proposes establishing a high school of languages in the state for students wishing to enter careers which require bilingualism, such as the import/export business, foreign service, translation, bilingual secretarial service, and international journalism.

For a copy of the report, please contact:

Division of Bilingual Education
Room 301EB
New York State
Education Department
Albany NY 12234
or call: (518) 474-8775

Other groups which helped in the development of the Regents policy on bilingual and ESL education include:

School District Representatives:
- New York City Board of Education
- Yonkers Public Schools
- Port Chester Public Schools
- South Huntington Schools
- Rochester Board of Education
- Central Islip Schools

Professional Organizations:
- New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
- Puerto Rican Educators' Association (PREA)
- New York State Association for Bilingual Education (NYSABE)

Labor Unions
- United Federation of Teachers
- New York Education Association (NYEA)

Higher Education
- Equity Assistance Center at Columbia Teachers' College
- School of Education, LIU
- Hostos Community College

Other
- Governor's Office of Hispanic Affairs
- Office of Senator Olga Mendez
- ASPIRA of New York
- New York City Latino Roundtable
- National Puerto Rican Policy Network
- Commissioner's Advisory Council on Bilingual Education

Briefing Educational for Reporters, Too

"Bilingual education is a vital part of our education system because it helps vulnerable students succeed in school and contributes to development of a workforce capable of succeeding in global markets," said Commissioner Thomas Sobol at the January 13th news conference announcing changes for bilingual education in New York State called for by the Regents Board.

The briefing was held at Public School 84 in New York City, a school with a "two-way" bilingual education program where students whose native language is not English learn English along-side English-speaking students who are learning a second language. This school was chosen as the site of the news conference because its "program exemplifies why New York State is a leader in the field of bilingual education," as Commissioner Sobol put it. He described the program as one that gives "students with limited English skills a positive role in school and provides English-speaking students with experiences and expertise they could only otherwise get by living in another country."

Two participants in "two-way" bilingual programs were introduced to reporters, who were also given a tour of the facility where the press briefing was held.

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Jody Thrush
CSC Executive Director
Madison Area Technical College
3550 Anderson Street
Madison, WI 53704

Proclamation

City of Miami, Florida

Whereas: THE 18TH ANNUAL INTERNATIONAL BILINGUAL-BICULTURAL EDUCATION CONFERENCE WILL BE HELD IN MIAMI AT THE HYATT REGENCY HOTEL DURING THE WEEK OF MAY 9-13, 1989; AND

WHEREAS: THE CONFERENCE WILL OFFER WORKSHOPS, LECTURES, DEMONSTRATIONS, EXHIBITS AND SPECIAL EVENTS WHICH WILL ATTRACT A LARGE NUMBER OF INTERNATIONAL, NATIONAL AND LOCAL EDUCATORS AND COMMUNITY LEADERS; AND

WHEREAS: THE CONFERENCE ANNUALLY BRINGS TOGETHER THOSE PROFESSIONALS WHO ARE INVOLVED IN THE TEACHING AND PROMULGATION OF THE THEME OF "BILINGUAL EDUCATION: E PLURIBUS UNUM", WITH THE BELIEF THAT IT IS BENEFICIAL AND ADVANTAGEOUS TO ALL OUR CITIZENS TO BECOME ACQUAINTED WITH THE PROGRAMS SUPPORTED BY THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION; AND

WHEREAS: LOCAL AUTHORITIES, ON BEHALF OF THE COMMUNITY, SALUTE THE ORGANIZERS OF AND PARTICIPANTS IN THIS CONFERENCE FOR THE EDUCATIONAL IMPACT THAT SUCH EVENT WILL HAVE IN OUR MIDST;

NOW, THEREFORE: I, XAVIER L. SUAREZ, MAYOR OF THE CITY OF MIAMI, FLORIDA, DO HEREBY PROCLAIM THE WEEK OF MAY 9 THROUGH 13, 1989 AS

Week of Bilingual Education

IN OBSERVANCE THEREOF: I CALL UPON ALL RESIDENTS OF THE CITY OF MIAMI TO JOIN WITH ME IN THE CELEBRATION OF THIS IMPORTANT DATE.

IN WITNESS WHEREOF: I HEREUNTO SET MY HAND AND CAUSE THE SEAL OF THE CITY OF MIAMI TO BE AFFIXED.

DONE: IN THE OFFICE OF THE MAYOR OF THE CITY OF MIAMI, FLORIDA.

MAY 9, 1989
Date

XAVIER L. SUAREZ Mayor

- -

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Membership Class and Duration (Select one)

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For information, write James E. Alatis, Dean, SLL, 303 ICC, Georgetown University, Washington, DC 20057.

New Lyons Monograph Released

Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students, by NABE Legislative and Policy Counsel James Lyons, reviews federal legislation and principal court rulings that define school district responsibilities for the education of LEP students and applicable state legislation and policy. The monograph provides a state-by-state profile of factors pertinent to national origin desegregation efforts.

This work is an invaluable aid to all those involved in bilingual or ESL education program development.

This publication can be obtained for $4 plus $2 s/h from:
The Mid-Atlantic Equity Center
The American University
Suite 310
5010 Wisconsin Avenue, NW
Washington, DC 20016
Please make checks payable to The American University

Notice

Several of our members received notification that their membership had lapsed when in fact they were more than up-to-date on supporting NABE with their dues. The computer service we use to maintain our membership lists underwent changes that affected the accuracy of the address labels which were produced. We appreciate your calling the problem to our attention and hope it has now been solved. Some of you have also indicated concern about receiving issues of the *NABE Journal* which had fallen behind publication. As this newsletter goes to press, all three issues of Volume 12 (1987–1988) have been mailed to those who should have received them and arrangements have been made for the completion of Volume 13 (1988–1989). By the fall of 1989, the *NABE Journal* should be back in sequence.

- -

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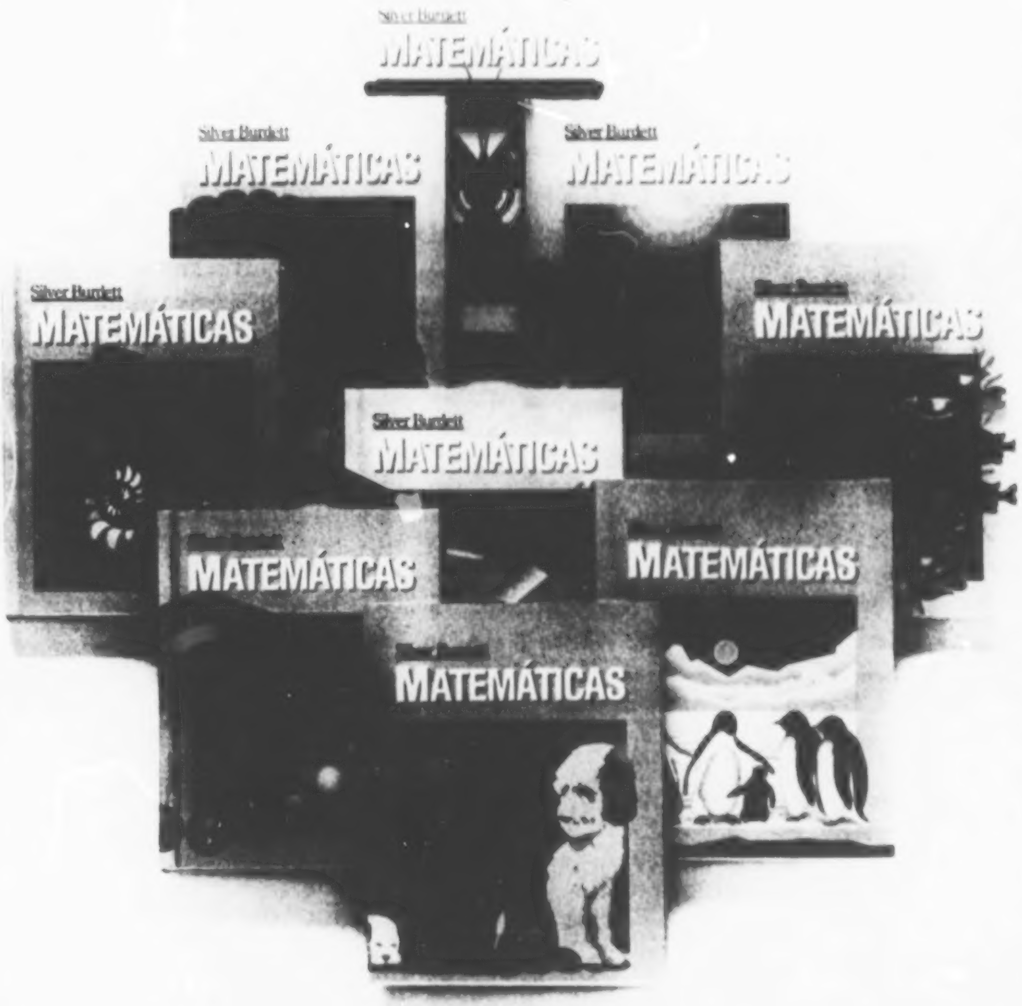

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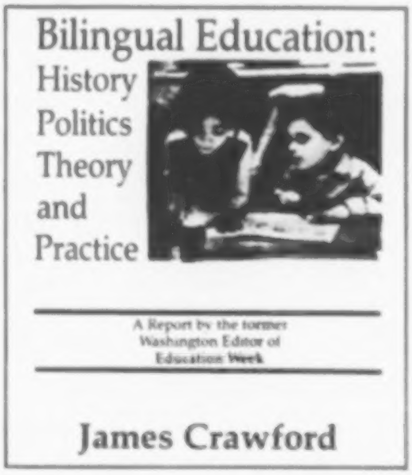

Bilingual Education:
History
Politics
Theory
and
Practice

A Report by the former Washington Editor of Education Week

James Crawford

U.S.ENGLISH
the "English Only" lobbyist group
that has attacked bilingual education
threatens **CRANE PUBLISHING COMPANY**
with legal action if it publishes
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Bilingual Education:
History, Politics, Theory, and Practice
if it contains Crawford's
"mud-slinging attacks on U.S.ENGLISH"

WHAT ACTION HAS CRANE PUBLISHING COMPANY TAKEN:

- Crawford, former Washington editor of **Education Week,** has expanded his book by 40 percent to include extensive information on the "English Only" movement.
- Crane is keeping its commitment to bilingual education and the many minority children in the United States that it serves and services.
- The Crawford book has been delayed because of these latest developments. The scheduled publication date is February 13, 1989.

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NABE will receive a royalty on the Crawford book - another Crane commitment to bilingual education.

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Bilingual Education
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NABE '89, Hyatt Regency Hotel
Miami, Florida -- May 9 - 13, 1989

Vol. 12, No. 5

NABE News

March, 1989

Bilingual Education Students Testify Before the N.Y. Board of Regents

by

Anthony Armada, Director of Program Planning and Support Services, NYC Board of Education

Proponents of bilingual education from near and far came to express their support for the proposed position paper on bilingual education under consideration by the Regents on December 14th, 1988. If approved, this position paper would usher in far-reaching changes across the state.

There were two special guests who brought with them an important message. These two guests stood tall and proud when they delivered their speeches. The first was Ivonne García, 11, a 6th grade student in the bilingual program for the gifted and talented in Manhattan. The other, Zulma García, 13, is a seventh grader in the Bronx. Accompanied by their parents, they had travelled across the state to share their thoughts and feelings with the Board.

Ivonne García was born and raised in New York City. As a child, she spoke only Spanish with her Dominican Republic–born parents. Ivonne has participated in a bilingual program since entering school. As she stood before the Regents, Ivonne described the invaluable benefits the bilingual program has bestowed upon her. She appreciates the fact that she was permitted to continue speaking and learning in her first language while learning English. The ability to speak to her parents in the only language they understand enables her to maintain a strong and healthy relationship with them. As her mother stood by and listened proudly to her daughter's speech, Ivonne explained to the Regents how important such a relationship is in her development. She mentioned being accepted for who she is and what she speaks. This acceptance has generated a confidence and self-esteem that few, if any, evaluation instruments can measure. Ivonne dreams of one day becoming a scientist. Her present mastery of both English and Spanish is an asset she hopes to use in that capacity.

Zulma García, on the other hand, is not a native New Yorker. She was born in Guatemala City, Guatemala, and came to the United States only three years ago. From the outset, Zulma pointed out in her speech how important it is for her to be bilingual and bicultural in this rapidly changing world. Her knowledge of two languages will, in her opinion, give her an edge when she enters the job market in the future. Zulma believes that bilingual education permits her to adjust gradually to her new environment while continuing to learn in her native language. This allows her to transfer her strong native language skills to her second language, English.

The audience listened attentively to these special guests speak about their educational experiences. Before them stood two shining examples of bilingual education. The students' original purpose was to convey their message to the Board of Regents before any action was taken on the position paper. Their impact, however, went beyond the Board of Regents, touching the hearts and souls of everyone present.

Crawford Book Out !!

Crane Publishing Company has announced the publication of *Bilingual Education: History, Politics, Theory, and Practice*, by James Crawford, the former Washington, DC editor of *Education Week*. To show her support for the bilingual education movement, publisher Barbara Crane plans to contribute a royalty to the National Association for Bilingual Education for each copy of Crawford's book sold.

In his book, Crawford offers a comprehensive overview of the pedagogical and political issues facing bilingual educators today. While his work is of special interest to teachers, it will appeal as well to the general reader concerned with educational equity, language learning, or ethnic relations in the eighties.

The author analyzes American responses to language diversity in the past, the evolution of federal policy on bilingual education, and the recent controversies over its effectiveness. He surveys the latest research on second-language acquisition and the on-going efforts to apply the results of this research in the classroom. Two chapters of the book focus on bilingual programs in California, detailing both problems and success stories such as the Eastman model now being expanded citywide in Los Angeles.

Crawford also takes a critical look at the English-Only movement, its links to the immigration-restriction lobby, and its threat to equal educational opportunities for language-minority children. This chapter includes the recent revelations about anti-Hispanic attitudes in the leadership of US English, which Crawford's investigative

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We want to hear YOUR views about education!
Secretary of Education Cavazos' comments start on p. 4 —
Let us give you the chance to respond!

From the Editor's Desk

by Joseph W. Beard, National Administrator

Life remains hectic for us, as I am sure it is with you. I visited with the Miami Planning Committee at the end of January and, in addition to working with them on the pre-conference brochure, took a mini-holiday with my wife to visit some Miami area sights, taking pictures to share with you. On page 6 are pictures from a room at our Conference headquarters hotel, the Hyatt Regency, looking down at the Miami River and one of our backup hotels, the Sheraton Brickell Point. We also visited the Miccosukee Indian Village and found all aspects of the visit fascinating (alligator wrestling is really alligator handling and it takes skill!) -- that's Marj sitting on the airboat prior to our trip into the Everglades. If you can be in Miami on Tuesday May 9, you might want to explore the village and its activities. On the other hand, you might, as Marj and I did, escape to the Bahamas on the one-day SeaEscape cruise for a real experience offered to Conference goers at a reduced rate on either May 9 or May 14. The pictures don't do either the trip or our tour of the island justice. All I can say is that the trip is a combination fraternity party, floating casino, three-ring circus with three lounges offering music almost nonstop, and the chance to join about 1,000 other carefree travelers at buffet breakfast, lunch, and dinner and all the other in-between times, unless you find a quiet spot to enjoy the water and the sky and the rocking boat for about four hours over and four hours back. The boat stays in the Freeport Harbor for about three hours; you can either relax in the quiet of the boat, walk around the harbor, hop a taxi into town, or take one of two tours to the beach and shopping or to some lovely gardens (which we did, as illustrated in the pictures) and shopping (too little time unless you know exactly what you are looking for). A fun trip but a long day, with the early morning start and the late night return. You could come in Monday to make it or stay over Sunday night, celebrating Mother's day on the boat!

This issue of the *NABE News* is partly about our National Conference, with hopes that you will be able to join us, and partly about some of the things that are happening with education in general and bilingual education in particular. We have copies of the pre-conference brochure and I hope it is as appealing to you as it is to me. The Miami team did themselves proud! We had to make a couple of hard choices, in order to keep prices close to those in Houston, with only slight increases for the meal functions and slight reductions for the field visits.

Local Parent Institute planners, headed by Delia García, are looking forward to exciting opportunities for parents attending the Conference. On the opening day, Thursday, May 11, at 9:30 a.m., all are invited to attend the General Session which will be held in the Knight Center Auditorium. The Dade County Schools Superintendent is scheduled to speak on the significance of bilingual education in southern Florida. Immediately after, there will be an orientation meeting to brief parents on Conference activities, including identification of workshops of particular interest. A hospitality suite for parents will be maintained throughout the Conference.

For the rest of Thursday and on Friday, parents are invited to attend regular activities of the Conference, including workshops, general sessions, and the exhibit hall. On Saturday a series of special activities have been designed for parents, beginning with the morning session at 9:00 a.m. A special registration area will be available for those parents who can only attend on Saturday. Time is available for visiting the exhibit hall or attending additional workshops. The Saturday luncheon, focusing on Student Essay Contest winners and the National Teacher of the Year, hosted by the Florida Teacher of the Year, is included in the special registration fee for parents. There is also a business meeting scheduled for the NABE Special Interest Group for parents.

On the education scene, Anthony Armada shares a personal view on what helped the New York Regents move in the directions reported in the last issue of the *NABE News*. In the next issue, Debra Colley, New York State Association for Bilingual Education, will describe how the interaction between national, state, and local groups helped in the whole process. I also have in my hands a copy of James Crawford's new book on Bilingual Education. It's super!! Jim will make a presentation in Miami and be available to autograph your copy of his book. To some, including the Secretary of Education, Lauro Cavazos, the future of education begins today, so we thought it appropriate to share portions of his speech to a group of teachers who came to D. C. for the inauguration and to seek your responses as we look ahead to the future for all learners and especially for linguistically-different learners. As the Secretary of Education implied in another setting, if we don't look after the language and cultural needs of the populations we serve, who will?

Hope to see you in Miami!!

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

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1/4 Page	$ 145	$ 500	$ 1,000

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National Association for Bilingual Education

Dr. Joseph W. Beard
National Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

Room 408
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1989 Conference Again Draws Major Corporate Support

For the last several years, NABE has been making strides in working cooperatively with corporate America. We have been actively promoting the importance and value of bilingual education to the private sector. Through meetings, on-going dialogue, and especially through the Annual Conference, NABE has focused corporate executives' attention on several inexorable demographic facts, most particularly that language minorities will be an increasing percentage of America's labor force in the near future. It is clearly in corporate America's best interests to support bilingual education now, and thus help educate their new workers of the near future.

We are pleased to say that a growing number of major corporations now support NABE. One key vehicle for this support is the Conference. This year, for example, IBM is once again a Golden Sponsor and is underwriting the Awards Luncheon, to be held Saturday, May 13. Here, NABE will give awards to the Student Essay Contest winners and honor the NABE Teacher of the Year. Mr. James E. Dezell, Jr., General Manager of IBM's Educational Systems, a distinguished educator and leading proponent of using high technology in the classroom, will be a Luncheon keynote speaker and will help distribute the awards.

Silver, Burdett, and Ginn is again actively involved in the Conference. As attendees at NABE, CABE, TABE, and similar conferences know, SBG -- through its dynamic and visionary Product Manager, Elizabeth Flores -- has been showing corporate America just how and why it is important for them to support bilingual education. SBG is once again sponsoring the Official NABE Conference Poster, underwriting the Pre-Banquet Reception, and making a hefty cash contribution to NABE. The Poster has been a particularly popular item at past NABE Conferences because of its beauty. The 1989 Poster will be even more stunning.

Once again underwriting NABE's fundraising receptions at the Conference are the Pepsi Cola and Adolph Coors Companies. Pepsi is sponsoring the Wednesday, May 10th reception and Coors is hosting the President's Reception on Thursday evening. There will be plenty of food, drink, and a special big-name guest (remember Houston!) at these events.

Other corporate sponsors again participating in the Conference include the Carnation Co., Ford Motor Co., Harcourt Brace Jovanovich, Inc., McGraw-Hill Book Co., MacMillan Publishing Co., Miller Brewing Co., and Santillana Publishing Co. New sponsors to NABE and the Conference include AT&T, General Motors Co., *Hispanic Magazine*, Merrill Lynch, and Scholastic, Inc. All these companies, in addition to making substantial cash contributions, are increasingly active supporters of bilingual education. We are confident that, as we continue our efforts, more companies will follow their lead.

NABE is committed to seeking the involvement of corporate America in our work. These mutually beneficial relationships make good sense. Visit these companies' exhibit booths at the Conference and make your views known to them. For more information on NABE's outreach to corporate America, contact our Conference Consultant, Roger Rivera, at the NABE Office (202) 822-7870.

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reporting helped to uncover. These disclosures in October, 1988, prompted Linda Chávez to quit as the organization's president and Walter Cronkite to resign from its advisory board.

US English, in a letter sent to Barbara Crane, president of Crane Publishing Co., charged that Crawford "has published defamatory information about us," and that he has conducted "a smear campaign on the effort to make English the official language of the United States." The letter warned that US English was "ready to take appropriate legal action against anyone who commits fraud or libel against us." The letter was signed by Kathryn Bricker, executive director of US English.

Crawford believes that this was "simply an attempt to intimidate a small book publisher." He points out that none of those involved in distributing or publishing his recent series of commentary articles—"What's Behind US English?"—were threatened; distributors included the Los Angeles Times Syndicate and the Hispanic Link News Service. US English "underestimated Barbara Crane," he continues,"who never hesitated in her support of my work. In fact, she encouraged me to update the book to add the latest material about US English." Crane commented that "there was no question that we would keep our commitment to publish James Crawford's book. It is a definitive report on bilingual education and is backed by the scrupulous research for which Crawford became known at *Education Week*."

Bilingual Education: History, Politics, Theory, and Practice, a 204-page volume, sells for $16.98. It will be available at the NABE Conference in Miami or can be ordered direct from Crane Publishing at the address and phone numbers in the ad on the back page of this issue.

Election Results

The election results are in, and we would like to thank the Elections Committee members for counting the votes! The committee, ably chaired by Dr. Harold Chu of the Center for Bilingual/Multicultural Education at George Mason University, included Barbara Boswell, Ho-Tak Choi, Yang Poppen, Yuriko Rollins, and Debra Wald. They assured the fairness of the election by overseeing the actions of the national office and the applications process. Working hard, they did a fantastic job!

President-Elect	**Angel Noé González**	63%
	Luís O. Reyes	37%
Vice President	**Anna M. Pérez**	59%
	Michael García	30%
	Juan E. Sánchez	11%
Secretary	**Marlene Kamm**	53%
	Dick K. Hsieh	47%
Treasurer	**Mutsuko Tanouchi**	57%
	José Agustin Ruíz	43%
Parent-at-Large	**Michael Gaddis**	97%
	Write-ins	3%
Eastern Regional Rep.	**Angela Carrasquillo**	67%
	Ana María Schuhmann	33%
Central Regional Rep.	**Sylvia Cavazos Peña**	67%
	Ravi Sheorey	33%
Western Regional Rep.	**Dick Littlebear**	75%
	Norman C. Gold	25%

Education: The Future Begins Today

Excerpts from a speech given by Education Secretary Lauro F. Cavazos Before the US Department of Education Forum, January 18, 1989

Distinguished Governors, honored guests, and fellow teachers, it is an honor to welcome you to "A Teacher's Inaugural Experience." It is not only symbolic that the first official inaugural event for President-Elect George Bush is an education one; it also signals the solid commitment he has when he says he intends to be the Education President.

An Inauguration is not only a new beginning, it is also a time for taking stock of how far we have come in order that we can understand the unfinished business that lies ahead. . . . As the President-Elect has said, "Our children are our future. The way we treat our children reflects our values as a nation and as a people. . . . Children embody our respect for ourselves and for our future."

I don't have to tell you how important and how challenging your work is: you see it every day, inside and outside the classroom. You know how fragile a young mind is and at the same time how precious a resource it is. This country's future—its economic, political, and moral well-being—are quite literally in your hands. Your work will determine our strength, our resourcefulness, and the quality of our future leaders. Your work—the nurturing of young minds—will shape tomorrow's parents, leaders, workers, and, yes, its presidents.

Learning by Example

I think those of us who have been in the teaching profession know that teaching by example is perhaps the best way of communicating to students. Whether it is a hands-on demonstration of a scientific principle, an eye-witness account of an historic event, or showing how mathematics can solve a simple every-day problem, a well-chosen example can give life to learning in a way that few other resources available to the teacher can rival. In fact, to me this is what the sweeping educational reform movement is all about: learning by example.

The difference in this case is that while you, the hands-on educators, are providing the examples based on your experience of what succeeds, your pupils are public officials at all levels. These officials truly care about the quality of education our system produces. They expect our schools to graduate students ready to be productive members of a free society. These officials that you teach are ready to respond to the concerns of parents, teachers, students, and civic leaders about the tragic losses that result when our schools fail in their mission.

We can and will learn from your examples—examples of what succeeds in charging the student's imagination, of how to measure success in our schools, of how to set standards and meet them. We *must* learn from your experience, because the challenge to the American educational system is greater now than ever before. The national government cannot afford the illusion that it has all the answers, or that it can prescribe solutions for the many diverse, pluralistic, free, and open society. From your examples, we have already begun to grasp what works—but it is the genius of our diverse federal system that allows the various lessons you have to teach to be shared, modified, and adapted to the special situations that arise in every school district, every neighborhood, and every community across America. Common principles and commitments must inform the choices made in Harlem as well as Houston, but their *application* may vary widely throughout the land.

I would characterize the Education Department under George Bush as dealing with three issues in terms of education.

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They can be summarized as *expectations, access,* and *accountability*. Let me expand on each of these points and indicate the specific techniques that we must develop in order to provide quality education.

Expectations It is our expectation that every person in America be educated to his or her fullest potential. That will result only when all students stay in school, and this year's first graders go on to graduate in the year 2000. It is our expectation that the term "drop-out" will become obsolete. There are many drop-out programs in development throughout the United States and we must assist in implementation of these programs. We must place emphasis on early childhood development. It appears that the first few years of a child's life contribute immensely to their future academic success. Self-esteem and motivation are formed at this early stage and we must take advantage of these early years. We will extend the early childhood programs we have and develop others with the states.

It is our expectation that every person in this nation be literate. Today, twenty-seven million Americans are functionally illiterate. There are specific programs that have been developed and proposed by educators and business people. We must seek implementation of these programs.

Further, it is not unrealistic to expect that all handicapped people be educated for maximum independence. We already have the programs in place and we need to see that there is joint effort between the national and state levels to implement these programs.

We should expect that all academic programs be of excellence. In order to achieve this, we must have the participation of every citizen in the debate about quality education—parents, teachers, federal and state officials, school administrators, and others must enter the discussions and find ways of strengthening education in America. Education and its quality should seek a national consensus. The Department of Education will assist in development of this consensus and will fund research and development of programs that further the national goal in education. We will work with the states to implement quality education programs. America can expect no less than the finest education for all of its citizens.

Access Every student should have access to a quality education. We must assure access for not only the academically talented majority and minority students, but for those living in poverty, the at-risk students, and the handicapped. I have mentioned early childhood intervention. We need to develop significant programs that result in education of children. We must combine them with day care. In other words, there should be access for all children to these programs which can prevent future drop-outs. We know what works, and we will be seeking ways of working with the states to start or extend these programs.

In terms of access, parents should be involved in selecting the school of their choice. Now, the word "choice" means many different things to different people. But as both President Reagan and President-Elect Bush have observed, choice *works*. Some may disagree on the best way to give parents more options to choose from, and on how choice programs can be used to build better schools. But the jury is already *in* on this one: choice *will* be a critical element on education reform for years to come. Indeed, it may prove to be the linchpin in our common efforts to ensure that all Americans—black and white, rich and poor, Asian and Native American, Hispanic and the handicapped—have access to a quality education. We expect students to compete with one another in academics and athletics because we believe that competition produces better results for everyone. The same principle should be applied to schools themselves, and it *has* been applied with great success. . . .

Accountability All of us must be accountable to our nation relative to the quality of education we provide. Teachers must be accountable in terms of their professionalism. They must be knowledgeable and caring. They can be accountable by helping us develop—together with the states—certification and evaluation systems for our teachers. Further, we will expect teachers to be responsible and accountable

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Marjorie Powell, wife of National Administrator, Joe Beard, looks down from the balcony of a room at Conference Headquarters hotel, Hyatt Regency, at the Miami River in the foreground and one of our backup hotels, the Sheraton Brickell Point.

Marj gets ready to take the airboat ride through the Everglades -- some vistas!!

View from the upper deck of the SeaEscape boat and Joe Beard in the Garden of the Groves.

Conference Facts

Hotel: Headquarters Hotel, Hyatt Regency, Miami Downtown
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Travel Agency: World Travel Inc., Washington, D.C.
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Tel: (202) 822-7870

Notice:
You should have received your pre-conference brochure. If you did not or if you know someone who should receive one, please contact the NABE National Office.

Conference Activities:
Included in Registration:
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Members' Meetings Exhibits
Keynote/General Sessions

Extra Cost, Special Events:
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Special Trips, Tuesday or Sunday—see preregistration packet.
Intensive Sessions, Wednesday—$10–$15
School Visits, Wednesday—$9–$10
Fundraiser—Special Guest, Wednesday Eve.—$10 minimum
President's Reception, Thursday Eve.—$5
Dissertation Awards, IHE and Teacher Ed. Luncheon, Thursday—$24
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NABE Business Meetings

Many activities go on at any NABE conference, most of them planned, like the workshops, intensive sessions, major sessions, and general sessions, to focus on bilingual education in its many aspects. Some of the sessions are planned to provide personal interaction and the recognition of contributions and services of many individuals, from the NABE Honoree Award, to the Essay and Dissertation Contest Awards, to the social functions. One set of meetings focuses on the business of NABE -- the General Membership Meeting, the Delegate Assembly, the Nominating Committee, and the Resolutions Committee.

The Procedures Manual for the Association notes: "There shall be at least one **General Membership Meeting** each year, held in conjunction with the annual Conference. . . . The agenda for the General Membership Meeting shall be as follows: Call to order; reading and approval of minutes of previous general membership meeting; reports of officers (President's report; Treasurer's report); reports of committees (Elections Committee; Nominating Committee; Annual Conference Committee); new business: resolutions." This year the meeting will be held on **Friday, May 12, 1989 from 1:00 p.m. to 2:30 p.m.** at the Hyatt Regency Hotel in Miami, Florida.

With respect to the **Delegate Assembly**, the Procedures Manual indicates: "The Delegate Assembly shall consist of the NABE Executive Board and the President of each of the Affiliates or a designee. The Delegate Assembly shall meet at least once a year, in conjunction with the annual Conference. Only official delegates or their designees shall be allowed to participate in the meeting. The functions of the Delegate Assembly include: acting as an advisory body of the Executive Board; acting as a liaison between Affiliates and the Executive Board; and making recommendations regarding amendments to the NABE Constitution and Bylaws. . . . Only NABE members in good standing may serve on the Delegate Assembly." The meeting this year will be held on **Wednesday, May 10, 1989 from 2:00 p.m. to 4:30 p.m.** at the Hyatt Regency Hotel in Miami, Florida.

With respect to the **Nomination of Candidates** for the Executive Board, the Procedures Manual indicates: "All regular and associate NABE members in good standing for **no less than 12 months** are eligible to run for office. The Nominating Committee is composed of one delegate from each Affiliate in good standing and the NABE Past President, who serves as Chairperson of the Committee. Delegates to the Nominating Committee must be NABE members in good standing and are not eligible for nomination as candidates. . . . The Nominating Committee meets at the annual Conference. Only official delegates shall be allowed to participate. . . . Persons wishing to be nominated as candidates for the Executive Board must have their eligibility certified **prior to the meeting** and complete a candidate information sheet. . . . Candidate information forms and certifications must be presented to the Committee Chair by the delegate making the nomination. . . . The entire Nominating Committee shall nominate at least two but no more than three candidates for the positions of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large. . . . delegates from each region [shall] nominate no more than two candidates for their respective Regional Representative (East, Central, and West). Candidates for the position of Regional Representative must be residents of the Region for which they are nominated." The Nominating Committee meeting will be held this year on **Friday, May 12, 1989 from 8:30 a.m. to 10:00 a.m.** at the Hyatt Regency Hotel in Miami, Florida.

With respect to **Resolutions** to be considered by the General Membership of NABE, the Procedures Manual indicates: "A resolution is defined as 'A formal expression, intent, belief, or position of the Association, adopted by the voting membership, generally at a designated annual Conference, and which provides the direction in which the Association should be moving.' Resolutions must express that which is within the scope of the goals and objectives of the Association. . . . Resolutions to be considered for adoption at the annual Conference of the Association must be presented to the NABE Resolutions Committee for prior review and processing. Resolutions may be submitted at any time between annual Conferences. A copy of the proposed resolution should be mailed to the NABE Secretary as well as to the Resolutions Committee Chair at least 30 days prior to the beginning of the annual Conference and a copy of the resolution should be brought to the annual Conference. Proposed resolutions prepared at the annual Conference must be submitted to the NABE Resolutions Committee Chair for prior review and processing no later than 24 hours before the Annual General Membership Meeting. . . . The Maker and Seconder of a proposed resolution must be NABE members in good standing. . . . The Resolutions Committee, composed of the appointed Chair and a representative from each Affiliate, shall receive and review each resolution for conformity to the criteria and definitions previously set forth. . . . The Resolutions Committee shall hold an open hearing on resolutions at a specified time prior to the General Membership Meeting at the Conference. . . . Those resolutions meeting recommended criteria shall be submitted by the Resolutions Committee for consideration by the voting membership at the general membership meeting at the annual Conference. Passage of a resolution shall be by simple majority vote of NABE members in good standing present at the meeting." The initial meeting of the Resolutions Committee at the annual Conference will be on **Wednesday, May 10, 1989 from 5:00 p.m. to 6:00 p.m.** at the Hyatt Regency Hotel in Miami, Florida. A second meeting is scheduled for **Thursday from 8:00 a.m. to 9:30 a.m.**

All parties wishing to submit resolutions should copy the form from page 9, complete it, and mail the form containing the resolution so that it arrives no later than **April 10, 1989**, to:

Alfredo G. de los Santos, Jr.
Chairman, NABE Resolutions
Committee
Maricopa Community College
3910 E. Washington Street
Phoenix, Arizona 85034

Mónica Sandoval
NABE Secretary
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Whereas:

Be it Resolved that:

Rationale:

Submitted by ______________________ Seconded by ____________

If other than individual, submitted by ___________________________
(Name of Group)

Person to be contacted regarding resolution:

Name ________________________ Phone (____) ____-_______

Address ____

City/State/Zip ____

(For NABE Official Use Only)

Date Received ___________ Resolution No. _______ Approved ____ Disapproved _____

Reasons for disapproval ____

Amendment needed for editing Yes _____ No _____

NABE Action: Carried ______ Failed ______ Date ______________

This form is to be submitted to the Resolutions Chair and a copy to the NABE Secretary.

See Page 7 for addresses to mail completed form.

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con't from page 5

for their educational programs, because we will urge that they participate in the decisions about the educational programs they teach.

Parents must be accountable by helping guide their children through the educational programs. They must raise their children's expectations and urge them to new educational heights.

Students must be held accountable for their motivation and commitment to a lifetime of learning. They must seek knowledge and have respect for themselves. They must know the dangers of drugs and alcohol and stay away from these substances.

George Bush has called for the establishment of a "Merit Schools" program to provide both official recognition and financial support to schools that are accountable and work, using standards defined by the states with some federal guidance. At the Education Department we have been working closely with the Bush team to put the merit school concept into concrete form. I believe we are far enough along to give you some idea of what we have in mind.

In our view, "merit schools" mean schools that produce results. We don't need another theoretical model to tell us which schools are doing a great job; we just have to look at what they are actually *producing*. In judging merit, then, we expect the states will want to look at such results as test scores; college participation rates; successful employment of graduates; and, of critical importance, success in improving school participation and performance of the disadvantaged and the handicapped.

I must stress that Merit Schools will be a cooperative program—federal, state, and local, as well as, I hope, the private sector. We are here to support, not to dictate, and we will do whatever we can to help states decide on the best ways to measure merit. But the kinds of criteria I have outlined are, I believe, indisputably among the chief goals of education reform. And without meaningful goals—a real raising of expectations, accessibility, and accountability—no program can succeed.

The Federal Share

I hope it is clear from what I have said, and from what the President-Elect said earlier today, that the federal role in education can be a lot stronger than people might imagine—even without regard to the power of the federal education budget. That budget, while it represents only 6% of the roughly $330 billion that we spend on education each year, is a powerful tool in support of American education, and an invaluable means of leveraging other resources in aid of education.

We have some ideas about the federal education budget as well, because I believe it is a resource that can be deployed with considerable skill, particularly if it is targeted on areas of urgent national need. I have already made a first step at reordering the federal education budget. In President Reagan's last budget request, aimed at Fiscal Year 1990, we are seeking a level-funded budget that would redirect some spending, roughly $750 million, to assist the needy and the most disadvantaged in our education system. We asked, for example, for an increase of some $90 million in Chapter One concentration grants, money that goes to counties with the largest concentrations of children from poor families. President Reagan also requested an increase in funding for Pell grants, a move which will add some 135,000 less-than-full-time students to the program, many of whom attend our community colleges. Changes such as these—doing more with what we have for the poor, the handicapped, the young people who most need help in reaching the first rung of the ladder of success—must be a hallmark of our budget policy in education.

Besides the federal budget, there's another important aspect of our role: getting out the word on where we're doing well and where we need to improve as a nation in education. Essentially, measuring accountability. For some years now we have been releasing a "Wall Chart on State Education Statistics." These statistics show trends and rankings in student performance as measured by factors such as graduation rates, exam scores, teacher salaries, and other resources. The sixth "Wall Chart" will be unveiled next month, and I hope President Bush will also be able to join me in sharing this information with the American people. Beginning this year, the Wall Chart will be the basis for a comprehensive annual report I will submit to the President on the State of Education in America. . . .

A Personal Note

Let me close with a personal perspective on education in America as we prepare for the 1990's. Too often I fear we view education as an independent field of endeavor, with its own particular goals, methods, and interests. Nothing can be further from the truth. Education is part of the social fabric, not really divisible from the things we care about most in our lives: our families, our homes, our work, our neighborhoods. And, in a real sense, education is the critical link between our personal goals in life and our common goals as a free nation, for, as Thomas Jefferson said, "If a nation expects to be ignorant and free. . . it expects what never was and never will be."

Please send us your comments about this speech and the direction the nation is taking in regard to bilingual education in particular and education in general to:
NABE,
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We'll print the best ones in future issues—help make this YOUR newsletter!!!

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- __ 001-0009 Research & Evaluation
- __ 001-0010 Special Education
- __ 001-0011 Global Education
- __ 001-0012 Critical Pedagogy
- __ 001-0013 ESL in Bilingual Education
- __ 001-0014 Language Policy
- __ 001-0015 Language and Culture Retention

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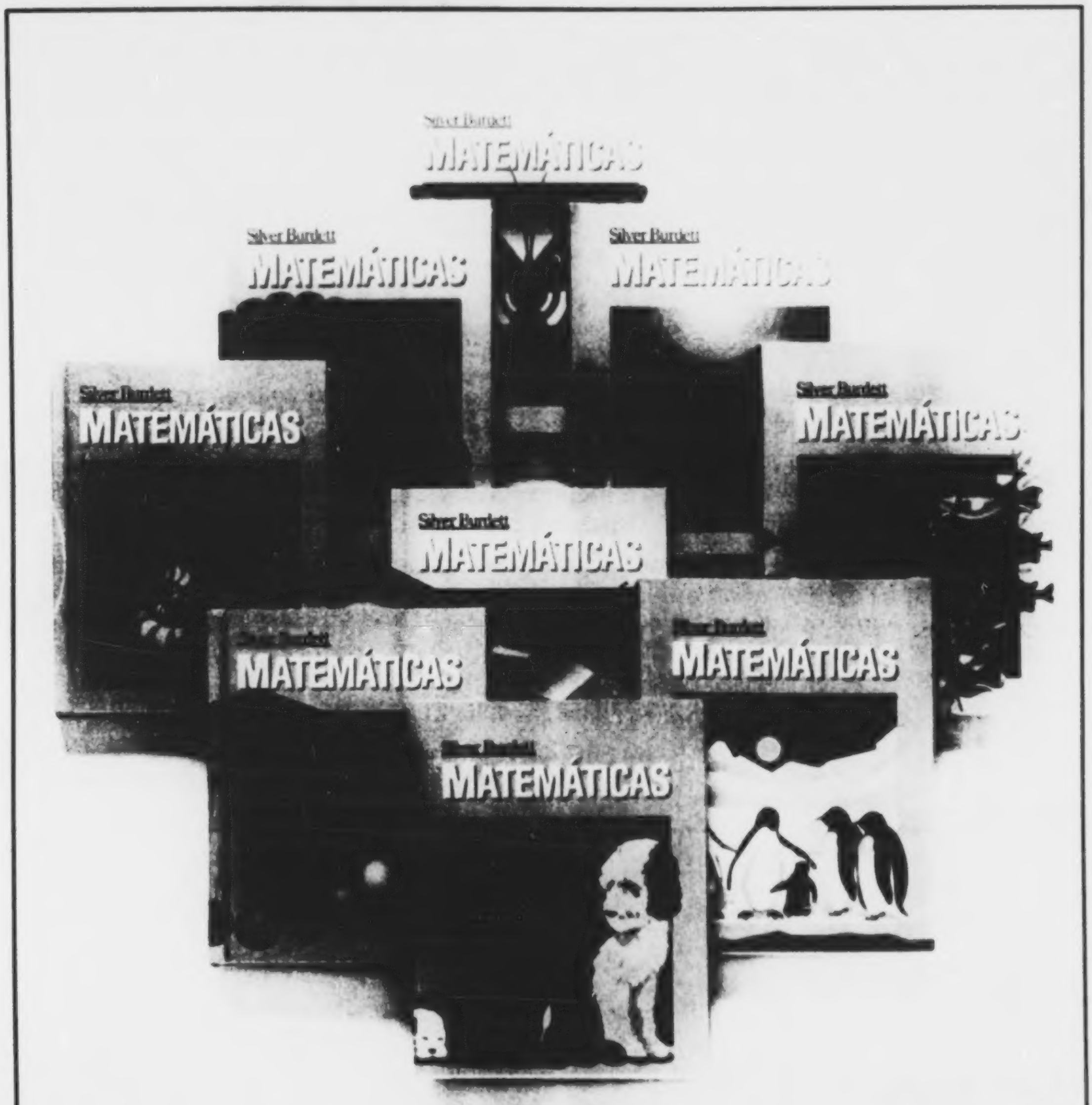
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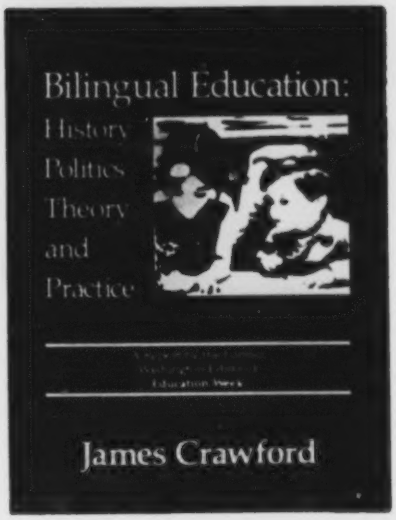

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MIAMI '89
Bilingual Education
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NABE '89, Hyatt Regency Hotel
Miami, Florida -- May 9 - 13, 1989

NABE News

Vol. 12 No. 6 April, 1989

Carla B. de Herrera
Furgeson Elementary School
Hawaiaan Gardens, California

Californian Is Chosen as NABE's Second Bilingual Education Teacher of the Year

I grew up in Bell, CA, where I attended Woodlawn Avenue Elementary and Bell High School as Carla Ann Brosius. I am fortunate to have experienced a nurturing environment where I was encouraged to set goals and achieve them from the time I was a young adopted child, through my school years where I received academic awards including the American Legion Award, Foreign Language Award, Membership in Ephebians Society, B'Nai B'rith Award, and was featured in the *Outstanding American High School Students* publication.

For as long as I can remember, I always wanted to speak more than one language, probably for two reasons. First, because I admired my father who speaks a dialect of German, and also to affirm my own cultural identity as an adoptee. From ninth grade on, I studied Spanish, in which I first excelled then continued in college at California State University, Long Beach. I majored in Spanish, and almost completed a second major in Mexican-American studies. My other favorite classes were Italian, Portuguese, and linguistics.

My first bilingual education experience came through my desire to volunteer at my elementary school. The interest was spurred after having read an article about an ESL class in a neighboring city, although I was not yet sure of my own career goals. I asked the first grade teacher if she had any non-English-speaking students who needed some extra help. One student had not begun to speak in English and she asked if I could assess if he seemed to possess age-appropriate skills in Spanish.

My first "student," Alejandro, had recently arrived from Mexico into our neighborhood, which was just beginning to change from a totally English-speaking environment. I worked very hard to create materials that would interest him. I also asked permission to teach him to read in Spanish. I began with only a chalkboard and determination. The harder I worked, the more I realized I needed specialized training to become a real teacher. Meanwhile, more students were sent to me until I had over 10 "students," including one from Greece. Without formal supervision or training I was allowed to work in a small room in the primary building with my first "class." Those children gave back much more than I gave to them. My goal became crystal

cont'd on page 4

Experienced Researcher and Educator to Share Views at NABE Conference

Lily Wong Fillmore
University of California
Berkeley, California

Lily Wong Fillmore will be one of NABE's General Session speakers at the 89 Conference. Her presentation will describe some of the different roles the research community has played over the decades in the development of bilingual education. Dr. Fillmore says that the research community "has investigated, documented, and evaluated bilingual education against various other approaches, through educating linguistic minority students. In this presentation, I will discuss the role research should play in defining a pedagogy, not only for minority background students, but for the society as a whole. What can bilingual education teach the American society about the derivation of a unified cultural identity from a diversity of racial, cultural, and lingu perspectives?"

Lily Wong Fillmore, linguist, educator, and advocate fo children, has been involved in the education of language and c tural minority students for over thirty years. She spent many years as a volunteer teacher of migrant children in California farm labor camps. Before joining the UC-Berkeley Education faculty, she developed and helped implement bilingual education programs for several California school districts. Over the past fifteen years, she has conducted five large studies on language and literacy acquisition. These studies have been concerned with various aspects of second language learning in children: children's cognitive and social strategies for language learning, how teachers' instructional practices affect the academic and English language development of LEP students, and the role cultural and background knowledge plays in literacy development. Her research and writing have focused on both the theoretical and practical aspects of language learning, and they have been of interest to educational policy-makers, researchers, and practitioners. During the past year, she has given invited presentations on her research at many state and national research and practitioner conferences. She was appointed Fulbright "Fortieth Anniversary Fellow" to New Zealand in fall, 1988, where she lectured on her research at various universities.

ENJOY NABE '89

THE VIEW FROM WASHINGTON

by James J. Lyons, NABE Legislative & Policy Counsel

Warming temperatures, fresh breezes, soothing rains and billions of cherry blossoms -- a dazzling living gift to the people of the United States from the people of Japan -- signal the change of climatic seasons in the nation's capital.

The change of political seasons -- the transition from the Reagan Administration to the Bush Administration -- is proceeding at a pace slower than nature. The education Presidency which George Bush promised the American people has yet to bud, and the hoped-for "warming" trend in the Administration's treatment of bilingual education has yet to take hold.

The FY 1990 Budget

As House and Senate Budget Committees attempt to negotiate a federal budget for the coming fiscal year, authorization and appropriation committee members and staff are trying to decipher the content and impact of the Bush Administration's budget proposals. Because of President Bush's campaign pledge, the Administration's education budget is undergoing particular scrutiny. So far, few in Congress are impressed with what they see. The Reagan Administration's FY 1990 budget proposed "level-funding" education programs at the FY 1989 level of $21.9 billion. Assuming a 4 percent rate of inflation, a conservative estimate, real federal support for education would fall by more than $ 870 million under the Reagan budget.

In mid-February, President Bush announced his revisions to the Reagan Administration's FY 1990 budget request. For education, the President recommended a $441 million increase. Even with the proposed increase, the level of real spending for education would fall by more than $430 million next year under the Bush budget plan, assuming a 4 percent rate of inflation.

House Education and Labor Committee Chairman Augustus F. Hawkins has set up a series of regional public hearings to assess the impact of the Administration's education budget proposals.

President Bush did not revise the Reagan Administration's budget request for bilingual, immigrant, and refugee education programs, a request reviewed by Secretary Lauro F. Cavazos but developed by his predecessor, Secretary William J. Bennett. In fiscal terms, each of the three programs would receive an increase just less than 4 percent.

FY 1990 Budget Request for Bilingual Education

The Administration's "no-growth" budget for the Bilingual Education Act (ESEA Title VII) contrasts sharply with NABE's recommendation to Secretary Cavazos that the loss of Title VII funding due to budget cuts and inflation during the Reagan Administration -- a loss of more than 50 percent -- be restored in the FY 1990 budget.

Two specific proposals in the Reagan/Bush budget request for Title VII are of particular concern. First, there is the proposal to reduce funding for Transitional Bilingual Education (TBE) programs and to increase funding for English-only Special Alternative Instructional (SAI) programs. At the same time, the budget request proposes to eliminate all funding for Developmental Bilingual Education (DBE) (only two grants have been made since 1985). This proposal continues the English-only initiative launched by Secretary Bennett in 1985. The following table demonstrates the dramatic shift in funding which has occurred and which would continue under the Reagan/Bush budget request.

	FY 1988 (Actual Outlays)	FY 1989 (Planned Outlays)	FY 1990 (Budget Request)
	(Amounts in Millions of Dollars)		
TBE	82.7	79.9	73.2
SAI	6.4	17	29.0
DBE	.3	.3	0.0

The second specific problem with the Administration's Title VII budget request concerns the continuing erosion of federal support for the training programs conducted

cont'd on page 5

NABE News

Editor-In-Chief
Joseph W. Beard

Managing Editor
Frederica Galloway

Editor Emerita
Nancy Zelasko

NABE News, the newsletter of the National Association for Bilingual Education, is published as many as 8 times per year beginning in September. It is available through NABE membership. News, notices and feature articles are welcome; the deadline for contributions is the fifth of the month preceding publication. Readers are free to duplicate articles from *NABE News* as long as proper credit is given.

ADVERTISING RATES

	1 Issue	4 Issues	8 Issues
Full Page	$ 280	$ 1,000	$ 2,000
Half Page	$ 195	$ 700	$ 1,400
1/4 Page	$ 145	$ 500	$ 1,000

Camera-ready copy is due on the first day of the month preceeding the month of publication, so we may reserve space. Please enclose payment with the ad.

National Association for Bilingual Education

Dr. Joseph W. Beard
National Administrator

Carolyn L. Riddick
National Office Manager

James J. Lyons, Esquire
Legislative Counsel

**Room 408
1201 16th Street, NW
Washington, DC 20036**

A Message From The President

Dr. Macario Saldate

Twenty years after its inception in this nation, we can declare bilingual education to be a time-tested and result-based success. In a comprehensive review of bilingual education conducted in 1987 by the US General Accounting Office, the GAO found that: 1) native language instruction facilitates the development of English-proficiency in limited English proficient children; 2) native language instruction boosts overall academic achievement of such children; and 3) that special programs for limited English students which make no use of the student's native language are unlikely to produce the success typically achieved through bilingual education.

Multiple language ability is an asset, not a liability

It seems only fitting that this year the National Association for Bilingual Education will hold its annual conference in Miami. Miami is not only a beautiful city, it is also truly committed to bilingualism and biculturalism. Miami has learned that bilingualism can be a major tool for economic growth. Other cities have learned this lesson. Tucson, where I live, has long been supportive of bilingual education and has also reaped its benefits. NABE will hold its 1990 Conference in Tucson.

Bilingual education has come a long way since it was first incorporated into federal law in 1968. There are now thousands of bilingual educators, appropriate curricula, supplemental support services, supportive administrators and school boards, all to meet the needs of millions of children with limited English proficiency. Unfortunately, there is still a misconception among many, including some who should know better, that bilingual education is a compensatory vehicle for students with limited abilities. These individuals would have us believe that the quicker we get students out of bilingual education, the sooner they will achieve.

This is a fallacy. The fact is that in our international world bilingualism is a marketable skill that is becoming more and more a necessity. And it is a necessity for everyone, not just the individual whose *English* is limited.

It is time we accept bilingual education as being here to stay. More importantly, it is time to accept bilingualism as a key tool in a society that is becoming more of a "global village" every day. When we talk about bilingualism, we are not referring to just Spanish and English, but to a host of other languages, including many brought by recent immigrants, as well as those indigenous to our country. The true marks of a learned society are its cultural diversity, its languages, and the freedom in which people work and live.

Those who oppose bilingualism through approaches such as the English-Only movement fail to understand the importance of knowledge and learning. They have closed their minds, haunted by an unfounded phobia based on prejudice and misunderstanding. A cohesive society has never demanded complete uniformity. It only requires that we have shared values and shared goals. And sharing is only present where fear and distrust are missing.

Laws that inhibit the learning of more than one language are inherently foolish, given the US' current disadvantage in many world markets. Multiple language ability is an asset, not a liability. For this reason, NABE supports English-Plus, a concept that promotes English proficiency *and* second language learning. Bilingualism is a way to excel in many fields, including international business and foreign policy. We have seen this in Miami, and we will be seeing it increasingly in the future in a growing number of American cities engaged in international trade.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
MIAMI '89
Bilingual Education:
E Pluribus Unum

Teacher of the Year Expresses Philosophy

My philosophy of teaching parallels the essence of Teacher Expectations and Student Achievement (TESA), in that I believe all teachers have the responsibility to access a total education to all students in a nurturing, supportive environment in which children are encouraged to grow. Bilingual education accesses that total and equitable education to our LEP students, addresses student needs, and allows me to give my students the best I can.

"The best education for the best may be the best education for the many," is an oft-quoted citation introduced to me by Mel Grubb, Los Angeles County Education Language Arts Consultant. This concept describes the focus for curriculum planning for my students while implementing a literature-based curriculum. I have concentrated on equity and access for my students through the use of their primary language. It is my responsibility to continue to grow professionally through staff development and research to utilize the most appropriate instructional strategies as well as to provided the highest quality materials.

As noted in my biographical sketch, I am aware of my own nurturing environment as a child, and I have experienced academic achievement. Inherent in bilingual education is a classroom climate that promotes academic success, positive self-esteem, and a language-rich environment for acquisition of primary language skills and English, all necessary for LEP students.

As a nurturing environment promotes student achievement, so does it promote professional growth for teachers. I firmly believe that teachers have unlimited possibilities when empowered with respect, premium staff development, and administrative support. I am grateful for my district's support, especially through the Bilingual Program, Mentor Program, and individual administrators' caring.

My participation in the ABC Mentor Program has increased my vision for empowerment of teachers. I have enjoyed professionalism, and my input has been invited and valued by peers and administrators. I have been allowed quality time for professional development and have been given complete control of a budget. I understand that inherent in empowerment is the responsibility of accountability.

I believe that all teachers should be given the status and professional treatment that mentors enjoy. This will promote maintaining state of the art educational practices, but quality staff development must be a priority. Excellent educators will be encouraged to remain in the classroom. "The best for the best is the best for the many."

The most powerful steps made by teachers and students are those made hand-in-hand with one other person who sees the potential that even the individual may not see in himself or herself. I have been touched by many such people in my own steps through personal and professional growth, and this perspective has caused me to provide extra effort and care in a humanistic approach to staff development and classroom teaching.

National Teacher of the Year -- cont'd from page 1

clear: I wanted to become a bilingual teacher.

My volunteer work soon enabled me to become an Instructional Aide at Woodlawn Avenue Elementary, and then a playground director at another school, where I worked for several years in Youth Services. I remember that the principal had reservations about hiring me because of my small size. He wanted me to wear a red jacket and cap so I could be identified as the playground director. He later recognized that I was an asset to the school, where the custodian and I constituted the entire bilingual staff, with a growing Spanish-speaking community.

During the summer, as playleader, I distinguished the school by receiving an award for "Playleader of the Year," for teaching, choreographing, and costuming my first "ballet folklorico" group of elementary school children. We won our regular competition and were one of three schools in Los Angeles Unified to perform at the Hollywood Bowl. I remember sewing ten skirts and rebozos until 4 am because I wanted every detail to be perfect down to the last embroidery and fringe. This was only the first of a multitude of experiences that have characterized me as a driven perfectionist for my students.

In the early 70's my best training came from attending CABE conferences and workshops and visiting Title VII Project School Bilingual Programs. I was particularly impressed with Second Street School, where I met Mirta Feinberg and Naomi Harrison, then bilingual resource teachers. I was inspired by the staff development for their bilingual teachers. My dream was to become a teacher in one of their project schools.

This dreamwas enhanced by summer study in Mexico and by finishing my undergraduate work at California State in Spanish and Chicano Studies. Many professors influenced me, but Dr. Francisco Hidalgo and Pat Mascorro facilitated my growth in bilingual education. Dr. Hidalgo, although a secondary education advisor, led me to more shool visitations and agreed to supervise my student teaching so that I could have a bilingual assignment. Department chair changes prevented this from becoming a reality, and I was assigned to Furgeson Elementary. I was disappointed, but pleased because I had met the principal, Jesus Lopez, while working on an assignment for Pat Moscorro for my "Chicano in Education" class.

I learned from Mr. Lopez that to be a bilingual education teacher meant that I needed everything an elementary teacher needs plus ability in Spanish. I had wanted to be trained to be a bilingual teacher, but Furgeson's bilingual program funded only instructional aides for ESL and a small stipend for the resource teacher, Roni Love. Mr. Lopez challenged me to write a plan for my vision of a bilingual program. I accepted and, as a brand new student, began to have an immediate impact on what has become my mission, to meet the needs of limited English

cont'd on page 10

View from Washington -- cont'd from page 2

under Part C of the Act. Last year, Congress approved the Administration's request to cut Part C appropriations by $5 million to $30.4 million. In nominal amount, this is less than was available at any time since fiscal year 1982. In real terms, last year's appropriations for training were lower than any year since fiscal year 1975.

The accelerating growth of America's language-minority and limited-English-proficient populations must be matched by augmented teacher preparation and in-service training programs: Already critical shortages of certified bilingual and ESL personnel will become even more acute unless training programs are substantially expanded. Without a massive increase in teacher training efforts, more and more language-minority students and their teachers will be subjected to avoidable anguish and frustration and preventable academic failure.

A Defective Priority

On March 27th, NABE President Macario Saldate and National Council of La Raza (NCLR) President Raul Yzaguirre sent Secretary Cavazos a six-page letter of comments against a Department proposal to establish a new funding priority for TBE and SAI grants this fiscal year.

Under the Department's proposal, announced in the March 7th Federal Register, a new competition (in addition to the one conducted already this year) would be held for TBE and SAI grants. In the new competition, applications which proposed to provide services to children whose native language had not previously been supported through a TBE or SAI grant would be accorded an "absolute preference."

The stated rationale for the proposed new priority and grant competition was as follows:

Bilingual instruction programs have been funded by the Federal government for over 20 years in an effort to insure Equal Educational Opportunity for all students. During that time new immigrant populations have con-tinued to arrive, introducing new languages and cultures into many school systems whose existing bilingual programs were designed for other languages. The Secretary is concerned that children whose language is new to a school district receive bilingual instruction com-parable with that of those children already in bilingual education programs.

NABE President Saldate and NCLR President Yzaguirre called upon Secretary Cavazos "to personally review the funding priority ... and to announce its abandonment at the conclusion of the comment period." Such action, they said was necessary for three reasons:

o to preserve the integrity of Title VII grant competitions;
o to ensure that grants are made in conformity with the balanced set of priorities authorized by law and current regulations; and,
o to prevent the diversion of Title VII assistance away from needy school districts and limited-English-proficient students.

The joint NABE-NCLR letter referred to a March 15th *Education Week* article by Julie Miller which reported the results of

cont'd on page 9

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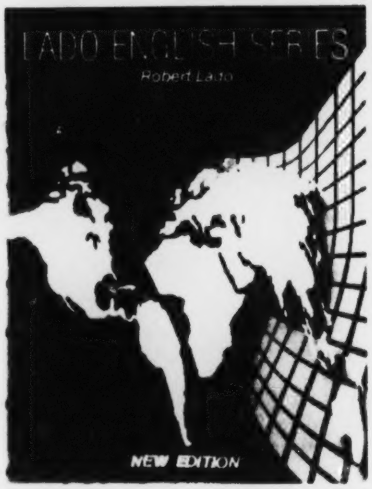

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View from Washington -- cont'd from page 5

OBEMLA funding bias against TBE programs. The *Education Week* article documented the facts that TBE applications outnumbered SAI applications in this year's grant competition by almost 2 to 1 and that SAI applications received relatively low scores. Nevertheless, *Education Week* reported that OBEMLA was awarding TBE and SAI grants in almost equal numbers.

While all three objections to the new funding priority and competition are compelling, the last -- to prevent the diversion of Title VII assistance away from needy school districts and limited-English-proficient students -- is so important that it is explained in the following excerpt from the NABE-NCLR letter.

The proposed funding priority confounds limited-English-proficient students with the languages they speak. In recent years, the Department of Education has provided Title VII assistance to projects serving more than 100 languages. At the same time, however, the Title VII program has served only a tiny fraction of the eligible student population.

Limited-English-proficient students, and immigrant students in particular, are not uniformly distributed across the United States. They are heavily concentrated in a relatively small number of States, most notably California, Texas, New York, Florida, and Illinois. And limited-English-proficient students are not uniformly distributed across language groups; most speak Spanish or one of several Asian languages.

By effectively barring local education agencies from applying for new TBE or SAI grants to serve students of a language group for which the agency has already received Title VII assistance, the proposed priority would divert resources away from areas of the greatest need.

The case of Los Angeles Unified School District (LAUSD), a school district heavily impacted by immigration, exemplifies the harmful result of the proposed funding priority. In 1986-87, 37 percent of all LAUSD elementary school students -- more than 117,000 -- were classified as limited-English-proficient (LEP). 98 percent of LAUSD's elementary-school LEP students speak one of eight languages (Spanish, Korean, Cantonese, Vietnamese, Pilipino, Khmer, Farsi, and Armenian) all of which have been served through prior Title VII grants to the district. 92 percent of LAUSD's elementary school LEP students are from a single language group -- Spanish. Under the proposed funding priority, LAUSD would be barred from applying for grants to serve 98 percent of the district's LEP student enrollment.

LAUSD's case is not atypical among large school districts which have been heavily impacted by immigration. San Francisco; Miami; Houston; New York; Washington, D.C.; Chicago and other major school districts would be barred from applying for grants to serve most of their LEP students. And smaller districts in Texas, California, and other border States would similarly be barred from receiving grants to serve large groups of LEP students whose language, whether Spanish, Korean, Haitian Creole or Navajo, has already been served under a prior Title VII grant.

We trust that once you review the proposed priority, this letter, and other public comments filed pursuant to the Department's invitation, you will move quickly to abandon this proposal and to redirect the Department of Education's policies respecting bilingual education. The English-only course charted by your predecessor is the path to failure.

House Education and Labor Committee Chairman Hawkins and other influential Members of Congress, State Departments of Education, and a number of Local Education Agencies filed comments objecting to the Department's new funding proposal. The *Los Angeles Times* and *Hispanic Link* have carried feature articles on its harmful impact.

Reauthorization of the Vocational Education Act

NABE together with NCLR, the Mexican American Legal Defense and Education Fund (MALDEF), ASPIRA of America,

cont'd on page 10

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National Teacher of the Year -- cont'd from page 4

proficient students at Furgeson and ABC Unified School Distirict. After completing my student teaching with Corine Madrid, I was offered a position at Furgeson. Asking my two respected professors about staying, I received two different messages. Dr. Hidalgo asked me, "What about your dream?" Mr. Mascorro suggested that I accept the assignment as I was already established there, and, since it was mid-year, I would be able to re-evaluate the job the following year. I valued both opinions but decided to stay at Furgeson because I was already bonding to the community, and I loved the children and staff.

Mr. Lopez had expressed concern about authenticity of my experience with "my clients'" culture, since most were from rural Michoacan and my experience was from other parts of Mexico, so in 1978 I went to Morelia, Michoacan. Little did I know that I would marry a man from this area.

I take pride in my bilingual/bicultural family, David II, almost 8, Daniel, 6, and Carina, 2 years old. They always attend school and community functions with me, including Carina's first attendance at the 1986 CABE conference at the age of 6 weeks.

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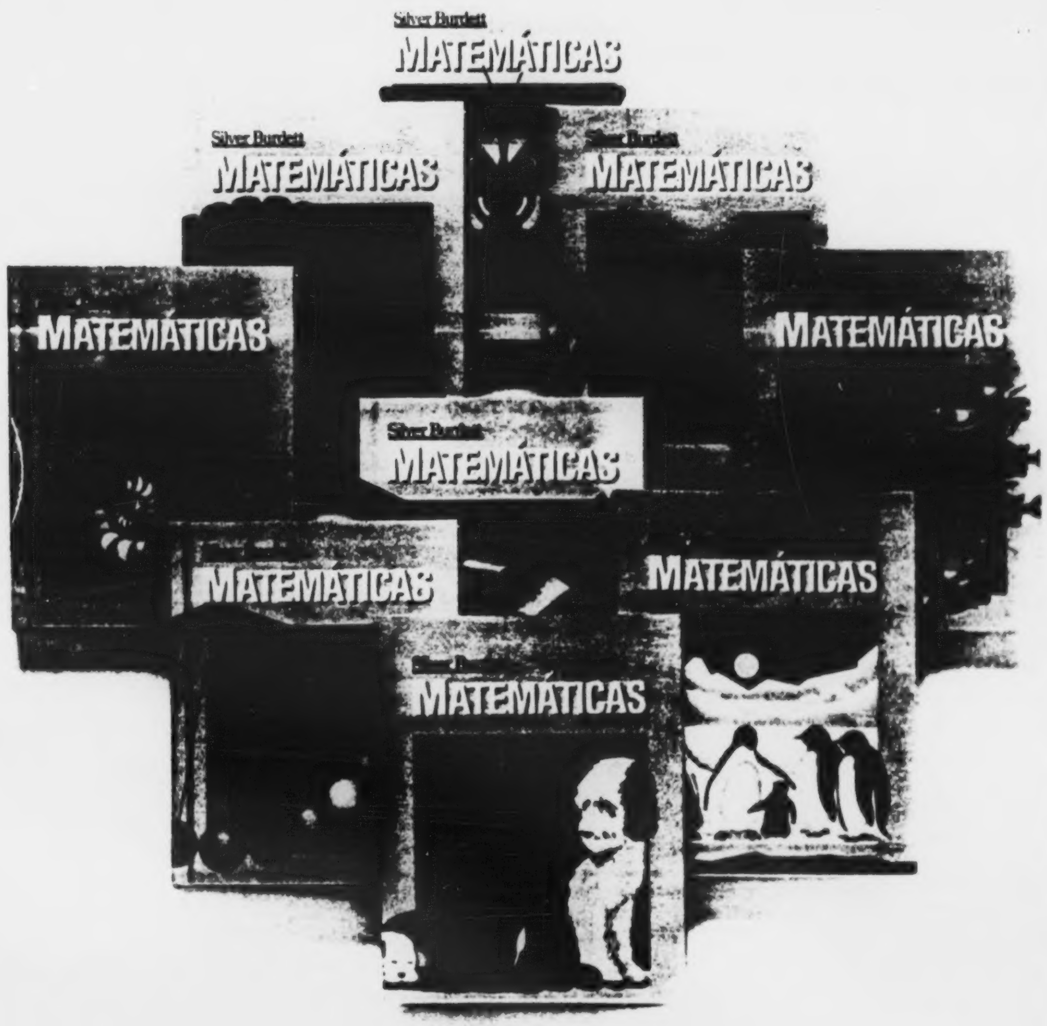
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Bilingual Education: History, Politics, Theory, and Practice by James Crawford

U.S.English Threatens Libel: Publish and Perish

U.S.English, in an apparent attempt to silence a critic of the English Only movement, recently threatened litigation if a new book on bilingual education was published. But **Bilingual Education: History, Politics, Theory, and Practice**, by James Crawford, former Washington editor of *Education Week*, was released as planned on February 15.

U.S.English, in a November 2, 1988, letter to Barbara Crane, president of Crane Publishing Company, charged that Crawford "has published defamatory information about us" and conducted "a smear campaign on the effort to make English the official language of the United States." It warned that "we are ready to take appropriate legal action against anyone who commits fraud or libel against us."

Crawford responded that "so far, U.S.English has failed to specify any inaccuracies in stories I have written about this organization over a three year period. As far as I know, there are none. I have tried to present the U.S.English point of view fairly and honestly, even when its officials have been uncooperative."

"I understand that the recent disclosures were damaging to U.S.English because they unmasked the intolerance behind a campaign that at first glance seems so innocent. What concerns me is the damage these people are doing to bilingual education and to the kids it's trying to serve."

What's In The Book

The book, a comprehensive overview of the pedagogical and political issues facing bilingual educators today, analyzes American responses to language diversity in the past, the evolution of federal policy on bilingual education, and the recent controversies over its effectiveness. It also contains a critical look at the English Only movement, its links to the immigration-restriction lobby, and its threat to equal educational opportunities for language-minority children.

This chapter was revised to include the latest revelations about anti-Hispanic attitudes in the leadership of U.S.English, which Crawford's investigative reporting helped to uncover. These disclosures in October 1988 prompted Linda Chavez to quit in protest as the group's president and Walter Cronkite resign from its advisory board.

Last fall, Crawford's series of commentary articles--"What's Behind Official English?"--was distributed widely through the Los Angeles Time Syndicate and the Hispanic Link News Service. U.S.English has not threatened to sue the syndicates, the *Arizona Republic*, the *Houston Chonicle*, or other newspapers in which the articles ran.

"I think this was simply an attempt to intimidate a small book publisher," Crawford said. "But they underestimated Barbara Crane, who never hesitated in her support of my work. In fact, she encouraged me to update the book to add the latest material about U.S.English."

Barbara Crane said, "There was no question that we would keep our commitment to publish James Crawford's book. It is a definitive report on bilingual education and is backed by the scrupulous research for which Crawford became known at *Education Week*."

The book is available for $16.98 plus 10% shipping ($2.00 minimum) from Crane Publishing Company, P.O. Box 3713, Trenton, NJ 08629. For more information call 800-533-6279.

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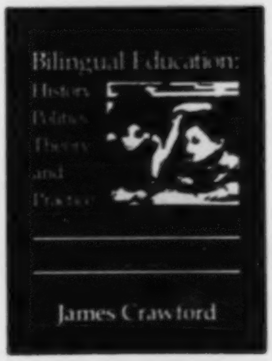

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NABE NEWS
Room 408
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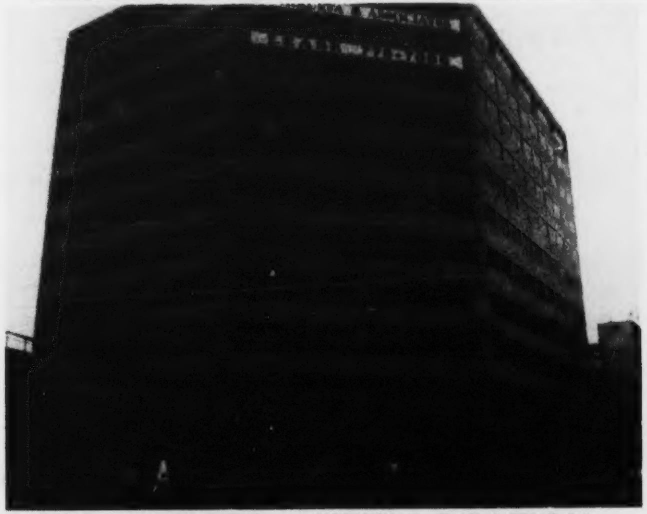

NABE OFFICES: NEW LOCATION, NEW SYSTEMS

This summer the national NABE offices moved from the National Education Association building, where they have been located since opening in 1980, to new offices closer to Congress and the Department of Education. NABE's new offices are located in the Union Center Plaza, an office complex being developed at the foot of Capitol Hill.

NABE's new landlord is the National Council of La Raza (NCLR). NABE is an affiliate organizational member of the NCLR. NABE's new space consists of three private offices and an open secretarial/reception area. Additionally, NABE has use of several conference rooms, a library, kitchen, mailroom, and certain office equipment maintained by NCLR. In addition to NABE and NCLR, four other national organizations are located on the third floor of the Union Center Plaza; they are: National Hispanic Quincentennial Commission, National Image, the National Neighborhood Coalition, and Refugee Women in Development.

Convenient for Capital Visitors

The location of the new NABE offices is particularly convenient for visitors to Washington. The extravagantly refurbished Union Center -- containing Washington's train station, Capital visitor's center, shopping and dining arcade, and Metro subway stop -- is just one block from NABE's new offices. The Capitol, Library of Congress, and Supreme Court buildings are all within seven blocks of the NABE office.

New Systems

During NABE's tenure at the National Education Association building, Office Manager Carolyn Riddick relied on a NEA mainframe computer for all membership processing. With the move to Union Center Plaza, NABE has shifted membership processing to a more efficient and flexible micro-computer system. The shift to in-house membership processing was made possible by the generous donation of a new computer system from InterAmerica Corporation, former operator of the National Clearinghouse on Bilingual Education.

Continued Next Page

HOUSE BOOSTS TITLE VII FUNDING FOR DEVELOPMENTAL BILINGUAL EDUCATION AND GRADUATE FELLOWSHIPS

On August 2nd, the House of Representatives passed H.R. 2990, a bill making Fiscal Year 1990 appropriations for the Departments of Labor, Health and Human Services, Education and related agencies. The bill increases Education Department spending by approximately $1.1 billion, or five percent, to $23.8 billion.

The legislation provides for an eight percent increase in funding for Bilingual Education Act programs (Title VII of the Elementary and Secondary Education Act). Under the bill, total Title VII spending would increase by $12.2 million to $164.1 million, $7 million more than requested by the Administration. $10 million of the additional money is for Part A program grants to school districts and $2 million is reserved for Part C training programs and activities.

Developmental Bilingual Education Programs

In keeping with a long-standing NABE budget recommendation, the House Appropriations Committee specified in its report on the bill that "the funds added by the Committee [$10 million for Part A] are to be reserved for grants for programs of developmental bilingual education." The Committee's reservation of funds for developmental bilingual education (DBE) programs contrasts sharply with the Administration's request to zero-fund DBE programs in Fiscal Year 1990.

Developmental Bilingual Education programs have higher goals than either Transitional Bilingual Education (TBE) or Special Alternative Instructional (SAI) programs. In addition to helping children master English and meet academic grade promotion and graduation requirements -- requirements for federally-funded TBE and SAI programs -- DBE programs must also enable students to become bilingual, that is proficient in both English and a second language. Since DBE programs were first authorized by the 1984 amendments to the Bilingual Education Act, only two grants have been awarded, and both are set to expire next year.

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NEW OFFICES *Continued*

In presenting the new computer system to NABE, InterAmerica Corporation President Juan Gutierrez wrote: "This gift reflects my admiration for NABE and what it has accomplished on behalf of language-minority students and American education. It also reflects my belief that NABE is at a take-off point in its development. I am happy that I can contribute to NABE's development."

New Address, New Numbers

The new address for the national NABE office is:

Union Center Plaza
Third Floor
810 First Street, NE
Washington, DC 20002-4205

NABE's new phone number is:

(202) 898-1829

NABE's fax number is:

(202) 289-8173

NABE NEWS

Editors: James J. Lyons & Nancy Zelasko
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Issue 7, 5/27/90
Issue 8, 8/01/90

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ADVERTISING RATES

Display Advertising:

Full Page	$1,100.
Half-Page	$ 600.
1/4-Page	$ 325.
1/8-Page	$ 175.

Classified Advertising: 75 cents per word (telepone numbers count as one word).

Advertising Discounts:

15% second insertion
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NABE EXECUTIVE BOARD 1989-1990

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Rodolfo Chavez
Community Services Center/AMR
Arizona State University
Tempe, AZ 85287-0208
(602) 965-5688

President-Elect

Angel Noe Gonzalez
Houston ISD
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Houston, TX 77027
(713) 892-7335

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Macario Saldate, IV
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Tucson, AZ 85721
(602) 621-7551

Vice President

Anna M. Perez
Bilingual Education Office
Baldwin USD 3699 N. Holly Avenue
Baldwin Park, CA 91706
(818) 962-3311

Secretary

Marlene Kamn
Administration Center
Community Consolidated SD #146
17316 S. Oak Park Avenue
Tinley Park, IL 60477
(312) 614-4500

Treasurer

Mutsuko (Mitzi) Tanouchi
760 Scarsdale Avenue
Scarsdale, NY 10583
(914) 723-2314

Central Regional Representative

Sylvia Cavazos Pena
COE/Curriculum & Instruction
University of Houston
442 Farish Hall
Houston, TX 77204-5871
(713) 749-7356
(713) 749-1633

Eastern Regional Representative

Angela Carrasquillo
Fordham University
113 W. 60th Street
New York, NY 10023
(212) 841-5515

Western Regional Representative

Richard Littlebear
Alaska MRC
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Suite 102
Anchorage, AK 99508
(907) 563-7787

Parent-At-Large

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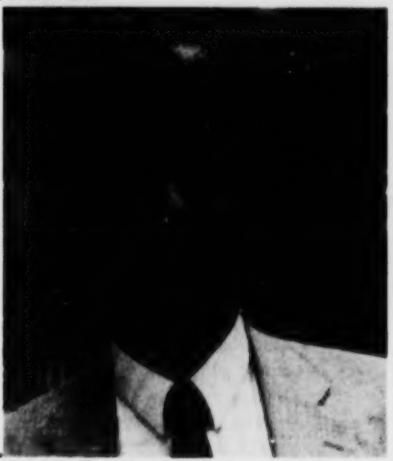
PRESIDENT'S MESSAGE

by Rodolfo Chavez



Greetings! On behalf of the NABE board and national office staff, I hope your Summer was fun-filled and exciting and that the 1989-90 school year will be a banner one for all our readers, colleagues, associates, friends, and supporters. It will certainly be an important year for the National Association for Bilingual Education.

Recognizing that this is the first issue of the NABE News published since our May conference in Miami, I would like to bring you up to date on a number of significant events that have taken place over the summer.

Before I do that, however, I want to recognize some of the individuals and organizations who made the Miami NABE '89 conference such a success. Special thanks are due to the many individuals who labored long and hard on the NABE '89 Local Planning Committee; to its Chair, Carmen Suarez; and to Luis Vazquez, the Dade County Coordinator of Bilingual/Foreign Language Education who served as conference liaison for the Dade County Public School system.

Three organizations -- American Hispanic Educators Association of Dade, President Magda Lecours; the Bilingual Association of Florida, President Sandra Gutierrez; and Colegio de Pedagogos Cubanos en el Exilio, President Rolando Espinosa -- helped the Local Planning Committee carry out the myriad tasks involved in producing our national conference.

I also want to acknowledge the assistance and cooperation provided by Dade County Superintendent of Schools Dr. Joseph A. Fernandez, Deputy Superintendent Paul W. Bell, and countless administrative and instructional DCPS staff.

Finally, I want to express our gratitude to former NABE Board Member and current Dade County School Board Member Dr. Rosa Castro-Feinberg for the energy, leadership, and vision she gave to our conference.

The dedication of these people and organizations was evident not just in our conference but also in the schools we visited. Miami, a pioneer city in bilingual education, remains on the cutting edge of educational progress. The work of bilingual educators in Miami benefitted NABE greatly and sets an inspiring example for us all.

Florida, like Colorado and Arizona, is one of the states where the English-only movement recently succeeded in passing language-restrictionist legislation. I think it is important that NABE's 1989 conference was held in Miami and that our 1990 conference will be held in Tucson, Arizona. As bilingual educators we are sending a message, and that message is: "English-only laws will not deter us from our mission to empower through education language-minority children, youth, and adults."

We must not forget, nor should the public be allowed to forget, that federal law guarantees all students in America the right to equal educational opportunities. This right cannot be abridged by English-only state laws or local prejudice. NABE always has, and always will be, committed to the preservation of this fundamental right. And by our presence in Miami last year and Tucson next, and by our work throughout the year, we are demonstrating how this precious right can be fulfilled.

OBEMLA: New Director, New Directions

A highlight of the Miami '89 NABE Conference was the announcement by Education Secretary Lauro Cavazos of the Bush Administration's selection of Ms. Rita Esquivel as the new Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Secretary Cavazos' announcement, via a videotape prepared especially for the NABE conference, contained an important message, one in keeping with President Bush's pledge of a "kinder and gentler" government. The message was that the Department of Education wants to work cooperatively in partnership with NABE to improve the education of American language-minority students.

In my recent travels from one end of the country to the other I have heard bilingual educators throughout the nation applauding the appointment of Ms. Esquivel. Her experience and thoughts regarding the direction of bilingual education are highlighted in an extensive interview beginning on page 4 of this issue.

Since the partnership theme was first enunciated in the Secretary's videotape in Miami, we have moved forward to translate this theme into action. I and other members of the NABE Board and NABE's Executive Director have met on several occasions with Ms. Esquivel to discuss our common goals and challenges. Secretary Cavazos and Ms. Esquivel have stated that they "hope to change the American public's negative perceptions about bilingual education," and we have pledged NABE's help.

Tangible manifestations of the new cooperative relationship between the Department of Education and NABE will be evident at our 1990 conference in Tucson. OBEMLA will hold a management institute for Title VII grantees and contractors from Midwest and Western states at the Tucson conference; it will also help sponsor the first Bilingual Education Hi-Tech Instructional Fair at NABE '90.

NABE: New Board, New Executive Director

As your new President, I am very fortunate to be surrounded by fellow board members who are committed to excellence -- excellence in education and excellence for our association. Your NABE Board represents the various regions of our nation, from Alaska to New York; it also includes members of the various language groups that we serve; and finally it represents the different segments of our professional community -- staff from universities, state departments of education, local school districts and multifunctional resource centers.

The 1989-1990 NABE Board reaffirmed a decision made by the prior Board -- to hire Mr. James J. Lyons as NABE's Executive Director. As many of you know from working with Jim in the past, we are fortunate to have an individual of such professional caliber, sincerity and integrity to assist us in carrying out our national mission. I feel very fortunate to be able to work with such a dedicated team member.

On June 1st, Jim assumed the duties of directing our national efforts and overseeing our day to day operations. He has already taken steps to modernize NABE's operations (see front-page article on NABE's new location and office systems). The Board strongly supports his efforts to strengthen our organization, and I urge all of you to help him in this task.

To service our debt and continue our current level of operations, the Board voted to initiate a modest increase in membership dues. It has been over eight years since the last increase in membership dues, and inflation has

Continued Page 8

BILINGUAL EDUCATOR BECOMES DIRECTOR OF OBEMLA

"I need your help. I can't do it without you." This was the message Rita Esquivel had for the NABE membership during an interview with NABE NEWS on August 18, 1989. In the six weeks since she had become the new director of the Office of Bilingual Education and Minority Languages Concerns (OBEMLA) of the United States Department of Education, Ms. Esquivel had already taken major steps toward establishing a partnership with the field, something that has been so sorely missing during the past decade.

When you talk to Rita Esquivel, you are talking with a teacher. She is a person who, after 36 years in education, still cares deeply about children. In fact, she proudly pointed out the picture on a table in her office of the first class she ever taught--a second grade in the Edgewood Independent School District in Texas. "I take it with me everywhere," she said, "to remind me where I began." Ms. Esquivel's career took her from that second grade to teaching for eight years in the San Antonio Independent School District in Texas. In 1963, she moved to the Santa Monica-Malibu School District in California, where she was an elementary and secondary teacher, junior high school counselor, principal, curriculum writer, and director of State and Federal Programs. She was the first woman and the first Hispanic Assistant Superintendent in charge of curriculum, K-12, until she became the Assistant to the Superintendent of Schools in 1987.

Appointment by Secretary Cavazos

Ms. Esquivel did not actively seek the position of director of OBEMLA. But many friends from across the country encouraged her to apply, and she was surprised when she was offered the job. "I thought, 'Oh, my God! Be careful what you ask for because you might get it!'...Once I decided to come, I couldn't believe that I was really going to be part of the US government and that what I was going to undertake would have an impact on children all over the nation."

Ms. Esquivel is no stranger to bilingual education. She started the first bilingual education program in Santa Monica-Malibu when the district had only one school with Spanish-speaking students. Her district, which has grown to approximately 38% Hispanic, now operates a transitional bilingual education program, an alternative instructional project, and a Spanish immersion program.

Philosophy of Bilingual Education

Ms. Esquivel believes that "the primary goal of bilingual education is to teach children how to speak English. We want them to be a member of the core curriculum; we want them to have access to the core curriculum; we want our children to be economically independent; and English happens to be the language in 1989 worldwide." She feels that the native language "should be used in those instances where the native language can be used, i.e., if you have a group of children and ten of them are Laotian and the teacher also speaks Laotian, in the second grade, then it would be ridiculous not to use it...On the other hand, if you have a classroom of 30 second graders and in the classroom you have 15 of them who speak eight different languages, then you need to use the Sheltered English approach." She also recognizes that the term "bilingual education" is problematic for many. "I would like to use the term 'Teaching Strategies for Children Learning English' rather than any other unfortunate word that becomes inflammatory in the eyes and ears of many of our citizens. All we're trying to do is try to find the best teaching strategy for a child, and that will vary from community to community. I also believe that a child, whether it's a part of bilingual education or not a part of bilingual education, should make every effort to continue his/her primary language."

Personal Goals

Ms. Esquivel has set three personal goals as Director of OBEMLA. First, she wants the OBEMLA staff to know what a great job they do; that they do have a tremendous effect on the people in the field. She sees OBEMLA as both a policy-setting and technical assistance unit. As a policy-setting organization, OBEMLA can offer districts around the country what it believes should be an approach to teaching LEP students. "Our role should be one of assisting them with seed money so they can get started. But districts have an obligation to teach children and that includes limited English proficient children." A firm believer in Local Control, Ms. Esquivel points to OBEMLA's technical assistance function, noting that "what is good for Santa Monica-Malibu is not what is needed in New York or in Wyoming for our Native Americans."

The new OBEMLA Director's second goal is to "break down walls and build bridges with our professional associations." As she says, "There is no point in having the Department of Education not working in concert with organizations like NABE and organizations like TESOL and their affiliates. We both want the same thing for these children and if we can't work together we're hurting the children most of all."

As evidence of Ms. Esquivel's commitment to achieving this goal, she announced that the OBEMLA Regional Management Institute for the Western portion of the country will be held in conjunction with the NABE Conference in Tucson in April of next year. In response to a related question about previous restrictions on the use of Title VII funds to travel to NABE Conferences, Ms. Esquivel said that although "Attachment Z" may continue to be appended to grant awards, "I am a firm believer that Title VII conference money should be used for the improvement of the people involved in the teaching of LEP students. Therefore, if a teacher or a principal or a board member wants to go to a conference that's going to benefit them, I see no reason why they shouldn't." She did caution, however, against conferences that were "politically-oriented." Ms. Esquivel also urged Title VII project directors to consider inviting policy-makers to NABE Conferences, stressing the opportunity they provide to "inservice" administrative leaders such as school superintendents and school board members.

Ms. Esquivel's third goal as OBEMLA Director is "to dispel the fear in the minds of people that the programs we endorse and sponsor are going to somehow divide this nation and somehow make it unAmerican." She would like to use an expression other than "Bilingual Education," because "it's so inflammatory people don't listen to what it is that we have to say. There's nothing unAmerican about speaking two languages."

Continued Page 6

JIM LYONS NAMED NABE EXECUTIVE DIRECTOR

On June 1, 1989, James J. Lyons became Executive Director of NABE. Jim, however, is no stranger to NABE, having served as the Association's Legislative and Policy Counsel for the past five years. Recently *NABE NEWS* spent some time with Jim discussing his views on NABE and bilingual education.

Involvement In NABE and Bilingual Education

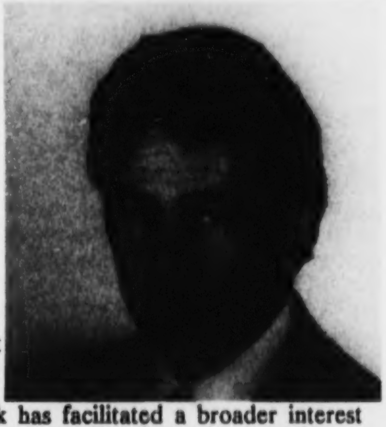
Jim's commitment to the improvement of social and educational conditions in the United States dates back to high school in Omaha, Nebraska, where he was co-founder of a Young NAACP Association. A state debating championship earned him a scholarship to George Washington University in Washington, DC, where he received his B.A. and did graduate work in American Thought and Civilization. Later Jim earned his law degree from George Washington. He says the turning point in his professional career was working with Dr. Kenneth B. Clark, the noted Black social psychologist who, among other accomplishments, prepared the social science evidence relied upon by the U.S. Supreme Court in the landmark Brown v. Board of Education case.

Later on, as a staff member of the U.S. Commission on Civil Rights, Jim conducted school desegregation studies and directed the Congressional Liaison Office. He received a political appointment from President Carter to the newly-established Department of Education and was deeply involved in Secretary Hufstedler's 1980 proposed new Lau regulations. Following Terrell Bell's appointment as Secretary of Education, Jim was asked to review and revise the Department's Lau enforcement policies.

On the day that Jim resigned from the Office for Civil Rights in February of 1982, civil-rights attorney Peter Roos called and asked him to represent the American Coalition for Bilingual Education (ACBE). Although Jim was retained by ACBE for one day a week, he soon was devoting all his energies to the hard policy work necessary to preserve bilingual education. NABE began contributing to Jim's retainer in 1983, and in 1984 Jim became NABE's Legislative and Policy Counsel.

Jim is justifiably proud of his many accomplishments during his years with NABE. He considers preserving the Bilingual Education Act "from the most powerful and vicious attack that bilingual education had been subjected to since the first World War" as among the most important things he has done. "The attack was fostered by the growing nativism of the early 1980's, when the US was in a recessionary period; that nativism was embraced by the Reagan Administration. It was also seized upon by groups that were motivated by either financial or racist reasons--U.S. English and English First, to name the most prominant."

Beyond survival, Jim points to the positive changes in the 1984 bipartisan Title VII legislation, most importantly the inclusion of Developmental Bilingual Education Programs. "Developmental Bilingual Education harkens back to the spririt of the first American Bilingual Education bill, introduced by Senator Ralph Yarborough, which recognized bilingual education as an enriching rather than a compensatory experience. Developmental Bilingual Education promotes more than integration; it equalizes the status of language minority and English language background children and teaches in a fundamental and functional way respect for one another. The Oyster Bilingual School in Washington, DC is one of these model programs."



Jim also was pleased that he has been able to move from legislative and policy work into the arena of media and public relations. It began with *Education Week* and a series of reporters, including Susan Foster, Jim Hertling, Jim Crawford and, most recently, Julie Miller who "as professional journalists were willing to commit the time to learn about bilingual education and to protray it accurately." Their work has facilitated a broader interest in bilingual education by journalists from the *L.A. Times*, *N.Y. Times*, and most recently, ABC News. "What is so gratifying about having the attention of print and non-print journalists is that they are the people who can tell the story of bilingual education -- the needs of language-minority children and the accomplishments of bilingual educators."

Goals as Executive Director

Jim has many goals as NABE's Executive Director. His primary goal is to "help NABE develop to its fullest potential as a national professional and advocacy association." In order to do this, the present financial situation must be improved and membership must increase. Since June, Jim has spent a great deal of time developing systems to facilitate national office operations. The demands of the new job are "offset by not only the enthusiasm of so many NABE members, but also by the professionalism and absolute commitment of Carolyn Riddick, NABE's Office Manager, who has served the organization since 1980."

Secondly, Jim wants to develop, in cooperation with NABE's state affiliates and members, policy, services, and programs for the benefit of language-minority students, parents, and professionals involved in bilingual education throughout the country. An over-arching goal is "to help America appreciate the importance of bilingualism; the powerful skills that language-minority children bring to school; and the irreplaceable talents of bilingual educators."

"A language is a terrible thing to lose." Jim believes that the future of education in America is bilingual education. "Bilingual education doesn't need to be mainstreamed; mainstream education has to become bilingual. Language development has to be at the core of our curriculum, and artificial distinctions between English language development, foreign language education, and bilingual education have to be recognized as arbitrary, capricious, and dysfunctional. Until we come to realize the centrality of language development, our schools are going to have a hard time helping students develop not only basic literacy skills, but also the higher level critical thinking and reasoning skills that this complex and fast-paced world demands of them."

NABE'S Relationship with USED

Jim recognizes that the relationship between NABE and the US Department of Education is of critical importance. "As the only professional and advocacy organization that is exclusively focused on promoting equity and excellence through dual language instruction, NABE is vital to the future of American education. It was tragic that during the Reagan Administration, and particularly during

Continued Page 15

INTERVIEW WITH RITA ESQUIVEL *Continued*

New Initiatives

Ms. Esquivel has already planned a new event for November of this year. At that time a group of personnel directors from all over the country from school districts with large percentages of LEP students will come to Washington to meet with OBEMLA staff and with representatives of Education Departments of universities nation-wide. This brainstorming session will identify district needs for teachers and approaches for universities to use in providing pre- and in-service for teachers.

Another change in store is the expansion of the pool of proposal readers. Ms. Esquivel would like to have at least 1500 readers available so that there would be more outside than inside readers of proposals and so the readers could be rotated.

During a discussion of the Title VII budget, Ms. Esquivel noted areas which need more financial resources than they have received in the past, including developmental bilingual programs, the fellowship program, and training projects. She believes more developmental projects have to be funded in order to begin to determine whether it is an effective approach, since only two projects have been funded nationwide. She pointed out, however, "One thing we need to keep in mind is that that particular one, because it uses the teaching of another language using federal money, is a very controversial political question. But it doesn't mean it can't be done. If it isn't done on a national level it doesn't mean the districts can't do it...Therefore, there is no reason that if we do not have money we can't at least promote that local districts can do their own experimentation and if districts across the nation do that and if we get researchers to do that then we can politically stand on our two feet and say yes it can be done."

Emphasis on Training

Ms. Esquivel would personally like to see the Fellowship Program reinstated. She sees a need to "convince people that the people in the fellowship program can be good superintendents, good principals, good assistant superintendents in charge of curriculum..." She comes from a background that puts a great deal of emphasis on staff development. "So if you're going to see my mark on anything after I leave it's going to be that I am a firm believer in staff development...I very strongly feel if you train a teacher, that teacher will be able to impact large numbers of children. People say there are those who we are training in bilingual education who don't stay in bilingual education and I don't have any kind of conflict with that. Because if that teacher goes to a third grade somewhere else, the way the demographics are, in all probability that teacher will have two, three, or four LEP kids in that class. And those are the kids that get left out and those are the kids that get left by the wayside. So I don't care where the teacher is - in a bilingual classroom with 30 kids or whether that teacher decides to go across the street and teach the regular class. That training is never going to leave that teacher and the sensitivity is never going to leave that teacher. And I don't know where life is going to take that teacher five years from now."

Ms. Esquivel's vision of the future of bilingual education is, at the moment, regional. She feels that the "regulations that have come out and the research that has come out have not really taken into consideration the real demographics and the reality of the rim of the Pacific and what is going on. The immigrants that are coming in are different than the immigrants on the East Coast. They're Asian, Iranian, Central and South American...I think those numbers are going to continue to grow as long as this country, and I hope it continues, is out fighting for democracy throughout the nation and as long as we insist that the democratic way and the capitalistic form of government is the better way to exist." Ms. Esquivel concluded, "Bilingual Education, or the teaching of English to limited English proficient students is something that will continue as long as we continue to hold the Statue of Liberty and her torch up high. Our job is to help the people who are here whose ancestors came a long time ago not to feel threatened by the immigrants."

Rita Esquivel is a dynamic leader. Her enthusiasm, coupled with her first-hand experience and expertise in bilingual education, makes her appointment as OBEMLA Director a very welcome event.

NABE ENDORSES NALI INDIGENOUS LANGUAGE LEGISLATION

During it's first formal business meeting in Tucson, Arizona, the 1989-90 NABE Executive Board voted unanimously to endorse and support Federal legislation to "preserve, protect and promote the rights of indigenous Americans to use, practice and develop Native American languages." The Board's action was in response to a request by the Native American Language Issues (NALI) Institute which developed the draft legislation.

The NALI legislation, in the form of a joint resolution, was introduced in the Senate as S.J.R. 379 last September by Senator Daniel Inouye (D-HI) and seven co-sponsors. Within a month, the NALI bill was marked-up by the Senate Select Committee on Indian Affairs and passed by the full Senate. Progress on S.J.R. 379 stalled, however, when the House failed to act on the measure prior to adjournment of the 100th Congress.

This year, NALI representatives have held meetings with congressional staff to develop support for a slightly modified version of the resolution. The current resolution establishes Federal policy in a number of language- and education-related areas.

The national policies which would be established under the NALI resolution include those to:

. . . "encourage and support the use of Native American languages as a media of instruction in all State and Federal institutions of compulsory education..."

. . . "recognize the right of tribes to use the Native American languages in all schools funded by the Secretary of the Interior;"

. . . "fully recognize the inherent right of tribes to take action on, and give official status to, their languages for the purposes of Federal and tribal business conducted, or pursuant to actions involved with such business, on or near State and Federal reservations;"

. . . "encourage ... all institutions of elementary, secondary and higher education, where appropriate, include indigenous languages in the curriculum in the same manner as foreign languages and that competency in the indigenous language be granted the same full academic credit."

Information about and copies of the NALI legislation can be obtained from Shirley Brown or Doris Beleele at the NALI Institute, P.O. Box 963, Choctaw, Oklahoma 73020 (405) 769-4650 or (405) 769-6125.

SALUTE TO THE WINNERS OF THE 1989 NABE STUDENT ESSAY CONTEST ON THE THEME: "AMERICA: OUR UNITY IS THROUGH MANY LANGUAGES"

FIRST PLACE WINNER: GRADES 3-5

Angela Maldonado
Lugonia Elementary School
202 E. Pennsylvania Ave.
Redlands, CA 92374
Grade 5

Teacher: Diana Holly
Principal: David Regado

"America: Our Unity is Through Many Languages." This phrase to me means a family of different people with different languages, cultures, feelings, and histories. People all have their own ways of communicating. They communicate with one another by being helpful to each other. Being helpful with one another is a way of showing you care, and that you want to be a friend. Being helpful lets you be united, and being united is important.

"America: Our Unity is Through Many Languages." This phrase means respect. To be respected even though you speak a different language means a lot. It allows you to be whatever you choose to be. It means freedom and hope. I know because I spoke only Spanish before I started school, and I felt my teachers and classmates respected my language because they helped me to keep my language while teaching me English.

"America: Our Unity is Through Many Languages." This phrase is a special statement. It tells you that everyone is special in their own way. Everyone has their culture, history, freedom, and language. In America even though we are united, we still can express ourselves in our own special way.

FIRST PLACE WINNER: GRADES 6-8

Mildred Milian
P.S. 65
677 E. 141st Street
Bronx, NY 10454
Grade 6

Teacher: Jose C. Santiago
Principal: Manuel Rodriguez

The United States' motto is "E Pluribus Unum," "Out of Many, One." Although this refers to the fact that we have fifty states united as one nation, the motto may well be applied to the concept that we are a united nation of people representing five continents, speaking many languages, contributing to and enriching the patchwork quilt of American culture. Our unity has led us to seek the ideas of peace, friendship, understanding and equal opportunity for all. Our cross-cultural and multi-language heritage is our strength and the source of our unity.

Our nation is a treasure chest in this respect. We should not lose sight of it now. English is the language of communication in the United States. There are too many good reasons to learn English to think that people will not want to learn it or that America's unity will be diminished by the practice of many languages and cultures. It has not happened before and it cannot happen now.

However, we have learned that as Americans we will be cheated if we are encouraged to master only one language, to learn about one side of American history, and to be exposed to only one musical, literary, or artistic tradition. That is not America.

The realization that we must have is that we have been, are, and will continue to be one hundred percent Americans without having to give up our cultures, languages, and values. To concentrate upon forcing change, is of course, to invite withdrawal, hostility, and alienation. These are not the friends of unity. Our national energy and vision comes from the multi-cultural and multi-lingual nature of our people. We have prospered because of this. It is a wise investment in the future of America to preserve and develop this national heritage, not to deny it. To do so, would be to undermine the foundation that made us great in the first place.

FIRST PLACE WINNER: GRADES 9-12

Rebecca Alvarez
Oak Grove High School
285 Blossom Hill Road
San Jose, CA 95123
Grade 11

Teacher: Joann De La Rosa
Principal: Karalee Roland

An article from the New York Times written in 1916 stated: "Former President demands the deportation of any immigrant who fails to learn English after five years. Twenty states impose 'Americanization' programs to promote what the California Commission on Housing and Immigration calls the use of any language other than English in gatherings of three or more people or even over the telephone illegal."

In this passage, former President Theodore Roosevelt was expressing the attitudes of the time, a fear that the numbers of European immigrants were threatening American culture and national unity. Many Americans were afraid of losing their identity and more importantly, power. Some people even went to the extent of changing their name to make it sound more American. It saddens me to think that a country founded on the basis of freedom and equality for all men forced its people to feel unequal and forgotten. This was America in the early 1900's.

Has the situation changed? I think not. We are still dividing people and separating cultures because of an American attitude that white is best. It comes down to a struggle of language dominance and a struggle for power. Some people are jealous, some prejudiced and some are just ignorant. People are being judged by the color of their skin, the clothes they wear and the language they

Continued Next Page

FIRST PLACE ESSAY WINNER REBECCA ALVAREZ *Continued*

speak. It would be impossible to change the color of one's skin and difficult to force one to dress differently, but a number of our politicians feel that they have a right to attempt to make the silent minority in this country remain silent by enforcing "English Only" legislation. This controversy over language is separating people in this country. Language represents each individual's culture and family and to disregard the importance of this is degrading. America is a country of many races and each one has traditions, gifts and talents from which we can learn. It is important to the unity and strength of this country to recognize these cultural and language differences as positive qualities of a larger whole and to build a stronger and more equal America that believes in the freedom upon which it was founded.

How can I make a difference? I am making a commitment to get a good education and to be an important part of my community. I am hopeful that my involvement will help to change attitudes. I want to be a positive role model for my brothers and sisters and the other children in my neighborhood because I believe that in order to affect change one must first help to establish unity in his or her own community.

"I dream of a world where
man no other will scorn,
where love will bless the earth
and peace its path adorn.
I dream of a world where all
will know sweet freedom's way,
where greed no longer saps the soul."
(title and author unknown)

RESOURCES FOR BILINGUAL EDUCATORS

Accommodation without Assimilation: Sikh Immigrants in an American High School. Contact: Cornell University Press, 124 Roberts Place, Ithaca, New York 14850.

Atheslstan Newsletter. Information on technology and language learning, published quarterly. Free to teachers and researchers. Contact: Athelstan Publications, P.O. Box 8025, La Jolla, CA 92038-8025.

The results of a recent research project, "Educare: Evaluation of a Transition Program for Culturally Disadvantaged and Educationally Handicapped Youth," have implications for the transition of at-risk youth from high school or alternative school to employment or higher education. Copies of the full research report are available from Institutional Development and Economic Affairs Service, Inc., Magnolia Star Route, Nederland, CO 80466.

ESOL Video Materials Directory. A database of existing videos for ESOL teaching and teacher training created by the TESOL Video Group. Contact: Linda Méndez, Foreign Language Education, The Ohio State University, 249 Arps Hall, 1945 North High Street, Columbus, OH 43210 (614) 292-5381 or Peter Thomas, English Language Programs, Extension X-001, University of California - San Diego, La Jolla, CA 92093 (619) 534-0425.

PRESIDENT'S MESSAGE *Continued*

taken its toll on our ability to meet our responsibilities to you, our members, and more importantly to language-minority children.

The successes reported elsewhere in this newsletter, like the House Appropriations Committee's decision to earmark $10 million for programs of developmental bilingual education and to require the funding of at least 500 graduate level Title VII fellowships next year, are the result of NABE's national leadership, expertise, and stature. However to accomplish these significant strides, as you well know, we need revenue. And it is for this very important reason that we are currently reaching out to you, to corporate America, to publishers and others who historically have supported our mission.

With you help and participation, there is no limit to what NABE can achieve. Together we can protect the rights and expand the educational opportunities of language-minority Americans. Together we can help America sharpen its economic competitiveness and, at the same time, become a better and more respected neighbor in the global community.

My fellow Board members and the NABE office staff join me in wishing that the 1989-90 school year brings the best to all of you.

PRESS NOTES

Noted in the June 23, 1989 Washington Post

"Thirteen of the 17 valedictorians in Boston public high schools this year are foreign-born, the highest number officials can remember."

"They come from around the world, including from China, Vietnam, El Salvador, Portugal, France, Italy, Jamaica and Czechoslovakia. Some arrived only in the last five years, most could not speak English when they arrived and one is deaf."

******

Noted in August 23, 1989 Washington Post column by economist Robert J. Samuelson entitled "The Multicultural Corporation"

"'Globalization' is the hottest new business trend. It's one of those fashionable words that people love to use even if they're not sure what it means. But beyond the catchy phrase-making, something is changing. Giant multinational companies are slowly beginning to lose their national identities. They're engaged in a worldwide competition for 'the scarcest resource of all -- talent,' says Christopher Bartlett of the Harvard Business School."

"The terms of competition are subtly changing, as Bartlett argues in a new book (Managing Across Borders, coauthored by Sumantra Ghoshal). Companies will increasingly flourish -- or fail -- on how well they become multicultural organizations. They will need to create effective cooperation between people of different nationalities. Some U.S., European and Japanese companies already succeed at this. Others are having trouble. More cooperation will be required in the future."

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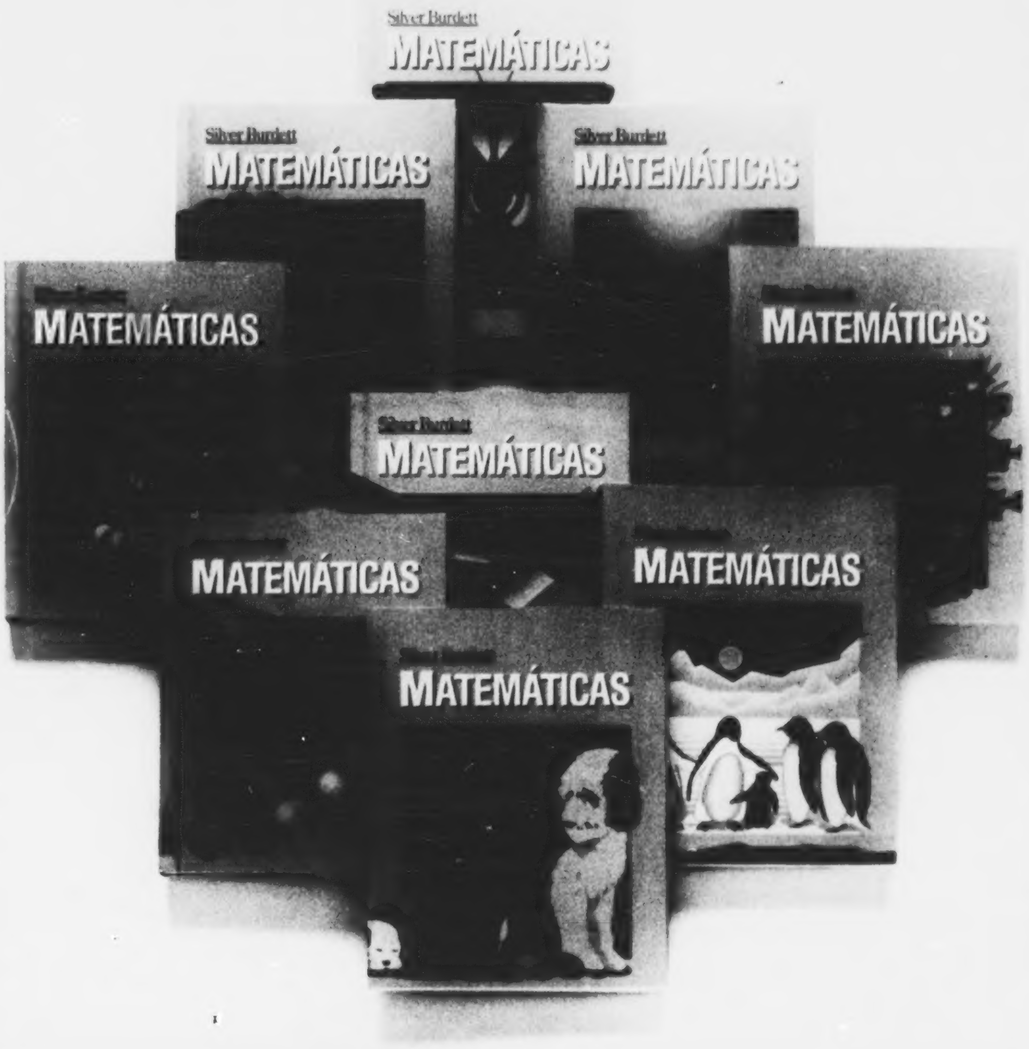
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HOUSE BOOSTS TITLE VII FUNDING Continued

Title VII Graduate Fellowships

The House Appropriations Committee report includes language on another key NABE recommendation -- implementation of the Title VII requirement that the Education Department annually award at least 500 fellowships for masters and doctorate level study of bilingual education and related specialities. The Committee report states: "The Department is directed to award at least 500 graduate level fellowships from the funds allocated to training."

One Disappointment -- English Proficiency Grants

The House bill failed to increase funding for the English Literacy Grant program authorized under the Adult Education Act. This program, which NABE co-developed with the National Council of La Raza, is currently funded at $4.9 million.

In June, NABE and NCLR, together with the Alternative Schools Network, ASPIRA, Inc., the Mexican American Legal Defense and Education Fund, the National Association of Latin Elected Officials, the National Education Association, and the National Puerto Rican Coalition, wrote members of the House Appropriations Committee recommending that the English Literacy Grant program be fully funded in FY 1990 at the authorized level of nearly $27 million.

Senate Appropriations Subcommittee Acts Next

Now that H.R. 2990 has passed the House, action shifts to the Senate where the Appropriations Subcommittee on Labor, HHS, and Education, chaired by Tom Harkin (D-IA), will mark-up its Fiscal Year 1990 bill this month.

RESOURCES FOR BILINGUAL EDUCATORS

The Foreign Language Needs of U.S.-Based Corporations and The National Foreign Language System. Numbers 5 and 6 of the Occasional Papers published by the National Foreign Language Center at the Johns Hopkins University. Contact: NFLC, 1619 Massachusetts Avenue, N.W., Washington, DC 20036.

Grammar in Use: Reference and Practice for Intermediate Students of English. Contact: Cambridge University Press, 32 East 57th Street, New York, NY 10022

Hispanic Dropouts: America's Time Bomb. Videotape produced by Southwestern Bell Telephone Company. Contact: Southwestern Bell Telephone, 2850 South Jefferson, St. Louis, MO 63118.

Authentic foreign television materials in foreign language and international studies via the media of videotape and videodisc are available from the Project for International Communication Studies. Contact: PICS, 266 International Center, The University of Iowa, Iowa City, IA 52242 or call (800) 373-PICS.

Report of the LEP Student Enrollment Survey. Conducted by Roger E. W-B Olsen, contains data from 39 states. Contact: ERIC Clearinghouse on Languages and Linguistics or your Chief State School Officer for copies of the full report.

Resources to Facilitate the Transition of Learners with Special Needs from School to Work or Postsecondary Education. This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers, counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs. It includes entries related to the education of limited English proficient students. Contact: National Center for Research in Vocational Education, Materials Distribution Service Center, Western IL Univ., Horrabin Hall 46, Macomb, IL 14556 (800) 637-7652.

Situational Ethnicity and Patterns of School Performance Among Immigrant and Non-Immigrant Mexican-Descent Students and Language as a Social Problem: The Repression of Spanish in South Texas. Two of eight papers in the Bilingual Research Group Working Papers Series published by the Bilingual Research Group at UC-Santa Cruz. Contact: BRG Working Papers, Bilingual Research Group, Merrill College, UC-Santa Cruz, Santa Cruz, CA 95064.

Strategies for Educators: Teaching Minority Students. A series of five video tapes describing the needs of language minority students and effective teaching strategies. Contact: Multicultural Media, 3235 134th Avenue, Bellevue, WA 98005 or call (206) 386-7790.

Vocabulary Creator SL and Vocabulary Creator DL. Software for Macintosh computers which create bilingual vocabularies and glossaries. The programs recognize all the foreign language letters in Apple's fonts, so words can be sorted into alphabetical order. Contact: glps™ Products, P.O. Box 3454, Chapel Hill, NC 27515.

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION PUBLISHES *EMPOWERING MINORITY STUDENTS* WRITTEN BY JIM CUMMINS, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

During the past twenty years educators in the US have implemented a series of costly reforms aimed at reversing the pattern of school failure among minority students. Despite these efforts, the dropout rate among minorities, specifically Mexican-Americans and mainland Puerto Rican students, remains between 40 and 50 percent, compared to 14 percent for whites and 25 percent for blacks.

Why have these attempts failed? Dr. Cummins explains these attempts at educational reform have been unsuccessful because they have not altered the basic relationships between schools and communities.

"In a fundamental sense, educators who empower minority students by promoting their linguistic talents are also empowering their nation, and to a much greater extent than those who have committed themselves to squandering its human resources."

Empowering Minority Students proposes a framework for understanding why certain minority groups tend to experience persistent school failure and how this pattern of school failure can be reversed. The framework attempts to distill the essential features of programs that have successfully promoted minority students' academic growth and the characteristics of educators who have made these programs work. Almost invariable, programs that succeed in promoting minority students' academic growth develop in students a strong sense of confidence in who they are and in their ability to learn. They empower students. The educators who have initiated and taught in these programs have had the personal confidence and courage to defend them against reactions

Continued Page 13

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___ Other ____

As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

Special Interest Groups

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___ Critical Pedagogy
___ ESL in Bilingual Education
___ Language Policy
___ Language and Culture Retention
___ Asian/Pacific Islander
___ Educational Policy-Making

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RETURN APPLICATION TO:

NABE
Union Center Plaza
810 First Street, NE
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CUMMINS *EMPOWERING MINORITY STUDENTS* *Continued*

ranging from skepticism to overt racism.

During the late sixties and early seventies, policy-makers in many western countries began to take seriously notions of equality and justice that, prior to then, had been honored primarily at a rhetorical level. It would be unrealistic, however, to expect all manifestations of racism to disappear overnight since this discrimination has been supported by societal institutions over many generations. Thus, despite the fact that the societal commitment to overcome discrimination is genuine and strong, there are many forces in the society that operate to preserve traditional powers and status divisions.

Historically, the educational system has reflected the societal power structure by:

- actively attempting to eradicate minority students' first language and cultural identity, frequently through physical punishment;
- excluding minority parents from any meaningful role in their children's education;
- transmitting a curriculum that reflects only the experiences and values of the dominant group and deprives expression to those of minority groups; and
- blaming minority students and communities for their own school failure through the use of IQ tests that discriminate both culturally and linguistically against such students.

The result of this process has been generations of minority students who have been disabled personally and academically.

Educators who are committed to empowering minority children and their communities have become aware of how these subtle forms of discrimination operate and have consciously challenged the power structure both in their classrooms and schools and in society at large. They have redefined their roles such that they are no longer willing to reflect the societal power structure; as advocates for children and communities, they are committed to transforming their societies by taking seriously notions such as equality, justice and freedom.

In concrete terms, a pedagogy for empowerment requires:

- that educators adopt an additive orientation to students' culture and language such that students L1 (mother tongue) experiences can be shared rather than suppressed in the classroom;
- an openness to collaborate with community resource persons who can provide insight to students and educators about different cultural, religious, and linguistic traditions;
- a willingness to encourage active use of written and oral language so that students can develop their language and literacy skills in the process of sharing their experiences and insights with peers and adults; and
- an orientation to assessment in which the primary focus is on the interactions that students have experienced within the school system and on ways of remediating these interactions, where necessary.

To reverse the pattern of minority group school failure and contribute to a stronger nation, educators and policy-makers are faced with both a personal and political challenge. Personally, they must redefine their roles within the classroom, the community and the broader society so that these role definitions result in interactions that empower rather than disable students. Politically, they must attempt to persuade colleagues and decision-makers - such as school boards and the public that elects them - of the importance of redefining institutional goals so that the schools transform society by empowering minority students rather than reflect society by disabling them.

Bilingual education can be an important part of the solution to minority student underachievement when it validates students' cultural identity and builds on their linguistic talents. When schools promote opportunities for academic success, they also contribute to a linguistically and educationally more competent nation.

Copies of *Empowering Minority Students* are available from the California Association for Bilingual Education, 926 J Street, Suite 810, Sacramento, California 95814. Cost is $14.79 for CABE members and $16.92 for non-members.

NABE AFFILIATE CONFERENCE SCHEDULE

September 22-23, 1989 -- Oklahoma Assn. for Bilingual Education -- Doubletree Hotel in Tulsa -- contact Phyllis Fife (918) 456-5511 Ext. 3070

November 3, 1989 -- Maryland Assn. for Bilingual Education -- contact Maria C. Torres (301) 333-2640

November 4, 1989 -- Bilingual Assn. of Florida -- Miami -- contact Sandra Gutierrez (305) 554-2962

January 24-27, 1990 -- California Assn. for Bilingual Education -- Hilton Hotel in San Francisco -- contact Mary Jew (415) 585-2707

February 15-17, 1990 -- South Dakota Assn. for Bilingual Education -- Howard Johnson Motor Lodge in Rapid City -- contact Tom Vocu (605) 288-1921

February 8-9, 1990 -- Illinois Assn. for Multilingual-Multicultural Education -- Hyatt Regency Hotel in Oakbrook -- contact Ron Perlman (312) 803-3535

March 2-3, 1990 -- Massachusetts Assn. for Bilingual Education -- Hilton Hotel in Lowell -- contact Diana Lam -- (617) 426-5552

March 29-31, 1990 -- Michigan Assn. for Bilingual Education -- Hyatt Regency Hotel in Flint -- contact Roberto Quiroz (313) 762-6770

May 25-26, 1990 -- New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators -- Hyatt Regency Hotel in Princeton -- contact Barbara Tedesco (201) 298- 2031

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U.S. GOVERNORS URGE SECOND LANGUAGE LEARNING IN THE ELEMENTARY SCHOOL

by Dorothy Waggoner, Ph.D.

The fifty state governors recently committed themselves to take the lead in creating an international focus in US education, including the promotion of second language instruction for all students as early as the first grade. A major objective of the State Action Agenda outlined in the report of the National Governors' Association Task Force on International Education, *America in Transition: The International Frontier*, is for more students to learn to communicate in the languages of our world trading partners and economic competitors.

"All students should have the opportunity to learn to speak a second language in their early years" not only because learning to speak is easier then but also because **"foreign language learning enhances cognitive development and basic skills performance for elementary school children,"** the Task Force affirmed.

The Task Force cited geographic illiteracy, limited proficiency in languages other than English, and the shortage of foreign language teachers as among the obstacles to be overcome in the quest for a more globally educated population. Particularly noted was the lack of programs to teach such major languages as Japanese, Russian, Arabic, and Chinese, which are spoken by three-quarters of the world's population and some of our major trading partners. Only 17% of the US public elementary schools offer any form of language instruction and only 3% of elementary school language programs lead to the ability to communicate in another language, the Task Force said.

Among the other objectives in the State Action Agenda, the Task Force included the need for schools and teachers to become familiar with resources and materials, other than textbooks, which are available for international education.

Bilingual Resources Overlooked

While acknowledging the diversity of our population and citing better community relations as a benefit of more emphasis on language learning and learning about other cultures in the schools, the Task Force did not included language-minority communities and non-English language-background students as resources. Similarly, in calling for the involvement of a broad range of individuals in planning, including teachers, school administrators, school board members, university presidents, college faculty, and the business community, the Task Force overlooked the valuable support and collaboration which language-minority community leaders can offer.

Language-minority community leaders and bilingual educators should obtain copies of this report. More importantly, however, they should remind their governors and state education agencies of the resources and leadership already available in local bilingual communities. They should enlist the governors' help in developing more two-way bilingual programs in which language-minority and English-language-background students learn together and in other efforts to open opportunities for more language-minority students to develop, maintain, and use their first language skills, at the same time that they become fully proficient in English.

In 1980, there were 631,000 speakers of Chinese languages, 336,000 speakers of Japanese, 218,000 speakers of Arabic, and 173,000 speakers of Russian in the United States, to name only the critical languages cited by the Task Force. If new major efforts are to be made in language learning and international education for all youth, the resources and experience represented by US language-minority communities must be mobilized.

The National Governors' Association Task Force on International Education was chaired by Governor Thomas H. Kean of New Jersey. The other members were Governor John Waihee of Hawaii and Governor Rudy Perpich of Minnesota. The report is available for $10.95 from the National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572.

EDUCATION WEEK PUBLISHES SPECIAL REPORT ON THE EDUCATION OF NATIVE AMERICANS

'Stuck in the Horizon' is the title of a 16-page special report on the education of Native Americans published in the mid-Summer (August 2) edition of *Education Week*. The report is based on interviews with Native American education experts and advocates including **NABE Western Regional Representative Dick Littlebear**.

The special report is divided into four major articles and several smaller features. The first major article outlines the current educational status of Native Americans. The second article traces the history of Indian education policies, and the third examines contemporary political and policy issues crucial to the educational future of Native Americans. The last major article, entitled 'Indian People Just Want to Be Themselves,' concerns the quest of Native Americans for cultural identity and explores the benefits of bilingual-bicultural education programs for Native American communities.

Copies of the Special Report on the Education of Native Americans are available from *Education Week* for $1.00. To obtain copies, write Education Week, 4301 Connecticut Ave., NW, Suite 250, Washington, DC 20008.

UPCOMING EVENTS

California Association for Asian-Pacific Bilingual Education - November 17-18, 1989 - San Diego, California - Contact:

Dr. Kenji Ima
Dept. of Sociology
San Diego State University
San Diego, CA 92182
(619) 594-5534

Cultures in the Classroom: Mexico-USA Colloquium for Educators in conjunction with the 3rd International Book Fair - November 25 - December 3, 1989 - Guadalajara, Mexico - Contact:

FIL, Hidalgo 1417
A.P. 39-130
C.P. 44170 Guadalajara
Jal., Mexico

Exemplary Vocational Education Programs and Practices - November 30 - December 1, 1989 - Orlando, Florida - Contact:

Carolyn Maddy-Bernstein
TASPP Director
345 Education Bldg.
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

WORKERS SUE CALIF. PHONE COMPANY OVER BILINGUAL SKILLS PAY

by Rhonda Smith
Courtesy *Hispanic Link Weekly Report*

The U.S. Equal Employment Opportunity Commission filed a class-action lawsuit against a California telephone service company Aug. 3 after receiving a complaint from an employee there that she was not being compensated for her bilingual skills.

According to the EEOC, if they win the suit, the ruling could potentially benefit thousands of bilingual workers nationwide.

The suit stems from Paula Soriano's allegation that as a customer service representative in Fresno for the Contel Service Corporation, she is routinely given incoming calls from Spanish-speaking customers. Contel is the third largest phone service provider in the California region.

According to Jim Hernandez, an EEOC investigator, "Contel measures its employees' productivity by tallying the number of original calls each receives daily. Because the majority of the calls routed to Soriano do not originate with her, she did not receive credit for them." The end result for Soriano has been less than satisfactory job evaluations and threats of losing her job if she did not provide bilingual service for customers, charges the lawsuit. The EEOC is seeking back pay and new job classifications for bilingual employees.

Douglass Farmer, EEOC trial attorney, said: "Contel is running a white-collar sweatshop by placing the obligation (of providing additional services) on the back of its bilingual employees." Farmer said that the going rate of interpreters in the region is $60 to $70 per hour. "Contel is essentially searching for bilingual employees who can provide those services for free."

Gary Siniskalco, Contel's attorney responded: "The lawsuit is in error. Contel makes every effort to service its customers. Part of that service is for the employees to assist in whatever capacity necessary."

TITLE VII PROPOSAL REVIEWERS NEEDED

Readers are needed by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, Washington, DC, to review Title VII proposals.

OBEMLA is currently updating and expanding its reader databank, and is seeking individuals with extensive experience in bilingual education or English-as-a- second language. Readers will be selected from the database according to program priorities and needs.

Readers are employed by the Department, usually for one week, to review proposals for federal assistance under the Bilingual Education Act.

To obtain an application, please write: Ms. Craig, U.S. Department of Education, OBEMLA, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6642.

NABE LEADERS CONDUCT CALIFORNIA SEMINAR FOR PARENTS

Approximately one hundred parents recently participated in a 3-day seminar "Parents and Educators: Collaboration to Empower Children in Success" sponsored by the Baldwin Park California Unified School District. The seminar focused on building effective partnership activities between home and school for student success.

NABE President Rodolfo Chavez presented the keynote address, "Con Ganas Hay Mananas," and collaborated with **NABE Vice President, Anna Perez**, and other Baldwin Park Bilingual Resource staff on a variety of presentations on motivating children to learn. **NABE Teacher of the Year Carla B. De Herrera** was the featured guest speaker at the "Don't Drift Away Luncheon," sponsored by publisher **Silver Burdett & Ginn**, which culminated the 3-day training event.

INTERVIEW WITH JIM LYONS *Continued*

Secretary Bennett's tenure, the Department of Education devoted its energy to attacking NABE rather than working with it in pursuit of educational improvement and reform; in search of educational excellence.... Rebutting lies takes a lot of energy, and, more importantly, diverts attention not only from problems that must be solved but also from opportunities that must be realized."

Jim notes, "from the standpoint of bilingual education, President Bush has made good his promise of a 'kinder and gentler' government. His appointment of Rita Esquivel as director of OBEMLA deserves the highest praise. I met with Secretary Cavazos on several occasions immediately following the election of President Bush. I described generically the kind of person NABE wanted appointed to this important post -- someone who had a proven track record of professional accomplishments in the education of language-minority students; someone who was respected by the field and respectful of the field. In naming Rita Esquivel, Secretary Cavasos appointed an individual with these very qualifications. Since her appointment Ms. Esquivel has met with me and with members of the NABE Executive Board on numerous occasions. Her meetings have been cordial and exceedingly productive. And I am sure that, together, we are going to be able to harness the resources and energy to improve American education."

NABE '90 Conference

As Executive Director, Jim has devoted a great deal of time to preparing for the 1990 NABE Conference in Tucson, Arizona. "Everything tells me that the Tucson conference is going to be NABE's largest and most productive. We have an extremely enthusiastic and capable local conference committee co-chaired by Kathy Escamilla and Gene Benton. We have the significant involvement of the US Department of Education; OBEMLA will be conducting its Western Regional Management Institute during the NABE Conference, and the Department has agreed to co-sponsor the first-ever High Tech Fair for Bilingual Educators. We have the support of many political and corporate leaders for this conference. Senator John McCain (R-AZ) has enthusiastically agreed to serve as the Chairperson of the Honorary Host Committee, and I know from my conversations with national journalists that this conference will receive unprecedented attention and coverage."

Future of NABE

Jim sees continued growth in NABE's influence on the education of language minority children in the US. "I hope, along with the Executive Board, to expand our programs and services. I think NABE will become more involved in training programs for both parents and educational professionals. I think NABE will be able to help garner not only public support for bilingual education, but also public appreciation of the benefits of bilingualism. **The future of NABE is what we make it.**"

NABE NEWS hopes that all those involved in the education of language-minority students in the US will support Jim in his task of leading NABE into the next decade.

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Published by the National Association for Bilingual Education

NABE NEWS Vol 13, No. 2 October 27, 1989

MESSAGE FROM THE PRESIDENT

by Rodolfo Chávez

This message is so important to you, the members of NABE, that I asked the editors to run it on the front page of our newsletter. It concerns fundamental changes in our membership system, changes that affect you. It also concerns important decisions your Executive Board has made about the *NABE Journal*.

Changes in Membership System

The NABE Executive Board has approved several major changes in our Association's membership system. Each change is meant to strengthen and stabilize NABE, and enable the Association to expand its work on behalf of language-minority students and American education.

Change #1: Effective November 1, 1989, all NABE memberships will be for a fixed, one-year term running from November 1st of the current year through October 31st of the following year. Previously, NABE has operated on a year-to-date membership system -- a system which was costly, difficult to administer, and extremely confusing. NABE also previously offered 1, 2 and 3 year memberships adding to the confusion.

A uniform one-year membership period minimizes administrative complexity and member confusion. A uniform one-year membership period also permits the Association to conduct coordinated national membership drives. To minimize the potentially disruptive consequences of this fundamental change, paid-up memberships will be honored until their original expiration date.

Change #2: Effective November 1, 1989, NABE will offer only three types of paid memberships in the Association: individual memberships, joint memberships, and institutional memberships. Previously, NABE offered five types of membership each with different requirements and benefits. This change, like the others adopted by the Executive Board, is meant to reduce complexity, confusion, and operating costs.

Individual and joint members (two individuals living at the same address) receive ballots to vote in elections for the Association's Executive Board of Directors **if the membership is paid by December 31st.** One copy of all NABE publications is sent to the address of the holder(s) of a paid-up individual or joint membership. Individual and joint NABE members also receive a discount for selected events held at the Association's annual conference.

Institutional memberships are available to education agencies, libraries, institutions of higher education, and commercial vendors. Institutional memberships entitle the holder to one copy of all NABE publications, but institutional members do not receive Association election ballots.

Change # 3: For the 1989-1990 membership year, annual Association dues will be $48 for individual memberships; $65 for joint memberships, and $125 for institutional memberships. These membership fees represent a modest increase over prior dues which, to the detriment of the Association, had been held constant for the last eight years despite substantial inflation in NABE's cost of operations.

Change # 4: The Executive Board has also approved an arrangement under which NABE affiliate organizations can offer "combined" memberships in NABE and the affiliate. For affiliates desiring to offer combined NABE-affiliate memberships, NABE will grant a $5 discount on our dues. The membership period for combined memberships is the same as for all NABE memberships: November 1st - October 31st. Combined memberships will be processed only if a NABE membership form is completed.

NABE Journal

The Association's Executive Board of Directors has voted to suspend publication of the *NABE Journal* for the 1989-90 membership year. This decision was not taken lightly or without regard for its consequences. For more than a decade, the *NABE Journal* has been the only academic journal exclusively focused on the educational needs of language-minority Americans. It has served as an outlet for important professional scholarship, benefitting authors and readers alike.

At the same time, the *NABE Journal* has been the subject of criticism regarding its limited content, lack of timeliness, and failure to address the needs and interests of different segments of the Association's membership. All of these criticisms contain an element of truth. And when the Association last published a Request for Proposals (RFP) in Spring 1988 for editing and producing the *NABE Journal*, not a single proposal was received. To continue publication, the 1988-89 Executive Board extended the contract with the University of Southern California (USC) for one year as a transitional measure.

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NABE NEWS
Editors: James J. Lyons & Nancy Zelasko
Desktop Publishing: James J. Lyons

PUBLICATION SCHEDULE

Volume 13 of the NABE News will be published in 8 issues. Issue publication dates are as follows:

Issue 1, 9/15/89
Issue 2, 10/27/89
Issue 3, 12/08/89
Issue 4, 1/20/90
Issue 5, 3/02/90
Issue 6, 4/13/90
Issue 7, 5/27/90
Issue 8, 8/01/90

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion in the NABE NEWS.

ADVERTISING RATES

Display Advertising:

Full Page	$1,100.
Half-Page	$ 600.
1/4-Page	$ 325.
1/8-Page	$ 175.

Classified Advertising: $1.25 per word (telephone numbers count as one word).

Advertising Discounts:

15% second insertion
20% third insertion
25% four or more insertions

NABE AFFILIATE CONFERENCE SCHEDULE

January 24-27, 1990 -- California Assn. for Bilingual Education -- Hilton Hotel in San Francisco -- contact Mary Jew (415) 585-2707

February 15-17, 1990 -- South Dakota Assn. for Bilingual Education -- Howard Johnson Motor Lodge in Rapid City -- contact Tom Vocu (605) 288-1921

February 8-9, 1990 -- Illinois Assn. for Multilingual-Multicultural Education -- Hyatt Regency Hotel in Oakbrook -- contact Ron Perlman (312) 803-3535

March 2-3, 1990 -- Massachusetts Assn. for Bilingual Education -- Hilton Hotel in Lowell -- contact Diana Lam -- (617) 426-5552

March 16-18, 1990 -- New York Assn. for Bilingual Education -- Marriott Windwatch Hotel in Islandia, Long Island

March 29-31, 1990 -- Michigan Assn. for Bilingual Education -- Hyatt Regency Hotel in Flint -- contact Roberto Quiroz (313) 762-6770

May 25-26, 1990 -- New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators -- Hyatt Regency Hotel in Princeton -- contact Barbara Tedesco (201) 298- 2031

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Community Services Center/AMR
Arizona State University
Tempe, AZ 85287-0208
(602) 965-5688

President-Elect

Angel Noé González
Houston ISD
3830 Richmond Avenue
Houston, TX 77027
(713) 892-7335

Past President

Macario Saldate, IV
University of Arizona
Douglass Bldg., Room 315
Tucson, AZ 85721
(602) 621-7551

Vice President

Anna M. Pérez
Bilingual Education Office
Baldwin USD 3699 N. Holly Avenue
Baldwin Park, CA 91706
(818) 962-3311

Secretary

Marlene Kamn
Administration Center
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Tinley Park, IL 60477
(312) 614-4500

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Central Regional Representative

Sylvia Cavazos Peña
COE/Curriculum & Instruction
University of Houston
442 Farish Hall
Houston, TX 77204-5871
(713) 749-7356
(713) 749-1633

Eastern Regional Representative

Angela Carrasquillo
Fordham University
113 W. 60th Street
New York, NY 10023
(212) 841-5515

Western Regional Representative

Richard Littlebear
Alaska MRC
3650 Lake Otis Parkway
Suite 102
Anchorage, AK 99508
(907) 563-7787

Parent-At-Large

Michael Gaddis
Colorado Dept. of Education
201 East Colfax Avenue
Room 408
Denver, CO 80203
(303) 866-6774

SENATE LEADERS INTRODUCE BILLS TO IMPROVE TEACHER TRAINING, RECRUIT MINORITY TEACHERS; KENNEDY BILL SETS NEW PRECEDENTS FOR BILINGUAL/ESL TEACHER TRAINING

The day before President Bush met with the nation's governors at the Charlottesville, Virginia Education Summit, Senate leaders announced the introduction of two bills to expand and improve the nation's teaching force. At a joint Capitol press conference, Labor and Human Resources Committee Chairman Edward M. Kennedy (D-MA) and Education, Arts, and Humanities Subcommittee Chairman Claiborne Pell (D-RI) unveiled complementary although somewhat overlapping measures to bolster teacher preparation and training.

Chairman Kennedy's bill, S. 1675, The Excellence in Teaching Act, authorizes $300 million in FY 1990 spending for eight teacher training programs. In addition to a precedent-setting new program for Bilingual Teacher Enhancement, the Excellence in Teaching Act emphasizes minority teacher recruitment and training for teachers who serve racial or ethno-linguistic minority students.

One-third of the new federal aid under the Kennedy bill would go toward reestablishing the Teacher Corps program which was started during the Johnson Administration but folded into an education block grant by the Reagan Administration. Under the revived Teacher Corps, scholarships of up to $8,000 per year would be available for undergraduate or graduate teacher education. Special consideration would be given to individuals intending to teach students who are handicapped, limited English proficient, preschool age, or in inner city schools. Special consideration would also be given to students majoring in math and science or already employed in those fields.

Individuals accepted into the new Teacher Corps would participate in a teacher induction program under a mentor teacher during at least their first year of teaching, and would be expected to serve as a mentor teacher during their fifth year in the program. Teacher Corps members would be expected to work in a geographic area experiencing teacher shortages for five years or in an inner city school or in the Math and Science Teacher Corps for four years with such service constituting full repayment of the federal scholarship.

S. 1675 would establish a new $12 million Senior Teacher Corps through which teachers with 8 or more years of experience following certification could receive a half-year sabbatical at full pay to participate in a program to update, improve, and expand their professional skills, knowledge, and ability. Members would agree to teach for five years following their sabbatical or for four years in an inner city schools; they would also be expected to participate in an induction program for new teachers. Failure to meet these requirements would trigger a requirement for *pro rata* repayment of the sabbatical scholarship at market rates of interest.

$43 million is authorized under the Kennedy bill for grants to State education agencies to operate one or more Professional Development Academies administered by school districts in partnership with institutions of higher education. Professional Development Academies would be responsible for coordinating all of the programs authorized by the Excellence in Teaching Act.

The third general program established under the Excellence in Teaching Act authorizes approximately $25 million for new and existing programs such as TRIO to increase the number of minority teachers and professional school personnel.

Dick Littlebear, Senator Kennedy, and Rodolfo Chavez

Kennedy Bill Emphasizes Bilingual/ESL Training

The five remaining titles of Senator Kennedy's bill focus on teaching specialties in short supply. Together with their authorized funding levels, they are:

$ 34.5 million	Bilingual Teacher Enhancement
$ 17.2 million	Early Childhood Development Teachers
$ 7.5 million	Teachers of Children with Handicaps
$ 36.5 million	Mathematics and Science Teachers
$ 5.1 million	School Based Management

In several respects, S. 1675's title on Bilingual Teacher Enhancement represents a breakthrough in federal policy. During the last two decades, funding for programs to serve populations with special educational needs has not been proportionate to the scope and extent of student needs. For example, while inflation and budget reductions recommended by the Reagan Administration have cut in half the real level of support for bilingual and ESL programs, funding under the Education of the Handicapped Act has grown substantially. The authorization levels for the five specialized areas of teacher training in the Kennedy bill begin to redress the longstanding imbalance of federal education aid which has hindered efforts to improve the schooling of language-minority and limited-English-proficient students.

The Bilingual Teacher Enhancement title of the Kennedy bill establishes important precedents in several other areas: it calls for teacher training programs which integrate bilingual, foreign language, and English instruction. The measure also provides incentives for teacher training programs which integrate bilingual/ESL instruction into "mainstream" teacher education, and calls for research on effective teaching techniques, cultural sensitivity, and use of computer technology. Finally, the title authorizes funds for recruiting bilingual teachers, including native speakers of a non-English language, who have been trained as teachers in their native country.

Following introduction of the Excellence in Teaching Act, NABE President Rodolfo Chávez and Western Regional Representative Dick Littlebear met with Senator Kennedy to express NABE's strong support for the bill and its emphasis on preparing teachers to instruct America's rapidly growing language-minority student population. Chávez and Littlebear thanked Chairman Kennedy for soliciting NABE's assistance and advice in developing the legislation, especially Title IV, Bilingual Teacher Enhancement.

Continued Page 9

PRESIDENT'S MESSAGE *Continued*

When the one-year extension contract with USC expired in June of this year, the NABE Board determined that the Association's current indebtedness was of such proportions as to preclude any expenditures other than those necessary to maintain the Association's basic operations. Given these facts, the Board voted to suspend *Journal* publication for one year and to use this period of suspension to reconceptualize and reorganize the *NABE Journal*.

To this end, I have appointed a panel consisting of NABE Executive Board Members, former *Journal* editors, the Chair of the NABE Publications Committee, and NABE staff to redesign the *Journal* and to develop editorial and operating guidelines for its publication. Dr. Angela Carrasquillo, NABE's current Eastern Regional Representative and a Professor at Fordham University, has agreed to chair this panel.

One concept under consideration would involve increasing the number of *Journal* issues from three to four per year; substantially expanding the size of each issue; and dedicating one *Journal* issue to articles of significance for Instructional Practitioners and a second *Journal* issue to articles relevant to Education Policy-makers, with the remaining two issues containing articles of general interest. In lieu of the *Journal*, NABE will send all 1989-90 members occasional publications of significance in addition to 8 issues of the expanded *NABE News*. The other members of the NABE Board and I trust that you will exercise patience during this temporary *Journal* suspension and will maintain your membership in the Association. Additionally, I ask that you share with Dr. Carrasquillo any suggestions you may have for an improved *NABE Journal*. It would be particularly helpful if individuals working at Institutions of Higher Education who are interested in serving as editor would send Dr. Carrasquillo a statement of interest and institutional capability.

Major Donations Help Reduce NABE's Debt

At our first meeting, the NABE Executive Board established the goal of eliminating the Association's debt by the end of its term in office. I would like to recognize the efforts of Board Members Angel Noé González, Sylvia Peña, Angela Carrasquillo, Mitzi Tanouchi, and Marlene Kamm, who brought $9,000 in contributions to our last meeting. I particularly want to acknowledge the following organizations for their very generous donations:

$ 4,000 from the Houston Area Association for Bilingual Education

$ 2,000 from the New Mexico Association for Bilingual Education

$ 2,000 from the New York State Association for Bilingual Education

$ 1,000 from the Illinois Association for Bilingual Education

On behalf of all NABE members, I send thanks to the members and leadership of these four outstanding organizations for their generous and supportive donations. Their contributions demonstrate the commitment of some affiliates to NABE, a commitment we will not forget.

On a similar note, I am pleased to announce that **Silver Burdett & Ginn (SB&G)** has become the first Platinum Sponsor ($15,000 cash contribution) of the 1990 NABE Conference. Indeed, **Silver Burdett & Ginn** has made a commitment to be a Platinum Sponsor of the 1990, 1991, and 1992 NABE Conferences!!! We appreciate Silver Burdett & Ginn's confidence in NABE and our mission, and want to express very special thanks to **Elizabeth Flores, SB&G Bilingual Education Product Manager,** for negotiating this very substantial contribution to NABE.

Let me close by identifying some of NABE's recent activities. Executive Director Jim Lyons participated in a pre-Education Summit briefing with Secretary of Education Cavazos. NABE has continued to work closely with OBEMLA and is pleased to announce that the Title VII Management Institute to be held in conjunction with the NABE Conference in Tucson will now be a national meeting for all Title VII project directors.

NABE also co-hosted with the National Council of La Raza a reception honoring two recent Hispanic appointees to important federal posts, Rita Esquivel, Director of OBEMLA, and John Flores, Assistant Secretary of Labor. I had the privilege of introducing Ms. Esquivel and, on behalf of NABE, presenting her with 40 yellow roses, one to represent each of the 40 children in the first class she ever taught in the Edgewood Independent School District in Texas.

I recently represented NABE and gave remarks at two NABE Affiliate Conferences: the Colorado Association for Bilingual Education meeting in Durango and the Texas Association for Bilingual Education in Austin. I look forward to meeting other NABE members at future affiliate conferences.

MAJOR CIVIL RIGHTS REPORT ISSUED; DEVELOPMENTAL BILINGUAL EDUCATION URGED

The Citizens' Commission on Civil Rights recently released a major policy study entitled, "One Nation, Indivisible: The Civil Rights Challenge for the 1990's."

The Citizens' Commission on Civil Rights is a bipartisan group of former officials who have served in the federal government in positions with responsibility for equal opportunity. It was established in 1982 to monitor the policies and practices of the federal government and to seek ways to accelerate progress in the area of civil rights.

The study, supported by the Ford Foundation, is "an investigation and reviews not just of civil rights policy issues but of the record on enforcement." Included in the 600+ page report are two chapters of particular interest: one on education, and one on language rights. NABE Executive Director Jim Lyons contributed to the article, "Federal Civil Rights Enforcement and Elementary and Secondary Education Since 1981."

Among the recommendations contained in the report are the following:

The Department of Education should take steps to improve federal counts, estimates, and projections of the language-minority and LEP student populations.

The Department of Education should seek significant additional appropriations for Bilingual Education Act programs.

The Department should propose in its next budget request to provide equal funding for Developmental Bilingual Education and Special Alternative Instructional Program grants, the two instructional program alternatives to Transitional Bilingual Education, which should also receive continued strong federal support. Expanded support for Developmental Bilingual Education programs should be treated as a top civil rights and education priority.

OCR and the Department should recommit the federal government to protecting the civil rights of limited-English-proficient national-origin minority students.

For additional information, contact the Citizens' Commission on Civil Rights, 2000 M Street, N.W., Suite 400, Washington, D.C. 20036 or call (202) 659-5565.

1990 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

ON THE TOPIC

"What it Means to be Bilingual Toward the 21st Century"

The National Association for Bilingual Education (NABE) is proud to announce the 1990 Nationwide Writing Contest for Bilingual Students. Bilingual students throughout the country have an opportunity to submit essays on the topic: "What it Means to be Bilingual Toward the 21st Century." First place winners, together with one parent and their bilingual teachers, will win an expense-paid trip to the 19th Annual NABE Conference in Tucson, Arizona, April 1990.

RULES

1. All essays must be written in English. Finalists will be asked to submit their essays in their native language.
2. All essays must address the theme to be eligible for consideration.
3. The contest is limited to students currently enrolled in bilingual education programs in grades 3-12, or to students who have received bilingual instruction for at least one academic year.
4. The length of the essay MUST be:

Elementary, Grades 3-5: . . .	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12: .	350-500 Words

Teachers, please note: The number of words MUST be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 19, 1990), which will be counted as one word. Essays without the number of words recorded will not be read.

5. The essay must be handwritten IN INK or preferably typed DOUBLE-SPACED for high school students.
6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal must be written in ink or typed on a 3" x 5" index card and stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned.

JUDGING

Individual schools are encouraged to judge and submit the best essay from each grade category. However, all essay entries will be accepted for judging. Send essays to:

NABE Writing Contest
Houston Independent School District
Department of Multilingual Programs
3830 Richmond Avenue
Houston, TX 77027

The essays submitted will be judged by a Committee of Judges selected by the Houston Independent School District. This committee will determine the first, second, and third place winners in each grade category.

CRITERIA

Each essay will be judged on (1) originality and creativity, (2) content and clarity of expression and (3) grammar and mechanics.

PRIZES/AWARDS

Prizes will be awarded as follows:

First Place Winner in each grade category with one parent and his/her bilingual teacher will be flown to the NABE Conference in Tucson, Arizona, where they will be honored at the Awards Luncheon on April 24, 1990. The winner will also receive a $200.00 U.S. Savings Bond and other awards.

Second Place Winner in each grade category will receive a $150.00 U.S. Savings Bond.

Third Place Winner in each grade category will receive a $100.00 U.S. Savings Bond.

DATES TO REMEMBER

1. Entries must be postmarked no later than February 1, 1990.
2. Winners will be notified no later than February 28, 1990.

FOR FURTHER INFORMATION, CONTACT:

Jaime E. de la Isla
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 892-7979/892-6500

1990 BILINGUAL EDUCATION TEACHER OF THE YEAR COMPETITION

NABE affiliates are invited to submit nominations for NABE's Bilingual Education Teacher of the Year competition. The major purpose of this award is to recognize the contributions of the bilingual classroom teacher. Only teacher who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in any state-approved bilingual program for prekindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, since the possibility of public appearances exists, the candidate should be poised and articulate and willing and able to grant interviews and make presentations, if need be. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

After all nominations have been received from NABE affiliates, a selection committee will choose the Bilingual Teacher of the Year and one alternate. The winner will receive round trip transportation and lodging to attend the NABE conference in order to be honored at the annual banquet. The alternate will receive an engraved citation.

For further information, please contact your state affiliate or

Nadja M. Papillon
NABE Honors & Awards Committee Chairperson
Resource Development and Grants Management
City Colleges of Chicago
226 West Jackson Blvd.
Chicago, IL 60606
(312) 855-8181.

NALI INDIGENOUS LANGUAGE BILL INTRODUCED IN SENATE

On October 23, 1989, Senator Daniel Inouye (D-HI) and nine other Senators introduced S. 1781, the Native American Language Act. The legislation, developed by the Native American Language Issues (NALI) Institute and endorsed by NABE, establishes as U.S. policy "the preservation, protection, and promotion of the rights of native Americans to use, practice, and develop native American languages." The bill's bipartisan cosponsors include Senators Dennis DeConcini (D-AZ), Thomas A. Daschle (D-SD), Harry Reid (D-NV), Kent Conrad (D-ND), Thad Cochran (R-MS), Spark M. Matsunaga (D-HI), Frank H. Murkowski (R-AK), John McCain (R-AZ), and Quentin N. Burdick (D-ND).

The following statements from the October 23rd *Congressional Record* explain the need, intent, and history of the legislation.

Mr. INOUYE. *Mr. President, I am pleased to introduce legislation to establish that it is the policy of the United States to preserve, protect, and promote the rights of native Americans to use, practice, and develop native American languages.*

Mr. President, as you know, traditional languages are an integral part of native American cultures, heritages, and identities. History, religion, literature, and traditional values are all transmitted through language. When a language is lost, the ability to express concepts in a certain way is also lost. For example, names for objects or events in nature reflect the way people understand those phenomena. When they no longer know the name for something in their own language, they no longer have the same relationship with it, and a part of their culture dies along with this communication loss.

As part of its termination policy, the U.S. government sought to abolish native languages. Indigenous Americans, including American Indians, Alaska Natives and native Hawaiians were punished for speaking in their native tongues. The purpose of this policy was to mainstream native people so that they would no longer be different from nonnative Americans.

Fortunately, this policy has now been repudiated. The Federal Government's policy of self-determination has meant that native Americans can decide for themselves how to manage their own governmental affairs, educate their children, and live their lives. While some native languages had become virtually extinct before native people realized the magnitude of their loss, there are now strong efforts nationwide among native people to recover and perpetuate their part of their cultural heritage.

The bill I am introducing today is similar to the joint resolution which I introduced at the end of the 100th Congress and which passed the Senate. Instead of a joint resolution I am introducing this initiative as a bill to make clear the serious intent that Federal policy supports the use, practice, and development of native languages. This proposal is based on a resolution adopted by the Native American Languages Issues Institute. I believe that it is appropriate that native people and language practitioners participated in developing this proposal. It is consistent with my policy in dealing with native American issues to have the solutions come from native peoples. Clearly, the initiative for developing and implementing native language use will continue to come from the people who speak their native language. With the explicit support of the U.S. Government for these efforts, we will ensure that the self-determination policy of the Government is carried out and that we in Congress and the Federal Government are continuing to fulfill our responsibility to the native people of this country.

Mr. McCAIN. *Mr. President, I rise in strong support of the Native American Language Act, a bill introduced this day by the chairman of the Select Committee on Indians Affairs my esteemed colleague from Hawaii Senator Inouye. This bill will establish as the policy of the United States the preservation, protection, and promotion of the rights of native Americans to speak, practice, and develop native American languages and to foster the use and practice of native American languages. This bill will provide a basis for the United States and the Bureau of Indian Affairs to begin to reverse the policies of the past which resulted in the erosion of native culture and language by forcibly preventing native American children from speaking their native languages in Bureau of Indian Affairs boarding schools. An entire generation of American Indian children were forcibly deprived of their native language, and in turn their culture, through the policies of the Federal Government.*

It is now time for this Government to develop a uniform Federal policy that supports the use of native languages in schools. A policy that will ensure the continued survival of native American cultures, literatures, and histories through native American language. A policy that allows native American children to learn in their own language and a policy that encourages academic success and achievement among native American children. Mr. President, I would like to commend Senator Inouye for his initiative and fine work on this bill. I am pleased to be a cosponsor of this badly needed legislation.

A copy of S. 1781 can be obtained free of charge from the Senate Document Room by enclosing a self-addressed mailing label with your request. Write: Senate Document Room, SH-B04, Washington, D.C. 20510. Additional information about the NALI legislation can be obtained from Shirley Brown or Doris Beleele at the NALI Institute, P.O. Box 963, Choctaw, Oklahoma 73020 (405) 769-4650 or (405) 769-6125.

CLEARINGHOUSE ON LITERACY EDUCTION

The first National Clearinhouse on Literacy Education (NCLE) has been established as an Adjunct ERIC Clearinghouse at the Center for Applied Linguistics (CAL) in Washington, DC. The Clearinghouse provides information, materials, and technical assistance on literacy education for limited English-proficient adults and out-of-school youth. ERIC/NCLE will collect, analyze, abstract, index, and enter documents on literacy education into the ERIC database. To the extent possible, it will also provide practical technical assistance in areas such as program design, curriculum development, materials adaptation, diagnosis and assessment, and training of trainers of volunteer tutors and others who deliver literacy services. One of the first-year products of the Clearinghouse will be a Directory of Literacy Programs in the US serving LEP adults and out-of-school youth.

For more information, contact JoAnn Crandall, Director, National Clearinghouse on Literacy Education, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037 (202)429-9292/429-9766.

NABE EXECUTIVE DIRECTOR ATTENDS PRE-SUMMIT MEETING WITH SECRETARY CAVAZOS

On September 21, NABE's Executive Director Jim Lyons met with U.S. Education Secretary Lauro F. Cavazos to share concerns NABE hoped would be addressed at the Education Summit in Charlottesville, Virginia the following week. Mr. Lyons was one of approximately 20 leaders of national education organizations invited to the pre-Summit meeting with Secretary Cavazos.

Because presentation time was limited, Mr. Lyons focused his remarks on the six basic points set out below.

1. Schools Must Respond To Fundamental Demographic Changes in Our Student Population

Racial and ethnic minority students are fast becoming a majority of all American students. In terms of growth, language-minority students represent the most dynamic sector of our student population.

Today, nearly one-half of the children entering kindergarten in the nation's two largest school districts -- Los Angeles Unified and New York City -- come from homes where a language other than English is spoken.

In 1980, 98 Southeast Asian students attended public school in Lowell, Massachusetts. Last year, approximately 2,000 Southeast Asian students attended school in Lowell, and language-minority students accounted for nearly 42 percent of the district's 13,600 student enrollment.

2. We Must Recognize the Fact that Many Racial, Ethnic, and Language-Minority Students Are Educationally At-Risk.

They are at-risk because of socio-economic factors including poverty, lack of parental education, poor health and nutrition, crime, drugs and social discrimination. Schools need to compensate for these out-of-school problems; a school must be, in the words of my first boss, Dr. Kenneth B. Clark, an oasis of acceptance; a safe-harbor.

3. We Must Also Recognize the Fact that Schools Put Many Racial, Ethnic, and Language-Minority Students At-Risk.

Schools do so by treating social differences as educational deficiencies; by engaging in self-fulfilling prophecies of low expectations -- a debilitating form of reverse Pygmalianism.

4. Schools Must Adopt a Positive Approach Toward the Education of Racial and Ethnic Minority Students -- Toward the Education of Children Who Are Culturally Or Linguistically Different. These Children are Different, They are Not Inferior.

Nowhere is the need for change more evident than in the way in which schools treat language-minority students. Today, these students are commonly known as "Limited-English-Proficient."

Most schools fixate on the language "deficiencies" of these children, rather than on their considerable communications skills. Most of the schools in America employ a wrecking-ball rather than a building-block approach to English-language development for language-minority students. Teachers waste their energy and frustrate students by trying to take away, to eradicate the communications skills language-minority students bring to school, rather than using those communications skills as building blocks for academic learning and the mastery of English.

5. This Negative, Stigmatic Treatment of Language-Minority Students is Harmful Not Only to These Students, But It Is Also Harmful to Their English-Speaking Peers. This Manner of Treatment Constitutes a Debilitating and Destructive Form of National Self-Denial.

This year the National Governors' Association's Task Force on International Education issued a report entitled "America in Transition: The International Frontier." The report argues that Americans must become more informed about our interdependent world if we are to succeed economically and retain our international influence. The report also recommends that "all students should have the opportunity to learn to speak a second language in their early years" not only because learning to speak is easier then but also because "foreign language learning enhances cognitive development and basic skills performance for elementary school children."

Executive Director Lyons & Secretary Cavazos

Amazingly, the Governors' report is silent on the contributions which language-minority children and adults can give to internationalizing our schools and to developing a multilingual America. The report ignores the very resources in our schools and communities -- language-minority Americans -- which could help us achieve the imperative goals outlined in the report.

6. Finally, To Improve Education We Must Improve the Quality of Teaching in Our Schools.

We need to both expand and upgrade the Nation's teaching force. More minority teachers must be recruited, and more teachers must be trained and retrained so that they have the experience, sensitivity, and outlook required to successfully instruct the children of the future.

PBS SHOW TO HIGHLIGHT SPANISH LANGUAGE AND CULTURE

The Corporation for Public Broadcasting has awarded a grant to the University of Tennessee to produce "Amigos," a television show designed to promote appreciation for the Spanish language and culture. Aimed at children from kindergarten through grade two, the show will consist of 30 15-minute segments which can be incorporated into the classroom curriculum. For those schools which cannot receive PBS broadcasts, the material will be available on videotape.

Scriptwriter Ozzie Alfonso is an executive director for Children's Television Workshop and a director of "Sesame Street." The main character of the show is Perro Pepe, a six-foot Spanish-speaking dog. The show will be offered free of charge to every PBS station in the country for three years, starting in the fall of 1990.

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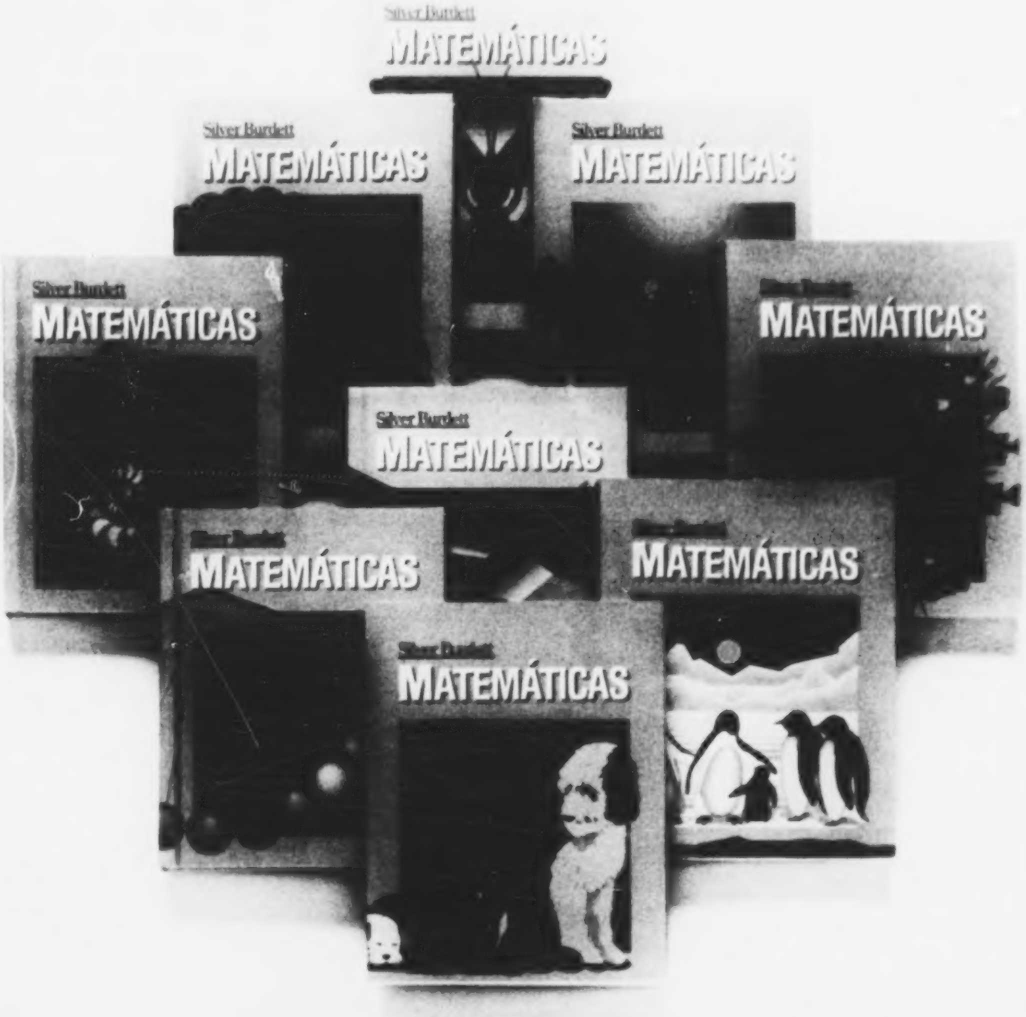

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U.S. English Pressures New York Board of Regents To Weaken Bilingual Education Policy

Last December, the New York Board of Regents unanimously approved a "Regents Policy Paper and Proposed Action Plan for Bilingual Education." In keeping with New York's past leadership in bilingual education, this important document expanded the state's commitment to meeting the needs of limited-English-proficient (LEP) students and gave official recognition to the educational and social value of LEP students' native language skills.

A critical component of the Policy Paper and Proposed Action Plan concerned the student eligibility standard for the receipt of bilingual/ESL services. The Proposed Action Plan called for raising the standard of English proficiency from the 23rd percentile to the 40th percentile on an English language assessment instrument, thereby extending eligibility for bilingual/ESL services to students who have superficial mastery of English language skills but who have not yet achieved cognitive academic language proficiency.

On July 25th, U.S. English launched a campaign against the New York Policy Paper and Proposed Action Plan with a costly, full-page advertisement in the *New York Times*. The advertisement featured a 9" x 10" photograph of a man working in a restaurant kitchen as a dishwasher. The headline caption above the photo read:

IF SOME NY EDUCATORS
GET THEIR WAY
THIS IS THE KIND OF FUTURE
MANY OF OUR CHILDREN
WILL FACE.

Text below the photo charged, in part:

> *This Thursday, July 27, 1989, the New York State Board of Regents intends to put into place a new sweeping education plan which will ill-equip our children by failing to develop their literacy in English.*
>
> *Under this plan, children will be forced to study all subjects in their native languages, with very limited instruction in English. The result...hundreds of thousands of children will be denied the opportunity to participate fully in the American dream.*
>
> *Don't be fooled. This plan will handicap, not help, children with a limited knowledge of English.*
>
> *We at U.S. English believe that all children should be guaranteed the right to learn English.*

Despite public furor against the Policy Paper and Action Plan generated by the U.S. English ad, the Regents in September amended existing state regulations to allow school districts the option of expanding their programs for limited-English-proficient students to include students who score at or below the 40th percentile. In so doing, the Regents postponed until later in the Fall a vote on making this change mandatory for all school districts in the state.

U.S. English responded by stepping up their lobbying campaign and calling for state-wide public hearings on the Policy Statement and Action Plan. The Regents agreed to schedule hearings.

U.S. English staff and consultants, including former U.S. Education Department staff member Dr. Keith Baker and Boston University Political Science Professor Dr. Christine Rossell, have testified at the public hearings charging that the new New York policy will harm limited-English-proficient students.

Meanwhile, the New York State Association for Bilingual Education has been joined by virtually every professional education association in the state, including the United Federation of Teachers, in publicly backing the Policy Paper and Proposed Action Plan. Supporters of the Policy Paper have submitted reams of research -- local, national and international -- to the Regents demonstrating that the new Policy will promote English proficiency and academic achievement among state limited-English-proficient students.

On November 16, the Regents are scheduled to vote on the changes to state education regulations recommended in the Proposed Action Plan. For further information on the New York situation, contact NABE's Eastern Regional Representative, Dr. Angela Carrasquillo. Dr. Carrasquillo's address is: Room 1025, Fordham University at Lincoln Center, New York, N.Y. 10023. Her phone number is (212) 841-5515.

SENATE LEADERS *Continued*

Senator Pell's National Teacher Act

Subcommittee Chairman Pell's bill, S. 1676, the National Teacher Act, authorizes approximately $400 million for six new teacher training programs in FY 1990. In addition to a program forgiving repayment of Stafford college loans to graduates who teach in Title I schools with an enrollment of 50% or more economically disadvantaged students, S. 1676 authorizes $10 million for local school research and demonstration projects involving a reduction in class size, and $25 million to establish model programs in teacher preparation and promising practices. Minority teacher recruitment is the focus of a $40 million program for New Careers in Teaching in Senator Pell's bill.

The remaining two components of the National Teacher Act authorizes teacher academies -- $75 million per year for National Teacher Academies in ten areas (math, English, reading and language arts, civics and government, basic skills and literacy instruction, the arts, history and geography, economics, life sciences, physical sciences, and foreign languages) and approximately $250 million for the establishment of Congressional District Teacher Academies covering the same ten academic areas. The National Teacher Academies would provide in-service training for teachers and administrators, summer institutes for master teachers and administrators, leadership teams, and support services for Congressional District Academies. The function of the Congressional District Academies would be to provide year-round in-service training programs for teachers.

Hearings on the Kennedy and Pell teacher training bills are expected later this year. A copy of S. 1675 and S. 1676 can be obtained free of charge from the Senate Document Room by enclosing a self-addressed mailing label with your request. Write: Senate Document Room, SH-B04, Washington, D.C. 20510.

BILINGUALISM AND LEARNING DISABILITIES: Policy and Practice for Teachers and Administrators, Edited by Ann C. Willig & Hinda F. Greenberg. You will find useful suggestions for interventions and for district policy here. American Library Publishing. Available from G. M. Chicorel, P.O. Box 2014, Sedona, AZ 86336. (602) 284-1162. Pa. $16.95 + $2.50 s&h. Enclose check with your order.

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9	Parent Involvement
10	Issues in LEP Student Attrition
11	Bilingual Education for Gifted and Talented Students
12	Bilingual Education for New Immigrant/Refugee Students
13	Career Education Programs for LEP Students
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NATIONAL CENSUS OUTREACH PROGRAM

The Mexican American Legal Defense and Educational Fund (MALDEF) has initiated a national census outreach program to help reduce a Latino undercount in the 1990 census. With the slogan "Hágase Contar/Make Yourself Count," the program is designed to encourage the Latino community to participate in the census.

For educators and other professionals who serve the nation's Spanish-speaking school children, the threat of an undercount in the 1990 census is a serious concern. As the basis for virtually everything the government will do in the next decade -- from political representation to the provision of services -- the 1990 census will dramatically affect the country's Hispanic population.

The 1990 census is especially important to children who are poor and children who are of limited English proficiency. These children are most likely to be overlooked in the census, and most likely to be harmed by the resulting undercount.

Because such a large portion of stated and federal education funds are distributed by population, schools that need resources the most to meet the needs of these children often do not receive their full share. For example, the $5 billion Chapter One program distributes funds to states based on the number of children in poverty. An undercount of these children reduces the amount of Chapter One funds that schools in high poverty areas would otherwise receive. When Latino communities are undercounted, their schools often have to do more with less.

Accurate census data are also necessary in the design of effective education interventions. The lack of reliable census data caused by an undercount often stymies efforts to secure effective and adequately funded programs.

There are formidable barriers to a full Latino count in the 1990 census. The new immigration law has reinforced the fear of government in the minds of thousands of Hispanics. The increase in poverty and homelessness among Latinos will make it difficult to conduct a complete census that relies on the mail to county 95% of the population.

Because of the demographics of the Latino population, the children and the schools will be important avenues for reaching Latino families. NABE members can play an important role in this effort. The U.S. Census Bureau has developed a 10-lesson Census Education Project for classroom use; three of the lessons include Spanish translations. The kit also includes a Census Bureau Teaching Resources Guide. Single copies of the kit were mailed in March of this year to every principal in the country. NABE members should e sure to incorporate the lessons in their classrooms.

For one to five free copies of the Census Bureau's Census Education Project, write to: Customer Services (Order Desk), Bureau of the Census, Washington, D.C. 20233 or call (301) 763-4100.

NABE members can also directly participate in MALDEF's census program by attending or holding census workshops, and distributing MALDEF census informational materials in their schools and communities. MALDEF is producing brochures, booklets, posters, and a short video that teachers can incorporate in their classrooms or communities activities.

For more information on the MALDEF 1990 Census Program "Hágase Contar/Make Yourself Count," contact Berta Saavedra, California Census Coordinator or Arturo Vargas, National Census Program Director, at MALDEF, 634 S. Spring Street, 11th Floor, Los Angeles, CA 90014 or call (213) 629-2512.

CANDIDATES FOR 1990-1991 NABE EXECUTIVE BOARD

At the NABE Nominating Committee Meeting held at the annual conference in Miami, delegates nominated candidates for the 1990-1991 NABE Executive Board. The following persons were nominated:

President-Elect

Marlene Kamm (IL)
Paul Martínez (NM)
Aurea Rodríguez (NY)

Vice President

Julio Cruz (IL)
Mónica Sandoval (TX)
Mutsuko Tanouchi (NY)

Secretary

Virginia Collier (VA)*
Jerilynn Smith-Ritchie (CA)
Dennis Snell (OK)

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Parent-at-Large

Susan García (CO)**
Juan Sánchez (CO)*
Shelly Spiegel-Coleman (CA)*

Eastern Regional Representative

Angela Carrasquillo (NY)
Anna López (NJ)

Central Regional Representative

April Haulman (OK)
Wageed Saad (MI)

Western Regional Representative

Michael Gaddis (CO)
Rosalia Salinas (CA)

* Candidate Withdrew
** Nominated in Special Process

On January 31, 1990, election ballots will be mailed to all those whose memberships are current or whose applications are postmarked by December 31, 1989. Election for officers and Parent-at-Large is conducted on a national basis. Ballots for Regional Representatives are cast by the Affiliate Presidents in the respective region. Information on the candidates will accompany the ballots. Any questions should be addressed to Dr. Harold Chu, Chairperson, NABE Elections Committee, George Mason University, 4400 University Drive, Fairfax, Virginia 22030.

POSSIBLE TENURE TRACK POSITIONS, July 1990. All fields of English: literature, linguistics, composition. ESL background preferred; knowledge of Spanish desirable. M.A. required, Ph.D. preferred. $1,450-$1,985/mo. Deadline: Dec. 1. Send SASE and resume: Dr. Frederick B. Jonassen, Interim Director, English Department, University of Puerto Rico, Mayagüez, P.R. 00708. AA/EO.

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National Association for Bilingual Education

1989-1990 Membership Application

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1103

I am involved in bilingual education as: (check one)

___ Parent or Community Person
___ Para-professional
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___ College Instructor
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___ Other ______________________________

As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

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___ Elementary Education
___ Secondary Education
___ Higher Education
___ Adult Education
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___ Parent & Community
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___ Global Education
___ Critical Pedagogy
___ ESL in Bilingual Education
___ Language Policy
___ Language and Culture Retention
___ Asian/Pacific Islander
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NABE TO FORM NEW SPECIAL INTEREST GROUP

During NABE's 17th Annual Conference, a group of school board members decided to form a SIG for school board members and other policy makers. The need for this SIG became apparent during the discussion which followed the major session "Local Board Policies in Bilingual Education: The Role of Superintendents and School Board Members." The new Policy SIG has the following goals: 1) to foster quality education for all children by serving as a resource to the association in fundraising, membership, conference, advocacy and other NABE activities and goals; 2) to create a forum for members to exchange views and information on policy initiation and implementation; 3) to establish a mechanism for providing access to issue analysis, training and materials on the education of LEP students to education policy makers; and 4) to encourage NABE members to seek elected or appointed office.

The temporary Coordinating Committee consists of Board members Rosa Castro Feinberg, Dade County, FL; José Delgado, Camden, NJ; Leticia Quesada, Los Angeles, CA; and Tina Reyes and Olga Gallegos, Houston, TX. School Board members and other education policy makers interested in joining should contact Dr. Rosa Castro Feinberg, LAU Center, University of Miami, P.O. Box 248065, Coral Gables, FL 33124 (305) 284-6501.

Help develop this Policy SIG by sending a NABE membership application and your personal invitation to school board members, college trustees, superintendents, university presidents, legislators, other public officials, and state department of education personnel. Send a copy of your note, along with the policy maker's name, address, and telephone number to Dr. Feinberg; members of the temporary coordinating committee will follow up.

DIRECTOR
DIVISION OF BICULTURAL-BILINGUAL STUDIES
The University of Texas at San Antonio.

The University of Texas at San Antonio seeks applications and nominations for the position of Director of the Division of Bicultural-Bilingual Studies. The candidate should have an earned doctorate in a relevant discipline; significant teaching and administrative experience; evidence of commitment to scholarship; a strong orientation toward community involvement and meeting the educational needs of language minorities. The candidate should preferably be bilingual in Spanish and English. The appointment will be made at the full professor rank with salary negotiable, and will be effective September 1, 1990.

The Division of Bicultural-Bilingual Studies is primarily a graduate division in the College of Social and Behavioral Sciences. It offers the Master of Arts degree in Bicultural-Bilingual Studies in the following areas: Bicultural-Bilingual Education; Bicultural studies; and English as a Second Language. In addition, it provides graduate and undergraduate programs for teacher certification in bilingual education and English as a Second Language. The Division also offers support courses for other programs in the University.

Application Deadline: January 15, 1990.

Application Procedure: The candidate should submit the following along with the letter of application: vita, transcripts, and three letters of recommendation.

Please submit to: Chair, Director Search Committee, Division of Bicultural-Bilingual Studies, c/o Office of the Dean, College of Social and Behavioral Sciences, The University of Texas at San Antonio, San Antonio, Texas 78285-0651.

The University of Texas at San Antonio is an Equal Opportunity, Affirmative Action Employer.

HOUSE-SENATE CONFEREES AGREE ON FY 90 TITLE VII FUNDING FOR DEVELOPMENTAL BILINGUAL EDUCATION GRANTS & FELLOWSHIPS; ABORTION-RELATED VETO AND BUDGET IMPASSE THREATEN ALL EDUCATION FUNDING

In early October, House-Senate conferees ironed out differences in their respective versions of H.R. 2990, the FY 1990 appropriations bill for the Departments of Labor, Health and Human Services, and Education. The conferees compromised on Title VII funding, appropriating $158.5 million for FY 1990, $5.6 million more than provided in the Senate bill and $5.6 million less than provided in the House bill. The Title VII funding level agreed to by the conferees represents a $6.5 million increase over FY 89 levels, and is approximately $1.5 million more than requested by the Bush Administration. Conferees were also able to resolve their differences on two significant funding issues -- grants for developmental bilingual education programs (DBE) and graduate fellowships.

The House committee report reserved all new part A national program grant funds, amounting to $10 million, for developmental bilingual education programs. Language in the Senate committee report, however, seemed to foreclose funding of DBE programs: "The Committee expects the Secretary to continue to allocate funds provided under part A to activities exclusively designed to teach English to limited English proficient students and to assist them in meeting grade promotion and graduation requirements." The conferees agreed that the $5 million increase in national program funding should be used for programs in developmental bilingual education.

Regarding Title VII fellowships, the House committee report directed the Education Department to fund at least 500 graduate study fellowships per year. The Senate committee report anticipated the funding of 150 fellowships. The conferees made provision for the funding of up to 200 Title VII fellowships in FY 1990.

President Vetoes Labor-HHS-Education Appropriations Bill

President Bush vetoed H.R. 2990 because of his objection to language in the measure authorizing federally-funded abortions for women whose pregnancy was the result of rape or incest. [On similar grounds, the President also vetoed the FY 1990 appropriations bill for the District of Columbia.]

The ongoing impasse between the White House and Congress on how to reduce the federal deficit has further complicated education funding. The failure of the White House and Congress to agree on a budget reconciliation bill last month triggered the automatic budget sequestration cuts specified in the Gramm-Rudman-Hollings Deficit Reduction Act. While most Capitol observers are optimistic that a compromise budget reconciliation bill acceptable to both the White House and congressional leadership will be enacted in November, many express fear that the ongoing controversy over federal abortion funding may block enactment of a FY 1990 Labor-HHS-Education appropriations measure. In such case, education programs would be supported at current levels under a continuing resolution.

UPCOMING EVENT

"The Role of Spain in the History of Colonial Mexico" - Mexican Studies Committee of the Conference of Latin American History - American Historical Association - December 28, 1989 - Hilton Hotel - San Francisco, California

NABE NEWS
Union Center Plaza
Third Floor
810 First Street, NE
Washington, DC 20002

MAKE PLANS NOW TO ATTEND THE 1990 NABE CONFERENCE IN TUCSON, ARIZONA - APRIL 21-25, 1990

RESOURCES FOR BILINGUAL EDUCATORS

Journal of Asian Pacific Communication, edited by Howard Giles and Herbert D. Peirson. Contains research into language issues and communication problems faced by Asian Pacific peoples throughout the world. Multilingual Matters, Bank House, 8a Hill Road, Clevedon, Avon, England BS21 7HH.

Language Diversity: Problem or Resource?, edited by Sandra Lee McKay and Sau-ling Wong. Provides a social and educational perspective on the influence of language minorities in the United States. The anthology illuminates the complex network of social attitudes, economic activities, and political power in which language minority groups function. Newbury House Publishers, 10 East 53rd Street, New York, NY 10022.

Multilingual Scholar. Wordprocessing software for IBM-type computers designed for people who write in non-standard languages and/or in multiple languages. One can edit with up to five different languages in a single document. Basic package includes five alphabet families: Roman (for English, transliteration, Western European, Eastern European, and Scandinavian languages), Arabic/Persian, Cyrillic, Greek and Hebrew--plus one optional language. Can be used as a complete stand alone wordprocessing package or with other wordprocessing and/or desktop publishing programs. Gamma Productions, Inc., 710 Wilshire Blvd., Suite 609, Santa Monica, CA 90401 (213) 394-8622.

Raising Silent Voices: Educating Linguistic Minorities for the 21st Century, by Henry T. Trueba. Examines the ways in which teachers can identify the actual capabilities of language minority students and work with them toward more effective classroom communication. Newbury House Publishers, 10 East 53rd Street, New York, NY 10022.

Resources for Latinos at the Smithsonian. A new bilingual brochure that features major Smithsonian Institution programs related to Hispanic and Latin American issues and resources. Single copies available from the Smithsonian Information Center, Smithsonian Institution, Washington, DC 20560 (202) 357-2700.

TASPP Brief. A series of informational papers from the National Center for Research in Vocational Education providing technical assistance for special populations. Contact Dr. Carolyn Maddy-Bernstein, TASPP Director, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820 (217) 333-0807.

Thrust for Educational Leadership, Volume 18, No. 6, April 1989. The entire issue of this magazine of the Association of California Administrators is devoted to bilingual education. ACSA, 1575 Old Bayshore Highway, Burlingame, CA 94010.

Transcultural Education Model: A Guide for Developing ESL, Bilingual and LEP Programs. This new model shows you how to teach students to read, write, and speak English as well as how to obtain stable funding, find qualified personnel and provide proper housing and location for your programs. Learning Publications, Inc., P.O. Box 1326, Dept. ES 56789, Holmes Beach, FL 34218-1326 (800) 222-1525.

December 8, 1989 Vol. 13 No. 3

NABE NEWS

Published by the National Association for Bilingual Education

NEW YORK REGENTS VOTE TO IMPLEMENT STATE ACTION PLAN; US ENGLISH CAMPAIGN FAILS

The New York Board of Regents unanimously approved regulations last month to implement the forward-looking policy adopted for the state last December. The Regents' decision represents a major victory for NABE, NYSABE, and New York education organizations concerned about language education and effective instruction of language-minority students. For the language-restrictionist organization, US English, it represents a colossal failure of a costly public relations/lobbying campaign.

On November 17th, thirteen members of the New York Board of Regents voted to approve (the three remaining Regent members abstained) regulations implementing components of the Regents Policy Paper and Proposed Action Plan for Bilingual Education adopted in December, 1988. The approved regulations strengthen state policy in such fundamental matters as parent notification, teacher training, and post-program evaluations for students exited from bilingual/ESL programs. The provisions of the regulations which became the target of US English attack were those expanding student eligibility for bilingual/ESL instruction and those raising English proficiency standards for students exiting from bilingual/ESL programs. *[See October 27,1989 issue of NABE News for more details.]*

In late July, U.S. English ran a full-page advertisement in the *New York Times* charging that the New York Board of Regents intended to "put in place a new sweeping education plan which will ill-equip our children by failing to develop their literacy in English." The ad, including a 9" x 10" photograph of a headless restaurant dishwasher, ran under the bold headline caption ***"IF SOME NY EDUCATORS GET THEIR WAY, THIS IS THE KIND OF FUTURE MANY OF OUR CHILDREN WILL FACE.*** The *New York Times* ad kicked off an expensive three-month-long public relations effort that had US English staff, consultants, and colleagues criss-crossing the state to lobby Regents against the proposed regulations.

During the course of the campaign, former Education Department staff member Dr. Keith Baker, Boston University Political Science Professor Dr. Christine Rossell, US English Executive Director Kathryn Bricker, and US English Hispanic Consultant Luis Acle attacked the new student eligibility/English achievement standards as harmful to student English acquisition and academic performance.

Three days before the Regent's unanimous approval of the regulations, U.S. English ran another full page advertisement, this time in the Albany *Times Union*, against the regulations. The *Times Union* advertisement, styled "An Open Letter to the New York State Board of Regents," was a letter allegedly signed by 95 New Yorkers written in Spanish "because we do not speak enough English to write to you in that language." The US English ad was actually bilingual; an English translation was provided at the bottom of the page. The one inch headline, accompanied by a picture of a pocketsize book -- *Treasure Island* by Robert Stevenson -- chained and padlocked, declared: **IF YOU CAN'T READ THIS AD DON'T FEEL BADLY.** ***[Sic]*** **OUR CHILDREN CAN'T READ THIS BOOK.** The signatories of the letter ad called for instruction in English: "We do not want our children to receive their instruction in Spanish. If they learn primarily in Spanish, they will be in the same disadvantageous situation we are."

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PRESIDENT BUSH ANNOUNCES HISPANIC EDUCATION INITIATIVE

On December 6, 1989 President Bush announced the formation of a new task force to suggest goals and strategies for improving Hispanic Education. At a White House briefing for Hispanic and corporate leaders, the President directed the Secretary of Education, Lauro Cavazos, to form a task force on Hispanic Education to ensure the equitable participation of Hispanics in all federal education-related programs.

In a memorandum, the President instructed the task force to: (1) assess the participation of Hispanics in federal education programs; (2) identify barriers that may limit Hispanic participation in education programs and suggest remedies; and, (3) suggest goals and strategies for reducing the Hispanic dropout rate, increasing Hispanic student enrollment in higher education, and promoting adult literacy. The memorandum stated that suggested goals "should be considered in conjunction with" the education goal-setting process called for at the Education Summit last September. The President also instructed the Secretary to appoint a special advisor on dropouts and urged that this advisor "work closely with representatives from the Hispanic community."

The memorandum, the original version of which was drafted by the National Council of La Raza in consultation with White House and Department of Education staff, NABE, and other national Hispanic organizations, calls for the Secretary of Education, as Chair of the Working Group on Education of the Domestic Policy Council, to coordinate the implementation of this initiative.

The announcement of the formation of the task force comes after a year long effort, spearheaded by the National Council of La Raza to have President Bush issue an Executive Order on Hispanic Education. A grass-roots campaign resulted in hundreds of letters to the White House from concerned Hispanics, private citizens, community organizations, corporations, businesses, students, and parents urging the President's support for such an initiative.

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810 First Street, N.E., Third Floor
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PHONE (202) 898-1829 FAX (202) 289-8173

Editors: James J. Lyons & Nancy F. Zelasko
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PUBLICATION SCHEDULE

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Issue 1, 9/15/89
Issue 2, 10/27/89
Issue 3, 12/08/89
Issue 4, 1/20/90
Issue 5, 3/02/90
Issue 6, 4/13/90
Issue 7, 5/27/90
Issue 8, 8/01/90

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion in the NABE NEWS.

ADVERTISING RATES

Display Advertising:

Full Page	$ 1,100
Half-Page	$ 600
1/4-Page	$ 325
1/8-Page	$ 175

Classified Advertising:
$1.25 per word
(telephone numbers count as one word)

Advertising Discounts:
15% second insertion
20% third insertion
25% four or more insertions

TRILINGUALISM ENCOURAGED BY DALLAS SUPERINTENDENT OF SCHOOLS

In his October 19, 1989 *State of the District* report to the Dallas Independent School District Board of Education, General Superintendent Marvin E. Edwards established trilingualism (English, Spanish, and "computer") as a viable option for preparing students for the 1990's.

The Dallas School District student enrollment of 131,582 is 31% Hispanic. Almost 20,000 LEP students are being served in bilingual and/or ESL programs. Dallas recently implemented the only native language (Spanish) Home Intervention Program for Pre-school Youngsters in the country. In 1988-89, Dallas added stipend pay for bilingual teachers to attract, retain and adequately compensate quality and qualified personnel.

After listing the School District's accomplishments and tasks for the next year, the Superintendent writes about "Options for the '90s: Making a Difference Tomorrow." In selecting strategies for the next decade he notes, *Some of the more viable options, as seen from today's perspective, include the following:* and the very first strategy listed is *Requiring graduates to be "trilingual" (English, Spanish, and "computer").* NABE applauds Superintendent Edwards on his foresightedness, and encourages other school districts to implement similar policies.

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INNOVATIONS THAT ENABLE LEP STUDENTS TO EXCEL

by Charlene Rivera, Development Associates

When students are given the message that they and their work are valuable, their performance can be positively affected. Programmatic research currently underway indicates this to be of particular importance to limited English proficient (LEP) students as shown by the successes in the following projects:

Success #1: In a Texas drop out prevention program, "at-risk" junior high LEP students are tutoring elementary students; as a result, the tutors are staying in school, earning higher reading grades, and viewing both themselves and their school experience more positively.

Success #2: In a Massachusetts science and mathematics project, high school LEP students become practicing scientists. Questions they pose form the basis for an extended investigation. In a recent project, they did an ecological analysis of a local pond, and their results became a field guide for local elementary students.

Success #3: In a second Texas project, LEP exceptional students in a story reading program are taking the next step: they are becoming authors. Their books will be bound and placed in their library for others to read.

Success #4: In an Arizona literacy project, LEP Hispanic students draw on the knowledge of their parents and others about subjects such as farming, mechanics, midwifery and folk medicine. They use this diversity of information from their community as source material for their individual and group literacy projects.

These four successful programs have much in common. Notably, they are the findings of the four research and demonstration projects that are components of the Innovative Approaches Research Project (IARP). The IARP, a three-year effort in its final year of implementation, is funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. The project was developed in response to the challenge of identifying effective instructional programs to meet the needs of LEP students.

This article describes the accomplishments to date and common elements among the four individual projects. The projects were selected through a peer review process from among proposals submitted in response to a request for proposals issued by Development Associates, which is monitoring the projects under contract with OBEMLA. The projects cover the following programmatic research areas: Dropout Prevention, Science and Math Instruction, Education of Exceptional Students, and Literacy Instruction.

Dropout Prevention

The dropout prevention program, "Partners for Valued Youth", is being conducted by Intercultural Development Research Association (IDRA) of San Antonio, Texas. The project has been implemented in two school districts with LEP Hispanic 7th grade students at risk of dropping out of school. The students become tutors of elementary students and are paid minimum wage for their efforts. In its first year, the project improved school attendance by building self-image, enhancing basic academic skills, decreasing student truancy and disciplinary referrals, and forming school, home, and community partnerships that provide additional support to the tutors.

To achieve these results, the project includes cross-age tutoring, pedagogical training for the tutors, field trips, acknowledgement of tutors at student recognition events, and exposure of tutors to a variety of adult role models. Now in its second year, the project staff is placing increased emphasis on establishing linkages between the teacher who coordinates the tutors' activities and the classroom teachers of the tutees. Efforts are also being made to increase parent involvement, a critical component of the model. In the first year, parents were kept informed about the project and encouraged to support their child's involvement in school. In the second year, home visits, parent conferences, and social gatherings are occurring in order to more actively involve the parents. An example of a social gathering that successfully involved the parents was a covered dish dinner this summer that student tutors held for their families. These tutors were part of the Valued Leaders Program, a summer program during which they wrote materials that they and their peers will use as their tutorial curricula this year.

Each of the 100 tutors in the program is assigned to work with one or more elementary school students. To build self-confidence and to develop a broader knowledge base, student tutors are exposed to a variety of role models, including merchants and business people from the local community. To provide common experiences to tutors and tutees, students are taken on field trips in the broader community. At various points in the program, tutors are acknowledged for their efforts and accomplishments at special student recognition events.

Upon completion of this project, a major product will be a practitioner handbook which will detail the planning activities and operational procedures for maintaining a tutorial model for junior high school students at risk of dropping out of school. A second major product will be a notebook that includes a variety of sample tutorial lessons.

The project director is Dr. Maria del Refugio Robledo of IDRA. The project staff includes: Aurelio M. Montemayor, Merci G. Ramos, Josie D. Supik, and Armando L. Trujillo. The continuing reviewer/external consultant is Professor Aaron Pallas of Teachers College, Columbia University.

Science and Math Instruction

The science/math instruction project, "Chache Konnen: An Investigation-Based Approach to Teaching Scientific Inquiry to Limited English Proficient Students," is being conducted by BBN Systems and Technology Corporation of Cambridge, Massachusetts. *Chache Konnen* is Haitian Creole for *Search for Knowledge*. The scientific search for answers begins with questions posed by and of interest to the students. Thus, students are not merely learning about the scientific discoveries of others, but are actively and collaboratively engaged in scientific and mathematical inquiry. Approximately 70 students representing a range of linguistic and cultural backgrounds in two urban public school settings in Massachusetts are participants in the study. Their countries of origin include Haiti, the Dominican Republic, El Salvador, Cape Verde, Brazil, Ethiopia, and Eritrea.

One group of project participants is the high school students who created the field study guide referred to earlier. The other group is a combined seventh-eighth grade class in a Haitian Creole bilingual program. The latter group put the model to effective use as they posed their first research question: Which drinking fountain in their school had the best tasting water? This led to a blind taste test within the classroom and then to a school-wide taste test. The results contradicted the prevalent opinion in the school that the drinking fountain on the same floor as the highest grades in the school provided the best water. More importantly, the results sparked further inquiry about the causes of the differences in taste. The approach provides abundant opportunities to use language as a system

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TITLE VII FELLOWS TO MEET AT NABE '90

Texas EXes Fellas, a brainstorm of creative Title VII fellows, began over coffee one early September morning as friends chatted about graduate school and friendships. These friendships developed in part through the support of a Title VII Fellowship from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and grew with the students' dedication to learning how to better train teachers, teach children and adults, and conduct research on second language learners. It is this dedication and commitment that has inspired the Texas EXes Fellas to nurture the seeds planted by OBEMLA.

The first organizational meeting of Texas EXes Fellas took place on October 28, 1989, during the Texas Association for Bilingual Education Conference in Austin. The guest speaker, OBEMLA Director Rita Esquivel, encouraged an enthusiastic group of members and supporters to pursue their interest to revive the Title VII fellowships.

Since that meeting, the non-profit organization has established three primary goals. The first is to develop a yearly directory of Title VII fellows, beginning April 1990, to identify fellows' areas of expertise. Secondly, a biannual newsletter will be disseminated to member/supporters, covering current research, grant/fellowship awards, highlights of fellows' careers, related conferences, and publications. The third goal is to become a strong voice for the future of Title VII fellowship funding and support for OBEMLA and other agencies.

Future plans include a meeting to be held in conjunction with the NABE Conference in Tucson, Arizona, to discuss future directions and the formation of a Special Interest Group. Both the directory and the newsletter will be available at the NABE Conference.

Texas EXes Fellas encourages other Title VII fellows to become involved in this organization. If you are interested in becoming a member, or want additional information, contact Dr. Michele R. Hewlett-Gómez at (512) 463-9067.

ASSISTANT/ASSOCIATE PROFESSOR NORTHERN ARIZONA UNIVERSITY

Northern Arizona University invites applications for a tenure track Assistant/Associate Professor of Bilingual Multicultural Education. Doctorate in bilingual education or related field. Preference given for fluency in Spanish. Teach graduate and undergraduate teacher preparation courses. Nine-month position with opportunities for summer teaching. The successful applicant must be able to document a background in research, a record of successful teaching, a commitment to curricular innovation, leadership and strong interpersonal skills. faculty are expected to engage in research and involve graduate students in their publication efforts, accept diverse assignments within the Center, become actively involved in designing new programs and courses, and seek external funding to support research or service projects. The search will remain open until the position is filled, however, the search committee will begin reviewing applications on January 15, 1990. Send letter of application, vita, transcripts and three current letters of recommendation to: Dr. Susan Miller, Bilingual search Committee, Box 5774, Northern Arizona University, Flagstaff, AZ 86001. NAU is an Affirmative Action/Equal Opportunity Employer.

UPCOMING EVENTS

EDUCATION: AMERICA'S NATIONAL CHALLENGE

Fifth National Conference of the
Cuban American National Council, Inc.

January 24 - 26, 1990
Hyatt Regency Hotel
Miami, Florida

Contact: Alina E. Becker, Conference Coordinator, Cuban American National Council, Inc., 300 SW 12th Avenue, Third Floor, Miami, Florida 33130-2038 (305) 642-3484.

14TH ANNUAL CONFERENCE ON PORTUGUESE-AMERICAN EDUCATION

March 30-31, 1990
Ontario Airport Hilton
Ontario, California

Contact: Luso-American Education Foundation, P.O. Box 1768, Oakland, California 94604.

ASIAN AND PACIFIC AMERICAN EDUCATION: NEW DIRECTIONS FOR THE 1990'S

April 25-28, 1990
Miyako Hotel
San Francisco, California

Contact: NAAPAE Conference Headquarters, c/o ARC Associates, Inc., 310 Eighth Street, Suite 220, Oakland, California 94607.

ASSOCIATE/ASSISTANT PROFESSOR ARIZONA STATE UNIVERSITY

Associate/Assistant Professor for tenured/tenure-track position commencing August 16, 1990. Successful candidates will have an earned Doctorate in Education with specialization in Bilingual Education. The Faculty of Education and Human Services is a rapidly growing part of a new, upper-division university and invites applications from those with a record of or potential for excellence in research, graduate and undergraduate teaching, and service. Preference will be given to those fluent in Spanish and with significant university teaching and either K-12 teaching experience or related experience. Salary competitive and commensurate with experience. For appointment at the Associate level, candidates will have a record of scholarly productivity, excellence in teaching, and a record of community and university service.

Send letter of application, curriculum vitae, and the names, addresses and phone numbers of three references to: Dr. Maria Cardelle-Elawar, Chair, Bilingual Education Search Committee, Arizona State University, West Campus, P.O. Box 37100, Phoenix, AZ 85069-7100. Deadline for applications is February 1, 1990, or until filled. Position subject to approval of Arizona State Legislature. ASU West Campus is an Affirmative Action, Equal Opportunity Employer.

A MESSAGE FROM THE PRESIDENT

by Dr. Rodolfo Chávez

On behalf of the NABE Board, our Executive Director, and staff in the national office, I would like to begin this message by sincerely wishing you, your family, and friends a joyous holiday season. In just a few weeks we will be starting not only a new year, but also a new decade--a decade during which we must continue our commitment to bilingual education.

AT THE THRESHOLD OF THE 21ST CENTURY

NABE has never been stronger or better positioned than it is as we enter the 1990's. During the past few months we have achieved a number of key objectives, allowing us to continue forging partnerships with both corporate and government leaders. During the 1980's, NABE was able to fulfill its mission by:

- publishing and promoting scholarly research in the fields of language education and multicultural education;
- identifying and publicizing exemplary bilingual education programs;
- involving language minority parents in the process of schooling and in public policy decisions affecting them and their children
- coordinating the compilation and dissemination of the evidence and knowledge which support bilingual education;
- increasing public understanding of the importance of language and culture in the education process;
- fostering the establishment of national language policies which meet the needs of a pluralistic society in an era of global interdependence; and
- ensuring that language minority students have equal educational opportunities for learning the English language and for academic success.

As we prepare to end a decade of significant strides and accomplishments, we must constantly be reminded that our mission continues. We must begin to plan now for what our priorities and agenda will be as we enter the threshold of the 21st Century. As an organization we have not stood still during this past decade--significant progress has been made. But we must continue to emphasize the importance of being proactive as we deal with the issue of bilingual education as an excellent choice in empowering out children, students, and youth. Our involvement and commitment to this very noble goal will serve as a strong message to America--that we as educators are serious about working together for everyone's future.

Bilingual Education at the Threshold of the 21st Century is the theme of NABE's 19th Annual Conference, to be held April 21-25, 1990 in Tucson, Arizona. During the past months we have been working closely with the Tucson Conference Planning Committee, co-chaired by Kathy Escamilla of the University of Arizona and Gene Benton of the Tucson Unified School District. These two professionals, along with a host of other dedicated committee members, have been doing an outstanding job of preparing for your arrival in April.

The Tucson Convention Center was recently renovated and expanded, and the result is a first-class facility that brings the colors, sights, and the excitement of Tucson to life. Of special interest is the Exhibit Hall, a one-of-a-kind design which is very visible and accessible, and which will be filled with many new and different exhibits, services, and cultural entertainment.

By now those of you who are Title VII Project Directors should have received a letter from OBEMLA Director Rita Esquivel regarding the OBEMLA Management Institute to be held in conjunction with the NABE Conference. In addition to the full-day of training to be held on Sunday, April 22, there will be Management Institute sessions throughout the length of the conference, so plan on attending all four days. Ms. Esquivel's letter indicates that you are allowed to use Title VII funds to attend this meeting.

1989 NABE Teacher of the Year Carla de Herrera (left), NABE President Rodolfo Chávez (center), and OBEMLA Director Rita Esquivel (right) at the recent Texas Association for Bilingual Education Conference.

Preliminary information on the conference is contained elsewhere in this newsletter and additional information will be mailed to NABE members in the near future. We feel that this conference, held in the bilingual pioneer city of Tucson--the site of the historic 1966 "Invisible Minority" report which created the impetus for the passage of the 1968 Bilingual Education Act--will be NABE's best conference ever. I look forward to seeing all of you there.

HOW EACH OF US CAN HELP

As I travel throughout the country, NABE members frequently ask me how they can help. One simple way is to help NABE double its membership. If **EACH** NABE member were to recruit just **ONE** new member, we would increase membership by 100%. More members are essential not only to NABE's efforts to maintain its national office and presence, but also to increasing services to the membership.

Administrators can help by advertising for personnel in the *NABE NEWS*, the only publication which reaches the bilingual education community. School districts can build capacity and educational institutions can improve their minority recruitment and retention efforts by tapping the most qualified professionals in the field through the *NABE NEWS*.

College and university personnel can help by continuing their research efforts along with their excellent programs of teacher preparation. Our institutions of higher education have historically provided the education community with an outstanding group of teacher candidates who have the proper training to work with language minority students. However there is still a shortage of bilingual teachers, and our IHE's must continue to provide programs of teacher advancement, endorsement and certification, so we can adequately serve the needs of the bilingual community. I want to note here that NABE's efforts have been on behalf

Continued Page 6

PRESIDENT'S MESSAGE *(Continued from page 5)*

all students, including those monolingual English students who are interested in becoming proficient in another language.

Teachers and instructional aides can help NABE by continuing to provide quality education for children, using the best methods. NABE wants to hear about your successes--why not write something for the *NABE NEWS*? NABE also wants to know how we can help you meet the challenges you face in the classroom. Instructional personnel should also continue to grow professionally. There is a significant need for experienced administrators to secure credentials for principalships and superintendencies; it is crucial to the future of bilingual education. The research literature indicates this area is crucial to effective schooling for all students, and there is no doubt that we must close the ethnic and gender gap at this level.

Parents can help NABE by ensuring that educational equity is provided for our children. Your involvement is crucial to NABE's success. Historically parent groups have led advocacy efforts at the local level to ensure that excellence is available to all. It is parents who are faced with the choice whether to develop, maintain, and use first language skills. It is sad that our schools have overlooked much of the valuable support and advice that parents have offered school districts for years. Your challenge is to remind schools that your are available to help them make choices for your children. Your help is needed to encourage more two-way bilingual programs, where language minority and English-language background students can learn together. This will open opportunities for more students to become proficient in languages other than English. And I am sure that you agree that *a language is a terrible thing to lose*.

Currently in Texas and Arizona there are movements to encourage the development of second language proficiency by all students. These efforts must be applauded and encouraged. Parents need to communicate their support for these types of changes that empower language minority and language majority children through education. Part of your rights and responsibilities as parents is to ensure that this issue remains at the forefront of the American agenda. As Secretary of Education Cavazos and OBEMLA Director Esquivel have stated on occasion, **"There is nothing unAmerican about speaking two languages."** All NABE members must pledge their support to help both these individuals succeed in their challenging positions. In this spirit of cooperation and partnership, I urge you to become involved in your children's schools and in helping to shape educational policies.

HOW SOME HAVE ALREADY HELPED NABE

Interface Network, Incorporated, a private organization from Beaverton, Oregon, recently donated $1500 to NABE. Through the efforts of NABE Western Regional Representative Dick Littlebear and the generosity of Interface President Esther Puentes, this contribution will help NABE meet its financial obligations. I would also like to acknowledge the efforts of NABE Parent-at-Large Mike Gaddis in securing $500 donations from the Colorado Association for Bilingual Education and the Oklahoma Association for Bilingual Education. There are others such Jerilynn Smith-Ritchie, who raised $2000 for NABE from local California Association for Bilingual Education chapters for Campaign '89. On behalf of all NABE members, I applaud those Board members and individuals who have demonstrated their commitment to NABE's mission.

EVERYONE'S ROLE IN MAINTAINING LEADERSHIP

NABE leadership comes from its membership and manifests itself in a responsible and responsive process called participation. However, as we enter the 90's, each of us must chart a course for our own involvement in the lives of language minority children. If we work through our communities and schools to change things for the better, we will change this nation for the better. We will change the world for the better. Each of us, in our own lives, can do it. We must do it. We all can help NABE.

The power of our membership to help will prevail, for that is what prevailed at the founding of our association. Those who wanted to change things for the better stood up, spoke out, and fought for what they believed in. We must continue to do so for the rights of language minority students. It is not unAmerican for us to continue to pursue this agenda. In fact, it is very American. Standing up, speaking out, and fighting for what is right is the true meaning of responsible membership and citizenship. It is the ultimate power of democracy. And, most importantly, it is what we as educators celebrate every school year for ourselves, our children, and for the sake of humankind. At a time when walls and barriers are coming down in other parts of the world, we must not fail to recognize our past struggles and celebrate our accomplishments during the past decade.

NABE has moved more than ever to forge new initiatives aimed at creating and fostering an environment in which language minority students can hope to succeed at all levels of the educational system. NABE continues to make a difference, but NABE needs your help.

As I reflect upon the first half of my term as President, I am as enthusiastic and confident in the potential of this association, its Board and staff as I was when I first became involved in NABE during the early 80's. As we enter the 90's, I believe we are poised for national prominence. The Board and I are prepared to lead, but you must join us.

As we all prepare to enter the threshold of the 21st century, I leave you with best wishes for the New Year and the New Decade. The challenges of the 1990's are great, but the elements for a triumphant decade are in place at the National Association for Bilingual Education.

DIRECTOR, EAC-WEST
UNIVERSITY OF NEW MEXICO

The College of Education is seeking applicants for the Director of the Evaluation Assistance Center-West (EAC-West). EAC-West is federally-funded to provide technical assistance to Title VII projects on evaluation methods and techniques. The present contract ends on September 30, 1991. Appointment to the position is .75 FTE as director; balance of time will be determined by negotiation. Depending upon interest, qualifications, and experience, appointment may be as faulty or as professional staff. Rank and salary are negotiable.

Required Qualifications: Applicants must have experience in managing multistate projects; an earned doctorate in evaluation, measurement, statistical analysis, or related field; demonstrated experience in providing technical assistance to State or local education agency personnel.

Please send resume; letter of application which addresses qualifications and indicates preference as to type of appointment; and names, addresses and telephone numbers of five professional references who are familiar with word related to the position to: Chair of EAC-West Search Committee, Dean's Office, College of Education, University of New Mexico, Albuquerque, NM 87131 (505) 277-3638. FAX: (505) 277-5567. Application deadline: January 3, 1990. Appointment to commence as soon after February 1, 1990 as possible. *AA/EOE.*

Women and minorities are especially encouraged to apply.

19TH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

BILINGUAL EDUCATION AT THE THRESHOLD OF THE 21ST CENTURY

APRIL 21 - 25, 1990

TUCSON, ARIZONA

The National Association for Bilingual Education will sponsor the 19th Annual International Bilingual/Bicultural Education Conference, April 21-25, 1990, in Tucson, Arizona. Tucson, one of the pioneers in the field of bilingual education, is a multilingual, multicultural city which offers a perfect setting for NABE '90.

NABE '90 will be held at the Tucson Convention Center, a modern facility with spacious meeting rooms, 2300- and 500-seat theaters, 9,000-seat arena and a 100,000 square foot Exhibit Hall.

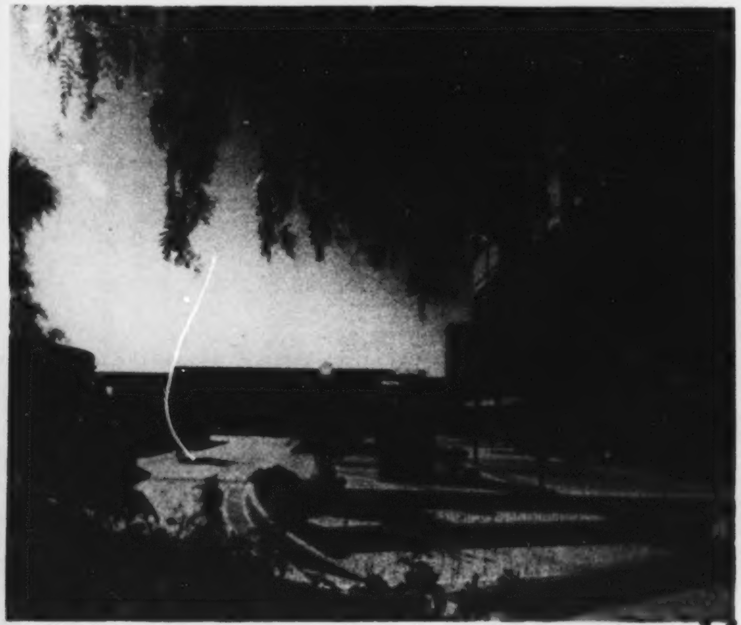
This year, all pre-conference intensive workshops and school visits conducted during the conference will be "no-fee" activities, covered (subject to capacities) by the regular conference registration fee. And a wide variety of social and cultural activities have been planned.

Pre-registration packets containing detailed information on the conference, hotels, and airline will be mailed in January 1990. Arrangements have been made for NABE Conference participants to stay at any one of a dozen hotels with flat rates at most (room-sharing permitted) ranging from $38 to $80 per night (plus tax). Transportation to and from the Convention Center will be provided by NABE. NABE is also making arrangements for conference attendees to receive significant discounts on airline fares.

NABE '90 promises to be an exciting conference. We are pleased that the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has planned to hold a National Management Institute for Title VII Project personnel in conjunction with the conference. In addition to the all-day training session on Sunday, April 21, there will be Management Institute sessions scheduled throughout the NABE Conference. Title VII Project personnel should register for the Management Institute -- that fee includes a luncheon on Sunday and registration for all NABE Conference programs.

NABE is also offering special activities for parents. There will be a Parent Institute on Sunday, April 21 and special sessions for parents throughout the conference. Parents may register for the Institute and Conference at a discounted rate provided they submit a letter from their child's school. Full-time college and university students may also receive discounted registration rates if they submit a letter from their school certifying their student status.

Use the Registration Form on the next page to register now for NABE '90. For those wishing to join NABE (NABE members receive significant discounts on conference activities as well as all other NABE membership benefits), a membership application can be found on the reverse side of the Registration Form.



Tucson Convention Center

Mission San Xavier Del Bac

NABE '90 CONFERENCE OVERVIEW

SATURDAY, APRIL 21

3:00 - 7:00	NABE Conference/OBEMLA Management Institute Registration

SUNDAY, APRIL 22

7:30 - 6:00	NABE Conference/OBEMLA Management Institute Registration
9:00 - 5:00	6-Hour Intensive Sessions
9:00 - 5:00	OBEMLA Management Institute
9:00 - 12:00	3-Hour Intensive Sessions
10:00 - 3:00	Parent Institute
2:00 - 5:00	3-Hour Intensive Sessions
5:30 - 7:00	Opening General Session
7:30 - 10:00	Pow Wow

MONDAY, APRIL 23

7:30 - 7:00	NABE Conference/OBEMLA Management Institute Registration
8:00 - 9:45	Major Session
8:00 - 8:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
9:00 - 9:45	Concurrent Sessions
10:00 - 11:30	General Session
11:30 - 12:00	Opening Ceremony for Exhibits and Special Student Entertainment
12:00 - 1:30	Dissertation Awards Luncheon
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 3:45	Major Session
2:00 - 2:45	Concurrent Sessions
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session
7:00 - 1:00	President's Reception & Dance

TUESDAY, APRIL 24

7:30 - 5:00	NABE Conference/OBEMLA Management Institute Registration
8:00 - 9:45	Major Session
8:00 - 8:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
9:00 - 9:45	Concurrent Sessions
10:00 - 11:30	General Session
11:30 - 12:00	Special Time for Visiting Exhibits and Special Student Entertainment
12:00 - 1:30	Student Essay Contest Awards Luncheon
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 3:45	Major Session
2:00 - 2:45	Concurrent Sessions
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session
8:30 - 10:00	Theater

WEDNESDAY, APRIL 25

7:30 - 12:00	NABE Conference/Management Institute Registration
8:00 - 9:45	Major Session
8:00 - 8:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
9:00 - 9:45	Concurrent Sessions
10:00 - 11:30	NABE General Membership Meeting
11:30 - 12:00	Special Time for Visiting Exhibits and Special Student Entertainment
12:00 - 1:30	Lunch
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 3:45	Major Session
2:00 - 2:45	Concurrent Sessions
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session
6:30 - 7:30	Pre-Banquet Reception
7:30 - 2:00	Annual NABE Banquet/Dance

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
19TH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE
April 21-25, 1990 - Tucson, Arizona

REGISTRATION FORM

INSTRUCTIONS

- Complete all sections of this form; incomplete/incorrect forms will not be processed.
- Use a separate form for each registrant; purchase orders and institutional checks for more than one person MUST be accompanied by a separate registration form for EACH individual.
- Payment by check, money order, purchase order or credit card MUST accompany this form. Cash will only be accepted on-site.
- A $10 fee will be charged for returned checks.
- There are no refunds or exchanges for meal or event tickets.
- The postmark deadline for cancellation requests is March 15, 1990. Any request for registration refunds must be made in writing. A $25 processing fee will be charged.
- A separate completed NABE membership application (see reverse) must accompany the registration form if the registrant is joining NABE through the registration process. **Membership fees MUST be paid separately from conference registration and activities fees.** NABE members receive significant discounts on conference activity fees. All memberships will be verified.
- All forms must be signed.
- **Pre-Registration Deadline is March 15, 1990.** Registrations received with later postmarks will be charged on-site registration rates.
- Mail the registration form, NABE membership application if any, and payment to:

NABE '90 REGISTRATION
TUSD, BILINGUAL EDUCATION DEPT.
1010 EAST 10TH STREET
TUCSON, ARIZONA 85719
(602) 882-2441

Please type or print legibly

Last Name

First Name

Position

Division

Organization

Street Address

Street Address

City State Zip

(____)____________ (____)____________
Home Phone Business Phone Ext.

NABE MEMBERSHIP STATUS:

___ I am a 1989-90 NABE member.

___ I wish to join NABE for the current membership year (Nov. 1, 1989 - Oct. 31, 1990) and receive discounted member rates on conference activities. I have completed the NABE membership application on the reverse side of this form and enclosed separate payment.

CONFERENCE REGISTRATION FEES

	PRE-REGISTRATION	ON-SITE	ONE-DAY
Management Institute/NABE Conference	☐ $ 135	☐ $ 150	N/A
Regular NABE Conference	☐ $ 100	☐ $ 120	☐ $ 50
Parent/Student (with I.D.)	☐ $ 50	☐ $ 60	☐ $ 25

ACTIVITY FEES

	NABE MEMBER	NON-MEMBER
Dissertation Luncheon (Mon.)	☐ $ 15	☐ $ 20
President's Reception & Dance (Mon.)	☐ $ 10	☐ $ 15
Student Essay Luncheon (Tues.)	☐ $ 15	☐ $ 20
Theater (Tues.)	☐ No Charge	☐ $ 10
Banquet Only (Wed.)	☐ $ 25	☐ $ 30
Dance Only (Wed.)	☐ $ 10	☐ $ 15
Banquet & Dance (Wed.)	☐ $ 30	☐ $ 40

TOTAL REGISTRATION FEE: $ ________

TOTAL ACTIVITY FEES: $ ________

TOTAL AMOUNT DUE: $ ________

METHOD OF PAYMENT

Amount Enclosed: $ ________

___ Personal Check

___ Institutional Check

___ Money Order

___ Institutional Purchase Order

___ Credit Card:
___ Visa ___ MasterCard

Credit Card Number: ____________________
Credit Card Exp. Date: ____________________

Signature: ____________________

Date: 1116

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1989-1990 MEMBERSHIP APPLICATION
November 1, 1989 - October 31, 1990

____	$ 48	Individual Membership	Membership and NABE Publications
____	$ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____	$125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

(Please Print Legibly)

Last Name ________________________

First Name ________________________ Initial ________

Preferred Mailing Address: ____ Business ____ Home

BUSINESS ADDRESS:

Position ________________________

Division ________________________

Organization ________________________

Street Address ________________________

Street Address ________________________

City ______ State ______ Zip ______

(____) ________________________
Business Phone Ext.

HOME ADDRESS:

Street Address ________________________

Street Address ________________________

City ______ State ______ Zip ______

(____) ________________________
Home Phone

I am involved in bilingual education as: (check one)

- ____ Parent or Community Person
- ____ Para-professional
- ____ Full-time Student
- ____ Teacher
- ____ College Instructor
- ____ Administrator
- ____ Consultant
- ____ Publisher Staff
- ____ Resource Center Staff
- ____ School Board Member/Education Policy-Maker
- ____ Other: ________________________

As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

Special Interest Groups:

- ____ Early Childhood
- ____ Elementary Education
- ____ Secondary Education
- ____ Higher Education
- ____ Adult Education
- ____ Vocational Education
- ____ Parent & Community
- ____ Student
- ____ Asian/Pacific Islander
- ____ Research & Evaluation
- ____ Special Education
- ____ Global Education
- ____ Critical Pedagogy
- ____ ESL in Bilingual Ed.
- ____ Language Policy
- ____ Language and Culture Retention
- ____ Educational Policy-Making

Standing Committees:

- ____ Publications
- ____ Membership
- ____ Fund Raising
- ____ Rules
- ____ Socio-Political Concerns
- ____ Public Information
- ____ Honors and Awards
- ____ Organizational Development

PAYMENT INFORMATION
(Membership Fees Must be Paid Separately From Conference Registration and Activity Fees)

$ __________ Membership Fee

$ __________ Contribution to help NABE counter the English-Only movement

$__________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ________________________

Credit Card Exp. Date: ________________________

Signature: ________________________

Date: ________________________

RESOURCES FOR BILINGUAL EDUCATORS

Aprendamos a leer. Whole Language Spanish Big Books series of readers. Basics Plus, 97 Cresta Verde Drive, Rolling Hills Estates, CA 90274.

Assessing Asian Language Performance: Guidelines for Evaluating Limited-English-Proficient Students, by Li-Rong Lilly Cheng. Assessment and teaching guide for those working with Asian/Pacific students. Aspen Publications, Inc., 7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701-9782.

Bilingual Aphasia Test (BAT) and ***The Assessment of Bilingual Aphasia*** by Michel Paradis. Instrument and guide for assessing an aphasic person's linguistic competence in two or more languages. Lawrence Eribaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642.

Bilingualism, Multiculturalism, and Second Language Learning: The McGill Conference in Honour of Wallace E. Lambert, edited by Allan G. Reynolds. Papers on the topics of social, psychological, cognitive and neuropsychological aspects of bilingualism and second language learning, the psychology of inter-group relations and multiculturalism, bilingual/immersion education, and language planning. Lawrence Eribaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642.

An Encyclopaedia of Language, edited by N.E. Collinge. Comprehensive reference that examines language from every angle. Routledge, 29 West 35th Street, New York, New York 10001-2291.

Handbook for Achieving Sex Equity Through Education, edited by Susan S. Klein, and ***Sex Equity Handbook for Schools***, edited by Myra Sadker and David Sadker. Tools for educators working towards eliminating the barriers of sex discrimination. Carnegie Project for Sex Equity, School of Education, University of Massachusetts, Room 124 Furcolo Hall, Amherst, MA 01003.

Hispanic Resource Directory and ***Refugee and Immigrant Resource Directory***, by Alan Edward Schorr. Comprehensive guides to organizations, associations, research centers academic programs, museums, and other groups in the United States that offer services to or provide information/policy analysis about these groups. The Denali Press, Reference and Scholarly Publications, P.O. Box 021535, Juneau, Alaska 99802-1535.

Native American Reader: Stories, Speeches and Poems, edited by Jerry D. Blanche. One hundred contributions representing over seventy authors from nearly thirty tribes from throughout the United States. The Denali Press, Reference and Scholarly Publications, P.O. Box 021535, Juneau, Alaska 99802-1535.

The Process and Procedures for Identifying Exceptional Language Minority Children, by Joseph O. Prewitt Díaz, edited by Deborah J. Williard. Provides the classroom teacher, special education practitioner, school psychologist, and school administrator with general guidelines for assessing language minority children, for identifying exceptionalities in language minority children, and for placing language minority children in appropriate educational environments. Penn State University, Division of Curriculum and Instruction, University Park, PA 16802.

BOOK REVIEW

by Mary Snow, Lesley Coordinator,
Cambridge Lesley Literacy Project/Assistant Professor,
Lesley College Graduate School, Cambridge, MA

Leyendo y Cantando Para Chiquitines,
Vol. I, Pre-Escolar, Kindergarten, Primaria

Compiled by Luz Sarmiento de Biscotti
Illustrated by Nora Gonzales
Music by Julio Merán and Maria Luisa Rivera
Published by Bilingual Consultant Services,
17 Spruce Street, Shrewsbury, MA 01545

As one who has been associated with whole language teaching and its application to early bilingual education, I can attest to the great need for texts which will become familiar, well-loved, and which build bridges from the richness of the language learning at home to the school environment. Theory demands that the classroom immerse children in print just as from babyhood they have been immersed in the oral language and culture of the family.

There has been a great dearth of available material in native languages which does reflect family cultures. All too often texts are mere translations of traditional Anglo folk tales and other forms of children's literature representing the dominant culture. Luz Biscotti, a Hispanic primary bilingual teacher for eleven years in Lawrence, MA, turned to the songs she had loved as a child and which, as a parent, she had taught to her own children. Like many other primary teachers, she had noticed the joy and ease with which learning takes place when young children sing. Exposure to whole language theory confirmed her experience and she put the texts of the songs on big charts so that the children could see and learn about the print as they sang. Now she has compiled a delightful collection of them in big book form. It is accompanied by a cassette, a small edition of the book, and a teacher's manual with suggestions for use.

If my own bilingual two-and-a-half year old granddaughter is any indication, the children will not have any difficulty knowing what to do with them. They will sing, they will dance, they will clap, and they will learn. They will move from the music to the text and enjoy the small but charming illustrations. They will respond to the familiar tunes, some with Spanish words based on tunes from American songs and some original, and they will want to return to them again and again.

Maria Luisa Rivera sings with a simplicity and warmth which invites participation, and the accompaniment by Julio Meran provides just the right cultural note.

The Read It Again Collection plans to bring out another volume of the songs and also some volumes with poetry and games. I predict that no Spanish immersion, bilingual, or whole language classroom will want to be without them.

JOIN NABE TODAY!

DON'T MISS FUTURE

ISSUES OF NABE NEWS!

NABE AFFILIATE ORGANIZATIONS

ALASKA ASSOCIATION FOR BILINGUAL EDUCATION

President: Mollie Sipe
PO Box 81550
Fairbanks, AK 99708
Phone: 907-479-6963

ARIZONA ASSOCIATION FOR BILINGUAL EDUCATION

President: Moira Carney
6017 North 4th Place
Phoenix, AZ 85012
Phone: 602-932-2420

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

President: Chuck Acosta
926 J Street
Suite 810
Sacramento, CA 95814
Phone: 213-431-2049
CABE Phone: 916-447-3986

COLORADO ASSOCIATION FOR BILINGUAL EDUCATION

President: Michael Gaddis
1708 Aspen Street
Fort Lupton, CO 80621
Phone: 303-866-6774

CONNECTICUT ASSOCIATION FOR BILINGUAL EDUCATION

President: Gladys Labas
369 Hubbard Road
Higganum, CT 06441
Phone: 203-235-6606

FLORIDA ASSOCIATION FOR BILINGUAL EDUCATION

President: Sandra Gutiérrez
7720 SW 33rd Terrace
Miami, FL 33155
Phone: 305-554-2962

IDAHO ASSOCIATION FOR BILINGUAL EDUCATION

President: Jesús de Leon
Van Buren Elementary School
1109 Denver Street
Caldwell, ID 83605
Phone: 208-455-3326

ILLINOIS ASSOCIATION FOR MULTILINGUAL/CULTURAL ED

President: Marlene Kamm
Tinley Park School Dist. #146
17316 S. Oak Park Avenue
Tinley Park, IL 60477
Phone: 708-614-4500

INDIANA ASSOCIATION FOR BILINGUAL EDUCATION

President: Linda Fowler
Room 229
State House
Indianapolis, IN 46204-2798
Phone: 317-232-0555

KANSAS ASSOCIATION FOR BILINGUAL EDUCATION

President: Jaime Prieto
8300 W. 92nd Terrace
Overland Park, KS 66212
Phone: 913-287-6900

LOUISIANA ASSOCIATION FOR BILINGUAL EDUCATION

President: Gladys S. White
LA State Dept of Education
Bilingual Ed/ESOL Section
PO Box 94063
Baton Rouge, LA 70804
Phone: 504-766-3052

MARYLAND ASSOCIATION FOR BILINGUAL EDUCATION

President: María C. Torres
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201
Phone: 301-333-2640

MASSACHUSETTS ASSOCIATION FOR BILINGUAL EDUCATION

President: David Groesbeck
216 West Street
Holyoke, MA 01040
Phone: 617-522-7100

MICHIGAN ASSOCIATION FOR BILINGUAL EDUCATION

President: José A. Flores
1865 Jerome SW
Grand Rapids, MI 49507
Phone: 616-456-4999

MONTANA ASSOCIATION FOR BILINGUAL EDUCATION

President: Rose Chesarek
805 Westgate Drive
Billings, MT 59101
Phone: 406-259-5678

NEW JERSEY TESOL/BIL. ED., INC

President: Diamond Navarro
Newark Board of Education
Office of Bil. Ed., 2 Cedar Street
Newark, NJ 07102
Phone: 201-733-8141

NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION

President: Genaro Roybal
6805 Bonnie Court NE
Albuquerque, NM 87110
Phone: 505-883-0440

NEW YORK ASSOCIATION FOR BILINGUAL EDUCATION

President: Angela Carrasquillo
Fordham University
113 W. 60th Street
New York, NY 10023
Phone: 212-841-5515

Ohio Association For Bilingual Education

President: Angela Zaccardelli
14806 Winding Way Drive
Cleveland, OH 44133
Phone: 216-842-4446

Oklahoma Association For Bilingual Education

President: Loretta Shade
Route 3
Box 231
Hulbert, OK 74441
Phone: 918-456-6177

Pennsylvania Association For Bilingual Education

President: Beatrice Speir Morrone
310 Scott Lane
Wallingford, PA 19086
Phone: 215-565-2033

Puerto Rico Association For Bilingual Education

President: Carmen M. Martínez
159 Obi Street
Rio Piedras Heights
Rio Piedras, PR 00928
Phone: 809-766-1717 ext. 558

Rhode Island Association For Bilingual Education

President: Carolyn Viguers
PO Box 3138
Wayland Square Station
Providence, RI 02904
Phone: 401-456-9391

South Dakota Association For Bilingual Education

President: Tom Vocu
PO Box 110
Batesland, SD 57716
Phone: 605-288-1921

Tennessee Association For Bilingual Education

President: Sara V. West
Rutherford County Bilingual Office
Central Middle School
East Main Street
Murfreesboro, TN 37130
Phone: 615-890-5728

Texas Association For Bilingual Education

President: María Rivas
3605 46th Street
Lubbock, TX 78413
Phone: 806-793-2071

Utah Association For Bilingual Education

President: Preddy Oseguera
440 E. 1st.
Salt Lake City, UT 84118
Phone: 801-328-7292

Virginia Association For Bilingual Education

President: Harold Chu
George Mason University
Department of Education
4400 University Drive
Fairfax, VA 22030
Phone: 703-323-3782/2421

Washington Association For Bilingual Education

President: B. Gloria Guzman Johannessen
Route 3, Box 192H
Vashon, WA 98070
Phone: 206-941-6700

Wisconsin Association For Bilingual Education

President: Paul Yvarro
University of Wisconsin
4036 Winther Hall
Whitewater, WI 53190
Phone: 414-472-4891

Bilingual Education Advocacy Coalition

President: Michael J. García
PO Box 865
East Lansing, MI 48226
Phone: 517-351-9377

NABE AFFILIATE CONFERENCE SCHEDULE

January 24-27, 1990 -- California Assn. for Bilingual Education -- Hilton Hotel in San Francisco -- contact Mary Jew (415) 585-2707

February 8-9, 1990 -- Illinois Assn. for Multilingual-Multicultural Education -- Hyatt Regency Hotel in Oakbrook -- contact Ron Perlman (312) 803-3535

February 15-17, 1990 -- South Dakota Assn. for Bilingual Education -- Howard Johnson Motor Lodge in Rapid City -- contact Tom Vocu (605) 288-1921

March 2-3, 1990 -- Massachusetts Assn. for Bilingual Education -- Hilton Hotel in Lowell -- contact Diana Lam -- (617) 426-5552

March 16-18, 1990 -- New York Assn. for Bilingual Education -- Marriott Windwatch Hotel in Islandia, Long Island

March 29-31, 1990 -- Michigan Assn. for Bilingual Education -- Hyatt Regency Hotel in Flint -- contact Roberto Quiroz (313) 762-6770

May 25-26, 1990 -- New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators -- Hyatt Regency Hotel in Princeton -- contact Barbara Tedesco (201) 298- 2031

INNOVATIONS *(from page 3)*

for thinking and talking about science and mathematics and for communicating and sharing ideas.

During the first year, researchers found that when the model is implemented properly, it works well. The students' level of interest increases as they work on their own scientific investigation. But implementing the model is not simply a matter of providing students with researchable ideas. Researchers have learned how important it is to ensure that teachers are prepared to use the model and that they share the goals and understand the philosophical underpinnings of the model. Teachers must be prepared to assist the students in generating ideas and in choosing scientific problems that are real, sufficiently complex, and can actively engage the entire class. During its second year, as the project expands to include six classrooms, increased emphasis will be placed on preparing teachers to implement "Chache Konnen" on their own. This emphasis on teacher preparation is consistent with a major goal of the project, which is "to develop products that will enable teachers of LEP students in a variety of settings to adapt an investigation-based approach to their classrooms." The researchers are working with teachers to develop a set of investigation-based model activities, a handbook with specific information on implementing the model, scientific background information for teachers, a training plan for helping teachers use the investigation-based approach, and videotape materials.

Co-principal investigators are BBN employees Drs. Beth M. Warren, Ann S. Rosebery, and Bertram C. Bruce. The continuing reviewer/external consultant is Professor José P. Mestre, of the Department of Physics and Astronomy of the University of Massachusetts.

Educating LEP Exceptional Students

The College of Education at the University of Texas in Austin is implementing the project entitled "Assessment and Instruction Model for the Bilingual Exceptional Student" (Aim for the BESt), which is designed to refine and field test a comprehensive service delivery and instructional model. The story reading program mentioned at the beginning of this article is one of several components in a project whose goals are to: 1) reduce the inappropriate referral of LEP students to special education programs by improving the academic performance of language minority students in mainstream classrooms; 2) assure that the assessment procedures used to determine special education eligibility are non-biased; and 3) train teachers in promising instructional practices for developing the literacy skills of language minority students in both regular and special education.

For each project goal, there is an intervention. In the effort to reduce inappropriate referrals to special education, Teacher Assistance Teams (TATs) are used. TATs are committees of regular classroom teachers elected by their peers who work within the school setting to help school personnel assess learning difficulties encountered by LEP students. A TAT ultimately decides whether a student should be referred to a special education program. To guard against bias in the testing for eligibility for special education, the project uses Curriculum Based Assessment (CBA). Through CBA, teachers assess the instructional needs of a student on the basis of his or her ongoing performance within existing course work. Finally, the goal of introducing teachers to innovations in instructional practices is accomplished through Effective Instructional Practices Workshops. These involve training teachers in two interactive approaches to literacy development -- shared literature and the Graves Writing Workshop.

This past year the project successfully launched the TATs and the shared literature components. The approach uses ten picture books (or chapters in books for the older children) which the teacher reads aloud to the students over a ten day period. Each unit of ten books (or chapters) has a single theme, such as funny things, shadows, brothers and sisters, etc., which the teacher introduces at the start of each unit. The follow-up activities actively involve the students by eliciting their responses and capturing student responses on language charts. The shared literature component was found to be highly successful. Teachers reported that students' reading vocabulary and comprehension improved as did their oral and written proficiency. For their part, teachers reported that they were more energized, enthused, and involved when they used the shared literature approach.

The TAT component was also implemented successfully. In an interim report, the project staff noted that a primary benefit of the TAT component is that the process helps identify problem areas or training needs, which, if addressed, can help school personnel deal more effectively with students' learning and behavioral problems.

The CBA procedures are scheduled to be implemented during the second year, along with the Graves Writing Workshop, which emphasizes students as authors. Upon completion of the final year of this project, a series of training modules will be developed that focus on each of the interventions.

The project director and coordinator respectively are Dr. Alba A. Ortiz and Dr. Cheryl Y. Wilkinson of the College of Education at the University of Texas at Austin. The continuing reviewer/external consultant is Phillip Chinn, Professor of Special Education at California State University at Los Angeles.

Literacy Instruction

A fourth project, "Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction," is being carried out by the University of Arizona's College of Education and the Bureau of Applied Research in Anthropology. The major goal of this project is the development of innovative approaches to literacy instruction that are culturally and linguistically appropriate for LEP students from Mexican, Mexican-American, and Native American backgrounds. The instructional approach is based on three interrelated project activities: 1) an ethnographic analysis of the transmission of knowledge and skills and of the nature of literacy activities within the home environment of the students; 2) implementation of an "after-school lab" where researchers and teachers use the ethnographic information to experiment with literacy instruction; and 3) implementation of effective literacy instruction methods identified through the after-school lab in formal classroom settings.

The project involves fourth, fifth, and sixth grade LEP students in three schools in Arizona. During year one of the project, approximately 30 students participated in the ethnographic component, 15 students were involved in the after-school lab, and 90 students were involved in the literacy instruction methods implemented in formal classroom settings.

A key feature of the project, derived from the ethnographic component, is an awareness of and appreciation for the knowledge available in the community that can be used as a basis for teaching and learning in a classroom setting. Thus, there is a sharing of knowledge by community members, particularly parents of students, about such things as home remedies, construction of adobe homes, planting, and gardening. Through their participation in the teaching/learning situation, parents and other adults in the community not only contribute important content, but also

Continued Next Page

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make teachers and students aware that the community is a source of information and knowledge. As a consequence of this approach, the reading and writing done in Spanish and English ceases to be a mere classroom exercise and becomes a tool for the analysis and expression of ideas and information of relevance to the local community.

Another important component of the project is the use of study modules based on authentic literacy activities. Students are encouraged to assume control of their own learning. For example, a shy female student wanted to show her electronic pen pals in Puerto Rico what Tucson is like. This led to the production of a videotape that involved seven of her classmates. The process transformed how she was viewed by her peers.

Two aspects of the project will receive increased emphasis in the final year of implementation. First, classroom teachers will meet more frequently with project staff to refine the literacy modules that draw upon the knowledge available in the community. Second, test scores, writing samples, and other project-related measures will be systematically collected for use in the project evaluation. A major final product will be a practitioner handbook for literacy instruction that presents activities that are meaningful for students and relevant to their background. In addition, the handbook will describe how activities for literacy instruction relevant to LEP students from a variety of backgrounds can be implemented in other settings through an after-school lab.

The principal and co-principal investigators are Drs. Luís C. Moll, Carlos Vélez-Ibanez, and James Greenberg of the University of Arizona. The continuing reviewer/external consultant is Professor Margaret Steffensen, of the Department of English at Illinois State University.

The IARP Final Products

The IARP researchers shared their first year findings and implementation processes with 60 peers, educators, and policymakers at the first IARP Symposia in June 1989. Final reports on the projects will be given at the second IARP Symposium to be held in Washington DC in July 1990. These reports will present the full qualitative and quantitative findings of the research component of each project. Handbooks will also be prepared to enable educators to replicate each of the innovative instructional/intervention models and its component parts.

For more information about the four IARP projects, please contact Dr. Charlene Rivera, IARP Project Director, Development Associates, 2924 Columbia Pike, Arlington, VA 22204, Ph. (703)-979-0100.

FELLOWSHIPS AVAILABLE

The American Indian Support Project in the Psychology Department at Utah State University announces the availability of funding for two pre-doctoral American Indian students in the Combined Professional-Scientific Psychology Ph.D. program and one post-doctoral position. This NIMH grant funds tuition and fees, plus a $708/month stipend at the pre-doctoral level and $1,416 to $2,625/month at the post-doctoral level.

Final application deadline is February 1, 1990. For information regarding this opportunity, contact Dr. Damian McShane, American Indian Support Project, Psychology Department, Utah State University, Logan, Utah 84322-2810 (801) 750-1466.

HISPANIC INITIATIVE *(from page 1)*

Raul Yzaguirre, President of the National Council expressed both satisfaction and disappointment with the White House action stating that "the Bush Administration is to be commended for acknowledging the government's responsibility to ensure that Hispanics are equitably served by federal education programs... However, I am concerned about the lack of built-in accountability." The memorandum does not call for any progress reports, plans or follow-up action. However, Yzaguirre noted that the President's memorandum " is a needed first step toward addressing the crisis in Hispanic education." NABE Executive Director Lyons plans to meet soon with Mr. Yzaguirre to discuss next steps to advance the President's initiative.

NY REGENTS *(from page 1)*

Virtually all education and civil rights organizations in the state testified in favor of the proposed regulations to expand student eligibility for bilingual/ESL services and to increase the English proficiency standard for exiting students from bilingual/ESL programs. In an apparent shift from prior statements on bilingual education, the United Federation of Teachers argued strongly for implementation of the Regents' new policy and in support of the proposed regulations. NYTESOL played an enigmatic role in the debate over the proposed regulations; at the same time, some NYTESOL materials urged the Regents to expand student program eligibility while advocating "stand-alone" English-only instructional programs for state LEP students.

THE BOOKS PROJECT

The Books Project is a pilot project which seeks to improve literacy, cross-cultural communication and global understanding by promoting an educational exchange between Spanish-speaking refugee students in the Washington, DC area and students in Central America. A group of local educators and mental health professionals meets with refugee students from Central America to write, illustrate and publish books. The Books Projects provides a vehicle for re-establishing a connection with the author's country, fostering cultural pride, and building self-esteem through the self-affirming experience of helping others. The approach used to write and produce these books is modeled on the writing process as described in Donald Graves' text, Writing: Teachers and Students at Work.

The Books Project authors are students at local DC public schools. Most of the authors are from the eastern provinces of El Salvador. Students authors will select their best books for publication and delivery to schools in El Salvador, where resources for education are limited. The students' books will be presented to teachers and students in El Salvador along with blank books for the Salvadoran students' responses. The students author fiction and non-fiction books on themes and topics of their own choice. Topics include memories of El Salvador, the experience of moving to the United States and Salvadoran folklores. Other books address topics the students are studying in school or have researched on their own, such as rivers, colors and the manual alphabet.

The Books Project is a collaboration among the School Based Mental Health Program at Children's Hospital, The George Washington University for Community Services, and The Network of Educators' Committees on Central America. For more information on The Books Project, contact University Office for Community Services, The George Washington University, 2201 G Street, N.W., Room 506G, Washington, DC 20052 (202) 994-6168.

NABE NEWS
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Address Correction Requested

MAKE PLANS NOW TO ATTEND THE 1990 NABE CONFERENCE IN TUCSON, ARIZONA - APRIL 21-25, 1990

RESOURCES FOR BILINGUAL PARENTS

Compañeros en la educación. A 7-minute videotape in Spanish which focuses on questions and concerns Hispanic parents have about their child's K-12 education, including information on coursework, particularly science and mathematics, tests, and activity tips. AAAS/Directorate for Education and Human Resources Programs, 1333 H Street, N.W., Washington, DC 20005.

Contamos con ustedes. Booklet for Hispanic parents based on the College Board's publication *Get Into the Equation*. Provides information on why and what parents should expect their child to have covered in science and math from K-12 and what role parents can play in their child's education. AAAS/Directorate for Education and Human Resources Programs, 1333 H Street, N.W., Washington, DC 20005.

Helping Children to Develop Study Skills: A Guide for Parents, by John J. Hoover. Practical suggestions for ways in which parents can help students develop study skills at home. Hamilton Publications, Lindale, Texas.

Making the Most of Your Child's Education: A Guide for Parents. Guide to parental involvement includes chapters on communicating with children, helping them study, discipline, and parents' rights to school participation. Available in English or in Spanish. ASPIRA Association, Inc., 1112 16th Street, N.W., Suite 340, Washington, DC 20036.

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SPECIAL NABE CONFERENCE AND OBEMLA MANAGEMENT INSTITUTE PRE-REGISTRATION ISSUE

The 19th Annual International Bilingual-Bicultural Education Conference promises to be the best and largest meeting in NABE's history. Tucson, a pioneer city in the 20th Century rebirth of American bilingual education, provides a perfect site for conferees to recall the past and to plan bilingual education programs for the next century.

Tucson is considered my many historians to be the oldest continually inhabited city in the United States. The multilingualism of Tucsonians reflects the city's rich amalgam of Native American, Hispanic, and Anglo-American cultures. Surrounded by the Santa Catalina, Rincon, Tucson, Santa Rita, and Sierrita mountains, this desert city enjoys abundant sunshine and beautiful weather with April high temperatures averaging in the low 80's and low temperatures averaging in the mid 50s. Numerous historic and scenic sites surround Tucson, and conference participants may avail themselves of pre- and post-conference excursions to such places as the Grand Canyon or Nogales, Mexico.

The newly expanded Tucson Convention Center, located in the heart of the city, will be the site of NABE conference registration, exhibits, social and cultural events, and most conference sessions. Conference attendees have the choice of lodging in a dozen hotels, all of which offer specially discounted rates ranging from $43.00 to $85.00. NABE has designed an extensive private bus transportation system to ensure the comfortable, safe, rapid, and timely transit of all conferees between their hotels and the Tucson Convention Center. Bus coach transportation will be provided to all registered conference attendees at no cost.

The NABE '90 program has been designed to address the full range of issues involved in language education; issues which affect not only language-minority students and the people who serve them but also all Americans. General sessions, major sessions, papers, workshops, and symposia will cover topics of particular interest to parents, teachers, paraprofessionals, administrators, and policy-makers, spanning the full range of education concerns from preschool through postgraduate instruction. The decision of the U.S. Department of Education to hold its annual national Management Training Institute in conjunction with the NABE '90 adds substance and significance to the conference.

If you work in the field of bilingual/ESL education, are interested in the future of language education in the United States, or care about educational attainment of language-minority students, NABE '90 is the one national conference you can't afford to miss.

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NABE '90

BILINGUAL EDUCATION AT THE THRESHOLD OF THE 21ST CENTURY

APRIL 21 - 25, 1990

TUCSON, ARIZONA

NABE NEWS

Published by the National Association
for Bilingual Education

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PUBLICATION SCHEDULE

Volume 13 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/89
Issue 2, 10/27/89
Issue 3, 12/08/89
Issue 4, 1/20/90
Issue 5, 3/02/90
Issue 6, 4/13/90
Issue 7, 5/27/90
Issue 8, 8/01/90

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion in the NABE NEWS.

ADVERTISING RATES

Display Advertising:

Full Page	$ 1,100
Half-Page	$ 600
1/4-Page	$ 325
1/8-Page	$ 175

Classified Advertising:

$1.25 per word
(telephone numbers count
as one word)

Advertising Discounts:

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NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager

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NABE CONFERENCE EXHIBITORS AND SPONSORS

Are you interested in being an Exhibitor at and/or a Sponsor of NABE's 19th Annual Conference in Tucson? If so, contact Villareal, Hettinger & Associates, 262 Losoya, Suite 320, San Antonio, Texas 78205 (512) 226-2101.

NABE '90

Bilingual Education

At the Threshold

of the 21st Century

April 21-25, 1990

Tucson, Arizona

NABE '90 HIGHLIGHTS

TITLE VII MANAGEMENT INSTITUTE: The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) will hold its National Management Institute for Title VII Project Directors in conjunction with NABE '90. In addition to an all-day training session on Sunday, April 22, special sessions for Management Institute participants will be scheduled throughout the NABE Conference. The registration fee for the Management Institute includes a luncheon on Sunday and registration for the entire NABE Conference.

GENERAL AND MAJOR SESSIONS: Jim Cummins, Steve Krashen, and Lucille Watahomigie have already accepted NABE's invitation to be keynote speakers. Government and corporate representatives have also been invited to address the NABE membership. In addition to the six general sessions, there will be six major sessions conducted by outstanding speakers from many different fields.

INTENSIVE TRAINING SESSIONS: Nineteen three- and six-hour intensive training sessions will be offered on Sunday, April 22. **There will be no additional fee for intensive sessions this year.** Take advantage of this opportunity to receive in-depth training from experts in the field. Details on the intensive sessions are contained in this packet.

CONCURRENT SESSIONS: Over 150 workshops, papers and symposia will be offered on Monday, Tuesday, and Wednesday. The concurrent sessions cover all levels of instruction and all areas of interest to those who work with language minority students. A sample listing of concurrent sessions is contained in this packet.

SCHOOL VISITS: Conference participants will have the opportunity to visit some of the best instructional programs in the country while at NABE '90. **This year, there will be no additional fee for school visits.** Tickets for school visits will be available at the Conference Registration area at the Tucson Convention Center, on a first-come basis. School visits will take place from 8:00 am through noon on Monday, Tuesday, and Wednesday. Details on the visits are contained in this packet.

PARENT INSTITUTE: A special Parent Institute will be held on Sunday, April 22. Parents from across the country will have the opportunity to share with each other and to hear leaders in the field of parental involvement. In addition, there will be sessions throughout the conference of interest to parents and those who work with them.

SPECIAL EVENTS: Many special activities are planned for NABE '90. The winners of NABE's Teacher of the Year Award, Outstanding Dissertation Competition, and Nationwide Student Writing Contest will be announced at the conference. Other special events include a Pow Wow, the NABE President's Reception and Dance, and the Annual Banquet. Special student entertainment will take place in the Exhibition Hall throughout the conference. National entertainers will also appear at NABE '90.

EXHIBITS: NABE participants will have the opportunity to visit with representatives of major publishers and Fortune 500 companies in the Exhibition Hall from Monday through Wednesday.

JOB FAIR: Looking for a job? Bring your resume with you and meet with representatives of school districts, universities, and corporations from throughout the country who will be recruiting at NABE '90.

TRAVEL AND HOTEL ARRANGEMENTS

AIR TRAVEL: **American Airlines** and **America West Airlines** have been chosen as the official airline carriers for the NABE '90 Conference in Tucson. Both **American Airlines and America West Airlines** offer specially discounted fares -- 40% off full coach fares with seven day advance purchase required or 5% off lowest fare in effect at time of ticket purchase provided you meet all requirements applicable to the fare -- for persons travelling to and from Tucson for the NABE '90 Conference. To purchase tickets and make reservations with **American Airlines** call their toll-free number **800 433-1790** and give the agent NABE's Star File number: **0540Q8**. To purchase tickets and make reservations with **America West Airlines** call their toll-free number **800 548-7575** and give the agent NABE's CAMS code: **950ABE**.

GROUND TRANSPORTATION: Many of the conference hotels provide complimentary airport shuttle service. NABE conference participants may also use Arizona Stagecoach for transportation to/from the airport. Arizona Stagecoach is offering 20%-50% discounts off regular fares (depending on the hotel) to NABE '90 attendees. Located right at the airport (outside of the baggage claim area), Arizona Stagecoach provides 24-hour service. In order to receive the special discount fares, passengers must identify themselves as NABE Conference participants. Hertz and Budget are offering special rates on rental cars for NABE '90. To make reservations, call the company's Convention Desk and identify yourself as a NABE Conference participant. Hertz: 1-800-654-2240; Budget: 1-800-772-3773.

HOTEL ROOMS: Room blocks have been set aside for NABE Conference participants at 12 hotels in Tucson. Rates range from $43 to $85 per night (plus tax). All hotel reservations must be made through the Housing Bureau, using the Official Housing Request Form included in this packet. **The deadline for making room reservations is April 1, 1990.** Transportation between the Tucson Convention Center and official conference hotels will be provided by NABE.

PRE- AND POST-CONFERENCE EXCURSIONS: Arizona Stagecoach has been awarded an exclusive concession for post-conference excursions. Special discounted rates will be offered on trips to such destinations as the Arizona-Sonora Desert Museum and Saguaro National Monument, Sabino Canyon, San Xavier Mission, Tubac, Old Tucson, the Grand Canyon, and Nogales, Mexico. All arrangements for post-conference excursions should be made directly with Arizona Stagecoach, which will have a booth in the NABE Conference Registration Area at the Tucson Convention Center. For additional information, contact Arizona Stagecoach Arranger at (602) 881-4474.

NABE '90 CONFERENCE OVERVIEW

SATURDAY, APRIL 21

3:00 - 7:00	NABE Conference/OBEMLA Management Institute Registration

SUNDAY, APRIL 22

7:30 - 6:00	NABE Conference/OBEMLA Management Institute Registration
9:00 - 5:00	OBEMLA Management Institute
9:00 - 12:00	3-Hour Intensive Sessions
9:00 - 4:30	6-Hour Intensive Sessions
10:00 - 3:00	Parent Institute
1:30 - 4:30	3-Hour Intensive Sessions
5:30 - 7:00	Opening General Session - Steve Krashen
7:30 - 11:00	Pow Wow

MONDAY, APRIL 23

7:30 - 7:00	NABE Conference/OBEMLA Management Institute Registration
8:00 - 8:45	Concurrent Sessions
8:00 - 9:45	Major Session
9:00 - 9:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
10:00 - 11:30	General Session
11:30 - 12:00	Special Time for Visiting Exhibits and Special Student Entertainment
12:00 - 1:30	Dissertation Awards Luncheon
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 2:45	Concurrent Sessions
2:00 - 3:45	Major Session
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session - Jim Cummins
7:00 - 1:00	President's Reception & Dance

TUESDAY, APRIL 24

7:30 - 5:00	NABE Conference/OBEMLA Management Institute Registration
8:00 - 8:45	Concurrent Sessions
8:00 - 9:45	Major Session
9:00 - 9:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
10:00 - 11:30	General Session - Lucille Watahomigie
11:30 - 12:00	Special Time for Visiting Exhibits and Special Student Entertainment
12:00 - 1:30	Student Essay Contest Awards Luncheon
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 2:45	Concurrent Sessions
2:00 - 3:45	Major Session
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session
8:30 - 12:00	Special Cultural Event

WEDNESDAY, APRIL 25

7:30 - 12:00	NABE Conference/Management Institute Registration
8:00 - 8:45	Concurrent Sessions
8:00 - 9:45	Major Session
9:00 - 9:45	Concurrent Sessions
9:00 - 12:00	School Visits
9:00 - 4:00	Exhibits Open
10:00 - 11:30	General Session
11:30 - 12:00	Special Time for Visiting Exhibits and Special Student Entertainment
11:30 - 1:00	NABE General Membership Meeting
12:00 - 1:30	Lunch
1:30 - 2:00	Special Time for Visiting Exhibits and Special Student Entertainment
2:00 - 2:45	Concurrent Sessions
2:00 - 3:45	Major Session
3:00 - 3:45	Concurrent Sessions
4:00 - 5:30	General Session
7:30 - 2:00	Annual NABE Banquet/Dance

OBEMLA MANAGEMENT INSTITUTE

All Title VII Project Directors received a letter from Ms. Rita Esquivel, Director of the Office of Bilingual Education and Minority Languages Affairs encouraging them to attend a National Management Training Institute to be held in conjunction with the 19th Annual NABE Conference in Tucson, Arizona. The Management Institute will consist of training sessions designed for Title VII project directors, evaluators, staff and school officials responsible for Title VII projects. On Sunday, April 22, there will be a full-day of training sessions covering selected issues in project management, capacity-building, teacher training coordination, curricular materials, evaluation, research, and preservice and inservice training. Sunday's sessions will be held at the Tucson Convention Center. During the NABE Conference (Monday - Wednesday, April 23-25), OBEMLA will co-sponsor additional training and technical assistance workshops. In addition, OBEMLA will have a booth in the Exhibition Hall, where representatives will be available to speak individually with NABE Conference participants.

Registration for the Management Institute includes Sunday's sessions, a luncheon on Sunday, and NABE Conference sessions on Monday - Wednesday. A tentative agenda for Sunday's Management Institute may be found below. Special Management Institute sessions to be held during the NABE Conference will be so marked in the Conference Program. NABE will be coordinating the registration for the Management Institute. Questions regarding registration should be directed to Nancy Zelasko at (202) 898-1829. Questions regarding the program for Sunday's Management Institute should be directed to Luís Catarineau at (202) 732-5707.

OBEMLA MANAGEMENT INSTITUTE - SUNDAY, APRIL 22, 1990

TENTATIVE AGENDA

7:30 a.m	Registration/Coffee and Danish
9:00 a.m.	General Session Speaker: Ms. Rita Esquivel, Director, OBEMLA
9:30 a.m.	Break
9:45 a.m.	Breakout Sessions: Transitional Bilingual Education Projects Developmental Bilingual Education Projects Special Alternative Instructional Projects State Educational Agency Projects Special Populations Projects Family English Literacy Projects Educational Personnel and Short-Term Training Projects MRC's, EAC's, Research Projects and NCBE
12:00 p.m.	Luncheon
1:30 p.m.	Concurrent Sessions: Evaluation Research Educational Excellence Dropouts and Early Childhood Inter-Family Generational Literacy Teacher Education and Certification Reading Programs that Work, K-8
3:00 p.m.	Break
3:15 p.m.	Concurrent Sessions: Evaluation Research Educational Excellence Dropouts and Early Childhood Inter-Family Generational Literacy Teacher Education and Certification Reading Programs that Work, K-8
4:45 p.m.	Adjourn

NABE '90 CONFERENCE HOTELS

CODE	HOTEL DESCRIPTION	RATES
BWIA	***BEST WESTERN INN AT THE AIRPORT*** ***7060 South Tucson Blvd.*** Located at the airport and only five minutes from I-10. Every guest room is designed and decorated with your comfort in mind. Complimentary transportation to and from the airport, full breakfast each morning in the Inn Place Restaurant, a nightly Manager's Cocktail Party from 5:00 - 7:00 p.m., and much, much more.	***$61 S/D/T/Q***
DAYS	***DAYS INN DOWNTOWN*** ***88 East Broadway*** Centrally located in the downtown area, two blocks from the Tucson Convention Center and within walking distance from all government buildings and banks. Amenities include: meeting facilities, ample parking, heated swimming pool, sauna, whirlpool, complimentary coffee and danish, restaurant and lounge, valet and room service. (Not available Saturday night, 4/21/90)	***$53 S/D***
DBL	***DOUBLETREE HOTEL AT RANDOLPH PARK*** ***445 South Alvernon Way*** A premier, contemporary hotel on thirteen lush, landscaped acres of picturesque desert. Adjacent to 36 holes of PGA-rated golf and only a short drive to all major points of interest. Savor innovative Southwestern cuisine in either of our famous restaurants, or enjoy a quiet cocktail in our Lobby Lounge.	***$79 S/D; $89 T; $99 Q; $1[illegible]6-$266 Suites***
AES	***EMBASSY SUITES HOTEL AND CONFERENCE CENTER*** ***7051 South Tucson Blvd.*** Full-service all-suite hotel. Each guest will be pampered with a luxurious two-room suite complete with a kitchenette, a complimentary cooked-to-order breakfast daily and a complimentary two hour Manager's Reception nightly. Our outdoor pool, whirlpool, exercise room, and Finnegan's Restaurant and Lounge offer the additional pleasures for your home away from home. Complimentary airport shuttle.	***$65 S/D/T/Q***
HAMP	***HAMPTON INN AIRPORT*** ***6971 South Tucson Blvd.*** One of Tucson's newest airport properties, featuring rooms and suites that are comfortable, spacious, and contemporary. Special amenities offered with rooms include an extended continental breakfast, Showtime, ESPN, CNN, local phone calls and 24-hour airport transportation, heated pool and whirlpool. Two hospitality suites available for smaller meetings.	***$54 S/D***
HIB	***HOLIDAY INN BROADWAY*** ***181 West Broadway*** In downtown Tucson, next to the Tucson Convention Center. Just two miles from the University of Arizona, this full-service hotel is only one block off I-10 and approximately fifteen minutes from the Tucson International Airport. Just minutes away are golf courses, attractions, and shopping. Amenities include a swimming pool, restaurant, access to adjacent health facility, and 25,000 square feet of meeting room/banquet facilities.	***$60 S/D***
HITA	***HOLIDAY INN - TUCSON AIRPORT*** ***4550 South Palo Verde Blvd.*** Located 1/2 mile from I-10 and 10 minutes from the airport. Complimentary airport shuttle service A full-service hotel with restaurant, lounge, beautiful pool area with whirlpool, pool, sauna, fitness center and tennis court. Two-room poolside suites are available.	***$68 S/D/T/Q; $90 Suites***
QIA	***QUALITY INN TUCSON AIRPORT*** ***6801 South Tucson Blvd.*** A first-class full-service property with a wonderful Southwestern atmosphere. Total of 193 spacious luxury rooms. All rates include complimentary cooked-to-order breakfast, Manager's Reception and "Raid the Fridge" late night snacks from 10 p.m. - midnight, airport shuttle, Quincy's Restaurant & Lounge, heated pool, spa and landscaped courtyard.	***$60 S/D***
QUI	***QUALITY INN UNIVERSITY*** ***1601 N. Oracle Road*** Minutes from the downtown business area, the Tucson Convention Center, and the University of Arizona. A full-service hotel featuring direct dial telephones (with message lights), cable television (with in-room movies), room service, a restaurant, a lounge, and a gift shop. Six-acre courtyard with an outdoor heated pool. Close to many local attractions.	***$43 S/D/T/Q***

RAMA ***RAMADA INN DOWNTOWN*** ***$65 S/D/T/Q; $130 Suites***
475 North Granada

Located just two blocks from the Historic Arts and Presidio District, a unique property set on twelve acres of lush greenery with resort atmosphere. Full-service restaurant, lounge, olympic-sized heated pool and volleyball court. Complimentary shuttle to/from airport upon availability. Minutes from the hotel is Star Pass golf course. Only eight miles from "Old Tucson" and Arizona-Sonora Desert Museum.

CM ***TUCSON AIRPORT COURTYARD BY MARRIOTT*** ***$57 S/D/T/Q***
2505 E. Executive Drive

Tucson Airport's newest hotel, especially designed to offer Marriott quality and style at moderate prices. Features beautifully appointed spacious guest rooms, including 12 suites. A cozy restaurant and lounge offers good food and drink in an intimate setting. Stroll the beautifully landscaped courtyard and relax in the pool or whirlpool. Exercise facility and laundry room available. Two conference rooms. Airport shuttle service complimentary.

VISC ***VISCOUNT SUITE HOTEL*** ***$85 S/D/T/Q***
4855 East Broadway

An upscale, all-suite hotel featuring a beautiful, four story garden-style atrium. With two restaurants, a sports pub and 17-hour room service, guests are insured a variety of delicious, enjoyable options. Additional amenities include a complimentary full American breakfast buffet each morning and two hours of cocktails and hors d'oeuvres each afternoon. Guests can also enjoy the heated, outdoor pool, spa, sauna, and exercise room. Complimentary airport shuttle.

Codes for Rates:
S = Single Room
D = Double Room
T = Triple Room
Q = Quadruple Room

TRANSPORTATION BETWEEN

CONFERENCE HOTELS AND TUCSON CONVENTION CENTER

NABE has contracted with a private Tucson company to provide bus coach transportation between all NABE '90 conference hotels (except the Holiday Inn -- Broadway, which is adjacent to the Tucson Convention Center, and the Days Inn which is located two blocks from the Convention Center) and the Tucson Convention Center. Bus transportation will be provided, at no charge, continuously Saturday - Wednesday while the NABE '90 conference is in session. Busses will operate according to schedules posted in each hotel and at the Convention Center. The NABE '90 bus transportation system has been designed to ensure comfortable, rapid, safe, and timely transit of all attendees to and from all conference activities and events.

FOR HOUSING BUREAU USE ONLY

MAIL TO:

NABE '90
HOUSING BUREAU
130 S. SCOTT
TUCSON, AZ 85701

OFFICIAL HOUSING REQUEST FORM

• PLEASE READ CAREFULLY •

- _ PLEASE **PRINT** OR **TYPE** ALL ITEMS TO ASSURE ACCURACY.
- _ COMPLETE EACH PART BELOW IN DETAIL FOR CORRECT AND RAPID COMPUTER PROCESSING.
- _ SHOULD MORE THAN **TWO (2)** ROOMS BE NEEDED, FORM MAY BE DUPLICATED, OR SUPPLEMENTAL ROOM LIST **MUST** BE ATTACHED USING SAME FORMAT AS IN PART III.
- _ **ALL** CONFIRMATIONS WILL BE SENT TO INDIVIDUAL INDICATED IN PART I.

PART I

INSTRUCTIONS: Complete requested data using abbreviations as necessary.

NAME OF PERSON REQUESTING ROOMS

(FIRST NAME) (LAST)

(NAME OF COMPANY OR FIRM)

(STREET ADDRESS OR P.O. BOX NUMBER)

(CITY) (STATE) (ZIP)

(COUNTRY) (Area Code) (PHONE NUMBER)

PART II

INSTRUCTIONS: Select **THREE** Hotel/Motels of your choice. No request will be processed without **THREE** choices.

FIRST CHOICE (HOTEL CODE) SECOND CHOICE (HOTEL CODE) THIRD CHOICE (HOTEL CODE)

PART III

INSTRUCTIONS: 1. **PRINT** OR **TYPE** NAMES OF **ALL** PERSONS OCCUPYING EACH ROOM.
2. SELECT TYPE ROOM DESIRED WITH ARRIVAL AND DEPARTURE DATES.
3. SUPPLEMENTAL LIST FOR ADDITIONAL ROOM **MUST** USE SAME FORMAT.
4. PRINT OR TYPE LAST NAME FIRST.

	OCCUPANTS NAME/S (PRINT LAST NAME FIRST)	P + 1—Parlor & one bedroom	P + 2—Parlor & two bedrooms
ROOM NO. 1	1 2 3 4	CHECK ONE ☐ SINGLE ☐ DOUBLE ☐ TWIN, DOUBLE/DOUBLE ☐ TRIPLE ☐ QUAD ☐ P + 1 ☐ P + 2	ARR. DATE ________ DEP. DATE ________ ARRIVAL TIME _____ ☐ AM ☐ PM (Check One) **Note:** Reservation will be held only until 6 p.m. unless special arrangements are made directly with hotel. The hotel may request a deposit.
ROOM NO. 2	1 2 3 4	CHECK ONE ☐ SINGLE ☐ DOUBLE ☐ TWIN, DOUBLE/DOUBLE ☐ TRIPLE ☐ QUAD ☐ P + 1 ☐ P + 2	ARR. DATE ________ DEP. DATE ________ ARRIVAL TIME _____ ☐ AM ☐ PM (Check One) **Note:** Reservation will be held only until 6 p.m. unless special arrangements are made directly with hotel. The hotel may request a deposit.

GUARANTEE BY CREDIT CARD ____________ Name ____________ Number ____________ Exp. Date

FOR USE OF ASSN. ONLY

1132

NOTE: PLEASE RECHECK ALL ITEMS FOR CORRECT INFORMATION

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
19TH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE
April 21-25, 1990 - Tucson, Arizona

REGISTRATION FORM

INSTRUCTIONS

- Complete all sections of this form; incomplete/incorrect forms will not be processed.
- Use a separate form for each registrant; purchase orders and institutional checks for more than one person MUST be accompanied by a separate registration form for EACH individual.
- Payment by check, money order, purchase order or credit card MUST accompany this form. Cash will only be accepted on-site.
- A $10 fee will be charged for returned checks.
- There are no refunds or exchanges for meal or event tickets.
- The postmark deadline for cancellation requests is March 15, 1990. Any request for registration refunds must be made in writing. A $25 processing fee will be charged.
- A separate completed NABE membership application (see reverse) must accompany the registration form if the registrant is joining NABE through the registration process. **Membership fees MUST be paid separately from conference registration and activities fees.** NABE members receive significant discounts on conference activity fees. All memberships will be verified.
- All forms must be signed.
- **Pre-Registration Deadline is March 15, 1990.** Registrations received with later postmarks will be charged on-site registration rates.
- Mail the registration form, NABE membership application if any, and payment to:

NABE '90 REGISTRATION
TUSD, BILINGUAL EDUCATION DEPT.
1010 EAST 10TH STREET
TUCSON, ARIZONA 85719
(602) 882-2441

Please type or print legibly

Last Name ____________________

First Name ____________________

Position ____________________

Division ____________________

Organization ____________________

Street Address ____________________

Street Address ____________________

City ________ State ________ Zip ________

(____)________ Home Phone (____)________ Business Phone ________ Ext.

NABE MEMBERSHIP STATUS:

___ I am a 1989-90 NABE member.

___ I wish to join NABE for the current membership year (Nov. 1, 1989 - Oct. 31, 1990) and receive discounted member rates on conference activities. I have completed the NABE membership application on the reverse side of this form and enclosed separate payment.

CONFERENCE REGISTRATION FEES

	PRE-REGISTRATION	ON-SITE	ONE-DAY
Management Institute/NABE Conference	[ ] $ 135	[ ] $ 150	N/A
Regular NABE Conference	[ ] $ 100	[ ] $ 120	[ ] $ 50
Parent/Student (with I.D.)	[ ] $ 50	[ ] $ 60	[ ] $ 25

ACTIVITY FEES

	NABE MEMBER	NON-MEMBER
Dissertation Luncheon (Mon.)	[ ] $ 15	[ ] $ 20
President's Reception & Dance (Mon.)	[ ] $ 10	[ ] $ 15
Student Essay Luncheon (Tues.)	[ ] $ 15	[ ] $ 20
Special Cultural Event (Tues.)	[ ] No Charge	[ ] $ 10
Banquet Only (Wed.)	[ ] $ 25	[ ] $ 30
Dance Only (Wed.)	[ ] $ 10	[ ] $ 15
Banquet & Dance (Wed.)	[ ] $ 30	[ ] $ 40

TOTAL REGISTRATION FEE: $ ________

TOTAL ACTIVITY FEES: $ ________

TOTAL AMOUNT DUE: $ ________

METHOD OF PAYMENT

Amount Enclosed: $ ________

___ Personal Check

___ Institutional Check

___ Money Order

___ Institutional Purchase Order

___ Credit Card: ___ Visa ___ MasterCard

Credit Card Number: ____________________

Credit Card Exp. Date: ____________________

Signature: ____________________

Date: ____________________

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1989-1990 MEMBERSHIP APPLICATION

November 1, 1989 - October 31, 1990

____	$ 48	Individual Membership	Membership and NABE Publications
____	$ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____	$125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

(Please Print Legibly)

____________________ Last Name

____________________ First Name

______ Initial

Preferred Mailing Address: ____ Business ____ Home

BUSINESS ADDRESS:

____________________ Position

____________________ Division

____________________ Organization

____________________ Street Address

____________________ Street Address

____________________ City State Zip

(____)____________________ Business Phone Ext.

HOME ADDRESS:

____________________ Street Address

____________________ Street Address

____________________ City State Zip

(____)____________________ Home Phone

I am involved in bilingual education as: (check one)

- ____ Parent or Community Person
- ____ Para-professional
- ____ Full-time Student
- ____ Teacher
- ____ College Instructor
- ____ Administrator
- ____ Consultant
- ____ Publisher Staff
- ____ Resource Center Staff
- ____ School Board Member/Education Policy-Maker
- ____ Other: ____________________

As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

Special Interest Groups:

- ____ Early Childhood
- ____ Elementary Education
- ____ Secondary Education
- ____ Higher Education
- ____ Adult Education
- ____ Vocational Education
- ____ Parent & Community
- ____ Student
- ____ Asian/Pacific Islander
- ____ Research & Evaluation
- ____ Special Education
- ____ Global Education
- ____ Critical Pedagogy
- ____ ESL in Bilingual Ed.
- ____ Language Policy
- ____ Language and Culture Retention
- ____ Educational Policy-Making

Standing Committees:

- ____ Publications
- ____ Membership
- ____ Fund Raising
- ____ Rules
- ____ Socio-Political Concerns
- ____ Public Information
- ____ Honors and Awards
- ____ Organizational Development

PAYMENT INFORMATION

(Membership Fees Must be Paid Separately From Conference Registration and Activity Fees)

$ ________ Membership Fee

$ ________ Contribution to help NABE counter the English-Only movement

$________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ____________________

Credit Card Exp. Date:____________________

Signature:____________________

Date:____________

INTENSIVE SESSIONS

Sunday, April 22, 1990

6-Hour Sessions, 9:00 a.m. - 4:30 p.m.

ALPACA: Assessment of Language Proficiency and Content Areas
Else V. Hamayan, Illinois Resource Center
Ann C. Willig, Florida Atlantic University

Critical Thinking Can Be Taught
Byrd Baylor, Children's Author
Anita Castañeda, Fort Worth ISD
Michael Lacapa, Illustrator & Storyteller
Angelina Olivares, Fort Worth ISD
Joseph B. Rubin, Fort Worth ISD

Effective Schooling for Language Minority Students: Research and Practice
Erminda H. García, Pajaro Valley School District
Eugene E. García, UC Santa Cruz
Kitty Kazmerak, Glendale School District
Stephanie Locke, Pajaro Valley School District
Terry Trujillo, Glendale School District

Grant Writing: Steps to Writing Successful Federal Grant Proposals
Jay Richard Fuhriman, Boise State University
S. Ana Garza, Cal State Fullerton

Integrating Mexican Folkloric Arts into the Total Curriculum
Mercedes Guerrero, Tucson Assoc. for Bilingual Education
Artemisa Hughes, Ballet Folklorico Mexicano

The LAS Meets the 21st Century: What's New in Language Assessment?
Jill Morgan Berey, Educational Consultant
Edward A. De Avila, Linguametrics Group
Sharon E. Duncan, Linguametrics Group
Stephen L. Jackson, Jackson & Associates

WOW: Workshop on Workshops
Aurelio M. Montemayor, IDRA

3-Hour Sessions, 9:00 a.m. - 12:00 p.m.

The Educator as Researcher: Principles and Practice of Participatory Research
Alma Flor Ada, University of San Francisco
Constance M. Beutel, Pacific Bell

Effective Instruction for the Special Needs Limited English Proficient Student
Rebecca Moscoso, George Mason University

Empowering Teachers and Students Through Interactive Literacy
Margarita Calderón, Johns Hopkins University
Alicia Mijares, Ysleta ISD
Martha R. Valdez, Ysleta ISD

Strategies to Become an Effective Bilingual School
Thomas P. Carter, Cal State Sacramento
Diane Cordero de Noriega, Cal State Sacramento
Cierno Rodríguez, Cal State Sacramento

Title VII Extended Day Kindergarten Model: The Students and Their Parents in the Classroom
Rose Johns, Phoenix Elementary SD #1
Martha Sánchez, Phoenix Elementary SD #1
Lupe Montoya, Phoenix Elementary SD #1

Utilizing Technology in a Bilingual Classroom
Ben Casados, Optical Data Corporation
Michael D. Reed, Peach Springs SD #8
Philbert Watahomigie, Peach Springs SD #8

3-Hour Sessions, 1:30 p.m. - 4:30 p.m.

Bilingualism in the Content Area at the Secondary Level
Mary Beth Khoury, Elk Grove HS

Developing Language and Thinking Skills Through Literature
Maureen R. Priestley, Universidad de Guadalajara

New Directions and Recent Trends in the Struggle for the Educational Rights of Linguistic Minority Youth: Overview and Case Studies
Javier Colón, META, Inc.
Deborah Escobedo, META, Inc.
Camilo Pérez Bustillo, META, Inc.
Peter D. Roos, META, Inc.

Spanish Literature Enrichment for K-6 Students
Silvia Dorta-Duque de Reyes, Oceanside USD
Sherry Freeman de Leyva, Oceanside USD
Maria Theresa Porter, Oceanside USD

Strategies to Increase Language Competence and Writing Skills Abilities Among LEP Students in Bilingual and ESL Classrooms in Grades Three Through Six
Elba Maldonado-Colón, San Jose State University

Teachers, Principals: Are You Compatible With Each Other? (Leadership Style vs. Teaching Style)
Abe Lujan Armendariz, St. Therese School
Emma J. Armendariz, Albuquerque Public Schools

THERE IS NO ADDITIONAL CHARGE FOR INTENSIVE TRAINING SESSIONS!

SAMPLE CONCURRENT SESSIONS

Over 150 workshops, papers, and symposia will be presented at NABE '90. The following are but a few of the outstanding sessions conference participants will be able to attend:

Access and Excellence in Academic Programs for Southeast Asians
Somkhith Vongkaysone and Juan C. Rodríguez

Acculturation and Academic Achievement Among Asian and Hispanic Adolescents: The Language Connection
Amado Padilla, Minday Landsman, Sandy Dornbusch, and Phil Ritter

Administration: Records, Reports, Research on a LAN Computer System
Nghia Sach Phu, Chakriya Dulypoch Lipps, and Bonnie E. Scudder

Career Ladder Projects and the Integration of the Bilingual Education Teacher
Ernest Fimbres and Melinda Gonzáles-Bernal

Cooperative Learning and Linguistic Minority Children
Richard Durán, Margarita Calderón, Josie Tinajero, Lucille Watahomigie, and Terry McCarty

Critical Thinking + Cooperative Learning + Social Studies = FUN LEARNING for the LEP Student
Ellen Riojas Clark

Culture, Literacy and College: Building a Connection for the 21st Century
Carlos J. Ovando

Doctora Corasón: Suggestions for the 15 Most Common Problems Faced by Bilingual Teachers
Beverly R. Taub and Rosario Herrera

Effective Instructional Innovations for LEP Students
Charlene Rivera, María del Refugio Robledo, Luis C. Moll, Alex Stein and Alba Ortiz

The Effects of Code-Switching on L2 Writing: A Study of Chinese Students' Writing in English
Michelle Sun

Gifted Minority Students: Leaders of the Future
Anne J. Udall

Integrating Children's Literature into Thematic Units in Bilingual/Second Language Elementary Classrooms
Sarah Hudelson and Pat Rigg

Integrating Whole Language Strategies with Your Current Textbook Materials
Joanne Miller and Rosalinda Bransford

Language, Literacy, and Learning Theories
Eleanor Thonis

Language Proficiency and Academic Achievement in Two Languages: Theoretical Assumptions and Empirical Evidence in Two-Way Bilingual Immersion Education
Kathryn J. Lindholm

Language Tests vs. Language Use in Elementary School
Mary E. McGroarty and Ann Beck

Literature in the Language Program for Native American Students
Lee Little Soldier

Negotiating Educational Change in Public School Services for Language Minority Students
Virginia P. Collier, Paquita B. Holland, Beatriz Otero, Juan Rosario, and Ramón L. Santiago

The New York City Spanish Native Language Arts Curriculum: Guide for Limited English Proficient Latino Students in Secondary Schools: An Integrated Approach to Native Language Development
Manuel Menéndez

A Process Approach to Parental Involvement
Delia C. García

Science Instruction in Bilingual Education: A 21st Century Challenge
Sheryl L. Santos

State Evaluation of California Programs for LEP Students
Kenjie Hakuta, Barry McLaughlin, Eugene García, and Dan Wyler

State Test Requirements for High School Graduation: Implications for Language Minority Students
J. Michael O'Malley, Peter Byron, Linda Dold-Collins, Rosa Castro Feinberg, and Norm Gold

Strategic ESL: A Learning Strategies Approach for Bilingual/ESL Classrooms
Nancy Cloud

Teacher Sense of Efficacy in Programs for Limited English Proficient Students
David P. Baral and Antonio Serna

Teacher Training and Bilingual Education
Sandra Fradd, Cecilio Orozco, Gurprit Bains, Sylvia Boynton, and Rudy Rodríguez

Teaching ESL to Preliterate High School Students: How Do You Begin When They've Never Held a Pencil?
Gloria Rodríguez Hendeson

La Voluntad Política en el Desarrollo del Bilinguismo: El Caso de USA y España
Armando Miguelez

SCHOOL VISITS

MONDAY, APRIL 23:

***Catalina High School, Tucson Unified School District*:** Catalina's student population is 25% Hispanic, 1.9% Native American, 8.4% Black, 3.7% Asian, and 61% Other. Catalina is one of the ESL receiving high schools with 56 students enrolled in their program. There are nine language groups represented with the largest being Spanish and Vietnamese. Students are provided with two hours of ESL and are then mainstreamed the rest of the day into the regular curriculum that includes for some students an American history class taught with a sheltered English approach. ESL students also have the opportunity to participate in the PALS Program, a computer-based literacy program designed by IBM.

Drachman Elementary and Carrillo Elementary Schools, Tucson Unified School District: Drachman's student population is 66.9% Hispanic, 6% Native American, 4.5% Black, and 22.6% Other. Carrillo's student population is 57.1% Hispanic, 7.5% Native American, 2.6% Black, .8% Asian, and 32% Other. Drachman and Carrillo are two magnet elementary schools within blocks of each other next to downtown Tucson. Drachman has a maintenance bilingual Spanish/English program, K-3, with a class in each grade plus a self-contained Spanish immersion cross-age class for monolingual English and dominant Spanish-speaking students. Carrillo continues with a maintenance program with one class in 4th-6th grade. Carrillo is famous for its cultural studies of the area and the annual Posadas which has been presented every year for the past 52 years.

***Drexel Elementary School, Sunnyside Unified School District*:** Drexel offers a parallel English and Spanish curriculum in 14 classrooms for students in grades K-5. Bilingual special education services are also provided, as well as integrated classroom ESL instruction. Emphasis is placed on communicating with and providing training to parents so that they may participate fully in their children's education. Drexel School has developed some excellent parent participation materials.

Lawrence Elementary School, Tucson Unified School District: Lawrence's student population is 44.4% Native American, 36.9% Hispanic, .5% Black, .3% Asian, and 17.8% Other. Lawrence is located in the southwestern part of Tucson next to the Pascua Yaqui Reservation. They have a very comprehensive maintenance bilingual English/Spanish/Yaqui program, K-5, that serves about half of the 700 students enrolled. They also provide a Chapter I Spanish reading program and a bilingual special education L.D. program, K-5. In addition, all students receive Yaqui language, history and culture from Yaqui instructional assistants.

***Miller Elementary School, Tucson Unified School District*:** Miller's student population is 57.8% Hispanic, 2.2% Native American, 4.7% Black, .7% Asian, and 34.6% Other. Miller, a suburban neighborhood school, has a Spanish bilingual enrichment program in one class at each grade level. The focus is on Spanish as a Second Language since the majority of the students are monolingual English or English dominant. Miller also has the only bilingual hearing impaired program in the district servicing K through 6th grade.

***Ochoa Elementary School, Tucson Unified School District*:** Ochoa's student population is 89.5% Hispanic, 9% Native American, .6% Black, .3% Asian, and .6% Asian. Ochoa has a maintenance bilingual Spanish/English program from PACE (4 year olds) through 6th grade which serves 50% of the school population. They have a bilingual self-contained special education class for grades 5 and 6 plus a bilingual speech and language program. There are also Spanish Chapter I services for students in reading and math. The tour will also include a look at the Reading Recovery Program for 1st graders with an actual demonstration of a teacher working with a student behind a one-way glass.

***Roskruge Bilingual Middle Magnet, Tucson Unified School District*:** Roskruge's student population is 77.6% Hispanic, 4.3% Native American, 2% Black, and 16.1% Other. Roskruge addresses the unique cognitive, linguistic and personal growth needs of the middle school student through a comprehensive dual-language (English and Spanish), multicultural educational program. This is a total bilingual school. The language arts program provides English and Spanish reading and writing, ESL and SSL (Spanish as a Second Language) with the regular school subjects taught in English and Spanish. There is also a bilingual special education program at the school.

TUESDAY, APRIL 24:

Davis Bilingual Magnet Learning Center, Tucson Unified School District: Davis' student population is 69.8% Hispanic, 1.4% Native American, 4.7% Black, .3% Asian, and 23.7% Other. Davis, a totally bilingual Spanish/English elementary school, opened in the Fall of 1981 with a bilingual magnet curriculum program. Academic achievement, culture, and English and Spanish acquisition, development and maintenance are provided for all students. There is also a bilingual severe language impaired class for 2nd and 3rd graders. The enrollment is 288 students, K-5, and the entire staff, including the school librarian and specialists in reading, art, music, and physical education, are bilingual.

***Education Center - Federal Bureau of Prisons*:** The Federal Bureau of Prisons has always stressed the importance of education and occupational training. Basic literacy is an integral part of the education program. To this end, the Bureau has established a mandatory literacy program. Every inmate who cannot read, write, or do mathematics at the 8th grade academic level is required to attend a basic education program for 90 days. Promotions in work assignments and prison industry jobs depend on meeting these literacy requirements. Spanish-speaking inmates are given the CTBS (Comprehensive Tests of Basic Skills, Spanish Edition) and attend basic education classes in Spanish. GED is designed for inmates who lack a high school diploma. GED tests and high school equivalency courses are offered in English and in Spanish. ESL is available and inmates completing ESL level 3 may be recommended for English ABE. The Federal Correctional Institution at Tucson houses approximately 639 inmates, 50% of them Hispanic, 10% Native American, 1% Asian/Pacific Islanders, and 15% Black. The tour will include housing areas, recreation yard, and education complex. You will see the law library, observe Adult Basic Education classes, and Spanish literacy materials. As prison populations grow, the demand for bilingual staff increases.

Elvira Elementary School, Sunnyside Unified School District: Elvira's student body is 10% Native American. In addition to receiving all regular services, Native American students are afforded access to a federally-funded computer lab to teach them higher order thinking skills. Individual tutoring and counseling are also provided by a Native American Advisor. A Native

American Parent Advisory Committee provides input on all aspects of this supplementary program.

Hollinger Elementary School, Tucson Unified School District: Hollinger's student population is 91.5% Hispanic, 1.6% Native American, .9% Black, and 5.9% Other. Hollinger has a dual-language immersion bilingual Spanish/English model. K-6, involving approximately 3/4 of the 689 students. Included are: a bilingual cross-categorical special education self-contained class (6th grade), a bilingual special education resource room, a bilingual speech pathologist, bilingual PACE (4 year olds), Spanish LECS (1st and 2nd grades), and a Title VII Bilingual Gifted Project in grades 1-3.

Liberty Elementary School, Sunnyside Unified School District: Liberty School operates an instructional program of Outcome-Based Practices in fourteen bilingual classrooms, K-5. Twenty-five percent of the student body receives Spanish language instruction along with ESL integrated into the curriculum. All students in K-1 are provided computer-assisted instruction through IBM's Write to Read Lab and its Spanish component, VALE. Liberty School is a magnet for bilingual LD, speech and language services, and has a strong community base.

Mission View Elementary School, Tucson Unified School District: Mission View's student population is 80.7% Hispanic, 15% Native American, .5% Black, and 3.8% Other. Mission View has a maintenance bilingual Spanish/English program that includes Chapter I Bilingual Math, Bilingual PACE (4 year olds) and Chapter I Spanish Reading specializing in computer networking and a home-shared computer program in Spanish. The is also a bilingual Spanish/English special education program (K-1), a Title VII bilingual Gifted Program and a bilingual speech and language pathologist. In addition there is a Title VII Yaqui/English and Tohono O'odham/English bilingual program plus a school-wide second language program to learn English, Spanish, Yaqui, or Tohono O'odham.

Sunnyside High School, Sunnyside Unified School District: Sunnyside High School has 120 students presently receiving ESL/English instruction. Students receive two periods of English. The school offers bilingual and sheltered science courses (biology and earth science), a bilingual typing/secretarial program, sheltered math and social studies courses, and mainstream health classes which have a teacher aide or a student assistant who is bilingual. LEP students are mainstreamed for P.E. and all elective classes. LEP students can be found in elective classes such as wood working, driver's education, photography, auto mechanics, drawing, graphic arts, cooking, sewing, Spanish for Native Speakers, and drama. The IRC (Inter-cultural Resource Center) is also located at this campus. The Center contains a wide assortment of media and other supplementary materials for all areas of the curriculum and are available to district teachers on a check-out basis.

Tucson High School, Tucson Unified School District: Tucson High's student population is 58% Hispanic, 3.9% Native American, 6.8% Black, 1.8% Asian, and 29.6% Other. This is a high school with over 2300 students, approximately 58% of whom are Hispanic. There are approximately 275 students involved in the bilingual Spanish/English program where their need for bilingual classes is two-fold: 1) for maintenance of the home language and 2) to provide recent immigrants with native language instruction in the content areas while learning English. Bilingual classes are taught in every area of the curriculum, and students may elect to take one or all of their classes in this way. The dual language approach is used except in designated classes where a single language is used. There is also a bilingual special education program offered at the school.

Utterback Middle School, Tucson Unified School District: Utterback's student population is 39.7% Hispanic, 1.6% Native American, 6.5% Black, 1.4% Asian, and 50.7% Other. Utterback is a magnet school for the creative and performing arts. Due to enrollment, they provide an ESL program where students receive ESL and native language literacy instruction and are then mainstreamed into the fine arts curriculum.

Wakefield Middle School, Tucson Unified School District: Wakefield's student population is 91.2% Hispanic, 4.6% Native American, and 4.2% Other. This year Wakefield became a total school-wide Chapter I project that includes a Spanish/English maintenance bilingual program. The program services almost 250 students approximately 130 of whom are in ESL classes. Students have one period each of English and Spanish, and their content classes (science, math, social studies, computer) are taught bilingually. In addition, they also have a bilingual special education program and a bilingual speech and language pathologist.

WEDNESDAY, APRIL 25:

Indian Oasis Primary School, Indian Oasis Public School District: Indian Oasis School District is on the Tohono O'odham (formerly known as Papago) Reservation. This is the second largest reservation in the US consisting of 8.8 million acres, located in southwestern Arizona with Mexico forming its southern border. There are 16,500 enrolled tribal members and about 12,600 live on the reservation. Indian Oasis School District is located in the agency community of Sells which has a population of 4,000 and is located approximately 60 miles southwest of Tucson. The district is composed of three large schools and serves 1,000 students. These students live in Sells or in small villages on the reservation and it is estimated that buses cover 1,000 miles a day taking these students to and from school. Visitors will observe five Tohono O'odham second graders explore math concepts with manipulatives for half an hour. They "invent" measurement and abstract *abc* and *abba* patterns. Their language interaction includes discussion of labels, abbreviations, and commodities. Some children are in a writing center and compose their own paragraphs about "What I Like About Indians." Pairs of children come and go from a computer, self-regulating their turns with a timer. The walls of the classroom are colorfully decorated with labels for numbers, days, etc., in English and in Tohono O'odham. This is the Tucson Early Education Model (TEEM) in action at Indian Oasis Primary School. Indian Oasis serves kindergarten through third grade and has an enrollment of approximately 500 students in 20 regular classrooms and several resource rooms. The majority of the teaching staff are Anglo, but several of the teachers are Tohono O'odham as are most of the teaching assistants. Each classroom has a teaching assistant or a teacher that is a Tohono O'odham speaker.

Note: The trip to Indian Oasis Primary School will be from 8:00 am - 2:00 pm.

Los Amigos Elementary School, Sunnyside Unified School District: Los Amigos is an elementary school which models outcomes-driven practices and has clearly defined outcomes, critical learnings, and essential skills for each task. The curriculum and instruction are organized on the premise of continuous progress. Instruction is matched to the learning styles of the students, and multi-aged grouping is practiced. Los Amigos has established collaborative teacher teams for management of instruction, placement of students, and attention to learner needs. The bilingual component consists of 12 bilingual classrooms with integrated ESL and bilingual special education.

***Manzo Elementary School, Tucson Unified School District*:** Manzo's student population is 95.6% Hispanic, 1% Native American, 1.4% Black, .4% Asian, and 1.6% Other. Manzo has a maintenance Spanish/English bilingual program servicing approximately 2/5 of the students. Chapter I provides Spanish reading services (1-6) and Spanish LECS services. In addition, there is a self-contained bilingual special education class for 4th through 6th graders. Manzo also does a total strand ESL/SSL exchange with its 1st through 6th graders, plus they have started a bilingual Write-to-Read Lab which is a computer-based reading and writing program in English and Spanish for K through 1st grade.

***Naylor Middle School, Tucson Unified School District*:** Naylor's student population is 24.7% Hispanic, 1% Native American, 14.5% Black, 6% Asian, and 53.7% Other. Naylor is the middle school ESL receiving school with approximately 65 students involved in its ESL program. Beginning and intermediate students have three hours of ESL that include teaching ESL through the content areas of math, science, and social studies. The rest of the school day is made up of electives, physical education and other content area classes. The majority of the students in the program are Hispanic.

***Pueblo High School, Tucson Unified School District*:** Pueblo High's student population is 80.6% Hispanic, 3.1% Native American, 2.4% Black, .4% Asian, and 13.5% Other. Pueblo has a strong ESL and bilingual Spanish/English component that also includes a bilingual special education program. Language minority students receive two periods of ESL instruction and may then select content area classes taught solely in Spanish. As students advance into higher levels of ESL, they are encouraged to take more content classes in English. This year about 190 students are enrolled in their ESL and Spanish content classes and approximately 35 English proficient bilingual students are taking Spanish content area classes for enrichment.

Richey Elementary School, Tucson Unified School District: Richey's student population is 51.6% Hispanic, 40.2% Native American, and 8.2% Other. Richey is located next to the Yaqui Pascua Village on the west side of Tucson. The school provides a Spanish/English bilingual program for PACE (4 year olds) through 6th grade. They also provide a Yaqui bilingual program using teacher assistants to promote and nurture the Yaqui language and culture from PACE through 6th grade.

Roberts Elementary School, Tucson Unified School District: Roberts' student population is 44.7% Hispanic, 1.5% Native American, 11.2% Black, 4.6% Asian, and 38% Other. Roberts is an ESL elementary receiving school for students with a variety of language backgrounds that include Spanish, Vietnamese, Chinese, Laotian, and Korean. If students are limited English proficient and Spanish dominant, they are assigned to a comprehensive Spanish/English bilingual program. If they are dominant in another language, they are assigned to a bilingual enrichment ESL class. In addition, there is a total school ESL or SSL exchange where every student receives English or Spanish as a Second Language instruction. There is also a bilingual special education cross-categorical system for 1st through 5th grade and a bilingual speech and language resource program.

***C.E. Rose Elementary School, Tucson Unified School District*:** Rose's student population is 93.5% Hispanic, 1.5% Native American, .5% Black, and 4.5% Other. At the present time, C.E. Rose is implementing a single language medium English/Spanish bilingual program where instructional use of the languages is alternated. This involves approximately 2/3 of the students enrolled. In addition there is a Spanish Chapter I Reading Program (K-3) and a bilingual special education resource program. There is also a gifted education program for 3rd through 6th graders being taught bilingually using an itinerant resource teacher. For the preschool children there are two bilingual PACE classes (4 year olds) and one bilingual CAPE (3 year olds) class.

You must be registered for the NABE Conference and have your conference badge in order to go on a school visit. ***There is no additional charge for school visits.*** *Tickets for the visits will be available at the NABE Conference Registration Area at the Tucson Convention Center. Tickets will be given out on a space available basis, first-come, first-served. Buses for the school visits will depart from the area directly in front of the Registration Area at the Tucson Convention Center promptly at 8:00 a.m. on the day of the visit and return there at approximately 12:00 p.m.*

MARIACHI CONFERENCE

TO COINCIDE WITH NABE '90

This year's NABE Conference will coincide with the 8th Annual International Mariachi Conference. The Mariachi Conference is a week-long festival which is entirely devoted to the celebration of Mariachi Music. It will be held April 16-21 in Tucson. This is the biggest festival of its kind in the world.

The conference includes week-long workshops for music students on instrumentation, vocal music and showmanship. Workshop sessions are conducted by the Mariachi Vargas from Mexico City and by the Mariachi America from Disneyworld in Florida. These two groups are considered to be among the best Mariachis in the world.

The Mariachi Conference has educational as well as social purposes. Through study of Mariachi music, the conference encourages young people to appreciate the cultural and musical heritage of the region, and to continue these traditions by learning the techniques of Mariachi music. Student workshops impress upon students the discipline, hard work, and hours of practice which are required to be a world-class musician.

Benefits from the week-long event go to La Frontera, a mental health center in Tucson, which provides social services for the entire community. La Frontera and the Mariachi Conference are served by a board of directors that is all volunteer.

Highlights of this year's event include 1) Mariachi Espectacular Concerts Featuring the Mariachi Vargas, Mariachi America, Vicki Carr and Linda Ronstadt on Friday, April 20 at 7:30 p.m. and Saturday, April 21 at 2:00 p.m., 2) Mariachi Music Showcase - Student Concert (no charge) on Saturday, April 21 at 9:30 a.m., and 3) a Mariachi Mass on Saturday, April 21 at 11:00 a.m.

Beginning at 7:30 p.m. on Saturday night, April 21, there will be a *Noche Garibaldi*, which is free to the public. Noche Garibaldi is an evening which is designed to simulate Garibaldi Plaza in Mexico City. Garibaldi Plaza is characterized by its strolling and performing Mariachis, its crafts, food booths, music and fun. There is no admission charge for Noche Garibaldi.

For information regarding tickets (prices range from $15 to $50) for the Mariachi Concerts, contact the Tucson Convention Center Ticket Office, Mariachi Espectacular Concert, P.O. Box 3053, Tucson, Arizona 85702, or call (602) 791-4266.

NABE NEWS
Union Center Plaza
Third Floor
810 First Street, NE
Washington, DC 20002

MAKE PLANS NOW TO ATTEND THE 1990 NABE CONFERENCE IN TUCSON, ARIZONA - APRIL 21-25, 1990

SATURDAY, APRIL 21

- NABE Conference and OBEMLA Management Institute Registration

SUNDAY, APRIL 22

- OBEMLA Management Institute
- Parent Institute
- Intensive Training Sessions
- NABE Delegate Assembly
- Opening General Session
- Pow Wow

MONDAY, APRIL 23

* Exhibits
* Management Institute Sessions
* Symposia
* Workshops
* Papers
* Major Sessions
* General Sessions
* NABE Resolutions Committee Meeting
* Dissertation Awards Luncheon
* SIG Meetings
* President's Reception and Dance

TUESDAY, APRIL 24

* Exhibits
* Management Institute Sessions
* Symposia
* Workshops
* Papers
* Major Sessions
* General Sessions
* NABE Nominating, Resolutions, and SIG Meetings
* Student Essay Awards Luncheon
* Special Cultural Event

WEDNESDAY, APRIL 25

* Exhibits
* Management Institute Sessions
* Symposia
* Workshops
* Papers
* Major Sessions
* General Sessions
* General Membership Meeting
* SIG Meetings
* Teacher of the Year Presentation
* Annual Banquet and Dance

Vol. 13, Nos. 5 & 6 March 2/April 13, 1990

NABE NEWS

Published by the National Association for Bilingual Education

ARIZONA ENGLISH-ONLY LAW HELD UNCONSTITUTIONAL

On February 6th, United States District Court Judge Paul Rosenblatt struck down an English-Only amendment to the Arizona Constitution which was narrowly approved (580,830 - 569,993) by state voters last Fall. Judge Rosenblatt's ruling, in the case of *Yniguez v. Mofford*, was based on the First Amendment of the United States Constitution which guarantees the right of free speech.

The English-Only amendment to the Arizona Constitution required state and county governments to conduct business in English, with narrow exceptions for public health and safety, education, and criminal proceedings. Although other states have declared English as their official language, the Arizona law was the most stringent in the nation.

Judge Rosenblatt's decision was the result of a lawsuit filed by Maria-Kelly Yniguez of Tempe, a state Department of Administration employee. Ms. Yniguez, who evaluates and arbitrates medical malpractice claims, charged that the law inhibited her First Amendment right to free speech and prevented her from discharging her responsibilities as an employee of the state. In rendering his decision, Judge Rosenblatt wrote that "A state may not require that its officers and employees relinquish rights guaranteed them by the First Amendment as a condition of public employment."

Arizona Governor Rose Mofford, who as the state's highest government official was the named defendant in the case, immediately issued a statement saying she would not appeal the decision. "The amendment was flawed from the beginning," she declared.

MAKE PLANS NOW TO ATTEND NABE '90! CONFERENCE HIGHLIGHTS:

TITLE VII MANAGEMENT INSTITUTE: The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) will hold its National Management Institute for Title VII Project Directors in conjunction with NABE '90. In addition to an all-day training session on Sunday, April 22, special sessions for Management Institute participants will be scheduled throughout the NABE Conference. The registration fee for the Management Institute includes a luncheon on Sunday and registration for the entire NABE Conference.

GENERAL AND MAJOR SESSIONS: Jim Cummins, Steve Krashen, Lily Wong Fillmore, Leticia Quesada, Lucille Watahomigie, Samuel Betances and Rita Esquivel have accepted NABE's invitation to be keynote speakers. Major session speakers include Jim Crawford; Ricardo Martínez; Paul Houston; Rosa Castro Feinberg, José Delgado, and Rosario Anaya; María Ott, Amelia McKenna, and Gloria Sierra; and Visions & Voices.

INTENSIVE TRAINING SESSIONS: Three- and six-hour intensive training sessions will be offered on Sunday, April 22. **There will be no additional fee for intensive sessions this year.** Take advantage of this opportunity to receive in-depth training from experts in the field. Details on the intensive sessions are contained elsewhere in this issue.

CONCURRENT SESSIONS: Over 150 workshops, papers and symposia will be offered on Monday, Tuesday, and Wednesday. The concurrent sessions cover all levels of instruction and all areas of interest to those who work with language minority students.

SCHOOL VISITS: Conference participants will have the opportunity to visit some of the best instructional programs in the country while at NABE '90. **This year, there will be no additional fee for school visits.** Tickets for school visits will be available at the Conference Registration area at the Tucson Convention Center, on a first-come basis. School visits will take place from 8:00 am (the time when you must be at the Tucson Convention Center to board the bus) through noon on Monday, Tuesday, and Wednesday.

PARENT INSTITUTE: A special Parent Institute will be held on Sunday, April 22. Parents from across the country will have the opportunity to share with each other and to hear leaders in the field of parental involvement. In addition, there will be sessions throughout the conference of interest to parents and those who work with them.

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NABE NEWS

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PUBLICATION SCHEDULE

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Issue 2, 10/27/89
Issue 3, 12/08/89
Issue 4, 1/20/90
Issue 5, 3/02/90
Issue 6, 4/13/90
Issue 7, 5/27/90
Issue 8, 8/01/90

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion in the NABE NEWS.

ADVERTISING RATES

Display Advertising:

Full Page	$ 1,100
Half-Page	$ 600
1/4-Page	$ 325
1/8-Page	$ 175

Classified Advertising:

$1.25 per word
(telephone numbers count
as one word)

Advertising Discounts:

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NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager

NABE EXECUTIVE BOARD, 1989-1990

President
Rodolfo Chávez
Community Services Center/AMR
Arizona State University
Tempe, AZ 85287-0208
(602) 965-5688

President-Elect
Angel Noé González
Houston ISD
3830 Richmond Avenue
Houston, TX 77027
(713) 892-7335

Past President
Macario Saldate, IV
University of Arizona
Douglass Bldg., Room 315
Tucson, AZ 85721
(602) 621-7551

Vice President
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Bilingual Education Office
Baldwin USD
3699 N. Holly Avenue
Baldwin Park, CA 91706
(818) 962-3311

Secretary
Marlene Kamm
Administration Center
Community Consolidated SD #146
17316 S. Oak Park Avenue
Tinley Park, IL 60477
(708) 614-4500

Treasurer
Mutsuko (Mitzi) Tanouchi
760 Scarsdale Avenue
Scarsdale, NY 10583
(914) 723-2314

Central Regional Representative
Sylvia Cavazos Peña
COE/Curriculum & Instruction
University of Houston
442 Farish Hall
Houston, TX 77204-5871
(713) 749-7356/1633

Eastern Regional Representative
Angela Carrasquillo
Fordham University
113 W. 60th Street
New York, NY 10023
(212) 841-5515

Western Regional Representative
Richard Littlebear
Alaska MRC
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Anchorage, AK 99508
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Parent-At-Large
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Room 408
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Summer Institute in Bilingual/Bicultural Education Policy

July 12-13, 1990
Teachers College Columbia University

Education of culturally and linguistically diverse student population and Bilingual/Bicultural Education policy issues at the national, state, and local levels.

Presenters include: **Carmen Perez Hogan**,(Director of Bilingual Education, N Y State Education Department,) **Ricardo Martinez** (Legislative Analyst, Committee on Education and Labor)

**For information: Continuing Education Office,
Box 132, Teachers College, Columbia University, NY NY 10027**

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

As NABE enters the decade of the 1990's, the threshold of the 21st Century, the Board, national office staff, and I have all been very busy. These past months we have seen extensive progress on many of the goals that were outlined in our first Executive Board meeting in Tucson in July of 1989. There we resolved to excel in a number of areas that are crucial to our success as a national organization concerned with the education of language minority students. To that end, we have been involved in a number of endeavors that I will brief you on in this message.

ARIZONA'S ENGLISH-ONLY LAW RULED UNCONSTITUTIONAL

February 6th was a historic day for language minority students, bilingual educators, the state of Arizona, and the people of this country. It was on this day that Judge Rosenblatt declared that Arizona's English-Only Law violated the First Amendment of the United States' Constitution. *[See separate article on page 1 for details.]*

This ruling represents a milestone in recent language rights history in the U.S., as Arizona's English-Only law is the first to be struck down on constitutional grounds since the landmark 1923 decision of the U.S. Supreme Court in *Meyer v. Nebraska*. We have entered a new phase as we continue to fight the policies of the English-Only groups. NABE applauds Arizona's efforts and will celebrate this very important victory during the Opening Session of our upcoming conference in Tucson.

NATIONAL FORUM ON PERSONNEL NEEDS AND CHANGING DEMOGRAPHICS

NABE President-Elect Angel Noé González and I recently participated in an OBEMLA-sponsored *Forum on LEP Students in the '90's* in Washington, DC. The purpose of this Forum was to discuss changing demographic trends and, more specifically, the need for bilingual teacher training initiatives to help alleviate the shortage of bilingual teachers. Superintendents and personnel directors from local educational agencies across the country, deans of schools of education and project directors who oversee training programs at institutions of higher education were invited to take part in these crucial discussions.

Rodolfo L. Chávez

The Forum addressed the expected personnel needs in the 1990's for school staff who serve limited English proficient students. An emphasis was placed on school districts with rapidly increasing numbers of LEP students. Discussion topics included: changing demographic trends of LEP students; the need for bilingual and ESL teachers; and future activities by school districts, higher education institutions and the U.S. Department of Education to better meet the training needs of teachers and others working with LEP students. Ted Sanders, U.S. Undersecretary of Education, and Rita Esquivel, Director of OBEMLA, were key players in our discussions. Their invitation and courtesy to NABE continues to forge the partnerships first discussed back in Miami last April. NABE feels very good about our involvement and the extent to which we were included in these very important issues that impact not only our membership, but, more importantly, language minority children across the nation. Although much was accomplished, all present felt that we had just begun dealing with this critical topic. Therefore, OBEMLA, NABE, and others decided a follow-up Forum might be necessary. NABE indicated our interest to Ms. Esquivel in helping host this meeting.

NABE'S PARTICIPATION AND VISIBILITY AT AFFILIATE CONFERENCES

On January 23-27, I had the opportunity to represent NABE at the California Association for Bilingual Education (CABE), NABE's largest affiliate. During their fifteenth annual conference, I was afforded the opportunity to address their chapter affiliates along with the CABE Board who are currently serving under the excellent leadership of President Chuck Acosta and the very capable CABE Executive Director, Sandra Anderson. This type of interaction allowed me to share with this affiliate not only our goals for the current year, but also NABE's accomplishments and challenges. The courtesy extended to NABE Vice President Anna Pérez and myself was reflective of the hospitality that is so prevalent in California.

While we were there, we were able to participate in CABE's corporate roundtable discussions and also witness first-hand the type of organization and involvement that historically has been the hallmark of CABE. We were also able to view the coverage that they had on NBC's *Today Show*, which had an excellent segment on the bilingual teacher shortage. The media and front-page press (*San Francisco Examiner*) coverage that was brought to bear at CABE are shining examples of excellence by one of our affiliates. I was very honored to be a part of their conference, whose theme was *Bilingualism: Building a Global Perspective*. Additionally, at this

Continued on page 16

Silver Burdett & Ginn

MATEMÁTICAS
Exploremos Tu Mundo

Addressing the standards of the 90's . . .

MATEMÁTICAS

Exploremos Tu Mundo

The **mathematics program that leads the way into the new decade helps students to:**

discover **the connections of mathematics to their world**

develop **problem solving, critical thinking and decision-making skills they will need as citizens of the 21st century**

build **meaning in mathematics by exploring and communicating concepts**

practice **skills and concepts through a variety of experiences**

Students using our sensitive adaptation learn mathematics by experiencing the world around them in their own language.

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BRIEF NOTE - BENEFITS OF BILINGUALITY

G. Richard Tucker,
Center for Applied Linguistics

In this note, I will describe briefly the likely cognitive and social correlates and consequences for individuals who are "caused" to become bilingual by their participation in innovative language education programs such as immersion, bilingual immersion, or developmental bilingual programs. My reason for doing so is to provide a positive counterbalance to the negatively charged debate surrounding the continuing discussions about amending the U.S. Constitution to declare English to be the sole and official language of our country (see, for example, Crawford, 1989; Nunberg, 1989).

In part, fuel for the controversy over an official language policy for the United States hinges around a misunderstanding of issues related to one important aspect of language education policy--namely, that of bilingual education. Proponents of an "English Only" viewpoint misrepresent or misunderstand the accumulated research literature concerning the consequences and correlates of bilinguality. Supporters of "Official" English appear to imply that an individual caused to become bilingual will suffer irreparable cognitive and social harm and that this individual will become an alienated, anomic, and non-contributing member of our society. As the number of such individuals increases, the fabric of society will begin to disintegrate.

Are such views warranted? It is, unfortunately, the case that the academic achievement and school completion rates for many minority students--particularly Hispanic students, who are the largest minority in the fastest growing sector of our population--are woefully low. Simultaneously, the average English-speaking youngster has virtually no chance whatsoever to acquire bilingual proficiency by following the sequence of foreign or second language instruction typically offered within the school system. Is it realistic for language minority or for language majority children to acquire bilingual proficiency and subject matter competence by participating in innovative language education programs? What are the likely cognitive and social correlates of such participation?

As noted on several occasions (Tucker and Crandall, 1989; Crandall and Tucker, in press) there is an emerging awareness, particularly in the United States, of the possibilities, the power, and the promise of **bilingual immersion** or **developmental bilingual programs**. Let me "operationally" define such a program. Let us suppose, for example, that in a typical grade 1 class comprising 28 youngsters, 14 are Hispanic, Spanish-speaking youngsters and 14 are Anglo or English mother-tongue youngsters. These youngsters will be placed together in a combined class (which would usually have been assembled on a voluntary basis) in which some portion of the day would typically be devoted to English language arts (for the Anglos), English as a Second Language (for the Hispanics), Spanish language arts (for the Hispanics), Spanish as a Second Language (for the Anglos), with the teaching of selected content material--let us say mathematics--in English, and other content material--let us say History--in Spanish. Over the course of several years, the idea would be to offer a program of bilingual instruction in which children from each of the ethnolinguistic groups have an opportunity to develop and sharpen their literacy skills while simultaneously developing the fullest possible academic language proficiency in each of their two languages. Care would be taken to ensure that children had an opportunity to study all of the content subjects in both languages during the course of their schooling. This would be done to facilitate the development of the appropriate academic "registers" for mathematics, science, and social studies in each of the two languages. The daily instruction would be offered within a bilingual ambiance in which the teachers as well as the other students would be available to provide good language models and to maximize the opportunity for cooperative learning and peer group tutoring.

In many ways, such an approach resembles the early French immersion programs begun in Montreal in the mid-1960's (cf., Lambert and Tucker, 1972; Genesee, 1987); but with one notable exception. In the early immersion programs, only language majority children were involved--no children whatsoever participated from the target language group. There were no youngsters available to act as peer models who could assist the English speakers in acquiring both the social as well as the academic register of the target language. Although we worried a good deal about what we referred to as the "absent peer group," political, religious, and other social factors prevented us from developing and implementing a fully integrated or two-way bilingual program. Nevertheless, such an idealized model was always in the back of our minds.

There now exist throughout the United States a number of exciting bilingual immersion or developmental bilingual programs (cf., Lindholm, 1987). The most prevalent languages used are English and Spanish, although there are programs involving English and other languages such as Arabic and Greek as well. The results of the various evaluations of such programs available to date can be summarized as follows. Bilingual immersion education has proven to be a powerful vehicle to promote the development of bilingual language competence in school-aged youngsters. Typically the children master receptive and productive language skills in their two languages and master content material at a level appropriate to their grade and peer-group controls as well. They develop positive attitudes toward the program, the target language, and

Continued on page 17

FORMER NABE BOARD MEMBER PASSES AWAY

NABE is saddened to report that Lucy Cruz, former NABE Executive Board member, died of cancer on January 15, 1990. At the time of her death, Ms. Cruz was the Governor's Office Outreach Consultant in Colorado. Most recently she developed a community outreach plan in Denver and worked with local leaders, organizations and businesses, as well as parents. Her dedication to parents, teachers, educators, students, and administrators was outstanding.

Ms. Cruz was well-known by many NABE members. During her professional career, from 1977-1989, she was a reading instructor, community coordinator, education trainer, consultant-curriculum trainer, and parent trainer/specialist. She was a three-time member of the NABE Executive Board, serving as Parent-at-Large in 1982-83; Western Regional Representative in 1985-86; and Vice President in 1988-89. She was also affiliated with the Colorado Association for Bilingual Bicultural Education for more than ten years, holding the offices of Vice President, Secretary and Treasurer. In addition, Ms. Cruz was active in the New Mexico Association for Bilingual Education, LULAC, Hispanic Education Language Advisory Committee, National Association for Title I, and the Colorado Statewide Parent Coalition. Along with her pleasant personality and vibrant demeanor, Ms. Cruz will be remembered by many of us for her significant contributions to bilingual education and her services to the language minority community in general.

Lucy Cruz

Ms. Cruz was recognized for her distinguished and devoted service to the bilingual community in Denver in 1980. *Women of Colorado Magazine* recognized her as Woman of the Year in 1981 for her outstanding leadership as bilingual conference coordinator. In 1982 she received the Community Award from KNBO Latin Radio Station, and in 1983 for outstanding leadership for bilingual education at local, state and national levels. Other awards include a 1983 National Parent Representative Award; 1984 awards for Outstanding Leadership for Bilingual Education at Local, State and National Levels and Parent of the Year; and the 1985 Headstart Parent of the Year. To demonstrate their appreciation for her unselfish volunteerism and her contributions, she was honored twice by Headstart, the Governor's Office in Colorado, CABE, NMABE, and NABE.

Ms. Cruz's concern for minorities to be empowered and educated and the love for her children inspired her to request that an Educational Trust Fund be established for her sons to continue their education. Contributions for the Lucy Cruz Memorial Fund can be forwarded to Cruz/Pacheco Educational Fund, Diakonia Credit Union, 1275 South Federal, Denver, CO 80219. NABE's 1990 Conference in Tucson will be dedicated to the memory of Lucy Cruz. On behalf of those NABE members who knew her, NABE President Rodolfo Chávez salutes her contributions; she will be missed by many.

1st ANNUAL HISPANIC QUINCENTENARY CONFERENCE

JULY 13-15, 1990

In less than two years, the United States will join with the rest of the Western World in commemorating the 500th Anniversary of the historic first voyage of Christopher Columbus to the "New World." In preparation for this 1992 Commemoration, the National Hispanic Quincentennial Commission (NHQC) is hosting the First Annual Hispanic Quincentenary Conference on Friday, July 13 - Sunday, July 15, 1990 at the Omni Shoreham Hotel in Washington, DC. On Sunday, July 15, 1990, a Roundtable of Hispanic leaders, educators, artists, and academics will discuss *The Hispanic-American Masterplan for 1992.*

On Friday and Saturday, presentations will be made by the Smithsonian Institution; Library of Congress; U.S. Department of the Interior/National Park Service, Federation of State Humanities Councils; Organization of American States; U.S. Catholic Conference; and the Spain '92 Foundation.

The opening keynote presentation, *1992 Quincentennial: A Hispanic View,* will be made by Raúl Yzaguirre, Chairman, NHQC, and President of the National Council of La Raza. The Saturday luncheon is entitled *The Black Legend: Origins of Anti-Hispanic Stereotypes* and the invited presenter is Dr. Joseph Sánchez, author of the Black Legend article. The Saturday evening banquet is entitled *Five Centuries of Pride* and the focus will be on Hispanic contributions throughout the ages. Mr. Ricardo Montalban, NHQC Honorary Chairman, is the invited guest. For additional information on this conference, contact Elaine Coronado, Executive Director, at (202) 289-1661.

BOOK REVIEW OF:

Tove Skutnabb-Kangas and Jim Cummins, Editors. Minority Education: From Shame to Struggle. Clevedon: Multilingual Matters, Ltd., 1988.

Reviewed by: Ricardo L. García, Eastern Montana College

Minority Education: From Shame to Struggle is a book of readings that chronicles the experiences of linguistic minority students with public schools in industrial societies. The text is premised on the thesis that educational programs, and their subsequent mediums (languages) of instruction, result as a function of conflict--the winners of the conflict get their programs in their languages, and the losers, on the other hand, are welcome to assimilate into the programs by learning the host languages and denying their native languages and cultures.

The conflict theory that pervades the 18 empirically or theoretically-based essays in the text takes an important middle ground position by eschewing the determinism of the far left--the Marxist critique that schools inevitably serve as functionaries to perpetuate the social class structure of industrial societies--as well as eschewing the determinism of the far right--the structural/functional posture that schools automatically change their curricula (and mediums of instruction) to accommodate the "needs" of linguistic minority students.

The text's essays take the position that power and conflict are at the heart of the educational crisis of linguistic minority youth on a global scale. Those in power (who benefit from the status quo) tend to promote assimilation ideologies as a means of maintaining the status quo which subsequently restricts the emancipation of linguistic minorities. Linguistic minorities, in turn, are compelled to either submit to the structures of assimilation, to reject them, or to openly defy them. And by defying the structures, conflict emerges over control of the school's curriculum and language of instruction.

Conflict theory, and the turmoil it engenders, is not necessarily counterproductive. Rather, conflict theory is non-deterministic, meaning that linguistic minorities can effect changes in school programs, curricula, and mediums of instruction. *Minority Education* provides educators, public policy makers, and parents with both empirical data as well as subjective knowledge about the conditions of linguistic minorities which can be used to make changes in schools. The text is organized into four parts. Part I focuses on the text's central thesis, conflict theory, by providing a sociopolitical analysis of multilingualism and the educational experiences of linguistic minority students in Canada, Sweden, The Netherlands, and the United States. Part II presents experiential perspectives pertaining to the psychological marginality of linguistic minorities who live in unfriendly sociocultural environments and attend schools that are insensitive to their unique bilingual and bicultural status.

Part II is a refreshing break from academic tradition; rather than rarified essays, Part II uses three biographical essays and six poems to convey the feeling of emotional marginality. The poems and essays are touchingly reminiscent of the poems and essays of U.S. Black writers, such as Langston Hughes and Richard Wright, who also chronicled marginality. Quoting from Guilem Rodrigues Da Silva's poem:

I love people's birdquick gestures
when they do not see me
when I look at them
like at birds
outside my window
If I waved at them
they would fly away
for ever frightened
by my black hair
and my brown dreamer's eyes...

These words, as with the poems and essays of Part II, are stark reminders that linguistic minorities throughout the world are suffering because they feel powerless to change the educational systems that oppress them. In short, Part II is talking about real people with real problems.

While Parts I and II focus on the plights of linguistic minorities and education, Parts III and IV take a somewhat more upbeat tone and focus, especially Part III which contains essays on various linguistic minority community struggles for educational rights that were triumphant. Part III, with eight essays, highlights how linguistic minorities on all of the major continents succeeded in changing educational programs that in fact accommodated their native languages and cultures, thereby demonstrating the efficacy of conflict theory.

Part IV of the text, called "The Global Context" would be better called "The *Realpolitik* of Language Education," because Part IV confronts head-on (in four essays) the impact of linguistic imperialism in a theoretical, non-bombastic style. Chris Mullard, for example, in "Racism, ethnicism and etharchy or not?" describes the conviviality between racism, classism, and ethnicity showing how these sociocultural factors coalesce to form dominant/subordinate relationships within industrial societies.

Part IV ends with an essay by the editors that describes the commonalities of linguistic minorities on a global scale. They argue (correctly) that empowerment of linguistic minorities can happen when linguistic minorities on a global scale realize that they have much in common, hence this text called *Minority Education: From Shame to Struggle*.

The greatest value of the text to this reviewer is that it draws United States' linguistic minorities away from our own provincialism by providing theoretical, empirical, and experiential data and knowledge about the

Continued on page 12

1991 FEDERAL BUDGET REQUEST

The Bush Administration's fiscal year 1991 federal budget request, submitted to Congress at the end of January, proposes to boost Education Department funding by $500 million to $24.9 billion. The increase, the largest proposed by the President since 1980, would augment funding for a number of elementary and secondary education programs including bilingual education. At the same time, however, the budget would substantially cut student-aid programs and reduce or abolish some elementary and secondary education programs that were targeted for elimination by the Reagan Administration.

For Bilingual Education Act programs (Title VII of the Elementary and Secondary Education Act), the Administration proposes to increase funding by 10.6 percent, from $158.5 to $175.4 million. All of the additional funds would be devoted to Part A programs for local bilingual education projects. Included within the request is $12 million for "a special competition limited to school districts experiencing a recent, major influx of limited English proficient children." The special request is based on the Department's belief that "such districts may need additional, short-term assistance in order to help those children learn English and progress educationally."

For Part B Support Services, which includes grants to State education agencies, evaluation assistance centers, research studies, evaluations, and a bilingual education clearinghouse, the Administration proposes level funding at $10.8 million. Similarly, the Administration proposes to level fund Part C Training Grants at $31.9 million. Finally, the Administration proposes to level-fund at $30.1 million the Immigrant Education program which assists school districts that have at least 500 immigrant students or in which such students make up at least 3 percent of current enrollment.

Congressional reception of the Administration's FY '91 budget request for the Education Department has been mixed. While welcoming the proposed education budget increases, Democrats have generally criticized the scale of the increases terming them "inadequate" to meet the challenges confronting the nation's schools. Republicans, on the other hand, have been more laudatory, citing the Administration's proposed budget as evidence that George Bush will keep his commitment to be the "Education President."

Regarding the Administration's FY '91 request for Bilingual Education Act programs, Representative Edward R. Roybal (D-CA), a ranking member of the House Appropriations Subcommittee on Labor, Health & Human Services, and Education Departments, challenged the Administration's proposed level funding of Part C Training Grants at a time when school districts throughout the country are experiencing critical shortages of bilingual personnel. Rep. Roybal also questioned the Department's proposed $12 million special competition for Part A grants as potentially blurring the distinction between Bilingual Education and Immigrant Education programs. Secretary Cavazos and senior Education Department officials have testified on the Administration's proposed budget; congressional hearings will continue throughout the Spring and early Summer.

TESTING REFORM FIELD ORGANIZER

Nonprofit organization working to stop bias in standardized exams seeks experienced organizer to provide technical assistance, public education and develop and implement testing reform campaigns. Must be willing to travel. Salary from $24,000-$32,000, plus benefits. People of Color urged to apply.

Resumes to: FairTest, 342 Broadway, Cambridge, MA 02139.

UPCOMING EVENTS

April 5, 1990: ***Hispanics Building the Future: Networks, Partnerships and Resources.*** McClelland Hall, Philadelphia, PA. Contact U.S. Dept. of Labor, Employment Training Administration-Region III or United Way of Southeastern Pennsylvania/Hispanic Leadership development Program.

April 9, 1990: ***Literacy, Collaboration and Practice.*** World Trade Center, Boston. Featured Presenters: Frederick Erickson, Alma Flor Ada, Barbara Flores, David Bloom, and Gail Weinstein-Shr. Contact Alan D. Simone, New England MRC, 345 Blackstone Blvd., Weld Bldg., Providence, RI 02906-4849.

April 26-28, 1990: ***The Second Conference on Second Language Acquisition and Foreign Language Learning.*** Keynote Speakers: Barry McLaughlin, Elaine Tarone, Tracy Terrell, Lydia White. University of Illinois at Urbana/Champaign. Contact William R. Glass, 4080 Foreign Languages Bldg., 707 S. Mathews Ave., Urbana, IL 61801.

May 4-5, 1990: ***Expanding Horizons to Meet the Challenges of the Future.*** Tenth Annual Bilingual and Multicultural Education Conference, Cleveland Public Schools and Ohio Department of Education-Equal Educational Opportunity Office. Contact Ana Vázquez/Esther Butler, William Dean Howells Bldg., 4016 Woodbine Ave., Room 103, Cleveland, OH 44113 (216) 634-2114.

May 25-26, 1990: ***NJTESOL/BE.*** Hyatt Regency Hotel in Princeton. Contact Barbara Tedesco (201) 298-2031.

June 24-July 20: ***Summer Course for Spanish & Bilingual Teachers.*** Featuring Dr. Stephen Krashen. Fenix Language Institute, Cuernavaca, Mexico. Contact Jeff McQuillan, P.O. Box 14118, Dinkytown Station, Minneapolis, MN 55104 (612) 645-4818.

BILINGUAL TEACHER WINS NFIE CHRISTA McAULIFFE AWARD

Theresa S. Roybal, a bilingual resource teacher in Tucson, Arizona, was one of five teachers nationwide to be named a Christa McAuliffe Educator by the National Foundation for the Improvement of Education. Her leadership in restructuring curriculum through the integration of technology at Mission View Elementary School contributed to her selection. In 1988, Ms. Roybal received an Apple Equal Time Grant of 16 classroom computers. She has utilized them to develop the reading and writing skills of her students, most of whom are Hispanic and Native American.

"We teach reading through writing," she explains. Using Spanish-language software, her Spanish-speaking students build on their native language skills while developing English language proficiency. Spanish-language software, notes Ms. Roybal, is difficult to find. She hopes to influence software publishers to produce more. Presently she takes existing software and programs it with Spanish to meet the needs of her students.

The Tucson teacher's students are constantly writing to compete in contests--and gaining recognition for their efforts. They have submitted essays for the NABE Nationwide Student Essay Contest on the theme, "What it Means to be Bilingual in the 21st Century." Ms. Roybal's students also are involved in a telecommunications project that has them writing and exchanging legends with students in Ponce, Puerto Rico. The legends--handed down to students by their families--will be entered in the Tucson Historical Society's Children's Writing Festival. As part of her ongoing efforts, Ms. Roybal coaches parents in the use of computers. The school has computers available for home checkout.

Theresa Roybal

As part of the award, Ms. Roybal will attend a week-long summer teacher symposium on "Preparing all Students for the 21st Century: Using Technology to Restructure Schools," at Stanford University. It will help develop a cadre of teachers who can encourage other educators to involve themselves in the school restructuring movement.

Ms. Roybal has been a teacher for 15 years: eight of them at Mission View, five in Colorado, and two in California. Because of her selection as a Christa McAuliffe Educator, her school is receiving a computer and linkage to NFIE's technology activities and NEA's School Renewal Network. Ms. Roybal is president of the Tucson Association for Bilingual Education and Chairperson of the Parent Institute to be held at the 19th Annual Conference of the National Association for Bilingual Education.

If you attend the NABE '90 Conference in Tucson, you will have the opportunity to meet this outstanding educator and to visit Mission View Elementary School. Don't miss it!

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

The Department of Teaching and Learning invites applications for a tenure-track position (rank open) in Teaching English to Speakers of Other Languages (TESOL). Responsibilities include teaching courses and directing a graduate program in TESOL; advising students, and engaging in research, publication and grant writing.

The successful candidate must have a doctorate in TESOL or related field; teaching experience in TESOL and/or in a bilingual education setting, and in bilingual-multicultural teacher education. The candidate must also provide evidence of grant proposal preparation and/or funding; publication record in appropriate field; fluency in a language other than English; ability to teach in a related area such as applied linguistics; foreign language education. Rank and salary are negotiable, depending upon the candidate's experience and qualifications. Women and members of minority groups are especially encouraged to apply.

Applicants should send current resume, a letter of application, and copies of written work or publications. They should also ask three referees to send letters of reference. Applications will be reviewed beginning April 15, 1990. All materials should be mailed to:

Gilbert J. Cuevas, Chair
TAL/ESOL Search Committee
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124

The University of Miami is an affirmative action, equal opportunity employer.

NABE '90, from page 1

SPECIAL EVENTS: Many special activities are planned for NABE '90. The winners of NABE's Teacher of the Year Award, Outstanding Dissertation Competition, and Nationwide Student Writing Contest will be announced at the conference. Other special events include a Pow Wow, the NABE President's Reception and Dance, a Special Cultural Event, and the Annual Banquet. Special student entertainment will take place in the Exhibition Hall throughout the conference. The Mariachi Cobre is scheduled to appear at NABE '90.

EXHIBITS: NABE participants will have the opportunity to visit with representatives of major publishers and Fortune 500 companies in the Exhibition Hall from Monday through Wednesday.

JOB FAIR: Looking for a job? Bring your resume with you and meet with representatives of school districts, universities, and corporations from throughout the country who will be recruiting at NABE '90.

TRAVEL AND HOTEL ARRANGEMENTS

AIR TRAVEL: **American Airlines** and **America West Airlines** have been chosen as the official airline carriers for the NABE '90 Conference in Tucson. Both **American Airlines** and **America West Airlines** offer specially discounted fares -- 40% off full coach fares with seven day advance purchase required or 5% off lowest fare in effect at time of ticket purchase provided you meet all requirements applicable to the fare -- for persons travelling to and from Tucson for the NABE '90 Conference. To purchase tickets and make reservations with **American Airlines** call their toll-free number **800 433-1790** and give the agent NABE's Star File number: **0540Q8**. To purchase tickets and make reservations with **America West Airlines** call their toll-free number **800 548-7575** and give the agent NABE's CAMS code: **950ABE**.

GROUND TRANSPORTATION: Many of the conference hotels provide complimentary airport shuttle service. NABE conference participants may also use Arizona Stagecoach for transportation to/from the airport. Arizona Stagecoach is offering 20%-50% discounts off regular fares (depending on the hotel) to NABE '90 attendees. Located right at the airport (outside of the baggage claim area), Arizona Stagecoach provides 24-hour service. In order to receive the special discount fares, passengers must identify themselves as NABE Conference participants. Hertz and Budget are offering special rates on rental cars for NABE '90. To make reservations, call the company's Convention Desk and identify yourself as a NABE Conference participant. Hertz: 1-800-654-2240; Budget: 1-800-772-3773.

HOTEL ROOMS: Room blocks have been set aside for NABE Conference participants at 12 hotels in Tucson. Rates range from $43 to $85 per night (plus tax). **Transportation between the Tucson Convention Center and official conference hotels will be provided by NABE.**

All hotel reservations must be made through the Housing Bureau, using the form included in the pre-registration packet. Forms can be faxed to the Bureau at 602-884-7804. Questions regarding room reservations should be directed to the Metropolitan Tucson Convention and Visitors Bureau at (602) 624-1817.

The following hotels still have rooms available:

BEST WESTERN INN AT THE AIRPORT ($61 S/D/T/Q)
7060 South Tucson Blvd.

DAYS INN DOWNTOWN ($53 S/D)
88 East Broadway
(not available 4/21)

DOUBLETREE HOTEL AT RANDOLPH PARK ($79 S/D; $89 T; $99 Q; $116-$266 Suites)
445 South Alvernon Way
(not available 4/21)

HAMPTON INN AIRPORT
($54 S/D)
6971 South Tucson Blvd.

HOLIDAY INN - TUCSON AIRPORT
($68 S/D/T/Q; $90 Suites)
4550 South Palo Verde Blvd.

QUALITY INN TUCSON AIRPORT
($60 S/D)
6801 South Tucson Blvd.

QUALITY INN UNIVERSITY
($43 S/D/T/Q)
1601 N. Oracle Road

RAMADA INN DOWNTOWN
($65 S/D/T/Q; $130 Suites)
475 North Granada
(not available 4/21)

TUCSON AIRPORT COURTYARD BY MARRIOTT ($57 S/D/T/Q)
2505 E. Executive Drive

Codes for Rates:
S = Single Room
D = Double Room
T = Triple Room
Q = Quadruple

POST-CONFERENCE EXCURSIONS: Arizona Stagecoach is offering special discounted rates to NABE Conference attendees. All arrangements should be made directly with Arizona Stagecoach, which will have a booth in the NABE Conference Registration Area at the Convention Center. For additional information, contact Arizona Stagecoach Arranger at (602) 881-4474.

NABE '90 INTENSIVE SESSIONS - REVISED SCHEDULE FOR SUNDAY, APRIL 22, 1990

6-Hour Sessions, 9:00 a.m. - 4:30 p.m.

Critical Thinking Can Be Taught
Byrd Baylor, Anita Castañeda, Michael Lacapa, Angelina Olivares, & Joseph Rubin

Grant Writing: Steps to Writing Successful Federal Grant Proposals
Jay Fuhriman & S. Ana Garza

Integrating Mexican Folkloric Arts into the Total Curriculum
Mercedes Guerrero & Artemisa Hughes

The LAS Meets the 21st Century: What's New in Language Assessment?
Edward De Avila, Sharon Duncan, Stephen Jackson & Jill Morgan Berey

WOW: Workshop on Workshops
Aurelio M. Montemayor

3-Hour Sessions, 9:00 a.m. - 12:00 p.m.

Cooperative Learning: Getting It Together
Jeff Williams, Randy Huntley & Karen Snow

The Educator as Researcher: Principles and Practice of Participatory Research
Alma Flor Ada & Constance Beutel

Effective Instruction for the Special Needs Limited English Proficient Student
Rebecca Moscoso

Empowering Teachers and Students Through Interactive Literacy
Margarita Calderón, Alicia Mijares & Martha Valdez

Strategies to Become an Effective Bilingual School
Thomas P. Carter, Diane Cordero de Noriega & Ciemo Rodríguez

Utilizing Technology in a Bilingual Classroom
Ben Casados, Michael Reed & Philbert Watahomigie

3-Hour Sessions, 1:30 p.m. - 4:30 p.m.

ALPACA: Assessment of Language Proficiency and Content Areas
Else Hamayan & Ann Willig

Bilingualism in the Content Area at the Secondary Level
Mary Beth Khoury

Developing Language and Thinking Skills Through Literature
Maureen R. Priestley

New Directions and Recent Trends in the Struggle for the Educational Rights of Linguistic Minority Youth: Overview and Case Studies
Javier Colón, Deborah Escobedo, Camilo Pérez Bustillo & Peter Roos

Spanish Literature Enrichment for K-6 Students
Silvia Dorta-Duque de Reyes, Sherry Freeman de Leyva & Maria Theresa Porter

Strategies to Increase Language Competence and Writing Skills Abilities Among LEP Students in Bilingual and ESL Classrooms in Grades Three Through Six
Elba Maldonado-Colón

Teachers, Principals: Are You Compatible With Each Other? (Leadership Style vs. Teaching Style)
Abe Luján Armendariz & Emma Armendariz

THERE IS NO ADDITIONAL

CHARGE FOR INTENSIVE

TRAINING SESSIONS!

NABE BUSINESS MEETINGS TO BE HELD AT 1990 CONFERENCE

The NABE conference is the one opportunity each year for our membership as a whole to meet and personally interact with the Executive Board, discuss issues and make recommendations on the future direction of NABE. Your participation and that of your affiliate are important. Make sure that you are represented at the following meetings:

Delegate Assembly
Sunday, April 22, 2:00 - 5:00 p.m.

Affiliate Presidents meet with the NABE Executive Board to discuss the present status and future direction of the organization.

Resolutions Committee
Tuesday, April 24, 8:00 - 10:00 a.m.

Affiliate delegates meet to review resolutions to be submitted to the membership.

Nominating Committee
Tuesday, April 24, 2:00 - 4:00 p.m.

Affiliate delegates meet to select the slate of candidates for the 1991-92 NABE Executive Board.

General Membership Meeting

Open to all NABE members in good standing, the agenda for this meeting includes:

President's Report
Treasurer's Report
Election's Committee Report
Nominating Committee Report
Action on Resolutions

SIG Business Meetings

NABE members interested in Special Interest Group activities meet to select Chairpersons and plan for the future year. SIG Business Meetings are scheduled throughout the conference.

RESOURCES FOR BILINGUAL EDUCATORS

Strategies, edited by Amado M. Padilla, Halford H. Fairchild, and Concepción Valadez. Sage Publications, 2111 West Hillcrest Dr., Newbury Park, CA 91320.

Bilingualism Across the Lifespan: Aspects of Acquisition, Maturity and Loss, Edited by Kenneth Hyltenstam and Lorraine K. Obler. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Bridges: Promising Programs for the Education of Immigrant Students, by Laurie Olsen and Hedy N. Chang. California Tomorrow, Fort Mason Center, Building B, San Francisco, CA 94123

Directory of Puerto Rican Elected Officials in the United States. National Puerto Rican Coalition, Inc., 1700 K Street, N.W., Suite 500, Washington, DC 20006

El Sabelotodo: Resource Book for Bilingual Educators. Contains Palabrería, La cultural, Vocabulálogo, Temas hasta por gusto, and Manos a la obra sections. Hampton-Brown Books for Bilingual Education, 26385 Carmel Rancho Blvd., Carmel, CA 93923.

English Plus: Issues in Bilingual Education, edited by Courtney B. Cazden and Catherine E. Snow. *The Annals of the American Academy of Political and Social Science, Vol. 508, March 1990.* Sage Publications, 2111 West Hillcrest Dr., Newbury Park, CA 91359.

Focus on ESL Methods: Annotated Bibliography Series, contact Nancy Cloud, M.S. TESL Program Coordinator, Hofstra University, 208 Mason Hall, Hempstead, NY 11550.

High Noon Books: Bilingual High-Interest, Low-Level Novels. Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94949-6191.

Language Acquisition: A Journal of Developmental Linguistics, edited by Robert Berwick, Thomas Roeper, and Kenneth Wexler. Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

Meeting the Multicultural Needs of the Hispanic Students in Special Education*, Special Issue of Exceptional Children, Vol. 56, No. 2, October 1989.* Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589.

Intercom 2000, by Anna Uhl Chamot, Joan B. González, Isobel Rainey de Díaz, and Richard Yorkey. Heinle Publishers, 20 Park Plaza, Boston, MA 02116.

Key Issues in Bilingualism and Bilingual Education, by Colin Baker. Multilingual Matters Ltd., c/o Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Technology and Language Learning Yearbook, Athelstan Publications, P.O. Box 8025, La Jolla, CA 92038-8025.

U.S. Spanish: the Language of Latinos, in *International Journal of the Sociology of Language*, November 1989, by Joshua Fishman.

FUNDS AVAILABLE FOR DEVELOPMENTAL BILINGUAL PROGRAMS

The Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education has issued an invitation for applications for Developmental Bilingual Education Programs. Three million dollars are available for an estimated 17 awards, averaging $75,000 - $275,000 each.

The deadline for submission is April 24, 1990. For further information, contact Ana María García at OBEMLA (202) 732-5700.

BOOK REVIEW, from page 7

conditions of linguistic minority students in such diverse countries as India, Australia, Sweden, the Netherlands, to name a few. My perceptions of European nations (the Mecca of linguistic pluralism!) were rudely realigned after reading *Minority Education*.

Parts I, II, and III are quite suitable for undergraduate courses in language education, bilingual education, and yes, multicultural education. Parts I-III would also be useful in undergraduate courses in political science and sociology. Part IV of the text is somewhat elevated in content analysis, requiring prerequisite knowledge in policy analysis, ethnicity, racism, and social control and is best suited for graduate level courses. The text is also of value to scholars interested in language, race, ethnic, and social class issues in industrial societies.

One negative comment: the text's title is bland and misleading. The title does not adequately describe the richness of the essays it presents. If and when a second edition emerges, I suggest seeking a slightly different title that emphasizes the notion that linguistic minorities can change their lot. Overall, the text contains well-written and well-documented essays that are thoughtful and provoke thought. I plan to use the text in my courses.

SHARE YOUR TALENT AT THE NABE '90 SPECIAL CULTURAL EVENT!

Tuesday evening, April 24, promises to be one of the most enjoyable events at NABE '90. *Our Stars*, as this special cultural event is being called, will feature NABE members who are not only outstanding educators, but who are also talented musicians. Among those already scheduled to appear are Tony Báez, Pancho Lluch, and Ramón Pescina. But they need your help! Bring your guitar, singing voice, and dancing shoes, and get ready for a most enjoyable evening!

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TITLE VII FELLOWS TO MEET AT NABE '90

On Monday, April 23, 1990, a Title VII Fellows meeting will be held from 7:30 - 9:00 a.m. at the Tucson Convention Center Ballroom. This meeting is being hosted by the Texas EXes Fellas in an effort to support and locate previous recipients of Title VII Bilingual Education Fellowships granted by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

Ms. Rita Esquivel, Director of OBEMLA, will be the honored guest in recognition of her dedicated efforts to support Title VII Fellows. Drs. Joe Bernal (Harlandale Independent School District in San Antonio) and Sylvia Peña (University of Houston) will also be honored for their contributions to the field of bilingual education and research toward educating second language learners.

At this meeting, discussions will evolve on ways to network and organize research opportunities for Title VII Fellows across the nation. An informal setting with coffee and croissants will be provided by Santillana Publishing Company as an indication of their continued dedication to serving educators in the field of second language learning. If you wish additional information or plan to attend the meeting, contact Dr. Michele R. Hewlett-Gómez, Executive Director, Texas EXes Fellas, P.O. Box 13495 - Capitol Station, Austin, TX 78711- 9998 or call (512) 463-9067.

NABE '90 JOB FAIR

If you're looking for a job, NABE '90 is the place to be! To date, over 75 school districts and other agencies from across the country have reserved Job Fair booths in the Exhibition Hall at the conference. Representatives of these organizations will be available to interview prospective candidates on-site. If you are interested in being considered, bring plenty of copies of your resume with you!

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November 1, 1989 - October 31, 1990

____ $ 48 Individual Membership — Membership and NABE Publications

____ $ 65 Joint Membership — Two memberships (couple living at same address) and one copy of NABE publications

____ $125 Institutional Membership — Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

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I am involved in bilingual education as: (check one)

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____ Full-time Student
____ Teacher
____ College Instructor
____ Administrator
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____ Publisher Staff
____ Resource Center Staff
____ School Board Member/Education Policy-Maker
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As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

Special Interest Groups:

____ Early Childhood
____ Elementary Education
____ Secondary Education
____ Higher Education
____ Adult Education
____ Vocational Education
____ Parent & Community
____ Student
____ Asian/Pacific Islander
____ Research & Evaluation
____ Special Education
____ Global Education
____ Critical Pedagogy
____ ESL in Bilingual Ed.
____ Language Policy
____ Language and Culture Retention
____ Educational Policy-Making

Standing Committees:

____ Publications
____ Membership
____ Fund Raising
____ Rules
____ Socio-Political Concerns
____ Public Information
____ Honors and Awards
____ Organizational Development

PAYMENT INFORMATION
SEND PAYMENT TO: NABE, 810 FIRST STREET, N.E., THIRD FLOOR, WASHINGTON, DC 20002

$ __________ Membership Fee

$ __________ Contribution to help NABE counter the English-Only movement

$ __________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ________________________

Credit Card Exp. Date: ________________________

Signature: ________________________ Date: ______________

MESSAGE, from page 3

conference CABE President Acosta presented NABE with an additional $1000 donation to help us in our fund-raising efforts. On behalf of the NABE Board, I would like to extend a *Thank You!* to CABE for all their contributions to bilingual education and their accomplishments.

Mid-February, I was invited to address our affiliate in South Dakota (SDABBE). Working with affiliate president Tom Vocu and former NABE Board member Ray Howe afforded me the honor of addressing an audience of bilingual educators that help NABE meet the needs of our Native American population. The interactions and informal discussions that took place throughout their conference broadened my perspective of what NABE needs to continue addressing, not only with the Native American population, but with all groups who represent the needs of language minority students. The commitment and degree of sophistication with which SDABBE is operating is to be commended. I left that affiliate feeling very comfortable that language minority issues are on their agenda. At that conference, SDABBE presented NABE with a $500 contribution toward our fund raising efforts. On behalf of the Board and the membership, I thank them.

At this conference I reiterated NABE's goal of inclusiveness for all language groups. I was asked to address a number of issues, specifically our plans for the Tucson conference in April. To that end, I briefed them about NABE's plans for a Pow-Wow on the first night of the conference, a Native American keynoter, Lucille Watahomigie, and concurrent sessions throughout the conference related to the education of Native American students. As I left South Dakota I had a good sense that in the Sioux community there is substantial commitment to bilingual education and the empowerment of their unique and diverse communities. I salute this affiliate as a model for other states with large numbers of Native Americans.

The first week in March I was invited to join yet another our affiliates. The Massachusetts Association for Bilingual Education (MABE) held their annual conference in Lowell, the only city in the nation to pass an English-Only ordinance. MABE's theme, *A Vision for the 90's: Providing for All Students*, was an excellent one for this affiliate which continues to stress that in order to achieve excellence we must share resources and work together. Here, as in California, I was allowed to meet with the Board informally and address local issues as well as the current legislation that is being proposed in this state that historically has had strong emphasis on bilingual education. As many of you may recall, the Massachusetts law dates back to 1975, and it was a model for subsequent bilingual education laws in other states. The enthusiasm that was evident in the board and the conference planning committee was testimony to the continued commitment to ensure that bilingual education maintains its proper respect in the community of Lowell as well as in the rest of the state of Massachusetts. MABE president David Groesbeck is to be commended for his leadership during these trying times in that part of the country. That state (like many others) faces enormous deficits which threaten basic services and educational programs. The threat to education funding is serious, and as in most places, reduced resources tend to bring out stronger feelings of "we and they." It is no surprise to many of us that this often leads to questioning why money is spend on "those immigrant kids who really should be learning English anyway." While such views are always present, they seem to be far stronger during times of fiscal and emotional stress. The MABE Board and membership are to be recognized for their commitment to working under tough conditions. By establishing positive relationships with the community and the press, their efforts to get a true perspective of bilingual education ware very evident. Their work in empowerment of Southeast Asian parents is one-of-a-kind, and reflective of their total commitment and concern that is challenged when one deals with changing demographics. A renewed and continued emphasis on bilingual education is very evident in this key state in the Northeast. NABE commends their work in striving to make bilingualism part of the solution.

FOREIGN PARTNERSHIPS

During the first week of April, the Ministry of Education and Science of Spain has invited four NABE Board members to Madrid, along with the Director of OBEMLA and a group of State Education Agency directors, to collaborate with them in the design of a summer institute on children's literature in Spanish to be held July 2-20 in Madrid. The main objectives of the Institute are to provide US bilingual teachers with further training in the teaching of language arts to bilingual students, as well as to enable them to share ideas and possibilities with teachers from other states. This is the third Institute of this kind; in 1988 it was held in Barcelona and in 1889, in Madrid. Both of these institutes have been jointly sponsored by the California State Department of Education and the Ministry of Education and Science of Spain. As a result of these previous Institutes, the Ministry of Education has decided to encourage participation of bilingual teachers from other US states in the third summer institute, making it available to 200 US bilingual teachers.

Mr. José María Anton, Consul for Education of Spain, has extended this gracious offer to US bilingual educators in order to establish a definitive program for the Institute during this summer and to review past designs for future collaborative programs (teacher exchanges, sister schools, etc.). NABE is eager to participate in this joint effort that will help us realize ties with other countries that share our interest in bilingual education. These types of ties with the global community that we often talk about are becoming a reality for NABE during the '90's. The Board is very grateful for Mr. Anton's offer to cover all expenses for this important trip.

The Ministry of Education and Sciences of Spain will be very visible at the NABE '90 Conference. They will be offering presentations given by well-known professors from Spain and the U.S., including a complete report on every aspect of the

Continued on page 18

BILINGUALITY, from page 5

its speakers. This innovation represents a "special case" of the fullest possible integration of language and content instruction. Apparently, its success rests on the teachers' ability to foster the development of solid building blocks in both languages which can lead to the development of further social as well as academic language skills.

Critical attributes of successful programs appear to include a sensitivity by teachers to the language needs and the inherent abilities of the children; to the fact that material which is interesting and appealing for children (such as science, mathematics, and social studies) can be a conceptual peg upon which to build the development of language and higher order thinking skills; and that students who work collaboratively across language boundaries can serve to reinforce, to extend, and to solidify their respective language skills. Despite the generally poor performance of language minority youngsters who are mainstreamed or submerged into local American classrooms, and despite the poor second or foreign language proficiency attained by most language majority youngsters, it appears that there do exist educational alternatives which can facilitate the development of bilingual competence and subject matter mastery for such youngsters.

What, then, might we expect to be the correlates or consequences for children who participate in such innovative educational programs? On the basis of extant research literature (cf., Bamford and Mizokawa, 1989; Diaz, 1985; Hakuta, 1986; Hakuta, 1987; Hakuta and Suben, 1985; Secada, 1989), it seems safe to conclude that youngsters--minority and majority--who have been assisted or "caused" to become bilingual and who concomitantly develop a high degree of academic language proficiency in both of their languages will also develop a more diversified and flexible set of problem-solving strategies or of cognitive abilities than their monolingual peers. Additionally, a number of studies suggest that this bilingualism will have positive or facilitating effects on social development. Children who have been assisted or "caused" to become bilingual have generally been shown to develop more positive, charitable, and open views toward members of other ethnolinguistic groups than their monolingual counterparts.

The general thrust of these remarks is meant to suggest that youngsters who participate in bilingual immersion or developmental bilingual programs for a substantial period of time (cf., Collier, 1989) will, in addition to developing bilingual language competence, also develop cognitive and possibly social advantages when compared with their monolingually educated counterparts. The net result will be a culturally rich, language competent, and socially sensitive society--rather than the divisive, fragmented society predicted by those who advocate "English Only." According to the present optimistic view the encouragement of personal bilingualism through participation in innovative educational programs should be accorded a high social priority.

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Continued on page 18

MESSAGE, from page 16

Institute. Applications for the Institute will be available at the Conference.

NABE '90 DRAWS NEAR

These past months have been extremely busy for the NABE national office staff, who have been working closely with the Tucson conference planning committee to ensure that when you arrive in Tucson in April, an excellent program and conference will be awaiting you. Throughout this issue of *NABE NEWS* you will find information concerning the OBEMLA Management Institute, keynote and major speakers, job fair and exhibits, school visits and intensive training sessions, and other activities of NABE '90. We expect well over 3000 conferees at what will be one of NABE's best conferences ever. I urge you to make every effort to attend NABE '90 and to keep in touch.

BILINGUALITY, from page 17

Tucker, G.R. & Crandall, J.A. (1989). The integration of language and content instruction for language minority and language majority students. In Georgetown University Round Table on Languages and Linguistics 1989. Washington, DC: Georgetown University press, 39-50.

ASSISTANT/ASSOCIATE PROFESSOR OF BILINGUAL EDUCATION/ESL

The University of Colorado at Denver is seeking an Assistant or Associate Professor of Bilingual Education/ESL, effective Fall 1990. Responsibilities include research in language learning and teaching, service to metropolitan school districts, and teaching graduate level courses in Multicultural Education, Social Context of Education, Testing and Assessment, Teaching Methodology, etc.

Applicants must hold a doctorate in an appropriate discipline, and be able to demonstrate teaching and scholarship potential. In addition, Applicants must 1) be fluent in Spanish and English and 2) be sensitive to issues of cultural diversity in the Southwest. Salary: Commensurate with education and experience.

For more information, contact Dr. Mark A. Clarke, School of Education, University of Colorado at Denver, 1200 Larimer St., Denver, CO 80204-5300. Phone: (303) 556-2842.

C.U. Denver is an AA/EO employer.

SEE ARIZONA AFTER NABE '90

Stay and enjoy the beauty of the Southwest after the NABE '90 Conference. Arizona Stagecoach Arranger is offering post-conference tours to NABE '90 attendees, ranging from 1-4 days, to destinations such as the Arizona-Sonora Desert Museum and Saguaro National Monument, Sabino Canyon, San Xavier Mission, Nogales, Tubac, Trail Dust Town, and the Grand Canyon.

Arizona Stagecoach Arrangers will have a booth in the NABE '90 Conference Registration Area where you can reserve space on one of their tours. To make plans before you arrive in Tucson, call (602) 881-4474.

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For more information about Aprenda, please call The Psychological Corporation at 1-800-228-0752.

RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on April 25, 1990, during the 19th Annual International Bilingual-Bicultural Education Conference in Tucson, Arizona, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1990 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing," will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should use the form included in this issue of the newsletter and either send them by April 6, 1990 or bring them to the NABE Office located in the Galleria of the Tucson Convention Center by April 23.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

1990 RESOLUTIONS

Mr. Chairman, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by____________________ Seconded by____________________

If other than individual, submitted by____________________(Name of Group)

Person to be contacted regarding resolution:

NAME____________________ Phone(____)____________

ADDRESS______________________________

CITY____________________ STATE________ ZIP________

NOTE: This form is to be mailed so that it arrives no later than 6 April, 1990. Submit to:

Jose Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
Executive Director, NABE
Union Center Plaza, Third Floor
810 First Street, N.E.
Washington, DC 20002

(For NABE Official Use Only)

Date Received________ Resolution No._____ Approved______ Disapproved______

Reason for disapproval______________________________

Amendment for reediting needed? Yes________ No________

NABE Action: Carried________ Failed________ Date______

1160

NABE NEWS
Union Center Plaza
Third Floor
810 First Street, NE
Washington, DC 20002

MAKE PLANS NOW TO ATTEND THE 1990 NABE CONFERENCE IN TUCSON, ARIZONA - APRIL 21-25, 1990

SATURDAY, APRIL 21

- NABE Conference and OBEMLA Management Institute Registration

SUNDAY, APRIL 22

- OBEMLA Management Institute
- Parent Institute
- Intensive Training Sessions
- NABE Delegate Assembly
- Opening General Session
- Pow Wow

MONDAY, APRIL 23

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Symposia
- Workshops
- Papers
- Major Sessions
- General Sessions
- Dissertation Awards Luncheon
- SIG Meetings
- President's Reception and Dance

TUESDAY, APRIL 24

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Symposia
- Workshops
- Papers
- Major Sessions
- General Sessions
- NABE Nominating, Resolutions, and SIG Meetings
- Student Essay Awards Luncheon
- Special Cultural Event

WEDNESDAY, APRIL 25

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Symposia
- Workshops
- Papers
- Major Sessions
- General Sessions
- General Membership Meeting
- SIG Meetings
- Teacher of the Year Presentation
- Annual Banquet and Dance

Vol. 13, No. 7 July 12, 1990

NABE NEWS *Published by the National Association for Bilingual Education*

NABE '90 IN TUCSON DRAWS 4,500 +

Over 4,500 people attended NABE's 19th Annual Bilingual-Bicultural Education Conference, held April 22-25, 1990 in Tucson, Arizona, making it one of the largest NABE conferences ever held.

The four-day program included a national Management Training Institute, sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs; a Critical Perspectives in Bilingual Education Research Symposia, sponsored by Arizona State University; 175 concurrent workshops, papers, symposia, and intensive training sessions on current practices in the education of linguistic minority children; a job fair with over 80 prospective employers; an exhibition of the latest materials and products; school visits to some of the best bilingual education programs in the country; an institute for several hundred parents, and keynote addresses given by nationally-known experts in the field.

In addition, NABE presented Teacher of the Year, Instructional Assistant of the Year, Outstanding Dissertation and Student Writing Contest awards (see separate articles in this issue of *NABE NEWS*), and recognized a group of pioneers in the establishment of bilingual education in the state of Arizona.

OBEMLA MANAGEMENT INSTITUTE

Over 1,500 Title VII Project Directors and staff members attended the OBEMLA National Management Training Institute, which began on April 22. After an opening session conducted by OBEMLA Director Rita Esquivel, the morning was devoted to special sessions designed for specific types of Title VII projects.

Welcoming the participants to the noon luncheon, where Title VII staff were joined by the participants of the Parent Institute, Ms. Esquivel said, "Do you know what it feels like to be the director of OBEMLA and to stand here and see *thousands* of people at a Management Workshop? This has *never* happened before!"

The luncheon speaker, Dr. Joe Bernal, Assistant Superintendent for Instructional Services in the Harlandale Independent School District of San Antonio, addressed the topic, "We've come a long way baby, or have we?" Paraphrasing his favorite philosopher Paolo Freire, Bernal said, "Freedom and liberty begin with the spoken word...The opposite of freedom and liberty is silence. Silence, whether it be self-imposed or externally-imposed, is oppression. Our Constitution, through its First Amendment, speaks clearly to this point that Congress cannot prohibit or abridge the free exercise of speech."

Bernal described his own early educational experience, without bilingual education, as a form of oppression imposed by educational institutions. "Are we past this stage of the game and are the oppressors gone from the scene?, he

Continued on page 10

Title VII Project Directors Attend Management Institute Luncheon

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NABE NEWS

Published by the National Association for Bilingual Education

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James J. Lyons & Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 13 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/89
Issue 2, 10/27/89
Issue 3, 12/08/89
Issue 4, 1/20/90
Issue 5, 3/02/90
Issue 6, 4/13/90
Issue 7, 7/12/90
Issue 8, 8/27/90

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion in the NABE NEWS.

ADVERTISING RATES

Display Advertising:

Full Page	$ 1,100
Half-Page	$ 600
1/4-Page	$ 325
1/8-Page	$ 175

Classified Advertising:

$1.25 per word
(telephone numbers count as one word)

Advertising Discounts:

15% second insertion
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NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager

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(313) 582-7160

Western Regional Representative
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California Language Minority Project
6401 Linda Vista Road
San Diego, CA 92111
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NABE '91 CONFERENCE

Make plans now to attend the next Annual International Bilingual/Bicultural Education Conference of the National Association for Bilingual Education. The theme of NABE '91--NABE's 20th Conference--is *Bilingual Education: Providing World-Class Schooling.*

NABE '91 will be held January 9-12, 1991 at the Washington Hilton and Towers, 1919 Connecticut Avenue, N.W., Washington, DC 20009.

An OBEMLA National Training Management Institute will take place in conjunction with the NABE Conference. NABE '91 will feature nationally-known speakers, intensive training sessions, workshops, papers and demonstrations, and other special events.

The Call for Papers to be issued later this summer and all other conference information will be automatically mailed to NABE members. So make sure your NABE membership is up to date!

For information regarding exhibits and conference sponsorship, contact the NABE national office in Washington, DC.

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

As I write this message, I am still thinking about our recent conference in Tucson. In all respects, NABE '90 had to have been one of the best conferences ever! The speakers were outstanding; the workshops dealt with the latest techniques; the exhibits overflowed with the most recent materials and products; and the convention center was filled with over 4,500 participants from all over the U.S. and from several foreign countries.

I want to express my appreciation to the NABE '90 sponsors for their significant contribution to the success of the conference: Silver Burdett & Ginn, Wicat Systems, the Ministry of Education and Science of Spain, Miller Brewing Company, IBM, Macmillan/McGraw-Hill Publications, Coors Brewing Company, Coca Cola, Pepsi, Carnation, Crane Publishing, Hampton-Brown Books, Hispanic Magazine, and Scholastic, Inc. These companies continue to demonstrate their commitment to bilingual education and to NABE.

The participation of the Ministry of Education and Science of Spain in NABE '90 was just the start of what promises to be a long and productive relationship. The Ministry's donation of scholarships to their Summer Institute on Children's Literature in Spanish, along with their extensive exhibit of materials, was greatly appreciated.

The Mexican Ministry of Foreign Relations also participated in this year's conference. They were represented by Graciela Orozco and Teresa Franco from the Presidential Program for the Mexican Community in Foreign Countries. Recent meetings with Dr. Roger Días de Cossio, the director, have allowed NABE to begin discussions with them on numerous issues dealing with bilingual education. They have indicated an interest in pursuing programs for bilingual teachers that will benefit both countries. Dr. Cossio is a former Undersecretary of Education at the Education Ministry in Mexico.

It is not possible to list the names of the hundreds of people who volunteered their time to make sure NABE '90 was a success. Let me simply say *Thank You!* to all of Tucson--you were wonderful! I do want to take a moment to acknowledge the dedication of Local Co-Chairs Kathy Escamilla and Gene Benton, who devoted over a year of their personal lives to NABE '90. I also want to recognize the efforts of our National Office Staff, particularly Executive Director Jim Lyons, who did such an outstanding job of coordinating this conference.

Finally, I would like to thank Rita Esquivel and the staff of OBEMLA for their cooperation in making NABE '90 a success. Holding the OBEMLA Management Institute in conjunction with the conference is just one example of the partnership that has been established between NABE and OBEMLA under her leadership. In a series of meetings with the Board and myself, Ms. Esquivel has indicated her willingness to once again collaborate with NABE in jointly hosting the OBEMLA Management Institute in conjunction with NABE '91. I would like to personally commend Ms. Esquivel for this decision and extend NABE's gratitude for her confidence in our continued partnership in the education of language minority students across the nation.

We are already planning for next year's conference--January 9-12, 1991 at the Washington Hilton in Washington, DC. NABE '91 will be our 20th annual conference. We will mark this anniversary in our nation's capitol with a very special conference program.

On another note, I am pleased to announce that plans are underway to reinstitute the publication of the *NABE JOURNAL (see Editor's Note, page 21)*. I am also pleased to announce that CTB Macmillan has become the first corporate sponsor of the *JOURNAL*.

I recently spent a few days working at our National Office in Washington, DC. While there, I met with Raúl Yzaguirre of the National Council of La Raza, Rita Esquivel, and a group of Hispanic leaders called together by Rita DiMartino of AT&T. NABE continues to work with other organizations such as these. NABE also continues to receive support from our affiliates. A special thank you to the Massachusetts Association for Bilingual Education for their recent one thousand dollar contribution to help NABE promote English Plus initiatives.

Rodolfo Chávez

On the plane ride home, I was reading *USA Today* and came across an article entitled "Polish Educator Grades U.S. Classes." Zbyszko Melosik, a professor of education from Poland, recently visited schools in Washington, DC. I thought I would close this message with some of his comments about American education.

Asked if there was something he would change about U.S. education, Melosik responded: *I still think about minority students. I had in my mind this concept of equality of educational opportunity. And anyone can see from your statistics that the higher middle class is overrepresented in schools such as Stanford and Harvard and many other universities. There's a much higher percentage of the WASPs. I think there's some kind of bias. I think you should work to improve that, to give (minorities) more possibilities.*

When asked why language isn't taught more in the USA, Melosik responded: *Oh, because you think you are No. 1. Everyone all over the world should know the English language.*

In response to the last question, regarding the problems if the USA doesn't increase its study of language, he answered: *It will be No. 2, and then No. 3 after Germany. I think so. Japanese have a great love for languages. And a unified Germany will be a great power. I think that economic competition will go toward more culture competition. Foreign language is a part of cultural understanding.*

I hope you all have an enjoyable summer and that you keep in touch!

CANDIDATES SELECTED FOR 1991-1992 NABE EXECUTIVE BOARD

At the NABE Nominating Committee Meeting held at the annual conference in Tucson, delegates nominated candidates for the 1991-1992 NABE Executive Board. The following persons were nominated:

Position:	Nominee:	Nominated and Seconded By:
President-Elect	Marlene Kamm (IL)	IL/NY
	Anna Pérez (CA)	CA/AZ
	José Agustín Ruíz (OR)	CO/WA
Vice President	Julio Cruz (IL)	CO/IL
	Mutsuko Tanouchi (NY)	NY/NJ
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	Jerilynn Smith-Ritchie (CA)	CA/CO
Treasurer	Pedro Maymí (NY)	NY/IL
	Rose Medina (NM)	CO/NM
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	Susan García (CO)	NM/NY
Eastern Regional Rep.	Deborah Colley (NY)	NY/NJ
	Anna López (NJ)	NJ/NY
Central Regional Rep.	Carlos Gamino (WI)	IL/TX
	Alicia Salinas Sosa (TX)	TX/WI
Western Regional Rep.	Minerva Allen (MT)	WA/CO
	Richard López (AZ)	NM/AZ

1990 NABE OUTSTANDING DISSERTATION COMPETITION WINNERS

FIRST PLACE

Rosario Rosales-Kufrin
Caste, Collusion and Conflict: An Ethnographic Study of Factors Affecting the Dropout of Mexican-American Students in a Chicago Barrio Elementary School
Department of Educational Policy Studies, University of Illinois, Urbana
Committee Chair: Rudolph Troike
Committee Members: Fred Coombs, James Anderson, Paul Thurston

SECOND PLACE

Elizabeth Ann Hartley
Searching for Balance: A Comparative Examination of Parents' and Teachers' Perceptions of Navajo and Anglo Gifted/Talented Characteristics
University of Colorado - Boulder
Committee Co-Chairs: Bob L. Taylor and Leonard Baca
Committee Members: Stanley Ratliff, Albert Roark, Dorothy Kaschube

THIRD PLACE

Susan Hopper-Weil
Literature and Culture: An Analysis of the Effects of Cultural Background on Puerto Rican and American Reader Responses to Selected Short Stories
School of Education, New York University
Committee Chair: Antonio Simões
Committee Members: Miriam R. Eisenstein, Carl P. Schmidt

1990 NABE STUDENT WRITING CONTEST WINNERS

GRADES 3-5

FIRST PLACE	SECOND PLACE	THIRD PLACE
Elsa G. Figueroa	Cindy Alvarado	Delia Rodríguez
B. Franklin Elementary School	Western Hills School	Mission View Elementary School
Port Arthur, TX	El Paso, TX	Tucson, AZ
Teacher: Bertha E. Garza	Teacher: Celina Raymond	Teacher: Ms. Marín
Principal: Charlie B. Vanatta	Principal: Susan Hurralde	Principal: Ms. Saldate

GRADES 6-8

FIRST PLACE	SECOND PLACE	THIRD PLACE
Paloma Ramírez	Luz Pérez	Joanne Rodríguez
Wisconsin Avenue School	Olive Street School	McKinley School
Milwaukee, WI	Porterville, CA	Newark, NJ
Teacher: Sylvia González	Teacher: Mrs. Eoff	Teachers: A. Maldonado/M. Hegarty
Principal: Glen Burk	Principal: Mr. Villicana	Principal: L. Giordano

GRADES 9-12

FIRST PLACE	SECOND PLACE	THIRD PLACE
Rebecca Alvarez	José Sorto	Leticia Curiel
Oak Grove High School	Lincoln Junior High School	San Gabriel High School
San Jose, CA	Washington, DC	San Gabriel, CA
Teacher: Joann DeLaRosa	Teacher: Juanita Wilkinson	Teacher: Mrs. M. Guevara
Principal: Karalee Roland	Principal: Margaret Saxon	Principal: Mr. J. Mount

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WHAT IT MEANS TO BE BILINGUAL TOWARDS THE 21ST CENTURY

by Elsa G. Figueroa, Grade 5

Bilingual means speaking two languages. Bilingualism is getting very popular. At one time people who came to our country were taught to speak English. Soon their children often forgot their own language and culture. Now the children of these people realize that they want to keep their language and way of life as they learn English. Because people come to our country from all parts of the world, being bilingual in the 21st Century will be necessary.

At the present time people from Nicaragua and El Salvador are coming to the United States. They bring with them their language and culture. The Vietnamese and Cubans came to our country by the hundreds at one time too. It will be necessary for some people to speak English and another language like Vietnamese or Spanish to communicate and also to educate them.

Bilingual people will be in demand in the 21st Century. Translators and interpreters will be needed in the medical field, banks, schools, housing agencies, Social Security offices, and other federal agencies. Bilingual people will have better opportunities of getting jobs in these places because they know English and another language.

Presently, there are not enough bilingual people. The public is beginning to realize that, like computers, being bilingual will be a necessity in the 21st Century.

WHAT IT MEANS TO BE BILINGUAL TOWARD THE 21ST CENTURY

by Paloma Ramírez, Grade 6

To me, being bilingual means being able to communicate with people of different countries. Knowing other languages can help stop many of the wars we have today. We could share concerns about our growing environmental problems and the problems that go on in our neighborhoods.

If any of our future presidents are bilingual, we might have a better understanding between the United States and other countries. Many of our presidents have traveled all around the world to places like China, Japan and Russia. Our leaders should speak a second language so they can settle a peace treaty, do business, and improve relations among the nations.

A lot of bilingual people, not just Hispanics, have not had many opportunities before. Children once attended schools where only English was taught. Hispanics and students from other descents were put in a separate room because they didn't have any skills in the English language. That has changed. Now many Hispanics and other bilingual people have more opportunities to better themselves.

For me, being Hispanic and knowing the English language has opened a new door to the world. My Hispanic heritage has helped me to get ahead in my Spanish reading and writing skills. When I was little, my mother always made me speak Spanish. I thought she was trying to make my life harder. Now that I am older, I realize she was trying to help me so I could learn English and Spanish. A lot of monolingual people don't realize how prepared some bilingual people are for the 21st Century. I'm proud to be bilingual and to be in the bilingual education program. I'm preparing myself to be a leader, not a follower. I want to become the president of the US. I might be the first Hispanic, bilingual woman to become president. Being bilingual will help me achieve my goal. If everyone would spend a little time everyday learning a different language and understanding each other's differences, it would be a better world to live in by the 21st Century.

WHAT IT MEANS TO BE BILINGUAL TOWARD THE 21ST CENTURY

by Rebecca Alvarez, Grade 12

As the 21st Century approaches, society will become so complex that the amount of education needed to be successful will be overwhelming. There will be fewer employment opportunities for those who have only a high school education. What does this mean for the underrepresented Hispanic youth in this country? It means that we are going to have to work hard to meet this challenge. While striving toward academic excellence, we will have to broaden our sense of "orgullo" [pride] in order to maintain our sense of linguistic and cultural heritage. Without this balance, success in the 21st Century will be incomplete.

As I approach the 21st Century, my bilingualism will be an exploration of culture, family, and educational opportunities. The prediction that by the year 2000 robots will be making robots, computers will have the capacity to think, and that instant language translations will be made available are both exciting and alarming. Historically, the effort to preserve one's culture and language has been a struggle and by the 21st Century it will become an even greater challenge.

> *In their bed on the other side of the plastic curtain the mama and papa slept. Across from them in the crib slept the baby Gilberto. The girl Rosalinda slept on her end of the cot. But the boy Ruben watched the night sky turn from violet. To blue. To grey. And then from grey. To blue. To violet once again.*
>
> *("Three Wise Guys: Un Cuento de Navidad/A Christmas Story," Sandra Cisneros)*

It is in the spirit of the character Ruben that I feel an obligation to nurture the bilingual world within me, to work with others to develop a sense of "empeño" [desire] toward enriching their linguistic abilities and cultural values. For Ruben, the colors represented a new world of opportunity and knowledge. For me, the colors represent the ability to appreciate the inner beauty within each of us.

The world of the 21st Century will provide many opportunities for those who are willing to accept the challenge. However, we must not fall victim to a technological age that will have forgotten our "gente" [people]. In his poem, "I am Joaquín," Rudolfo "Corky" Gonzales describes this age as "a monstrous, technical, industrial giant called Progress." It is important that we continually remind ourselves of the many accomplishments and special gifts of our ancestors.

old man,
grandfather.
wise with time
running rivulets on face,
deep, rich furrows,
each one a legacy,
deep, rich memories
of life . . . . .

("Old Man," Ricardo Sánchez)

It is with respect for the past and hope for the future that I approach the 21st Century. My educational goal is to become a psychologist, but my inspiration lies in my desire to strengthen the dreams of my RAZA. As I reflect on the many gifts that my parents and grandparents have shared with me, I am ready to accept the challenge of the 21st Century.

LOOK FOR AN ANNOUNCEMENT OF NABE'S 1991 NATION-WIDE BILINGUAL STUDENT WRITING CONTEST IN UPCOMING ISSUES OF *NABE NEWS*. ONE OF YOUR STUDENTS MIGHT BE NEXT YEAR'S WINNER!

NABE'S 1990 BILINGUAL TEACHER OF THE YEAR: MARY ZAPATA HUERTA

Mary Zapata Huerta, a Bilingual Kindergarten Teacher at J.T. Brackenridge Elementary School in the San Antonio Independent School District in San Antonio, Texas, was named NABE's 1990 Teacher of the Year. Ms. Huerta, who has taught at J.T. Brackenridge for the past 13 years, is also an Academic Coordinating Teacher at the school. Ms. Huerta holds a B.A. and an M.Ed. in Curriculum and Instruction/Bilingual-Bicultural Studies from Our Lady of the Lake College in San Antonio. Active in many organizations, recognized for her leadership, and committed to the education of linguistic minority children, Ms. Huerta submitted the following statement of her philosophy of education:

Mary Zapata Huerta

My philosophy of teaching has been greatly influenced by two of our wonderful pioneers in Bilingual Education. My mentors are Dr. Gloria Zamora and Dr. Arcadia López.

Although my concern and dedication has grown from my own education experience, I credit Dr. Zamora and Dr. López with instilling in me a sense of pride, commitment and determination. They also taught me a great deal about early childhood education.

As a child, I grew up in the housing projects. I went through the Edgewood School System. As a teenager, I became very sensitive and concerned about my second-class status. I would write to the local newspaper's Letters to the Editor on such topics as "Poverty," "The Mexican-American," "Vietnam," and "Racism" to voice my concerns.

My home was located at the edge of Our Lady of the Lake College. I viewed this terrific edifice as a dream...a place I would go to someday. The college tower "stuck out like a sore thumb" amid our barrio. The campus was fenced in. I remember how my brothers tore the fence to get in. They would go in search of pecans, squirrels and heaven knows what. The retired nuns would send campus security to drive my brothers out. They would mend the fence again and again.

My dream came true. My ticket in to Our Lady of the Lake was a program called Project Teacher Excellence. It was a program designed to help poor students with potential...to "make it" in college. During this time, the Chicano Movement and the Vietnam era were in full gear. I learned and grew along with my peers. I made it; it was not easy!

I decided to go back to the barrio schools and make a difference. I continued my education and strived to instill in my students a desire to learn.

In my experience as a teacher, I found excellent teachers and insensitive ones. I learned from both types. From the excellent teachers, I took tips and encouragement. The insensitive types gave me great courage and lots of energy to continue to make a difference.

I am presently teaching at J.T. Brackenridge Elementary. The majority of our students live in a housing project. Some have emotional problems, some have learning disabilities and many are "Limited English Proficient."

I view children as diamonds-in-the-rough. A child's potential to learn is valuable and identifiable. It must be nurtured--developed. All children must be challenged to succeed. No child deserves to be stifled, rejected, or ignored.

Some of the children I work with have already experienced rejection. They search for acceptance, for a promise of a better future. I feel our schools should provide at least that much. This is what I hope to offer...acceptance and a promise to challenge my students to succeed. My trick, I strongly feel, is that I make learning fun.

The curriculum with all its essential elements and extension activities is not "whole." It needs a few more elements to make it whole. I use the integration of subject matter with literature, art, music, and movement. It works! A love for learning and teaching is, of course, the most important element of all.

As an advocate of bilingual education, I have attended and presented workshops in this field. I take great pride in providing my students with cultural arts activities. It is through such activities, that I develop a student's self-concept and oral language.

I have learned so much from my administrators and colleagues. Their support and encouragement have made me feel successful and competent.

The students at J.T. Brackenridge have taught me so much more...to continue to be sensitive and to strive for educational excellence.

OBEMLA RELEASES REPORT ON NATIONAL FORUM

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has released a 21-page report on the National Forum on Personnel Needs for Districts with Changing Demographics held January 11-12, 1990. The report, entitled *Staffing the Multilingually Impacted Schools of the 1990's*, includes a list of participants, executive summary, forum report, and conference proceedings.

For more information, contact the National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W., Washington, DC 20037 (800) 321-NCBE.

NABE'S 1990 BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR: Yolanda Polanco

Yolanda Polanco, an itinerant bilingual tutor in the Anchorage School District, is the recipient of NABE's first Bilingual Instructional Assistant of the Year Award. Ms. Polanco, a native of Puerto Rico, has worked in Anchorage for ten years.

As Anne Kessler, Program Manager for Bilingual Education in the Alaska State Department of Education recently wrote:

> *Yolanda reflects the talent we have and hope for in Alaska. She represents the third largest group of non-English minority populations in Alaska. Cultural diversity is alive and well in our state. In selecting Yolanda Polanco for this honor, we think you have done two very important things: (1) You have given important recognition to the role of paraprofessionals in our programs and (2) you have established high standards for others to follow. In her philosophy statement, Yolanda states her beliefs that instructors' dedication, knowledge and sensitivity are what make a difference...What makes Yolanda such a great instructor is that she puts those beliefs into action. Yolanda loves her work and uses her many talents to teach students, to reach families, and to involve her community...She is one of Alaska's gold nuggets!*

NABE is proud to have Yolanda Polanco represent the thousands of bilingual instructional assistants across the nation who make such significant contributions to the education of linguistic minority students. Her statement follows.

Yolanda Polanco

As a bilingual instructor for ten years, my philosophy has developed as I have been involved in the program and while I worked with children. I believe it is the instructor's dedication to education, knowledge of the various cultures, and sensitivity to individual needs of children that makes the differences in bilingual-bicultural education. It is important that bilingual-bicultural instructors know how to share time and feelings with children as well as listening to the children's concerns. They need to know and understand the different cultures in their community, their life styles and values in order to better relate to them and their backgrounds. The instructor should be sympathetic and open-minded, as well as receptive and flexible in meeting the diverse needs of these children.

Bilingual-bicultural teachers should also develop and enhance students' pride in their culture, heritage and language. The Anchorage School District achieves this by promoting the use of their community resources in the schools to foster an appreciation and understanding of the various cultures and languages in Anchorage.

I believe that if the bilingual teachers reach out to each child with understanding, warmth, and love, the bilingual-bicultural children will respond in a positive way. Confidence will develop in the children and a reciprocal relationship will be established. This relationship and rapport will lead to quicker learning and better teaching.

All these elements will lead to a better overall learning environment for bilingual-bicultural students, and a greater understanding and acceptance of individual differences will be achieved.

CCSSO RELEASES REPORT ON BILINGUAL EDUCATION IN STATES

The Council of Chief State School Officers (CCSSO) recently released a report entitled ***School Success for Limited English Proficient Students: The Challenge and State Response.***

The report focuses on the results of a survey of State Education Agencies to determine the number of students served and the types of services provided to LEP students; the degree of coordination of services among different units; and what obstacles stand in the way of doing better. The findings included the following:

* 37 SEA's have established bilingual/ESL program units to administer state- and federally-funded programs. These units have the primary responsibility for coordinating technical assistance on second language instruction for LEP students to local school systems.

* In 32 of the 48 states responding to the survey, significant numbers of LEP students are not receiving the services they need: an average of 29% of the LEP children were reported as unserved by bilingual or ESL programs. In 20 of these 32 states, at least a quarter of the LEP children are not served. In four of the states, more than 60% are reported as not receiving services and one state reported that it served none of these children.

* There is a gap between what researchers have learned about the dynamics of second language acquisition, and the practices in effect in our schools. One example of this is that although research suggests that it takes from five to seven years to become proficient in a second language, LEP students who do receive bilingual education or ESL services are generally mainstreamed into English classrooms after no more than two to three years without additional language support services.

The report also includes recommendations for SEA's with regard to improving services to LEP students. For more information, contact Julia Lara at CCSSO, 379 Hall of the States, 400 North Capitol Street, NW, Washington, DC 20001-1511.

RESOURCES FOR BILINGUAL EDUCATORS

The Development of Second Language Proficiency, edited by Brigit Harley, Patrick Allen, Jim Cummins, and Merrill Swain. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Education That Works. Quality Education for Minorities Project, MIT Room 26-157, Cambridge, MA 02139.

English for Academic Purposes Series, edited by Charles H. Blatchford and Jerry L. Messec. Includes: *Academically Speaking, Academic Writing Workshop I and II, English on Campus, Improving Grammar of Written English, Improving Grammar of Written English - The Editing Process, New Worlds TAE, Overheard and Understood, Reading at the University, Write On, and Understanding Conversations.* Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116.

Interchange: English for International Communication, by Jack C. Richards with Jonathan Hull and Susan Proctor. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

International Journal of American Linguistics. Devoted to Native American linguistics. The University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637.

Language Distribution Issues in Bilingual Schooling, edited by Rodolfo Jacobson and Christian Faltis. Multilingual Matters, c/o Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Language Policy Across the Curriculum, by David Corson. Multilingual Matters, c/o Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Latino Youths at a Crossroads, by Luis Duany and Karen Pittman. Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001.

Learning Strategies in Second Language Acquisition, by J. Michael O'Malley and Anna Uhl Chamot. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Literacy and Bilingualism, by James D. Williams and Grace Capizzi Snipper. Longman, Inc., 95 Church Street, White Plains, NY 10601-1505.

Pictures for Language Learning, by Andrew Wright. Cambridge Handbooks for Language Teachers, Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Process and Pattern: Controlled Composition Practice for ESL Students, by Charles Miguel Cobb. Wadsworth Publishing Co., Belmont, CA 94002.

Pronunciation Pairs: An Introductory Course for Students of English, by Ann Baker and Sharon Goldstein. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Quick Cognitive Inventory: a Language Free Assessment of Basic Skills, by Annabelle Markoff. Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94949-6191.

Second Language Classroom Research and ***Second Language Learning Styles and Strategies***, ERIC Digests. ERIC Clearinghouse on Languages and Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Sociocultural Issues in the Assessment and Classroom Teaching of Language Minority Students. Resources in Special Education, 900 J Street, Sacramento, CA 95814-2703.

Task Reading, by Evelyn Davies, Norman Whitney, Meredith Pike-Bakey, and Laurie Blass. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Correction: The November 1989 issue of the *International Journal of the Sociology of Language* entitled, ***U.S. Spanish: The Language of Latinos***, was edited by Irene Wherritt and Ofelia García, not by general *ISJL* editor Joshua Fishman.

UPCOMING EVENTS

July 16-Aug. 3, 1990 - ***German for Subject Matter Specialists***. Contact Kurt Jankowsky, German Dept., Georgetown University, Washington, DC 20057.

July 23-24 (Long Beach, CA); 26-27 (Dana Point, CA); 30-31 (San Diego, CA); or Aug. 2-3 (Phoenix, AZ) - ***Elementary Bilingual Solutions Conference***, sponsored by Apple Computer and the Apple Bilingual Consortium. Contact Bilingual Solutions Conference, Suite 346/118, 31878 Del Obispo, San Juan Capistrano, CA 92675 (714) 366-0852.

September 21-22, 1990 - ***Homecoming 90: Back to Traditional and Basic Education***. Sheraton-Kensington Hotel, Tulsa, OK. Contact Jean Bolin, Oklahoma Association for Bilingual Education, Tenkiller School, Rt. 1, Box 750, Welling, OK 74474.

September 21-23, 1990 - ***Hispanic Caucus, California School Boards Association and Hispanic Superintendents, Association of California School Administrators Joint Convention.*** Del Mar Hilton Hotel, San Diego. Contact Esau Herrera (408) 926-7163.

September 27-29, 1990 - ***Bilingual Education: Bridges to Cultures.*** Radisson Hotel, Greeley, Colorado. Contact Colorado Association for Bilingual Education, 12832 E. Mexico Ave., Aurora, CO 80012.

October 10-13, 1990 - ***Research Perspectives in Adult Language Learning and Acquisition '90.*** Contact the Foreign Language Center, The Ohio State University, 155 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210-1215.

October 12-14, 1990 - ***8th Annual United States Hispanic Leadership Conference***, McCormick Center Hotel, Chicago, IL. Contact Midwest/ Northeast Voter Registration Education Project, 431 S. Dearborn, Suite 1103, Chicago, IL 60605.

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asked. "No, I'm afraid not...but we are certainly on the right side of the Constitution!"

Bernal, a participant in the 1966 NEA-sponsored meeting and subsequent "Invisible Minority" report, summarized the "gut feeling" of that group in recommending bilingual education: "In telling him [the Mexican-American child] that he cannot speak his native language, we are saying to him by implication that Spanish and his culture are of no worth. Therefore, it follows that people who speak Spanish are of no worth. Therefore, it follows again, this particular child is of no worth. It should come as no surprise that he develops a negative self-concept, an inferiority complex, and if he is no good, how can he succeed?" Over the years, he pointed out, research has reinforced this feeling, moving it "from the gut to the mind."

Discussing research in bilingual education, Bernal pointed out several important findings, including that early transition from native language to English appears to be deceptive. It prevents the development of a stronger native language base, resulting in transitioning from a weak L1, or home language, to a weak L2, or second language. "To me it leaves the child 'unlingual,' unable to master the home language and unable to be successful in English," he noted.

With regard to strategies for capacity building, Bernal suggested that the simplest way to build the capacity of bilingual education is to have quality programs in our schools and to let school boards know about the programs. In addition, he encouraged salary incentives for bilingual teachers; sound exit criteria for students, not based on pressure to exit students, but on true proficiency in English; ties with teacher-training institutions; and meaningful involvement of parents. Ownership of the program should not be limited to only the students, parents, and teachers, but should include administrators, such as the principal and superintendent.

Bernal closed with a special message to the parents. He explained that they can and should be involved with their child's education, regardless of whether they speak English themselves. He encouraged them to set aside a quiet time to talk to their children about what they are doing in school. "What is important is that you take the time to listen to your child," he said.

ON · SITE REGISTRATION
ON

The OBEMLA Management Institute's afternoon sessions focused on successful practices in the education of linguistic minority students. The Management Institute continued with selected sessions on Monday through Wednesday recommended for Title VII participants.

THE CASE AGAINST BILINGUAL EDUCATION

Dr. Steve Krashen, Professor of Linguistics at the University of Southern California, was the conference's Opening General Session speaker. Before examining the case against bilingual education, Krashen presented the case *for* bilingual education.

He noted that the principles underlying successful bilingual education programs are the same as those underlying successful language and literacy development in general, including: 1) we acquire language by understanding messages (getting comprehensible input), 2) background knowledge can make input more comprehensible, and help with language acquisition, and 3) literacy is developed in a similar way to that in which language is developed. Krashen pointed out that the first language can help by 1) providing background knowledge which can make English more comprehensible, 2) helping with literacy development because what is on the written page in the native language will be more comprehensible, and the ability to read can be transferred to any language, and 3) assisting in the development of higher literacy skills, i.e., using language to solve problems.

Krashen then proceeded to point out the flaws in the case against bilingual education. There is a common belief that the research shows that bilingual education doesn't work; that the results are inconsistent and contradictory. He reviewed several such studies, noting that the typical result is that there is no difference between bilingual programs and other approaches. When there is no difference, it is interpreted as negative. However, Krashen and others have pointed out that when bilingual education programs produce the same results, it means that the students have acquired just as much English without as much exposure to it, which confirms the underlying theory. He also noted that when bilingual education programs are set up correctly--there is comprehensible input in English, development of literacy in L1, and solid subject matter teaching in the native language--children in bilingual education outperform comparison groups and equal

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local norms in three to six years.

Krashen then turned to the "Immersion" argument, and reviewed six studies which claim to show immersion more effective than bilingual education. He identified the methodological flaws with these studies, including extremely small samples and confusion in classification of the programs being compared. Specifically, he pointed out that Canadian immersion programs are more like bilingual education programs in the U.S. than they are like U.S. immersion programs.

"The solution people want is sheltered subject matter teaching and ESL, and the ESL method a lot of people like is Natural Approach," he said. "As many of you know I co-authored a book on Natural Approach and I invented sheltered subject matter teaching. **It's not the answer. The answer is bilingual education."**

Local Students Provided Cultural Entertainment in the Exhibit Hall

EARLY CHILDHOOD EDUCATION IN ENGLISH FOR LEP CHILDREN? LET'S CALCULATE THE COST

Dr. Lily Wong Fillmore, renowned educator and researcher who has been involved in the education of language minority students for over 30 years, spoke along with Jim Cummins, Alice Paul, and Guadalupe Valdez at the Second General Session.

Wong Fillmore voiced her concern as a linguist over the philosophy that if you can place a LEP child into a bilingual program at a very early age, he/she will not need bilingual education later on. The problem, she feels, is that children who participate in early childhood education (ECE) programs in English end up losing their home language and, as a result, cannot communicate with their parents at the mature levels required when they get older.

She said that ECE programs are based on totally wrong assumptions because they are aimed at remediating deficiencies. "When you begin with a negative premise, you wind up with negative consequences," she said. She has launched a study to determine the effect of ECE programs in English.

Dr. Jim Cummins agreed that such programs were dangerous, but pointed out that there is tremendous potential for ECE. He described how the Maori language is being preserved in New Zealand through the establishment of "language nests," where grandparents, parents and young children interact. After the success of these language nests, the parents are now demanding bilingual education in the elementary schools.

Cummins also highlighted successful native language ECE programs in the U.S., where children who have participated are so far ahead of their peers when they enter elementary school that they are often moved ahead several grades.

Cummins said we need to develop, using Merrill Swains's expression, *bilingualism without tears*. Outside the U.S., he pointed out, "people who are not bilingual are viewed as being deficient in some way."

Dr. Alice Paul, from the University of Arizona, was the first Tohono O'Odham to receive her doctorate in the U.S. She expressed her concern, based on the experience of Native Americans, that children who are taken away from their homes at such an early age will not fully develop socially, emotionally, physically and cognitively because family values have not been transmitted.

Paul quoted her father, who said, "Material things can be taken away from you. But what you gain as an individual be-comes your treasure and gets buried with you and no one can take it away from you."

After describing the educational experiences of Native American students, Paul said,"For the 30 years I have been in education, I have seen children being forced into a system, being pushed out to fit the system. I think it's time that the system begin to look at the child and fit the system to the child."

Dr. Guadalupe Valdez, from the University of California at Berkeley, described the research she had done with 10 recently-arrived Mexican families in New Mexico. Observing them for a period of three years, she noted the stability of the families and the positive intergenerational interaction. She pointed out that the word "educar" in Spanish means more than the word "educate" in English. "Educar" means to rear a child, to socialize him/her. Important values are taught in the home, including mutual respect and respect for differences. Children are thus given a sense of who they are. She is concerned about the consequences of having a language taken away from a child. "We have to understand the importance of language in the transmission of culture."

In summary, Wong Fillmore described the group as "instigators of a study rather than investigators." She encouraged NABE members to use the questionnaires she has developed to conduct interviews

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with families and to participate in her study. She hopes to have a policy paper, based on the results of the study, available by July 15.

TIME AND SECOND LANGUAGE ACQUISITION: A PERSPECTIVE FROM THE 21ST CENTURY

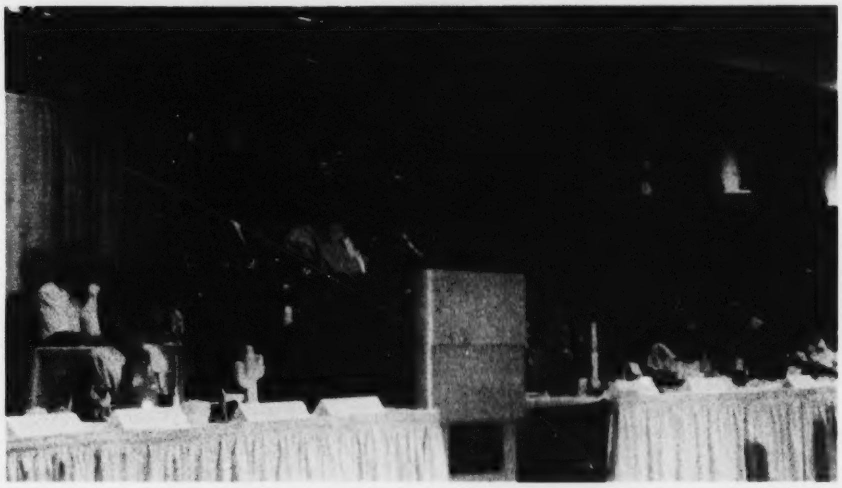
Dr. Jim Cummins, a linguist from the Ontario Institute for Studies in Education in Toronto, and author of *Empowering Minority Students*, began his speech by saying that there was a feeling at NABE '90 unlike any other conference, and that "This NABE Conference represents not just a turning point in bilingual education, but a turning point in education in general in this country."

He gave a short synopsis of the history of the education language minority students in the U.S., noting the racism in school systems in the 1920's, 1930's and even today. Ten years in the future, when we look at the 1980's, he believes we will see a pattern where the racism is not as overt, but rather discrimination has been institutionalized in a subtle way. Educators, researchers, and academics need to understand the nature of the debate if they want to make changes.

To assume a rationality model for the planning is, as Cummins said, "naive." The debate is characterized by a process of massive disinformation with the aim of diverting attention away from equity in the name of equity. He noted, "The more evidence we produce in favor of bilingual education...the more frantic and vehement will be the rejection of that evidence."

Cummins says we have to look at the debate from two levels. On the one hand, Americans have committed more resources to the education of linguistic minorities than anywhere else in the world. At the same time, another level is in operation which tries to frustrate movement towards equity and tries to maintain the power structure as it has been historically. The contradictions between rhetoric and reality point out that something else is going on.

Reiterating that we are at a turning point, Cummins recognized OBEMLA Director Rita Esquivel's "courage, vision and dedication" for making possible some of the changes.



Elsa Figueroa Reads Her Winning Essay

Cummins pointed out that historically bilingualism and multilingualism have been characteristic of "educated" people. The perception has been that multilingualism is good for the rich but bad for the poor.

Cummins described three obvious contradictions which illustrate the lack of rationality in the debate. The first is the acknowledged need to increase Americans' knowledge of foreign languages at the same time as every effort was being made to eradicate bilingual education. According to him, the logic of this defies the research which shows that the best approach for teaching languages is bilingual education.

The second contradiction is the way Canadian immersion has been used as a justification for "structured" immersion in the U.S., when, according to Cummins, **"the only thing Canadian immersion has in common with U.S. immersion is the name 'immersion'."** French immersion programs are bilingual programs intended for majority students. Two languages are used, with initial instruction in L2. By the end of elementary school, instruction is 50-50 between the two languages. Teachers are bilingual. The goal is full bilingualism. The American version of immersion is a monolingual program with monolingual teachers, with the goal of monolingualism. It is not correct to use Canadian immersion programs as models for American programs.

The third contradiction regards the time a child should spend in a bilingual program. Opponents follow what Joshua Fishman has called the "innoculation theory of bilingual education," which treats bilingualism as a disease that children have to be innoculated against with initial small doses of the native language in order to get rid of it all together. So children must exit from bilingual programs as quickly as possible. The contradiction, Cummins points out, is that if bilingual education is so effective that in only a couple of years it can bring students to the level of native speakers, why get rid of such an effective program?

Cummins closed by noting that this is not an academic debate. Rather, it is a litigation debate where the defense and prosecution have built their cases, regardless of the evidence. He believes the U.S. should not be thinking of bilingual education and linguistic minority students. Instead, because of changing demographics, societal changes and changes in the workplace, it should be thinking about what this country needs educationally for *all* students.

LANGUAGE EDUCATION: EMPOWERMENT FOR THE FUTURE

Lucille Jackson Watahomigie, a member

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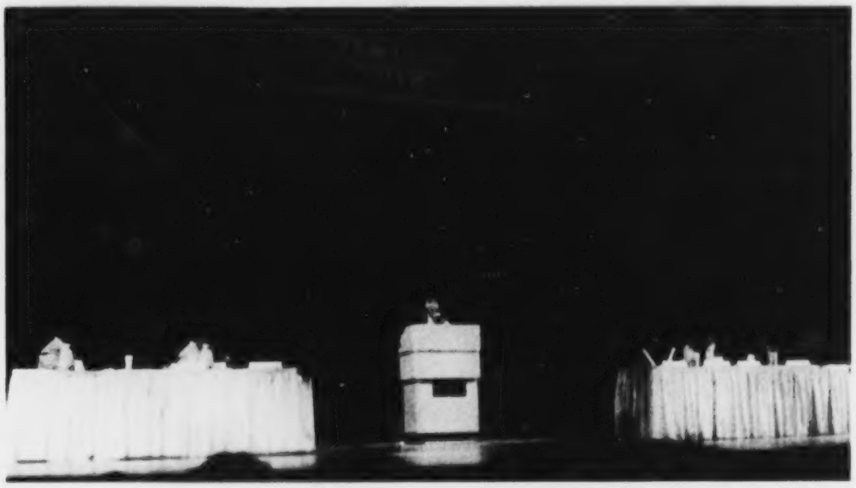
of the Hualipai tribe and an Arizona teacher, praised the NABE Board for not only including Native American sessions and major speakers at NABE '90, but also for the continuous support NABE gives to Native American issues. Watahomigie stressed that NABE gives us all the strength to renew our commitment to bilingual education. "Through education, we must empower and sustain the native language schools and must help build a just society that is at peace with other nations and the environment," she said.

Watahomigie was instrumental in the development of the Native American Language Act which passed the U.S. Senate on April 3, 1990 and is now in the House of Representatives. The bill is "to establish as the policy of the United States the preservation, protection, and promotion of the rights of Native Americans to use, practice, and develop Native American languages, to take steps to foster such use, practice and development, and for other purposes." This effort is the result of the collaboration of many individuals and organizations.



OBEMLA Director Rita Esquivel Presents Keynote Address

Through self-determination and help from the Asian and Mexican communities, native American parents have gained control of their own education. Through intimate interaction with parents, grandparents, and other adults, children grow into full members of society. "The challenge to education is to expand the body, mind, heart, spirit and senses of all children in a holistic manner...We must learn to live within the natural laws and the laws of the Universe," she said.

Watahomigie pleaded for unification and strength so that all of us can work together to redefine history so that the encounters of different cultures never depict one as superior to another.

MEETING THE CHALLENGE OF THE BILINGUAL EDUCATION POLITICAL CONTROVERSY

"Proponents of bilingual education must continue to fight the battle in order to maintain and expand bilingual programs in our public schools," stated Leticia Quezada, member of the Los Angeles School Board. Quezada was the first Latina elected to the Board in a district where approximately 215,000 of the over 600,000 students are of limited English proficiency.

With eloquence and firmness, Quezada shared the strategies used by bilingual parents and teachers to win the support of the Los Angeles teachers' union. Quezada was at the forefront in all activities leading up to the approval from the president of the union and the Superintendent of the L.A. Public Schools.

Quezada explained that the approval could not have been accomplished without informed and dedicated parents and bilingual teachers. The agreement reached by the district and the union required that all bilingual certificated teachers receive a $5,000 stipend in addition to their regular salary.

"It's a waste of time to debate the importance of bilingual education because we know it works," she said. "It is time to discuss how monolingual English teachers can be utilized."

Quezada identified numerous ways in which teachers, administrators, and parents can communicate their views regarding the need for bilingual education. She pointed out that support for bilingual education begins with those responsible for establishing school district policy--the school board. The community should make sure that those who get elected support bilingual education. They should make sure the members truly represent them. They should write letters, present testimony, attend meetings, and perhaps most effectively, invite Board members to visit classrooms and schools to see bilingual education programs in action.

She encouraged supporters to also keep in close contact with the editorial boards of local newspapers, to work with the City Council, to interact with the business community. Quezada noted that businesses already recognize the need for bilingual employees and they question why bilingual education doesn't include more monolingual English-speakers.

Quezada closed by reminding the audience that we are seeking the power to change policy. "We will always be a multicultural country, but all of us--school board members, parents, legislators, and bilingual teachers--can no longer walk away from opponents," she said. "We must let them know that our beliefs are firm and we will fight for them."

"MY FIRST YEAR'S REPORT CARD"

NABE President Rodolfo Chávez introduced OBEMLA Director Rita Esquivel by noting that they had begun their respective terms at approximately the same time, some ten months ago, and that they had both been determined to build a solid relationship between NABE and OBEMLA, as evidenced by the holding of the OBEMLA Management Institute in

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conjunction with NABE '90.

*Esquivel began her speech by acknow*ledging the support she has received from the staff of OBEMLA and the Secretary of Education. In a letter to NABE '90 participants from Secretary Cavazos which Esquivel read to the audience, he said, "The recent hearings we have held on the condition of education for Hispanic children have reinforced my own resolve that we must do even more to help children and adults with widely differing linguistic backgrounds learn English without neglecting their own language and cultural history."

Esquivel told the audience since she had been in office a full ten months--a school year--she wanted to take the opportunity to assess progress toward the goals she had set forth last year.

Her first goal was to improve the management of the office and the morale of the employees at OBEMLA. She has opened her office to them, meets with staff regularly, and believes them to be more informed than ever on programmatic issues. "Maybe, just maybe, by the time I am done in Washington," she said, "I will have returned us all to a sense of professional trust and respect and put to rest the sense of restrictiveness and tension."

NABE President Rodolfo Chávez Presents Children's Art to OBEMLA Director Rita Esquivel

Budgetarily, Esquivel noted the announcement of a competition for fellowships--for the first time in several years. "Only through this program will we be able to ensure a supply of teacher trainers, administrators, and support staff for the bilingual educational classrooms," she said. She announced that funds would be available for Developmental Bilingual Education Projects, saying, "I personally know that these programs have to play a role in school settings where one dominant language other than English exists." Finally, she announced that President Bush has requested an increase in Title VII funding for FY'91.

On another note, Esquivel has attempted to involve the greater education community in discourse on the issues surrounding *bilingual education. In particular, she* convened a meeting of school superintendents, directors of personnel divisions, bilingual program directors, and directors of bilingual teacher training programs to discuss changing demographics and the staffing needs of bilingual programs. "This was the first time we brought school superintendents to Washington to solicit their advice, and not to tell them what to do," she noted.

On a personal level, Esquivel has found this year to be challenging as well as exhilarating. "But I have also been stunned on occasion by the misunderstandings associated with Title VII, especially when they are mouthed by otherwise reasonable people," she remarked. "It seems the Title VII critics forget that our statutory obligation is to teach children English while making sure they progress normally in all subject matters *and while ensuring respect for their native* culture. If in that effort to teach English we can encourage a child to speak more than one language, we are adding a wonderful dimension to their life--a dimension which has traditionally been considered necessary to succeed in academia and the sign of a literate and well-rounded individual. But more importantly, as we stand on the threshold of the 21st century, it is a dimension--this knowledge of more than one language--that is needed not only for success, but is needed for survival."

BILINGUAL EDUCATION AS AUTHENTIC EDUCATIONAL REFORM

Dr. Samuel Betances, professor of sociology at Northeastern University in Chicago, was the Closing General Session speaker. With only a hand-held microphone, stool, and a spotlight, Betances took the audience on a journey from Harlem to Harvard, as his forthcoming book is entitled.

Expressing his irritation with those who insist that bilingual education should be as quick as possible, Betances asked, "If our business is education, how can we say that we will not do what we need to do in order to make education understandable? What is bilingual education? Making education understandable!"

Betances believes bilingual education can be viewed as an authentic educational reform if we remember that "For the first time you and I have to do something that no generation of educators has had to do: to take the children of the lower class, to take the children of farmers, to take the children of people who do not know how to think abstractly (are not academically proficient) and then we have to leapfrog them from this age of agriculture where they come from into the age of technology where educational reform assumes we have to be."

In that case, Betances says, "three pluses can equal a minus." You can have an

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intelligent child with a loving mother and a hard-working teacher but if no communication takes place we will fail because what we are expecting and explaining is not what's being received and delivered and evaluated. In his own educational experience he notes, they assumed he was getting what they were explaining, but he wasn't because he didn't understand the language of instruction. "People learn in the language they know, so let's teach them in the language they know," he urged.

Betances challenged critics who claim that bilingual education means not wanting to learn English. "Anyone who says you can get along in the United States of America without speaking English is a fool," he said. But, Betances says, we don't believe that English is the only vehicle by which we can learn. "Anybody who says you can only learn in English is a greater fool, he said. "Let's be clear about this language business. What we want young people to do is to learn in the language they know while they learn the language they need to know. But while they learn the language they need to know...let's not tell them to forget what they know, because that is anti-education."

Betances noted that the German philosopher Goethe said when you gain a new language you gain another world. There is a Hungarian proverb that says when you gain a language, you gain a new soul. "How could we say that we are for education and then claim that people must forget languages rather than get languages?" he asked. "Because if you gain a language you gain a new world, then the reverse must also be true. If you lose a language, you lose a world."

As Betances says, bilingual education is the process by which we make instruction understandable so that people don't have to learn English at the expense of their education. This is particularly critical in the age of information in which we now live.

Betances stressed that the first thing earlier immigrants to the US did was to go to work and not to go to school. Those who say minorities don't value education, as evidenced by the drop-out rates, according to Betances, "misunderstand the role of education in the past."

BIENVENIDOS

Drexel Elementary Was One of Many School Visit Sites

The drop-out rates for whites at the end of the last century was 94%. The problem is that then the drop-out problem was zero because those without diplomas could still get into the legal economy. Today, the drop-out rate is lower than ever, but the drop-out problem is high, because those without diplomas cannot get into the job market, they are more in numbers, and the cheap work is now done overseas. Traditionally it has taken three generations to produce a college graduate. But immigrants today cannot wait 90 years to produce their first college graduates, because in today's shrinking economy they need technological skills and need to know abstract things to succeed.

Betances believes we need to behave significantly different. "I don't think we need to mainstream bilingual education," he concluded. "I think we ought to take the mainstream and bring them all the way up to bilingual-bicultural education in terms of our vision."

WHAT THEY'RE SAYING ABOUT NABE '90

Louise H. Whipple wrote in the most recent newsletter of the Louisiana Association for Bilingual Education: *When educational conferences are advertised and pitched to prospective participants they are always made to sound like events you just can't miss if you expect to be at the forefront of your field of endeavor. I must say the hype tuned out to be true.*

Mary Jean Haberman, Title VII director for the state of New Mexico wrote: *This is to congratulate you...for delivering the finest national conference on bilingual education in which I have ever participated. Every session I attended was of merit, importance, and quality, and the keynotes you selected exposed all participants to the leading minds in the area of research in bilingual and multicultural education and second language acquisition, an area which must never remain apart from the classroom.*

Finally, John Golden, President of the Colorado Association for Bilingual Education, wrote the following in the most recent CABE Newsletter: *This conference was the Woodstock of bilingual education. No other organization has been able to bring such talent together at the same time in one place to inspire and encourage bilingual educators. We look forward to the next NABE conference which will take place next January in Washington, D.C.*

We hope you all are looking forward to NABE '91. See you in Washington!

Contributing to this article were NABE '90 Conference Daily staff members Sigrid Taillón Whitman, Marcia Luna, and Barbara Benton.

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May 8, 1990

Jim Lyons, Esquire
Executive Director, NABE
Union Center Plaza, 3rd Floor
810 1st Street NE
Washington, DC 20002-4205

Dear Mr. Lyons:

This is to personally acknowledge my appreciation to the National Association for Bilingual Education for having selected me as the NABE Honoree of 1990. In particular, let me thank you for the beautiful plaque which your organization has made available to me.

As you are aware, I will be retiring at the end of this term, and I want to express thanks for supporting our work in the Committee over the years.

NABE has always served as the principal voice in this country for the development of legislation and the improvement of programs impacting on children, youth, and adults whose native language is other than English.

Your organization has been particularly helpful to the Committee during the reauthorization process for these very important programs, and I urge that you continue to provide the same high quality support in the future.

Finally, NABE has been successful in bringing parents, local, and state officials together with government expertise to help build a better future in education for America's children.

I wish you continued success.

Sincerely,

Gus Hawkins

Augustus F. Hawkins
Chairman

AFH:rmm

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- ____ Early Childhood
- ____ Elementary Education
- ____ Secondary Education
- ____ Higher Education
- ____ Adult Education
- ____ Vocational Education
- ____ Parent & Community
- ____ Student
- ____ Asian/Pacific Islander
- ____ Research & Evaluation
- ____ Special Education
- ____ Global Education
- ____ Critical Pedagogy
- ____ ESL in Bilingual Ed.
- ____ Language Policy
- ____ Language and Culture Retention
- ____ Educational Policy-Making

Standing Committees:

- _____ Publications
- _____ Membership
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- _____ Public Information
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BILINGUAL VOCATIONAL GRANTS AVAILABLE

The Office of Vocational and Adult Education of the U.S. Department of Education has issued closing date announcements for the receipt of applications for bilingual vocational education projects.

Bilingual Vocational Training Program applications are due on September 4, 1990. The purpose of this program is to provide financial assistance for bilingual vocational education and training for individuals with limited English proficiency to prepare these individuals for jobs in recognized occupations and in new and emerging occupations in an English-speaking environment.

Bilingual Vocational Instructor Training Program applications are due on September 4, 1990. The purpose of this program is to provide financial assistance for conducting training for instructors, aides, counselors, or other ancillary personnel in bilingual vocational education and training programs for individuals with limited English proficiency.

For further information, contact Laura Karl, Special Programs Branch, Division of National Programs, Office of Vocational and Adult Education, U.S. Dept. of Education, 400 Maryland Ave., S.W., (Room 4512, Mary E. Switzer Building), Washington, DC 20202-7242, or call (202) 732-2365.

INDIAN NATIONS AT RISK TASK FORCE FORMED

Secretary of Education Lauro Cavazos has appointed Terrel H. Bell, former secretary of education, and William G. Demmert, Jr., Alaska commissioner of education, to co-chair a 15-member Indian Nations at Risk Task Force. Alan Ginsburg, director of ED's Office of Planning and Evaluation, will serve as executive director of the task force.

The Task Force, whose function is to advise and make recommendations to the Secretary of Education and to the Nation on the condition of education of Indians in the United States, is expected to deliver a final report in about a year.

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INNOVATIVE PROGRAMS TO HELP RETAIN NATIVE SPANISH-SPEAKING STUDENTS IN COLLEGE - THE KEAN COLLEGE EXPERIENCE

Judith W. Rosenthal, Ph.D.
Professor, Biological Sciences, Kean College of New Jersey

Conversation overheard in the halls of academe:

Professor Jones: "Did you hear that Professor Smith has learned Spanish well enough to teach the Spanish-speaking section of General Biology?"

Professor Brown: "Wow! She must have a GIFT for languages. I studied Spanish in high school and college and could never speak one word! It was hard and not much fun either, so I gave up."

Professor Jones: "By the way, how are the ESL students doing in your general education class?"

Professor Brown: "You know, I'm glad you asked me that. I think I have five Hispanic students in my class. They kind of stick together. They've all finished the ESL sequence. What I really can't understand is why they're having so much trouble in my class. They rarely participate in class discussions, and when they do, they speak with an accent. They make so many errors with their spelling and grammar too. And, if I ask them to come see me at office hours, no one shows up."

Professor Jones: "So, what is the problem and what are you going to do about it?"

Professor Brown: "After two full years of intensive English classes, these kids should be fluent in English. I'm a good teacher, but I don't think any of them are going to pass my class. Something must be wrong with them. Maybe they aren't smart enough and don't belong in college. The Faculty-Senate should pass a policy prohibiting students who can't read and write English from taking college courses."

Acquiring fluency in a second language is not easy for most young adults or for adults in general. It requires more effort than most of us care to expend. We get embarrassed by the mistakes we make in simple conversations in our second language. We don't know "everyday" words, find it difficult to express our thoughts, and discover that writing in a second language demands intense concentration. So, a year or two after we begin, we quit our classes in French, or Spanish or Japanese. We feel that we will never master that second language because we don't have the special "gift" or "knack" to make it easy. Certainly Professor Smith must have had some special aptitude to learn Spanish in adulthood!

Yet, when it comes to our ESL college students, we too often expect them to have that special "talent" so that at the end of two years of intensive English classes they can move forward to complete their college studies. In this newly learned second language they must listen to lectures, take notes, prepare assignments, participate in class discussions, and write papers and exams. We would like to believe that they are prepared to succeed in what many of us candidly admit we failed. Didn't Professor Brown abandon the study of Spanish because it was too hard? We don't hear him confessing that he was not college-level material or lacking in intelligence based on his inability to learn Spanish. Yet, he implies that his ESL students are not ready for college, aren't sufficiently smart, and don't know enough English since they are experiencing educational difficulties. According to Professor Brown's reasoning, learning Spanish is very difficult; English must be easier. Just what kind of a double standard do we apply to language studies?

Perhaps Professor Jones is correct in asking, "So, what is the problem and what are you going to do about it?" Maybe there is nothing "wrong" with the ESL students in Professor Brown's class. Possibly, Professor Brown needs to reexamine what he is doing in the classroom that inhibits the academic success of these students. Moreover, what can Professor Brown's college do to help such students reach their educational goals?

Right now, more than twenty million Hispanics are living in the United States. As a young and expanding minority population, they face many problems including lower incomes, higher rates of unemployment, and discrimination. In terms of educational levels of achievement, Hispanics lag behind whites and blacks. While about 90% of non-Hispanics finish high school, only 60% of Hispanics achieve the same. The data for a college education are even more discouraging. One-quarter of non-Hispanics complete four or more years of college; only about 12% of Hispanics are college graduates.

New Jersey is the home of more than 600,000 Hispanics. The majority live in areas such as Jersey City, North Bergen, Union City, Passaic, Paterson, Newark, Elizabeth, Plainfield, and Perth Amboy. Kean College of New Jersey attracts students from these communities. Ten percent of the total undergraduate enrollment of 10,000 students are Hispanic. Students attend Kean College for a variety of reasons. As a public, state college, with low tuition, it offers a wide array of undergraduate majors and professional programs. The College is centrally located in the State and readily accessible for the majority of students who commute. Many Kean College students are the first in their families to ever attend college.

The Spanish-speaking students who enroll at Kean make up a diverse group. Some do not know any English. Others are limited in their English proficiency, and some are bilingual. A majority were born in Colombia (21%), the Dominican Republic (20%), or Puerto Rico (15%); the remainder represent every Spanish-speaking country in the world. About two-thirds attend college full time. Sixty-eight percent are female, 32% male. Based on surveys made in the 1988-89 academic year, 18% are "undecided" about their major; 15% plan to study computer science; and 12% are interested in management science. The rest will concentrate in areas as diverse as industrial technology, elementary

Continued on page 24

NABE SPECIAL INTEREST GROUPS MEET AT CONFERENCE

Several of NABE's Special Interest Groups (SIG's) have already submitted copies of the minutes of their business meetings held during the annual conference. Highlights of those meetings follow.

Early Childhood Education SIG: The SIG members shared program ideas for the 1991 NABE Conference and provided needed guidance for the enhancement and participation of NABE members interested in advocacy on behalf of bilingual/bicultural young learners. The group requested program proposals dealing with a) developmentally appropriate practices, b) survey results from the study conducted by Dr. Lily Wong Fillmore, c) information from funding sources regarding effective funding acquisition strategies and effective programs, d) panel discussions regarding issues affecting young learners, e) information regarding career ladder and teacher training concerns.

Participants also discussed the possibility of requesting contributions from the membership for the SIG; the need to advertise and encourage wider participation from the NABE membership in the SIG; and the need to draft a statement from the SIG to the Secretary of Education voicing concerns regarding early childhood education.

Officers of the SIG are Chair: Lourdes Días Soto, Assistant Professor, Division of Curriculum and Instruction, College of Education, Chambers Building, The Pennsylvania State University, University Park, PA 16802. Vice Chairs are Grayce Studley, Karen Martin, Barbara Marler, Mary Ann Armijo, and Bert Chiles.

Parent & Community SIG: Members of the Parent & Community SIG discussed the need to encourage all NABE Affiliates to have a Parent-At-Large position on their Executive Boards or to appoint a person to advise parents so that a successful network can be established.

Participants also discussed the need to encourage parents to join NABE and to increase the membership of the SIG.

Members also drafted a resolution for presentation at the General Membership Meeting regarding the enforcement of parent involvement in Title VII projects.

The Chairperson for the Parent & Community SIG is Olivia Flores Godinez, 2143 W. 23rd Street, Chicago, IL 60608.

Asian and Pacific Islander SIG: Members of the SIG discussed the need for greater participation of Asian and Pacific Islanders in NABE, including presenting resolutions to the membership, and participation in standing committees. Participants were pleased that so many ethnic groups were represented at the meeting. Proposed activities for 1990-91 include publishing a newsletter, recruiting members, and having a SIG-sponsored panel at NABE '91. SIG Chairperson this year is Mitzi Tanouchi, 760 Scarsdale Road, Scarsdale, NY 10583.

JOHN TIPPECONNIC APPOINTED TO ED

John W. Tippeconnic III has been appointed director of the Office of Indian Education at the U.S. Department of Education. He will oversee the administration of Title V, Indian Education Act programs.

Tippeconnic is an enrolled member of the Comanche Tribe and is also part Cherokee. He has served as an associate professor of Educational Leadership and Policy Studies at Arizona State University; taught at the elementary and junior high levels; was vice president of Navajo Community College; and served as director of the Center for Indian Education at Arizona State.

From 1978-80, Tippeconnic was associate deputy commissioner of Indian Education at ED. He served two terms as president of the board of directors of the National Indian Education Association and was formerly the program chair of the American Indian/Alaskan Native Special Interest Group of the American Educational Research Association. He was honored by AERA in 1988 as a Distinguished Scholar and Researcher.

CAVAZOS APPOINTS SPECIAL ADVISOR ON DROPOUTS

Secretary of Education Lauro Cavazos has appointed Richard A. Márquez as Special Advisor to the Secretary on dropouts. The special advisor's mission is twofold. He sees a need for systematic accountability for increasing graduation rates and a need to coordinate and consolidate dropout programs within ED and in the private sector.

HOUSE AMENDMENTS TO EDUCATION OF THE HANDICAPPED ACT

Thanks to the efforts of the Congressional Hispanic Caucus, especially Congressman Matthew Martínez (D-CA), the amendments to the Education of the Handicapped Act recently passed by the U.S. House of Representatives provide for increased services to LEP students.

The House version of the amendments to the Education of the Handicapped Act includes new and strengthened provisions for the education of bilingual special education instructors, training of special education faculty in assessment and instruction, and services from the regional resource centers and clearinghouse system operated by the Department of Education.

The Senate Bill amending the Education of the Handicapped Act has already been passed without similar amendments pertaining to LEP students. A House-Senate Conference Committee will resolve differences between the two measures.

SUPPORTING RESEARCH IN BILINGUAL EDUCATION

Walter G. Secada, University of Wisconsin-Madison

When facing fiscal problems, industry and business usually will cut their support for research and development. Yet many of our country's most successful corporations invest heavily in supporting basic and applied research. NABE faces a similar crisis vis-a-vis its support for research in bilingual education. Due to financial problems with the *NABE Journal*, its publication is on hiatus while a study group seeks alternatives that will meet the needs of the membership.

It may help to consider some of the functions that research can and should play in the education of bilingual students. Insofar as some, or all, of these functions are germane to the goals of NABE, it would seem in our best interest to seek ways for supporting research. Such support may include, but need not necessarily be limited to, sponsoring a publication outlet for such efforts.

At its core and also at its best, research in bilingual education should be an effort to understand the limits of field, to understand how it is comprised, and to understand the forces that nourish and that oppose bilingual education as both policy and pedagogy. Such research efforts can range from theoretical and conceptual analyses of bilingual education to small-scale, tightly-controlled experimental studies revolving around seemingly archaic and technical minutiae. Though we may grouse at some of these efforts or, what is more likely, at how they are communicated to the field of practice, we do well to remember that a certain amount of technical detail cannot be helped in most cases. On the other hand, researchers do have an obligation to communicate their findings not only with each other, but also with the larger educational community.

These understandings can take many forms. Research can help us understand the cognitive processes by which language is acquired or by which bilingual children engage in mathematical problem solving. From these insights, we might design educational curricula and implement programs that match and help develop children's thinking.

Alternatively, research can help us reflect upon classroom, school, and out-of-school processes that impact student learning. There are competing ways of viewing these phenomena. Bilingual education began as compensatory education. Later on, it shifted to being seen as an issue of cultural and linguistic mismatch. Currently, many people see bilingual education as related to issues of social oppression and struggle by diverse groups against the processes by which inequality is transmitted in our society. The development of such views is closely tied to our developing research-based understandings of how bilingual children are educated in our society.

Research also can challenge us. As we study something--be it our own practice or to evaluate programs--we scrutinize what we find against some ideal standards. We celebrate when our findings match those goals. When they don't, we should be concerned and take steps to meet those goals.

For better or for worse, research serves political functions. During the most recent reauthorization of the Bilingual Education Act, the Reagan administration tried to lift the cap on Special Alternative Instructional Programs by arguing that Transitional Bilingual Education had failed, that the government was mandating a single approach, and that school districts should have increased flexibility. In fashioning that argument, the administration placed great emphasis on the failure of research to demonstrate that no other program could work as well as TBE. The purported failure of research became the program's failure.

Key in stemming that line of argument was a single research study--Anne Willig's meta-analysis. The GAO, under instructions from a House subcommittee, surveyed a panel of experts to see if the administration's claims could be supported. Repeatedly, the panel found that those claims could not be supported; repeatedly, they cited Willig's study in doing so. The importance of that single study cannot be underestimated: just consider what would have happened had the panel not had that study on which to base its disagreements with the Reagan administration.

EDITOR'S NOTE: The *NABE JOURNAL* was published continuously from 1976-1989. Last Fall, the NABE Executive Board decided to suspend publication of the *JOURNAL* for 1989-90 due to a combination of factors, including the perceived need to reconceptualize and reorganize the publication and the serious indebtedness of the association.

Since then, the Board has approved a new plan for the *NABE JOURNAL*, which calls for the publication of four issues per year. One issue will be on Bilingual Instructional Practices; one on Bilingual Education Policies; and two issues will cover General Topics in Bilingual Education. There will be one editor for each of the three themes. The first issue will be published in Spring 1991.

If you are interested in being one of the *NABE JOURNAL* editors, write Jim Lyons, NABE Executive Director at the National Office in Washington, DC.

NABE NEWS accepts articles which focus on bilingual education practices. If you are interested in managing a column, such as the research-to-practice column suggested by Dr. Secada, contact the editor at the NABE National Office in Washington, DC.

Research also grants intellectual and academic legitimacy to an area. Bilingual teachers receive certification through programs that are housed in institutions of higher education. In addition to teaching and service, faculty are expected to conduct research. Faculty who don't are not promoted or they are marginal in their departments.

As can be seen, research has many

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functions that should be valued by educators. Most professional educational organizations support the dissemination of research since it helps practitioners and policy makers understand their efforts. Also, research provides a knowledge base and grants legitimacy to the area. Finally, research is an expected activity of the organization's university-based members.

There is an obligation for researchers to make their findings more accessible to others in the education community. The research strand at the NABE Conference represents one such effort to do so.

Researchers in bilingual education can be found in at least two organizations: NABE and its Research & Evaluation Special Interest Group, and the American Educational Research Association and the SIG: Research in Bilingual Education. Membership in both of these organizations is important.

To forge closer ties among researchers and the larger bilingual education community, in my opinion, there are at least three steps that should be taken:

1. NABE should continue to support publication of a peer-reviewed journal for research in bilingual education. If financial concerns continue to be an issue, a commercial publisher should be invited to assume publication and to maintain cost-competitive subscription rates. Sponsorship, editorship, and the peer review process would remain with NABE.

2. Researchers and those interested in research in bilingual education should maintain membership in both NABE and AERA. Just as research needs to be supported in NABE, bilingual education needs to be advocated for within AERA.

3. We should make research and its findings more accessible to the general NABE membership. In addition to a research strand at the national and affiliate conferences, we should sponsor a research pre-session where the more technical aspects of research can be presented and discussed. A research-to-practice column should be included either in the *NABE News*, or in another journal called the *Bilingual Teacher* whose focus is solely on practice.

More generally, NABE should have an interest in the current OERI-sponsored, research center competition and its aftermath. The to-be-funded Center for Cultural Diversity and Second Language Acquisition will conduct research that should help improve bilingual education.

In summary, research is important for any professional organization. For NABE, it has the potential of providing long term benefits that help us better understand the education of bilingual students. It is an enterprise worthy of our support.

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ENGLISH THRIVES BEST WITHOUT PROTECTIONISM, TEACHERS SAY - News Release from NCTE

Why do many teachers of English oppose the current movement to make English the official language of the United States? Because "the aims and tactics of the language protection movement" and "its potential consequences for students" worry many members of the profession, says Harvey A. Daniels. He is the editor of a new book on this controversy, developed by the Commission on Language of the National Council of Teachers of English (NCTE).

In ***Not Only English: Affirming America's Multilingual Heritage***, well-known scholars and teachers offer historical, linguistic, and educational background on the issue that has sparked the current drive to amend state and federal constitutions to establish English as the official tongue. The authors contend that "English-Only" policies now in force in 16 states *hold grave dangers for teachers and students of English* and for many other Americans. Among the twelve contributors are Dennis Baron, L. Elliot Judd, Roseann Dueñas González, James C. Stalker, Geneva Smitherman, James Sledd, and Victor Villanueva, Jr.

In his lead essay, Daniels points to a paradox: while the United States has been plural and multilingual from its colonial beginnings, English has remained dominant out of civic necessity and now serves as a world-wide *lingua franca*. Nevertheless, the nation has seen a series of protectionist campaigns like the current efforts of the lobbying group U.S. English.

Daniels and other contributors point out that such efforts coincide with new waves of immigration, wars, or economic downturns that carry threats of unemployment. They say the ethnocentric rhetoric and negative stereotypes the campaigns produce are often traceable to "fear of the stranger"--new or "enemy" population groups whom later generations often view as "standard," unhyphenated Americans. The authors warn that English-only campaigns foster a destructive anti-immigrant climate that isolates newcomers and denies them help with English. Analyzing the effects of a long-standing English-only law in Illinois, Dennis Baron contends it has delayed efforts to understand the needs of non-English speaking students and has excused schools for letting them sink instead of helping them swim.

The authors discuss the potential threat English-only laws pose to civil rights legislation of recent decades, to legal, health, and voter assistance for language minorities, and to freedom to read and to teach. They charge that proponents of language restrictions ignore current knowledge about the origins and meanings of language differences and the process of language change.

Daniels urges teachers to support the concept of "English Plus"--a richer curriculum for English including descriptive and historical study of the language, plus the learning of other languages and advocacy of greater language assistance for all learners.

González observes that the U.S. English lobbying group has chosen the easier route to a constitutional amendment by shifting its campaign from Congress to the states. She warns that if it succeeds, options such as bilingual education for teaching non-English speakers would be restricted and immigrants' chances of employment reduced. Stalker predicts that a logical result of English-only laws would be "standard English-only" laws and a quagmire of litigation over whose English is standard. Smitherman contends that omission of cultures other than Anglo from U.S. education leaves students unprepared to appreciate the "singular achievement" of America in human history or to function intelligently in today's world.

Not Only English sums up a consensus within NCTE and the English teaching profession that wider and deeper knowledge of English and other languages, not language restriction, is the route to progress in education and society.

Not Only English: Affirming America's Multilingual Heritage, edited by Harvey A. Daniels, 135 pages, paperbound. Stock No. 33640-0015. Price: $6.95 for NCTE members; $8.95 for others. Available from NCTE, 1111 Kenyon Road, Urbana, IL 60801.

NEW MEXICO NABE MEMBERS HONORED

On April 25, 1990, the New Mexico State Board of Education and the Governor's Business Advisory Council honored 15 educators who exemplify excellence in education. Two of those honored are pioneers in bilingual education New Mexico: Genaro Roybal, Coordinator of Bilingual Education Programs for the Albuquerque Public Schools, and Marisela Trujillo, Director of Title VII Bilingual Education Programs for the Española Municipal Schools. Both are NABE members who have a long history of service and commitment to bilingual education.

Genaro Roybal was President of the New Mexico Association for Bilingual Education for 1988-89. He began his career as a bilingual classroom teacher in 1973 and was involved in the inception of the first bilingual program at the middle schools in 1976, when he taught social studies. From 1973-78, he taught a course on bilingual education at the University of New Mexico while still teaching at the middle school. He has also been involved in the development of bilingual materials in the areas of math, social studies, and science. Currently, he is coordinating the implementation of bilingual programs K-12, which serve over 24,000 students in the Albuquerque Public Schools.

Marisela Trujillo has been involved in bilingual education for the past 16 years. She began as a bilingual classroom teacher, became a bilingual specialist, and is presently directing two Title VII bilingual education programs for the Española Schools. She has also been on the Board of the New Mexico NABE affiliate, serving as Treasurer in 1982-83, and as President for 1989-90. For the past 11 years Marisela has assumed a leadership role in the identification, development, and dissemination of effective instructional practices for language minority students in New Mexico and has worked to establish local, state, and regional partnerships to assist in this effort.

NABE, along with the Bilingual Education Unit of the New Mexico State Department of Education, offers congratulations to these two outstanding members.

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education, biology, and Spanish.

At Kean College activities to retain Hispanic students are part of a college-wide effort to increase retention of all student groups including the limited English proficient (LEP) student. Numerous academic support systems have been put into place over the last ten years. Directly pertaining to Spanish-speaking students are 1) Special Academic Programs (ESL, the Spanish-Speaking Program, and the Bridge Program), 2) Academic Support Systems (Freshman Seminar, Learning to Learn, and tutoring programs) and 3) Personal Support (bilingual faculty and staff and the Freshman Center). Each of these programs is described below.

What is particularly unique at Kean College is the truly bilingual academic program available to its Hispanic LEP students. After their language skills in both Spanish and English are assessed, these students' academic programs are highly individualized to included essential ESL courses plus credit-bearing academic classes taught in Spanish. Following completion of the ESL sequence, the students, by advisement, enter traditional courses taught in English by instructors who have received special training to help in the mainstreaming of the LEP student. This special link between the Spanish and English curricula is called the "Bridge" Program. An example of how this language progression works can be seen with the six general education core courses which all Kean College students are required to take. For the Hispanic LEP student, two classes are contained within the ESL sequence, two are offered in Spanish, and the last two are included in the "Bridge" Program.

SPECIAL ACADEMIC PROGRAMS

English as a Second Language: ESL is essential for the future academic success of our students who are not native English-speakers. About 300 students receive ESL instruction each semester at Kean College; 70% of them are Hispanic. A comprehensive battery of tests (including a personal interview, writing sample, and reading test) is administered to the student upon admission to the College. The test results determine where in the four level core sequence of ESL courses s/he will be placed. Additional skills courses (such as listening and speaking, conversation, and vocabulary development) may also be recommended. Three of the upper level courses in the ESL sequence are "college level" and equivalent to courses taught in English and required for all undergraduates. As a result, students can earn up to fifteen credits toward graduation by successful completion of the ESL Program.

Recently, we have begun to link ESL with traditional content courses. One way of doing this is by offering within the credit-bearing portion of the ESL Program the equivalent of two required, freshman level, general education courses, "English Composition" and "Inquiry and Research". A second approach to linking ESL and content courses involves introducing readings from another required general education core course ("Landmarks of World Literature") into the ESL equivalent of "English Composition". The ESL students later register for special sections of "Landmarks" taught by instructors who work with the ESL Program, are familiar with the literature selections already introduced to the students, and are sensitive to the needs of this newly "mainstreamed" group of students. Linking ESL and content classes requires that faculty from the two areas work together closely and should lead to more successful "mainstreaming" of the students exiting from the ESL Program.

The Spanish-Speaking Program (SSP) was introduced at the College in 1972. Its purpose was to promote biculturalism and bilingualism in our large population of Hispanic students. However, the net result of the Program is to motivate students to remain in college by allowing them to take coursework in Spanish. The combination of the SSP and ESL provides a dual track to academic success. While Spanish-speaking students enroll in ESL courses in order to develop their English proficiency, they simultaneously earn college credit by taking general education core and breadth courses taught in Spanish through the SSP. Although instruction in Spanish may strike some as being counterproductive to gaining fluency in English, research by Jim Cummins and others has shown that the academic strength of a student in his/her first language *increases* the potential for literacy in the second language. College students are expected to increase their higher order skills such as critical thinking and problem solving, and at Kean College this can just as readily be promoted by classes taught in Spanish or English.

Every semester the SSP offers a group of about ten introductory courses (including such subject areas as Biology, Economics, Psychology, History, and Sociology) in which all instruction is in Spanish with Spanish textbooks. These freshman and sophomore level courses meet general education core and breadth requirements, introduce students to a variety of disciplines, and earn credit toward graduation. The same courses are offered in English every semester. The SSP sections are taught primarily by resident Hispanic and/or bilingual faculty members.

The SSP, with its own administrative office and staff, fulfills several additional functions. Academic counseling and advisement are offered in Spanish by its bilingual professional staff. Academically successful students in the SSP serve as peer tutors in a variety of subject areas for students in need of assistance. Finally, the office of the SSP functions as a meeting place for Hispanic students, an informal social headquarters, and a home away from home. More than 200 students per semester utilize the services of SSP.

The importance of the SSP was recently documented in a study carried out at the College to investigate factors contributing to the retention of our Hispanic students. The Spanish-Speaking Program was perceived by students to be the second most important factor responsible for their educational success at Kean College. Only family support was ranked higher.

The "Bridge" Program: One of our concerns at the College is facilitating the transition from ESL/SSP into an all-English curriculum. The recently implemented "Bridge" Program was specifically designed for this purpose. It has three major goals: to reinforce language skills acquired in ESL, to

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encourage interaction between the Hispanic LEP student and English-speaking students, and to provide academic support if needed. The emphasis of the "Bridge" Program is on training the faculty to work more effectively with the mainstreamed LEP student rather than focusing on problems or deficiencies on the part of the LEP student.

Because of our large Hispanic enrollment, the "Bridge" faculty training has been directed toward the needs of the Hispanic LEP student. Emphasis has been placed on increasing faculty understanding of the diverse problems (academic, financial, social, etc.) faced by Hispanic students and on adaptation of instructional materials and teaching methodology to meet the students' needs. Several consultants as well as a group of our Kean College Hispanic LEP students provided considerable help in the faculty training. The input of the students was particularly interesting as they communicated to us their fears, difficulties, and experiences in the all English classroom. Their recommendations included such basic good teaching principles as:

- be willing to wait long enough to give the LEP student enough time to respond to questions and to participate in class discussions;
- make all assignments very clear as to purpose and what is to be done and provide instructions for assignments in writing;
- create a comfortable classroom atmosphere;
- write major concepts and new terminology on the chalkboard.

Hispanic LEP students register for the "Bridge" courses upon the advice of the academic counselors of the SSP. They make up no more than 25% of the class enrollment. The classes are taught completely in English by instructors who have participated in the faculty training. The "Bridge" courses piloted in the fall of 1989 were Genetics, Criminal Justice, Calculus I, Photography, Methods of Social Work, Science and Technology in the Modern World, and an introductory Computer Science course. In the spring of 1990, additional courses were introduced including Cultural Anthropology, Speech Communication, Accounting I, and two General Education required core courses: Emergence of the Modern World and Intellectual and Cultural Traditions.

Two factors govern the selection of a class as a "Bridge" course. First, there must be a willingness on the part of the faculty member to assist the LEP Hispanic student and to take the training. Second, the course must generally attract LEP Hispanic students as they enter the all-English curriculum of the College.

When necessary and feasible, "Bridge" classes are provided with a student tutor through our Supplemental Instruction (S.I.) Program. The tutors, often bilingual, attend all lectures and laboratories, and then meet three times a week at regularly scheduled sessions with students who need additional help. S.I. was designed for courses in which there is a high percentage of D's, F's, and withdrawals. The tutors are successful students who are trained to supplement course material in a variety of ways (e.g., review lecture material, prepare for exams, practice problem solving). Tutors are carefully selected and supervised by the Director of the Learning Assistance Program of Kean College.

ACADEMIC SUPPORT PROGRAMS

In addition to the traditional academic courses offered through the SSP, Kean has Spanish-speaking sections of two interdisciplinary freshman level courses: the Freshman Seminar and "Learning to Learn." Additional academic support is available to all students through a variety of tutoring programs in Spanish.

The **Freshman Seminar** was introduced into the Kean College curriculum in the fall of 1985 and is now required of all incoming freshmen. It is a one-credit, one semester, pass/fail "survival" experience which addresses the academic, personal, and extra-curricular needs of entering students. They learn college policies, procedure, and requirements; develop study, time, and personal management skills; and are introduced to activities and student development opportunities. Seminar instructors continue advising their students for an entire academic year and are assisted by "peer liaisons" who are upperclassmen who have been trained in mentoring, advising, and working with freshmen.

Spanish-speaking students are guided through this course during their first semester by both a teacher and "peer liaison" who are also Spanish-speakers. Spanish-speaking sections of Freshman Seminar were included from the outset. The curriculum of the these sections is adjusted to meet the special needs of the students such as adapting to different teaching and learning styles and dealing with new cultural norms.

Learning to Learn, introduced in the summer of 1987, is a three-credit course designed to help students become active, independent learners. Based on "Learning to Learn," developed by Learning to Learn Associates, Cambridge, MA., this course introduces students to learning strategies used by successful students. At Kean "Learning to Learn" (Academic Applications of Cognitive Learning Theory) emphasizes formulation of questions about content, reading for comprehension, cognitive mapping, and study and test taking skills. Ten sections were taught in the 1988-1989 academic year, including two in Spanish. The learning skills acquired in this course are pertinent to the academic success of all students, in all disciplines, regardless of the language of instruction.

Tutoring Programs (including individual and small group academic assistance) are available on campus with both English and Spanish speaking peer tutors. Many of the tutoring programs are sponsored by the Learning Assistance Program (LAP) which recruits, trains, and pays the tutors. (LAP oversees several activities including a general tutoring facility, Supplemental Instruction, Learning to Learn, and a midterm grade feedback system in all lower division and remedial courses.)

Two tutoring programs have already been mentioned: the services available through the Spanish-Speaking Program and Supplemental Instruction. In addition to these, the Equal Opportunity Fund Program provides Spanish speaking tutors to its students, and the ESL Program has its own tutoring service. There is no charge for any tutoring on campus.

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PERSONAL SUPPORT

Bilingual faculty and staff: Stop in almost any of the academic and student service offices at Kean College or visit the faculty of the various academic departments, and you will meet Spanish-speaking professionals. The offices of the Registrar, Academic Advisement, Financial Aid, Housing, Special Student Services, Psychological Counseling Services, the Admissions Office, the Business Office, the Freshman Center, the Library, and the Instructional Resource Center all have Spanish-speaking staff members. Walk through the classroom hallways, and you will hear Biology, Psychology, Economics, and a variety of other subjects being taught in Spanish.

The bilingual faculty and staff provide important role models for the Hispanic LEP student. The faculty of the Spanish-Speaking Program teach courses in both English and Spanish, and students learn by example that mastery of both languages is not impossible.

The College has encouraged the study of Spanish by offering conversation courses to the faculty, professional, and clerical staff. Career development funding has enabled several faculty members to study and live in Spanish-speaking countries. Particularly in the sciences and mathematics (disciplines in which few Hispanics have their doctorates), native English-speakers, as a result of retraining, are now able to teach courses in their disciplines in Spanish. Students at Kean College interact daily with highly educated, successful Hispanic professors who speak English and with native English-speaking faculty members who are also proficient in Spanish.

The Freshman Center was set up in the fall of 1986. Its staff supervises and trains faculty for the teaching of the Freshman Seminar and similarly recruits and prepares the peer liaisons. Numerous other activities are sponsored by the Center including academic, social, and personal guidance, and special activities such as New Student Orientation, Family Day, Freshman Convocation, Campus Awareness Festival, and workshops related to such topics as safe sex, eating disorders, and test anxiety.

One-third of the faculty and professional staff who teach the Freshman Seminar and nearly half who serve as part-time advisors are black or Hispanic. As mentioned earlier, the Freshman Seminar offers sections taught in Spanish assisted by Hispanic peer liaisons. The Freshman Center also houses the ESL Tutoring Program, and in addition, provides academic advisement materials in Spanish as well as English.

CONCLUSION

How successful have we been in helping our Hispanic students achieve academic success? Has the implementation of all these new programs been worthwhile?

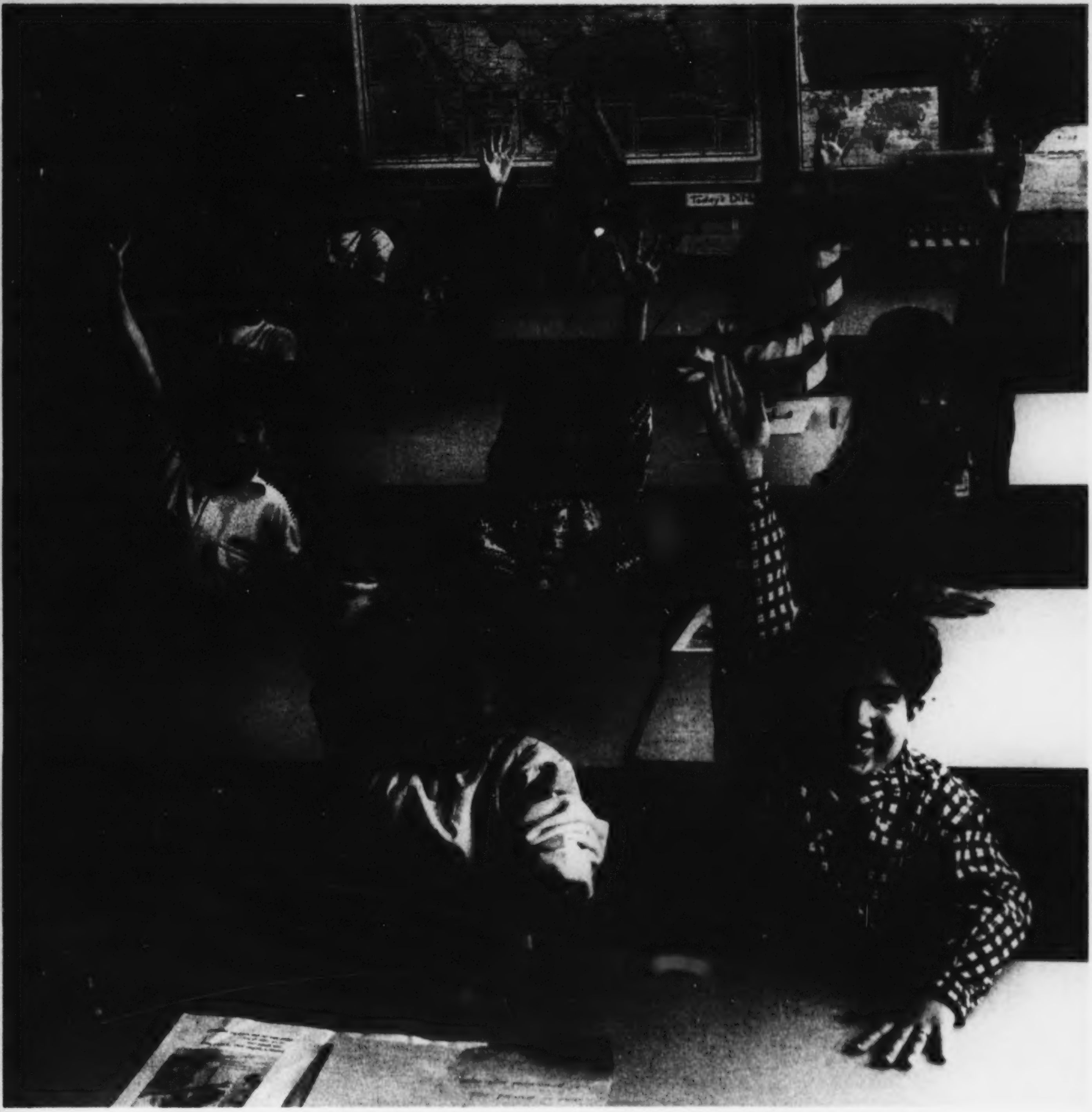
Using retention as a means of measuring effectiveness and/or success, the data look promising. The 1985-86 freshman-sophomore retention rate for Hispanics was 59%. The fall 1986-87 figure was 75%, placing Kean College significantly ahead of the average of 64% for Hispanic students at New Jersey state colleges. Of first-time, full-time Hispanic freshmen who entered in the fall of 1987, 76% returned in the fall of 1988. Preliminary data for 1988-89 show a retention rate of 79% for Hispanics, which was higher than that for Whites or Blacks. In terms of impact on the number of baccalaureate degrees conferred by Kean College on Hispanic students, it is too early to tell. The Freshman Seminar entered the curriculum in 1985; the Freshman Center opened in 1986; Learning to Learn was introduced in 1987, and the Bridge Program began in the fall of 1989. With increased retention of Hispanic students, we should eventually see increased numbers of these students receiving their diplomas. We continue to collect data about our Hispanic students, and beginning in the summer of 1988, a large study was undertaken to determine the factors that influence the patterns of Hispanic attrition and persistence at Kean College. The results show that students who drop out are satisfied with their Kean College education and do not necessarily have academic problems. Personal problems, the need to work, and financial problems were the major reasons cited for leaving college. Hispanic students who persist perceive family support, the Spanish-Speaking Program, and the quality of courses offered in their major as the main reasons for their educational success. These results indicate that the College must identify and address those non-cognitive areas that affect the performance of our Hispanic students so that we identify early our "at risk" Hispanic students.

The implementation of so many new programs obviously requires funding. Much of the work described above was supported by the Governor's Challenge Grant as well as a New Jersey Department of Higher Education Ethnolinguistic Grant. Kean College has made an enormous effort to meet the challenge of the demographic future. We are fortunate to have the opportunity, resources, and dedicated faculty and staff to do so.

CABE RECEIVES GSE AWARD

The California Association for Bilingual Education (CABE) recently received a Special Service Award from the Graduate School of Education of the University of California, Los Angeles, in recognition of its contribution to the advancement of education. CABE, a NABE affiliate with over 6,000 members in 45 chapters, is dedicated to serving the *ever-increasing enrollment of language minority students with a teaching approach designed for students to receive academic instruction in their native language while at the same time beging given English language instruction.*

"We hope to be working with CABE," said Dean Lewis Solmon, "to formulate a model for bilingual education that will enhance our teacher training and serve the needs of L.A.'s growing minority 'majority'."



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NABE '90 VIDEOTAPES

Videotapes of some of the major events of NABE '90 are now being edited, and should be available for purchase this Fall. Information regarding how to order these tapes will be contained in future issues of *NABE NEWS*.

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HISPANIC EDUCATION PORTRAIT RELEASED

The Policy Analysis Center of the National Council of La Raza has just released a preliminary edition of a major report on the status of Hispanic education, entitled *Hispanic Education: A Statistical Portrait 1990.*

One section of the report deals specifically with Bilingual Education and English as a Second Language Teachers. The figures are based on a 1987-88 School and Staffing Survey (SASS) conducted by the National Center for Education Statistics. The SASS shows that Hispanics account for 13.8% of all bilingual education teachers. Seventeen percent of public school bilingual education teachers at the elementary level are Hispanic, as are less than one-seventh (13.6%) of bilingual education teachers at the secondary level. Hispanic teachers make up 9.6% of the private secondary school bilingual education teaching staff.

The survey also found that only 15,738 of the nation's 78,561 public schools provide bilingual education and 27,014 schools provide ESL. The average years of experience for bilingual education teachers was 13.8; for ESL teachers it was 10.6 years. Fifty percent of bilingual education teachers hold Bachelor's degrees; another 38% have a Master's degree. Forty-five percent of the ESL teachers held Bachelor's degrees, while 46% of them had a Master's degree.

The findings of this study are so significant that NABE has reprinted the entire Executive Summary below.

Hispanics are the most undereducated major segment of the U.S. population. Hispanic educational attainment has increased since 1970, but the gap between Hispanics and non-Hispanics continues to widen. Compared to Blacks and Whites, Hispanics enter school later, leave school earlier, and are less likely to complete high school, enter or complete college.

Hispanics represent a growing segment of the school-age population. The Hispanic population has grown about five times as fast as the non-Hispanic

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REPORT CITES NEED FOR INCREASE IN FEDERAL COMMITMENT TO BILINGUAL EDUCATION

The National Education Association (NEA) recently released its second annual report on the cost to fully fund key federal education programs, calling the funding shortfall "nothing short of national child abuse."

The report, *Federal Education Funding: The Cost of Excellence,* tracks the decline in federal support for education since 1980. An additional $12 billion over current appropriation levels is needed to achieve the bare minimum of service that these key education programs were intended to provide.

The Bilingual Education Act program (Title VII) was one of the federal programs examined in the report. Noting a deep gap between education supply and demand, the report states:

Bilingual Education Act programs will serve some 254,000 students with limited proficiency in English, about 15 percent of the students identified by states as needing assistance, and only 5.6 percent of the number of school-age youth the 1980 Census counted as having limited proficiency in English.

In the section of the report addressing the cost of excellence, it says:

Bilingual education grants support staff salaries, staff development, materials, and other costs of educational programs that help students whose native language is not English learn to speak, read, and write in English. Bilingual education programs have a tremendous impact on academic success for students with limited proficiency in English, and help students keep pace with their peers and graduate.

At present, only 254,000 students are served in federally funded bilingual education programs. States report some 1.6 million students with limited proficiency in English, while the 1980 Census reports some 4.5 million school-aged youth lack sufficient English language skills to be successful in school. Serving all students identified by states as in need of services would cost almost $1.3 billion in FY91, an increase of $1.1 billion over the FY90 level. Serving all students with limited proficiency in English would cost some $3.65 billion in FY'91.

The report notes that in FY89 (school year 1989-90), Title VII appropriations totalled $151.946 million. An additional $6.584 million was appropriated in FY90, for a total of $158.530 million. The Administration's FY91 budget request for bilingual education is $175.393. However, NEA calculates that the amount required in FY91 to maintain FY80 funding levels after accounting for inflation would be **$296.463 million, or $121.070 million more than is being requested.** Furthermore, it is estimated that full funding of Title VII would require $1.267 billion -- a nine-fold increase--just to serve the 1.6 million LEP students reported by the states.

The report is available from NEA Communications, 1201 16th Street, N.W., Washington, DC 20036-3290. Individual state figures can also be obtained through state NEA affiliates. ✪

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NABE NEWS

Published by the National Association
for Bilingual Education

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Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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Issue 2, 11/05/90
Issue 3, 12/01/90
Issue 4, 02/01/91
Issue 5, 3/15/91
Issue 6, 5/01/91
Issue 7, 6/15/91
Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$ 1,100
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
1/6-Page (2.25" x 4.75")	$ 250

Classified Advertising:

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Advertising Discounts (for multiple insertions of same ad):

10% second - third insertion
15% fourth - fifth insertion
20% sixth - eighth insertion

For information on advertising, contact Dr. Ramón L. Santiago, NABE Advertising Coordinator, Union Center Plaza, 3rd Floor, 810 First Street, N.E., Washington, DC 20002-4205. (202) 898-1829 - FAX (202) 289-8173.

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Community Services Center/AMR
Arizona State University
Tempe, AZ 85287-0208
(602) 965-5688

President-Elect
Paul E. Martínez
New Mexico Highlands University
Department of Education
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Vice President
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(503) 962-3537

Eastern Regional Representative
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Perth Amboy, NJ 08861
(201) 826-3360 ext. 247

Central Regional Representative
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18700 Audette
Dearborn, MI 48124
(313) 582-7160

Western Regional Representative
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California Language Minority Project
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(619) 292-3522

Parent-At-Large
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Aurora, CO 80012
(303) 745-7116

NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager

NABE '91 CONFERENCE

The 20th Annual International Bilingual/Bicultural Education Conference--NABE '91--will be held January 9-12, 1991 at the Hilton Hotel & Towers in Washington, DC.

The theme of this year's conference is *Bilingual Education: Providing World-Class Schooling*. The Call for Papers for the conference is contained in this issue of *NABE NEWS*.

For information on the conference, including exhibits and conference sponsorship, contact the NABE National Office in Washington, DC.

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

I hope that your summer was both enjoyable and productive, and that you are mentally revived and anxious to serve your students. As we approach the beginning of another school year, I want to take this opportunity to update you on a number of happenings affecting your Association.

Paying One's Dues

Let me state at the outset that I believe one never finishes paying one's dues. The reason for this statement is that, as many of you know, I have the distinct honor of serving as the NABE president for an unprecedented second year term.

As I talk with friends and colleagues, I have heard varying comments concerning this great responsibility. They range from: "Congratulations" to "Why would you want to be president again?" to "You have paid your dues, it is not necessary for you to sacrifice your time and that of your family for another year."

My response is a standard one, "One is never through paying one's dues, especially in the area of education, and more specifically in bilingual education." As for my family, they have always been very supportive and understanding; they are equally committed to the education of language-minority children across this great nation of ours.

Thank You For Your Support

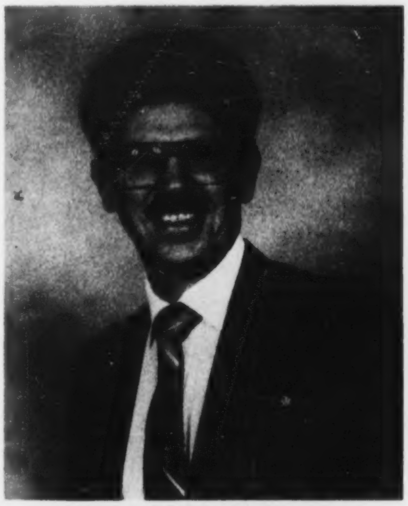
I would like to thank those NABE members who responded to the special election that was held in June. Your confidence in my ability to provide leadership to NABE in the 1990's is greatly appreciated and not taken lightly. Additionally, I would like to thank those who expressed support for my second-term candidacy at the Delegate Assembly and Membership Meeting held during our 1990 Conference in Tucson. I am also grateful to the 89-90 Board members for endorsing my candidacy. And, finally I would like to thank the OBEMLA Director, Ms. Rita Esquivel, for supporting my decision to continue in office and also for taking time from her busy schedule to swear me in at the last board meeting held at Washington D.C. The NABE membership voted after hearing and reading of my goals and positions. I take my election as support for those goals and positions.

Position Statement

My position is clear and simple: NABE will continue to aggressively pursue educational policies and practices which promote equal educational opportunity for language-minority students and academic excellence for all American students. We will continue to insist that schools provide language-minority students with comprehensible instruction so that they can succeed academically while mastering English, our common language. At the same time, schools must help develop the native language-skills of non-English-language-background students, and afford all students with a meaningful opportunity to become functionally and fluently bilingual. And finally, schools must ensure that language-minority parents are involved in the educational and public policy decisions which affect their children.

NABE's 90-91 Executive Board and Goals

As president, I am very fortunate once again to serve with fellow board members who are committed to excellence in education and the advancement of our association. Your NABE Board is drawn from the various regions of our nation and its members include representatives of different language groups. Through their professional work and personal commitment, NABE Board members have attained leadership positions in their school districts, institutions of higher education, and communities. Three of the current Board members have served previously on the NABE Executive Board thereby enhancing continuity in the Association's governance. And collectively, your Executive Board has many decades of experience working in bilingual education and with NABE state affiliates.



Rodolfo L. Chávez

In this issue and all issues of the *NABE News*, the members of the Executive Board are listed with addresses and telephone numbers. Do not hesitate to contact them with your thoughts, ideas and suggestions concerning the betterment of American bilingual education and your Association. Additionally, please call on these board members when you may need advice or encouragement or have significant news to share with your fellow NABE members. With this issue of the newsletter, we begin highlighting individual board members, so that you may become better acquainted with those whom you elected to serve as your representatives (see article on page 9). One of the first things I did this term as NABE President was to review the personal statements and goals that Board members prepared for the election ballot. It was very encouraging that their personal commitment and goals are very much in line with NABE's mission statement. I look forward to working with them as we collectively seek to provide leadership this coming year.

During the first meeting of the 1990-1991 NABE Executive Board, we established seven basic goals to be accomplished during our term. They are:

To develop initiatives in Early Childhood Education and the career development of Bilingual Instructional Assistants.

To strive for excellence within the NABE organization.

To double the 1990-1991 NABE membership and corporate financial support for the Association.

Continued on page 4

ESTHER LEE YAO NAMED OBEMLA DEPUTY DIRECTOR

Dr. Esther Lee Yao has been appointed the Deputy Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Dr. Yao, who earned her Ph.D. from Purdue University at the age of 26, taught at the University of Houston/Clear Lake (UHCL) for 15 years. Prior to coming to Washington, DC, Dr. Yao was a member of the Texas Board of Pardons and Paroles.

Dr. Yao received the U.S. Presidential Achievement Award in 1982 and was named an Outstanding Young Woman of America for 1978. More recently, she received the UHCL President's Distinguished Service Award. She has been listed in several publications of *Who's Who*.

Dr. Yao is a prolific and dynamic bilingual writer. Because of her broad knowledge, the influence of her publications extends beyond the educational domain. She has authored five books and several magazine and newspaper columns which have had a great deal of political, social and educational impact on contemporary Chinese immigrants as well as on the American public. She has published over 50 professional articles on cross-cultural, bilingual, and multicultural education, in addition to being a recipient of several research grants funded by federal agencies and private foundations, including a Fulbright Award to India in 1987. She has been a columnist for the *World Journal*, a Chinese daily newspaper with worldwide circulation, since 1979.

With her diverse background and experience in governmental affairs and international trade, Dr. Yao has been a cross-cultural consultant for both public and private sectors and for a number of school districts. Currently she is a commissioner of the U.S. Congressional Commission for the Study of International Migration and Cooperative Economic Development. She has been a speaker for numerous civic, religious and professional seminars and conferences in both the U.S. and in foreign countries.

Esther Lee Yao

Dr. Yao is very active in community affairs. Being a founder and officer of a number of Chinese and American professional and civic organizations she has been working closely with various ethnic groups on social, political and educational issues over the past two decades.

On the national level, she served on the National Advisory and Coordinating Council on Bilingual Education, the Board of the Organization of Chinese Americans and was Vice President of the Organization of Chinese American Women. In the state of Texas she was appointed by Governor Clements to the Asian American Advisory Committee and the Texas Literacy Council. She was also appointed by the Mayor of Houston to serve on the Houston Affirmative Action Commission, the Policy Advisory Committee and the Mayor's Advisory Committee for Youth 2000. In addition, she is a board member of Associated Texans Against Crime, was a board trustee of Houston International University and a founder of the Clear Lake Chinese School.

With her musical background (a concert pianist in her earlier years), Dr. Yao enjoys playing piano concertos with her husband Dr. Stanton Yao and two teenage daughters. Her worldwide travel, including trips to China, South Africa, Japan, Korea, India, Europe, the USSR, Canada, the Caribbean, Central and South America has also enriched her leisure activities as well as her professional pursuits.

NABE welcomes Dr. Yao and looks forward to working with her. ✪

MESSAGE, from page 3

To strengthen NABE's relationship with affiliates and nurture NABE's Special Interest Groups.

To ensure that NABE's focus includes the empowerment of all language groups.

To strengthen the partnership that NABE has formed with OBEMLA and the U.S. Department of Education.

To resume publication of the *NABE Journal*.

NABE Journal

Since the rebirth of American bilingual education in the late 1960's, educators and researchers have developed a body of vital information regarding language education and multicultural education. Your Association, through the *NABE Journal*, has contributed to the development of this information base. As many of you will recall, the Executive Board last year suspended publication of the *NABE Journal* for one year to reconceptualize the *Journal* and to develop new sources of financial support for its publication.

Past Board member Dr. Angela Carrasquillo and Dr. Antonio Simoes, past chair of NABE's publication's committee, developed a conceptual framework for a four-issue *NABE Journal*: one issue will be devoted to bilingual instructional practices; one will focus on policies affecting bilingual education; and the remaining two issues will cover general topics in bilingual education. This framework has been approved by the Executive Board.

NABE member Dr. Ed DeAvila and past board member Dr. Angel Noé González persuaded CTB Macmillian/McGraw Hill to make a partial-cost financial contribution for publication of the *Journal*. The search for other corporate financial support for *Journal* publication continues.

The 1990-1991 NABE Executive Board appointed Dr. Jim Bransford Chair of the NABE publications committee, and charged him with the important task of

Continued on page 24

RESOURCES FOR BILINGUAL EDUCATORS

All Clear! Idioms in Context, by Helen Kalkstein Fragiadakis. Heinle & Heinle Publications, 7625 Empire Dr., Florence, KY 41042.

The Arab World Notebook: For the Secondary School Level, edited by Audrey Shabbas and Ayad Al-Qazzaz. Najda, 1400 Shattuck Ave., Suite 7, Berkeley, CA 94709.

Bilingual Education and Language Planning in Indigenous Latin America, edited by Nancy H. Hornberger. In *International Journal of the Sociology of Language 77.* Mouton de Gruyter, 200 Saw Mill River Road, Hawthorne, NY 10532.

The Devil in Texas/El Diablo en Texas, by Aristeo Brito. Bilingual Press/Editorial Bilingüe, Arizona State University, Tempe, AZ 85287.

Process and Pattern: Controlled Composition Practice for ESL Students, by Charles Miguel Cobb. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042.

The Process and Procedures for Identifying Exceptional Language Minority Children, by Joseph O. Prewitt Díaz. Division of Curriculum and Instruction, The Pennsylvania State University, 259 Chambers Building, University Park, PA 16802.

Sábado Gigante, Bilingual Board Game. Milton Bradley and Univision. Available at toy stores in U.S. cities with large Hispanic populations.

Twenty-Two Hispanic Leaders Discuss Poverty, by Julie Quiroz. National Council of La Raza, 810 First Street, N.E., Washington, DC 20002.

United States Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1989, Series P-25, No. 1057. U.S. Department of Commerce, Bureau of the Census. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

UPCOMING EVENTS

September 21-22, 1990 - *Homecoming 90: Back to Traditional and Basic Education.* Oklahoma Association for Bilingual Education Annual Conference. Sheraton-Kensington Hotel, Tulsa, OK. Contact Jean Bolin, Tenkiller School, Rt. 1, Box 750, Welling, OK 74474.

September 23-25, 1990 - *Our Nation's Imperative: Recruitment and Retention of Hispanic Students, Faculty and Administrators.* The Hispanic Association of Colleges and Universities Fourth Annual Meeting. The Midland Hotel, Chicago, IL. Contact Gene González, HACU, 411 S.W. 24th Street, San Antonio, TX 78207.

September 27-29, 1990 - *Bilingual Education: Bridges to Cultures.* Colorado Association for Bilingual Education Annual Conference. Contact the association at 12832 E. Mexico Ave., Aurora, CO 80012.

October 10-13, 1990 - *Research Perspectives in Adult Language Learning and Acquisition '90.* Contact the Foreign Language Center, the Ohio State University, 155 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210.

October 12-14, 1990 - *8th Annual United States Hispanic Leadership Conference.* McCormick Center Hotel, Chicago, IL. Contact Midwest/Northeast Voter Registration Education Project, 431 S. Dearborn, Suite 1103, Chicago, IL 60605.

October 13-17, 1990 - *Putting Indian Education to Work...The Effective Connection.* 22nd Annual Conference of the National Indian Education Association. Town & Country Motel/convention Center, Mission Valley, CA. Contact Southern California Tribal Chairmen's Association, P.O. Box 1470, Valley Center, CA 92082.

October 18-20, 1990 - *Richness Through Diversity - Symposium on Culturally Diverse Exceptional Children.* Albuquerque Marriott Hotel, Albuquerque, NM. Contact Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (703) 620-3660.

November 1-3, 1990 - *Effective Bilingual Schools: Assuring Equity in Excellence,* Texas Association for Bilingual Education Annual State Conference. Contact María Rivas or Jackie Cain, P.O. Box 2643, Lubbock, TX 79408.

November 2, 1990 - *Into the 21st Century,* Louisiana Association for Bilingual Education Sixth Annual Conference. Ashley Manor, Baton Rouge, LA. Contact LABE, P.O. Box 2950, Baton Rouge, LA 70821.

November 15-16, 1990 - *A Blueprint for the 1990s.* National Puerto Rican Coalition 10th Annual Conference. Sheraton Centre Hotel & Towers, New York City. Contact NPRC, 1700 K Street, N.W., Suite 500, Washington, DC 20006 (202) 223-3915.

November 17-19, 1990 - *Acting on Priorities: A Commitment to Excellence.* 1990 Joint Meeting of the Southern Conference on Language Teaching and the American Council on the Teaching of Foreign Languages. Opryland Hotel, Nashville, TN. Contact Lee Bradley, SCOLT Executive Secretary, Valdosta State College, Valdosta, GA 31698.

MARK YOUR CALENDARS

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SENATE VOTE EXPECTED SOON ON NATIONAL TEACHER ACT OF 1990

Bill Provides Special Emphasis on Bilingual Teacher Training

Immediately after Congress reconvenes from its summer recess on September 10th, the Senate is expected to vote on S. 1676, the National Teacher Act of 1990. The legislation, which combines previous teacher training bills by Senators Kennedy, Pell and Simon, authorizes $215 million in new (FY 1991) appropriations for a series of training programs to strengthen the teaching profession. Given the immediacy of the Senate vote, NABE members who have not already communicated their views on this important legislation to their Senators should do so right away.

Although S. 1676 does not contain the separate program for Bilingual Teacher Enhancement included in S. 1675, Senator Kennedy's original teaching training bill (see October 27, 1989 *NABE News* for details of that legislation), priority for training bilingual education teachers is specified for most of the new programs established under the legislation. S. 1676 also emphasizes programs to recruit and retain racial and ethnic minority teachers.

The major teacher training programs included in the National Teacher Act of 1990 are as follows:

o **A Demonstration Loan Forgiveness for Teachers Program** -- authorizes loan forgiveness for teachers who agree to teach in geographic and subject-matter (including bilingual education) shortage areas. Applicable to Stafford loans accrued in the last two years of undergraduate education or during two years of graduate education which were incurred beginning in academic year 1992-93. The amount of loan forgiveness is based upon the number of years an individual teaches in a shortage area: 15% for each of the first two years of teaching; 20% for the third and fourth years; and 30% for the fifth year.

o **Teacher Corp for New Teachers** -- under this $50 million program, participants would receive a $5000 annual scholarship for a maximum of three years while enrolled in undergraduate or graduate programs that lead to eventual state certification. Special consideration in the selection of Teacher Corps members is given to those who intend to teach disabled, limited English proficient, or preschool age students. Priority is also given to minorities, disabled, and others underrepresented in the teaching profession. Members agree to 1) teach in low income schools for five years, 2) participate during first year of employment in induction programs for new teachers, and 3) act in the fifth year upon LEA approval as a mentor teacher to new corps members. Failure to fulfill obligation triggers requirement to repay scholarship on prorated basis. Secretary makes grants to SEA'S. SEA's approve and award scholarships and make grants to LEA's who establish induction, mentoring, and inservice programs for Teacher Corps members and other new teachers.

o **Foreign Language Competence for the Future** - a $15 million program of demonstration grants for critical language and area studies. Authorizes grants for eligible consortia to carry out activities designed to improve and expand foreign language instruction in elementary and secondary schools. An eligible consortium consists of one institution of higher education, one secondary school with experience in teaching foreign languages, and one Chapter One secondary school. Activities authorized: curriculum development, equipment and materials acquisition, and teacher training. Competitive grants awarded by Secretary of Education to consortia.

o **National Teacher Academies** -- a $38 million grant program for eligible entities to establish National Teacher Academies for the purpose of training teachers in specific subject areas and instructional methods. One National Academy may be established for each of the following areas: basic skills and literacy; civics and government; National Writing Project; mathematics; foreign languages; history, geography, and sociology; economics; life sciences; physical sciences; and the arts. Academies provide inservice training, conduct one three-week summer institute per year, and assist in the administration and development of the Professional Development Schools. Eligible recipients: Institutions of higher education or private nonprofit educational organizations or a combination thereof. Grants administered by the Secretary of Education.

o **Professional Development Schools** -- a $50 million grant program for LEA's and institutions of higher education or private non-profits working in partnership to establish Professional Development Schools (PDS). The PDS is a designated school within an LEA that provides professional development programs for teachers throughout a congressional district and serves as a training center for teacher candidates studying at the IHE. Activities include training in new instructional methods, in integrating curricula, in school-based management, in bilingual education, and in increasing parental involvement, as well as in subject areas covered by the National Teacher Academies. The PDS sends three representatives for each of ten subject areas to the appropriate National Academies; representatives return to conduct inservice training for other teachers in the congressional district. Grants administered by the Secretary of Education. Federal share: 50%.

o **Christa McAuliffe Career Teacher Corps** -- a $25 million program to support experienced teachers. Expands funding for the Christa McAuliffe program from $2 million to $27 million. Teachers employed for eight years in a public or private school are eligible for fellowships equal to one-half their annual salary. Fellowships can be used for sabbaticals and other professional development activities. Participants agree to teach for two years, in their current place of employment, after completion of fellowship. Special consideration given to teachers who will use award to improve or acquire skills in areas of science and math, or who want to teach disabled or limited English proficient students, or preschool-age children. Secretary of Education conducts nationwide networking activities and awards grants to SEA'S. SEA's conduct inservice activities and award fellowships.

o **Demonstrations under the Fund for the Improvement and Reform of Schools and Teaching (FIRST).** $20

Continued on page 25

NABE ELECTIONS RESULTS

Dr. Harold Chu, Chair of NABE's Elections Committee, has submitted the following report on both the elections for the 1990-91 NABE Executive Board and the Special Election held in June.

President-Elect:

Paul Martínez	40.9%
Aurea Rodríguez	36.5%
Marlene Kamm	22.1%
Write-Ins	0.5%

Vice President:

Mónica Sandoval	38.9%
Mitzie Tanouchi	37.7%
Julio Cruz	22.8%
Write-Ins	0.6%

Secretary:

Jerilynn Smith-Ritchie	97.1%
Write-Ins	2.9%

Treasurer:

José Agustín Ruiz	51.0%
Joseph Negrón	48.8%
Write-Ins	0.2%

Parent-at-Large:

Susan García	98.8%
Write-Ins	1.2%

Eastern Regional Rep.:

Anna López	55.5%
Angela Carrasquillo	44.5%

Central Regional Rep.:

Waged Saad	55.5%
April Haulman	44.5%

Western Regional Rep.:

Rosalía Salinas	77.7%
Michael Gaddis	22.3%

In the special election to fill the vacancy caused by the resignation of President-Elect Angel Noé González, the results were as follow:

Rodolfo Chávez	96.0%
Write-Ins	4.0%

OBEMLA Director Rita Esquivel Swears In NABE President Rodolfo Chávez

The 1990-91 NABE Executive Board and OBEMLA Director Rita Esquivel

Bottom Row, From the Left: Jerilynn Smith-Ritchie, Rodolfo Chávez, Rita Esquivel, Paul Martínez, Mónica Sandoval. Top Row, From the Left: José Agustín Ruiz, Wageh Saad, Rosalía Salinas, Anna López, Susan García.

MEET THE NABE BOARD

In this issue, *NABE NEWS* inaugurates a new feature, *Meet the NABE Board*. Each issue we will introduce one or more of the current NABE Executive Board members, so you can get to know the people who represent you better.

In this issue, we are pleased to introduce you to **Anna M. López, NABE Eastern Regional Representative.** Anna began her professional career in education as a teacher of the handicapped. She taught educable mentally retarded students in two New Jersey School Districts for eight years. In 1969, at the end of her eighth year, she accepted a summer school position coordinating Title I Bilingual Programs in an elementary school and a junior high school. This was her first formal involvement with bilingual education as a viable educational approach.

Deciding to leave the city and move to the shore area of the state changed the focus of her career to teaching in a monolingual English second grade for two years in Lakewood. In 1972 Anna was offered a position in New Brunswick teaching a first grade in a "two way" or developmental bilingual program funded by Title VII. She was given the responsibility for curriculum development for the program, both bilingual and ESL, as well as being a master teacher during the summer and assisting in the training of teachers. After two years in the classroom, she accepted a position administering the program and continued with curriculum development and teacher training.

Anna López

In February of 1976 Anna left New Brunswick to accept a position as Bilingual Curriculum Coordinator with the newly established Bureau of Bilingual Education in the New Jersey State Department of Education. Responsibilities of this position included providing technical assistance to local school districts in the planning, development, implementation and evaluation of bilingual and ESL programs; and assisting in the development of bilingual and ESL program guidelines and teacher certification requirements. In September of 1979 Anna was asked to serve as Acting Director for Bilingual Education, NJDOE, and was appointed as Director in July 1980. In this position one of her major responsibilities included administering a program budget of $26+ million allocated to approximately 220 local school districts serving 36,000 LEP students from over 100 languages. She was also responsible for developing and recommending policy to the Commissioner of Education and State Board of Education establishing guidelines for program development and implementation, and assisting districts in providing meaningful professional development for staff involved in bilingual and ESL programs. Anna also accepted the responsibility of being the advocate for all LEP students in the state, regardless of native language and fought to ensure the provision of quality bilingual and ESL education programs to meet their diversified needs.

In July of 1987 Anna decided that it was time to leave the New Jersey Department of Education in order to better serve the growing LEP population. She decided that the changing times would allow her to do more working in a local school district. She accepted an appointment in the Perth Amboy Public Schools as the Director of Bilingual Education and Foreign Languages, K-12. In her position, she is responsible for the educational program of 1500 LEP students, a quarter of the district's enrollment. She supervises a staff of over 100 professionals, plans and oversees the development and implementation of curriculum, professional improvement for staff, and compliance with state and local mandates.

Since moving to a local school district, Anna has been able to become more actively involved in professional organizations such as NJTESOL (as a board member), ASCD, Phi Delta Kappa, Association for Teachers of the Learning Disabled, and of course, NABE. ✿

A&E NETWORK OFFERS PROGRAMS FOR TEACHERS

The Arts and Entertainment Network's Community Development Office implements four distinct educational programs for teachers nationwide including:

A&E CLASSROOM: a commercial-free program block airing Monday-Friday 8-9 am (ET). Classic dramas, documentaries and performing arts programs with special educational merit air daily. Teachers can tape and use the programs for up to one year from original airdate. A&E Classroom features such diverse productions as *Silas Marner*, *American Music Week*, and the *Diary of Anne Frank*.

STUDY GUIDES: based on A&E programs that teachers can integrate into their curriculum. Each guide features learning objectives and discussion topics. Sample guides include those based on A&E's original documentary series *Blacks in America* and *Campaign '60* featuring the key events of the Nixon-Kennedy Presidential race.

NATIONAL TEACHER GRANT COMPETITION: teachers nationwide are invited to submit classroom projects based on A&E programs and can compete for cash awards and U.S. Savings Bonds. Entry forms will be available in September 1990 for next year's competition. The deadline for entries is March 1, 1991. Last year Marci Mitchell, a secondary language arts coordinator at La Joya High School, La Joya, Texas won second prize. Her project, based on A&E's presentation of the Thornton Wilder play *Our Town*, was titled *Our Town: Nuestro Pueblo*. Its purpose was to explore the town's unique Hispanic heritage and culture.

BOOKS AND CABLE TELEVISION: A&E distributes an informational brochure featuring A&E programs and a complementary booklist. The theme of this year's reading list is "International Literacy Year." It includes programs and books on history, literature and the performing arts. A&E distributes quarterly brochures free to public and high school libraries.

For information, contact Carole Kealy, Director, Community Development, A&E, 555 Fifth Avenue, NY, NY 10017. ✿

NABE 1991
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competiton* three years ago. This year, with the support of publisher Silver Burdett & Ginn, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1991 Teacher of the Year competition will receive an original painting commissioned by Silver Burdett & Ginn as the NABE '91 Conference Poster. In addition, the winner will be flown to the 1991 NABE Conference in Washington, DC to receive his/her award on Saturday, January 12, 1991.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only bilingual classroom teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

Presentation of Materials

As part of its nomination the affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. The following materials must be submitted:

1. **Background Information** - use the Data Sheet on page 12 to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in program.
4. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
5. **Professional Development** - a description of the candidate's participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc. Recommendations or statements from organizations will be accepted.
6. **Community Service** - a description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community. A sample of letters from appropriate persons will be accepted.

DEADLINE: All nominations must be RECEIVED by November 1, 1990 at the address listed below. The winner will be notified by December 15, 1990. For additional information, contact:

Mónica Sandoval
Multilingual Programs Department
Houston Independent School District
3830 Richmond Avenue, Houston, TX 77027
(713) 892-6500

NABE 1991
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic minority students, the National Association for Bilingual Education (NABE) has established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations will honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1991 Bilingual Instructional Assistant of the Year competition will receive a $1,000 scholarship to further his/her education. In addition, the winner will be flown to the 1991 NABE Conference in Washington, DC to receive his/her award on Saturday, January 12, 1991.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only instructional assistants who work half-time or more with students qualify. Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to learn.

Presentation of Materials

As part of its nomination, the affiliate organization is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials should be part of the portfolio:

1. **Background Information** - use the Data Sheet on page 12 to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the candidate describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession, including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
4. **Professional Development** - a statement of the candidate's plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences. Recommendations or statements from organizations will be accepted.
5. **Community Service** - a description of the candidate's participation in civic organizations as well as personal efforts to improve education and social conditions of the community. Letters from appropriate persons will be accepted.
6. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in the program.

DEADLINE: All nominations must be RECEIVED by November 1, 1990 at the address listed below. The winner will be notified by December 15, 1990. For additional information, contact:

Dr. José Agustín Ruiz
School of Education, Eastern Oregon State College
La Grande, Oregon 97850
(503) 962-3537

NABE 1991
BILINGUAL TEACHER OF THE YEAR/ BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR
DATA SHEET

Name: Telephone Number:

Home Address:

Name and Address of School:

Name of School Principal:

School Telephone Number:

Grade Level(s):

Years in Present Position:

Previous Work Experience:

Academic Training:

Dates	Institution Name and Address	Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional Assistant of the Year Award may be shared with persons involved in promoting this award.

A CALL FOR PAPERS AND PRESENTATIONS

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
TWENTIETH ANNUAL INTERNATIONAL
BILINGUAL/BICULTURAL EDUCATION CONFERENCE

"BILINGUAL EDUCATION: PROVIDING WORLD-CLASS SCHOOLING"

Washington Hilton & Towers - Washington, DC - January 9-12, 1991

The 20th Annual Conference of the National Association for Bilingual Education will be held January 9-12, 1991 at the Washington Hilton & Towers Hotel in Washington, DC. In addition to inviting nationally- and internationally-known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

- **PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION**
  Models, methods and materials for teaching students using the native language throughout the curriculum

- **PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE**
  Models, methods and materials for teaching English as a second language

- **DEVELOPMENTAL BILINGUAL EDUCATION**
  Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

- **EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS**
  School-Based Management, Competency Testing, Competency-Based Curriculum, Effective Schools

- **BILINGUAL EDUCATION PERSONNEL**
  Demand for, training of, certification of, and recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

- **LINGUISTIC MINORITY FAMILIES AND EDUCATION**
  Adult Literacy, Parents as Partners in Education, Home-School Language Use and Development, Early Childhood Education

- **TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS**
  Accessibility to and applications of various types of high technology in teaching non-English language-background students

- **LANGUAGE MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS**
  Special Education, Chapter I, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Indian Education, Refugee and Immigrant Education

- **POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS**
  Demographic Trends, Dropouts, English-Only/English-Plus Movements, Health, Social and Economic Issues, International Perspectives, Refugees, School Finance

PROPOSAL PREPARATION GUIDELINES

1. **PROPOSAL FORM** (attached): Submit three (3) copies with all items completed and carefully proofread for publication in the program.

2. **ABSTRACT**: Submit three (3) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. At the top of the page, state the title/topic of the presentation and the type of session.

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. **POSTCARD**: Please enclose a self-addressed stamped postcard if you wish to receive acknowledgement of receipt of your proposal.

TYPES OF PRESENTATIONS

WORKSHOPS: Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of the activities to be conducted during the workshop. (3 hours)

PAPERS: A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audiovisual aids and to present a summary of the paper rather than reading a prepared text. (45 minutes)

DEMONSTRATIONS: Show a specific teaching or testing technique. After a brief description of the underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done. (45 minutes)

SYMPOSIA: Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The organizer of the symposium should plan on providing sufficient time for both presentation and discussion. (3 hours)

GENERAL POLICIES

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '91 Program Committee.

3. All presenters will be required to register for the NABE Conference. There will be no complimentary registration for presenters nor will any honorarium be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Any other audio-visual equipment will be the sole responsibility of the presenter. Information on audio-visual equipment suppliers will be provided to all presenters.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '91 Exhibitors or Sponsors in order to be considered for inclusion on the program.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to video-tape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

9. Submit all proposals to:

NABE '91 PROGRAM COMMITTEE
Harold Chu, Ginger Collier and
Jack Levy, Co-Chairpersons
Center for Bilingual/Multicultural/ESL
Teacher Preparation
Dept. of Curriculum and Instruction
George Mason University
4400 University Drive
Fairfax, Virginia 22030-4444
(703) 323-3782

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN OCTOBER 1, 1990.

Notification of acceptance or rejection will be sent by December 15, 1990.

NABE '91
PRESENTATION PROPOSAL FORM

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ______________________________

____

B. NAME(S) AND AFFILIATION(S) OF PRESENTER(S). FIRST NAME WILL BE THE CONTACT PERSON.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

C. DESCRIPTION (50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM. PLEASE EDIT CAREFULLY.)

____
____
____
____
____

D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED (REFER TO TYPES OF PRESENTATIONS)

☐ DEMONSTRATION (45 minutes)   ☐ PAPER (45 minutes)

☐ SYMPOSIUM (3 hours)   ☐ WORKSHOP (3 hours)

E. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

☐ All Language Groups

☐ Some Language Groups (specify): ______________________________

☐ One Language Group (specify): ______________________________

(Complete Other Side) 1206

F. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION

[ ] Pedagogical Practices in Bilingual Education

[ ] Pedagogical Practices in Teaching ESL

[ ] Developmental Bilingual Education

[ ] Educational Reform and Linguistic Minority Students

[ ] Bilingual Education Personnel

[ ] Linguistic Minority Families and Education

[ ] Technology and Linguistic Minority Students

[ ] Linguistic Minority Students and Other Education Programs

[ ] Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

[ ] Other (specify): ______________________________

G. INTENDED AUDIENCE (Choose no more than three):

[ ] Preschool Personnel

[ ] Elementary Personnel

[ ] Secondary Personnel

[ ] Adult & Continuing Education Personnel

[ ] College/University Personnel

[ ] Teacher Trainers

[ ] Researchers & Evaluators

[ ] Parents/Community Members

[ ] Business/Government Representatives

[ ] Administrators

H. LANGUAGE(S) OF PRESENTATION: ______________________________

I. SESSION SPONSOR (Check if any apply):

[ ] NABE SIG
(Name of SIG and Chairperson): ______________________________

[ ] NABE '91 Exhibitor
(Name of Company and Contact Person): ______________________________

[ ] NABE '91 Sponsor
(Name of Company and Contact Person): ______________________________

J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent):

Name: ______________________________

Affiliation: ______________________________

Street: ______________________________

City: ____________________ State: __________ Zip: __________

Work Telephone: ( ) ____________________ Home Telephone ( ) ____________________

RETURN PROPOSALS POSTMARKED NO LATER THAN OCTOBER 1, 1990 TO:
NABE '91 PROGRAM COMMITTEE
CENTER FOR BILINGUAL/MULTICULTURAL/ESL TEACHER PREPARATION
DEPARTMENT OF CURRICULUM & INSTRUCTION - GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX, VIRGINIA 22030

1207

NABE 1991 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

TOPIC: *What Being Bilingual Means to Me and My Family*

The National Association for Bilingual Education (NABE) is proud to announce the 1991 Nationwide Writing Contest for Bilingual Students. This is the 10th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic: *What Being Bilingual Means to Me and My Family.* Each first place winner, together with his/her parents and bilingual teacher, will win an expense paid trip to the 20th Annual NABE Conference in Washington, DC, January 9-12, 1991, to include round-trip airfare and two days per diem.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 2, 1990.

RULES:

1. All essays must be written in English. However, all First Place winners must be prepared to present their essays in their native language at the Awards Ceremony.

2. All essays must address the theme to be eligible for consideration.

3. The contest is limited to students currently enrolled in bilingual education programs in grades 3-12, or to students who have received bilingual instruction for at least one academic year. Previous first place winners are not eligible to participate.

4. The length of the essay MUST be:

Elementary, Grades 3-5:	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12:	350-500 Words

(**Teachers, please note:** The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 19, 1991), which will be counted as one word. Essays without the number of words recorded will not be read.)

5. The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.

6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal must be written in ink or typed on a **3" x 5" index card** and stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned.

(OVER)

JUDGING:

1. Individual schools are encouraged to judge and submit the best essay from each grade category. However, all essay entries will be accepted for judging. Send essays to:

   NABE Writing Contest
   Houston Independent School District
   Department of Multilingual Programs
   3830 Richmond Avenue
   Houston, Texas 77027

2. The essays submitted will be judged by a Committee of Judges selected by the Houston Independent School District. This committee will determine the first, second, and third place winners in each grade category.

CRITERIA:

Each essay will be judged on (1) originality and creativity, (2) content and clarity of expression and (3) grammar and mechanics.

PRIZES/AWARDS:

Prizes will be awarded as follow:

First Place Winner in each grade category, with his/her parents and bilingual teacher will be flown to the NABE Conference in Washington, DC, where they will be honored at the 10th Annual Student Essay Contest Awards Ceremony. The winner will also receive a $200.00 U.S. Savings Bond and other awards.

Second Place Winner in each grade category will receive a $150.00 U.S. Savings Bond.

Third Place Winner in each grade category will receive a $100.00 U.S. Savings Bond.

DATES TO REMEMBER:

1. Entries must be postmarked no later than November 2, 1990.
2. Winners will be notified no later than December 3, 1990.

For further information, contact:

Jaime de la Isla
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 892-7979

NABE 1991
BILINGUAL EDUCATION
OUTSTANDING DISSERTATIONS COMPETITION

ELIGIBILITY: The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1987 and August 1, 1990.

Studies using any research approach (historical, experimental, survey, etc.) are eligible.

Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION: Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos, Jr., Chair
NABE Outstanding Dissertation Competition - 1991
Maricopa Community Colleges
3910 East Washington Street
Phoenix, Arizona 85034
(602) 392-2233

RECOGNITION: In effect, there will be two types of winners:

a) the semifinalists--the winners of the top seven to ten abstracts from which the three finalists will be selected, and
b) the three finalists--writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will receive certificates of recognition from the National Association for Bilingual Education.

The three finalists will be presented at the annual conference of the National Association for Bilingual Education in Washington, DC, January 9-12, 1991.

NABE will pay travel expenses to the conference and one day per diem expenses for the three finalists.

DEADLINE: Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by October 15, 1990. Materials should be submitted to Dr. Alfredo G. de los Santos at the above address.

SPECIAL!! **NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION** **SPECIAL!!**

SPECIAL 1990-1991 MEMBERSHIP APPLICATION

JOIN NOW FOR NOVEMBER 1, 1990 - OCTOBER 31, 1991 AND GET THE REST OF THIS YEAR FREE!

____	$ 48	Individual Membership	Membership and NABE Publications
____	$ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____	$125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

(Please Print Legibly)

______________________ ______________________ ________
Last Name First Name Initial

Preferred Mailing Address: ____ Business ____ Home

BUSINESS ADDRESS:

____
Position

____
Division

____
Organization

____
Street Address

____
Street Address

____
City State Zip

(___)______________________
Business Phone Ext.

HOME ADDRESS:

____
Street Address

____
Street Address

____
City State Zip

(___)______________________
Home Phone

I am involved in bilingual education as: (check one)

- ____ Parent or Community Person
- ____ Para-professional
- ____ Full-time Student
- ____ Teacher
- ____ College Instructor
- ____ Administrator
- ____ Consultant
- ____ Publisher Staff
- ____ Resource Center Staff
- ____ School Board Member/Education Policy-Maker
- ____ Other: ______________________

As a NABE Member, I want to participate in the following Special Interest Groups and Standing Committees:

Special Interest Groups:

- ____ Early Childhood
- ____ Elementary Education
- ____ Secondary Education
- ____ Higher Education
- ____ Adult Education
- ____ Vocational Education
- ____ Parent & Community
- ____ Student
- ____ Asian/Pacific Islander
- ____ Research & Evaluation
- ____ Special Education
- ____ Global Education
- ____ Critical Pedagogy
- ____ ESL in Bilingual Ed.
- ____ Language Policy
- ____ Language and Culture Retention
- ____ Educational Policy-Making

Standing Committees:

- ____ Publications
- ____ Membership
- ____ Fund Raising
- ____ Rules
- ____ Socio-Political Concerns
- ____ Public Information
- ____ Honors and Awards
- ____ Organizational Development

PAYMENT INFORMATION

SEND PAYMENT TO: NABE, 810 FIRST STREET, N.E., THIRD FLOOR, WASHINGTON, DC 20002

$ __________ Membership Fee

$ __________ Contribution to help NABE counter the English-Only movement

$ __________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ______________________

Credit Card Exp. Date: ______________________

Signature: ______________________ Date: ______________

Division of Bicultural-Bilingual Studies
The University of Texas at San Antonio
Assistant Professor

The University of Texas at San Antonio seeks applicants for a tenure-track position in bicultural-bilingual studies at the Assistant Professor level, commencing January 1, 1991. Salary is commensurate with qualifications and experience.

The Division of Bicultural-Bilingual Studies offers the Master of Arts degree in three areas: Bicultural-Bilingual Education; Bicultural Studies; and English as a Second Language. Additionally, it provides undergraduate and graduate programs for teacher certification, and offers support courses for other programs in the University.

Responsibilities include teaching courses at the graduate and undergraduate level in the education of language minority children, culture and history of the Mexican American, cultural pluralism in the U.S., research in bilingual education, and testing issues in bicultural-bilingual communities. Scholarly and research activity should be focused on one or more of these teaching areas. Substantial responsibilities in undergraduate advising are likely, and a commitment to seeking external funds for support of students and programs is expected. The position also requires strong involvement in community cultural and educational activities closely related to the division's programs in bicultural and bilingual studies.

The candidate should have an earned doctorate in bilingual education or related field, and experience in bilingual teacher preparation, supervision of student teachers, university teaching, writing and implementing grants, as well as significant involvement in community activities, particularly in areas related to Mexican American cultural arts. Interested candidates should submit a letter of application, vita, transcripts, and three letters of recommendation to: Chair, Search Committee, Division of Bicultural-Bilingual Studies, College of Social and Behavioral Sciences, The University of Texas at San Antonio, San Antonio, TX, 78285-0651. The deadline for submitting applications is October 1, 1990.

The University of Texas at San Antonio is an Affirmative Action, Equal Opportunity Employer. Applications from minority persons, women, and handicapped persons are especially welcome.

PRESENTLY UNEMPLOYED?

CONSIDERING A CAREER MOVE?

WANT TO RELOCATE?

Let potential employers know about your availability and employability by placing a "Position Wanted" notice in the *NABE NEWS*. It's a quick, inexpensive and effective way to get the attention of agencies and institutions with jobs to offer.

The cost is $1.00 per word, 50 word maximum; phone numbers count as one word. Call (202) 898-1829, FAX (202-289-8173) or mail your "position wanted" notice today. MasterCard and Visa accepted; checks should be made payable to NABE.

For more information, contact Ramón L. Santiago, NABE Advertising Coordinator, 810 First Street, N.E., Third Floor, Washington, DC 20002-4205.

MATERIALS FOR INDIAN BILINGUAL EDUCATION

Eastern Montana College has recently published two books related to teaching Indian education and Indian bilingual education.

A History of Indian Education, by Jon Reyhner and Jeanne Eder, recounts efforts by missionaries and the U.S. Government to "civilize" Native Americans and describes how they either resisted or cooperated with these efforts over the years, especially in regard to native language use. The book includes numerous accounts of Indian school experiences by both teachers and students and concludes with descriptions of two tribally controlled schools currently in operation.

In addition, Eastern Montana College is printing *Effective Language Education Practices and Native Language Survival*, the proceedings of the ninth annual International Native American Language Issues (NALI) Institute held in June 1989. The proceedings is introduced by the Keynote Address on native language survival by Dick Littlebear, former NABE Western Regional Representative and Director of the Alaskan Bilingual Multifunctional Resource Center. Former *Education Week* Washington editor James Crawford writes on the official language controversy. Two chapters are written by Canadians on standardization of dene languages in the Northwest Territories and developing Stoney language curriculum materials in Alberta. William Lep and Sonia Manuel-Dupont describe some of the latest research and educational implications of Indian English dialects. Jon Reyhner describes the maintenance Navajo/English bilingual program at Rock Point Community school, and Rangi Nicholson describes New Zealand adult immersion programs to revive the Maori language. Barbara Walker describes strategies for teaching reading to Indian children, Lois Hirst and Christy Slavik describe cooperative approaches to language learning, and David Davidson describes an ethnomathematics approach to teaching mathematics to Indian students.

For more information on these publications, contact the Bilingual Education Program, Eastern Montana College, Billings, MT 59101-0298.

ELEMENTARY EDUCATION

Full-time, tenure-track position to begin January 3, 1991. Duties: teach elementary methods, advise students, supervise student teachers, assist with program coordination in department oriented toward integrated curriculum. Ph.D. or Ed.D. required. Chapman College is an equal opportunity employer; minorities and women are encouraged to apply. Send letter, resume, and recent letters of recommendation or placement file to Dr. Cathy Hartman, 106 Reeves Hall, Chapman College, Orange, CA 92666. Deadline: October 12, 1990.

COORDINATOR/ ADMINISTRATOR

With concentration in Bilingual Education; Curriculum & Staff Development Dept.; 215 days/yr, 11 mos/yr, $45,307-$52,875/yr (in 5 steps).

REQUIRED: Master's Degree and/or Doctorate from accredited college or university, CA Credential/Elementary and/or Secondary schools, min. 5 years teaching exp., General Administrative Credential, Central Office or site level admin. exp., bilingual ed. exp./teaching and staff.

DESIRED: Bilingual Credential or Certificate, bilingual/biliterate in Spanish/English.

Application deadline 5pm, September 28, 1990. Apply to Monterey County Office of Education, 901 Blanco Circle, P.O. Box 80851, Salinas, CA 93912 (408) 755-0379. EOE/AA

BILINGUAL/SECOND LANGUAGE TEACHING SPECIALISTS

The California State Department of Education expects to have openings for bilingual and second language teaching specialists over the next several years. To be eligible for employment, applicants must qualify for the state civil service list for this category. Salary range is approximately $4,000 to $5,000 monthly. Additional information & application forms may be obtained by writing to Bilingual Education Office, CA State Dept. of Education, P.O. Box 944272, Sacramento, CA 94244-2720 or by calling (916) 445-2872.

The Fourth International Seminar for Teachers in Bilingual Education isn't just what it used to be. . . . It's better.

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CEC FORMS NEW DIVISION

The Council for Exceptional Children has approved the creation of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL). The purpose of DDEL is to advance and improve educational opportunities for culturally and linguistically diverse exceptional children, their families, and the professionals who serve them by serving as a vehicle for the exchange of ideas and information. Advocacy, collaboration, research, recruitment, training, and leadership development are other key areas of focus.

During its first year the Division plans to offer members a semiannual newsletter and a monograph on an area of significant concern to the special education profession.

Division officers for the 1990-91 year are Gladys Clark-Johnson, President; Leonard Baca, Vice President; Jacqueline L. Walker, Secretary; Silvia Williams, Treasurer; and Jeanette Misaka, Board of Governors Representative.

For information, contact Gladys Clark-Johnson, DDEL President, 3318 Highwood Dr., S.E., Washington, DC 20020.

FULBRIGHT TEACHER EXCHANGE PROGRAM

The United States Information Agency is accepting applications for the 1991-92 Fulbright Teacher Exchange Program. This program involves a one-on-one exchange for teachers at the secondary, postsecondary, and, in a few countries, elementary levels with suitable teachers overseas. The 1991-92 overseas exchange programs will likely involve Argentina, Belgium/Luxembourg, Bulgaria, Canada, Chile, Colombia, Cyprus, Denmark, Egypt, Federal Republic of Germany, Finland, France, Hungary, Iceland, Italy, Mexico, The Netherlands, Norway, the Philippines, Poland, Portugal, Senegal, South Africa, Switzerland, Turkey, and the United Kingdom. The number of exchanges available and the eligibility requirements vary by country.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1991, seminars will be held in Italy and The Netherlands.

Application deadline is October 15, 1990. For further information, write or call Fulbright Teacher Exchange Program, E/ASX, USIA, 301 Fourth St., S.W., Washington, DC 20547 (202) 485-2555.

VOCATIONAL CURRICULUM COORDINATION CENTERS

The six Curriculum Coordination Centers (CCCs), funded by the US Department of Education, Office of Vocational and Adult Education, form an information sharing network that encompasses the entire United States and Territories.

Each CCC provides a variety of curriculum-related services to clients in a regional alignment of states. These services include curriculum searching, curriculum adaptations, technical assistance, inservice training, library lending, electronic mail, workshop planning, and dissemination. A major function of each CCC is to maintain a lending library well-stocked with both print and non-print curriculum materials.

The library collections of the six Centers contain between 6,000 and 34,000 curriculum documents that cover a wide range of vocational and technical education areas. These collections also include more than 6,000 curriculum items in the Vocational Education Curriculum Materials (VECM) database. In VECM, there are currently **602 bilingual curriculum materials** on line that are available on a free loan basis to clients nationwide. In addition, the VECM database is updated quarterly with new curriculum materials.

You may access the Curriculum Coordination Centers for bilingual education materials or any other networking service described above.

Please contact Bernice Anderson at the U.S. Department of Education at (202) 732-2372 for a directory of the CCCs and their respective State Liaison Representatives.

MESSAGE, from page 4

implementing publication of the *Journal* beginning next Spring. Several of you have already expressed an interest in serving as editor of one of the four *Journal* issues. I would ask that any other members who may want to serve in this capacity but who have not so indicated to correspond immediately with Dr. Bransford care of the national NABE office.

I thank all of the people named above for their work to redevelop and strengthen the *NABE Journal*, and thank you, the NABE membership, for the patience you have displayed during this important undertaking.

In closing, I invite you to examine this issue of the *NABE News* very carefully. It contains a number of important announcements concerning our upcoming 20th annual conference which will be held in just four months in our nation's capital. Included are the conference "call for papers" and information on the various contests that NABE invites you to participate in.

BILINGUAL TEACHER SHORTAGE IN CA

The California State Department of Education (CDE) has released a draft report citing a critical shortage of bilingual teachers. The report, *Remedying the Shortage of Teachers for Limited-English-Proficient (LEP) Students*, estimates that California needs almost 20,000 bilingual teachers for 750,000 limited English proficient students.

California State Superintendent of Schools Bill Honig, at a press conference held on the annual "Day of the Teacher," expressed the state's dire need for bilingual teachers. Currently, only 7,800 classroom teachers hold bilingual credentials and certificates, and another 3,800 hold English-language development certificates. These teachers, while providing some instruction in the students' native language, help the students to become proficient in English as quickly as possible.

Honig said, "The failure to meet the increased demand for trained personnel capable of teaching a rigorous core curriculum to LEP students constitutes a staffing crisis in our public schools. California's education, business, and political communities must cooperate in immediate, far-sighted action to solve this problem which threatens California's prosperity.

"The lack of qualified staff and appropriate curriculum materials and instructional strategies continues to have an impact on academic achievement among LEP students," Honig continued.

Honig appointed a 29-member Task Force on Selected LEP Issues in 1989 to study the bilingual teacher shortage, as well as factors such as low representation of minorities in higher education and teacher preparation programs.

The Task Force's report states that multiple strategies are necessary to ensure an adequate supply of teachers. It recommends that a state initiative should be launched to meet the crisis, including a major public information campaign about the need for teachers of LEP students. Other recommendations include:

- Since most California teachers have some LEP students in their classes, a California Language Minority Subject Matter Project should be established to train all teachers in effective instructional strategies for LEP students.
- The Legislature should give priority to the financial support needed to train additional teachers quickly, to increase the number and improve the quality of teacher training programs, and to institute a teacher career ladder with financial incentives to keep teachers in the classroom.
- The CDE should encourage local districts to use some staff development funds for training programs that assist all teachers who need special training to work with LEP students.
- The CDE should cooperate with teachers' unions, local educational agencies and the Legislature to establish a substantial pay differential for fully qualified teachers of LEP students.
- Local educational agencies, institutions of higher education, and the CDE should cooperate to bring paraprofessionals into the credentialed teacher force.
- The CBEST examination to certify teachers should be reviewed to remove hurdles for teachers of LEP students.
- Students should be offered financial incentives, such as loan forgiveness and scholarships, if they become teachers of LEP students.
- The UC and CSU systems should receive additional funds if they increase the number of candidates for bilingual cross-cultural credentials.

For more information on the bilingual teacher shortage or to order final copies of *Remedying the Shortage of Teachers for Limited-English-Proficient Students*, contact Clara Chapala at (916) 323-7864.

TEACHER ACT, from page 7

million is authorized for demonstrations relating to 1) Class Size Research and Demonstration Projects -- grants awarded to LEA's with large classes for the purpose of demonstrating the advantages of reducing class size. 2) New Careers for Teachers Demonstration Project -- grants awarded to institutions of higher education or LEA's for the purpose of developing new ways of attracting minorities who are in other careers to careers in teaching. Emphasis on current LEA personnel, e.g. paraprofessionals, and speakers of non-English languages who have been trained as teachers in their country of origin. 3) Minority Teacher Recruitment Demonstration -- grants awarded to eligible entities for the purpose of establishing a variety of programs aimed at increasing the number of minority teachers. Eligible entities: institutions of higher education, LEA'S, SEA'S, State higher education agencies, community based organizations, or consortia thereof. 4) Restructuring of School/School-Based Management Demonstration Program -- grants awarded to LEA'S, individual public schools, or non-profit organizations in partnership with an LEA or school for the purpose of experimenting with different ways to restructure schools. Funds may be used for school-based management/shared decision making programs, curriculum reform, programs that increase parental involvement, coordinated partnerships with other community entities, and other activities.

WE'D LIKE TO HEAR FROM YOU!

Ever wished *NABE NEWS* would feature an article on a particular topic? Ever thought how nice it would be to see a specific aspect of teaching language minority children or administering bilingual education programs addressed in the newsletter? Do you have successful strategies and techniques that you'd like to share with your colleagues?

NABE NEWS would like to hear from you! Send us articles on exemplary programs, innovative techniques, and research findings. Maybe you've just received a promotion or taken a new job and want to let your colleagues know. You might even want to consider editing a regular column!

Send your articles and/or ideas for columns you'd like to edit to Nancy Zelasko, *NABE NEWS* Editor, at NABE, 810 First St., NE, Third Floor, Washington, DC 20002-4205.

PORTRAIT, from page 1

since 1980 and is the youngest major U.S. group, and so the Hispanic school-aged population is increasing rapidly. Public school enrollment is projected to rise to almost 44 million in 2000, and nearly all the increase will be in minority--especially Hispanic--enrollment.

While in school, Hispanics face serious difficulties. Hispanic students have far higher rates of enrollment below grade levels than Whites, and by the time they reach the age of 13, higher rates than Blacks as well--and there has been no overall improvement in the level of below-grade Hispanic enrollment in the past several years. Further, Hispanic student suspensions in several states with large Hispanic enrollments are increasing, while suspension rates for Whites are decreasing substantially. The number of Hispanic students suspensions in California, for example, has increased by 36%, up from 60,743 in 1980, to 82,893 in 1986. Also, in most states, the rate of bilingual education services for Hispanics has been decreasing in recent years, at a time when the demand for services has been increasing--due to increased Hispanic enrollment and an increased number of limited-English-proficient (LEP) children. For example, bilingual education service rates--the percentage of students receiving bilingual education services--for Hispanic students in Florida declined from 26.5% in 1980 to 17.5% in 1986. A high proportion of LEP Hispanic 8th grade students (31.8%) have repeated at least one grade, compared to non-LEP Hispanics (21.9%).

Academic achievement scores for Hispanics and Blacks remain lower than those of White students, and in some cases the gap is widening. As assessed by the national Assessment of Educational Progress, minorities appear to be making gains in certain test scores but not in others. Three out of four Hispanic 8th graders cannot pass a test of simple mathematical operations using decimals or fractions. In all Hispanic subgroups, 8th graders are far more likely to score below the basic level than at the advanced level in math. Hispanic students are the least likely of any group of 8th graders to take advanced math courses and the most likely to take remedial math. In addition, they more often report taking no science courses at all (8.3%) than do either Blacks (6.0%) or Whites (3.2%).

Hispanic 8th graders have lower educational expectations than Black or White students; they are less sure of graduating from high school than any other group, and have the lowest expectation of finishing college. Less than one-quarter of Hispanic 8th graders (22.5%) plan to enter a college-preparatory, academic high school program, compared with 30.9% of White, 24.7% of Black, and 37.1% of Asian and Pacific Islander students. Cubans are more likely than other Hispanic 8th graders to have plans for enrolling in a college preparatory program.

Hispanic students are unlikely to have Hispanic teachers than can act as mentors. While Hispanics make up nearly 10% of the K-12 population, Hispanic teachers represent only 2.9% of public- and 2.8% of private-school teachers in the country. Hispanics teaching in public schools are more likely to have only a Bachelor's degree (61%) than are non-Hispanic teachers (52%); total earned income and base salaries for Hispanic teachers are, in general, lower than for non-Hispanic teachers.

Hispanic students continue to stand "at-risk" of failure and dropping out of school. While there are many reasons why students leave school without a high school diploma, the factors most consistently linked to dropping out have to do with family socioeconomic status and other aspects of family background. Studies suggest that a combination of several factors commonly associated with dropping out--including race/ethnicity, living in a poor household or single-parent family, low parental education or income, limited English proficiency, having a brother or sister who dropped out of high school, and being at home alone without an adult for a long period of time on weekdays--put many Hispanic students at high risk. Students with two or more of these "risk factors" are twice as likely as those with no risk factors to be in the lowest grade and test score distributions and six times as likely to say that they do not expect to graduate from high school. Hispanic students have the highest incidence of a single risk factor of *all* major groups and are almost three times as likely as White students to have two or more risk factors.

Regardless of the measure used, Hispanic continue to have the highest school dropout rates of any major group. About 43% of Hispanics aged 19 years old and over are not enrolled in high school and have no high school diploma. Hispanic females tend to drop out slightly earlier than Hispanic males, but have slightly lower overall dropout rates--42.3% for males and 41.1% for females. By age 16-17, almost one in five Hispanics (19.5%) has left school without a diploma, compared to less than one in 16 Blacks (6.0%) and one in 15 Whites (7.1%).

Hispanics continue to have the lowest high school completion rates of any major population group, and the gap between Hispanics and other Americans, both Black and White, continues to grow. As of 1989, 50.9% of Hispanics 25 and over are high school graduates, compared to 76.9% of the general population. Among 18-24 year-olds, just 55% of Hispanics have completed high school, compared to 75% of Blacks and 82% of Whites. Less than half of Hispanics 35 years old and over (45%) have completed four or more years of high school, compared to three-fourths (75%) of non-Hispanics. Of all Hispanic subgroups, Mexican Americans have the lowest levels of educational attainment, and Cubans the highest. Only 50% of the young adult Mexican American population aged 25-34 have completed four or more years of high school, compared to 70% of Central and South Americans, 76% of Puerto Ricans, 84% of Cubans, and 77% of Other Hispanics.

Hispanic higher education enrollment is low and Hispanic students tend to enroll at two-year colleges and other schools not offering advanced degrees: In 1986, about 78% of students enrolled in the nation's colleges were White, 9% were Black, 7% were Hispanic, 5% were Asian, and 1% were Native American. These percentages vary considerably by

Continued on page 27

PORTRAIT, from page 26

type of institution. In 1988, Hispanic students accounted for 7.9% of all students enrolled in two-year colleges, but only 3.6% of those enrolled in four-year institutions. Only 10% of Hispanics 25 years old and over have completed four or more years of college, compared to 21% of non-Hispanics.

Compared to Whites and Blacks, Hispanic students rely more heavily on student loans and less on grants in financing their postsecondary education. While Hispanic families have incomes far below those of Whites, Hispanic students appear to have the largest average loan amounts outstanding of all groups of students.

Illiteracy rates are much higher for Hispanics than for Blacks or Whites. By the traditional measure of literacy--the completion of less than five years of schooling--11.9% of Hispanics 25 and over could be considered illiterate as of 1987, compared to 1.8% of the total non-Hispanic population. When functional measures of literacy are used, the Hispanic illiteracy rate may be over 50%. One national study found that 56% of Hispanic adults are functionally illiterate, compared to 44% of Blacks and 16% of Whites. While only a small percentage of young adult Hispanics have attended less than five years of school, studies show that a very large proportion of Hispanics lack the reading, writing, and computational skills needed for full participation in the nation's economic mainstream.

The nation's--and the world's--technology is advancing rapidly, requiring increased levels of literacy, analytical and technical skills for stable employment. Failure to improve educational access, opportunities, and outcomes for Hispanic children now will have enormous long-term costs for the individual, family, community and society. Individuals will be consigned to lives of unstable employment, limited participation in mainstream society, and continued poverty. Employers will lose potential productivity and international competitiveness. And society as a whole will pay the price of wasted human resources in increasing social welfare costs. Closing the education gap between Hispanics and other Americans is therefore a national--not just an Hispanic--imperative.

Hispanic Education: A Statistical Portrait 1990 was prepared by Denise De La Rosa, Education Policy Analyst, and Carlyle E. Maw, Ph.D., Senior Policy Advisor, of the Policy Analysis Center, Office of Research, Advocacy, and Legislation, National Council of La Raza. For more information, or to order copies of the full report, contact NCLR at 810 First Street, N.E., Suite 300, Washington, DC 20002 or call (202) 289-1380. ✿

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SPECIAL NABE '91 CONFERENCE ANNOUNCEMENTS IN THIS ISSUE

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- OUTSTANDING DISSERTATIONS COMPETITION
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NABE NEWS

Vol. 14, No. 1 *October 1, 1990*
Published by the National Association for Bilingual Education

FLORIDA SIGNS MODEL PLAN FOR LANGUAGE MINORITY EDUCATION

On August 14, 1990, Judge James Lawrence King of the United States District Court, Southern District of Florida, signed a Consent Order giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by META (Multicultural Education, Training and Advocacy, Inc.) regarding the identification of and provision of services to students whose native language is other than English.

The agreement came after almost a year of negotiations over educational equity for the more that 60,000 linguistic minority students in 67 county school districts in Florida.

The agreement calls for a uniform, monitored, statewide system of serving students speaking languages other than English. The new guidelines, which start being implemented this school year, include the following:

- A requirement that LEP students receive *understandable* instruction in subject matters along with intensive English language instruction.
- A prohibition against the disciplining of non-English-speaking students who use their native language in school.
- Requirements to identify students' native/home language; assess English language skills; develop LEP student plans; and maintain individual records.
- Requirements for special training and certification/endorsement for ESOL teachers.
- Testing the language proficiency of those teachers who provide instruction in the native language of the students.
- A requirement that communications between school and home be in the parents' native language.
- A guarantee of equal access to special classes for the handicapped, gifted, talented and other programs.
- Submission of a three-year plan for serving language minority students in order to receive state funding. ○

NABE BOARD APPLAUDS EXECUTIVE ORDER ON HISPANIC EDUCATION; EXPRESSES CONCERN ON EARLY CHILDHOOD EDUCATION INITIATIVES

On September 24th, President Bush signed an Executive Order on Educational Excellence for Hispanic Americans. The President's action, announced at a White House ceremony marking Hispanic Heritage Month, followed a year-long drive by the National Council of La Raza (NCLR), a campaign endorsed by NABE, to secure such an Executive Order.

The two-page Executive Order establishes, in the Department of Education, a President's Advisory Commission on Educational Excellence for Hispanic Americans. The Commission is to be comprised of "representatives of educational, business, professional, and civic organizations that are committed to improving education, including organizations representing Hispanic Americans."

The President's Advisory Commission is charged with advising the Secretary of Education "on the progress of Hispanic Americans toward achievement of national education goals and on such other aspects of the educational status of Hispanic Americans as it considers appropriate." The Order directs the Commission to give particular emphasis to: "enhancing parental involvement; promoting early childhood education; removing barriers to success in education and work, particularly limited proficiency in the English language; and, helping students to achieve their potential at all educational levels."

In addition to calling upon the Secretary of Education to make periodic reports to the President on the "progress achieved by Hispanic American students toward national education goals," the Executive Order requires all Federal executive departments and agencies to be "actively involved in helping advance educational opportunities for Hispanic Americans." The Order requires Federal departments and agencies to "collect data on the participation of Hispanic Americans in Federal education programs."

Following the President's signing of the Executive Order, NCLR President Raúl Yzaguirre issued a statement. "An Executive Order has great symbolic significance in both its immediate and long-term impact. At a time when the 'school reform' movement is effecting great change in education policy across the country, this directive will serve as a much-needed reminder to school board members, administrators and teachers that the education needs of the fastest growing student population can no longer be ignored. Perhaps more important, it sets a precedent for future presidents and administrators to follow," Yzaguirre said.

NABE Executive Board Members who were present at the White House signing ceremony expressed enthusiasm about the Executive Order. At the same time, they voiced concern about two of the seven "Federal initiatives" outlined in an accompanying White House "Fact Sheet."

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PUBLICATION SCHEDULE

Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 10/01/90
Issue 2, 11/05/90
Issue 3, 12/01/90
Issue 4, 02/01/91
Issue 5, 3/15/91
Issue 6, 5/01/91
Issue 7, 6/15/91
Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

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Full Page	(7.5" x 10")	$ 1,100
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Community Services Center/AMR
Arizona State University
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Parent-At-Large
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(303) 745-7116

NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager

NABE '91 CONFERENCE

The 20th Annual International Bilingual/Bicultural Education Conference--NABE '91--will be held January 9-12, 1991 at the Hilton Hotel & Towers in Washington, DC.

The theme of this year's conference is *Bilingual Education: Providing World-Class Schooling.* The pre-registration form for the conference is contained in this issue of *NABE NEWS.*

For information on the conference, including exhibits and conference sponsorship, contact the NABE National Office in Washington, DC.

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

I was recently interviewed by Wendy Benedetto of *USA TODAY* on how language minority parents can help their children. *NABE NEWS* has received permission to reprint the article, which appeared in the September 10, 1990 issue of *USA TODAY*, as my President's Message.

Rodolfo L. Chávez

EASING THE WAY INTO SPEAKING ENGLISH

Parents of children who are trying to learn a new language should communicate with the children as much as possible in their native language, said **Rodolfo Chavez,** president of The National Association for Bilingual Education.

Chavez, also a visiting assistant professor in the college of education at Arizona State University, said that upon moving to the USA, it's not a good idea for parents to suddenly adopt English and forgo their native language. These persons are not usually proficient in English, so it doesn't help the children to learn, he added.

"Verbal interaction leads to a good vocabulary, which leads to good reading," Chavez said. "Whether kids learn to read in Spanish or Navajo or English first, you only learn how to read once. The skills transfer. That's why it's important for parents to converse with children in their native language as they learn English."

Chavez, who has been a parent trainer in bilingual education for 10 years, said it's important to talk to children about all kinds of things, such as what's going on at school, in their life and emotionally. Other tips for parents:

* Work with kids on reading in their native language. Read a newspaper from your native country together, or a Bible. Show your child that you know how to read and that it's important to you to know how to read.

* Count at home in any language. If the two of you count in your native language, that's fine; the child is still learning about the concept of counting and it will transfer to another language.

* Don't rush your child into another language. Research shows that a child should be allowed to learn another language over four or five years.

* Teach your children about their native culture.

* Know your rights and that your child has a right to an equal opportunity. If no bilingual program exists at the school, work with the school to incorporate one.

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NABE MEMBERS ON THE MOVE

Ricardo R. Fernández, former NABE President and Assistant Vice Chancellor for Academic Affairs at the University of Wisconsin at Milwaukee, has been appointed President of Lehman College of the City University of New York.

Paul Martínez, NABE President-Elect, has been named the Director of the Evaluation Assistance Center-West at the University of New Mexico in Albuquerque. **Jim Bransford,** former EAC-West director, is in Washington, DC representing the University and working on a Title VII study of SEA grants for Atlantic Resources.

Rosa Castro Feinberg, former NABE Executive Board Member and director of Lau activities for the University of Miami Desegregation Assistance Center, has been appointed a Visiting Associate Professor of Education in the Department of Urban, Multicultural, and International Foundations at Florida International University in Miami. Dr. Feinberg continues as a member of the Dade County School Board.

Marcelo R. Fernández-Zayas, Director of Bilingual Education for the District of Columbia Public Schools, has been appointed the State Director of Bilingual Education for DC. **Elena Izquierdo,** Principal of the Oyster Bilingual School in DC, has been named Acting Director of Bilingual Education for the local educational agency in DC. **Nilda Maldonado,** former Assistant Principal of H.D. Cooke Elementary School, has been appointed Acting Principal of Oyster Bilingual School.

Quan Cao, Senior Cross Cultural Trainer with Smith, Cao & Associates and former consultant to the University of Miami National Origin Desegregation Assistance Center, has been named the Title VII Director for the Florida State Department of Education.

Recently accepted a new job or received a promotion? Let your colleagues know by sending an announcement to the Editor of NABE NEWS.

OBEMLA ANNOUNCES CLOSING DATES

The September 17, 1990 *Federal Register* contains the following closing date announcements for applications for NEW projects funded under Title VII:

Academic Excellence Program:
due 11/21/90
contact Mary Mahony
(202) 732-5722

Transitional Bilingual Education Program:
due 12/7/90
contact Luis Catarineau
(202) 732-5701

Special Alternative Instruction Program:
due 12/7/90
contact Robert Trifiletti
(202) 732-5701

Fellowship Program:
due 12/14/90
contact Joyce Brown
(202) 732-5727

State Educational Agency Program:
due 1/18/91
contact Luis Catarineau
(202) 732-5701

Family English Literacy Program:
due 1/30/91
contact Mary Mahoney
(202) 732-5722

Educational Personnel Training Program:
due 1/30/91
contact Cynthia Ryan
(202) 732-5722

To receive application packets and/or more information, send requests to the appropriate program contact person (listed above) at OBEMLA, U.S. Department of Education, Switzer Building, Washington, DC 20202-6642. ✪

EXECUTIVE ORDER, from page 1

The initiatives which caused concern were:

- Federal education programs will intensify efforts to increase language development among preschool children. Head Start will provide general guidance to program grantees to make early language efforts a priority.
- The Department of Education will seek to increase the emphasis on early education programs under the Bilingual Education Act to achieve English proficiency prior to school for young children with limited English proficiency, including immigrant children.

While details were lacking, NABE Executive Board members expressed concern that these initiatives were misguided in that they were likely to lessen the use and development of children's native language skills, thereby jeopardizing their intellectual and social development. Board members see language development as one of many goals of early childhood education programs. Equally important goals are the development of a diverse set of abilities including perceptual, cognitive, and social skills. Because research demonstrates that strong native language skills facilitate the acquisition of English as a second language, they questioned whether this initiative might, in fact, prove counter-productive. Board members also said they thought the initiative might hamper efforts to strengthen parents' involvement in the education of their children and could weaken the Hispanic family by creating early language barriers between family and school. ✪

UNIVERSITY OF TEXAS
AT SAN ANTONIO

ASSISTANT PROFESSOR

The University of Texas at San Antonio seeks an ethnographer specializing in community-based research to fill a tenure-track position in Mexican American Bicultural Studies at the assistant Professor level, commencing January 1991. Responsibilities include coordinating an interdisciplinary M.A. concentration in bicultural studies, and teaching courses on Mexican American culture. Earned doctorate in anthropology, educational anthropology, or related field required. For full description write: Chair, Search Committee, Division of Bicultural-Bilingual Studies, UTSA, San Antonio, TX 78285-0651. Deadline for applications is November 30, 1990. The University of Texas at San Antonio is an Affirmative Action, Equal Opportunity Employer.

FIVE COLLEGE
FELLOWSHIP PROGRAM
FOR MINORITY SCHOLARS

Located in western Massachusetts, the Five College Consortium is comprised of Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts.

The Five College Fellowship Program brings to the Five Colleges minority graduate students who have completed all requirements for the Ph.D. except the dissertation. The program's purposes are to: provide a supportive environment for the Fellow to complete the dissertation; encourage interest in teaching as a career; acquaint the Fellow with the Five Colleges. Each Fellow will be hosted within a particular department or program at one of the five colleges. *(Fellows at Smith College will hold a Mendenhall Fellowship.)*

The one-year fellowship includes a stipend, office space, library privileges and housing or housing assistance. Although the primary goal is completion of the dissertation, each Fellow will also have many opportunities to experience working with students and faculty colleagues on the host campus as well as with those at the other colleges.

Date of Fellowship:
September 1, 1991-May 31, 1992 (non-renewable)
Stipend: $20,000
Application deadline: January 15, 1991.
Awards will be announced by May 1, 1991

For further information and application materials contact:
Lorna M. Peterson
Five College Fellowship Program Committee
Five Colleges, Incorporated, PO Box 740,
Amherst, MA 01004 • (413) 256-8316

RESOURCES FOR BILINGUAL EDUCATORS

Academic Tracking: Report of the NEA Executive Committee Subcommittee on Academic Tracking. National Education Association, 1201 16th Street, N.W., Washington, DC 20036 (202) 822-7350.

Agarra la Onda de tus Derechos, Culturally sensitive Spanish translation of *Tune In to Your Rights*. University of Michigan, Programs for Educational Opportunity, 1005 School of Education, Ann Arbor, MI 48109-1259 (313) 763-9910.

Bilingual PC Proof: Grammar Checking Software for Spanish Speakers Writing in English. (French, German, and English versions are also available.) Lexpertise Linguistic Software, 9 Exchange Place, Suite 900, Salt Lake City, Utah 84111 (801) 350-9100.

Bilingualism and Bilingual Education: A Research Perspective, by Kenji Hakuta. FOCUS: Occasional Papers in Bilingual Education, Number 1, Spring 1990. National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W., Washington, DC 20037 (800) 321-NCBE.

Como Escoger una Escuela para su Hijo, the Spanish version of the U.S. Department of Education's handbook, *Choosing a School for Your Child.* National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W., Washington, DC 20037 (800) 321-NCBE.

Early Childhood Education and the Public Schools. NEA Standing Committee on Instruction and Professional Development. National Education Association, 1201 16th Street, N.W., Washington, DC 20037 (202) 822-7350.

Helping Language Minority Students After They Exit From Bilingual/ESL Programs: A Handbook for Teachers, by Else V. Hamayan and Ron Perlman. National Clearinghouse for Bilingual Education Program Information Guide Series, No. 1, Spring 1990. National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W., Washington, DC 20037 (800) 321-NCBE.

Politics and Pedagogy: The Case of Bilingual Education, by Carlos J. Ovando. A review of *Bilingual Education: History, Politics, Theory, and Practice* by James Crawford. *Harvard Educational Review*, Vol. 60, No. 3, August 1990, p. 341-356.

Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools, by Tamara Lucas, Rosemary Henze and Ruben Donato. *Harvard Educational Review*, Vol 60, No. 3, August 1990, p. 315-340.

Students with LEP: Selected Resources for Vocational Preparation, by Sheri Kallembach, Maureen Coyle-Williams, Mary Glaeser. National Center for Research in Vocational Education, University of California at Berkeley, 1995 University Ave., Suite 375, Berkeley, CA 94704-1058 (800) 637-7652.

Success Stories: A Case Study of Bilingual/ESL Education in Texas, by Robert H. Leos, et al. TEA Publication #GEO 543 01. Publications Distribution, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (512) 463-9744.

Teaching Mathematics with Understanding to Limited English Proficient Students, by Walter G. Secada and Deborah A. Carey. Urban Diversity Series No. 101, October 1990. ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Box 40, Teachers College, Columbia University, New York City, NY 10027 (212) 678-3433.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education.

UPCOMING EVENTS

November 1-3, 1990 - ***Effective Bilingual Schools: Assuring Equity in Excellence,*** Texas Association for Bilingual Education Annual State Conference. Contact María Rivas or Jackie Cain, 3605 465th St., Lubbock, TX 79413.

November 2, 1990 - ***Into the 21st Century,*** Louisiana Association for Bilingual Education Sixth Annual Conference. Ashley Manor, Baton Rouge, LA. Contact LABE, P.O. Box 2950, Baton Rouge, LA 70821.

November 15-16, 1990 - ***A Blueprint for the 1990s.*** National Puerto Rican Coalition 10th Annual Conference. Sheraton Centre Hotel & Towers, New York City. Contact NPRC, 1700 K Street, N.W., Suite 500, Washington, DC 20006 (202) 223-3915.

November 16-21, 1990 - ***Educating the Imagination.*** National Council of Teachers of English Annual Convention. Atlanta Hilton, Atlanta, GA. Contact: Membership Service Representative, N.C.T.E., 1111 Kenyon Road, Urbana, IL 61801 (217) 328-3870.

November 17-19, 1990 - ***Acting on Priorities: A Commitment to Excellence.*** 1990 Joint Meeting of the Southern Conference on Language Teaching and the American Council on the Teaching of Foreign Languages. Opryland Hotel, Nashville, TN. Contact Lee Bradley, SCOLT Executive Secretary, Valdosta State College, Valdosta, GA 31698.

MARK YOUR CALENDARS

NOW!

NABE '91 IS

JANUARY 9-12, 1991

MAKE PLANS NOW TO ATTEND THE 1991 NABE CONFERENCE

BILINGUAL EDUCATION: PROVIDING WORLD-CLASS SCHOOLING

JANUARY 9-12, 1991 - WASHINGTON HILTON HOTEL - WASHINGTON, DC

The 20th Annual Conference of the National Association for Bilingual Education will be held January 9-12, 1991 at the Washington Hilton & Towers Hotel in Washington, DC. NABE '91 will feature a Job Fair, Materials Exhibition, and School Visits. In addition to nationally- and internationally-known keynote and major speakers, there will be workshops, papers, demonstrations, and symposia on the following topics:

- PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
- PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
- DEVELOPMENTAL BILINGUAL EDUCATION
- EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
- BILINGUAL EDUCATION PERSONNEL
- LINGUISTIC MINORITY FAMILIES AND EDUCATION
- TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
- LANGUAGE MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
- POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS

OBEMLA MANAGEMENT INSTITUTE AND NABE CONFERENCE REGISTRATION: The Office of Bilingual Education and Minority Languages Affairs is planning to hold its National Management Institute for Title VII personnel in conjunction with NABE '91. An all-day Management Institute will be held on Wednesday, January 9, 1991. The pre-registration fee for this activity only is $125, which includes morning and afternoon refreshments and a luncheon. For those persons wishing to attend both the Wednesday Management Institute and the NABE '91 Conference (during which there will be additional sessions designed for Title VII recipients), the pre-registration fee is $250, which includes keynote luncheons on all four days (Wed. - Sat.).

NABE '91 will begin with pre-conference intensive training sessions on Wednesday, January 9, and continue with a program of workshops, papers, demonstrations, symposia, job fair, exhibition, school visits, and keynote and major speakers on Thursday through Saturday. Pre-registration for the NABE Conference only is $175, which includes three keynote luncheons. A Saturday-Only rate is available at $100 pre-registration fee, which includes one keynote luncheon.

Don't forget the President's Reception and the Annual Banquet and Dance. These are important activities at which conference attendees get to meet each other and honor outstanding colleagues.

HOTEL INFORMATION: NABE has made arrangements with the Washington Hilton and Towers Hotel for specially discounted rates for persons attending the NABE '91 Conference - $85/night Single; $105/night Double (plus tax). Reservations may be made by calling the Washington Hilton directly at (202) 483-3000 or by calling the toll-free number 1-800-HILTONS. In either case, you must identify yourself as an attendee of the National Association for Bilingual Education Conference, and request the group rate. The cut-off date for hotel reservations is December 19, 1990.

AIRLINE INFORMATION: World Travel has been chosen as the official travel agent for the NABE '91 Conference in Washington, D.C., and American Airlines and America West Airlines have been chosen as the official conference airline carriers. By calling World Travel at 1 (800) 424-2896, you can purchase American Airlines and American West Airlines tickets at specially discounted fares -- 40% to 45% off full coach fares (advance purchase required) or 5% off lowest fares in effect at time of ticket purchase provided you meet all requirements applicable to the fare -- for traveling to and from D.C. for the NABE '91 conference.

PRE-REGISTRATION PACKETS WILL BE MAILED TO ALL NABE MEMBERS AND ALL TITLE VII PROJECT DIRECTORS IN EARLY NOVEMBER

For more information, contact:
National Association for Bilingual Education
Union Center Plaza - 810 First Street, N.E., Third Floor
Washington, DC 20002-4205 - (202) 898-1829

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
20TH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE
January 9-12, 1991 - Washington, DC

REGISTRATION FORM

INSTRUCTIONS

- Complete all sections of this form; incomplete/incorrect forms will not be processed.
- Use a separate form for each registrant; purchase orders and institutional checks for more than one person MUST be accompanied by a separate registration form for EACH individual.
- Payment by check, money order, purchase order or credit card MUST accompany this form. Cash will only be accepted on-site.
- A $10 fee will be charged for returned checks.
- There are NO refunds or exchanges for meal or event tickets.
- All requests for registration refunds must be made in writing and must be postmarked by December 15, 1990. A $25 processing fee will be charged on those requests received by the deadline. **NO REFUNDS WILL BE MADE AFTER DECEMBER 15, 1990.**
- A separate completed NABE membership application must accompany the registration form if the registrant is joining NABE through the registration process. NABE members receive significant discounts on conference activity fees. All memberships will be verified.
- All forms must be signed.
- **PRE-REGISTRATION DEADLINE IS DECEMBER 15, 1990.** Registrations received with later postmarks will be charged on-site registration rates.
- Mail the registration form, NABE membership application if any, and payment to:

NABE '91 REGISTRATION
National Association for Bilingual Education
Union Center Plaza, 810 First Street, N.E., Third Floor
Washington, DC 20002-4205
(202) 898-1829 FAX (202) 289-8173

Please type or print legibly

Last Name ______________________

First Name ______________________

Position ______________________

Division ______________________

Organization ______________________

Street Address 1 ______________________

Street Address 2 ______________________

City ______________ State ______ Zip ______

(____)______________ Home Phone (____)______________ Business Phone ______ Ext.

CONFERENCE REGISTRATION FEES

	PRE-REGISTRATION	ON-SITE
Management Institute Only (Wednesday Only)	[ ] $ 125	[ ] $ 150
Management Institute & NABE Conference (Wednesday - Saturday)	[ ] $ 250	[ ] $ 275
NABE Conference Only (Thursday - Saturday)	[ ] $ 175	[ ] $ 200
Saturday Only	[ ] $ 100	[ ] $ 125

ACTIVITY FEES

	NABE MEMBER	NON-MEMBER
President's Reception (Thurs.)	[ ] $ 15	[ ] $ 25
Banquet & Dance (Sat.)	[ ] $ 60	[ ] $ 75
Banquet Only (Sat.)	[ ] $ 50	[ ] $ 65
Dance Only (Sat.)	[ ] $ 15	[ ] $ 25

TOTAL REGISTRATION FEE: $ __________

TOTAL ACTIVITY FEES: $ __________

NABE MEMBERSHIP DUES: $ __________

TOTAL AMOUNT DUE: $ __________

METHOD OF PAYMENT

Amount Enclosed: $ __________

____ Personal Check

____ Institutional Check

____ Money Order

____ Institutional Purchase Order

____ Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ______________________

Credit Card Exp. Date: ______________________

Signature: ______________________

Date: ______________________

NABE MEMBERSHIP STATUS:

___ I am a 1990-91 NABE member. ___ I wish to join NABE for the current membership year (Nov. 1, 1990 - Oct. 31, 1991) and receive discounted member rates on conference activities. I have completed and attached a NABE membership application and enclosed payment.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1990-1991 MEMBERSHIP APPLICATION
NOVEMBER 1, 1990 - OCTOBER 31, 1991

____ $ 48	Individual Membership	Membership and NABE Publications
____ $ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____ $125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

(Please Print Legibly)

Last Name ____________________ First Name ____________________ Initial ________

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(___) ____________________
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Street Address ____________________

City ________ State ________ Zip ________

(___) ____________________
Home Phone

I am involved in bilingual education as: (check one)

____ Parent or Community Person
____ Para-professional
____ Full-time Student
____ Teacher
____ College Instructor
____ Administrator
____ Consultant
____ Publisher Staff
____ Resource Center Staff
____ School Board Member/Education Policy-Maker
____ Other: ____________________

As a NABE Member, I want to participate in the following Special Interest Group (choose one):

____ Adult Education
____ Asian & Pacific Islanders
____ Critical Pedagogy
____ Early Childhood Education
____ Elementary Education
____ ESL in Bilingual Education
____ Global Education
____ Higher Education
____ Language & Culture Retention
____ Language Policy
____ Parent & Community
____ Policy Makers
____ Research & Evaluation
____ Student
____ Secondary Education
____ Special Education
____ Vocational Education

PAYMENT INFORMATION

SEND PAYMENT TO: NABE, 810 FIRST STREET, N.E., THIRD FLOOR, WASHINGTON, DC 20002

$ ________ Membership Fee

$ ________ Contribution to help NABE counter the English-Only movement

$ ________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ____________________

Credit Card Exp. Date: ____________________

Signature: ____________________ Date: ____________________

MEET THE NABE BOARD

In the last issue, *NABE NEWS* inaugurated a new feature, *Meet the NABE Board*. In each issue we will introduce one or more of the current NABE Executive Board members, so you can get to know the people who represent you better.

In this issue, we are pleased to introduce you to Rosalía Salinas, Western Regional Representative, and Wageh Saad, Central Regional Representative.

NABE's Western Regional Representative, **Rosalía Salinas,** began her educational career in the East in 1967 as a high school teacher of Spanish and French in Levittown, New York. A year later in Laredo, Texas, she began to pursue what was later to become a major interest--teaching Spanish to Spanish-speakers.

In 1971, Salinas moved to San Diego, California, a major urban area bordering Tijuana, Mexico. As a teacher for San Diego City Schools (SDCS), she was assigned to Lincoln High School, a school with a predominantly African-American population and a growing Latino community. Going beyond her teaching responsibilities in Chicano Studies and bilingual U.S. history, she developed a bilingual center, and brought to the Latino students a variety of opportunities to increase their self-concepts: La Raza Unida Club, Teatro Lincoln, and Ballet Folklórico.

In 1974, Salinas was selected as a resource teacher to coordinate SDCS' Project STEP, which provided leadership development for minority students, predominantly Latino. She presented workshops and recruited role models for the students, and worked closely with their parents to help them understand the educational and leadership opportunities open to their children.

Moving to a position as vice-principal at Roosevelt Jr. High School from 1975-78, Salinas was in charge of the Compensatory Education Program. Her leadership in staff and curriculum development led to a position as the Curriculum Coordinator for Bilingual Education and Foreign Languages for the San Diego County Office of Education from 1978 to 1990.

During Salinas' 12 years with the San Diego County Office of Education, the limited English proficient population has more than doubled. In 1990 there are 54,454 LEP students in San Diego. Seventy-nine percent speak Spanish as their first language. With the dramatic increase of LEP students has come the critical need for certificated teachers for bilingual and English language development classes.

To address the need, Salinas became Director of the San Diego Bilingual Teacher Training Program, one of 11 centers in California which prepares teachers to receive the Bilingual Certificate of Competence and the Language Development Specialist credential. In ten years, this program has grown from 65 to 1,100 participants.

Salinas, who has supported Spanish for native speakers programs since the late sixties, has coordinated Spanish for Spanish-speakers workshops for secondary teachers in the County. These workshops feature training in Latino literature and methodologies for Advanced Spanish Placement classes.

In May 1990, California State Superintendent of Public Instruction William Honig appointed Ms. Salinas as the Executive Director of the California Language Minority Project (CLMP). In this new position, her major goal will be to ensure that the 750,000 LEP students in the state have equal access to the state-recommended core curriculum subjects.

To meet this enormous challenge, Ms. Salinas will work with subject matter projects in the state to bring second language strategies into all subject areas. She will facilitate the increase of Bilingual Teacher Training Program sites and the improvement of training provided for the benefit of LEP students.

Because she strongly believes that the needs of LEP students must be brought to public attention, Ms. Salinas has been active in many local, state, and national organizations. In addition to her position on the NABE Board, she is the current San Diego Public Library Commissioner, a member of the Equity Issues Committee for SDCS, and a member of the Mexican American Advisory Committee to the SDCS Superintendent. She has coordinated the SDCS Latino Parent Conference for the last three years. She has also served as the president of the San Diego chapter of the California Association for Bilingual Education, and the Board of Overseers to the Chancellor of the University of California, San Diego.

Wageh Saad is currently the Director of Bilingual Education for the Dearborn Public Schools in Michigan. In addition to his ten years of experience in this role, Dr. Saad has been an elementary teacher and a principal of a K-10 school. He has also been a consultant and Field Office Manager for the University of Michigan Bilingual Materials Development Center.

Dr. Saad's experience and involvement in the field of bilingual education and services to language minorities provides him with the necessary background to be an active NABE Board Member: Dr. Saad has been a member of the Technical Advisory Council for the Midwest Bilingual Education Multifunctional Resource Center; he is currently serving on the Board of Directors of the Michigan Protection and Advocacy Service; and he serves on the Advisory Council for ACCESS (Arab Center for Economic and Social Services in Dearborn). Dr. Saad continues to be a member of the New Detroit Inc. Education Committee.

Dr. Saad is a co-founder and past president of the Michigan Association of Bilingual Education Administrators. He was recently appointed to the Ad Hoc Committee on Bilingual Education for the state Board of Education in Michigan.

✪

APIBE SIG UPDATE

by Mutsuko (Mitzie) Tanouchi
1990-91 Chairperson

The Asian & Pacific Islanders Bilingual Education Special Interest Group (APIBE SIG) of NABE was formed in 1989 with Dr. John Young of Seton Hall University as its acting chairperson. The main purpose of this SIG is to raise Asian and Pacific Islander consciousness within NABE and to encourage active cooperation between Asians/Pacific Islanders and other language groups, especially Hispanics.

Although the National Association for Asian/Pacific American Education (NAAPAE) has actively promoted bilingual education for Asian/Pacific Islanders for over 12 years, I believe the creation of an APIBE SIG within NABE is not a duplication of purpose, for NAAPAE's goals are not limited to bilingual education. I believe it is important for the API voice to be heard in bilingual education. I also believe it is crucial to promote mutual understanding among language minority groups so that all can work toward common goals.

Thus, the APIBE SIG with bilingual education as its main focus is neither a replacement for nor a competitor with NAAPAE. The SIG's principal goal is to promote bilingual education. In order to achieve that goal, it will work closely with other language groups within the framework of NABE.

If you are involved in the education of Asians/Pacific Islanders, and believe in bilingual education, you are cordially invited to become a member of the Asian & Pacific Islanders Bilingual Education SIG. Please tell your friends and colleagues about this SIG and urge them to join NABE and sign up for the Asian & Pacific Islanders Bilingual Education SIG today! ○

DIRECTOR
SPANISH PRODUCT DEVELOPMENT

Wicat Systems, Inc., a world leader in technology-based training and education solutions, has a key position open for a Director of Spanish/ESL Courseware Development in our Education Product Planning & Development Division in Orem, Utah.

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1991 NABE JOB FAIR

If you are currently unemployed, underemployed, or looking for a career move, you should be making plans to attend the 1991 NABE Conference in Washington, DC January 9-12, 1991. In addition to all the other activities scheduled for the conference, there will be a three-day Job Fair which will attract about 100 of the top employers in the field. As you make your travel plans to be where the action is, you may want to take the time to fill out the form below and mail it to me at the NABE Central Office in Washington, DC. The information being requested will make it easier for the Job Fair employers to tailor their offerings to the capabilities and interests of the job seekers. So make your wishes known; tell the companies what your skills and competencies are; and come to the Job Fair in Washington, DC for interviews. Who knows--you might walk out of the conference with a brand-new job!

= =

Name ______________________________

Address ______________________________

____

____

Phone Nos. H: ______________ B: ______________

Present Position: ______________________________

Years of experience in:

___ Teaching ___Administration ___Training

___ Other (Specify): ______________________________

Position Wanted: ______________________________

Salary Range Desired: ______________________________

Willing to Relocate: ___ Yes ___ No

Language Proficiency (indicate languages & level of competence): ______________________________

____

Other Special Skills Offered: ______________________________

____

I will be attending the NABE '91 Conference and will be available for an interview: ___ Yes ___ No

Please return this slip, along with a ONE-PAGE biosketch (maximum, no exceptions) by December 1, 1990 to:

Ramón L. Santiago
Advertising/Job Fair Coordinator
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DON'T FORGET THE NABE '91 CONFERENCE CONTESTS DEADLINES!

* OUTSTANDING DISSERTATIONS COMPETITION
October 15, 1990

* BILINGUAL TEACHER OF THE YEAR CONTEST
November 1, 1990

* BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST
November 1, 1990

* NATIONWIDE BILINGUAL STUDENT WRITING CONTEST
November 2, 1990

1232

MAKE PLANS NOW TO ATTEND THE 1991 NABE CONFERENCE

BILINGUAL EDUCATION: PROVIDING WORLD-CLASS SCHOOLING

JANUARY 9-12, 1991

WASHINGTON HILTON AND TOWERS HOTEL

WASHINGTON, DC

IT'S NABE

MEMBERSHIP RENEWAL

TIME

DON'T LET THIS ISSUE OF

NABE NEWS BE YOUR LAST!

RENEW YOUR MEMBERSHIP

TODAY!

1233

NABE NEWS

Vol. 14, No. 2
November 5, 1990
Published by the National Association for Bilingual Education

GILBERT ROMAN TO DIRECT NEW HISPANIC INITIATIVE

Gilbert Román

U.S. Secretary of Education Lauro F. Cavazos has appointed Gilbert D. Román as executive director of the White House Initiative on Educational Excellence for Hispanics. In that position, he will report directly to the Secretary and will be the principal liaison between the Department and the Hispanic American business and education communities.

"The Initiative on Educational Excellence for Hispanics is an extremely important personal, as well as Administration, initiative," Cavazos said. "For that reason, it gives me great pleasure to announce that Dr. Román is willing to bring his insight, dedication and considerable expertise to this mission."

In his new role, Román will help establish and coordinate the President's Advisory Commission on Educational Excellence for Hispanic Americans and will be the designated federal representative to the commission. According to the Executive Order, the commission is to advise the secretary on how to improve federal efforts to promote quality education for Hispanic Americans (see article in *NABE NEWS*, Volume 14, Number 1, October 1, 1990, page 1).

From 1973 until the time of his appointment to the Initiative (with two years off to serve as Assistant Vice President for Academic Affairs at the University of Northern Colorado in Greeley), Dr. Román has worked for the Office of Civil Rights of the U.S.

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BILINGUAL EDUCATION WORKS: Well-Planned and Well-Implemented Programs are the Key

by Gloria Zamora

Editor's Note: NABE was contacted earlier this year by ***Teacher Magazine****, which was planning to print an article by Rosalie Pedalino Porter in their August issue. In an effort to present a balanced view on the topic of bilingual education, the magazine requested an article from an experienced bilingual educator. NABE Past President Gloria Zamora wrote the following, which appeared in the October issue (Volume 2, Number 2). It is reprinted here with the permission of* ***Teacher Magazine****.*

I began my teaching career in the Westside barrios of San Antonio more than 30 years ago. I was full of enthusiasm and proud, too, because I was one of only a few Mexican-Americans to earn a college degree in the 1950s. In those years, 80 percent of us failed to graduate from high school, let alone attend college.

But my enthusiasm soon turned to frustration as I realized that college had not prepared me to meet the needs of my 1st grade, mostly Spanish-speaking, students. I was not allowed to use their language because Texas law at that time forbade me to teach in a language other than English. I knew, however, that my students needed understandable instruction. After agonizing, **I closed my classroom door and broke the law.**

The light that came on in my students' eyes when we used Spanish to discuss math and put together stories confirmed that I had taken the right step. My students were learning, and they were excited. So was I. We spoke Spanish about half the time and learned English through songs and games.

A few years later, Texas repealed the 1918 law forbidding the use of languages other than English in the classroom. The legislature, following the lead of Massachusetts, adopted a somewhat restricted transitional bilingual education law, which has since undergone many changes for the better. Not long afterward, I was asked to become a bilingual teacher.

I began my bilingual education teaching career without curriculum materials or language tests. I had no training and little research to guide me. But these obstacles were nothing compared with what our students had endured for years: low achievement levels, repeated failures, damaged self-concept, and very high dropout rates.

Since those early years, bilingual education has made great strides. Testing instruments now exist to help teachers place students correctly. An abundance of excellent curriculum materials are now available. Educators have preservice and inservice staff development programs. Best of all, there is now a wealth of research from around the world on first- and second-language acquisition to guide educators. This research has helped greatly refine the implementation of bilingual education.

Much has been learned since the early days. We know now that instruction in the native language does not retard the

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Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 10/01/90
Issue 2, 11/05/90
Issue 3, 12/01/90
Issue 4, 02/01/91
Issue 5, 3/15/91
Issue 6, 5/01/91
Issue 7, 6/15/91
Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$ 1,100
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
1/6-Page (2.25" x 4.75")	$ 250

Classified Advertising:

$1.25 per word
(Maximum 100 words. Submissions over 100 words will be charged at display ad rates. Telephone numbers count as one word.)

Advertising Discounts (for multiple insertions of same ad):

10% second - third insertion
15% fourth - fifth insertion
20% sixth - eighth insertion

For information on advertising, contact Dr. Ramón L. Santiago, NABE Advertising Coordinator, Union Center Plaza, 3rd Floor, 810 First Street, N.E., Washington, DC 20002-4205. (202) 898-1829 - FAX (202) 289-8173.

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(303) 745-7116

NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE
Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

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NABE '91 CONFERENCE

The 20th Annual International Bilingual/Bicultural Education Conference--NABE '91--will be held January 9-12, 1991 at the Hilton Hotel & Towers in Washington, DC.

The theme of this year's conference is *Bilingual Education: Providing World-Class Schooling.* The pre-registration packets for the conference will be mailed to all NABE members in the next few weeks.

For information on the conference, including exhibits and conference sponsorship, contact the NABE National Office in Washington, DC.

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

Recently, I was interviewed by Gregory Paxton from the Dean's Office at Arizona State University. Because his questions covered the issues NABE members quite often address, I thought I would share this interview with you in this month's message.

The Status of the Education of Linguistic Minorities in America

What is taking place in the United States to meet the educational needs of language minority students?

We're taking a hard look at the numbers regarding where language minorities are in terms of achievement, graduation, and access to the job market. We're working with a number of institutions and organizations such as the National Council of La Raza. We continue to bring our issues to the attention of Congress, the Secretary of Education, and the Bush Administration to say let's see where we're going in terms of excellence because language minorities are a large part of the demographic shift in this country. What does that mean to us as a country, as a nation of people who must educate and produce literate citizens?

We talk about the year 2000 and it's not far down the pike. How are we going to change our route to deal with Hispanics and other language minorities and educate them to have a sound economy at home with people who are competitive not only in production but in knowledge, and to compete in the global arena. One of the ways is language. As opposed to waiting until high school or college to learn a second language in a foreign language class, which is difficult, it is easier to acquire a second language at an early age and to develop it through schooling instead of learning one at an older age and trying to refine it. A language is a terrible thing to lose and a wonderful asset to maintain and develop.

Do you think there are any fallacies that currently exist regarding language minorities and education?

I think one of the fallacies that is still prevalent is that language minority parents don't care about education or they don't want to help their kids. The fact of the matter is that they care just as much as any parent cares, of any ethnic background. There is a goal, a wish, a desire for families to do well, to improve the quality of their lives.

Unfortunately, language minority parents have been done a disservice in the past because we have looked at them from a deficit approach and not as a potential partner with the schools and communities to educate children. They have not been provided the tools and knowledge they need to help the schools. A partnership by design that is a long-lasting, well-planned solution needs to take hold because these parents are eager to be trained. They want to know how to help a child with homework, how to develop reading skills, and how you develop a child's self-concept. They aren't very familiar with these strategies, but if we give them training they will become viable partners with their children's teachers, the schools, and ultimately this nation.

It is a fallacy that language minority parents do not care about their education. That is wrong, dead wrong.

What is your vision of a positive tomorrow for the education of language minorities?

One where they have equal educational opportunities and an equal chance to the participate in mainstream America. Where they are seen as viable, respected human beings with the proper skills and knowledge to make an impact on America. Non-English language background Americans are labeled as minorities because of the numbers, but the minority label needs to stop there. We need to deal positively with them as opposed to reacting to the situation later with negative connotations about what we did wrong, why we didn't work with this group, (and saying) we knew the numbers were growing and yet we kept on dealing with them in schools in the same way it was traditionally done it in the past. We need to reform this type of attitude.

There have been many changes in families and in society in general. We need to take a look at how we interact with communities. Do we approach it like we used to in the sixties and seventies? Well, I would say no because we do not have those types of families anymore. We have single parent families. We have divorce taking a fifty percent cut. We have poverty with homeless kids. It's a far cry from the old Leave It to Beaver days or the Walton Family where there was no trouble in paradise. We live in a society, unfortunately, that has many things impinging on us and it could be very negative if we don't develop positive solutions.

Rodolfo L. Chávez

Where does the responsibility lie for the implementation of these changes?

Everyone -- from the top on down. The President made a good start with his Hispanic Education Initiative. Then the Cabinet level people in different departments. The Department of Health and Human Services, for instance, where HeadStart is housed, or the Department of Education where we have a number of our educational programs, or the Department of Labor. And you bring it on down to our Governors who follow the six education goals that the President brought out -- very broad, bold goals for the nation and the year 2000 that can probably be met if everyone actively pursues them with vigor and commitment. And then it comes to the State Superintendents of Education and superintendents at the local level working with school board members who make the policy and implement change. They pass those down to the administrators

Continued on page 6

California State University-San Bernardino

ANTICIPATED ASSISTANT/ASSOCIATE PROFESSOR POSITIONS

Area of Specialization: Psychological Foundations of Education: Adolescence & Early Adolescence

Duties and Responsibilities: Teach a normal load of courses in Psychological Foundations of Education, Curriculum Development for Adolescents, and related courses for the Single Subject Teaching Credential Program, and for the MA Degree. Some teaching and supervision is required at the satellite campus in Coachella Valley. The dept. is particularly interested in someone who will engage in collaborative activities with the public schools. It is expected that this person will also be involved in the advising of credential and MA candidates in the dept and serve on school and University-wide committees. Research and professional services are required for advancement.

Area of Specialization: Reading & Writing in the Content Areas

Duties and Responsibilities: Teach a normal load of courses in Reading & Writing in the Content Areas, Expository Writing, and related courses for the Single Subject Teaching Credential Program, and for the MA Degree. Some teaching and supervision is required at the satellite campus in Coachella Valley. The department is particularly interested in someone who will engage in collaborative activities with the public schools. It is expected that this person will also be involved in the advising of credential and MA candidates in the department and serve on school and University-wide committees. Research and professional services are required for advancement.

Area of Specialization: Middle School Education

Duties and Responsibilities: Teach a normal load of courses in Middle School Education, early adolescent growth and development, curriculum development for adolescents, and related courses for the Single Subject Teaching Credential Program, and for the MA Degree. Some teaching and supervision is required at the satellite campus in Coachella Valley. The dept. is particularly interested in someone who will engage in collaborative activities with the public schools. It is expected that this person will also be involved in the advising of credential and MA candidates in the department and serve on school and University-wide committees. Research and professional services are required for advancement.

Applications: Send vita and letter of application to:
J. Francisco Hidalgo, Chair, Dept. of Secondary and Vocational Education
California State University - San Bernardino, 5500 University Parkway, San Bernardino, CA 92407

Application Deadline: December 3, 1990

Women and minorities especially are encouraged to apply. Equal Opportunity, Affirmative Action, Section 504, Title IX Employer

NEW YORK REPORT DOCUMENTS IMPORTANCE OF NATIVE LANGUAGE PROFICIENCY

Native Language Proficiency as a Predictor of LEP Students' Growth in English is an Office of Research, Evaluation, and Assessment Special Topic Paper prepared by Judith Stern Torres and Shelley M. Fischer-Wylie for the New York City Public Schools in April of 1990.

This study examined the relationship between the native language proficiency of 4,700 Spanish-speaking LEP students who had just enrolled in the New York City Public Schools (K-7th grade) and their success in acquiring English proficiency in the following four years.

The results show that:

> overall, native language proficiency and success rates in learning English are correlated for both kindergarten through third graders and fourth through seventh graders. When subgroups are examined, native-language proficiency is a stronger predictor of English growth for the upper-grade group and for those who take two to four years to lose entitlement.

For more information and/or copies of the report, contact Judith Torres, Administrator for Research, Division of Strategic Planning/Research and Development, New York City Public Schools, 110 Livingston Street, Brooklyn, New York 11201 (718) 935-3767. ○

MIGRANT SYSTEM DEVELOPED

The Evaluation Committee of the National Association of State Directors of Migrant Education (NASDME) has developed MENAES--or Migrant Education Needs Assessment Evaluation System. This is an instrument which responds to a congressional mandate to standardize the data-collection process for migrant programs throughout the country. Developed as a cooperative effort among NASDME, the US Office of Migrant Education, OPBE, the Technical Assistance Centers, and the Program Coordination Centers for Migrant Education--the system has been enthusiastically received by state directors of migrant programs.

For more information on the MENAES, contact Manuel Recio, Director, Migrant Education, PA State Dept. of Education, 333 Market Street, Harrisburg, PA 17126 (717) 783-6466. ○

AMERICAN INDIAN BILINGUAL EDUCATION - SOME HISTORY

By Jon Reyhner, Eastern Montana College

While teaching a bilingual education class last Spring on the Northern Cheyenne Reservation, I asked my students why Indian students were not doing well in school. After some discussion, they came to the agreement that it was because students were not interested in what schools had to offer. They, themselves, remembered staying in school because members of their extended families continually reminded them of the importance of education.

The observations of these Native American teachers and aides reminded me of the results of the comprehensive Navajo Dropout Study which found that the most common reason given by Navajo students for dropping out of school was boredom. Many Indian students today do not see the education they are receiving as being meaningful to their lives. The problem is not that they are failing to learn the "basics," but that they do not see the application of the things they learn in school to their lives outside of school. In fact, their eduction often demands that they cease to be Indian.

This lack of interest in what educators have to offer and lack of desire to assimilate into the dominant culture is not new. The missionary Stephen R. Riggs found teaching English to Sioux Indians in the 1830s "to be very difficult and not producing much apparent fruit." It was not that the students lacked ability that prevented them from learning English, but rather their unwillingness. However, "Teaching Dakota was a different thing. It was their own language."[2]

In 1870 Riggs' son, Alfred, started an extremely successful mission school in Santee, Nebraska, in which the elementary books and the Bible were in Dakota. After the children were taught to read in Dakota, they were given a book with illustrations explained in Dakota and English. Alfred Riggs found that children who learned to read and write Dakota could then master English easier and that a child whose instruction included a four year course in Dakota would be further advanced in English at the end than a child who received exclusive instruction in English.[3]

However, in an attempt to "Americanize the American Indian," government officials in Washington issued regulations in 1880 that "all instruction must be in English" in both mission and government schools. A Sioux teacher educated at Carlisle Indian School, Luther Standing Bear, found that the English-only education mandated by the government was inadequate. He felt,

> The Indian children should have been taught how to translate the Sioux tongue into English properly; but the English teachers only taught them the English language, like a bunch of parrots. While they could read all the words placed before them, they did not know the proper use of them; their meaning was a puzzle.[4]

Government officials thought in the late nineteenth century that they could solve the "Indian problem" in a few years by forcefully taking Indian students from their parents and giving them an all English education. This policy of forced assimilation with English-only instruction did not accomplish the rapid assimilation that was confidently predicted at the time.

Recent actions by groups criticizing bilingual education and advocating making English an official language recall the failures of similar nineteenth century ethnocentric practices in Indian education. If their call for English-only instruction is heeded, it can mean the continued alienation of a large number of Indian students from the Educational system. However, a new Indian Nations At Risk Task Force is currently gathering testimony on Indian education, and they have started with a number one guiding principle which includes the statement "Schools must join with American Indian/Alaska Native parents and leaders to affirm and restore the cultural heritage of indigenous peoples, through the teaching of Native cultures and languages." This recognition of the "Indian" part of Indian education gives hope for a promising "English plus" future for American Indian education.

[1] Platero Paperwork, Inc. (1986). Executive Summary: Navajo Area Student Dropout Study. Window Rock, AZ: Navajo Nation, Navajo Division of Education.

[2] Riggs, S.R. (1880). Mary and I: Forty Years with the Sioux. Chicago: W.G. Holmes. p. 38.

[3] Board of Indian Commissioners, United States Department of the Interior. (1880). Eleventh Annual Report of the Board of Indian Commissioners for 1879. Washington, DC: Government Printing Office. pp. 77 & 98.

[4] Standing Bear, L. (1928). My People the Sioux, edited by E.A. Prininstool. Boston: Houghton Mifflin. p. 239. ○

*Editor's Note: **NABE NEWS** is pleased to announce that Dr. Reyhner has joined us as a columnist. Articles on Native American bilingual education will appear on a regular basis in the future.*

TEACHER TRAINER

Bilingual/ESL Teacher Trainer to provide workshops and consultations to LEA and SEA educators of limited English proficient students, K-12. Requires M.S. or higher in ESL or bilingual education, experience teaching K-12 content-based ESL with focus on science and math, demonstrated successful experience designing and implementing teacher training, bilingual/bicultural, preferably English/Spanish. Extensive travel in southeast, based at Florida Atlantic University. Deadline: 11/23/90. Call Dr. A. Willig, 800-328-6720 (FLA) or 800-328-6721 (Nat'l.).

MESSAGE, from page 3

who lead the team and work with the teachers and say this is where we're going. This is how we're going to deal with education, with education for language minority students, with the families, and this is how we see the community in the context of the school district. And so, for lack of a better term, it's the trickle down effect. It's got to be. There is no one particular person that says I've got to be in charge. They are all the players, a team which is part of the design, but all of us jointly are part of the solution.

Why do you think there is a climate of change with such developments as the Executive Order from President Bush on Hispanic education and the appointment of Lauro Cavazos as Secretary of Education?

There have been a number of people actively pursuing, convincing, dialoguing, and lobbying for this to happen. I think their efforts were key. Sometimes, our government, be it federal or state needs the people to tell them how it is...that's what our whole democracy is based on.

As a result, this administration has taken steps in the right direction with the signing of the Executive Order. I think the biggest challenge lies ahead of us in implementing the Executive Order so that it does not become a piece of paper that we have merely celebrated on the lawn of the White House, but rather a blueprint for the success of the Hispanic community in the future.

Who in this country has to gain from these changes?

All of us. As a nation, we need to be strong. We want an educated citizenry. That's the bottom line. An educated citizenry is a productive one that helps a nation work and pay taxes and move and go, and does not, on the other hand, become a drain on the economy.

When we have people who are not well educated, the statistics tell the story. They show the costs of various programs needed to maintain that person versus someone who is working and doing well. It's astounding.

When the census comes out it's going to be interesting to see who is the oldest, the aging population. Are they in retirement? What do they retire on? Do they have good IRA's or shelter programs, Medicaid, Medicare? Do they have proper health care? We're all paying for it and we have been for some time, but who will be paying for it down the road? A working force. And that working force needs to be educated. A good part of that force will be language minority persons.

So we all have something to gain from having educated, literate people who have skills to participate in a global economy. We need our people to be part of the American Dream as opposed to finding ourselves in the American Nightmare.

In consideration of the historical perspective, what do you think stalled the whole process?

I think too many times we looked at it in Bakersfield or in Albuquerque or perhaps in Miami and Chicago and dealt with it there but never as a nation-wide issue or an issue in our own educational backyard.

So now, given the change in the Administration and the long term planning people are doing, it makes sense. It didn't take too long for the highly paid, skilled researchers to realize that we've got to have a plan. It is something serious. It is no longer an issue of quality education in Guadalupe, AZ or El Paso, TX, but rather a national issue. We're not doing it for them anymore, not for the minorities, but we're doing it for the United States to improve our standing as a strong nation.

Are they any further statements you would like to make regarding the education of linguistic minorities?

By design, by nature, and by personality, I am an optimistic fellow. I think we all need to be optimistic if we are going to be able to see this through and to find the light at the end of the tunnel.

I see some positive changes. There are good messages being sent out by corporate America, by the government, by my colleagues, by people in school districts who are honestly making an attempt to address the issue and restructure their approach to find sound solutions. That's encouraging. I like to think that I'm part of the process. It's an exciting process, one that requires diligence and discipline. It's not just another fad or idea. We're not raising another red flag and open hand. We're putting a hand out to form a partnership. We're saying, "I'm willing to do my part. Are you?" ☼

STUDENT ESSAY CONTEST

As America celebrates the 200th anniversary of the adoption of the Bill of Rights, the American Society of Newspaper Editors Foundation and the American Newspaper Publishers Association Foundation will award scholarships to 12 students whose essays on the First Amendment are judged to be the best.

Essay Topic: Any aspect of free expression rights guaranteed by the First Amendment - it's origin, history, present-day meaning, personal significance.

Length: Approximately 750 words. Eligibility: High school students. Deadline: Postmarked by December 31, 1990.

Prizes: First place, $300; second place: $200; 10 runners-up: $100 each.

Submission: Send essays to First Amendment Committee, ASNE, P.O. Box 17004, Washington, DC 20041.

Notification: Winners will be announced at the ASNE Convention in April 1991, and winning essays will be distributed to newspapers nationwide.

SEND IN YOUR NABE MEMBERSHIP RENEWAL TODAY!

CANDIDATES FOR THE 1991-92 NABE EXECUTIVE BOARD

NABE members will elect members of the 1991-1992 NABE Executive Board in the near future. Voting for the positions of President-Elect, Vice President, Secretary, Treasurer, and Parent-at-Large is conducted on a national basis. Voting for the three Regional Representatives is done by the NABE Affiliate presidents in the respective regions, so let your Affiliate president know for whom you would like him/her to vote.

PRESIDENT-ELECT

Marlene Kamm, Assistant Superintendent of Curriculum & Instruction, Consolidated School District #146, Tinley Park, IL. Ph.D., Curriculum & Instruction, Loyola U. of Chicago; M.A., Applied Linguistics-TESL, Northeastern Illinois U.; C.A.S., Administration & Supervision, Northwestern U.; B.A., Spanish & ESL, U. of Illinois-Champaign/Urbana.

Previous Experience: 1976-88: Director of Bilingual Education & ESL Programs, Waukegan Public Schools #60; 1973-76: Spanish Bilingual Teacher, Evanston School District #65; 1981-90 Adjunct Professor of Bilingual Education, ESL, Curriculum, National Louis U.; 1990: Adjunct Professor of Education Administration, Roosevelt U., Chicago. Member, IL Bilingual Advisory Council.

NABE Organizational Experience: NABE Member since 1980. NABE Secretary, 1989-90; Member, NABE Standing Committees (Fundraising, 1989-90; Sociopolitical Concerns, 1985-86; Publications, 1989-90). Member of ESL in Bilingual Education SIG and Research and Evaluation SIG. Have made various presentations during the years at the Elementary SIG and was part of the 1986 Research & Evaluation Symposium. Worked with fellow Executive Board members to improve NABE's financial status and create financial support for the NABE Journal. Affiliate Membership: Illinois Association for Multilingual Multicultural Education. Affiliate Positions Held: Conference Co-Chair, 1989-90; President, 1988-89; President-Elect, 1987-88; Director 1986-87; Secretary 1985-86; founding member 1976.

Statement: As a member of NABE for the last 10 years, I have watched the organization grow and weather some very difficult times. I would like to provide leadership that would help NABE continue on its path to financial solvency by aggressively pursuing partnerships and support from the corporate sector. My goals would include: 1) the strengthening of relationships with our state affiliates, new affiliate growth, 2) increasing collegial membership support in the organization, 3) impacting the supply and demand of qualified bilingual educators, 4) continuing a positive working relationship with the US Dept. of Education, OBEMLA Office, and 5) working closely with the membership to develop policies and strategies that will help us prepare our children for success in the 21st century. I believe with a strong executive board and support from the membership that NABE can impact the educational lives of children and adults in a positive manner. Our global, multicultural, multilingual society will need the support and leadership of organizations like NABE to take it into the 21st century.

Anna Maria Pérez, Coordinator of Bilingual Education/ESEA Title VII Director, Baldwin Park Unified School District, CA. M.S., Educational Supervision and Spanish, Texas A&I; B.S., Elementary Education, Texas A&I; post graduate work: Louisiana State U., Fairfield U. and U. of Madrid, Spain.

Previous Experience: 1976-present: Independent consultant to school districts, county offices of education, institutions of higher education and CA State Dept. of Education with teacher and parent training institutes, program development, management and program review. Assisted OBEMLA in development of demonstration program and field reviewer of project proposals; adapted and translated Spanish curriculum materials for publishers. 1970-73: Instructor, Spanish for Teachers, Pepperdine U.; 1965-74: Elementary and Secondary Teacher of Spanish, English and Reading, CA and TX. Selected for the State Equal Educational Opportunity committee of the Association of California School Administrators, with special award for networking between administrators and bilingual educators.

NABE Organizational Experience: NABE member since 1975. NABE Vice-President, 1989-90; NABE Western Regional Representative, 1987-88. Initiated NABE's involvement with the Spanish Ministry of Education, awarding scholarships to the Institute on Children's Literature at Universidad Complutense, Madrid. Represented NABE on the Apple Bilingual Consortium, a multi-state corporate task force regarding concerns of language minority educators and students. Affiliate Membership: California Association for Bilingual Education. Affiliate Positions Held: Chapter President, Conference Committee, Corporate Involvement and submitted and edited articles for administrative strand of newsletter.

Statement: I commend the NABE Executive Board's new goals. I would like to be a key player in their continuation. My vision for NABE is a member-driven organization networking with affiliates, OBEMLA, the United States Department of Education, all language groups and educators to provide world class instruction for the nation's youth.

José Agustín Ruiz, Assistant Professor of Bilingual Education and Spanish, Eastern Oregon State College, La Grande, OR. Ed.D., Policy, Governance and Administration, U. of Washington; M.Ed., U. of Arizona; B.A., U. of

Arizona.

Previous Experience: Fifteen years in the field of bilingual education at the community college and university level. Has worked for a training center, bilingual education teacher training, bilingual teacher assistant training. Has worked in both urban and rural settings in Tucson, Seattle and Oregon. Has served as consultant on issues related to bilingual education and education of language minority students at the local, state and national level.

NABE Organizational Experience: NABE member since 1984. NABE Treasurer, 1990-91; NABE Western Regional Representative, 1988-89. Current Chair, National Standards for Bilingual Teacher Training Committee; Chair, 1990 Instructional Assistant of the Year Committee. Former Vice Chair of Higher Education SIG. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: President-Elect and founding member, Washington Association for Bilingual Education.

Statement: NABE needs to continue being a stable and fiscally strong organization. In order to do it, NABE must continue exploring corporate relationships. NABE must continue a direct communication with its affiliates and members. We as NABE members must utilize every forum possible to promote advocacy for quality education for language minority students and English Plus. Another goal is to increase NABE membership by providing services needed in the field of bilingual education. It is my intention to utilize the collective experience of present and past board members, as well as the general membership, to continue NABE's progress and meet the challenges of the 90's. I am committed to bilingual education and the education of language minority students and strongly believe that NABE is the most appropriate vehicle to reach our goals.

VICE PRESIDENT

Julio Cruz, District Administrator, School Service Center 3, Chicago, IL. Ed.D., Education Administration, Peabody College/Vanderbilt U.; M.Ed., Administration & Supervision, Loyola U., Chicago; B.A., Spanish and Secondary Education, Northeastern Illinois U.

Previous Experience: 1985-88: Coordinator, Equal Educational Opportunities, Chicago Public Schools; 1981-85, Coordinator, Bilingual Education Programs, Chicago Public Schools; 1980-81, ESL Teacher, Clemente High School, Chicago; 1973-80: Coordinator, Community & Human Relations, Chicago Public Schools, 1970-73: ESL & Spanish Teacher, Chicago Public Schools. President, Chicago Hispanish JCs. Treasurer, Illinois TESOL/BE.

NABE Organizational Experience: NABE member since 1975. Member, 1982 NABE Conference Committee. Affiliate Membership: Illinois Association for Multilingual and Multicultural Education (founding member). Affiliate Positions Held: President, President-Elect, Board Member.

Statement: If elected, my commitment is to 1) reach out to the corporate sector for financial support, 2) facilitate networking among affiliates, 3) encourage NABE membership of all teachers of potentially English proficient students, 4) advocate for a bilingual/multicultural education for all students, and 5) continue the vigorous campaign against the "English-Only" movement.

Mutsuko (Mitzie) Tanouchi, Bilingual Program Resource Room Teacher, Eastchester Public Schools, NY. Doctoral Program, Bilingual Administration, Seton Hall U.; M.S., School Administration, Fordham U.; B.A., English Literature, Aoyama Gakuin, Japan.

Previous Experience: 1979-82: Title VII Coordinator, Eastchester Public Schools, 1974-79: Teacher/Consultant, Eastchester Public Schools, 1971-74: Classroom Teacher, Milford, PA Fellow, Institute for Educational Leadership, 1982-83; Fulbright Seminars Abroad, 1985.

NABE Organizational Experience: NABE member since 1979. NABE Treasurer, 1988-90; NABE Eastern Regional Representative, 1987-88. Cofounder and current chair, NABE Asian/Pacific Islanders Special Interest Group. Affiliate membership: New York State Association for Bilingual Education. Affiliate Positions Held: Past President, 1988-89; President, 1987-88; First Vice President, 1986-87; Second Vice President, 1985-86; Treasurer, 1983-85.

Statement: I believe that in order for NABE to be a successful professional organization, NABE must broaden its support base. I would like to 1) work with smaller language groups to encourage their participation in NABE and 2) increase effort in staff training programs for mainstream teachers who teach language minority students (former LEP).

SECRETARY

José Negrón: Withdrew

Jerilynn Smith-Ritchie, Coordinator, Bilingual and ESL Programs, Fontana Unified School District, CA. M.Ed., Bilingual/Multicultural Education, California State University-San Bernardino; M.A.T., Education, U. of Redlands; B.A., History/English, U. of Redlands.

Previous Experience: 1986089: District Bilingual/Gifted Teacher Coordinator, Redlands Unified School District, CA; 1980-85: Bilingual/Special Education Teacher, Redlands Unified School District; 1976-79: Title VII Bilingual Teacher, grades 1-3, Redlands Unified School District; 1966-76: Redlands Unified School District.

NABE Organizational Experience: NABE member since early 1980's. NABE Secretary 1990-91. Raised $3,000 for NABE '89 Campaign. Affiliate membership: California Association for Bilingual Education. Affiliate Positions Held: Vice President, 1988-90; Region IV Representative, 1985-87. Founding president of Redlands Chapter of California Association for Bilingual Education; established six new CABE chapters.

Statement: As a candidate for Secretary, I have made a commitment to fulfill the responsibilities of this position. In addition, I will 1) send affiliate presidents copies of NABE minutes upon request, 2) serve as a liaison between CABE/NABE membership and NABE nationwide, 3) actively encourage fundraising efforts that benefit NABE, 4) devote time to insure the success of NABE conferences and 5) attend many of your state affiliate conferrnces and activities so that I can meet you and represent you all on the NABE Board.

TREASURER

Photo Not Available

Pedro L. Maymí, Director of Multilingual Education, Yonkers Public Schools, NY. Ed.M., Education Administration, SUNY-Buffalo, NY; B.A., Foreign Languages, Universidad de Puerto Rico, San Juan, PR.

Previous Experience: 1979-85: Supervisor, Bureau of Bilingual Education, New York State Education Department; 1976-79: Coordinator of Bilingual Education, Buffalo Public Schools, NY; 1974-76: Academic Advisor, SUNY-Buffalo. Member of the Board of Directors of: Association of Hispanic Professionals of Westchester, Puerto Rican Day Parade Foundation of Yonkers, Cresthaven Cooperative Apartments, Yonkers General Hospital.

NABE Organizational Experience: NABE member since 1979. Affiliate membership: New York State Association for Bilingual Education. Affiliate Positions Held: Treasurer, 1989-91; Membership, 1988-91; Delegate, 1988-91.

Statement: I would like to bring to NABE the perspective of a school district which is medium size and located in the Northeast. The realities of the local implementation level have to be paired with the national policies sponsored by NABE. I would also like to continue the practices that have brought NABE to a stable financial position, and help increase the membership.

Rose Marie Medina, Bilingual Resource Teacher, Albuquerque Public Schools, NM. M.A., Bilingual Education, U. of New Mexico; B.S., Elementary Education, U. of New Mexico.

Previous Experience: 1977-85: Elementary Bilingual Itinerant Teacher, Albuquerque Public Schools; 1970-77, Bilingual Classroom Teacher, Albuquerque Public Schools. Itinerant and Bilingual Resource Teacher for 20 years. Participant in the Hispanic Culture Institute funded by the National Endowment for the Humanities, El Rito, NM, 1989; participant in the Instituto de Literatura Infantil, Madrid, Spain, 1990.

NABE Organizational Experience: NABE member since 1985. Member, NABE Resolutions Committee, 1989. Participated in fundraising efforts for NABE, 1987-90. Affiliate membership: New Mexico Association for Bilingual Education. Affiliate Positions Held: Treasurer, 1987-91; member, conference planning committee, 1987-90.

Statement: During the past 20 years I've demonstrated my commitment to language minority students through my experience as a bilingual teacher, participation in NABE including conference attendance and active participation as a NMABE board member. These experiences will allow me to impact bilingual education positively and gain professionally as a contributing member of the NABE Board as the organization continues to evolve.

PARENT-AT-LARGE

Aurea Porrata-Doria: Bilingual Coordinator, Board of Education, Community School District 7, Bronx, NY. Professional Diploma in School District Administration, College of New Rochelle, NY; M.S., Special Education, Herbert Lehman College, NY; B.A., Puerto Rican Studies, Herbert Lehman College, NY.

Previous Experience: 1982-85: Bilingual Teacher, C.S.D. 7, NY; 1976-82: Bilingual Teacher, C.S.D. 12, NY; 1972-76: Bilingual Paraprofessional, C.S.D. 12, NY. Worked closely with parental involvement activities in NY state.

NABE Organizational Experience: NABE member since 1984. Have conducted affiliate fundraising for NABE and sponsored activities throughout the affiliate to increase NABE membership. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: Secretary, 1988-90; Regional Delegate, 1987-90.

Statement: As a parent and as an educator I have seen the need to involve parents in their children's education. Parents need to be involved at the national, state, and local levels. I believe that I have the parental and the leadership skills necessary to be able to along with the other NABE officers, involve parents which in turn will make education better for their children and the youth in general. One of my main goals will be to find ways to involve more parents and encourage them to join NABE.

Susan García, Sales Representative, Wyman-Empire Fabrics, Denver, CO. Accounting, Income Tax, and Interior Decorating and Design Courses, Community College of Denver.

Previous Experience: Member of the following: District Bilingual Parent Association, including two years as Treasurer; District Gifted and Talented Steering Committee; District Accountability Committee; District Summer School Steering Committee; PTA; Colorado Hispanic League Education Committee, Colorado Statewide Parent Coalition. 1986-87: Insurance Agent, Insurance Services, Inc., Denver; 1980-86: Department Supervisor and Purchasing, Wesco Fabrics, Denver; 1979-80: Assistant Warehouse Manager, Ocean Pacific Sunwear, Oceanside, CA; 1977-79: Customer Service, Wesco Fabrics, Denver. Named Colorado Association for Bilingual Education Parent of the Year.

NABE Organizational Experience: NABE member since 1988. NABE Parent-at-Large, 1990-91. Member, NABE Parent & Community Special Interest Group. Member, Bilingual Teacher of the Year Selection Committee, 1990-91. Affiliate membership: Colorado Association for Bilingual Education. Affiliate Positions Held: Treasurer, 1989-90; Parent Representative, 1988-90; Conference Coordinator, 1989-90; Conference Committee, 1987-90.

Statement: Being a single parent not in the education field, I believe that parents and children need a representative that shares and understands their concerns. I am sincerely committed and have dedicated much of my own time to ensuring that bilingual education helps all children, parent, and our future.

EASTERN REGIONAL REPRESENTATIVE

Photo
Not Available

Debra A. Colley: Division Coordinator, New York State Department of Education, Albany, NY. Ph.D., Bilingual Special Education, SUNY-Buffalo; M.S.Ed., Bilingual Education, SUNY-Buffalo; B.S., Special Education, SUC, Buffalo.

Previous Experience: 1980-90: Associate in Teacher Education, Office of Higher and Continuing Education, New York State Education Department; 1985-88: Assistant Professor in Bilingual Special Education, State U. College at Buffalo; 1982-86: Assistant Professor, Bilingual Special Education, D'Youville College. Bilingual Special Education Teacher, Buffalo Public Schools. Played major role in fighting U.S. English in New York State; involved in many state and national activities in special education and bilingual special education. Chair of state conferences and organizer of activities for fundraising, public relations, and educational planning. Conducted research related to cultural and linguistic diversity among children and youth in special education.

NABE Organizational Experience: NABE member since 1983. Member, NABE Bilingual Instructional Assistant of the Year Selection Committee, 1990-91. Delegate to NABE Resolutions Committee. Worked on NABE fundraiser in New York and in fighting U.S. English regarding the Regents Policy Paper. Affiliate Membership: New York State Association for Bilingual Education. Affiliate Positions Held: Past President, 1989-90; President, 1988-89; 1st Vice President, 1987-88; State Advisor, Student Council for Exceptional Children, 1987-88, 2nd Vice President, Treasurer, Secretary, 1984-87.

Statement: I believe that as a professional organization we must identify major issues which impact children, youth and adults from culturally and linguistically diverse backgrounds; develop plans and activities from a program development perspective; and work collaboratively to implement these in our states. As Eastern Regional Representative, I would begin this process in the Eastern States as we increase participation in the national association through strategic planning, implementation, and linking of existing expertise and resources. The affiliates must work together with NABE to increase outcomes, establish inter-state communication, and strengthen our voice to impact policy. I would be honored to represent the Eastern Regional States in the development of these efforts with NABE.

Anna M. López, Director, Bilingual Education and Foreign Languages, Perth Amboy Public Schools, NJ. Ed.M., Language Education (Bilingual & ESL), Rutgers U.; B.A., Elementary Education/Special Education, Newark State College.

Previous Experience: 1976-87: Director, Bilingual Education, New Jersey Department of Education; 1974-76: Director, Bilingual Education, New Brunswick Public Schools, NJ; 1972-76: 1st Grade Bilingual Teacher, New Brunswick Public Schools; 1971-72: 2nd Grade Teacher, Lakewood, NJ; 1961-71: Special Education Teacher. East Rutherford and Newark, NJ. Fellow, Institute for Education Policy, 1982-83; Commissioner, New Jersey State Division of Women-Advisory Commission (Governor appointed; Senate confirmation), 1975-78.

NABE Organizational Experience: NABE member since 1970's. NABE Eastern Regional Representative, 1990-91. Member, NABE Sociopolitical Concerns Committee; Co-chairperson, NABE Special Education Special Interest Group. Affiliate Membership: New Jersey TESOL/BE. Affiliate Positions Held: 1988-90 Special Education SIG Chair.

Statement: It is my opinion that NABE's strength lies in a strong and informed membership willing to respond to issues. One of the ways of accomplishing this goal is to work with affiliates to get their members to join and support NABE. To this end as Eastern Regional Representative, it is incumbent upon me to be in contact with affiliates in my region and to provide support and assistance as needed.

CENTRAL REGIONAL REPRESENTATIVE

Carlos Gamiño, Principal/Bilingual Coordinator, Waukesha Public Schools, WI. M.A., School Administration, U. of Wisconsin-Milwaukee; M.A., Guidance/Counseling, U. of Wisconsin-Milwaukee; B.A., Education, U. of Wisconsin-Milwaukee.

Previous Experience: 1977- present, Director, Bilingual Education Program, Waukesha Public Schools; 1974-77, High School Bilingual Counselor, Milwaukee Public Schools; 1971-73, Student Advisor, U. of Wisconsin-Milwaukee; 1966-1971, Elementary Teacher, Mexico and Milwaukee.

NABE Organizational Experience: NABE member since 1977. Affiliate Membership: Wisconsin Association for Bilingual Education. Affiliate Positions Held: President, 1986-87.

Statement: If elected, I will try to help the organization improve its status nationwide and gain the respect it deserves for the benefit of the LEP children throughout the country.

Alicia Salinas Sosa, Director, Desegregation Assistance Center, South Central Collaborative, Intercultural Development Research Association (IDRA), San Antonio, TX. Ph.D., Bilingual Education/Teacher Education, The U. of Texas at Austin; M.Ed., Educational Supervision, Our Lady of the Lake U.; B.A., Bilin-gual Educa-tion/Sociology, Our Lady of the Lake U.

Previous Experience: 1985-89, Director, Center for Test Equity, IDRA; 1985-89, Coordinator, Valued Youth Partnership Program, IDRA; 1988-89, Director, Title VII Bilingual Pre-K Training/Support Program, IDRA; 1975-83, Manager, National Origin Desegregation Assistance Center, IDRA; 1973-75, Supervisor, Title VII Basic Project, Edgewood Independent School District, TX. Selected as Outstanding Bilingual Education Administrator, 1990. Awarded a Title VII Fellowship; Institute for Educational Leadership Fellow; presented at local, regional, state and national conferences on the education of LEP students.

NABE Organizational Experience: NABE member since 1970's. Member, NABE Conference Planning Committees, 1976 and 1985. Presenter at NABE conferences in 1976, 1987, 1988. Affiliate Membership: Texas Association for Bilingual Education (charter member). Affiliate Positions Held: Vice President, 1989-90, Treasurer, 4 years. President-Elect of Local Affiliate, 1989-90.

Statement: I plan to use the knowledge and skills developed during 22 years of experience. As a director of a regional training center, I have access to recent information and know the critical issues facing bilingual educators. Two primary goals are to 1) provide support to parents, teachers and administrators working with LEP students and 2) advocate for the rights of language minority children.

WESTERN REGIONAL REPRESENTATIVE

Minerva Allen, Federal Programs Director, Hays/Lodge Pole Schools, Hays, MT. M.A., Career Guidance, Northern Montana College; M.A.T., Early Childhood Education, Weber State College; B.S., Education, Central Michigan University.

Previous Experience: Bilingual Director, Hays/Lodge Pole Schools, 10 years; Community Education, 2 years; HeadStart Director, 8 years; Early Childhood Teacher, 3 years; Legal Service Specialist, 3 years. Appointed delegate for State SEA and governor on Children/Youth on Native American issues.

NABE Organizational Experience: NABE member since 1980. Presented Native American workshop on Language Policy and Culture Retention. Affiliate Membership: Montana Association for Bilingual Education. Affiliate Positions Held: Vice President, Secretary.

Statement: I work for the people, parents and students in our school. The focus on bilingual and Language/culture retention, National Association for Bilingual Education Conference is what brings the minority issues and needs together for all people and with their help can work to be resolved. I would like to be involved not only with the Native American Indian issues but all minorities to work for a true and better education.

Richard L. López, Jr., Curriculum Specialist, Davis Bilingual School, Tucson, AZ. Ed.D., Curriculum & Instruction with emphasis in Bilingual Education, New Mexico State U.; M.A., Guidance and Counseling, Wayne State U.; B.S., Elementary Education, New Mexico State University.

Previous Experience: 1980-present: Faculty Member, U. of Arizona; 1978-80: Assistant Director, Bilingual Training and Resource Center, New Mexico State U.; 1976-78: Bilingual Education Teacher Trainer Fellow, New Mexico State U.; 1975-76: Teacher, Gadsden Independent School District; 1974-75: Director of Drug Programs, Southwest Mental Health Center,; 1969-74: U.S. Army, resigned with rank of Captain. Nine years experience serving on the boards of directors of three community organizations.

NABE Organizational Experience: NABE Member since 1977. Assistant Chair, NABE Higher Education Special Interest Group, 1986-87. Peer reviewer of annual conference papers for two years. Affiliate Membership: Arizona Association for Bilingual Education. Affiliate Positions Held: Past President, 1986-87; President, 1985-86; President-elect, 1984-85; Conference Co-Chair, 1984-85; State Conference Committee, 1985-86; Delegate to NABE, 1986; Chair of Elections, 1986-87; New Mexico Association for Bilingual Education Conference Committee, 1979-80.

Statement: My aim is to put into action the word "Representative" by presenting the agendas and interests of the Western affiliates to the NABE Board. I have developed a seven-step plan. One feature of the plan is to acquire the NABE Board Meeting agendas in time to solicit the affiliate's input and to present the views of the Western affiliates.

NABE MEMBERS ON THE MOVE

Herminio Martínez has been promoted to Associate Dean of the School of Education, Department Chairperson and Full Professor at Baruch College, City University of New York.

Manuel Recio, State Director of Migrant Education for the Commonwealth of Pennsylvania for the last five years, was recently named Chairman of the Evaluation Committee of the National Association of State Directors of Migrant Education (NASDME).

Recently accepted a new job or received a promotion? Let your colleagues know by sending an announcement to the Editor of NABE NEWS.

BILINGUAL EDUCATION, from page 1

acquisition of English; in fact, a solid foundation in the native language is critical for the acquisition of English and the development of cognitive skills. We have learned that becoming proficient in English (a stated goal of bilingual education) is not easy. Students in both bilingual and English-immersion programs require approximately five to seven years of English-as-a-second-language instruction to acquire full proficiency in English. In other words, **neither bilingual education nor full immersion offers a quick fix.**

We have also learned that the most successful bilingual education programs all over the world are "additive": they seek to help students add a new language without sacrificing their native tongue. This approach produces much better results than "subtractive" bilingual education, which replaces the students' native language with another.

Unfortunately, some things have not changed in bilingual education. There are still schools that pay lip service to it and merely implement token programs. Colleges and universities don't prepare a sufficient number of bilingual teachers. Some educators fail to understand bilingual education and therefore fail to implement it properly. Others, because of their negative attitudes toward other languages and cultures, continue to make it difficult for limited-English-proficient students to learn. There are even those who still see bilingual education as somehow "unAmerican."

Over the course of my more than 20 years of involvement as a bilingual education teacher, supervisor, director, researcher, trainer, curriculum developer, and policymaker, I have learned one very important thing: Well-planned and properly implemented bilingual education programs do work, and work well. Interestingly, I have observed that the greatest impediment to bilingual education is not that students get too much instruction in their native language, but that they do not get enough! Another tremendous problem lies in the way ESL programs are carried out by some teachers and schools. Among the worst are the "pull-out" programs, where there is little, if any, coordination between the ESL teacher and the classroom teacher. I am not surprised when students in such programs fail to learn English.

These and many other problems cannot be attributed to bilingual education, but rather to the decisions made by the people who implement the program. The failures of bilingual education are, therefore, not unlike our failures in teaching science, reading, and math. Quality education requires well-prepared teachers with positive attitudes: teachers who respect students, understand what good teaching entails, and know how to engage in interactive instruction. Teachers must be willing to involve parents meaningfully and use curriculum materials that are challenging. Children all over the world are successful in learning more than one language. **I refuse to believe that America's students are less capable or our teachers less competent.**

There are obviously cases where bilingual education cannot be implemented. In Texas, for example, bilingual education is required only when there are at least 20 students who speak the same foreign language in one grade level in a particular school district. However, all LEP students in Texas must receive ESL instruction daily. Reasonable guidelines such as these can be developed by all school districts to ensure that the needs of LEP students are not neglected.

Everyone should clearly understand that the goal of bilingual education is to develop English-proficient, academically competent, socially responsible students who can contribute to our society. We want them to be proud Americans, secure in their bicultural and bilingual identities. We want to preserve, not waste, the linguistic talents of our language-minority students. We want to enrich the human resources of this country.

As a teacher, I have always believed that my responsibility is to prepare students to meet the demands of the future. I believe our future world will be dependent upon a global economy, and competition in that economy will require multilingual capacity. Bilingual education programs can help meet present and future linguistic demands. **The United States should be doing everything possible to maximize its linguistic potential.**

The day I decided to close my door, break the Texas law, and provide my students understandable instruction was one I shall never forget. That young and more than a little frightened teacher never dreamed that she was at the vanguard of a great American educational movement. ○

CABBE HONORS BILINGUAL TEACHERS

The Connecticut Association for Bilingual Bicultural Education (CABBE) has selected two Bilingual Education Teachers of the Year for 1990. Mr. Sabino Rodríguez, bilingual teacher in Bridgeport, and Elizabeth Roosen, bilingual teacher in New Britain, were honored at the annual CABBE fall conference in October in Meriden, CT.

A resident of Norwalk, Mr. Rodríguez has taught in the bilingual program at Harding High School in Bridgeport for 12 years. An early retiree from Wall Street, he has graduate degrees from Columbia University and Fairfield University. In 1987, Mr. Rodríguez was honored by the Bridgeport Rotary as Teacher of the Year and received the Service Award for the advancement of Hispanics from the Connecticut Association for Latin Americans in Higher Education.

Elizabeth Roosen is celebrating her twelfth year in the English/Polish bilingual education program at New Britain High School. Ms. Roosen, bilingual in Polish and English, holds graduate degrees from the University of Connecticut, Central Connecticut State University and Saint Joseph's College. She has been nominated for the Reader's Digest American Heroes in Education Award and, in 1985, was recognized by the U.S. Department of Education Refugee materials Center.

Both Mr. Rodríguez and Ms. Roosen are known throughout the state for their leadership and advocacy on behalf of limited English proficient students. Both serve as professional role models for students and for other bilingual educators for whom they have served as mentors.

NABE joins with CABBE in congratulating these two outstanding bilingual educators. ○

MEET THE NABE BOARD

In each issue, *NABE NEWS* introduces one or more of the current NABE Executive Board members, so you can get to know the people who represent you better.

In this issue, we are pleased to introduce you to Mónica Sandoval, NABE Vice President for 1990-91.

Ms. Sandoval began her career in the Oklahoma City Public Schools in 1973. She started as a bilingual consultant responsible for identifying the number of LEP students in the district and developing a plan to serve them. The next year, when the initial plan was to be implemented, she became one of the bilingual teachers in the program.

When the district applied for Title VII funds in the fall of 1976, Ms. Sandoval was named the director of the Title VII program. During this time she was involved with other bilingual educators in the state of Oklahoma organizing the Oklahoma Association for Bilingual Education.

In 1979, Ms. Sandoval moved to San Antonio, Texas, to become an education specialist with the National Origin Desegregation Assistance Center at Intercultural Development Research Association (IDRA). During her five years at IDRA, she served on several projects. She was involved in training administrators and school board members in bilingual education as part of a Title VII project. She also served as the Coordinator of Staff Development for the Bilingual Education Service Center that served Regions 3,4, 19, and 20 in Texas. In 1983, Ms. Sandoval became the Director of the Bilingual Vocational Instructor Training Program which prepared instructors at San Antonio College to adapt their instructional approaches for LEP students.

Mónica Sandoval

While at IDRA, Ms. Sandoval began to provide in-service on a regular basis to the Brownsville Independent School District as part of a contract they had with IDRA. After several years of traveling to Brownsville, she decided to move her family to the Rio Grande Valley and work for the school district. She became the director of the Parents asTutors Project. This project was funded as a demonstration project to involve parents in the education of their children in grades K-2. The project targeted parents of limited English proficient students in twelve campuses in Brownsville. Parents were identified when their children were in kindergarten and trained until the children finished second grade. The Parents as Tutors Project was recognized as an Academic Excellence Project by the Office of Bilingual Education and Minority Languages Affairs in 1987, and is being replicated in several school districts in the state of Texas.

In 1987, Ms. Sandoval became the Staff Development Coordinator for the Brownsville ISD. In this capacity she was responsible for developing professional development opportunities for teachers, administrators and support personnel. In December of 1989 she assumed the position of Assistant Superintendent of Multilingual Programs for the Houston Independent School District. After a consolidation of responsibilities in the Division of Instruction, her title was changed to Assistant Superintendent of Multilingual and Compensatory Programs. This new title added Chapter I, tutorial and compensatory programs to her area, which already included Bilingual, ESL, Migrant Education, and programs for Immigrant and Refugee students.

Despite such tremendous job responsibilities, Ms. Sandoval has always found time to devote to NABE and its Texas affiliate. From 1983-86 she was the Legislative Chairperson of the Texas Association for Bilingual Education, and their Constitutional Chairperson from 1987-89. Ms. Sandoval served as NABE Secretary in 1988-89.

ROMAN, from page 1

Department of Education in various positions, the last as Deputy Assistant Secretary for Operations in Washington, DC.

Dr. Román received his Ed.D. in Administration and Management in Higher Education from the University of Northern Colorado. He also holds an M.A. in Education Administration and a B.A. in Languages.

NABE looks forward to working with Dr. Román in his new position.

FELLOWSHIPS FOR TEACHERS AND PRINCIPALS

Under two separate fellowship programs, teachers and principals are eligible for grants to pursue independent studies in the humanities topics of their choice during the summer of 1991.

The Council for Basic Education (CBE) is offering these fellowships. Applications must be requested by December 1, 1990. Contact CBE, Independent Study in the Humanities, Dept. T, P.O. Box 135, Ashton, MD 20861.

CALL FOR PAPERS

The Linguistic Association of Canada and the United States is requesting abstracts for presentations at its 18th Annual Convention, to be held August 13, 17, 1991. Papers are invited in either French or English. Deadline for submission is January 15, 1991. Send 12 copies to: Valerie Becker Makkai, Secretary-Treasurer, LACUS, P.O. Box 101, Lake Bluff, IL 60044. For more information, call (708) 234-3997.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1990-1991 MEMBERSHIP APPLICATION
NOVEMBER 1, 1990 - OCTOBER 31, 1991

____ $ 48	Individual Membership	Membership and NABE Publications
____ $ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____ $125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors

(Please Print Legibly)

____________________ ____________________ ________
Last Name First Name Initial

Preferred Mailing Address: ____ Business ____ Home

BUSINESS ADDRESS:

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Position

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Division

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Organization

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Street Address

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Street Address

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City State Zip

(___)____________________
Business Phone Ext.

HOME ADDRESS:

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Street Address

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Street Address

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City State Zip

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Home Phone

I am involved in bilingual education as: (check one)

____ Parent or Community Person
____ Para-professional
____ Full-time Student
____ Teacher
____ College Instructor
____ Administrator
____ Consultant
____ Publisher Staff
____ Resource Center Staff
____ School Board Member/Education Policy-Maker
____ Other: ____________________

As a NABE Member, I want to participate in the following Special Interest Group (choose one):

____ Adult Education
____ Asian & Pacific Islanders
____ Critical Pedagogy
____ Early Childhood Education
____ Elementary Education
____ ESL in Bilingual Education
____ Global Education
____ Higher Education
____ Language & Culture Retention
____ Language Policy
____ Parent & Community
____ Policy Makers
____ Research & Evaluation
____ Student
____ Secondary Education
____ Special Education
____ Vocational Education

PAYMENT INFORMATION

SEND PAYMENT TO: NABE, 810 FIRST STREET, N.E., THIRD FLOOR, WASHINGTON, DC 20002

$ ________ Membership Fee

$ ________ Contribution to help NABE counter the English-Only movement

$ ________ TOTAL

____ Personal Check or Money Order

Credit Card: ____ Visa ____ MasterCard

Credit Card Number: ____________________

Credit Card Exp. Date: ____________________

Signature: ____________________ Date: ____________________

RESOURCES FOR BILINGUAL EDUCATORS

Assessing Bilingual Students for Placement and Instruction. ERIC Digest, Number 65, May 1990. ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (212) 678-3433.

Between Friends. Video on the consequences of their choices regarding sex and drug abuse geared toward the culturally diverse middle school classroom. $100. San Francisco Study Center, 1095 Market, Room 602, San Francisco, CA 94103 (415) 626-1650.

Central America in the Classroom. Newsletter of the Network of Educators' Committees on Central America. $15/yr. NECCA, P.O. Box 43509, Washington, DC 20010-9509 (202) 667-2618.

Classroom News International. A foreign language classroom publishing system for Apple, IBM, Tandy and MS-DOS computers. $65. Educational Activities, Inc., 1937 Grand Avenue, Baldwin, NY 11510 (516) 223-4666.

A Directory of Literacy Education Programs for Limited-English-Proficient Adults. National Clearinghouse on Literacy Education, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292.

Directory of Shareable Materials. Rockefeller Fellowship Program for Foreign Language Teachers in the High Schools, connecticut College, 270 Mohegan Avenue, New London, CT 06320 (203) 439-2282

Faces: The Magazine About People. Thematic issues about peoples and their cultures around the world. Published in cooperation with the American Museum of Natural History. $22.95/yr. Cobblestone Publishing, Inc., 30 Grove Street, Peterborough, NH, 03458 (603) 924-7209.

Handbook of Effective Migrant Education Practices. U.S. Department of Education, Office of Planning, Budget and Evaluation, Washington, DC 20202-4244.

A Handbook for Immigrant Parents - Protect the Educational Rights of Your Children. Available in Spanish and in English. $1.40/copy for 500 copies; $1.30/copy for 1000 copies; $0.90/copy for 2000 copies. Multicultural Education, Training and Advocacy, (META) Inc., 524 Union Street, San Francisco, CA 94133 (415) 398-1977.

Language Problems & Language Planning. Journal of the Center for Research and Documentation of World Language Problems. $27/yr. John Benjamins Publishing Company, 821 Bethlehem Pike, Philadelphia, PA 19118 (215) 836-1200.

Learning to See: American Sign Language as a Second Language. Language in Education Series, ERIC Clearinghouse on Languages and Linguistics. Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675 (201) 767-5937.

Oceanic Linguistics. Journal devoted exclusively to the study of indigenous languages of the Asia-Pacific area. $13/yr. University of Hawaii Press, Journals Dept., 2840 Kolowalu Street, Honolulu, Hawaii 96822-1888.

Voices of Liberty and ***New Faces of Liberty.*** Multi-media curricular materials for teachers of Southeast Asian refugee and immigrant students. San Francisco Study Center, P.O. Box 5646, San Francisco, CA 94101 (408) 924-4459.

Windows on Science. Spanish edition of the videodisc-based curriculum program. Optical Data Corp., 30 Technology Dr., Warren, NJ 07059 (908) 668-0022.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

UPCOMING EVENTS

November 14-18, 1990 - *Making the Grade...A Model for Student Success.* Annual State Conference of the Association of Mexican American Educators, Inc. Los Angeles Hilton Hotel and Towers. Contact AMAE, P.O. Box 1155, Pico Rivera, CA 90660 (818) 302-2516.

November 16-19, 1990 - *National Association for the Education of Young Children Conference.* Anaheim Hilton, Anaheim, CA. Contact Peter Stavras, 3501 Newark St., N.W., Washington, DC 20016 (202) 966-7840.

November 16-21, 1990 - *Educating the Imagination.* National Council of Teachers of English Annual Convention. Atlanta Hilton, Atlanta, GA. Contact: Membership Service Representative, N.C.T.E., 1111 Kenyon Road, Urbana, IL 61801 (217) 328-3870.

November 17-19, 1990 - *Acting on Priorities: A Commitment to Excellence.* 1990 Joint Meeting of the Southern Conference on Language Teaching and the American Council on the Teaching of Foreign Languages. Opryland Hotel, Nashville, TN. Contact Lee Bradley, SCOLT Executive Secretary, Valdosta State College, Valdosta, GA 31698.

November 18-20, 1990 - *Minnesota Educational Computing Consortium Conference.* Hyatt Regency, Minneapolis, MN. Contact Dawn Smesrud, 3940 Lexington Avenue N., St. Paul, MN 55126 (612) 481-3529.

November 28-29, 1990 - *What's Working in Vocational Special Needs Programs: A Pre-AVA Workshop.* Includes workshop on "Building a Team to Service LEP Students in Vocational Education. Sponsored by the National Center for Research in Vocational Education and University of California - Berkeley. Hyatt Regency, Cincinnati, OH. Contact Elizabeth Platt, U. of IL at Urbana-Champaign, (217) 333-0807.

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MEMBERSHIP RENEWAL

TIME

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RENEW YOUR MEMBERSHIP

TODAY!

NABE NEWS Vol. 14, No. 3 December 1, 1990
Published by the National Association for Bilingual Education

YOU CAN MAKE A DIFFERENCE:
A Message on NABE Membership from the President, Rodolfo L. Chávez

About this time last year, I asked the editors to run my message, about membership, on the front page of the *NABE News*. This year I made the same request.

During the month of October, the National Office sent out a membership renewal notice to coincide with the change of membership term that was instituted last year. As you may recall, last year NABE changed from a year-to-date to a fixed one-year membership running from November 1st of the current year through October 31st of the following year.

NABE MEMBERSHIP CAN MAKE A DIFFERENCE

In membership campaigns, we have become accustomed to a little prodding. In that spirit I ask you to renew your membership today, if you have not responded to our previous request.

I remind you that **NABE is the only national professional and advocacy organization exclusively devoted to promoting educational equity and excellence through bilingual education.** In fact, NABE has during the last 15 years, brought about fundamental changes in the way language-minority students are taught and treated in our nation's schools. Through our balanced program of research, professional development, public education and legislative advocacy, NABE has positively altered the attitudes and actions of teachers, administrators and school board members across this country, and yes, even politicians. Because of work that NABE does, educators are more likely to recognize and appreciate the language skills non-English background students bring to schools and to utilize and build upon these skills, and less likely to destroy them.

Many of you who have heard my speeches recall the line "A Language is a Terrible Thing to Lose." So also it is terrible to lose NABE Members. If ever there were a time when you, as an individual, can make a difference -- it is now. By maintaining your membership, you help keep Bilingual Education on the National Agenda.

NABE'S WORK ONGOING

The need to expand and improve educational opportunities for non-English-background students continues. As I travel to meet with NABE affiliates, I find in far too many communities that language-minority students are still suffering academically because of their enrollment in instructional programs designed for native English-speaking students. NABE affiliates are bringing about positive educational change, but much remains to be done.

As we all know, the supply of teachers with necessary bilingual skills and training in bilingual and English-as-a-Second-Language (ESL) has not kept pace with the rapid rise in language-minority student enrollments. Until this critical problem is remedied, students will not receive the educational services to which they are legally and morally entitled.

Continued on page 4

COCA-COLA USA ADOPTS NABE STUDENT ESSAY CONTEST

Coca-Cola USA, a Platinum Sponsor of the 1991 NABE Conference, will also sponsor the 1991 NABE Student Essay Contest. *Coca-Cola*'s support of this ten-year old competition, a highlight of prior NABE conferences, makes possible an increase in the size of the scholarship prizes awarded to this year's Essay Contest winners. Executives of *Coca-Cola USA* will assist in presenting the awards during the Friday, January 11th luncheon for the best elementary, junior, and high school student essays on the 1991 theme: "What Being Bilingual Means to Me and My Family." ✪

NATIVE AMERICAN LANGUAGES ACT BECOMES LAW

by Jon Reyhner,
Eastern Montana College

On October 30, 1990, President Bush signed Public Law 101-477 reauthorizing the Tribally Controlled Community College Assistance Act. Title I of this law is the Native American Languages Act. In this act Congress finds that "the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages." Section 102 (6) of the act

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Published by the National Association
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Nancy F. Zelasko

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Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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Issue 3, 12/01/90	Issue 7, 6/15/91
Issue 4, 02/01/91	Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$ 1,100
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1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
1/6-Page (2.25" x 4.75")	$ 250

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For information on advertising, contact Dr. Ramón L. Santiago, NABE Advertising Coordinator, Union Center Plaza, 3rd Floor, 810 First Street, N.E., Washington, DC 20002-4205. (202) 898-1829 - FAX (202) 289-8173.

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NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE

Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager
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NABE '91 CONFERENCE

The 20th Annual International Bilingual/Bicultural Education Conference--NABE '91--will be held January 9-12, 1991 at the Hilton Hotel & Towers in Washington, DC.

The theme of this year's conference is *Bilingual Education: Providing World-Class Schooling.*

A conference update and registration form are contained in this issue.

For information on the conference, including registration packets, exhibits and conference sponsorship, contact the NABE National Office in Washington, DC.

NATIVE-LANGUAGE INSTRUCTION FOUND TO AID L.E.P.'s

E.D. Study May Bolster Case for Bilingual Ed.

By Julie A. Miller, *Education Week*

Washington-Children who an taught partly in their native language spend no more time in special classes than children taught primarily in English, are somewhat more likely to be as proficient in English, and receive more parental support, a long-awaited Education Department study on bilingual educataon has concluded.

The $4.4-million study, which was launched in 1983 by an Administration widely viewed as hostile to native-language instruction, apparently will bolster the position of bilingual-education advocates, observers of the field predict.

No findings have yet been officially published. But highlights of one section of the study were presented to a National Academy of Sciences panel on Oct. 12; that summary was obtained by *Education Week.*

The Education Department has asked the N.A.S. to convene an expert panel to review the methodology of the controversial immersion study, as well as that of a second study on the same topic.

The second study, which was released last spring, focused on determining what services were being offered to limited-English-proficient students, and concluded that their placement often was not based on their educational needs. *(See Education Week, May 2, 1990.)*

The immersion study was designed to compare instructional techniques by examining about 4,000 L.E.P. students--mostly Spanish speakers--enrolled in "late exit" bilingual programs, which aim for a gradual introduction to English; "early exit" bilingual programs, which generally use more English and are intended as short-term efforts; and "immersion" programs, in which children are taught mostly in English.

David Ramírez, a researcher who has worked on the immersion study for Aguirre International, a California-based contractor, said he will deliver the key second section-which includes analysis of students' test performance---to the Education Department next month.

Mr. Ramírez would not comment on the performance data, but sources familiar with the study said they indicate superior gains for children receiving bilingual instruction.

In a 1985 memorandum, Mr. Ramírez told the study's advisory panel that in the first year of the study, children in bilingual programs had consistently outperformed students in immersion classes on tests in language arts, and mathematics. *(See Education Week, April 23, 1986.)*

Alan Ginsburg, director of the Education Department's planning and evaluation service, said that the study is scheduled to be released in January and that he would not comment on any findings until the review process is complete.

"Until then," he said, "I'm not comfortable drawing implications from the study."

Mr. Ginsburg said some of the findings could change and also noted the importance of the as-yet-incomplete student-achievement data.

"That's what people are really waiting for," he said. "That's how you review the effectiveness of different types of programs."

Nonetheless, bilingual advocates are encouraged by the findings that have already been presented to the N.A.S. panel.

"Without the achievement data, admittedly you don't have the whole story," said James J. Lyons, executive director of the National Association for Bilingual Education. "But we are very excited about this."

STUDY'S FINDINGS

According to the summary presented at the N.A.S. meeting:

* Children in immersion, late-exit, and early-exit programs, remain in special classes for approximately the same amount of time.

"However, for the immersion and early-exit students, this pattern is not consistent with their respective instructional models," the summary says, noting that those two models call for placing students in regular classes within two or three years.

* A high percentage of all L.E.P. students are ultimately reclassified as "English proficient," and students in bilingual programs appear to be somewhat more likely to achieve that status.

The N.A.S document reports the most success for late-exit students and the least for early-exit children, but sources familiar with the study said those data were reported incorrectly.

By the end of the 3rd grade, they said, about three-quarters of the early-exit students had been reclassified, as had two-thirds of the immersion students and one-half of the late-exit students.

But most of the late-exit students were deemed proficient by the end of the 6th grade, the sources said, noting that those programs are not designed to work quickly.

* While the majority of each group of parents reported that they read to their children in some language, parents of bilingual-program students were more likely to report that they helped their children with homework.

"It appears that the use of Spanish for instruction by the bilingual programs encourages these parents to become more involved with the children's learning," the summary says.

* Only 6 percent of the parents surveyed believed non-English-speakingchildren should be taught only in English, while 93 percent

Continued on page 16

MESSAGE, *from page 1*

Your continued membership in NABE will help to solve the bilingual teacher shortage problem. NABE has worked with Congress to increase federal funds for bilingual teacher training. NABE has also worked closely with OBEMLA in the Department of Education on the issues associated with teacher training. More recently, NABE has started to enlist the support of corporate America for career-ladder programs designed to move many of our current instructional assistants into full-time certified teaching positions. Bilingual paraprofessionals have a tremendous wealth of experience, commitment and skills, and we must open avenues of empowerment to them so they can enter our classrooms as certified and endorsed professionals.

WHAT ARE THE BENEFITS

Anytime one embarks on a membership drive one must ultimately deal with the age old question of "What does NABE membership do for me; and how does it benefit me professionally and personally." The answer is quite simple. Be keeping you abreast of the latest news, research and information on federal, state education policies and programs, we empower you! The *NABE News* provides you with resource notes, book reviews, and articles on exemplary bilingual education programs and practices and keeps you up-to-date on the most current and important developments affecting bilingual education -- developments frequently ignored by other education periodicals.

NABE provides you with national representation and significant opportunities for networking. NABE's work in Washington will be especially important in the next two years as Congress takes up legislation reauthorizing federal higher education and then elementary and secondary education programs, including the Bilingual Education Act. NABE continues to work with the Bush Administration, congressional leaders, and the media. Your Executive Board and staff have also been meeting with corporate leaders, and stand ready to forge partnerships with all who are interested in the education of our students -- Native American students, Hispanic youngsters, Asian children, all language-minority learners.

Rodolfo L. Chávez

BOTTOM LINE: MINIMAL COST

In order to keep this message brief, I have focused on only a few of the benefits of belonging to NABE. I hope you feel that NABE has accomplished much and has much to do. **Less than a dollar per week ($48 per year), will keep bilingual education and the needs of language-minority students on America's agenda.**

As we prepare for our 20th annual conference in our nation's capitol, in just one month, I urge you to carefully review this newsletter for pertinent and timely information. I also ask you to **examine the mailing label on the last page. After your name is a notation indicating whether you are a 1990-91 member or whether you should renew now.** If you haven't renewed, take a few minutes to fill out the membership form contained in this newsletter. Do it now, before the busy holidays. Beat the holiday mail rush and ensure that (1) you will be eligible to vote in the upcoming elections, (2) you continue to receive the *NABE News*, and (3) you are eligible for substantial discounts on social events held during the January Conference.

MAKE A LIFETIME COMMITMENT TO NABE

Acting at the request of a NABE member, the Executive Board, at its last meeting approved institution of a "life membership" in NABE with a fee of $1,000. The request came to the Board from Mr. Roger E. W-B Olsen of San Francisco, a long-time loyal member of the Association.

In October, Mr. Olsen wrote to the Board: *I would like to encourage the NABE Board to create a "life membership" category that would be available for a one-time dues payment of $1,000. If the life membership were available, I would like to become a NABE life member -- in this small way returning some of the encouragement and support NABE has made available to me in the past. I have been fortunate and find myself earning some "extra" money this year. I would like to become a life member as a way of re-cycling back into the profession."*

Along with the NABE Executive Board and staff, I salute Mr. Olsen's commitment to bilingual education and to our Association. At the same time, I would encourage others of you who have benefitted from NABE to "re-cycle" some of your success by applying for a "life membership" in NABE.

SEASON'S GREETINGS TO ALL

As the holidays approach, on behalf of the NABE Executive Board and staff, I wish you and your family best wishes as you prepare for the upcoming holiday season. We have much to be thankful for and the potential for accomplishing much. I look forward to seeing you all in one month in Washington D.C. at our 20th annual conference where we will explore the theme: "BILINGUAL EDUCATION: PROVIDING WORLD-CLASS SCHOOLING." Happy Holidays and please remember "If ever there were a time when you can make a difference, it is now -- **Renew Your NABE Membership Today."**

CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING CENTER ESTABLISHED AT UC-SANTA CRUZ

The University of California, Santa Cruz, through the university's statewide Linguistic Minority Research Project, will receive $6.4 million from the U.S Department of Education to coordinate a new national Center for Research on Cultural Diversity and Second Language Learning.

The award, the largest planned commitment of funds as the result of one proposal in the history of the Santa Cruz campus, comes from the Office of Educational Research and Improvement (OERI), a subdivision of the U.S. Department of Education.

Under the codirection of UCSC professor of education and psychology Eugene García and professor of psychology Barry McLaughlin, the center will sponsor research and disseminate information about strategies to improve the educational achievement of students in kindergarten through twelfth grade whose first language is not English.

The project at Santa Cruz is one of seventeen national centers being established to provide a foundation for the restructuring of American education and the realization of national educational goals by the year 2000, notes a Department of Education letter.

Other five-year centers being established within the UC system include one at UCLA for assessment, evaluation, and testing and one at UC Berkeley for writing and literacy. A total of $25.6 million is being given to UC for the three campus centers.

The UC Santa Cruz operation is the only OERI center to focus on the education of language minority students. "At a time when minority enrollments are skyrocketing, there is no topic of greater importance in education today,"says García, who is dean of the Division of Social Sciences at Santa Cruz. The new center at UCSC will play a leading role in setting the nation's research agendas to help address the challenge faced by schools serving the educational needs of minority students, he adds.

The center involves leading researchers from UC Santa Cruz and five other University of California campuses, as well as experts from other institutions. The largest cluster of faculty (a total of eleven) comes from UCSC's Bilingual Research Group. They will conduct five of the center's eighteen separate research projects. In all, research will be conducted in schools and communities in sixteen states from Massachusetts to Arizona. In one instance, a mobile research vehicle will be used to travel to remote reservations to work with Native American youths, their teachers, and families.

Center personnel will receive guidance from a national advisory board, a group comprised of researchers, teachers, and educational administrators in leadership positions throughout the United States.

The projects and investigators are united by the belief that the education of language minority students must be approached within the context of the students' cultural heritage and previous social experiences, says García. The center will focus on long-term research with the cooperation of investigators from a variety of disciplines, especially psychology, anthropology, sociology, linguistics, and education. It will emphasize research involving schools and is committed to ensuring practical applications of research findings. To achieve this, García and McLaughlin have subcontracted with the Center for Applied Linguistics based in Washington, D.C., to coordinate the center's information exchanges with teachers, principals, superintendents, and policymakers.

The researchers will cover a broad range of topics. Some will compare the culture of the home to the culture of schools to discover ways to make them more compatible. Other investigators will evaluate the effectiveness of instructional models now operating in culturally diverse classrooms. Still others will devise culturally sensitive methods for assessing the academic abilities of language minority students.

Researchers will also develop and evaluate new curriculum materials in science, mathematics, and social studies. "Since no single teaching strategy is best for all students, the work of the center will compare the effectiveness of educational methods with different cultural groups," says McLaughlin.

The center will pioneer a unique approach to educating language minority students as well as training the educators who work with the students, McLaughlin notes. According to UCSC professor of education Roland Tharp, "the approach is based on research indicating that learning is maximized not from lectures and the transmission of facts, but instead through conversations that explore ideas and challenge learners just beyond their current abilities."

Tharp goes on to explain that "these conversations need to be meaningful and sensitive to the learner's knowledge, experience, values, and tastes." Such "instructional conversations" will be guiding theme for center participants in their work with students and in their efforts to train other practitioners.

Editor's Note:
Professor García can be reached at (408) 459-3212. Professor McLaughlin is at (408) 459-3351. ☼

EDITORIAL/BILINGUAL

Educational publisher seeks Project Director fluent in English/Spanish. Min. 3 years experience in textbook publishing. Beginning January 1991. Excellent company, location, and benefits. Resume and salary requirements to: Editor, Hampton-Brown Company, P.O. Box 223220, Carmel, CA 93922.

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y el cerdo hace
"o, o, o"
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EDUCATIONAL PROGRAMS AND RESEARCH FUNDED BY THE FEDERAL GOVERNMENT

In addition to the programs funded by the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education, other government agencies have funded several projects of interest to those who work with language minority students:

U.S. Department of Energy has funded the Rural Teacher Training Program conducted by Los Alamos and Sandia National Laboratory. This is a teacher enhancement program for middle school teachers in the rural areas of New Mexico with a large Hispanic population. Teachers will be required to establish a Mathematics Engineering Science Achievement chapter.

The U.S. Department of Energy and the U.S. Department of the Interior will work together to help improve science and mathematics education in Native American Schools in New Mexico and Arizona. DOE's assistance comes in the form of the "loan" of scientists and engineers from the Sandia and Los Alamos National Labs to serve as science consultants to science and mathematics teachers in Native American schools.

The U.S. Department of Education's Office of Educational Research and Improvement has awarded a grant to the School District of Philadelphia to develop videotaped programs to improve science instruction for elementary and secondary students with limited English proficiency. The supplementary programs will be developed in both English and the home language of the students: Spanish, Vietnamese, Cambodian, Cantonese, Laotian, and Russian. The project will encourage parents to actively participate in their children's education by viewing the videotapes of the science lessons in their primary language. Contact Thomas C. Rosica at (215) 299-7842 for more information.

The U.S. Department of Education's Office of Educational Research and Improvement's Field-Initiated-Studies Grant Program has provided funding for Ruben Rumbaut and Kenji Ima of San Diego State University (619-594-5449) to study how Hispanic and Asian minority youth adapt to educational experiences in the San Diego city schools.

In another OERI grant, Reynaldo Baca of the Educational Testing Service in Pasadena, CA (818-578-1971) is going to analyze factors contributing to the academic success of Mexican immigrant students in a Los Angeles high school, focusing on what school counselors can do to promote achievement among this high-risk group.

Another OERI grant to Mary Ware, Santa Fe Indian School and Candace Schau, University of New Mexico (505-277-3208) will examine methods for identifying gifted students in the Keres-speaking Pueblo population. The project will develop procedures for identifying giftedness among cultural groups in general, and Indian gifted students in particular.

Finally, Willis Hawley and Supervadee Mitrsomwang of Vanderbilt University (615-322-8104) have received an OERI grant to examine how family values and other cultural factors influence educational performance among immigrant Indochinese students. Focusing on four groups -- Hmong, Vietnamese, Khmer and Lao, the research will draw lessons that can be applied to other immigrant groups that may be educationally at risk.

PROFESSIONAL STUDIES IN EDUCATION COLLEGE OF EDUCATION INDIANA UNIVERSITY OF PENNSYLVANIA

Indiana University of Pennsylvania invites applications for an Assistant Professor of Elementary Education in the Professional Studies in Education Department, beginning Fall Semester 1991.

One tenure-track position emphasizing teaching in multicultural settings. Doctorate in education completed before August 11, 1991 preferred. Experience in basic education and evidence of scholarly activity required.

Professional responsibilities will include teaching undergraduate and graduate courses; supervising student teachers; advising early childhood and elementary education majors; and continuing scholarly productivity.

African-Americans, Latinos and Native Americans are strongly encouraged to apply. Position open until filled.

Send letter of application, vita, undergraduate/graduate transcripts, and the name, address, and telephone number of three persons who will provide references to: Dr. Bernadette Cole Slaughter, Search Committee, Professional Studies in Education, 303 Davis Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

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NATIVE AMERICAN LANGUAGES ACT, *from page 1*

declares that there is "convincing evidence" that student achievement, community pride, and educational opportunity are "clearly and directly tied to respect for, and support of, the first language of the child."

The Act goes on to declare it the policy of the United States to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages" and to "recognize the right of Indian tribes and other Native American governing bodies to use the Native American languages as a medium of instruction in all schools funded by the Secretary of the Interior." Section 105 of the act declares "The right of Native Americans to express themselves through the use of Native American languages shall not be restricted in any public proceeding, including publicly supported education programs."

This act represents a continuation of the policy of Indian self-determination that has been in effect over the last twenty years and is a reversal of the historical policy of the United States government to suppress Indian languages in Bureau of Indian Affairs and other schools. Many older Indians today remember being punished for speaking their native languages in schools, and this Congressional affirmation of the rights of Indians to retain their native languages is long overdue. In the last few years tribal governments have been acting to protect and preserve their languages. One of the first of these was the Northern Ute Tribe whose Tribal Business Committee passed resolution 84-96 in 1984 declaring,

> The Ute language is a living and vital language that has the ability to match any other in the world for expressiveness and beauty. Our language is capable of lexical expansion into modern conceptual fields such as the field of politics, economics, mathematics and science.
>
> Be it known that the Ute language shall be recognized as our first language, and the English language will be recognized as our second language. We assert that our students are fully capable of developing fluency in our mother tongue and the foreign English language and we further assert that a higher level of Ute mastery results in higher levels of English skills. (Northern Ute, 1985, p. 16)

The resolution also requires Ute language instruction preschool through twelfth grade, encourages "pre-service training in Ute language theory and methodology for teachers," and requires three credits of inservice training in Ute language for teachers within one year of employment (Northern Ute, 1985, pp. 16-18).

Another tribal language policy passed by the Pascua Yaqui Tribal Council in 1984 holds that "Our ancient language is the foundation of our cultural and spiritual heritage" and declares that "all aspects of the educational process shall reflect the beauty of our Yaqui language, culture and values" (Pascua, 1984, p. 1).

The following year, the Navajo Nation followed suit. Former Navajo Tribal Chairman Peterson Zah wrote in the preface to the 1985 Navajo Tribal Education Policies: "We believe that an excellent education can produce achievement in the basic academic skills and skills required by modern technology and still educate young Navajo citizens in their language, history, government and culture" (Navajo, 1985, p. vii). The policies go on to declare,

> The Navajo language is an essential element of the life, culture and identity of the Navajo people. The Navajo Nation recognizes the importance of preserving and perpetuating that language to the survival of the Nation. Instruction in the Navajo language shall be made available for all grade levels in all schools serving the Navajo Nation. Navajo language instruction shall include to the greatest extent practicable, thinking, speaking, comprehension, reading and writing skills and study of the formal grammar of the language. (1985, p. 9)

Courses in Navajo history and culture are also required.

In seeking to preserve their cultural heritage, tribes are not rejecting the importance of English language instruction for their children. Former NABE Western Regional Representative, Dick Littlebear saw "our native languages nurturing our spirits and hearts and the English language as sustenance for our bodies." (1990, p. 8). William Leap could find no tribe that had let native language restoration outrank the importance of teaching English (1982). The tribes are seeking to follow a bilingual "English Plus" philosophy which will preserve their heritages, but also will allow their children access to jobs in the White Man's world.

Many people helped get the Native American Languages Act through Congress. The officers, staff and members of the Native American Language Issues (NALI) organization and the National Association for Bilingual Education are especially to be noted along with Senator Daniel Inouye, his legislative aide Lurline MacGregor, and the many Indian tribes and organizations who gave their support.

References

Leap, W.L. (1982). Roles for the linguist in Indian bilingual education. In R. St. Clair & W. Leap (Eds.), Language renewal among American Indian tribes: Issues, problems, and prospects (pp. 19-30). Rosslyn, VI: National Clearinghouse for Bilingual Education.

Continued on page 9

MEET THE NABE BOARD

In each issue, *NABE NEWS* introduces one or more of the current NABE Executive Board members, so you can get to know the people who represent you better.

In this issue, we are pleased to introduce you to NABE's President-Elect, Paul Martínez. Dr. Martínez is currently the Director of the Evaluation Assistance Center (EAC)-West at the University of New Mexico. Although he has been with the EAC only since August of this year, his professional career in bilingual education spans nearly 13 years. During that time he has been a public school teacher and administrator; a university professor and administrator; and a consultant to numerous local, state, and federal education agencies and programs. Throughout those 13 years he has had the opportunity to work closely with parents; teachers; instructional assistants; administrators; legislators and community members representing diverse language populations.

In 1976, after serving as a junior high teacher in one of the Indian pueblos of northern New Mexico, he accepted a Title VII Doctoral Fellowship at New Mexico State University. After earning a doctorate in 1979, he accepted a position as an assistant Professor of Urban and Multicultural Education and Director of Bilingual Teacher Training at Governors State University in Illinois.

Governors State at that time was a unique institution in that it embraced the concept of competency based education at the university level and therefore, developing a bilingual teacher training program within that context proved to be a unique and challenging endeavor.

Desiring to move closer to the Southwest, Martínez left Governors State and accepted a position as Assistant Professor of Bilingual Education at Metropolitan State College in Denver, an institution renown in Colorado at that time for its innovation in the area of field-based teacher preparation. During four years at Metro State, he developed and

Paul E. Martínez

had funded the first Title VII Teacher Training Project; was promoted to Associate Professor and earned tenure; was named the Chairman of the Department of Teacher Education, and was elected President of CABE. He also worked closely with Peter Roos in creating for the Denver Public Schools the Spanish language proficiency assessment process and summer teacher institutes in response to court litigation stemming from the Keyes case. He also served as an expert witness in the Castañeda vs Pickard court case in Texas.

In 1985, Dr. Martínez returned to his beloved New Mexico where he accepted a position as Director of Federal and State Programs with the Jemez Mountain School District. Since 1985, he has also been the Director of Bilingual Programs in the Penasco Independent Schools and a Professor of Bilingual Education at New Mexico Highlands University. In 1986 he was elected Vice-President of NABE and in 1987 he was elected President of the New Mexico Association for Bilingual Education. From 1987-1990 he served as President of the Northern New Mexico Consortium for Bilingual Education and currently serves as an appointed member of the New Mexico State Advisory Committee on Bilingual Education.

Dr. Martínez looks forward to his tenure as NABE President and anticipates it as one of the most significant personal and professional challenges of his life. He summed up his feelings by sharing the following thought:

> "I remember several years ago attending a NABE Conference where many of NABE's past-presidents were honored for their contributions to the organization and reflecting on the magnitude of what they had accomplished collectively during the past two decades. Now that I am getting closer to assuming the position of NABE President, I'm grateful for where these individuals have taken us and excited about the prospect of being a catalyst that moves us even further along. It's the challenge of a lifetime and one that I'll take seriously and meet head on."

☼

NATIVE AMERICAN LANGUAGES, *from page 8*

Littlebear, D. (1990). Keynote address: Effective language education practices and native language survival. In J. Reyhner (Ed.), Effective language education practices and native language survival (pp. 1-8). Choctaw, OK: Native American Language Issues.

Navajo Division of Education. (1985). Navajo Nation: Educational policies. Window Rock, AZ: Navajo Division of Education.

Northern Ute Tribe. (1985). Ute language policy. Cultural Survival Quarterly, 9(2), 16-19.

Pascua Yaqui Tribal Council. (1984). Yaqui language policy for the Pascua Yaqui tribe: Policy declaration. Tucson, AZ: Tucson Unified School District.

☼

20TH ANNUAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE

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NABE '91 UPDATE

GENERAL AND MAJOR SESSIONS: Secretary of Education Lauro F. Cavazos, Center for Applied Linguistics Director G. Richard Tucker, New York Representative José Serrano, and former Educational Testing Service Researcher Protase Woodford have already confirmed their appearances at NABE '91 as keynote speakers. Other invited keynote speakers include First Lady Barbara Bush, New York Governor Mario Cuomo, Massachusetts Senator Edward M. Kennedy, and Presidential Assistant Sichan Siv.

Invited major speakers include NCLR President Raúl Yzaguirre, UC Berkeley Professor Lily Wong Fillmore, ED Department Directors Robert Davila, John Tippeconic, and Michael Williams, American Council on Education Minority Concerns Director Blandina Cárdenas, and second language acquisition researcher Anna Uhl Chamot.

TITLE VII MANAGEMENT INSTITUTE: The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) will hold its National Management Institute for Title VII Project Directors in conjunction with NABE '91. In addition to an all-day training workshop on Wednesday, January 9, special sessions for Management Institute participants will be scheduled throughout the NABE Conference.

INTENSIVE TRAINING SESSIONS: Four-hour intensive training sessions will be offered on Wednesday, January 9 for those not attending the OBEMLA Management Workshop. Topics include Developmental Bilingual Education, Whole Language, Proposal Development, and Early Childhood Education. **There will be no additional fee for intensive sessions this year.** Take advantage of this opportunity to receive in-depth training from experts in the field.

CONCURRENT SESSIONS: Over 150 workshops, papers, demonstrations, and symposia will be offered on Thursday, Friday, and Saturday. The concurrent sessions cover all levels of instruction and all areas of interest to those who work with language minority students.

SCHOOL VISITS: Conference participants will have the opportunity to visit some of the best instructional programs in the country while at NABE '91. **There will be no additional fee for school visits.** Tickets for school visits are limited and will be available at the Conference Registration area at the Washington Hilton Hotel, on a first-come basis. School visits will take place from 8:00 am (the time when you must be at the Registration Area to board the bus) through noon on Thursday and Friday.

SPECIAL EVENTS: Many special activities are planned for NABE '91. The winners of NABE's Teacher of the Year Award (sponsored by Silver Burdett & Ginn), Outstanding Dissertation Competition, Instructional Assistant of the Year (sponsored by Coors Brewing Company), and Nationwide Student Writing Contest (sponsored by Coca-Cola USA) will be announced at the conference.

EXHIBITS: NABE participants will have the opportunity to visit with representatives of major publishers and Fortune 500 companies in the Exhibition Hall from Thursday through Saturday.

JOB FAIR: Looking for a job? Bring your resume with you and meet with representatives of school districts, universities, and corporations from throughout the country who will be recruiting at NABE '91.

BILINGUAL EDUCATION: PROVIDING WORLD-CLASS SCHOOLING

TRAVEL AND HOTEL ARRANGEMENTS

***AIR TRAVEL*: World Travel (1-800-424-2896)** is NABE's official travel agency and **American Airlines** and **America West Airlines** have been chosen as the official airline carriers for the NABE '91 Conference in Washington, DC. Both **American Airlines and America West Airlines** offer specially discounted fares -- 40% to 45% off full coach fares with advance purchase required or 5% off lowest fare in effect at time of ticket purchase, provided you meet all requirements applicable to the fare -- for persons travelling to and from Washington, DC for the NABE '91 Conference. To purchase tickets and make reservations call NABE's official travel agency, World Travel, at 1-800-424-2896.

***HOTEL ROOMS*:** A room block has been set aside for NABE Conference participants at the Washington Hilton Hotel and Towers. Specially discounted rates range from $85/night for a single room to $105/night for a double room (plus tax).

Hotel reservations can be made by calling the Washington Hilton directly at (202) 483-3000 or by calling the toll-free reservations number 1-800-HILTONS. You must identify yourself as an attendee of the International Bilingual/Bicultural Education Conference and request the group rate.

AVOID THE LINES!

PRE-REGISTER

FOR THE

CONFERENCE!

TITLE VII FELLOWS TO MEET AT NABE '91

On Thursday, January 10, 1991, a Title VII Fellows meeting will be held from 7:30 - 9:00 a.m. at the International Ballroom of the Hilton Hotel and Towers. This breakfast meeting is being hosted by Scott Foresman Publishing Company and organized by the Texas EXes Fellas in an effort to support and locate previous recipients of Title VII Bilingual Education Fellowships granted by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

At this meeting, discussions will be held on ways to network and organize research and teaching activities for Title VII Fellows across the nation. An informal setting with a continental breakfast will be provided.

If you wish additional information or plan to attend the meeting, contact Dr. Michele R. Hewlett-Gómez, Executive Director, Texas EXes Fellas, P.O. Box 13495 - Capitol Station, Austin, TX 78711-9998 or call (512) 463-9067.

EVENING EVENTS

NABE President's Reception, Friday, January 11: This event, sponsored by Silver Burdett & Ginn, is the NABE President's Reception for the membership. Come enjoy good food, good entertainment, and good company!

NABE Annual Banquet and Dance, Saturday, January 12: The culminating event of the conference. At the Awards Banquet, the NABE Teacher of the Year and NABE Honores will be recognized.

After the Banquet, enjoy the music and dance the night away!

This year, the NABE Banquet will be *black tie optional*.

NABE BUSINESS MEETINGS

The NABE conference is the one opportunity each year for our membership as a whole to meet and personally interact with the Executive Board, discuss issues and make recommendations on the future direction of NABE. Your participation and that of your affiliate are important. Make sure that you are represented at the following meetings:

Delegate Assembly
Wednesday, Jan. 9, 12:00 - 4:00 p.m.

Affiliate Presidents meet with the NABE Executive Board to discuss the present status and future direction of the organization.

Resolutions Committee
Thursday, Jan. 10, 2:15 - 4:00 p.m.

Affiliate delegates meet to review resolutions to be submitted to the membership.

Nominating Committee
Friday, Jan. 11, 8:30 - 10:45 a.m.

Affiliate delegates meet to select the slate of candidates for the 1992-93 NABE Executive Board.

General Membership Meeting
Friday, Jan. 11, 2:15 - 4:00 p.m.

Open to all NABE members in good standing, the agenda for this meeting includes:

President's Report
Treasurer's Report
Election's Committee Report
Nominating Committee Report
Action on Resolutions

SIG Business Meetings
Scheduled throughout the Conference
NABE members interested in Special Interest Group activities meet to select Chairpersons and plan for the future year.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
20TH ANNUAL INTERNATIONAL BILINGUAL/BICULTURAL EDUCATION CONFERENCE
January 9-12, 1991 - Washington, DC

REGISTRATION FORM

INSTRUCTIONS

- Complete all sections of this form; incomplete/incorrect forms will not be processed.
- Use a separate form for each registrant; purchase orders and institutional checks for more than one person MUST be accompanied by a separate registration form for EACH individual.
- Payment by check, money order, purchase order or credit card MUST accompany this form. Cash will only be accepted on-site.
- A $10 fee will be charged for returned checks.
- There are NO refunds or exchanges for meal or event tickets.
- All requests for registration refunds must be made in writing and must be postmarked by December 15, 1990. A $25 processing fee will be charged on those requests received by the deadline. **NO REFUNDS WILL BE MADE AFTER DECEMBER 15, 1990.**
- A separate completed NABE membership application must accompany the registration form if the registrant is joining NABE through the registration process. NABE members receive significant discounts on conference activity fees. All memberships will be verified.
- All forms must be signed.
- **PRE-REGISTRATION DEADLINE IS DECEMBER 15, 1990.** Registrations received with later postmarks will be charged on-site registration rates.
- Mail payment, white & yellow copies of registration form (keep pink for your records), and NABE membership application to:

NABE '91 REGISTRATION
National Association for Bilingual Education
Union Center Plaza, 810 First Street, N.E., Third Floor
Washington, DC 20002-4205
(202) 898-1829 FAX (202) 289-8173

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CONFERENCE REGISTRATION FEES

	PRE-REGISTRATION	ON-SITE
Management Institute Only (Wednesday Only)	☐ $ 125	☐ $ 150
Management Institute & NABE Conference (Wednesday - Saturday)	☐ $ 250	☐ $ 275
NABE Conference Only (Thursday - Saturday)	☐ $ 175	☐ $ 200
Saturday Only	☐ $ 100	☐ $ 125

ACTIVITY FEES

	NABE MEMBER	NON-MEMBER
President's Reception	☐ $ 15	☐ $ 25
Banquet & Dance	☐ $ 60	☐ $ 75
Banquet Only	☐ $ 50	☐ $ 65
Dance Only	☐ $ 15	☐ $ 25

TOTAL REGISTRATION FEE: $ __________

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NABE MEMBERSHIP STATUS:

___ I am a 1990-91 NABE member. ___ I wish to join NABE for the current membership year (Nov. 1, 1990 - Oct. 31, 1991) and receive discounted member rates on conference activities. I have completed and attached a NABE membership application and enclosed payment.

RESOURCES FOR BILINGUAL EDUCATORS

Ciudadanía Estadounidense, Vía al Progreso: Guía Preparatoria and ***U.S. Citizenship, Avenue to Progress: Preparation Guide***. Free of charge. Contact: Leticia Quezada, Carnation Company, Community Relations Dept., 800 N. Brand Blvd., Glendale, CA 91203.

Classic Fairy Tales. Animated videos in French and Spanish. $39.95 each. Gessler Publishing Co., Inc, 55 West 13 St., New York, NY 10011-7958 (212) 627-0099, Fax # (212)-627-5948.

Computers in Head Start Classrooms: Recommendations from the Head Start/IBM Partnership Project. Single copies free of charge; multiple copies $4 prepaid. MOBIUS Corporation, 405 North Henry St., Alexandria, VA 22314 (703-684-2911 or 1-800-426-2710.

Degrees Conferred in Institutions of Higher Education, By Race/Ethnicity and Sex: 1976-77 through 1986-87. National Center for Education Statistics, Survey Report October 1990. U.S. Dept. of Education Office of Educational Research and Improvement. Data Series: DR-IPEDS-86/87--7.2. NCES 90-381. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

El Día De La Canción. 68-page lesson/activity book and two audio cassettes. $29.95. Gessler Publishing Company, Inc. 55 West 13 St, New York, NY 10011-7958 (212)-627-0099.

Europa 1492 and ***América 1492***. First of seven titles in the Spanish Language Book Publishing Program. Facts on File, Inc., 460 Park Avenue South, New York, NY 10016 (212) 683-2244.

International Studies Funding and Resources Book. The Education Interface Guide to Sources of Support for International Education, Fifth Revised Edition. $97.50. Council on International and Public Affairs, The Apex Press, 777 United Nations Plaza., New York, NY 10017 (212) 953-6920.

Language Instruction for Undergraduates in American Higher Education, by Richard D. Lambert. The National Foreign Language Center at The Johns Hopkins University, 1619 Massachusetts Avenue, NW, Washington, DC 20036. NFLC Occasional Papers, #7, 1990.

Language Policy: An International Perspective, by Richard D. Lambert. National Foreign Language Center At The Johns Hopkins University, 1619 Massachusetts Ave., NW. Washington, DC 20036. NFLC Occasional Papers, #8, 1990.

Languages At Work: Oral Teaching Techniques for the Foreign Language Classroom and ***Cultural Literacy and Interactive Language Instruction.*** Language education videos narrated by Professor Marlies Mueller, Harvard University. National Textbook Company Publishing Group, 4255 West Touhy Ave, Lincolnwood, IL 60646-1975 (708) 679-5500, Fax (708) 679-2494.

Recruitment and Retention of Minority Trainees in University Affiliated Programs. Separate monographs for African-Americans, Asian-Americans, Hispanics, and Native American Indians. $18/set; $5/copy. American Association of University Affiliated Programs, 8630 Fenton St., Suite 410, Silver Spring, MD 20910 (301) 588-8252.

A Taste For Language, by Mary Jo Ervin. Spanish/English mini-lesson plans. $29.95. Gessler Publishing Company, Inc. 55 West 13 St., New York, NY 10011-7958 (212) 627-0099.

TASSP BULLETIN. Free of Charge. Technical Assistance for Special Populations Program, National Center for Research in Vocational Education, University of Illinois, Room 345 Education Bldg., 1310 S. Sixth Street, Champaign, IL 61820 (217) 333-0807.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

UPCOMING EVENTS

December 27-30, 1990 - ***Modern Language Association Annual Meeting***. Chicago, IL. Contact MLA, 10 Astor Place, New York, NY 10003-6981 (212) 475-9500.

January 24-26, 1991 - ***Symposium on Spanish and Portuguese Bilingualism***. Coral Gables, FL. Contact Ana Roca, Modern Languages, Florida International University, Miami, FL 33199 (305) 554-2851.

February 5-8, 1991 - ***Illinois Association for Multilingual/ Multicultural Education Annual Conference***. Oakbrook Hyatt, Oakbrook, IL. Contact Ron Perlman (708) 803-3112.

February 6-8, 1991 - ***Assuring Equal Access to Success for All Students: What Must Be Done***. Anchorage, Alaska. Alaska Association for Bilingual Education Annual Conference. Contact Anne Kessler, Dept. of Education (907) 465-2970.

February 11, 1991 - ***New England Literacy Conference***. World Trade Center, Boston, MA. Contact Alan D. Simone, New England Multifunctional Resource Center (401) 274-9548.

February 13-16, 1991 - ***South Dakota Association for Bilingual Education Annual Conference***. Howard Johnson Inn, Rapid City, SD. Contact Ray Howe, (605) 685-6444.

March 8-10, 1991 - ***Bilingual Education: Using Languages for Success***. Westchester Marriott, Tarrytown, NY. New York State Association for Bilingual Education Annual Conference. Contact Pedro Maymí (914) 963-1796.

DON'T FORGET!

NABE '91 IS JANUARY 9-12, 1991 WASHINGTON, DC

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1990-1991 MEMBERSHIP APPLICATION
NOVEMBER 1, 1990 - OCTOBER 31, 1991

____	$ 48	Individual Membership	Membership and NABE Publications
____	$ 65	Joint Membership	Two memberships (couple living at same address) and one copy of NABE publications
____	$ 125	Institutional Membership	Subscription to NABE publications for IHEs, libraries, educational agencies, and commercial vendors
____	$1,000	Life-Time Membership	Membership and NABE Publications for Life

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- ____ Parent or Community Person
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- ____ Teacher
- ____ College Instructor
- ____ Administrator
- ____ Consultant
- ____ Publisher Staff
- ____ Resource Center Staff
- ____ School Board Member/Education Policy-Maker
- ____ Other: ____________________

As a NABE Member, I want to participate in the following Special Interest Group (choose one):

- ____ Adult Education
- ____ Asian & Pacific Islanders
- ____ Critical Pedagogy
- ____ Early Childhood Education
- ____ Elementary Education
- ____ ESL in Bilingual Education
- ____ Global Education
- ____ Higher Education
- ____ Language & Culture Retention
- ____ Language Policy
- ____ Parent & Community
- ____ Policy Makers
- ____ Research & Evaluation
- ____ Student
- ____ Secondary Education
- ____ Special Education
- ____ Vocational Education

PAYMENT INFORMATION

SEND PAYMENT TO: NABE, 810 FIRST STREET, N.E., THIRD FLOOR, WASHINGTON, DC 20002

$ __________ Membership Fee

$ __________ Contribution to help NABE counter the English-Only movement

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MODEL PROGRAMS: ESL AT LEHMAN COLLEGE

by Emita Hill, Vice President for Institutional Advancement

Two concerns are often raised regarding the nature and status of many ESL programs on college campuses. The first is that students enrolled in ESL courses typically do not receive academic credit and are thus hindered in their progress towards achieving a degree. The second is that students in ESL courses (and in language-remediation or development programs generally, e.g., second-dialect as opposed to second-language students) are barred from access to content courses and, once again, are thus hindered from making progress or even the appearance of progress, a situation that leads understandably to frustration, a loss of morale or self-confidence, and, ultimately, contributes to the high attrition of City University of New York's (CUNY) underprepared students and especially the Hispanics and others requiring English as a second language.

Lehman College's ESL program does not fit this negative model. On the contrary, a student at Lehman can earn as many as 24 academic credits in ESL courses if he/she enters at level 001 and remains in the program for its full five semesters. Additionally, all students in ESL whose first language is Spanish (our numbers from other constituencies preclude our yet providing the same opportunities to them) are immediately placed into a Bilingual Program which mirrors Lehman's entire general education CORE liberal arts program--five interdisciplinary introductions to the primary arts and sciences divisions -- and also a number of disciplinary distribution courses.

Like all Lehman College undergraduates, ESL students are required to take the CORE courses, but unlike native English speakers, ESL students take their CORE courses through the Bilingual Program, which gives students the opportunity to achieve competence in English through increasing and controlled exposure to content courses in English. During their first two years at Lehman, Spanish-speaking students take content courses taught bilingually using English and Spanish; speakers of other Languages take content courses in English specially created for ESL students.

I will not attempt in this article to familiarize you with the details of this model program, only to say that the CORE courses are intelligently tiered to exploit the students' progressive mastery of English, and move from courses primarily in Spanish, through courses taught truly bilingually, to courses in English but with tutors, a resource center, audio-visual tools, and language facilitators at all times available until these students are fully mainstreamed. The model makes it possible for a student to complete all college requirements except the major at the same time he/she completes the ESL sequence. There should be no delay, no hindrance towards achieving the full degree at the same rate as other students or at most only one extra year for those students entering at level ESL 001, i.e., with little or no prior knowledge of English.

Additionally, students completing the ESL sequence may count these courses in fulfillment of Lehman's foreign language requirement. Some of the students who have benefitted from this program are profiled below.

RENATO LEONEL is a member of the Golden Key National Honor Society. He came to the United States in 1984 from El Salvador. He spoke very little English and, after testing, was placed in Lehman's ESL I course, the first of a five-step sequence. Renato received a straight A in the course, and his instructor recommended that he progress directly to ESL III in which, once again, he received an A. Renato is now completing his senior year at Lehman, majoring in computer science. And as sophomore he passed the College Writing Examination, a graduation requirement, on his first try. Current GPA is 3.5. After graduation in June, he plans to start a career and also attend Lehman graduate school.

AIDA PICHARDO didn't know any English when she moved to New York from the Dominican Republic, but she knew she wanted a college degree. While she waited for a year to qualify for financial aid, Aida worked in a textile factory with other recent immigrants who also spoke very little English. Once at Lehman, Aida placed in ESL I and after just one year's study --dictionary constantly on hand-- she was able to take most of her second-year courses in English and later passed the College Writing Examination. Through her own perseverance, and with the encouragement of her professors and her family, Aida graduated with a major in computing and management just five years after moving to the U.S. Her outstanding scholarship earned her membership in the Dean's List and In Golden Key.

LUIS JORGE came to the U..S. in the 1980 Mariel boatlift from Cuba and, like Aida and Renato, he spoke no English. Six years later Luis graduated from Lehman College cum laude--the first student n the bilingual program to be elected to Phi Beta Kappa, the nation's most prestigious academic honor society. He was elected to Golden Key and Omicrion Delta Epsilon Honoraries. Because he had no academic records from Cuba, Luis spent his first year in New York preparing for the high school equivalency (GED) Examination. He came to Lehman after seeing a newspaper advertisement that mentioned the College's bilingual program. While at Lehman, he tutored students in both English and Spanish who needed help in accounting and economics. He majored in accounting.

These students and many others like them testify to the strength of Lehman's ESL and Bilingual programs, but above all they demonstrate the students's own commitment to learning and to the future. ☼

STUDY, *from page 3*

favored extra English instruction and bilingual teachers. A majority of parents involved in all three types of programs said they wanted their children to learn English and Spanish equally well.

"Thus," the study concludes, "it appears that the immersion strategy and early-exit programs may not reflect completely the goals of their students' parents, while late-exit programs do so."

In response to the study's conclusions on parents' views, Mr. Lyons noted, "That fits right in with the Administration's focus on [parental] choice."

"The kids who have the most native-language-rich programs are the students whose parents spend the most time with them in terms of homework and support," he said. "That's something we've known all along."

SPECIAL SERVICES SUGGESTED

The study concludes that it apparently takes "five or more years" to learn a second language and that L.E.P. students should get special services for that amount of time and should not be mainstreamed before the 5th grade.

The study also suggests "radical changes" in the way bilingual-education teachers are trained, noting that teachers using all three instructional strategies subject children to a "passive learning environment" and "do not provide students with optimal language learning opportunities."

However, the study found marked differences between the three strategies. While English is used from 93 percent to 99 percent of the time in immersion classes, early-exit teachers use it about two-thirds of the time in kindergarten and the 1st grade and three-fourths of the time in the 3rd grade. In late-exit programs, English is used very little in kindergarten, one-third of the time in the 1st and 2nd grades, and about half the time in the 3rd grade.

In addition, late-exit teachers are much more likely than other teachers to be fluent in students' native language and to have advanced bilingual-education training.

QUESTIONS RAISED

The study was launched in 1983 amid a furious pedagogical and political debate over bilingual education, and its results have the potential to sharply influence that ongoing battle.

Reagan Administration officials repeatedly questioned the efficacy of native-language programs, and began pushing in 1983 for amendments in the Bilingual Education Act to allow funding of immersion programs. Such programs can now receive as much as 25 percent of federal bilingual-education funds.

Given such a backdrop, bilingual--education advocates have expressed suspicions from the start about the Education Department's motives in ordering the immersion study.

More recently, members of the bilingual community have questioned whether the department was delaying the study's release because the results favor bilingual instruction.

Mr. Ramírez said such a reading would not be accurate.

The gathering of data was completed in 1988, and he submitted a draft in December 1989, Mr. Ramírez said. But, he continued, he found inconsistencies in the standardized-test data--which used the California Test of Basic Skills--and had to conduct further analysis on the effect of the test itself.

Mr. Ramírez said he knew of the Reagan Administration's reputation among bilingual educators and "took steps" to ensure that no bias crept into his study.

However, he said, he found department officials to be "very supportive of us doing a very thorough review."

"I haven't been affected by any of that political insanity," Mr. Ramírez said.

Some bilingual-education advocates are also suspicious of the department's motives in submitting the study for review by the N.A.S.

Mr. Ginsburg said the department sought the N.A.S. review because it is statistically complex and its subject is "sensitive."

"The results will be of great importance, and its a long-debated issue," he said. "This is the surest way to get results nobody could question."

He angrily denied any intent to discredit the study, adding, "Nobody can manipulate the N.A.S."

Mr. Ginsburg said a review of the second study was sought because department officials think more information could be derived from the data, implying some agreement with bilingual-education experts who have argued that the $5.2-million study broke little new ground.

The N.A.S. review is projected to cost nearly $200,000.

Education Week, Volume X, Number 9, October 31, 1990, Reprinted with permission. ☼

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Program Coordinator and **Research Coordinator** for National Center for Research on Cultural Diversity and Second Language Learning at UC Santa Cruz. **Program Coordinator** requires Ph.D. or equivalent combination of education and experience. $27,840 - $38,388 per year. Call (408) 459-2589 for application, #T90-25. **Research Coordinator** requires experience with computer-based statistical packages; excellent writing skills. $2,206/mo. Call (408) 459-2011 for application, Job #90-11-15. Bilingual preferred for both. January starting date for both jobs.

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FISCAL YEAR 1991 EDUCATION APPROPRIATIONS

The Fiscal Year 1991 education appropriations bill passed by Congress and signed by President Bush provides $27.4 billion for Department of Education programs, a $2.7 billion increase over last year's funding level. The picture for education programs serving language-minority learners was mixed.

Despite substantial growth in the adult population in need of English language development programs, appropriations for **Adult English Literacy** programs was slashed by nearly 85 percent with funding plummeting from $5.9 million in FY 1990 to $.9 million in FY 1991.

Funding for **Chapter I** programs serving educationally disadvantaged students increased by $856 million to $6.2215 billion. The **Migrant Education** component of the Chapter I program was level-funded at $9.6 million. Funding for the **Magnet Schools** desegregation program fell by approximately $3 million to $110 million.

Bilingual Education Act funding (ESEA Title VII) program increased by $10 million to $168.7 million. $5.3 million of addition funds were appropriated for Part A local education agency grants, with $4 million reserved for programs serving new immigrants, and the remaining $1 million-plus reserved for programs of Developmental Bilingual Education. Funding for Part B support services grew by $ .8 million, and Part C Training grant funding crew by more than $4 million. The final FY 1991 appropriations bill provides funding for up to 400 Title VII fellowships.

Bilingual Vocational Training dropped fractionally from $3 million to $2.9 million. Similarly, Immigrant Education funding fell by almost $1 million to $29.3 million. **Chapter 2** Block Grants for school improvement fell by $7 million to $450 million. The **Foreign Language Assistance** program won initial funding of $4.9 million. ○

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RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on January 11, 1991, during the 20th Annual International Bilingual-Bicultural Education Conference in Washington, DC, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1991 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing" will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either send them by December 31, 1990 or bring them to the NABE Conference Office located in the conference registration area of the Washington Hilton Hotel by January 9, 1991.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

1991 RESOLUTIONS

Mr. Chairman, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by: ______________________ Seconded by: ______________________

If other than individual, submitted by: ______________________ (Name of Group)

Person to be contacted regarding resolution:

NAME ______________________ Phone ( ) __________

ADDRESS: ______________________

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Note: Copies of this form are to be brought to the NABE Conference Office at the Washington Hilton Hotel by January 9, 1991 or mailed postmarked no later than December 31, 1990 to:

José Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
Executive Director, NABE
Union Center Plaza, Third Floor
810 First Street, N.E.
Washington, DC 20002-4205

(For NABE Official Use Only)

Date Received ________ Resolution No. ________ Approved ________ Disapproved ________

Reason for Disapproval ______________________

Amendment for Re-editing Needed? _____ Yes _____ No

NABE Membership Action: __________ Carried __________ Failed __________ Date

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WEDNESDAY, JANUARY 9

- OBEMLA Management Workshop
- Intensive Training Sessions
- NABE Delegate Assembly
- Opening General Session

THURSDAY, JANUARY 10

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Demonstrations/Papers
- Symposia/Workshops
- Major Sessions
- General Sessions
- Dissertation Awards Luncheon
- SIG Meetings
- NABE Resolutions Committee Meeting
- Special Reception

FRIDAY, JANUARY 11

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Demonstrations/Papers
- Symposia/Workshops
- Major Sessions
- General Sessions
- NABE Nominating Committee and SIG Meetings
- Student Essay Awards Luncheon
- NABE General Membership Meeting
- President's Reception

SATURDAY, JANUARY 12

- Exhibits/Job Fair
- OBEMLA Management Institute Sessions
- Demonstrations/Papers
- Symposia/Workshops
- Major Sessions
- General Sessions
- SIG Meetings
- Instructional Assistant of the Year Luncheon
- Teacher of the Year Presentation
- Annual Banquet and Dance

NABE NEWS Vol. 14, No. 4 February 1, 1991
Published by the National Association for Bilingual Education

NABE '91 - A *WORLD-CLASS* CONFERENCE

The 20th Annual Conference of the National Association for Bilingual Education -- *Bilingual Education: Providing World-Class Schooling* -- took place January 9-12, 1991 at the Washington Hilton Hotel and Towers in Washington, DC.

More than 2,500 teachers, school administrators, researchers, community members, policy makers and representatives from corporate America participated in this 4-day event, which included keynote and major presentations; workshops, papers, demonstrations and symposia; school visits; a Job Fair; and a large materials and products exhibition.

The highlight of the conference was First Lady Barbara Bush's presentation of the awards to the winners of NABE's 1991 Nationwide Writing Contest for Bilingual Students. (A full transcript of Mrs. Bush's remarks appears in this issue.) Congratulating NABE members on the work they do, Mrs. Bush said, "We know that bilingualism is a great gift that must be treated with respect and care, educationally speaking."

Other keynote speakers were equally eloquent in addressing the need for bilingual education.

Acting Secretary of Education Theodore Sanders noted that America is not going to realize the education goals set by the President and the nation's governors "unless we meet the needs of students with limited English proficiency." He went on to say that "Bilingual education programs must effectively teach a second language while simultaneously introducing the concepts that are needed for subject mastery. But it doesn't end there. It also encourages students to maintain and take pride in their language and in their culture."

Dr. Sanders encouraged the mastery of second languages by all students, noting "we ought to be doing that in our elementary and secondary schools." He concluded, "I've always believed that each wave of new Americans brought with it a gift to the nation; a unique trait -- talent -- that significantly enlarged our character. And that gift is given in part through language and through the cultural heritage that language preserves."

NABE '91 also featured a panel of six Hispanic superintendents who discussed the implications of the recent Executive Order on Educational Excellence for Hispanic Americans. Superintendents William Anton (Los Angeles), Joseph Fernández (New York City), Lillian Barna (Tacoma, WA), James Vásquez (San Antonio), Robert Aguilar (Norwalk-La Mirada, CA), and Pablo Pérez (McAllen, TX) described the implications of the recent Executive Order on Educational Excellence for Hispanic Americans and various strategies for implementing the Order.

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Acting Secretary of Education Ted Sanders receives NABE '91 Conference Poster from NABE President-Elect Paul Martínez

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NABE NEWS

Published by the National Association
for Bilingual Education

Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 10/01/90 Issue 5, 3/15/91
Issue 2, 11/05/90 Issue 6, 5/01/91
Issue 3, 12/01/90 Issue 7, 6/15/91
Issue 4, 02/01/91 Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$ 1,100
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
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NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, Call for Papers, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

FIRST LADY BARBARA BUSH ADDRESSES NABE '91 CONFERENCE

First Lady Barbara Bush came to NABE '91 to speak to participants and to present the awards to the winners of NABE's 1991 Nationwide Writing Contest for Bilingual Students. The following is the text of the First Lady's remarks at the Student Essay Awards Luncheon on Friday, January 11, 1991.

Thank you very much...I was going to greet you with all five sentences of my very enthusiastic but not-so-great Spanish. But George reminded me gently that the people of NABE deal with somewhere in the neighborhood of 157 languages -- I think he was trying to tell me not to start something I couldn't finish gracefully. So, in the language we all share, I'll just say "Thank you very very much for the warm welcome."

But really, I'm the one who has a lot to clap for. First, congratulations to NABE on this 20th year of coming together for the sake of our children. And my heartiest congratulations to these three outstanding young people...and to all the other gifted and eloquent students across America that you represent so very very well.

"English literacy can be enhanced by the company of native language instruction."

I think you all know how I feel about the importance of literacy -- well, it's been said that we can't separate literacy from the experience that comes from culture and traditions...and that English literacy can be enhanced by the company of native language instruction. Well, these very literate young people have shown us just how true that can be.

Student Essay Awards Luncheon

I love what Mayra said about how being bilingual brings her more friends...and how Aaron finds it helps him to see and understand what other people's need are...and how Ahmad sees that bilingualism is making it possible for his parents to earn a living. As Ahmad said, the world can become a warmer, more interesting place to live when you know two languages.

It's been almost exactly eight years since my last appearance before this group -- and boy, have things changed since then...George's and my living accommodations, for one thing...and the lives of people in countries all over the world...including ours, and including the people who are NABE's greatest concern.

It's been predicted that, by the end of the decade, 53 of our largest metropolitan areas will have a majority of people whose native tongue is other than English. Even today, the numbers of our schoolchildren who come from non-English language backgrounds have soared. And so has our concern for their educational well-being -- so much depends on how well we teach them...our society, our economy, and even the quality of our lives.

I think we can all agree on one thing that hasn't changed, not in the last eight years or in the history of this great country -- and that is our need to value the splendid diversity of our people. And one very important way of doing that is through the fine work all of you in NABE do.

You know, George's friend and predecessor, Ronald Reagan, told absolutely wonderful stories, a lot of them on himself -- and one of my favorites seems very apropos for today. It took place at a state dinner for French Prime Minister Mitterrand.

President Reagan and Mrs. Mitterrand were making their way through the tables, being led to their seats by an aide, when suddenly Mrs. Mitterrand stopped. She calmly turned toward Mr. Reagan and said something in French, which he did not understand as he didn't speak French.

The aide was motioning for them to come ahead, and the President motioned gently to her that they

Continued on page 4

FIRST LADY, *from page 3*

First Lady Barbara Bush

should go forward...that they needed to move to the other side of the room. And again, very calmly, Mrs. Mitterrand who spoke no English made her statement to him in French.

They might be there still if an interpreter didn't step forward and explain to the President that Mrs. Mitterrand was telling him that he was standing on her gown.

"We know that bilingualism is a great gift that must be treated with respect and care, educationally speaking."

That, my friends, is Ronald Reagan's wonderful illustration of what a boon bilingualism can be. Believe me, I've had a few illustrations of my own as George and I have made our way through the world. Quite seriously though, we know that bilingualism is a great gift that must be treated with respect and care, educationally speaking.

The respect can and should be found in our decentralized system of education, where families -- and school districts -- have the right to decide for themselves how best to educate their children. The care is given by the people like all of you, who are experts on the value of teaching language -- all the languages of the world, and our infinitely useful, flexible, and essential English.

You know, I grew up in a community where language and cultural differences were as unknown at that time -- that was just yesterday -- as television or traveling to the moon. But my adult life with George Bush has taken me all across this amazing country and taught me a great deal -- and so have our grandchildren.

I think you all know that our Jeb's wife Colomba is Mexican-American, and their three children have the great advantage of claiming two cultures -- and speaking two languages. I see how this has enriched their lives -- and I know that this is the kind of richness that has made our country strong.

"...their native languages are assets to them in their learning."

And our three award-winners today are shining examples -- each of them has a unique perspective on the world because they know two ways of talking about it. Even as they grow more proficient in English, their native languages are assets to them in their learning. And they've made this fact abundantly clear to us by demonstrating their excellent command of this language which makes us fellow Americans.

Now, I know that you three must be readers. And no remarks I could make about learning would be complete without a plug for the importance of reading -- and I mean reading in any language. Parents can do so much to help their children by reading to and with them -- and if parents have problems themselves, they should get help...so that they and their children can learn together.

You know, the great virtuoso Vladimir Horowitz learned his English very late and occasionally had a few minor problems with it...as at the reception where he met the wife of then-President Herbert Hoover. Horowitz bowed courteously, kissed Mrs. Hoover's hand, and said, "I am delightful."

Well, you are delightful, you award-winners...and all of you splendid people who care so much about our children and their futures. and I am delighted to have the chance to share a few moments with you today.

Thank you very, very much; have the most productive conference yet; and keep up the wonderful work. ☼

Mrs. Bush and Bonnie García present awards to Mayra Cazares

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

As I write this message, NABE's 20th Anniversary Conference is still very much on my mind. With due respect to past conferences, NABE '91 was in fact one of the best ever! Having the opportunity to personally meet and greet First Lady Barbara Bush prior to the Student Essay Luncheon was a professional and a personal pleasure. I will long appreciate having her address our conference and present the awards to the student winners. She was *delightful!* The Student Essay Luncheon had to be the highlight of our 20th annual conference. I have always found that when you attend a NABE conference, you can always feel confident that you are involved in one of the most respected associations in the nation, specifically as it relates to language minority populations. This year was no different. We planned and implemented a *World-Class Conference.* The speakers were outstanding; the workshops dealt with the latest techniques; the exhibits overflowed with the most recent materials and products; and the ballrooms were filled with over 2500 participants from all over the U.S. and several foreign countries.

SPECIAL THANK YOU'S

It is not possible to list the names of all the people who volunteered their time to make NABE '91 a success. Let me simply say *Thank you!* to all of the metropolitan Washington area -- *You were wonderful!*

I do want to take a moment to acknowledge the dedication of NABE's Conference Coordinator, Nancy Zelasko, who devoted her personal life to NABE '91 during the short eight months she had to organize the conference. I also want to recognize the efforts of our National Office staff, particularly Executive Director Jim Lyons, who did such an outstanding job of providing direction and overseeing this successful conference as well as our day-to-day operations in Washington, DC. And a special thanks to Carolyn Riddick, our National Office Manager and one of Washington, DC's many pioneers, who is celebrating her tenth year with NABE. It is clear that having the conference organized and coordinated by NABE National Office staff provides the continuity and direction needed to ensure successful conferences.

I also want to express my appreciation to all of the NABE '91 sponsors. The list is too long to print here, but it does appear elsewhere in this issue. These companies and organizations continue to demonstrate world-class commitment to bilingual education and to NABE. On behalf of our membership and those who attended the conference, I salute your sponsorship and support of our various events and activities during NABE '91.

Finally, I would like to thank Rita Esquivel and the staff of OBEMLA for their cooperation in making NABE '91 a success. Holding the OBEMLA Management Institute in conjunction with the NABE conference has provided a broader range of training opportunities for both Title VII personnel and NABE members. I would like to personally extend NABE's appreciation to Ms. Esquivel for her confidence in our continued partnership in the education of language minority students across the nation.

INTERNATIONAL INVOLVEMENT

Once again, this year the Ministry of Education and Science of Spain participated in NABE '91. We continue to pursue a long and productive relationship. The Ministry's donation of scholarships to their Summer Institute on Children's Literature in Spain to the winners of the Teacher and Instructional Assistant of the Year competitions, along with their extensive exhibit of materials, were greatly appreciated. The Mexican Ministry of Foreign Relations also participated in NABE '91, with the Minister of Education and Culture from the state of Nuevo León, Mr. Alfonso Rangel Guerra, delivering remarks prior to the keynote address by Acting Secretary of Education Ted Sanders. The Presidential Program for the Mexican Community in Foreign Countries was represented by Graciela Orozco and Teresa Franco. A special *Gracias* to these two countries for their involvement in NABE '91.

Rodolfo L. Chávez and Barbara Bush

WORLD-CLASS SCHOOLING

The theme of NABE's 20th Annual Conference was *Bilingual Education: Providing World-Class Schooling.* This theme captured many of the challenges confronting American education. Many of the more than 200 conference presentations, workshops, and meetings focused on how bilingual education can help America achieve the educational goals established by the President and the nation's governors -- goals to ensure that U.S. schools provide "world-class" quality education.

World-Class captured the reality that education is a transnational enterprise with children immigrating to the U.S. from throughout the world.

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NABE EXECUTIVE BOARD RESTRUCTURING PROPOSED

In an effort to provide more continuity on the NABE Executive Board, the current Executive Board members, in consultation with the NABE Delegate Assembly (the NABE Affiliate Presidents), have recommended restructuring the Board as follows:

- The NABE Executive Board will be composed of nine members: President, President-Elect, Past-President, Vice-President, Secretary/Treasurer (formerly two positions), Parent-at-Large, Central Regional Representative, Eastern Regional Representative, and Western Regional Representative.
- All Board Members except the President-Elect will be elected for a two-year term with staggered elections. The President-Elect serves as an Executive Board member for three years as President-Elect, President, and Past President. Annual nominations and elections will be conducted for the position of President-Elect.
- All Board members except for the regional representatives will continue to be elected by the membership; the regional representatives will continue to be elected by the affiliate Presidents.
- The restructuring will be accomplished with a one-year transition period beginning in 1992 (Albuquerque NABE Conference). In 1992, nominations and elections will be conducted for all Board positions. For the purpose of transition, the positions of Vice-President, Eastern Regional Representative and Western Regional Representative will be elected for a one-year term. The remaining positions of Secretary/Treasurer, Central Regional Representative and Parent-at-Large will be elected for a two-year term.

The proposed restructuring will be formally voted upon at the next NABE Executive Board meeting, scheduled for early March 1991. Any NABE member wishing to comment on the proposal should contact his/her respective Regional Representative or the NABE National Office prior to the meeting. ☼

ASSISTANT PROFESSOR U. OF S. FLORIDA

Division of Language, University of South Florida, has vacancy for tenure-track Assistant Professor academic year 1991-92. Candidate's preparation: Applied Linguistics, TESOL Methodology, Sociolinguistics, Testing and other areas of general and/or specific language linguistics; 2 years postdoctoral experience in university teaching and/or research. Some administration in the intensive English program may be assigned to the selected candidate.

Salary: $30,000 - $36,000 (academic year). Application deadline: April 1, 1991. Applications must include: application letter, 3 letters of recommendation addressing teaching quality; updated curriculum vitae; publication samples. Contact Dr. Carol Cargill, Search Committee, Division of Language, LIB 618, USF, Tampa, FL 33620.

USF is an Affirmative Action/Equal Opportunity Institution.

TBE STUDENTS OUTPERFORM IMMERSION STUDENTS FINDS TEXAS EDUCATION AGENCY RESEARCH PROJECT

Tracking Students Who Participated in the U.S. Office of Education Bilingual/Immersion Study. McAllen ISD.

Two alternative programs for language-minority children were studied to assess their relative effectiveness. Data came from students who were tracked through a federally supported Longitudinal Study of Immersion, Early-Exit and Late-Exit Transitional Bilingual Programs.

In general, students in the "transitional bilingual" group performed better on objective measures of academic skills than students in the "immersion" group. The district will continue to track and collect data on the students for another nine years.

*Reprinted from **Research Briefs**, Spring 1990, Texas Educational Agency.*

THE NABE NO-COST STUDY ON FAMILIES

In a nationwide survey of families, volunteer researchers have found evidence of serious disruptions of family relations occurring when young children learn English in school and lose the use of the home language. This finding supports other research that documents the benefits of native language preschool programs. The study revealed that while language minority parents recognize the importance of English and want their children to learn it at school, they do not want it to be at the expense of the home language. Many of the parents expressed a concern that their children will lose their language and become estranged from their families and cultural heritage. Others reported that their children had already lost or were losing the language.

The study was conducted over the past year by volunteers representing a broad spectrum of individuals: teachers and teacher aides, parents, community workers, school administrators, university students, children's advocates, social workers and university researchers. They interviewed over a thousand language minority families across the country to determine the extent to which families have been affected by children's participation in preschool programs conducted partly or entirely in English. Hundreds of volunteers visited homes to ask about changes in family communication patterns as the children learn English in school.

The study is a reaction by children's and family advocates to current efforts to get non-English speakers as young as three and four years of age into preschool programs where they can be taught English before kindergarten. Language learning theorists contend that such preschool programs are linguistically and culturally unsound, and may have negative consequences; on the language, social and intellectual development of children.

Last year at a plenary session of the National Association for Bilingual Education's annual conference in Tucson, language learning experts Alice Paul of the University of Arizona, Jim Cummins of the Ontario Institute for Studies in Education, Guadalupe Valdés and Lily Wong Fillmore of the University of California at Berkeley, called on the organization's membership to join them in conducting the study, warning that English-only programs during the preschool years can result in serious disruptions of basic developmental processes in children and contribute as well to breakdowns in parent and child relations. The children of non-English speaking parents are in the greatest danger, according to Wong Fillmore. When such children are introduced to English before they are developmentally ready to deal with the assimilative forces associated with its use in school, they often lose the home language, and with it, the ability to communicate easily with parents and other family members.

Over the summer, the volunteer researchers interviewed an ethnically diverse sample of families, including Asian, Southeast Asian, Latino, American Indian, Haitian, Arabic, Mexican and European Americans. Children in these families had learned or were learning English in school. The interviewers asked parents whether language use in the home had changed since their children entered school, and they asked them to judge their children's present ability to speak and understand the family language. Families whose children attend programs conducted partly or entirely in English were compared with over three hundred families whose children attend preschool and day care programs that are conducted exclusively in the language of the home.

At a recent meeting held at the University of California at Berkeley some thirty researchers, educators and children's advocates from across the country examined the data that had been gathered to assess the consequences of language choice in preschool programs. Their preliminary examination suggested striking differences between the two samples involved in the study. There was evidence of substantial erosion of native language ability among children who had been exposed to English in preschool, and indications that parents and children in these families were having difficulty communicating with one another as the children switched to English. In contrast, the families whose children attend programs that are conducted in the language of the home reported significantly less disturbance of communication patterns. One family member whose older children had attended English-only programs expressed her concerns for her younger children. The mother, who speaks no English said: "My (older) children began school at age five and have lost Spanish almost completely. It is very difficult for us to communicate with them." She has placed her younger children in a preschool program that is conducted entirely in Spanish in the hope that they will grow up bilingual rather than as English monolinguals.

An interviewer told the story of a Korean immigrant family in which the children had all but lost the ability to speak their native language after just a few years in American schools. The parents could speak English only with difficulty, and the grandmother who lived with the family could neither speak or understand it. She felt isolated and unappreciated by her grandchildren. The adults spoke to the children exclusively in Korean. They refused to believe that the children could not understand them. They interpreted the children's unresponsiveness as disrespect and rejection. It was only when the interviewer, a bilingual Korean-English speaker, tried to question the children in both languages that the parents finally realized that the children were no longer able to speak or understand Korean. The father wept

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RESOURCES FOR BILINGUAL EDUCATORS

1991 ERIC Calendar of Education-Related Conferences. $15. Contact ACCESS ERIC, Catalog Orders, 1600 Research Boulevard, Rockville, MD 20850 1-800-USE-ERIC.

1991 Catalog of ERIC Clearinghouse Publications. $8. Contact ACCESS ERIC, Catalog Orders, 1600 Research Boulevard, Rockville, MD 20850 1-800-USE-ERIC.

America's Hispanic Heritage. $3. Contact Equity Coalition, Programs for Educational Opportunity, 1005 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (313) 763-9910.

ARANDÚ Computer Software in Spanish. Contact Arandú (USA), Inc., 330 West Campbell Ave., Roanoke, VA 24016 (703) 342-3544.

Directory of ERIC Information Service Providers, edited by Samuel Y. Fustukjian and Belinda J. Taheri, Educational Resources Information Center, Washington, DC. Contact ACCESS ERIC, Catalog Orders, 1600 Research Boulevard, Rockville, MD 20850 1-800-USE-ERIC.

Expanding Horizons: A Vision for our High Schools. Executive Summary of a Report from the McKenzie Group to the Josiah Macy, Jr. Foundation. Contact the Josiah Macy, Jr. Foundation, 44 East 64th Street, New York, NY 10021 (212) 486-2424.

Idioms Delight, by John Arena. $10. Contact High Noon Books, 20 Commercial Blvd., Novato, CA 94949-6191 1-800-422-7249.

Kinder Lernen Deutsch Talking T Shirts Packet. $6.50 for 1 T-shirt plus teacher's kit; $29.50 for 5 T-shirts plus teacher's kit. Contact American Association of Teachers of German, Inc., 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3661.

New Directions for Latino Public Policy Research, edited by Harriett Romo. Contact IUP/SSRC Committee for Public Policy Research on Contemporary Hispanic Issues, The Center for Mexican American Studies, The University of Texas at Austin, Student Services Building 4.120, Austin, TX 78712.

On My Own: Mexican American Women, Self-Sufficiency, and the Family Support Act, prepared by Julia Teresa Quiroz and Regina Tosca, Policy Analysis Center, National Council of La Raza. Contact NCLR, 810 First Street, NE, Suite 300, Washington, DC 20002 (202) 289-1380.

Palabras de Lucha y Alegría, Cuentos de Lucha y Alegría, and ***Más Cuentos de Lucha y Alegría.*** $5.95, $4.50 and $4.50 respectively. Contact New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 1-800-448-8878.

Technology and Language Learning Yearbook, Volume 2. $3.75 plus $1.50 postage. Contact Athelstan, P.O. Box 8025, La Jolla, CA 92038 (619) 689-1757.

Twenty-Two Hispanic Leaders Discuss Poverty: Results from the Hispanic Leaders Study, prepared by Julia Teresa Quiroz, Policy Analysis Center, National Council of La Raza. Contact NCLR, 810 First Street, NE, Suite 300, Washington, DC 20002 (202) 289-1380.

Two Languages for Everyone, Special Issue of the *Language Association Bulletin*, Vol. XLII, No. 2, November 1990. Contact New York State Association of Foreign Language Teachers, 1102 Ardsley Road, Schenectady, NY 12308.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

ASSOCIATE PROFESSOR
NYU

Tenure Track, Department of Teaching & Learning, Foreign Language Education, Multilingual Multicultural Communication. Foreign Language Education is part of a new Program in Multilingual/Multicultural Communication, committed to developing new approaches to education in urban school settings. Prefer person with second language fluency in Chinese, Japanese, or Spanish. Earned doctorate in foreign language education, applied linguistics or a modern foreign language; ability to assume leadership in teacher education program; knowledge of theories of second language acquisition and modern approaches to foreign and second language teaching; desire to participate with the faculty of bilingual education and TESOL in the development of new curricula; record of research activity; scholarly publications and grant writing; ability to guide doctoral research; interest in the special needs of students from multilingual and/or multicultural backgrounds. Salaries are competitive, based on a nine-month academic year with additional compensation available for summer assignment, plus fringe benefits. The closing date for applications is March 8, 1991. Interested persons should send a letter of application, stating how they meet the above qualifications, current vita and three letters of reference to: New York University, School of Education, Health, Nursing and Arts Professions, Department of Teaching and Learning, 239 Greene St., Room 635, New York, NY 10003, Att: Philip M. Hosay, Chair, Search Committee. NYU encourages applications from women and members of minority groups.

NABE'S 1991 BILINGUAL TEACHER OF THE YEAR

ROBERTO PETINGI

Bilingual Science Teacher, Martin Luther King, Jr. High School, New York City, NY

While walking through the streets of downtown Jersey City, in the summer of 1982, I observed many Latin Americans living in poverty and isolation, and had the first glimpse of becoming an educator. It had not been so many years ago that I had been in that very same situation. Such observation, as well as my life experiences as an immigrant, have inspired me to commit myself to the education of those people like myself, who are striving to integrate themselves into a new society, as well as maintain their own cultural identity.

These goals are not entirely new for me. My grammar school education in Uruguay imparted a sense of discipline, high standards, and humanitarian concern for others. The first three years of high school were devoted to the study of general subjects, in accordance with the Uruguayan educational system. Since I chose a scientific orientation, toward the last three years I took a core number of science courses coupled with research.

After finishing my secondary school I decided to pursue a career at Uruguay's School of Veterinary Medicine, where I completed the first year. By the end of 1973 the military government suspended all university classes. Problems of this nature, plus the inherent lack of freedom, made our family move to the United States.

The first few years here were very difficult, since I had to get acquainted with the language and customs of my new society. At first I had to accept whatever job I could find, first as a dishwasher, then as a factory machine operator. Once the whole family felt more secure I gradually continued my education, initially as a part-time student. Then while working from 11 p.m. til 7 a.m. as a concierge in a high-rise building, I finally attended college full-time. In 1980, the International Union of North American Laborers (Local 734) selected me as the recipient of a scholarship which aided my career goals. At Jersey City state College I obtained my Bachelor's Degree in biology, *Cum Laude.*

At college I participated in many campus organizations such as the Latin American Club and the student union newspaper. I also worked as a volunteer in an organization which monitored human rights internationally, the Latin American Human Rights Association.

While in college I tutored some students in the sciences. The gratification from this activity reinforced my commitment to teaching as a career. In 1984, I got my first job as a classroom teacher in Paterson's John F. Kennedy High School. This experience helped me to build stronger confidence and skills, strengthening my determination to become an educator.

Shortly after, I was hired by the New York City Board of Education as a Bilingual Science Teacher in Martin Luther King, Jr. High School. This high school, located in the upper West Side of Manhattan, has a large LEP population. My experience was so rewarding that my devotion to education was further nurtured and I elected to pursue my graduate work in Bilingual Math and Science Education, obtaining my M.A. degree in 1987. To enrich my own professional development I completed a second Master Degree in Biology.

Thus, I have traveled a long and difficult road, both literally, from one country to another, and figuratively, from a dishwasher to an educator. My history is the history of many immigrants in America. My life experiences embrace Bilingual Education, and if I can serve as a role model, then I will have achieved my professional goals.

Roberto and Gloria Petingi

Education is aimed at the growth and development of the whole individual. I do not see schools as mere training institutions; their purpose is to enable our youngsters to function actively and positively in a multicultural society. In order to do this we must provide an experience that will promote the growth of self-confidence and self-worth in our students. The high achievement shown by our LEP students on New York State Regents Exams in biology and chemistry (which are given only in English) is a testimony that bilingual education, properly implemented and supported, will allow each student to fulfill his or her potential.

Although it would give me great pleasure to see one of my students become a famous scientist, I view education in a much broader way. Science is an excellent vehicle for developing in young people the tools for critical thinking and for viewing themselves and their world with understanding, thus allowing them to fulfill their potential as creative and responsible adults. ○

The 1991 NABE Bilingual Teacher of the Year Competition was sponsored by Silver Burdett & Ginn.

NABE'S 1991 BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR

ANA LIA G. CASADAS

First Grade, Willow Bend School, Rolling Meadow, IL

My basic educational formation took place in Argentina. During my high school years I was required to take three years of English in order to graduate. I am a certified teacher in my country of origin. After my certification I decided to take science courses at the National University of Argentina. During this time I was tutoring high school students in chemistry and math. In 1973 I moved to the United States and started my family. While my children were in Preschool and Elementary School, I helped as a lunch mother at the office and during field trips. After my youngest child began elementary school, I began working in a bilingual program in District 15 in Palatine, Illinois.

Philosophy of Education

Education is a process of developing knowledge skills and character by formal schooling or training. Teaching is the most noble profession in America. Teachers build the future of the country. They can carve and mold the future citizens.

When the teacher receives the students in his or her classroom, each student comes to school with their own individual experiences and potential. I believe that each student has the ability to develop, learn, and be able to become the very best person that he or she can be. Teachers need to build on the students' characteristics and use different approaches with different groups of pupils to develop them to their highest potential. Teachers of elementary schools affect not only academic achievement but also attitudes toward learning. Academic skills are not enough; therefore, students need to develop social skills that allow them to interact with each other and also with adults.

With respect to the bilingual program, the ideal goal will be a bilingual education that recognizes the importance of cultural flexibility in educating citizens who are capable of functioning in the two languages. To achieve that goal children need to be able to use both languages in all content areas. Literacy in both languages is vital. Using the two languages, students have the opportunity to learn and fully develop. Well-developed speech and strong reading skills are instruments that nurture thinking. Strength in the first language contributes to second language acquisition. There is a strong relationship between using a second language for a specific purpose such as conducting a scientific experiment and the acquisition of that second language. When the pupil is focusing on the content and meaning of the message, language is internalized deeper and more efficiently than if the pupil focuses on communication. Bilingual education is a medium of teaching rather than a method. If this is done correctly, the students will learn more. In practice, bilingual education should be approached as a multilingual and multicultural form of education.

Professional Development

I am working as a bilingual instructional teacher assistant in C.C.S.D.#15 in Palatine, Illinois. I started in this position seven years ago in a first grade bilingual class. During this time I have had several opportunities to teach different classes in all content areas. I worked with groups of high achievers in enrichment activities and with low achievers that require extra instructional help in developing specific skills.

For the last two years I have been part of a combined program between my school, Willow Bend, and the Rolling Meadows Public Library. This program consists of several directed activities meant to strengthen the children's experiences.

Ana Lia Casadas

This year I am presenting to my bilingual first graders an art awareness program. This program emphasizes art concepts such as lines, color and form, and design ideas: balance, rhythm and dominance. These concepts are discussed in terms of paintings, sculptures and architecture. The program is developmental.

Between 1985 and 1987 I took five bilingual courses from the University of Illinois (Urbana). I have attended several workshops sponsored by District 15, and also five consecutive Annual Statewide Conferences for Teachers of Limited English Proficient Students.

In 1989 I began working towards my Teacher Certification by attending classes at Mundelein College in Chicago. ○

The 1991 NABE Bilingual Instructional Assistant of the Year Competition was sponsored by The Coors Brewing Company.

NABE 1991 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS
THE WINNERS

GRADES 3-5

FIRST PLACE:
Mayra Cazares, Memorial Elementary School, Welasco, TX
Teacher: Graciela D'Villaseñor
Principal: Rudy Silva

SECOND PLACE:
Reka Toth, Nova Eisenhower Elementary School, Davie, FL
Teacher: Leyda L. Landrian
Principal: Ronald Adderly

THIRD PLACE:
Yolanda Aguirre, J.Z. Leyendecker Elementary School, Laredo, TX
Teacher: Anita L. Torres

GRADES 6-8

FIRST PLACE:
Aaron Jones, Tuba City Junior High School, Tuba City, TX
Teacher: Medge Kunert
Principal: Héctor Tahu

SECOND PLACE:
Virginia Saucedo, Comstock Middle School, Dallas, TX
Teacher: Adrienne Guedry
Principal: Leon King

THIRD PLACE:
Onix Moreno, Edison School, Phoenix, AZ
Teacher: Barbra Sokolsky
Principal: Phil Kinsey

GRADES 9-12

FIRST PLACE:
Ahmad Shukoor, Broadmoor High School, Baton Rouge, LA
Teacher: Mildred Falagan
Principal: Hardy Bozant

SECOND PLACE:
David Pérez, Roosevelt High School, Yonkers, NY
Teacher: Maria Frisik
Principal: Anthony J. Alfonso

THIRD PLACE:
Agueda Pérez, Willoughby Jr. High #162, Brooklyn, NY
Teacher: Mrs. Mansoon
Principal: F. Vásquez

NABE's 1991 Nationwide Writing Contest for Bilingual Students was sponsored by Coca-Cola USA

NABE 1991 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS - THE WINNING ESSAYS

FIRST PLACE, GRADES 3-5

Mayra Cazares, Grade 4

Memorial Elementary School

Weslaco, Texas

Coca-Cola
Scholarship Recipient

Bonnie García from Coca Cola, Mrs. Cazares, Mayra, Mr. Cazares, and Contest Coordinator Jaime de la Isla

WHAT BEING BILINGUAL MEANS TO ME AND MY FAMILY

Being bilingual is the greatest thing in the world! I was born in Mexico. I have been here in the United States three years. I always thought that learning a second language would be very hard, but I have found that it really is easy.

I feel that I have an advantage knowing both languages, especially when it comes to having friends. My friends are very special to me, and because some of them only speak Spanish while others only speak English, I'm able to be friends with everyone. My best feeling comes when my mom or my dad rely on me when translating is needed. When we go out shopping and they need something I'm the one who asks the salesperson for it.

When I grow up I want to be a bilingual teacher. I want to be able to help children learn two languages -- the same way my teachers have helped me. My parents have told me how proud they are of me. I know that their pride is not only because I'm bilingual, but because I'm their daughter, and I am a very special person in the world!

Mayra presents gift from Oyster Bilingual School children to Mrs. Bush

NABE 1991 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS - THE WINNING ESSAYS

FIRST PLACE, GRADES 6-8

Aaron Jones, Grade 7
Tuba City Junior High School
Tuba City, Arizona

WHY BEING BILINGUAL IS IMPORTANT TO ME AND MY FAMILY

Being bilingual is important because you can speak and understand two languages. My family and I feel strongly about being bilingual because we are able to communicate with the Navajo and English speaking people, we can relate to them, and we can continue our language and keep it strong.

The ability to communicate in two languages is an advantage because I can talk and understand my elders. This enables me to translate Navajo to English and English to Navajo for the Navajo and English speaking people. This can be helpful to the Navajo people who do not understand the English language. Being able to talk and understand English also helps me in my education. It can help me get a job in the outside world where English is the dominant language. This also helps me to be successful. In this way my education can help the Navajo people.

Being bilingual will also help me relate to others. It enables me to have better relationships with the Navajo people. I can recognize people's needs and help them. Most important of all they will help me understand myself and that will create a stronger bond with me and the Navajo people.

Being bilingual is also important for maintaining the native tongue. Without this, our language will die out. This cannot happen because it is the basis of our culture. Our language sets us apart from other tribes and cultures. If all were given the chance to learn their native tongue, they would be stronger people, have stronger tribes, and stronger cultures.

Being bilingual is important to communicate, relate, and maintain the native languages. I feel strongly about being bilingual because it will make me a stronger person and I will be proud of my language and people. This is why I want to learn more about the Navajo language.

Mrs. Jones, Aaron, and Rodolfo Chávez

NABE 1991 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS - THE WINNING ESSAYS

FIRST PLACE, GRADES 9-12

Ahmad Shukoor, Grade 12
Broadmoor High School
Baton Rouge, Louisiana

WHAT DOES BEING BILINGUAL MEAN TO MY FAMILY AND ME?

Without communication the world would be so dark. Life would be boring. It is through language that we find a way into people's hearts, their lives and their culture. Through language we explore into the secrets of other cultures.

I was born in Afghanistan. I had heard from others some stories about the United States. I came to the United States when I was sixteen years old. This was my new home and yet because I could not speak any English, I was a stranger to my new home. How I wished to express my gratitude to people who helped my family and me, but all I could do was to give them an empty look and a confused smile. I was living among the people and yet I was not one of them. I thought everybody was cold and unfriendly. Sometimes I got angry and wanted to scream at the whole world.

Slowly the ice broke. I started learning English. New windows started opening. The once cold and unfriendly people became warm and caring.

My family and I found a way into hearts of the people. Being able to speak another language has made it possible for us to make new friends, and start a new life. My parents are studying English with much enthusiasm. My father has learned enough English to be able to work as an electrician. He is a very good and skilled electrician. But it took a lot of work and study for him to be able to work as an electrician. My mother cannot work yet because she cannot communicate in English. She is learning English to be able to overcome this shortcoming. Now with my father's full-time job, we are living a comfortable life. Once again, to us being bilingual means being able to have a living.

I consider myself fortunate to be bilingual. I read about American History and find it so fulfilling to be able to translate it to my family. I read American and English literature and enjoy the once unknown treasures that were hidden from my heart by the darkness of not being able to understand. I am able to communicate with people and learn more about their lives and their country. This makes me feel like a member of this society. It is so nice to be able to laugh and cry with my English speaking friends.

Being bilingual has made it possible for my family and me to work and become productive members of this society. Being bilingual has opened many doors of opportunities for us. Being bilingual gives one the chance to live and enjoy two worlds. Through language the world becomes a more interesting place to live.

First Lady Barbara Bush presents Ahmad with his award, with the assistance of Bonnie Garcia of Coca Cola USA

AMERICAN INDIAN BILINGUAL EDUCATION: ROCK POINT COMMUNITY SCHOOL REVISITED

Jon Reyhner, Eastern Montana College

Eleven years ago Paul Rosier and Wayne Holm published a report titled *The Rock Point Experience: A Longitudinal Study of a Navajo School* on a successful Navajo-English maintenance bilingual program in Arizona. English-as-a-second-language (ESL) instruction was started at the Bureau of Indian Affairs' school at Rock Point in 1960 and bilingual instruction in 1967. Rosier and Holm's study showed bilingually instructed Rock Point students scored higher on English language tests in sixth grade than English-only instructed Navajo students in surrounding schools.

Whenever I read a report about a school like Rock Point, I always wonder if such a model program can be sustained, especially after the people who started the program move on to other things. In the case of Rock Point, I was able to observe their program first hand as the school's assistant director for academic programs during the 1988-89 school year [for a more complete description see Reyhner (1990)]. Wayne Holm had moved on to the Window Rock School District in 1986, and I was working for the school's second Navajo director, Jimmie C. Begay.

The first thing that impressed me about the school was that twenty-one teachers out of a teaching staff of fifty had worked ten years or more at Rock Point and only one non-Navajo teacher was employed in the elementary school. Except for the Indian controlled public school at Rocky Boy, Montana, the other eight schools with a majority of Indian students I had worked in were characterized by many non-Indian teachers and high teacher turnover. Most of the Rock Point elementary school teachers were initially hired locally without college degrees, but an on-site training program led to many earning degrees.

At Rock Point, in grades K-3, different teachers teach the English and Navajo portions of the curriculum. Concepts introduced by the Navajo speaking teacher are reviewed by the English speaking teacher (usually a Navajo also). In kindergarten, two-thirds of the instruction is in Navajo with the rest of the time spent teaching students oral English. In grades one through three, half the instruction is in English and half in Navajo. In the upper grades about one-fourth of the instruction is in Navajo with the rest in English. By teaching content area subjects in the early grades in Navajo, Rock Point students are not held back in those subjects until they learn English. In the secondary school started in 1976, both 7th and 8th grade students have a full year of Navajo studies in Navajo plus a quarter of Navajo writing. In grades 9-12 students have a half year of Navajo studies in Navajo plus a quarter of Navajo writing each year.

Teachers at Rock Point have had to produce themselves much of the material they use to teach in Navajo. At present a Title VII (bilingual education) funded Junior Research Program (JRP) in the elementary school and a Title V (Indian education) funded Applied Literacy Program (ALP) in the secondary school develop literacy skills in Navajo and English. Students write for newspapers and booklets that then become reading material for other students. In ALP students take Navajo writing, English writing, computers, and performance. Each quarter, an award winning bilingual school newspaper is produced. Hands-on instructional approaches are used because they lend themselves to adaptation by teachers for Navajo language instruction more readily than exclusively textbook approaches.

In the Navajo social studies curriculum, in addition to teaching tribal history, geography, and government, time is spent on Navajo clanship where students learn how they are related to other Navajos and the duties they owe to their clan relatives. Thus, through the school's curriculum, community and family cohesiveness is reinforced.

Today, as gradually an increasing number of students come to school dominant in English, a two-way bilingual program is being developed. Older programmed approaches to reading and ESL are being gradually replaced. More Whole Language activities are being introduced in reading including emphasizing reading for pleasure in and out of school. Big Books in English have been introduced into first and second grade and students are read to on a daily basis. Classroom libraries have been established in grades K-6 and students participate in a variety of literacy activities including Sustained Silent Reading (SSR).

The 1987-88 school year California Test of Basic Skills (CTBS) test results show that Rock Point students continue to do as well as or better than other Chinle Agency students at almost all grade levels in reading, language arts, and math, while criterion referenced testing shows they continue to improve their Navajo language skills. In addition to test scores, the success of bilingual education at Rock Point is indicated by student attendance rates above 94% for the last eight years and parent conference attendance rates above 80%. Parent activities include quarterly parent-teacher conferences, a yearly general public meeting held in November, an eight-member elected parent advisory committee that formally observes the school several times a year, school sponsored cultural events, and community dinners (Rock Point, 1988).

In 1972, to provide "quality Navajo education through local community control," the community elected a

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ROCK POINT, *from page 15*

school board to contract with the Bureau of Indian Affairs to operate the school so they could have more control over hiring and curriculum. Most of the credit for the continued success of Rock Point's educational program must go to the Navajo school board and staff who are working for their children.

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UPCOMING EVENTS

March 7-9, 1991 - ***Managing Diversity in the Classroom.*** Massachusetts Association for Bilingual Education Annual Conference. Sheraton Leominster, Leominster, MA. Contact Rosie Alvarez (508) 877-9521.

March 7-9, 1991 - ***17th Annual Spring Bilingual Conference.*** Texas A&I University. Contact Gustavo González, Campus Box 152, Texas A&I University, Kingsville, TX 78363 (512) 595-2871.

March 8-10, 1991 - ***Bilingual Education: Using Languages for Success.*** Westchester Marriott, Tarrytown, NY. New York State Association for Bilingual Education Annual Conference. Contact Pedro Maymí (914) 963-1796.

March 18-20, 1991 - ***Latino Youth, America's Hope.*** Mayor's Commission on Puerto Rican/Latino Affairs, City of Philadelphia. Hershey Hotel, Philadelphia, PA. Contact Carmen Maldonado, 143 City Hall, Philadelphia, PA 19107 (215) 686-7598.

March 21-24, 1991 - ***Our National Priorities: Vehicles for Positive Change.*** Central States Conference on the Teaching of Foreign Languages and Indiana Foreign Language Teachers Association. Hyatt Regency, Indianapolis. Contact Jody Thrush, CSC Executive Director, 3550 Anderson St., Madison, WI 53704 (608) 246-6573.

March 24-28, 1991 - ***TESOL 25th Annual Convention.*** New York Hilton at Rockefeller Center, New York City. Contact TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314 (703) 836-0774.

April 1-4, 1991 - ***Linguistics and Language Pedagogy: The State of the Art.*** Georgetown University Round Table on Languages and Linguistics 1991. Contact Carol J. Kreidler, Coordinator, GURT 1991, SLL Dean's Office, School of Languages and Linguistics, Georgetown University, Washington, DC 20057.

April 11-13, 1991 - ***Michigan State Bilingual/Migrant Education Conference.*** EMU Corporate Education Center. Contact Kathy Malnar, Conference Coordinator, Adrian Public Schools, 159 East Maumee Street, Adrian, MI 49221 (517) 263-7205.

April 17-19, 1991 - ***Bilingual Education in New Mexico: Providing Quality Schooling.*** New Mexico Association for Bilingual Education Conference. Albuquerque, NM. Contact Genaro M. Roybal, Executive Director, NMABE, Cross Cultural Center, 3315 Louisiana, NE, Albuquerque, NM 87110 (505) 883-0440.

April 22-26, 1991 - ***RELC Regional Seminar on Language Acquisition and the Second/Foreign Language Classroom.*** Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 1025 (65) 737-9044.

April 18-20, 1991 - ***Agenda for the 90's: Participation, Progress, Pluralism.*** 12th Annual National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) Conference. St. Petersburg Hilton and Towers, FL. Contact Nancy Kelley Wittenberg, NAFEA Conference Coordinator at (904) 488-3791.

NABE '92

JAN. 29 - FEB. 1

ALBUQUERQUE, NM

SEE YOU THERE!

MESSAGE, *from page 5*

Although many language-minority students are native-born Americans, a large number of language-minority students are the children of immigrants or refugees. The recent Memorandum of Understanding regarding educational cooperation between the governments of the United States and Mexico attests to the international dimensions of quality education.

World-Class also related to the positive role immigrant teachers can play in our schools. Both NABE's Bilingual Teacher of the Year and Bilingual Instructional Assistant of the Year -- exceptional educators -- are immigrants. Like another outstanding immigrant teacher, Jaime Escalante, they are providing U.S. students with *World-Class* education.

World-Class additionally alludes to the benefits of bilingualism and multilingualism for all students, which can be achieved through programs of developmental bilingual education.

DEMOGRAPHIC CHANGES

Virtually all large school districts now enroll a sizeable number of children who come to school speaking a language other than English. In some school districts, language-minority students constitute a majority of all student enrollment, and the non-English-speaking student population is the fastest growing segment of the school-age population. While Spanish is the native-tongue of most non-English-language-background students, NABE members serve students who speak virtually all of the languages in the world, and many that are indigenous to America.

Attesting to the importance of the language-minority student enrollment, the conference featured a historic keynote address by a panel of six Hispanic school superintendents. This presentation was a significant achievement, thanks to Dr. Robert Aguilar who chaired the panel. Also, a group of Hispanic officials led by Raúl Yzaguirre, President of the National Council of La Raza, updated conferees on the status of the Executive Order, issued by President Bush on September 24, 1990, providing the federal government with a framework for better addressing the educational needs of the Hispanic community.

SENSITIVITY TO FAMILIES

Families Come First was the theme of many presentations at NABE '91. This theme refers to the need for native-language pre-Kindergarten programs so that children do not lose the ability to communicate with parents who are not proficient in English. Last year, NABE member Dr. Lily Wong Fillmore, a professor at the University of California at Berkeley, launched a nation-wide survey to gather information on language-usage patterns of pre-school children and their families. A report on the status of this study is contained in this issue of our newsletter.

A Language is Always an Asset, Never a Liability. You may have heard that phrase often during the conference. I feel it helps to clear away some of the remedial, compensatory, and stigmatic atmosphere that has retarded the educational achievement of non-English-language-background students.

SCHOOL VISITS

Unfortunately Friday's snow prevented conference participants from visiting all the model programs in the metropolitan Washington area. But many were able to visit and/or hear presentations about one model school -- the Oyster Elementary School in Washington, DC -- which operates a Pre-Kindergarten through 6th grade two-way developmental bilingual education program. For 20 years, Oyster Elementary has helped both Spanish-language-background and English-language-background students achieve in two languages that which many public schools fail to achieve in one language -- academic excellence.

Sixth-grade graduates of the Oyster program, most of whom are from lower socio-economic status backgrounds, typically score at 9th grade national norms on the California Test of Basic Skills in English language arts, math and science. At the same time, Oyster graduates are fluently bilingual and biliterate in English and Spanish.

The Oyster program is unique in many respects. Students, heterogeneously grouped by language background and competency, receive instruction in a single classroom from two teachers -- one a native English-speaker, the other a native Spanish-speaker. Each teacher conducts instruction, exclusively in his or her native tongue, for half of the class, half of the instructional day. The two classroom teachers coordinate their instruction so that concepts and skills introduced by one teacher are expanded and reinforced by the other.

Students thrive at Oyster. For half the day, all students enjoy the comfort of a familiar language and are able to display all that they know. For the other half of the day, their "mental muscles" are stretched as they learn content material in a new language they are in the process of learning. Because the program of instruction equalizes the status of student native-languages, Oyster students normally engage in cooperative and collaborative learning to an uncommon degree while exhibiting a profound sense of ethnic self-identity and respect for people of other racial, ethnic and cultural backgrounds.

Teachers also thrive at Oyster. The presence of two adults in a single classroom is repeatedly cited by Oyster teachers as a factor retarding "burnout." Teacher observe each other and learn through peer modeling how to tailor their instructional styles to the learning styles of individual students. Oyster classrooms are a living laboratory of continuous staff development.

Continued on page 23

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1990-1991 MEMBERSHIP APPLICATION
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NABE '91, *from page 1*

Former Educational Testing Service researcher Protase Woodford traced the history of immigrants and language policy in the U.S. He pointed out that there is bilingual education at the United Nations International School, the American Schools of Geneva, Paris and London, and St. Andrews School, noting "for the people who are going to run the world -- they have always known it is valuable to understand another language and a culture."

Standing From Left to Right: Superintendents Anton, Aguilar, Fernández, Barna, and Pérez. Seated: OBEMLA Director Esquivel and Superintendent Vásquez

Center for Applied Linguistics President G. Richard Tucker addressed the issue of English-Only/English Plus, pointing out the misconceptions put forth by English Only advocates and documenting the social, psychological and educational reasons why making English the official language of the US would have serious negative consequences.

NABE '91 began with a special one-day national Management Institute Workshop for Title VII personnel, sponsored by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the US Department of Education. Close to 1,000 federal project directors, principals and school superintendents attended workshops designed to improve their skills in the areas of program evaluation and federal grant implementation.

OBEMLA Director Rita Esquivel Welcomes Management Institute Participants

NABE '91's Opening Ceremonies were emceed by ABC television's Washington, DC affiliate anchorwoman Renee Poussaint. Special greetings were given via videotape by Senator Edward M. Kennedy. Eleven individuals from the metropolitan Washington area were recognized as Pioneers in Bilingual Education, as well as a group of 16 teachers who began working in the model Oyster Bilingual Elementary School -- a nationally-recognized model two-way developmental bilingual education program -- 20 years ago.

NABE '91 major speakers included government officials, researchers, and practitioners. John Tippeconnic, Director of the Department of Education's Office of Indian Education, and representatives of the Office for Civil Rights and the Office of Special Education and Rehabilitative Services made major presentations. Lily Wong Fillmore, from the University of California at Berkeley, updated NABE members on the NABE No-Cost Study on Families begun at the NABE '90 conference (see separate article in this issue). Raúl Yzaguirre, President of the National Council of La Raza, organized a panel presentation on the Executive Order for Educational Excellence for Hispanic Americans; and Anna Uhl Chamot spoke on learning strategies for language minority students. Finally, Blandina Cárdenas-Ramírez from the American Council on Education and Ricardo Fernández, President of Lehman College, addressed the issue of bilingual higher education.

Two special symposia were conducted in conjunction with NABE '91. The National Center for Research on Cultural Diversity and Second Language learning at the University of California - Santa Cruz organized a

Continued on page 21

NABE '91, *from page 20*

Dr. Robert Lado receives his Pioneer Award from NABE President Rodolfo Chávez

three-day research symposium for NABE. Nationally-recognized researchers, including Eugene García, and Barry McLaughlin (UC - Santa Cruz), Kenji Hakuta (Stanford U.), Richard Durán (UC - Santa Barbara), Virginia Collier (George Mason University), Lily Wong Fillmore and Guadalupe Valdés (UC - Berkeley), and Donna Christian (Center for Applied Linguistics), examined the research evidence regarding effective instructional strategies and instructional models, assessment methods, and language development and academic achievement.

DC Schools Personnel Outside a Very Busy Exhibit Hall

The National Association for Asian and Pacific American Education and OBEMLA joined with NABE to hold a two-day symposium on Asian/Pacific Education. NAAPAE President Hai T. Tran, OBEMLA Deputy Director Esther Lee Yao, and experts from throughout the country addressed the topics of instructional practices, native language issues, newcomer education, and demographic and social issues.

Issues in Native American bilingual education were discussed throughout the conference. In addition to the major presentation by Indian Education Office Director John Tippeconnic, the Native American Languages Institute (NALI) discussed their efforts to get the Native American Language Act passed by Congress. NABE selected Senator Daniel Inouye as its 1991 Citizen of the Year in recognition of his leadership in introducing and championing this Act.

There was significant corporate involvement in NABE '91. *Coca-Cola USA*, a Platinum Sponsor, sponsored the 1991 Nationwide Writing Contest for Bilingual Students. Silver Burdett and Ginn, a Platinum Sponsor, was the sponsor of the Bilingual Teacher of the Year Competition and the President's Reception. Coors Brewing Company, a Gold Sponsor, supported the Bilingual Instructional Assistant of the Year Contest and Platinum Sponsor WICAT Systems provided canvas tote bags for all registrants. The Education Office of the Embassy of Spain, also a Platinum Sponsor, provided scholarships to the Spain summer institute on children's literature in Spanish as prizes.

NABE's other Gold Sponsors: Macmillan/McGraw-Hill School Division, Jostens Learning Corp., and Scott, Foresman Company made significant contributions to the success of NABE '91. Carnation Company, California Community Colleges, DDL Books, Educational Assessment Publishing Company, Fontana Unified School District, and Miller Brewing Company joined NABE '91 as silver sponsors. Finally, NABE appreciates Interface Network and the National Education Association's involvement as conference supporters.

NABE '91 was a memorable event with something for everyone! Make plans to attend NABE '92: January 29 to February 1, 1991 in Albuquerque!

NABE '92

ALBUQUERQUE

SEE YOU THERE!

NABE 1991 OUTSTANDING DISSERTATIONS COMPETITION WINNERS

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Belen C. Ongteco
University of Hawaii, Honolulu
Teacher-Student Interaction Patterns in Bilingual and Mainstream Classrooms
Frank B. Brown, Chairman

FIRST-PLACE TIE

Terrence G. Wiley
University of Southern California, Los Angeles
Literacy, Biliteracy, and Educational Achievement Among the Mexican Origin Populations in the United States
Reynaldo Macías, Chairman

THIRD PLACE

Thomas F. Logan
University of Florida, Gainesville
Controlling Involvement: A Naturalistic Study of Peer Interaction in a Bilingual, Bicultural Preschool
Clemens L. Hallman, Chairman

COMPUTER ANALYST

The Midwest Regional Office of Food and Nutrition Services (FNS), USDA in Chicago, IL is seeking a Supervisor Computer System Analyst to work with the Automated Data Processing Section in the Financial Management Program. The Computer Analyst serves as Section Chief, and is responsible for planning, organizing, coordinating and directing the functions and activities of the Automated Data Processing (ADP) Section. Serves as the highest level of regional technical expertise for computerization, agency long range planning and prioritization of agency projects. Serves as the senior Computer Systems Analyst performing the full range of systems analysis, design and maintenance of regional automated projects and state projects initiated to administer FNS program services. Supervises employees and manages resources. Some driving is required; therefore, a valid driver's license is required. The salary is GM-13, $42,601 - $55,538 per annum. For further information contact Carl Montague, Personnel Operations, Food & Nutrition Service, USDA, 50 E. Washington St., 4th Floor, Chicago, IL 60602 (312) 353-3171.

LOOK FOR ANNOUNCEMENTS OF NABE'S 1992 COMPETITIONS IN FUTURE ISSUES OF *NABE NEWS*

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AWARDS TO BE PRESENTED AT THE NABE '92 CONFERENCE IN ALBUQUERQUE, NEW MEXICO

JANUARY 29 - FEBRUARY 1, 1992

NO-COST STUDY, *from page 7*

as he spoke of not being able to talk to his children. One of the children commented that she did not understand why her parents always seemed to be angry.

A mother, in response to the interviewer's questions about changes in the communication patterns in the home, said this: "My two boys speak only English when talking to each other and they have already stopped using Spanish. I can't understand, of course, what they are talking about. And sometimes when I speak to them in Spanish, I have to re-explain or redefine vocabulary." This mother speaks only Spanish. Another mother reported that while she understands and can speak some English, her husband does not. The children have lost the use of the parental language so the father can no longer communicate with them. He is depressed and upset that he has "lost his children."

It may take years before the harm done to families can be fully assessed, the researchers believe. One family which has been in the United States for nearly twenty years reveals the extent to which breakdowns in family communication can lead to the alienation of children from their parents. The four children, who are now teen-agers, have completely lost their ability to speak or understand Spanish. The children are ashamed of Spanish, it was reported. They do not acknowledge it when their parents speak it even though it is the only language the parents know. The mother says her seventeen year old son is having problems in school. He is often truant and is in danger of dropping out. She has tried to influence him but can't because he doesn't understand her. A recent attempt at discussion ended in physical violence, with mother and son coming to blows when words failed them.

The stories of families in which language and cultural shifts have resulted in the breakdown of parental authority and of the children's respect for their parents are often tragic. For the Southeast Asian refugee families especially, the breakdown of the family can mean a loss of everything. Many of them left behind all of their possessions when they fled their native lands. They came to the U. S. with the hope of keeping their families intact. They do not understand what is happening to them as they see their families falling apart. They do not see how the language their children are learning in school figures in this process. They want their children to learn English. They know how critical it is to their economic survival in this country. They believe that they can maintain Hmong or Khmer or Lao or Vietnamese without help since these languages are spoken in the home. They ask, "how can children lose their language?" But they do. And by the time the parents realize what is happening, it is too late to do anything about it.

A researcher at the Berkeley meeting told about a Cambodian father who has learned what it means for children to lose their native language and for a parent to lose his children to the assimilative forces in this country. The family had fled Cambodia a few years ago to escape persecution and the threat of death by starvation and violence. After a few years in a southern California urban area, the father is ready to return to Cambodia despite the danger he faces there. He has lost control of his older children. He can't communicate with them any longer, and they are involved in dangerous activities as members of a street gang. The father feels that the dangers the family faces in Cambodia are not as great as the ones they have already encountered in the U. S. He wants to protect his younger children from the harm that has been done to the older ones, no matter what it may cost him.

A full report of the findings of the No-Cost Study will be available in several months, according to Wong Fillmore. Inquiries about this work should be directed to NABE No-Cost Study, care of Lily Wong Fillmore at the Graduate School of Education, University of California at Berkeley.

MESSAGE, *from page 18*

TWO DECADES OF PROGRESS

NABE has served the bilingual education community for over 20 years. Workshops and presentations at NABE '91 covered the full spectrum of educational programs in the country, from pre-school to adult, from elementary to post-graduate education. The progress of the last two decades in expanding educational opportunities for non-English-speaking students was very evident throughout the conference. When NABE held its first conference in 1971, you could easily count the number of teachers with training and experience in serving language-minority children. Today, bilingual teachers number in the thousands. The challenge is to find and produce the thousands more that are needed if American schools are going to be able to provide *World-Class* education.

CLOSING

On a closing note, I want to thank all our NABE members for attending our 20th annual conference. Many of them made it a point to stop me, fellow Executive Board members, and office staff to congratulate us on a successful conference. Thank you for your support. For me, the Board and the staff, it was a pleasure to have seen so many of you and to have met so many new people. I encourage you to carry forward the enthusiasm that was evident throughout the conference, and I also implore you to move forward with the vision that translates into true world-class schooling in your community. ○

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Published by the National Association for Bilingual Education

STUDY FINDS NATIVE LANGUAGE INSTRUCTION IS A PLUS

by David Ramírez, Aguirre International

Results from the Longitudinal Study of Structured English Immersion Strategy, Early-Exit, and Late-Exit Transitional Bilingual Programs for Language Minority Children concluded that providing limited English proficient (LEP) students with substantial amounts (i.e., $\geq$ 40%) of native language instruction not only does not impede their acquisition of English language and reading skills, but there is some support to the hypothesis that primary language instruction may facilitate the acquisition of content area skills such as mathematics.

Why was the study done?

The impetus for the study was to provide federal policy makers with information as to the effectiveness of alternative instructional approaches for meeting the learning needs of limited English proficient students. This information would help them determine the types of services that should be provided through Title VII (the Federal Bilingual Education Act).

The educational needs of limited English proficient students are defined in terms of their achievement (typically much lower) relative to that of their native English-speaking peers. It is this comparison that determines whether a given language minority child is identified as requiring special instructional support. Thus the effectiveness of a given instructional program can be defined in terms of how well it helps limited English proficient students catch up to the achievement level of their native English-speaking peers. Within this context, the policy question that policy makers must address is which instructional approaches help limited English proficient students catch up to their native English-speaking peers (i.e., national norming population)?

The primary objective of the Longitudinal Study of Structured English Immersion Strategy, Early-Exit, and Late-Exit Transitional Bilingual Education Programs for Language Minority Children was to assess the relative effectiveness of two alternative instructional approaches in meeting the educational needs of limited English proficient students, i.e., an all-day instructional program using English as the primary language of instruction and an instructional program developing the child's primary language. To answer this question the achievement of Spanish-speaking limited English proficient students participating in one of three programs (structured English immersion strategy, early-exit, and late-exit transitional bilingual education) was compared to that of their English-speaking peers in the norming population. Given the diversity with which services to LEP students are provided, a clear understanding of the design of each of the three program models included in this study is critical.

How are structured English immersion strategy, early-exit, and late-exit transitional bilingual education programs the same and how do they differ?

Succinctly, these three programs have the same instructional goals -- the acquisition of English language skills so that the language minority child can succeed in an English-only mainstream classroom -- and the same staffing requirement (i.e., teachers have special language development training and are bilingual). As defined in this study, these instructional programs differ primarily in the amount and duration of English usage for instruction as well as the length of time

Continued on page 20

THE VIEW FROM WASHINGTON

by James J. Lyons

This column focuses on three new federal documents and reports, all released to the public since the beginning of the year, which contain data pertinent to the education of language-minority Americans. Taken together, the data -- counts of people, measures of educational progress, and budgetary trends and projections -- tell a tragic story of educational inequality and neglect. That story, encapsulated here, requires action by NABE, Association members, and all who believe that language-minority students deserve an equal opportunity in school.

Counts of People--1990 Census Data

This month, the Bureau of the Census released statistics on the growth of the U.S. population during the decade of the 1980's. The census data, broken down by race and ethnic group,

Continued on page 10

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Issue 5, 3/15/91
Issue 6, 5/01/91
Issue 7, 6/15/91
Issue 8, 8/01/91

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Eastern Oregon State College
La Grande, OR 97850
(503) 962-3537

Eastern Regional Representative
Anna M. López
Perth Amboy Public Schools
Perth Amboy, NJ 08861
(201) 826-3360 ext. 247

Central Regional Representative
Wageh Saad
Dearborn Public Schools
18700 Audette
Dearborn, MI 48124
(313) 582-7160

Western Regional Representative
Rosalía Salinas
California Language Minority Project
6401 Linda Vista Road
San Diego, CA 92111
(619) 292-3522

Parent-At-Large
Susan García
18094 E. Ohio, #102
Aurora, CO 80012
(303) 745-7116

NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE
Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

James J. Lyons, Executive Director
Carolyn L. Riddick, Office Manager
Nancy F. Zelasko, Conference & Publications Coordinator

NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, Call for Papers, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

MESSAGE FROM THE PRESIDENT

Rodolfo L. Chávez

Spring is almost upon us--a busy time for everyone. I hope that those of you who attended our very successful national conference in Washington, DC have now had the chance to implement in your classrooms and programs some of the new techniques, strategies and materials you heard about at NABE '91. Plans are already underway for NABE '92 in Albuquerque. Look for conference updates and contest announcements in future issues of *NABE NEWS.* Conference information will automatically be mailed to current NABE members, so make sure you renew your membership promptly.

Right now, NABE is running a mid-year membership special. Take advantage of drastically reduced rates and enjoy the benefits of NABE membership through October 31, 1991. Share the membership form contained in this newsletter with your colleagues and potential new members. Remind them that NABE is the only national professional association devoted exclusively to the education of linguistic-minority students and the development of bilingualism for all Americans. There is no excuse for anyone who works with language-minority students not to belong to NABE.

The front page of this issue contains an article by David Ramírez, Ph.D., principal investigator on the just-released US Department of Education longitudinal study comparing English immersion, early-exit, and late-exit bilingual programs for Spanish-speaking students. This is just one example of NABE's efforts to disseminate information on the effectiveness of bilingual education programs. With the *NABE JOURNAL* about to resume publication, continuation and expansion of the *NABE NEWS*, revitalization of our affiliates and special interest groups, and representation at major conferences and meetings throughout the country, NABE is positively influencing the way the public views bilingual education.

But we must remain ever vigilant. Recent US English - membership literature states,

> "Many American schools segregate the non-English speaking kids from the others, teaching in their native language and allowing students to graduate with no command of the English language. New York and New Jersey allow students to take their graduating exams in their native language, and California provides formal instruction in 3 different languages, and translations in 42 different languages in the public schools. Long-term bilingual education is a tragedy for the students as much as it is for society. A lack of English language skills will severely limit these children's access to good jobs and limit their ability to participate fully in the opportunities of American life."

US English now has two ex-employees of the former National Clearinghouse for Bilingual Education on staff.

Another language-restrictionist organization, English First, recently did a mass mailing against Puerto Rican statehood, declaring,

> "The last thing America needs right now is to inherit an island on welfare that refuses to speak English and has no desire to adopt our culture and way of life."

NABE Board members and staff have recently participated in a number of state affiliate conferences. I was at the Illinois Association for Bilingual Education conference; President-Elect Paul Martínez attended with South Dakota and Alaska conferences; Executive Director Jim Lyons represented NABE at the California Association for Bilingual Education conference; and the last NABE Executive Board meeting was held in conjunction with the New York State Association for Bilingual Education conference. The NYSABE conference was a wonderful example of the outstanding work being done in our affiliates. Total attendance at the conference was over 1,500, including more than 700 parents. Keynote speakers Jim Cummins, Alma Flor Ada, and Carlos Rafael Hortas were eloquent in their speeches relating to the conference theme, *Using Languages for Success.* The concurrent sessions, exhibits, student cultural activities, and other events were equally outstanding. NYSABE President María Valverde and Conference Chairperson Pedro Maymí are to be congratulated on such a well-organized conference. On behalf of the entire Board, I want to thank all our affiliates for the hospitality extended to us and for their efforts on behalf of language-minority students in their respective states. I and other NABE representatives look forward to meeting NABE members at the upcoming Arizona, New Mexico, Washington, and New Jersey affiliate conferences.

Rodolfo L. Chávez

I am also excited about the recent

Continued on page 8

MID-YEAR !!SPECIAL!!

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NOVEMBER 1, 1990 - OCTOBER 31, 1991

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- ____ Early Childhood Education
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1300

VOICES OF LIBERTY: BILINGUAL FOLKTALES IN THE CLASSROOM

By Marjorie Beggs, San Francisco Study Center

Veteran social studies teacher Alice Lucas believes it's essential to relate her instructional program to her students' cultural and ethnic backgrounds. She has a fertile field at Francisco Middle School in San Francisco: among the 847 students are one Japanese, two Koreans, three Native Americans, 29 Filipinos, 40 Spanish-speakers, 119 African-Americans, 235 Southeast Asians, and 376 Chinese. There are 42 Caucasians.

Until the 1980's, Lucas had been able to find teaching resources to match the diversity in her classroom. But then came the huge influx of Southeast Asian students and she was stumped.

"It was almost impossible to find maps and histories of Vietnam, Laos, and Cambodia, let alone literature in the languages of those countries or in English translations," Lucas recalls. "I knew the kids had a lot of interest and pride in anything from their homelands, so when I was on a travel sabbatical in Southeast Asia in 1989, I started collecting stories to bring back."

The result was Voices of Liberty, a bilingual education program developed under a grant from the Zellerback Family Fund in San Francisco. Voices of Liberty's first curricula materials were three Southeast Asian folktales told bilingually through illustrated storybooks and music-enhanced audio-tapes, plus a teachers' guide for each story.

Lucas chose stories whose combination of myth, magic and mettle would appeal to young teens, and whose geographical and historical reference would be valuable for social studies classes. Like all folktales, these are a distillation of the cultures from which they come -- "The Magic Crossbow" from Vietnam, "The Four Champa Trees" from Laos and "The Mountain of the Men and the Mountain of the Women" from Cambodia.

The teachers' guides include a brief history of the country, maps, student worksheets and ideas for integrating the folktale with social studies and language arts activities. "For non-Southeast Asian students, the stories increase cultural awareness and understanding," Lucas says. "The stories also are really engaging, so they're a good basis for developing all students' listening, speaking, reading and writing skills."

STUDENT PRESENTATIONS

Lucas, who often uses the stories as an anchor for related activities, recently demonstrated a homeland research project in fellow teacher Maryann Lyons' 8th grade ESL class. The students in this multi-ethnic language arts and social studies class are "intermediate-advanced." Their oral English skills are good but their reading levels are very low, in the 4th to 18th percentile.

Lucas began by meeting separately with 12 Vietnamese students from Lyons' class to prep them. One of the girls has been in the US only two years; one of the boys, wearing fashionably torn jeans and a "tail" on his hip haircut, has been here 10 years.

"Today we're going to talk about what you remember of Vietnam, or what your parents have told you," Lucas explains. For the next 50 minutes, they discussed customs such as marriage, food, religion, political history and, with the aid of a map, the geography of Vietnam.

These 13- and 14-year-olds aren't too forthcoming about their memories or knowledge of their country. Lucas says this is not uncommon--it's partly adolescence, shucking off old things, including the old country, and partly surprise that anyone wants to know what kind of food they ate in their village on the outskirts of Hanoi.

Lucas assigns two or three students to a topic--language, history, customs and so on--and explains that in one week's time, they'll make a presentation to their class. She will meet with study groups during the week and guide them to resources for gathering facts, but she also expects them to do some research on their own, and that includes talking to their family.

The presentations, a week later, are a mixed bag. Some groups are well-prepared, others not at all. But all have tried, and it's been an education for the presenters as well as their audience. "This may have been the first time any of these kids have stood in front of their peers this way," Lucas says. "Practicing more formal speaking skills in this non-threatening atmosphere is a great experience for them."

Continued on page 8

UPCOMING EVENTS

BILINGUAL EDUCATION SPECIALIST

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April 1-4, 1991 - ***Linguistics and Language Pedagogy: The State of the Art.*** Georgetown University Round Table on Languages and Linguistics 1991. Contact Carol J. Kreidler, Coordinator, GURT 1991, SLL Dean's Office, School of Languages and Linguistics, Georgetown University, Washington, DC 20057.

April 11-13, 1991 - ***Michigan State Bilingual/Migrant Education Conference.*** EMU Corporate Education Center. Contact Kathy Malnar, Conference Coordinator, Adrian Public Schools, 159 East Maumee Street, Adrian, MI 49221 (517) 263-7205.

April 13, 1991 - ***Language Pluralism in the US: Linguistic Minorities & "English Only".*** Michigan State University, E. Lansing, MI. Contact: Denise Troutman-Robinson, Dept. of American Thought & Language, Michigan State University, 281 Bessey Hall, E. Lansing, MI 48824-1033 (517) 353-9252.

April 17-19, 1991 - ***Bilingual Education in New Mexico: Providing Quality Schooling.*** New Mexico Association for Bilingual Education Conference. Albuquerque, NM. Contact Genaro M. Roybal, Executive Director, NMABE, Cross Cultural Center, 3315 Louisiana, NE, Albuquerque, NM 87110 (505) 883-0440.

April 18-20, 1991 - ***Agenda for the 90's: Participation, Progress, Pluralism.*** 12th Annual National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) Conference. St. Petersburg Hilton and Towers, FL. Contact Nancy Kelley Wittenberg, NAFEA Conference Coordinator at (904) 488-3791.

April 19-20, 1991 - ***Bilingual Education: From "Fix Them" to "Enrich All."*** Washington Association for Bilingual Education Annual Conference. Red Lion Inn, Bellevue, Washington. Contact Marsha Ann Pastrana (509) 575-2885.

April 22-26, 1991 - ***RELC Regional Seminar on Language Acquisition and the Second/Foreign Language Classroom.*** Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 1025 (65) 737-9044.

April 25-28, 1991 - ***A New Decade of Challenges: 1991 and Beyond.*** Eighth Annual Meeting of the Southwest Conference on Language Teaching. Anaheim, CA. Contact: Jan Herrera, SWCOLT Executive Director, 13355 Albion Circle, Thornton, CO 80241 (303) 452-1308.

May 1-6, 1991 - ***Creating Global Synergy: The Intercultural Perspective."*** XVII Annual International Congress of the Society for Intercultural Education, Training and Research (SIETAR). Banff Springs, Alberta, Canada. Contact: SIETAR International Secretariat, 733 15th Street, NW, Suite 900, Washington, DC 20005 (202) 737-5000.

May 6-10, 1991 - ***International Reading Association Conference.*** Hilton/Convention Center, Las Vegas, NV. Contact Lynn Pyle, Box 8139, 800 Barksdale Road, Newark, DE 19713 (302) 731-1600.

May 31 - June 2, 1991 - ***Retreat to the Future.*** American Forum for Global Education conference. University of Hartford, West Hartford, CT. Contact The American Forum, 45 John Street, Suite 1200, New York, NY 10038 (212) 732-8606.

NABE '92

JAN. 29 - FEB. 1

ALBUQUERQUE

SEE YOU THERE!

AMERICAN INDIAN BILINGUAL EDUCATION: NEW ZEALAND "LANGUAGE NESTS"

by Jon Reyhner, Eastern Montana College

As reported in the last issue of the *NABE NEWS* in the article on the "NABE No-Cost Study on Families," there is a deep concern that an English language emphasis in early childhood education will separate language minority children from their parents. This separation leads to family breakdown (specifically parent-child communication problems) and identity problems for these students as they reach the trouble-filled teenage years.

Historically American Indian children have been faced with an English-only education in their schools which has alienated them from their families and aggravated for them the national problem of drug and alcohol abuse. It is also contributory to the high dropout rate, twice the national average, that American Indian students have.

One promising solution to the problem of family identity loss being pioneered in New Zealand for the past decade by the Maoris, the original inhabitants of New Zealand, is the Kohanga Reo or language nest. Language nests are community based day care centers carried on in the Maori language and staffed with Maori elders. Language nests both preserve the Maori language which was dying out, provide a valuable service to working parents, and, most importantly, strengthen the cultural values associated with the traditional Maori extended family (Fleras, 1989).

With university help, language nests are also being successfully pioneered in Hawaii with native Hawaiian children. These programs link together elders and children, strengthen family values, and develop language skills. More consideration needs to be given to the strengths of the "language nest" approach in planning United States early childhood education programs. If we follow the advice of the U.S. Department of Education in its booklet, Schools That Work: Educating Disadvantaged Children, to teach language minority children English "as soon as possible," and by implication the culture that goes with the English language, we will further break down American Indian cultures and family structures. That breakdown has already had disastrous consequences for American Indians who, for example, die from alcohol related causes at a rate 4.3 times the national average.

American Indians have shown enormous grass roots support for the preservation of their Native languages in their lobbying for the recently passed Native American Languages Act. The fact that no money was attached to this act indicates the unselfish interest of American Indians in native language preservation. However, it leaves unanswered how the desire for Native language preservation will be realized. If community-based Native language early childhood programs can be established and linked to two-way or maintenance bilingual programs in public and Bureau of Indian Affairs (BIA) schools, there is hope that American Indian families can be strengthened while English language skills are developed.

Unfortunately, beyond a few schools such as on the Hualapai Reservation in Arizona, their is little to give hope that American Indian communities and their languages will not continue to lose ground as reservations become less and less isolated from the dominant culture. Language nests were started in 1982 in New Zealand. By 1988 there were 521 of them with an enrollment of 8,000 children (Fleras, 1989). This Maori success story indicates that this model needs to be given more attention by American Indian educators as a possible way to help implement the spirit of the Native American Languages Act.

References

Fleras, Augie. (1989). Te Kohanga Reo: A Maori renewal program in New Zealand. Canadian Journal of Native Education, 16(2), 78-85

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MESSAGE, *from page 3*

interest in forming new NABE affiliates throughout the country. Nevada, Oregon and the District of Columbia have begun planning for new state organizations.

At the last Executive Board meeting the restructuring plan proposed at the NABE Delegate Assembly and General Membership meeting at the '91 Conference and described in the February 1, 1991 issue of *NABE NEWS* was formally approved by the Board. This means that the Executive Board members being elected right now for 1991-92 will be the last Board to serve one-year terms.

There will be a one-year transition period beginning in 1992. At the conference in Albuquerque, nominations will be conducted for all Board positions under the new plan. For the purpose of transition, the positions of Vice President, Eastern Regional Repre-sentative and Western Regional Repre-sentative will be elected for a one-year term. The remaining positions of Secretary/ Treasurer, Central Regional Representative and Parent-at-Large will be elected for a two-year term. The President-Elect continues to serve as an Executive Board member for three years -- as President-Elect, President, and then Past President. There will be annual nominations and elections for the position of President-Elect. The present NABE Board believes this restructuring will contribute to providing much-needed continuity to our organization.

During the last two months remaining in my two-year tenure as President, I pledge to continue guiding this association with the same vigor and diligence that have made us a premier association dealing with challenging and rewarding issues. I look forward to my next year on the Board where I will be able to provide input and advice to President-Elect Paul Martinez and his new Board.

Keep in touch! <NABE>

VOICES, *from page 5*

FOLKTALES ON TAPE

Presentations over, Lucas introduces "The Magic Crossbow," a tale of clashing armies, and an arranged marriage based on deception that nonetheless grows into love, the inner conflict of a faithful daughter but more faithful wife, ultimately the death of the story's major characters.

"Parts of this folktale are true, and parts are not," Lucas tells the class. She asks the students to listen carefully for what is magic and who plays tricks and how the story illustrates Vietnamese culture. She lists and defines vocabulary words--*ramparts, altar, virtuous, trigger, delta*--and presents the characters: the first king of Vietnam, An-Duong Vuong; his daughter, Princess My Chau; her betrothed, Prince Trong Thuy.

After Lucas passes out the booklets, she asks which of the Vietnamese students want to listen to the story in their own language on headphones. Five volunteer immediately. She sets them up at the back of the room and turns on the tape recorder at the front.

There's a palpable anticipation in the room. The students already are flipping through the book, looking at the beautiful illustrations and taking in the layout--the story in English on the left-hand page and in Vietnamese on the right. When the tape starts, with the pure sounds of a Vietnamese zither called a *dàn tranh*, the room is absolutely silent. It stays that way for 23 minutes, until the story is played out to its dramatic end.

STUDENT ACTIVITIES

With limited time and in another teacher's classroom, Lucas focuses the followup on a brief discussion of the story's inherent moral dilemma. In her own classes, she has had the time to spin off all kinds of activities from the Voices of Liberty folktales, from a detailed study of the country's climate to a writing assignment in which the students try to convince one of the characters to change his or her mind. She has had students act out the story, invited people from the community to talk about their country and even held an ethnic food-tasting party.

One of Lucas' colleagues at another middle school in San Francisco used "The Four Champa Trees" in her ethnically-mixed, 6th-grade language arts honors class. "Terrific!" was the message from the teacher. Asked how they liked the story, one of the students wrote: "I like The Four Champa Trees. It has the aspects of magic, hero, villian (sic) etc. And it also portrays the humans well. Foolish king, wise prophet, they make a great story. I'd like to hear all the music that goes with this story, someday. Although it is a typical folktale, it is well-told and realistic."

Lucas believes that the Southeast Asian folktales possess the same fascination as the more familiar European stories. In fact, she says, their exotic nature may make them even more interesting.

In the summer of 1990, when Lucas was in Phnom Penh in Cambodia teaching English, she continued gathering tales. Today she has 100 Vietnamese, 50 Cambodian, and 10 Lao stories, a rich resource for future projects.

Voices of Liberty program materials -- story booklets, story tapes and teachers guides -- are available individually and in classroom sets from San Francisco Study Center, 1095 Market Street, #602, San Francisco, CA 94103 (415) 626-1650. <NABE>

Readers are welcome to reprint articles from *NABE NEWS*, provided proper credit is given.

RESEARCH CENTER IDENTIFIES 18 PROJECTS

The National Center for Research on Cultural Diversity and Second Language Learning was funded by the Office of Educational Research and Improvement of the US Department of Education, effective January 1, 1991 (see article in December 1, 1990 issue of *NABE NEWS*). The University of California, Santa Cruz, through the university's statewide Linguistic Minority Research Project, received the award to coordinate this Center and will collaborate with the Center for Applied Linguistics in Washington, DC and other institutions to conduct the research and provide dissemination activities.

This new national research center is designed to promote the intellectual development, literacy, and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people. The Center will initiate new projects as well as build on and expand to the national level ongoing research, dissemination, and teaching efforts. The Center's work will involve researchers from a variety of disciplines, include participants from throughout the country, and address the needs of students from a variety of language minority groups in pre-K to grade 12 classrooms.

Several of the research projects deal with the relationship between first and second language learning, and between cultural and linguistic factors in the acquisition of literacy. Other projects focus on teaching strategies to assist children from diverse cultural backgrounds in gaining access to content material. Studies that develop alternate models of assessment for these students are included, as are studies that examine various instructional programs for language minority children, and how modifications in the social organization of schools affect their academic performance.

Dissemination will be a key feature for the Center as a whole as well as for each project. The dissemination efforts will be directed to the parents and teachers of language minority students, and to the resource centers, policymakers, advocacy groups, researchers, and professional organizations concerned with their needs.

This new Research Center on Cultural Diversity and Second Language Learning will undertake a dynamic, process-oriented research program that places language learning within a broader social and cultural context. Because it is inherently applied and contextual, this approach should produce lasting practical consequences, assisting parents, practitioners, and policymakers in better educating our nation's culturally diverse children.

For your information, here are the titles and principal investigators of the 18 research projects:

Matches and Mismatches in Family and School Discourse: Consequences for School Achievement in Hispanic and Anglo Children from Low-Income Families - Grades 3,5,7; Home Language: Spanish/English; Location: CA. Margarita Azmitia, Catherine Cooper, Eugene García - UC Santa Cruz

Parent-Child Conversations and Children's Linguistic and Conceptual Development: Effects of Language and Culture - Preschool; Home Language: Spanish; Location: CA. Maureen Callanan - UC Santa Cruz

Language Instruction for Children with Limited English Proficiency - Grades K-6; Home Language: Multiple; Location: Nationwide. Eugene García, Barry McLaughlin, María Matute-Bianchi, Aida Hurtado, Lucinda Alvarez - UC Santa Cruz

The Role of Instrumental and Social Competence in the Development of Higher Order Cognitive Processes in Mathematics Among Language Minority Students - Grades 6-8; Home Language: Spanish; Location: CA. Ronald Henderson, Edward Landesman - UC Santa Cruz

The Development of Effective Education in Native American Cultures Grades 1-6; Home Language: Navajo/Pueblo; Location: NM. Roland Tharp - UC Santa Cruz

Diagnostic and Dynamic Assessment of Comprehension and Reasoning Skills - Grades 9-12; Home Language: Multiple; Location CA, FL, LA. Richard Durán, Russell Revlin - UC Santa Cruz

Heterogeneous Grouping and Academic Achievement - Grades 9-12; Home Language: Multiple; Location: CA. Hugh Mehan, Irene Villanueva-Smith - UC San Diego

Discourse Strategies in Cooperative Learning Settings - Grades 2 & 4; Home Language: Spanish; Location: CA, TX. John Gumperz, Jennifer Cook-Gumperz - UC Berkeley

Korean-American Literacy Practices - Grades 1-6; Home Language: Korean; Location: CA. Robin Scarcella, Sung-Chull Lee - UC Irvine

Assisting the Literacy Development of Spanish-Speaking Students - Grades 1-6; Home Language: Spanish; Location: CA. Claude Goldenberg, Ronald Gallimore - UC Los Angeles

Socialization of Scientific Discourse in Samoan-American Households - Grade K; Home Language Samoan/english; Location: CA. Elinor Ochs, Alessandro Duranti - UC Los Angeles

Two-Way Bilingual Education: Learning and Understanding Two Different Languages in the Same Sociocultural Context - Grades K-6; Home Language: Spanish; Location: TBD. Donna Christian - Center for Applied Linguistics

Continued on page 14

WASHINGTON, *from page 1*

document the dynamic demographic changes which are taking place in our nation [see Chart below]. During the last ten years, the number of Americans who identify themselves as being of Asian or Pacific Island background has more than doubled, rising from 3.5 million to 7.3 million. During the 1980's, the population of American Hispanics grew by more than half, increasing from 14.6 to 23.4 million. Americans who identified themselves as American Indians, Eskimos, or Aleuts increased by more than one-third between 1980 and 1990. Meanwhile, the total U.S. population grew by less than 10 percent, with the white and black populations increasing by approximately 6 percent and 13 percent respectively.

With respect to the Hispanic and Asian and Pacific Islander populations, the dynamic growth that took place in the 1980's is a function of numerous factors including the relative youthfulness of these populations together with larger family size and the large-scale movement of immigrants and refugees to the United States. The substantial growth in the number of Americans who identify themselves as American Indian, Eskimo, or Aleut between the 1980 and 1990 censuses is thought by some analysts to reflect both real population growth and a greater tendency among members of these groups to identify themselves as such in the Census. Although the Census Bureau has not released 1990 racial and ethnic population growth data by age category, the relative youthfulness of all three of these groups is likely to be reflected in even higher relative growth rates for the school-age members of these population groups.

The substantial growth in these three ethnic minority population groups -- American Indian, Eskimo and Aleut; Asian and Pacific Islander; and Hispanic -- accounts for the dynamic growth of America's language-minority and "limited-English-proficient" student populations. Children from these three groups make up more than 80 percent of the language-minority and "LEP" student populations.

According to the Secretary of Education's 1982 "Report on the Condition of Bilingual Education in the Nation," there were about 3.6 language-minority school-aged children with "limited-English-proficiency" in 1978. That same report indicated that "the number of LEP children in the United States is projected to increase by about 35 percent by the year 2000." Based on the just released 1990 Census data, the Education Department's 1982 projection for growth in the "LEP" population is likely to prove too conservative. In the future, we are likely to see many school districts in which the language-minority student population is, in fact, a majority -- the current situation at the pre-school level in both Los Angeles and New York.

Measures of Educational Progress: Longitudinal Study on Three Types of Programs for "LEP" Students

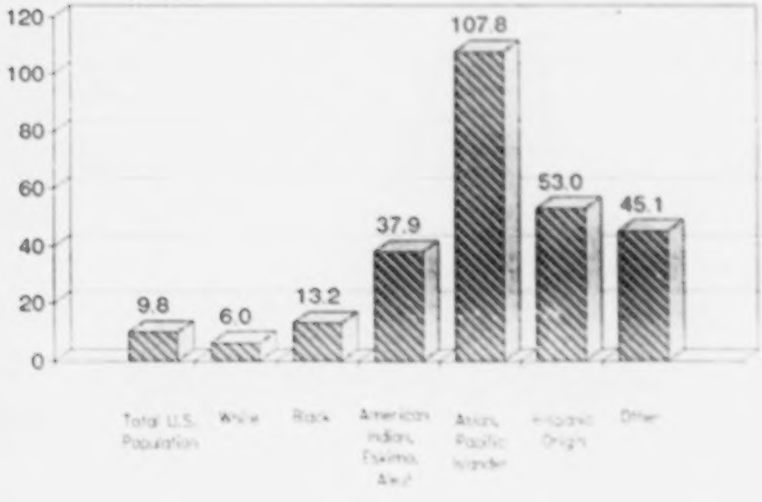
Last month, the U.S. Department of Education released the findings of its "Longitudinal Study of Structured English Immersion Strategy, Early-Exit, and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children." This quasi-experimental study [see article on page 1] was undertaken in 1983 to compare the relative effectiveness of two alternative programs (structured English immersion strategy and late-exit transitional bilingual education) with that of the program typically funded under the Bilingual Education Act, the early-exit transitional bilingual education program.

In keeping with its quasi-experimental design focused on type of program, the researchers carefully chose programs which represented the optimal implementation of each instructional model. All of the teachers, even those in the English immersion programs, were at least "receptively bilingual" -- that is, they were able to understand Spanish, the native language of the "LEP" students in the study.

The central finding of the study was that all three programs were effective in producing significant academic gains for "LEP" students as measured by standardized English-language tests of mathematics, language, and

Continued on page 11

Growth of U.S. Population, 1980 - 1990
Percent Change by Race and Hispanic Origin



WASHINGTON, *from page 10*

reading. While direct comparison of late-exit programs with immersion and early-exit programs was impossible, the study contains substantial evidence indicating the superiority of programs that make extensive use of the students' native language. The study also found that the level of parent involvement in helping their children with homework and the level of parent satisfaction with their children's educational program was directly associated with the extent of native language instruction.

The longitudinal study is a rich source of detailed data on programs for Spanish-speaking "LEP" students. To date, only "nominal" analyses (focused on program type as originally labeled by the researchers) have been carried out. Because variability of key instructional factors within program type was substantial, additional "operational" analyses (focused on discrete instructional factors including extent of native-language instruction) can and should be carried out.

While additional analyses can help elucidate pedagogical questions on how to best serve "LEP" students, the study's central finding regarding the academic effectiveness of all three types of programs confirms the student benefits of participation in Title VII-type programs. Title VII, like Chapter 1 and federal aid for special education, affords children with special needs access to educational opportunities and success.

Budgetary Trends and Projections: Fiscal Year 1992 Budget Request for Bilingual Education Act Programs

In January, President Bush sent to Congress his Fiscal Year 1992 budget request. At a Department of Education briefing on the newly-released budget request, a senior Department official told me, "you should be very pleased; the President asked for an increase in Title VII funding; for a lot of other elementary and secondary education programs he is seeking cuts; and for even more, he is asking for level-funding."

Indeed, the President's FY 1992 budget does propose cuts in a variety of education programs ranging from Women's educational equity to Dropout prevention demonstrations. Funding for a number of education programs would be eliminated entirely. Elementary and secondary school programs for which the President requested "zero-funding" include: Law-related education, Ellender fellowships, Follow through, Education for Native Hawaiians, Secondary school basic skills demonstrations, and Foreign language assistance.

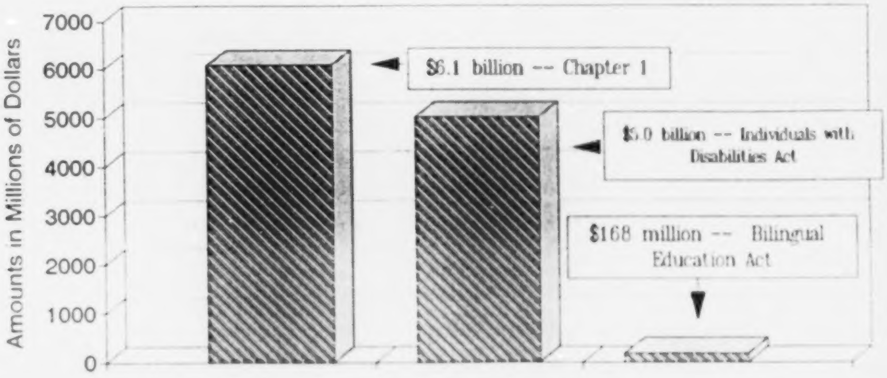
Quite honestly, however, I found little solace in the positive observations offered to me by the Education Department official. For FY 1992, the President has asked Congress to increase Bilingual Education Act funding from $168.8 million to $171.5 million. This increase of approximately $2.8 million would not even keep pace with the cost of inflation; it would provide no additional support to school districts struggling to serve the nation's growing language-minority and "LEP" student population.

The tragic fact is that federal financial assistance under the Bilingual Education Act plummeted during the 1980's while the size of the eligible population skyrocketed. While funding for state grants under the Individuals with Disabilities Education Act increased by more than 17 percent and funding for Chapter 1 programs for educationally disadvantaged students increase by nearly 7 percent, federal support for Title VII programs serving "LEP" students plummeted by almost 47 percent.

The Chart below graphically depicts the relative resources currently available for the three primary federal access- and equity-oriented elementary and secondary programs for special populations -- Chapter 1, Individuals with Disabilities Education Act, and the Bilingual Education Act. The relative imbalance in federal resources to serve special student populations is especially apparent when Bilingual Education Act (BEA) funding is compared with resources available under the Individuals with Disabilities Education Act (IDEA). Last year, the Department of Education estimated that 4.5 million children had

Continued on page 16

Fiscal Year 1991 Appropriations
Three Major Federal Education Programs



NABE MEMBERS *CAN* PARTICIPATE IN

by Ricardo Martínez

Ricardo Martínez is a former staff member of the Education and Labor Committee of the US House of Representatives. NABE NEWS asked Ricardo to share his inside knowledge of Congress with NABE members so they might participate in the crucial annual appropriations process.

THE PROCESS

In early February, President Bush submitted his budget request for fiscal year 1992 to Congress. His budget represents what the Executive Branch estimates to be the expenditures necessary to maintain, or expand, federal programs and policies. The President and the Cabinet Secretaries also use this budget opportunity to cut or eliminate programs which they no longer deem necessary. In other instances, funds are shifted from one category to another in order to support Administration budgetary, legislative or political priorities.

When the House and Senate receive the annual budget request from the President, they immediately start the process of analyzing the figures to see if these requests coincide with, or reflect, budgetary, legislative or political priorities established by the Legislative Branch.

The leadership of each chamber assigns the formal budget reviews to the committee of jurisdiction, in this case the Senate and House Appropriations Committees. These Standing Committees of Congress will invite Executive Branch officials to Congress for the purpose of explaining and justifying the amounts requested, deleted, or shifted for each specific program and category. The federal budget is so complex that this process takes several months and each Standing committee will hear testimony, not only from the Executive Branch, but from national education organizations, governors, business leaders, individuals and most everyone who wants to make their own, or collective, views known to the lawmakers.

By the middle of April, the public comment period is over and the Standing committees begin their internal deliberations by functioning as subcommittees with jurisdiction over particular budget functions and categories. These subcommittees will "mark up," or agree to recommend, a set of budget expenditures to the full or Standing committee.

Once the full committee agrees to the figures submitted by each subcommittee, then a total budget is established for each department and all those programs administered within. The Appropriations Committee is then responsible for taking each bill to the floor of its respective chamber for approval from the entire membership of that body. There are thirteen separate bills that must go through this process in each chamber.

Once the House and Senate have completed their recommendations, they must establish negotiating teams to reconcile the figures presented by each chamber for each program and category of expenditure. After this agreement is reached, each chamber must vote on it, and a final budget is recommended by Congress to the President.

At this point, the President approves or vetoes the recommendations of Congress for each of the respective bills sent forward. The Congress must finish its work by September 30th -- the end of the federal fiscal year.

SENATE APPROPRIATIONS COMMITTEE

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Ernest Hollings, SC
J. Bennett Johnston, LA
Quentin Burdick, ND
Patrick Leahy, VT
Jim Sasser, TN
Dennis Deconcini, AZ
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Ranking Member
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Jake Garn, UT
Thad Cochran, MS
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Warren Rudman, NH
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Don Nickles, OK
Phil Gramm, TX
Christopher S. Bond, MO
Slade Gordon, WA

THE FEDERAL APPROPRIATIONS PROCESS

HOW NABE MEMBERS CAN PARTICIPATE

The appropriations process takes approximately eight months, but the greatest opportunity for input from the general public is within the first four months. During the second four months, the lawmakers tend to emphasize deliberations between and among themselves. Toward the end of the process, the House and Senate are very focussed on promoting their respective budget figures, leading toward final reconciliation.

Some of you may think that because you are a teacher, teacher aide, counselor, principal or even a parent of a Title VII child, your input is not valued or desired. Fortunately for NABE, the opposite is true. Nothing is more important to national legislators than knowing whether the funding provided by the various federal programs is, in fact, having a positive effect on the intended beneficiaries of those resources.

Write the Members of Congress as individuals, as a group, or even have your students and their parents join you in these remarks. It is always better to submit your own views and voice your own opinion, as opposed to signing photocopied letters that tend to be impersonal.

Contact the Representatives and Senators listed on these pages, along with your own Representatives and Senators, to let them know about your specific concerns regarding the funding requested for Title VII. Use specific examples from your own programs and communities not only to request additional funding and support, but also to let these individuals know about the wonderful success stories nationwide.

I especially urge those of you who are in a state or a district represented by a Member of the House or Senate Appropriations Committee to write to them of your concerns. Ideally, each and every member of these committees should hear from all sectors of the NABE community. Have parents write their letters in the language in which they are most proficient. Student letters should be bilingual, whenever possible. If your district or institution of higher education has received Title VII funds, let the members know how those funds have benefitted your students and programs. If you have applied for Title VII funds and did not receive a grant, let the members know how much you need these monies.

Address your letters to Senate Appropriations Committee members as follows:

The Honorable ______________________ (name)
Member, Appropriations Committee
United States Senate
Washington, DC 20510

Letters to House Appropriations Committee members should be addressed as follows:

The Honorable ______________________ (name)
Member, Appropriations Committee
U.S. House of Representatives
Washington, DC 20515

Please write these individuals within the next several weeks because this is the time when the opportunity is greatest to have your ideas considered. Your letters will make the difference for another child to become bilingual and better educated. America needs them. <NABE>

HOUSE APPROPRIATIONS COMMITTEE

Democrats
Jamie Whitten, MS, Chairman
William Natcher, KY
Neal Smith, IA
Sidney Yates, IL
David Obey, WI
Edward Roybal, CA
Louis Stokes, OH
Tom Bevill, AL
Bill Alexander, AR
John Murtha, PA
Bob Traxler, MI
Joseph Early, MA
Charles Wilson, TX
Norman Dicks, WA
Matthew McHugh, NY
William Lehman, FL
Martin Sabo, MN
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Vic Fazio, CA
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Les AuCoin, OR
William Gray, PA
Bernard Dwyer, NJ
Steny Hoyer, MD
Bob Carr, MI
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Richard Durbin, IL
Ronald Coleman, TX
Alan Mollohan, WV
Lindsay Thomas, GA
Chester Atkins, MA
Jim Chapman, TX
Marcy Kaptur, OH
Larry Smith, FL
David Skaggs, CO
David Price, NC
Nancy Pelosi, CA

Republicans
Joseph McDade, PA, Ranking Member
John Myers, IN
Clarence Miller, OH
Lawrence Coughlin, PA
C.W. Bill Young, FL
Ralph Regula, OH
Carl Pursell, MI
Mickey Edwards, OK
Bob Livingston, LA
Bill Green, NY
Jerry Lewis, CA
John Porter, IL
Harold Rodgers, KY
Joe Skeen, NM
Frank Wolf, VA
Bill Lowery, CA
Vin Weber, MN
Tom DeLay, TX
Dean Gallo, NJ
Barbara Vucanovich, NV

RESOURCES FOR BILINGUAL EDUCATORS

Bilingual Education Handbook: Designing Instruction for LEP Students, Bilingual Education Office, California State Dept. of Education. ($4.25) Bureau of Publications, Sales Unit, California Dept. of Education, P.O. Box 271, Sacramenio, CA 95802-0271 (916) 445-1260.

Bilingual Education: History, Politics, Theory, and Practice, by James Crawford, and other books from the Crane Publishing Company are now available from Bilingual Educational Services, Inc., 2514 South Grand Avenue, Los Angeles, CA 90007-9979 (800) 448-6032.

Bilingual Education: Using Languages for Success. edited by Angela L. Carrasquillo. ($12.50) New York SABE, Room 1025, Fordham University, New York, NY 10023.

Breaking the Language Barrier, by H. Douglas Brown. Intercultural Press, 16 US Route One, P.O. Box 700, Yarmouth, ME 04096 (207) 846-5168.

The Challenge of Education: No Time to Waste, No Room for Failure. Cuban American Policy Center. ($3.00) The Cuban American National Council, Inc., 300 S.W. 12th Avenue, Third Floor, Miami, FL 33130-2038.

Computers and Cultural Diversity: Restructuring for School Success, by Robert DeVillar and Christian Faltis. ($12.95) State University of New York Press, State University Plaza, Albany, NY 12246.

El Retrato de Español, reading and spelling programs software. Condrey Software, P.O. Box BR, Irvine, CA 92716 (714) 854-3096.

The English Only Movement: Myths, Realities and Implications for Psychology. American Psychological Association. Office of Ethnic Minority Affairs, APA, 1200 17th Street, N.W., Washington, DC 20036 (202) 755-7763.

Foreign Language in the Workplace, edited by Richard D. Lambert and Sarah J. Moore. ($13.95) The National Foreign Language Center, 1619 Massachusetts Avenue, NW, Washington, DC 20036.

Grandfather's Origin Story: The Navajo Indian Beginning ($6.95) and other books on American Indian literature, history, and culture. Sierra Oaks Publishing Company, P.O. Box 255354, Sacramento, CA 95865-5354 (916) 663-1474.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. *<NABE>*

Bilingual/Bicultural Collaborative Staff Development Institute

Thursday and Friday
June 27 and 28, 1991

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Teachers College, Columbia University
New York, NY 10027
Tel.: (212) 678-3064/3065
FAX: (212) 678-4048

RESEARCH, *from page 9*

Integrating Language and Culture in the Social Studies - Grades 6-9; Home Language: Multiple; Location: CA, DC, FL, IL, NY. Deborah Short - Center for Applied Linguistics

Assessing Academic Language of Language Minority Students - Grades 5-6; Home Language: Spanish; Location: CT, DC, FL, MD, TX, WI. Nancy Rhodes, Charles Stansfield - Center for Applied Linguistics

Context-based and Interactive Approaches to Assessment - Grades 1-6; Home Language Spanish; Location: CA. Robert Rueda - USC, Erminda García - Pajaro Valley USD

The Effects of First Language Literacy on Second Language Writing Acquisition - Grades 9-12; Home Language: Multiple Asian & Spanish; Location: CA, OK, IL, MN, MA. Hai Tran - U of OK, Janice Patch - UC Berkeley

Funds of Knowledge for Teaching - Grades 3-6; Home Language: Spanish; Location: AZ, PR. Luis Moll, Carlos Vélez-Ibáñez, Richard Ruiz - U of AZ

Cheche Konnen: Case Studies in Scientific Sense-Making - Grades K-8; Home Language: Haitian Creole; Location: MA. Beth Warren, Ann Rosebery, Faith Conant - Technical Education Research Center

For more information about the individual research projects and/or to join the mailing list contact the Center at 399 Kerr Hall, University of California, Santa Cruz, CA 95064 (408) 459-3501. *<NABE>*

NABE '92

ALBUQUERQUE

JAN. 29 - FEB. 1

SEE YOU THERE!

RESOLUTIONS APPROVED BY THE NABE MEMBERSHIP

At the NABE General Membership Meeting on Friday, January 11, 1991, Resolutions Committee Chairperson José Delgado presented the following resolutions to the membership. All were approved and the NABE Executive Board has taken action as noted below.

RESOLUTION #1:

WHEREAS: NABE has historically supported development of the native language skills of LEP students, and

WHEREAS: development of native language skills is essential to proper cognitive development, as well as second language acquisition, and

WHEREAS: the Haitian Community has encountered difficulties with bilingual education programs that fail to utilize the native language of Haitian LEP students, therefore be it

RESOLVED, that NABE support the Haitian Community's desire to be involved in the design of bilingual education programs so as to ensure the use of their children's native language, Haitian Creole, and be it further

RESOLVED, that NABE contribute to the resolution of this issue by sponsoring a forum at the 1992 conference which addresses this and other concerns relative to the education of Haitian LEP students.

Submitted by: NABE Language Policy SIG, Hermán S. García and Elaine Ruiz

NABE Executive Board Action: The Board instructed the NABE Conference Coordinator to dedicate a major session at NABE '92 to issues in the education of Haitian LEP students.

RESOLUTION #2:

WHEREAS: bilingual education is often negatively and incorrectly represented in the news media, and

WHEREAS: efforts to educate public officials and the general public as to the goals and activities of bilingual education programs are either reactive or disjointed, and

WHEREAS: many bilingual educators often lack the expertise to effectively interact with the mass media, therefore be it

RESOLVED, that the NABE Board of Directors appoint a task force to develop a coherent long range national strategic public relations effort designed to develop a positive public image of bilingual education and, be it further

RESOLVED, that the task force also develop and distribute materials useful to Association SIGs, local affiliates and other groups interested in conducting local and/or state level education efforts promoting the benefits of bilingual education to our nation.

Submitted by April Haulman and Sharon Ballew

NABE Executive Board Action: The Board approved the creation of a task force and appointed Rodolfo Chávez chairperson.

RESOLUTION #3:

WHEREAS: NABE is an organization dedicated to the protection of the civil rights of all citizens regardless of their linguistic, ethnic or national origin, and

WHEREAS: events in the Persian Gulf have increased tensions in this country which may threaten the civil rights of Arab Americans, therefore be it

RESOLVED, that NABE declare its solidarity with our Arab American colleagues and, be it further

RESOLVED, that NABE oppose any action that would deny the civil rights of Arab Americans.

Submitted by Dorothy Waggoner

NABE Executive Board Action: The Board instructed Executive Director Lyons to send copies of this resolution to appropriate governmental offices.

RESOLUTION #4:

WHEREAS: NABE has been a leading organization in promoting bilingualism and in supporting the implementation of innovative bilingual education programs, and

WHEREAS: NABE has opposed federal English-only education and has issued a statement declaring the "English-Only" movement as an unnecessary, racist, divisive and educational threat to the development of programs that promote cultural pluralism and linguistic diversity, and

WHEREAS: the Language Policy SIG was recognized and formally established at the 1988 NABE conference in Houston as an integral part of NABE with the charge of developing policies and actions relating to the federal "English-Only" movement, therefore be it

RESOLVED, that the NABE Board of Directors/staff provide the Language Policy SIG any reasonable request for support and resources, to include:

1. Sponsoring a featured session at NABE conferences related to national language policy issues.

2. Providing space in the NABE newsletter, on a regular basis, in order to keep interested members informed of issues and developments relative to national policy concerns.

3. Formally endorsing, promoting, and, when possible, participating in all future national celebrations of language rights and equality activities.

Submitted by the Language Policy SIG

Continued on page 16

WASHINGTON, *from page 11*

disabilities qualifying them for assistance under the IDEA. This number is roughly comparable to the number of "LEP" students thought to be eligible for services under the BEA. Yet, more than 25 times as much federal aid is available for special education programs as is available for Bilingual Education Act programs! The disparity helps to explain why "LEP" students are generally over-represented in special education programs; in far too many school districts, the availability of resources, not student needs, determines student placement and treatment.

The consequences of meager congressional appropriations for the Bilingual Education Act are spreading to communities across the nation. As the enrollment of language-minority and "LEP" students surges ahead, local education agencies report desperate shortages of qualified teachers, training, technology, and even textbooks.

Action Needed

The NABE Executive Board has agreed that securing a substantial increase in Fiscal Year 1992 appropriations for the Bilingual Education Act is a critical priority for the Association. I have been meeting with Members of Congress, congressional staff, and leaders of other educational, ethnic, and civil rights national organizations to enlist their support for this goal. Some organizations including the Citizens Commission on Civil Rights, the National Council of La Raza, the National Education Association, and the Quality Education for Minorities Network have already called on Congress to substantially increase Bilingual Education Act funding.

One of the most wholesome characteristics of elected officials is their overwhelming desire to please their constituents. I mean that quite seriously. If it were not for this overwhelming desire, our democracy would not be as effective or popular.

Because you are the people Members of Congress want to please, I asked NABE Member and former Congressional staff member Ricardo Martínez to prepare the article found on page 12 of this issue on how you can help in the quest for needed appropriations. <NABE>

BILINGUAL SPECIALIST

The Psychological Corporation, a subsidiary of Harcourt Brace Jovanovich, Inc., seeks individuals to work in the planning, writing, and development of tests and test related materials.

Applicant must be bilingual, possess a Master's degree or higher in Spanish, and have excellent Spanish and English written and oral communication skills. Applicant should also have a strong background in traditional Spanish grammar, as well as knowledge of various Spanish dialects. Expertise at translating materials into Spanish is also required. Previous experience in teaching at the elementary or secondary level is desirable.

Please forward resume with salary requirements to:

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555 Academic Court
San Antonio, TX 78204
Attn: Personnel Dept. BSBW/NABE

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Call us for more information and an application
(202) 606-3000 extension 948

PEACE CORPS

RESOLUTIONS, *from page 15*

April Haulman and Sharon Ballew

NABE Executive Board Action: The Board 1) instructed the NABE Conference Coordinator to dedicate a major session at NABE '92 to national language policy issues, 2) instructed the newsletter editor to provide space for articles relative to national language policy concerns, and 3) will appropriately participate in such activities, when possible. <NABE>

NEW BOOK, *EMBRACING DIVERSITY*, RELEASED

Embracing Diversity: Teacher's Voices from California Classrooms, the third publication of the California Tomorrow Immigrant Students Project, was recently released. Authored by Laurie Olsen and Nina A. Mullen, the report includes in-depth interviews with 36 teachers. The Executive Summary of the Report is reprinted below.

Summary of Findings

The Demographic Challenge facing California school teachers:

- As of the 1989-90 school year, more than 50% of the state's public school population were members of ethnic and racial "minorities."
- One of every nine children in the US lives in California. One in every three Hispanic-American children lives in California. Two in five Asian-American children lives in California.
- In ten years, half of the children in the state will be Hispanic or Asian.
- The number of limited English proficient students has more than tripled in just a decade. Close to one in four public school students are language minority and approximately 16% of the public school students are born in another nation. Close to 100 different languages are spoken among the school children of California.
- For every two teachers who reach retirement in California, seven resign after one and a half years of teaching.
- A critical lack of bilingual and specialist teachers to work with immigrant students results in most immigrant children spending the bulk of their school days in mainstream classrooms with teachers who have little preparation or support for working with students from diverse cultural, linguistic and national backgrounds.
- Schools undergoing rapid demographic change face the difficulty of needing to reshape programs, materials and teaching to the new groups of students. This necessitates a level of staff development and planning that is seldom possible within the constraints of the current organization and resources allocated to these tasks.
- A list of stresses in the lives of students is long and familiar: drugs, crack addiction, unemployment, fears of deportation, family separation, gang activity, war trauma, unwanted pregnancies. With few places to which to refer students that are culturally and linguistically sensitive and accessible, teachers find themselves trying to compensate and provide for the myriad of needs presented by their students lives in the classroom. To do so across language and cultural differences compounds the challenge.

The Teachers' Responses

- Despite the broad range of grades and subjects taught, there is a distinct core of teaching approaches shared by the teachers studied. It can be characterized in the following way:
    - Creating a curriculum which teaches to and from the specific experiences of the students.
    - Establishing a climate of high expectations for all students.
    - Building a curriculum which validates the students own experiences and culture while broadening the students perspective to incorporate new worlds. Having different cultures represented in a classroom, and emphasizing international and multicultural studies in the curriculum create important opportunities for exploring the varieties, differences and similarities in how human society has organized itself. Equally important, it provides a backdrop for exploration of basic human experience and human rights.
    - Creating a human relations climate which deliberately, continuously and clearly sets norms of acceptable behavior with regards to mutual respect, safety and appreciation of diversity.
    - Utilizing a pedagogy which emphasizes classroom processes in which students learn from each other through groupwork and sharing.
    - Emphasizing concept development, verbal and written expression and communication. In California, where so many languages are spoken, where one-fourth of the students come from homes where English is not the primary language, a strong program of language development and communication skills is essential.
    - Working to develop complex intellectual skills, critical thinking and analytical tools.
- Unanimously, the teachers in this study agreed that one characteristic of their teaching is a nonreliance on textbooks--and the regular use of a broad range of supplementary materials. Supplementary materials are viewed as essential to bring in the cultural

Continued on page 18

DIVERSITY, *from page 17*

and national perspectives of their students, and to assure the multiple perspectives and critical thinking emphasis of their teaching.

* Reflecting on their own teacher training and preparation for the classroom, and the training of the current student teachers working with them, the 36 teachers in this study are highly critical of the teacher training programs for a failure to focus adequately on issues of diverse classrooms.

* As a result of the failures of teacher training programs, in order to develop the skills necessary to work effectively with diverse classrooms, teachers need to seek additional forms of professional development. Guided by personal interests and limited by an inadequate availability of programs and inadequate information systems to alert teachers to professional development opportunities, the paths teachers have followed to develop expertise in teaching diverse students differs substantially from district to district and from individual to individual. The four avenues of development include: specialty training related to second language acquisition; multicultural or international curriculum; immersion in learning a second language or travelling to another country; and prejudice reduction and intergroup relations training.

* Teachers conclude that working with diverse and changing populations of students demands continual teacher learning in order to be effective.

The Recommendations

* There must be more complete mechanisms to disseminate information about training and professional development opportunities and to ensure widespread access to training in the four areas of competency defined by this report as necessary for teachers in a diverse society. These competencies include: competency in language development and knowledge of second language acquisition; competency in building and teaching a culturally inclusive curriculum; competency in establishing a classroom and school climate supportive of diversity; and knowledge of the cultures and backgrounds of the students.

* Teacher training programs must ensure that all teachers receiving credentials in California have developed minimal competency in the four areas defined above as essential in working with a diverse student population.

* Teachers do not teach in a vacuum, but in the context of an overall school system that must be geared towards embracing diversity and meeting the needs of all of its diverse students. Training teachers and supporting their professional development without attention to creation of a school system supportive of the necessary changes in teaching is simply insufficient to meet the challenges facing our state. These changes must include: resources sufficient to lower class sizes when necessary; resolving the critical shortage of bilingual teachers and aides which currently prevent the native language support immigrant children need; better availability of supplementary materials and texts for culturally inclusive curriculum; opportunities for collegial sharing and joint planning among teachers; availability of and closer coordination among the necessary support services for children and families.

* The California State Legislature must create and fund a major five year professional development campaign with the goal to help all teachers in California develop the expertise necessary to teach in this diverse society.

* Private philanthropic foundations should continue and expand their support for professional development and training projects in the competency areas defined by this report, and expand support for curriculum development related to international and global education, ethnic studies, prejudice reduction, and multicultural education.

Embracing Diversity is available to the public for $16.00 through the California Tomorrow San Francisco office: Fort Mason, Building B, San Francisco, CA 94123. <NABE>

ASSISTANT PROFESSOR BILINGUAL EDUCATION

New Mexico Highlands University is accepting applications for a full-time tenure track position as Assistant Professor of Educa-tion. The candidate will teach nine units per semester of under-graduate and graduate courses, take leadership in course and curriculum development, committee responsibilities and supervise student teachers. Qualifications: An earned doctorate with an emphasis in bilingual education with corollary areas in special education or early childhood or counseling is required. Applicants should provide evidence of scholarly productivity or potential, teaching effectiveness, and interest in public and professional service. Must have experience with diverse populations. Salary: $26,000 - $30,000 (academic year). Application deadline: April 30, 1991. Application must include a letter of intent, a resume, three letters of reference and other supporting materials as appropriate. Contact Dr. Luis Casaus, Chairman of the Search Committee, Dept. of Education, New Mexico Highlands University, Las Vegas, NM 87701 (505) 454-3531.

MEET THE NABE BOARD

In each issue of NABE NEWS we introduce one or more of the current NABE Executive Board members, so you can get to know the people who represent you better. In this issue, we are pleased to introduce you to Susan García, NABE Parent-at-Large for 1990-1991. Susan wrote the following.

I can still remember when my family would attend school functions when I was a child. I remember how angry I would be because my father wouldn't participate and he always kept his distance. I grew up believing my father didn't care and that he didn't want to be a part of the school.

Many years later, having had a family of my own, I realize that my father acted the way he did because he didn't understand the language. He loved me enough not to embarrass me by saying the wrong thing or by not understanding what someone was saying. Today my father is a successful man, thanks to hard work and the support of one company. My father will always be my hero and I attribute many of my qualities to my family and my dedicated parents. When I think of bilingual education, I can only imagine what impact it could have had on my father's life.

Bilingual education didn't surface again until my child entered first grade. I remember a little boy in my son's class who reminded me of my father. His world seemed dark and alone except when his teacher spoke to him in the language he understood. Then a smile came to his face and he felt a part of the class.

That first year I participated in the district's Bilingual Education Parent Association and attended my first Colorado Association for Bilingual Education Conference. The experience was one that I'll never forget. It was the start of my helping people like my father who don't always understand English. I wanted to help support the efforts of the dedicated and inspired people I met.

Susan García

NABE became part of my life the following year. I attended the 18th Annual Conference in Miami. As I sat listening to a general session I felt I was the only single parent with a few days off from my sales position. But then I listened to newly-appointed OBEMLA director Rita Esquivel as she emphasized the importance of parents in education.

Luck and determination have allowed me the opportunity to serve as your parent representative on the NABE Board this year. It has been a wonderful educational experience and I hope I have made a difference in leading and representing our parents.

I believe, eat, and breathe Bilingual Education daily. I have big ideas on how to educate the world about language minority children, but sometimes I feel I'm standing alone in my attempts to involve parents. We, the parents of these children, need NABE members to assist us parents along with our children. Continue to reach out, extend and share any information that might give us the edge we need to help our children.

NABE believes in the basic values of life--pride, education, respect and family. Pride in being the best that one can be. Education by ensuring that one is provided with quality programs and materials. Respect in accepting and learning from our differences. And family -- the element that provides us with strength, courage and the unity one needs for the future.

The NABE organization has provided me and many parents with the keys to open doors for our future and the future of our children. The encouragement, confidence and direction NABE provides can only add to a successful future. NABE is the future for me and many families; it has taken the time to share and include parents as partners. The unity we are creating will save our cultures, traditions and languages. <NABE>

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STUDY, *from page 1*

students are to participate in each program.

All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of limited English proficient students, possessing either a bilingual education teaching credential or an English as a Second Language (ESL) teaching credential, and strong receptive skills in the students' primary language. Drawing from the Canadian Immersion program models, the target language (in this study, English) is taught through the content areas. That is, a strong language development component is included in each content lesson. The use of the child's primary language is limited to use on a case-by-case basis, primarily to clarify English instruction. Assuming that a limited English proficient (LEP) student begins the program in kindergarten, it is expected that this student would be ready to be mainstreamed within two to three years (i.e., after first or second grade).

In an early-exit program there is some initial instruction in the child's primary language, thirty to sixty minutes per day. This is usually limited to the introduction of initial reading skills. All other instruction is in English, with the child's primary language used only as a support, for clarification. However, instruction in the primary language is quickly phased out over the next two years so that by grade two, virtually all instruction is in English. Students participating in this model are expected to be exited from the early-exit program and mainstreamed into an English-only classroom by the end of first or second grade.

In contrast, students in late-exit programs receive a minimum of forty percent of their total instructional time in Spanish (Spanish language arts, reading, and other content areas such as mathematics, social studies, and/or science). Students are to remain in this program through the sixth grade, regardless of when they are reclassified as fluent English proficient (FEP).

How was program effectiveness defined?

As the skill level of entering kindergarten limited English proficient students is typically lower than that of mainstream English-only students, program effectiveness was defined in terms of the extent to which each instructional program helped limited English proficient students "catch up" to their monolingual English-speaking peers. Specifically, the growth in English language and reading as well as mathematics of LEP students in each program was compared to the average growth rate of the norming population, and to the extent possible, to one another.

When and where did the study take place?

The Longitudinal Study, and eight-year project, began in fiscal year 1983-84 and ended in fiscal year 1990-91. Nine school districts, from California, Texas, Florida, New York, and New Jersey, participated in the study. Data were collected on over 2,000 Spanish-speaking LEP students and their parents. These students were drawn from 554 classrooms in 51 schools.

Kindergarten and first grade students were selected in both the immersion strategy and early-exit programs if they had been enrolled in their respective programs since November of their kindergarten year in that school district. Using the same enrollment restrictions, a kindergarten and third grade cohort were selected for the late-exit programs. Students were followed for four years.

How were the data analyzed?

Data analyses were divided into two parts; the first part addressed the issues of fidelity of treatment and comparability of background characteristics, and the second addressed the issues of program effectiveness. The first part of the analyses were done to confirm the instructional treatments that are evaluated and to ensure that critical background characteristics that might potentially affect student outcome (e.g., student socioeconomic level, parent education, years in the United States, teacher training/experience, proportion of language minority individuals in the school and community, etc.) were comparable across programs. Using a racing metaphor, as in all fair races, it is important that all of the runners begin at the same starting point. After confirming the instructional treatment and determining whether those factors deemed critical to student achievement were the same (or controlled for) across the programs (Phase One), the analyses assessing the relative effectiveness of the three instructional programs were effected (Part Two).

What were the results?

FIDELITY OF TREATMENT

The three programs in this study represented three distinct instructional models, differing primarily in the amount and duration of English and Spanish used for instruction. The language use patterns were consistent with those of their respective theoretical models as outlined in this study, i.e., immersion strategy, early-exit, and late-exit transitional bilingual programs.

Data showed that the programs in this study were more similar than different in the instructional strategies used. Regardless of the language used or the language classification of students, the basic instructional paradigm was explanation, question, command and feedback. With two exceptions, the three programs were comparable with respect to the quality of instruction provided (i.e., engaged academic time, use of realia, complexity of language, content, or context of utterances).

Continued on page 21

STUDY, *from page 20*

Two indicators of program quality suggested an advantage of late-exit programs. First, late-exit teachers assigned and corrected homework more often than either immersion strategy or early-exit teachers. Second, late-exit language minority parents were more involved in their children's schooling than parents of children in the immersion strategy or early-exit programs.

Of concern is that the instructional strategies used by all teachers in all three programs made for a passive language learning environment, limiting students' opportunities to develop more complex language and critical thinking skills.

Contrary to expectations, immersion strategy and early-exit programs tended not to reclassify or mainstream their students early, but to keep them in their respective programs for at least five years (i.e., through grade four). They were judged by their teachers as needing additional support services prior to mainstreaming. Consistent with their instructional model, late-exit students were reclassified more slowly than immersion strategy or early-exit students, and were mainstreamed after grade six. Thus, at least through grade four, all three programs were comparable in that few, if any, children were mainstreamed.

COMPARABILITY OF STUDENTS

With two noteworthy exceptions, students were more similar than different across the three instructional programs. Typically, students came from very low income (<$15,000/year) households comprising two parents and three children. While parents tended not to be born in the United States, most students were. There was support for English language skills in the home. While students used Spanish in speaking with their parents, they tended to use English with their siblings, and a mixture of both with their peers. Most media sources (television, radio, books, magazines, newspapers) also tended to be in English.

Similarities notwithstanding, proportionately more late-exit families were of the lowest income levels than were early-exit or immersion strategy families. Moreover, proportionately more immersion strategy students than either early-exit or late-exit students attended preschool where only English was spoken. As both of these characteristics have been associated with academic achievement, they were considered in the analyses of academic achievement.

COMPARABILITY OF TEACHERS AND CLASSROOMS

Teachers differed markedly by program on a number of characteristics that were considered in the analyses of academic achievement. Late-exit teachers tended to have backgrounds similar to their students, were sufficiently fluent in Spanish to teach in it, and had advanced training in meeting the needs of language minority students. In contrast, immersion strategy and early-exit teachers generally were not Hispanic, were not sufficiently proficient in Spanish to teach in it, and did not have as much advanced training as do late-exit teachers. Teachers in each program differed markedly in their attitudes on how LEP students should be taught, essentially reflecting the underlying rationale of their respective instructional models.

While classrooms across programs were similar in class size (21.8 to 27.1 students per class), late-exit classrooms had noticeably fewer English-only speaking students than immersion strategy or early-exit classrooms. Teachers in immersion strategy and early-exit classrooms tended to group more of their students into smaller groups than late-exit teachers who tended to use larger student groups. These differences were considered in the analyses of academic achievement.

COMPARABILITY OF SCHOOLS AND DISTRICTS

There were basic program differences in school characteristics which also were taken into account during the achievement analyses. While all school sites reported substantial numbers of their student body as language minority (one-third to three-fourths) and low income, school sites having only an early-exit or both an immersion strategy and an early-exit program had higher concentrations of language minority and fewer English-only students than school sites having solely an immersion strategy or a late-exit program. Nonetheless, school sites having both an immersion strategy and an early-exit program provided in the most heterogeneous groupings of students. That is, while they had the fewest native English-speakers at their school sites, these students were grouped with language minority students. In contrast, other school sites having only one program model (i.e., immersion strategy-only, early-exit-only, or late-exit-only) tended to segregate their language minority students from native English-speakers for instruction. Also, school sites having an immersion strategy program had the highest proportion of their student body as low income as compared to other school sites.

Across programs, school sites had comparable procedures for assessing the language proficiency skills among language minority students. All school sites had written curricula for all content areas, and more than half of the early-exit and late-exit school sites had such curricula for Spanish language arts and mathematics.

Consistent with their greater numbers of language minority students, early-exit/immersion strategy districts identified more of their student body as LEP than late-exit districts. However, districts in all three programs showed a consistent decline in the proportion of students identified as LEP as grade level increased. Of critical importance, contrary to expectations,

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STUDY, *from page 21*

immersion strategy and early-exit school districts did not mainstream their students at a greater rate than late-exit districts. While their students were reclassified from LEP to FEP, immersion strategy and early-exit districts tended to keep their students in their respective programs for at least five years (i.e., through grade four). Lack of data for grades five and six for immersion strategy and early-exit students reflected the limits of the study.

RELATIVE EFFECTIVENESS OF IMMERSION STRATEGY AND EARLY-EXIT TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

There was no difference in the level of achievement or rate of growth in achievement in mathematics, English language, or English reading between students in an immersion strategy program and an early-exit program after four years in their respective programs (i.e., end of third grade).

EFFECTIVENESS OF LATE-EXIT TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

Limited English proficient students can be provided with substantial amounts of primary language instruction without impeding their acquisition of English language and reading skills.

Limited English proficient students who were provided with substantial instruction in their primary language ($\geq 40\%$) successfully continued to increase their achievement in content areas such as mathematics, while they were acquiring their skills in English; in contrast, students who were quickly transitioned into English-only instruction tended to grow slower than the norming population.

Students in all three late-exit instructional programs appeared to exhibit greater growth from spring of first grade to spring of third grade than from spring of third grade to spring of sixth grade. While the deceleration in growth from grade three to grade six mirrored that of the norming population, late-exit students, especially those in the site that was most faithful to the late-exit model, were still growing faster than the norming population.

IMPLICATIONS

1. Limited English proficient students in all three instructional programs improved their skills in mathematics, English language, and reading as fast as or faster than students in the general population.

2. The rate of growth in English language, reading, and mathematics slows down as grade level increases as it does for the norming population, suggesting that immersion strategy and early-exit students are maintaining their position relative to the norming population. In contrast, the rate of growth for late-exit students appears to be accelerating as grade level increases. This suggests, if this rate were sustained over time, late-exit students would catch up to the norming populations.

3. Providing substantial instruction in the child's primary language does not impede the learning of English language or reading skills.

4. On the other hand, providing a LEP student with English-only instruction through grade three, as was done in the structured English immersion strategy program (as defined in this study), is as effective as an early-exit program in helping LEP students acquire mathematics, English language, and reading skills.

5. Contrary to the objectives of immersion strategy and early-exit programs, most students remain in these programs much longer than expected. It is clear that immersion strategy and early-exit teacher believe that the majority of LEP students would be better off if they remain in the programs for more than three years. Study results suggest that LEP students may need prolonged assistance (i.e., ≥ 6 years) if they are to succeed in an English-only mainstream classroom.

6. There is a need to improve the quality of training programs for teachers serving language minority students both at the university and school district levels, so that they can provide a more active learning environment for language and cognitive skill development. Effective training models do exist which can help teachers provide a more active learning environment for language and cognitive skill development. Efforts should be made to disseminate this information and support implementation of the models.

7. Parental involvement and satisfaction is greatest in the late-exit program. Moreover, parents across all three programs said that, in addition to ensuring that their children learn English, they would like their children to also develop their home language. This suggests that the late-exit program may be more reflective of the educational aspirations of language minority parents. It also suggests, that schools should explore how they might make greater use of the home language of their students to engage parents in the schooling of their children.

8. There is some evidence that suggests that when LEP students receive most of their instruction in their home language, they should not be abruptly transferred into a program that uses only English.

David Ramírez was the principal investigator on this study.

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NABE NEWS

Vol. 14, No. 6

May 1, 1991

Published by the National Association for Bilingual Education

1991-1992 NABE EXECUTIVE BOARD ELECTED

Dr. Harold Chu, Chairperson of the NABE Elections Committee, has submitted the following report on the elections for the 1991-1992 NABE Executive Board:

President-Elect:	
Marlene Kamm	41.0%
Anna María Pérez	32.5%
José Agustín Ruiz	25.2%
Write-Ins	1.3%
Vice President:	
Julio Cruz	52.0%
Mutsuko Tanouchi	47.4%
Write-Ins	0.6%
Secretary:	
Jerilynn Smith-Ritchie	98.5%
Write-Ins	1.5%
Treasurer:	
Rose Marie Medina	57.4%
Pedro Maymí	42.6%
Parent-at-Large:	
Susan García	63.5%
Aurea Porrata-Doria	36.2%
Write-Ins	0.3%
Eastern Regional Representative:	
Anna M. López	60.0%
Debra A. Colley	40.0%
Central Regional Representative:	
Alicia Salinas Sosa	100%
Carlos Gamiño	0%
Western Regional Representative:	
Richard López, Jr.	60.0%
Minerva Allen	20.0%
Write-Ins	20.0%

The new Executive Board members, along with 1991-92 NABE President Paul Martínez and Past President Rodolfo Chávez, will take office on June 1, 1991. < NABE >

THE ROLE OF NATIVE LANGUAGE INSTRUCTION IN BILINGUAL EDUCATION PROGRAMS

by Angela Carrasquillo, President
New York State Association for Bilingual Education

> *"Success in learning a second language is contingent on a certain degree of maturity in the native language. The child can transfer to the new language the system of meanings he already possesses in his own." (Vygotsky, 1962, p.10)*

A large proportion of students residing in the United States still have a native language that is other than English. Information based on the 1980 Census and Immigration and naturalization records estimated that there are 7.9 million school-age language minority children in the United States. Estimates indicate that there are between 3.5 and 5.3 million limited English proficient children in the United States (Waggoner, 1986). This figure, although conservative, represents a significant group for whom schools must provide equal educational opportunities through bilingual education instruction. Schools have a responsibility to provide equal educational opportunities to all children and youth and to provide sound academic programs that foster advanced cognitive skills and academic achievement in the classroom. New York SABE encourages the establishment, maintenance, and expansion of quality bilingual education programs which enhance academic learning through the use of the first language while students learn to function in the second language.

The Bilingual Education Act of 1968 (Title VII, an amendment to the 1965 Elementary and Secondary Education Act) was passed as a response to the need to teach the growing number of persons residing in the United States with limited English proficiency. This mandate allows most projects funded under the act to use the students' native language to the extent necessary. The United States government defines bilingual education as instruction using the native language and culture as a basis for learning subjects until English skills have been sufficiently developed. In bilingual education programs students are taught cognitive areas, first in the students' native language including development of literacy skills while

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NABE NEWS

Published by the National Association for Bilingual Education

Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 14 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 10/01/90	Issue 5, 3/15/91
Issue 2, 11/05/90	Issue 6, 5/01/91
Issue 3, 12/01/90	Issue 7, 6/15/91
Issue 4, 02/01/91	Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

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The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

MESSAGE FROM THE PRESIDENT

by Rodolfo L. Chávez

Rodolfo L. Chávez

For the past two years it has been my personal and professional honor to serve as NABE President. Although I will continue on the Board for one more year as immediate Past President, I would like to dedicate this, my last *Message from the President*, to the members, Executive Boards, and staff who have shared and supported my efforts to lead our association.

I can still remember my first Executive Board meeting, where I outlined the bold goals I felt were necessary to move NABE forward in the 90's. They included enhancement of our position nationally as a leading organization; emphasis on inclusiveness for all language minority populations; and service to a wider community beyond the educational arena. As I prepare to leave office, I feel much has been accomplished--a reflection of the dedication of those who served with me.

We have made significant progress in developing a collaborative relationship with the U.S. Department of Education. I am especially proud of the partnership we have forged with the Office of Bilingual Education and Minority Languages Affairs. This is evidenced by OBEMLA's participation in our last two NABE Conferences--two of NABE's most successful and well-attended conferences--in Tucson, Arizona and Washington, DC.

Over the past two years there has been a major upgrade of both national office staff and facilities, enabling NABE to dramatically increase and improve services to our members. Former NABE Legislative Counsel Jim Lyons became NABE's Executive Director at the same time I became NABE President. During my tenure he has proven to be extremely effective in administering the daily activities of our national office; raising funds for the association; and securing favorable federal legislation and policies.

NABE was also fortunate to be able to hire Nancy Zelasko as our Conference and Publications Coordinator. Nancy brought over 10 years of involvement as a NABE volunteer--as coordinator of Affiliate Presidents' meetings, editor of the newsletter from 1981-1987, Executive Board member for two years, and chair of the Rules Committee--in addition to her 15 years as an administrator and trainer in the field of bilingual education. The noticeable improvement in the quality of the *NABE NEWS* and of our conference programs and the success of our last two conferences have been due, in large part, to her efforts.

Carolyn Riddick celebrated her 10th year with NABE this year. Carolyn's dedication to the association and her knowledge of the innerworkings of NABE are unparalleled. The newest NABE staff member, Carroll Delgado, a bilingual native of Puerto Rico, joined NABE just prior to the Washington, DC conference. Carroll has already become indispensable to the daily workings of NABE.

Upgrading office facilities and equipment have also enabled NABE to improve. Desk-top publishing is now used to produce the newsletter and conference program at a considerable savings. Membership records are processed in-house, providing for faster and more accurate records.

In another area, the Executive Board and I were successful in designing a blueprint for success as we coordinated with the countries of Spain and Mexico. Through this effort, many of our teachers from various NABE affiliates were able to attend institutes which empowered and enriched their professional lives. In addition, representatives from both countries attended and supported our annual conferences.

NABE was influential in working with organizations such as the National Council of La Raza and the Native American Language Institute to have new policies and legislation instituted. On September 9, 1990, the NABE Board, staff and I were invited to the White House to witness President Bush signing the historic Executive Order on Educational Excellence for Hispanic Americans. Many of you will recall that we began this effort in 1989 in Miami when we pledged NABE's support to NCLR President Raúl Yzaguirre and the coalition of organizations he organized to ensure that Hispanics were provided educational opportunities historically denied to them. Equally important was the passage of the Native American Languages Act, which calls for the enhancement and preservation of Native American languages. Along these same lines, we have made provisions in our conferences for the active participation of the Asian community and are now implementing a resolution calling for a Haitian symposium at NABE '92. I feel this type of inclusiveness has been the guiding hallmark of my tenure.

One major goal I had was to provide for more continuity on the NABE Executive Board. The new structure of the Executive Board and the lengthening of terms to two years (which goes into effect with the 1992-

Continued on page 22

Superintendent of Schools

Volusia County, Florida

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The Volusia County School Board is conducting a national search for a bold, innovative, educational leader. This rapidly growing district of 48,000 students has a reputation as a progressive, dynamic school system with a commitment to excellence and strong community support. Located on the central east coast of Florida, Volusia County Schools is recognized as a leader in the field of educational technology.

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Reprinted from The Nonprofit WCA Agenda, March/April 1991. < NABE >

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REVIEW OF ROSALIE PEDALINO PORTER'S *FORKED TONGUE: THE POLITICS OF BILINGUAL EDUCATION*

(Basic Books, 1990, 285 pages)

by Barry McLaughlin, Co-Director
National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz

This is an important book for bilingual educators to know about. It is an informed and sharp critique of bilingual education, highly personal and well-written. Unfortunately, in my view, it is misguided.

The book is touted as a "devastating inside account" of the failure of bilingual education. The author draws upon her own first-hand experience as a bilingual educator in Massachusetts. She soon became disillusioned with Transitional Bilingual Education as it was practiced in her school and began to explore other options. She was appointed head of the bilingual programs in the Newton Public Schools, where her efforts were eventually judged to be out of compliance with state law at the time. This experience seems to have embittered her and set her on a personal crusade against the "bilingual bureaucracy." The book needs to be read with this in mind.

Porter accepts without hesitation any research that is critical of bilingual education. She relies especially on the Baker/de Kanter report, without any reference to Ann Willig's critique of this work. When reading this book, practitioners need to be aware of the extent to which Porter oversimplifies the issues and selectively reports research findings. It is very frustrating for a researcher knowledgeable of the field to read this book because it presents such a biased picture of the evidence.

Just to mention a few points, Porter does not distinguish very carefully the different models of bilingual education. There are models that are well-implemented where the first language skills of the children are solidly established and English is gradually introduced. There are also programs where English is introduced as quickly as possible and first-language instruction is relatively unsystematic. In some research that Lily Wong Fillmore and I carried out with "bilingual" programs, there was almost no use made of the first language in third and fifth grade classes. Much of the research Porter cites is based on poorly-implemented bilingual programs.

There is also the impression given by this book that bilingual education--ineffectual and misdirected as the author sees it to be--is the way non-English speaking children are instructed in the nation's schools. Yet bilingual education is experienced by a small proportion of the children who are eligible for it--by some estimates, around 15 percent. As Chesterton said of Christianity, "The problem is not that it has been tried and found wanting, the problem is that it has not been tried." In the national context, relatively few bilingual programs are well-funded and well-implemented.

Porter draws heavily from my book, *Second Language Learning in Childhood (Vol. 2)* in her chapter on "Learning from other multilingual societies." However, she comes to very different conclusions than I did. This is especially irritating in the case of Canadian Immersion programs where I was careful to show the problems with this model for teaching limited English proficient children in this country. Instead, Porter speaks in glowing terms of the immersion approach and strongly supports English Immersion as a method of instruction in this country.

On page 153 of her book she discusses a "major study" being completed by the U.S. Department of Education that compares English Immersion, Transitional Bilingual Education, and Maintenance Bilingual Programs. She goes on:

> *Results of the entire three-year study will tell us with convincing authority how well children learn English and succeed in schoolwork through the different approaches. Concerned policymakers and citizens will welcome reliable evidence of this type because it has been so seriously lacking in bilingual education research.*

Well, the results of this study are now available. Although the Department of Education held up publicizing the results and have subjected the study to extraordinary scrutiny by the National Academy of Sciences, the findings strongly support the effectiveness of bilingual programs and show that even though children are exposed to much more English in English Immersion programs, they perform no better overall on tests of English language ability than do students in Early- or Late-Exit Bilingual Programs. This will be a hard pill for Rosalie Porter to swallow.

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June 3-4, 1991 - ***Preparing for Pluralism: New Directions for the 21st Century.*** Sixth National Conference on Cross-Cultural Transitions. Omni Shoreham Hotel, Washington, DC. Contact Rebecca Edelson, International Counseling Center, 3000 Connecticut Avenue, N.W., Suite 138, Washington, DC 20008 (202) 483-0700.

June 27-29, 1991 - ***Challenges Facing the Hispanic Agenda: A Vision of Advancement.*** Ninth Annual Conference of NALEO. Anaheim Marriott, Anaheim, CA. Contact NALEO, 708 G Street, SE, Washington, DC 20003 (202) 546-2536.

July 14-18, 1991 - ***Shaping a New America: Our Rights and Responsibilities.*** Annual Conference of the National Council of La Raza. Downtown Hyatt Hotel, Houston, Texas. Contact Belén Abriles-Arce, NCLR, 810 First Street, NE, Suite 300, Washington, DC 20002 (202) 289-1380.

July 17-20, 1991 - ***All Kids Can Learn.*** National forum and annual meeting of the Education Commission of the States. Marriott City Center Hotel, Denver, CO. Contact Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (303) 299-3697.

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AMERICAN INDIAN BILINGUAL EDUCATION: EUROPEAN PARALLELS

by Jon Reyhner, Eastern Montana College

When I first got into Indian education, I naively saw the situation of the American Indians as an indigenous minority population as unique, or at least unique to the Americas and colonized, "Third World" countries. However, if one looks at Europe, one finds indigenous minority populations that have managed to maintain unique cultural identities for over a thousand years despite the assimilationist assaults of dominant cultures.

I found Colin Baker's book Key Issues in Bilingualism and Bilingual Education (1988) especially enlightening on this subject. Baker, of Welsh heritage, gives special attention to bilingual education in Great Britain and Ireland and looks at the Irish, Gaelic, and Welsh ethnic groups on those islands. While I was familiar with accounts by American Indian students being punished in the Nineteenth and Twentieth Centuries for speaking their native languages in school, I was not familiar with the "Welsh Not."

Welsh children speaking the language of their homes and families in school were required to wear a wooden halter, the "Welsh Not," around their neck. This halter was passed from child to child for speaking Welsh until the end of the day when "whoever was wearing the halter was beaten" (p. 134). Despite continued suppression, Welsh language and culture have survived, parents continue to want their children to speak Welsh, and students in bilingual schools in Wales "tend to have superior examination performance" (pp. 162-163).

Baker draws a number of important conclusions from his review of research on bilingual education. One is that "one-way communication" through tribal radio stations and newspapers using the tribal language is not enough to promote native language use. Students need to participate in native language community activities. These could include scouting, church, and traditional cultural activities. Most importantly, he concludes that immersion education, whether it is to teach English or to restore a lost tribal language, needs to be voluntary.

In contrast to the Welsh experience with voluntary bilingual schools, after Irish independence, the Irish language was made compulsory in schools in some areas. Just as compulsory English did not wipe out the Irish desire for freedom, Baker concludes "compulsion in learning Irish following the foundation of the Irish Free State in 1921 did little to further the minority language cause" (p. 50). Both parents and teachers expressed growing doubts about the Irish Free State's "official language policy" from 1941 on. Since 1973, the research results on bilingual education in Ireland have partially reversed this negative attitude towards bilingual education.

Drawing from the Irish experience, American Indian tribal governments should be wary of tribal language requirements in schools without first establishing local parental support for such requirements. The grass-roots support for the American Indian Languages Act in the United States is matched by the grass-roots support of Celtic languages in Great Britain and Ireland, but that support does not necessarily translate into support for compulsory native language instruction.

The results of the latest U.S. Department of Education study of bilingual education programs show that native language use in schools does not hurt children (Ramirez, 1991). Such research tends to use test scores to determine success; if such research also focused on objectives such as strengthening American Indian families, there can be little doubt that bilingual programs utilizing and developing Native language fluency produce superior results. This is supported by the findings in the Department of Education study that parents were most satisfied with having their students learn both English and their home language and wanted their children to stay in bilingual programs longer (Ramírez, 1991).

References

Baker, Colin. (1988). Key Issues in Bilingualism and Bilingual Education. Philadelphia: Multilingual Matters.

Ramírez, David. (1991). Study Finds Native Language Instruction is a Plus. NABE NEWS, 14(5), 1, 20-22.

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ENGLISH ONLY?

By Paloma Santiago-Adorno

Just recently, my father showed me an ad for a group of people who want to promote English as the United States' official language. They say that doing so will preserve our unity. These people are apparently threatened by bilingual education.

This is hard for me to understand since even though it may not be engraved in stone anywhere, English is, in practice, already official. That won't change. I have no problem with their desire for English first, but I've heard that before and am becoming wary. What they seem to mean is English *only*.

Although many efforts are being made to educate people about different cultures with programs such as Black History Month, Hispanic Heritage Month, and International Day, there are still those who believe that once foreigners come to the US their native tongues and cultures should be left behind. I've heard of ESL classrooms where children who don't speak a single word of English are forced to learn in a situation where only English will ever be spoken to them. What if the children get lost or don't understand? Osmosis may work for some, but it isn't realistic. When children are reprimanded or corrected for speaking in their native tongue, they are sent a message that their language is inferior. Thus, they may try too hard to Americanize themselves and deny their very important cultures.

Being bicultural and bilingual is something to appreciate. Monolingualism is nothing to be ashamed of but certainly not something to be proud of either. In fact, in the ways of the world, it's hindering. The attitude that everyone in the world should learn English is unfair. Learning other languages can't hurt, only help. One gains the understanding and awareness of another culture. If that doesn't unite people, I don't know what will.

So English first? Sure, that's the way it should be. But English only? Such a policy would doom a nation to eternal provincialism in a global community.

Paloma, who participated in a bilingual education program in Pennsylvania, is now an 11th grade student at Thomas Jefferson High School for Science and Technology in Fairfax, Virginia. < NABE >

FRIEND OF BILINGUAL EDUCATION PASSES AWAY

Richard Castro, Executive Director of Denver's Agency for Human Rights and Community Relations, died of a cerebral hemorrhage on April 14, 1991.

Denver Mayor Frederico Peña stated that the city, the state of Colorado, the nation, and advocates of human rights everywhere lost a very special friend. "His contributions extend beyond the boundaries of Colorado to throughout the nation where he worked tirelessly for those in our society who are disadvantaged or the targets of discrimination."

Richard Castro will be remembered as a fighter for human justice and dignity. Bilingual educators will remember him for the way he fought long and hard against issues he felt were detrimental to Hispanics, including the bitterly fought campaign against having English declared Colorado's official language.

NABE extends its deepest sympathy to the Castro family.

HANDBOOK FROM CA DEPT. OF ED.

The California Department of Education has published *Bilingual Education Handbook: Designing Instruction for LEP Students*. This publication complements a number of other documents designed to assist school districts in planning educational programs for LEP students. It is particularly useful in describing how the requirements of the core curriculum, as reflected in the subject-area frameworks, interact with the special needs of LEP students.

The *Handbook* is divided into five chapters, each focusing on a major theme:

Chapter 1 recapitulates the findings that provide the basis for an effective bilingual program design and provides examples of success stories in California.

Chapter 2 examines the content of a bilingual program by subject area and describes how the requirements of the core curiculum interact with the linguistic and instructional needs of the LEP student.

Chapter 3 presents an organizing scheme for a transitional bilingual education program and focuses on key questions in planning the program at the classroom level.

Chapter 4 discusses the essential elements for supporting an effective bilingual program: trained staff, appropriate materials, parental involvement, and program evaluation.

Chapter 5 reviews the key findings of the document and provides a checklist for program planners.

A valuable list of selected references is provided after Chapter 5. The *Handbook* is designed as an aid for the teacher working directly with language-minority students; for the parents of limited English proficient children; and for other interested parties. To order, contact California Dept. of Education, Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271 (916) 445-1260. < NABE >

BOOK REVIEW: Tarone, E., & Yule, G. Focus on the Language Learner.

(New York: Oxford University Press, 1989, 206 pp.)

by Jane G. Lambert, University of Southern California

Why is it that language teachers never seem to be quite satisfied with any one methodology or any one set of teaching materials? Why, for example, is it extremely common to observe language teachers spending a great deal of preparation time patching together lesson material from various sources, constructing their own readings and exercises, and then busily working with a photocopier or duplicator?

Tarone and Yule, 1989, p. 3

These questions posed by the authors in the introduction of Focus on the Language Learner provided the catalyst for the publication of this book. Specifically, the authors answer these questions by stating that no two foreign language or second language classes are the same; therefore, teachers must constantly adjust their methods and materials based on the identification of the "local needs of their students" (p.3). Consequently it should not be surprising that language teachers spend a great deal of time reformulating and reorganizing materials to meet the needs of each new group of students.

The book was written for an audience of second language teachers with the hope that they could gain a better understanding of how to efficiently and effectively determine the learners' needs, as well as meet those needs. Tarone and Yule outline four basic goals for teachers who use the book:

1) to provide "a means to define their own teaching goals by working out the needs of their students in relatively specific terms";

2) to assert "practical methods, with accompanying illustrations of materials, to identify different aspects of their students' needs";

3) to encourage "a sense of personal and professional security in their own ability to make decisions concerning the methods and materials used with a particular group of students, and to support these decisions with relevant data"; and

4) to recommend "a means of critically assessing the claims of theorists in the field of second language acquisition by looking at their own data derived from learners". (p.4)

Ultimately, Focus on the Language Learner is a "handbook" of ideas, activities, and methodologies to assist the second language teacher in implementing needs analysis investigations in the classroom, in addition to helping him/her meet the identified needs of the students.

The book is divided into four parts, each of which discusses specific topics related to language learning and instruction. Part One is further divided into "The Learning Part," "The Language Part," and "The Analysis Part." "The Learning Part" includes a discussion on the learning process--how the language teacher views the process of second language acquisition. The authors point out that since conflicting theories exist, the novice language teacher may become frustrated trying to decide which view of the language learning process he/she should adopt to best meet the needs of students. They suggest that the teacher not adhere to one methodology but rather pick and choose procedures, techniques, and exercise formats from various methodologies. They suggest both novice and experienced language teachers adopt this approach because of the underlying philosophy, "local solutions to local problems" espoused by the authors. They argue that "learner's aims" and "learners' expectations" should be considered in organizing and formulating materials and procedures.

"The Language Part" deals with three aspects--linguistic analysis, rules and explanations, and communicative competence. The authors begin by noting that despite the controversy over traditional grammar being the focus of the nature of the language being learned, it still plays a role in the language teacher's daily approach to linguistic analysis. They continue, however, by stating that the language teacher recognizes that, in daily language use, an individual operates with "probabilistic" rather than "categorical" rules of grammar as language is used for a functional purpose and argue that the resolution lies in "communicative competence. Since basically "language is a functional system in which linguistic form serves a primarily communicative purpose" (p.14), they propose that the language teacher not worry about rules and explanations of the language but rather be concerned with how students use the language in functional, daily interactions as a perspective for instruction.

"The Analysis Part" includes a discussion of how language teachers can implement needs analysis investigations with the students in their own classrooms. The authors discuss three overriding goals of classroom research:

1) to undertake basic research, at the classroom level, to discover what our learners intend to accomplish;

2) to investigate the ways in which those learners go about accomplishing things (and how they fail to accomplish things) via the second language; and

3) to discover how native speakers of a language go about accomplishing things in comparable situations. (p. 27)

Continued on page 16

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2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. At the top of the page, state the title/topic of the presentation and the type of session.

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

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DEMONSTRATIONS (45 Minutes): Show a specific teaching or testing technique. After a brief description of the underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

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GENERAL POLICIES

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '92 Program Committee.

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4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '92 Exhibitors or Sponsors in order to be considered for inclusion on the program.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

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E. LANGUAGE(S) OF PRESENTATION: ______________________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

[ ] All Language Groups

[ ] Some Language Groups (specify): ______________________________

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1334

(Complete Other Side)

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic Minority Students

☐ Bilingual Education Personnel

☐ Linguistic Minority Families and Education

☐ Technology and Linguistic Minority Students

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☐ Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

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RESOURCES FOR BILINGUAL EDUCATORS

Beginning English Day by Day, by Michael Roddy. ($14) Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94949-6191 (800) 422-7249.

Bilingual Reading Comprehension - Spanish/English software. Educational Publishing Concepts, 61 E. Main Street, Walla Walla, WA 99362 (800) 323-9459.

Bilingual Schooling & the Miami Experience. ($14.95) North-South Publications, University of Miami, P.O. Box 248123, Coral Gables, FL 33124-3010 (305) 284-6866.

Early Childhood Education: Meeting the Needs of Young Bilingual Children and Their Families, by Helen Nissani. ($2.50) National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037 (800) 321-NCBE.

Fonts for Languages Other than English. *LaserCyrillic, MacKanji, LaserGreek, and MacChinese.* ($99.95 - $149.95). Linguist's Software, Inc., P.O. Box 580, Edmonds, WA 98020 (206) 775-1130.

The Hispanic Way, by Judith Noble and Jaime Lacasa. ($9.95) Gessler Publishing Company, 55 West 13th Street, New York, NY 10011 (800) 456-5825.

Informal Assessment in Evaluation of Educational Programs: Implications for Bilingual Education Programs, by Cecilia Navarette, et al. ($2.50) National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037 (800) 321-NCBE.

Integrating Learning Styles and Skills in the ESL Classrooms: An Approach to Lesson Planning, by Emma Violand Hainer, et al. ($2.50) National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037 (800) 321-NCBE.

Library Services for Individuals with Limited English Proficiency, Fiscal Year 1987. (free) Office of Educational Research and Improvement, Dept. EIB, 555 New Jersey Avenue, NW, Washington, DC 20208-5641.

Making the Most of Your Child's Education: More Topics for Parents, by the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project. ($5.00 - discounts for bulk orders) For orders of 5 copies or fewer, contact the National Committee for Citizens Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 (800) 638-9675. Bulk orders may be placed directly with ASPIRA, 1112 16th Street, NW, Washington, DC 20036.

National Foreign Language Exam audio plus software. ($49.95/level - $180/set) Gessler Publishing Company, 55 West 13th Street, New York, NY 10011 (800) 456-5825.

Parental Involvement and ***Parent-Teacher Conference.*** Pamphlets in either English or Spanish. National Committee for Citizens in Education, Padres a la escuela, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 (800) 638-9675.

Reading Between the Lines: Teachers and their Racial/Ethnic Cultures. ($20) ERIC Clearinghouse on Teacher Education, AACTE, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412.

Salsa: Writing Assistant for Spanish software. Interlex Associates, Inc., P.O. Box 252, Ithaca, NY 14851 (607) 387-9688.

The Spanish Contest - Grammar/Culture software. ($39.95) Lingo Fun, Inc. (614) 882-8258.

Teaching English to Speakers of Other Languages: A Guide for the Volunteer Teacher, by M. Christine Hjelt and Georgia E. Stewart. ($5.95) New Readers Press, Department 1, Box 131, Syracuse, NY 13210 (800) 448-8878.

Teaching Mathematics with Understanding to Limited English Proficient Students. ($8) ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 West 120th Street, New York, NY 10027-9998.

Using Interpreters and Translators to Meet the Needs of Handicapped Language Minority Students and Their Families, by Sandra H. Fradd, Diane K. Wilen. ($2.50) National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037 (800) 321-NCBE.

The Working Experience - ESL reading texts, by Jeanne H. Smith and Harry Ringel. ($3.50 - $7.50) New Readers Press, Department 1, Box 131, Syracuse, NY 13210 (800) 448-8878.

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LANGUAGE LEARNER, *from page 9*

Part Two of the book highlights "What learners need to know," pointing out that needs analysis may be implemented at any of four levels of generality: the global; the rhetorical; the grammatical-rhetorical; and the grammatical level. Specifically, the authors more narrowly define "needs analysis" to include "global needs analysis" (p. 40) and "grammatical-rhetorical needs analysis" (p. 48). At the global level, the primary question of concern is "What do these students need to use the language for?" The aim is to establish and describe the types of communicative situations in which the learners will be using the language. For example, if the learner will be using the language in university classes, then he/she will most likely be expected to take notes, ask questions, and read chalkboard notes. At the grammatical-rhetorical level, the primary question is "What language forms are used to signal a particular rhetorical organization?" For example, if one determines that fluent speakers typically employ "making a statement and supporting that statement with research" in doctoral classes, then one can determine what linguistic forms are used by the fluent speakers to realize that function. The major portion of this section is devoted to describing and discussing specific data-gathering techniques that the classroom teacher can use to gather data on language use in the real world. Examples include developing and distributing a language use questionnaire on the first day of class to determine the learners' aims for using the target language and tape-recording role-played interactions between fluent speakers or between learners of the target language and fluent speakers. The authors emphasize the saliency of establishing a baseline against which to measure learner performance by implementing all second language tasks on native speakers before using them with the language learners.

Part Three of Focus on the Language Learner deals with the issue of "What learners do and do not know." Tarone and Yule note that establishing those aspects of the target language which the learners need to know is a necessary, but not sufficient, condition in deciding the language curriculum. The classroom teacher must also determine the degree to which the learners in the class already know the target language. The authors argue that the standardized proficiency tests typically given before students ever reach the classroom usually only measure linguistic competence and do not consider communicative competence. Consequently the teacher is often left to assess communicative competence intuitively. The authors discuss in detail Canale and Swain's (cited in Tarone & Yule, 1989) analysis of the three components of communicative competence--grammatical, sociolinguistic, and strategic competence--and offer numerous suggestions to the classroom teacher on how to assess students' abilities in each of these three areas.

The final Part of the book considers "Getting the learners' views." It focuses on a discussion of the "affective domain" and the integral role it plays in the language learning process, recognizing that factors such as attitude, motivation, self-confidence, and anxiety can all influence the degree of success of the language learner. They propose the classroom teacher incorporate an ongoing assessment of these affective influences by using questionnaires, diaries, journals, observations, and interviews. The ultimate argument, then, is that "the learner's view" is critical to success in learning a second language.

Tarone and Yule's original intent was to provide a book for second language teachers which would guide them in assessing the needs of their language learners and provide practical suggestions on how to meet those needs. The authors have accomplished their goal. They outline and describe the types of information the second language teacher must acquire to complete an accurate needs analysis of each student. Moreover, they provide a general framework which includes specific suggestions for meeting the individual needs of students. In doing this, they continuously reiterate the argument that provides the foundation for this book: There is not one set of effective strategies, techniques, and materials that can be utilized with every group of second language learners. The individual student's needs must be assessed, and the curriculum developed around those need, if language learners are to be successful.

Secondly, Tarone and Yule thoroughly and precisely define language proficiency, which is essential to a discussion on how to assess and meet the needs of the second language learner. They discount the notion that language proficiency can only be determined by analyzing knowledge of discrete linguistic components of the target language. Conversely, they believe that language proficiency involves both linguistic competence and communicative competence, citing the work of Canale and Swain and providing the language teacher with practical suggestions for assessing both general competencies.

Thirdly, Tarone and Yule are sensitive to both the cognitive and affective aspects of language learning, both of which must be considered in order to understand the "pragmatic expectancy grammar" (Oller, 1979, p. 16). Although they do not use the latter terminology as such, they recognize the need for language assessment instruments to tap the communicative purposes, getting and giving information and expressing attitudes associated with language in meaningful contexts. In other words, they recognize that language has a "factive" (Oller, 1979, p. 16), or cognitive component, as well as an "emotive" (p. 16), or affective component. Thus, language is not only about using sounds, syllables,

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ERIC National Clearinghouse on Literacy Education
An Adjunct ERIC Clearinghouse
Digest

Developing Native Language Literacy in Language Minority Adult Learners

Prepared by Klaudia M. Rivera
El Barrio Popular Education Program, New York

October 1990
EDO-LE-90-07

Increasingly, adult education programs need to serve students whose native language is not English. Some of these students are already literate in their native language, and their only need is to learn both oral and written English as a second language (ESL). Others are not literate in their native language, and therefore may need to acquire literacy skills both in their mother tongue and in English. Research evidence suggests that first language literacy promotes second language acquisition, and that literacy skills in the native language are likely to transfer to the second language (Rivera, 1988).

Cognitive Aspects of Native Language Literacy

A fundamental assumption in the schooling of language minority children is that skills and knowledge learned in the native language transfer to English. This transfer is referred to as the cross-language transfer of skills and knowledge. Based on this assumption, Cummins (1983, 1986) has formulated two hypotheses pertinent to native language literacy.

The Interdependency Hypothesis states that "to the extent that instruction through a minority language is effective in developing academic proficiency in the minority language, transfer of this proficiency to the majority language will occur given adequate exposure and motivation to learn the majority language" (Cummins, 1986). In other words, language skills, once learned, transfer globally from one language to another.

Second, the Common Underlying Proficiency Hypothesis holds that the development of first language reading skills provides a deep conceptual and linguistic proficiency that is strongly related to the development of literacy and general academic skills in the second language. This "common underlying proficiency" makes possible the transfer of cognitive and academic or literacy-related skills across languages (Cummins, 1983).

When adults are taught to read in the language they already know, they can use the linguistic strengths they bring into the program and draw upon the knowledge and skills they have acquired in their first language (Rivera, 1988). This approach is consonant with one of the underlying tenets of adult education: New skills and knowledge are best acquired when they build on the already existing knowledge and skills of the adult learner. Ovando and Collier (1985) state that even when two languages use different writing systems, readers are able to apply the visual, linguistic, and cognitive strategies they use in their first language to reading in the second language. Students transfer what they know about reading in one language to the other, and in so doing maximize the linguistic strengths they already possess.

Sociocultural Aspects of Native Language Literacy

In addition to the cognitive and psycholinguistic tenets central to the native language literacy approach, there are social, cultural, and political concerns that argue for native language literacy development. According to Giroux's (1987) definition of literacy, to be literate is to be present and active in the struggle to reclaim one's voice and history, and to move into the future confidently. Language carries the conception of the world to the group that speaks it; language does not merely reflect reality but plays an active role in the construction of reality. The students' native languages should be actively incorporated in the educational process. The use of the native language allows learners to discuss their current life experiences using their own words. It also allows them to retain ties to their culture and past as, for example, when they write home to the people they have left behind.

Instructional Delivery Models for Initial Literacy

The most commonly followed model in adult education for language minority groups in the United States focuses on ESL, with little or no development of non-English mother tongues. These programs may include adults who have completed little formal education in their native language as well as adults who can read and write in their own languages.

Some programs are not able to offer native language literacy instruction because the students speak a number of native languages, making it economically unfeasible to offer literacy classes in each non-English native language. In other cases, programs do not see the immediate benefits of devoting time to instruction in the first language because they do not perceive literacy in the native language as a viable solution for students' survival while in the United States. They may see the acquisition of spoken English proficiency as the sole factor to have immediate social and economic benefits in the community, regardless of literacy ability in either language.

While they may not teach in the native languages of their students, some ESL literacy programs employ bilingual (or multilingual) personnel in a variety of capacities, including intake counselors and teachers' aides. Bilingual personnel—who are frequently members of the same national, ethnic, or linguistic background as the students—may help ESL teachers in and out of the classroom as translators, tutors of individuals and small groups, and sources of cultural information for teachers to incorporate into ESL literacy lessons.

Programs that provide native language literacy instruction differ in their structure and design. To varying extents, different program designs reflect learner preferences, political beliefs, various theories about literacy acquisition, and pragmatic concerns such as the existence of a written alphabet for the native language, and the availability of instructional materials, trained teachers, and program funding.

Most programs that offer native language literacy have bilingualism and biliteracy as a goal. Some require that students wanting to enroll in English as a second language classes demonstrate some threshold level of literacy ability in their native language before receiving ESL instruction. In this approach, students who are not literate in their native language take a course or a series of courses to develop basic literacy skills in the native language before starting the ESL sequence.

In other programs, ESL and native language classes are taken separately during the same enrollment session. In this approach, ESL classes typically focus on developing students' oral/aural proficiency, while reading and writing abilities are developed in the native language. ESL and literacy classes are often held on alternate days, are taught by different instructors, and may or may not cover the same thematic content.

Some programs offer special bilingual literacy classes, where students develop their reading and writing skills simultaneously in their native language and in English. Such classes are either team taught by a native language speaker and an English speaker, or by one bilingual teacher, and typically cover similar content in both the native language and English. This model is akin to what has sometimes been referred to as the "concurrent approach" to bilingual education for children (Ovando & Collier, 1985).

Bilingual programs are often initiated by community-based organizations that seek to promote the maintenance of the cultural identity of a given language minority community. These programs often encourage cultural transmission activities such as documenting life stories from the native culture and writing letters to family members from the home countries, activities that help to inculcate a sense of history and pride in younger generations. These life experiences, in turn, can serve as a powerful basis for developing the thematic content of the literacy curriculum.

Parents or grandparents may believe that unless they become literate in their native language, they will not be able to convince the young of the value of that language, and the family risks losing its cultural and linguistic roots and diversity. As Hakuta (1990) points out, "If the languages represented by American linguistic minorities were seen as a natural resource, such as species of birds or trees, there would be a public clamor to set up investigative commissions to monitor and prevent their rapid extinction."

Other Literacy Program Models

To an increasing extent, adult educators are taking note of the fact that in many adult education systems, the only course offerings available to limited English proficient adults consist of ESL or native language classes that teach initial literacy, whereas native English speaking students are able to take a wider range of basic skills courses in math, science, and social studies. Educators' experiences with the amnesty education program (see Terdy & Spener, 1990) have led some municipal and state education systems to consider providing LEP adults with content courses in their native language. Where they are offered (in New York City and Los Angeles, for example), such courses fall under the rubric of what has been termed BENL (Basic Education in the Native Language) or BABE (Bilingual Adult Basic Education). Beyond the level of adult basic education, it is possible in many cities to take the test of General Educational Development (GED) in Spanish, and it is not uncommon for adult education programs serving limited English speakers to offer GED preparation courses in Spanish.

Bilingual Vocational Training (BVT) programs are another example of a program design that may provide some literacy instruction in the adult's native language. The BVT model calls for use of the native language to teach vocational skills associated with a given occupation. This instruction in the native language (or in English with bilingual support) is coupled with special vocational ESL (VESL) classes, which develop the English skills needed to competently carry out the duties of a particular occupation.

Conclusion

In view of the large and increasing immigrant population in the United States in need of literacy and English as a second language services, more research on the results of the different approaches available must be conducted. This research should take into consideration not only the pedagogical and linguistic factors involved in the education of adults, but also the social and political implications of bilingualism and biliteracy with regard to equal opportunities and full participation in society.

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Items with EJ numbers can be located in the journal cited in the reference, or they can be ordered from University Microfilms International (UMI) Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, MI 48106, 800-732-0616.

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FY '92 BUDGET

Editor's Note: *The last "View from Washington" column contained errors in the section entitled "Budgetary Trends and Projections: Fiscal Year 1992 Budget Request for Bilingual Education Act Programs" (March 15, 1991 NABE News, pp. 11 & 16). A corrected version of this section follows.*

Budgetary Trends and Projections: Fiscal Year 1992 Budget Request for Bilingual Education Act Programs

In January, President Bush sent to Congress his Fiscal Year 1992 budget request. At a Department of Education briefing on the newly-released budget request, a senior Department official told me, "you should be very pleased; the President asked for an increase in Title VII funding; for a lot of other elementary and secondary education programs he is seeking cuts; and for even more, he is asking for level-funding."

Indeed, the President's FY 1992 budget does propose cuts in a variety of education programs ranging from Women's educational equity to Drop-out prevention demonstrations. Funding for a number of education programs would be eliminated entirely. Elementary and secondary school programs for which the President requested "zero-funding" include: Law-related education, Ellender fellowships, Follow through, Education for Native Hawaiians, Secondary school basic skills demonstrations,and Foreign language assistance.

Quite honestly, however, I found little solace in the positive observations offered to me by the Education Department official. For FY 1992, the President has asked Congress to increase Bilingual Education Act funding from $168.8 million to $171.5 million. This increase of approximately $2.8 million would not even keep place with the cost of inflation; it would provide no additional support to school districts struggling to serve the nation's growing language-minority and "LEP" student population.

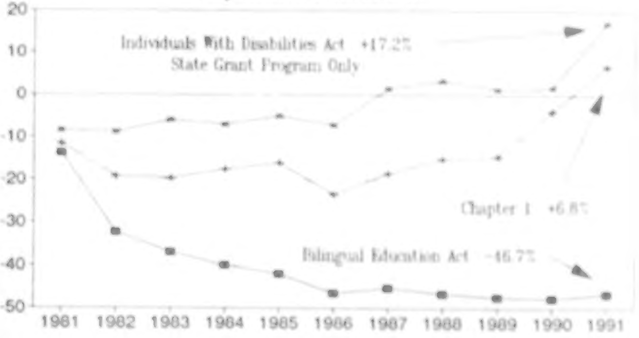
The tragic fact is that federal financial assistance under the Bilingual Education Act plummeted during the 1980's while the size of the eligible population skyrocketed. Chart #2 depicts inflation-adjusted funding trends for the three primary access- and equity-oriented programs for special populations. While funding for state grants under the Individuals with Disabilities Education Act increased by more than 17 percent and funding for Chapter 1 programs for educationally disadvantaged students increase by nearly 7 percent, federal support for Title VII programs serving "LEP" students plummeted by almost 47 percent.

Chart #3 graphically depicts the relative resources currently available for the three primary federal access- and equity-oriented elementary and secondary programs for special populations--compensatory education, special education, and bilingual education. The relative imbalance in federal resources to serve special student populations is especially apparent when funding for special education is contrasted with funding for bilingual education.

Last year, the Department of Education estimated that 4.5 million children had disabilities qualifying them for special education programs and services. This number is roughly comparable to the number of "LEP" students thought to be eligible for bilingual education programs and services. Yet, more than 15 times as much federal aid is available for special education programs than is available for bilingual education programs! The disparity helps to explain why "LEP" students are generally over-represented in special education programs; in far too many school districts, the availability of resources, not student needs, determines student placement and treatment.

The consequences of meager congressional appropriations for the Bilingual Education Act are spreading to communities across the nation. As the enrollment of language-minority and "LEP" students surges ahead, local education agencies report desperate shortages of qualified teachers, training, technology, and even textbooks.

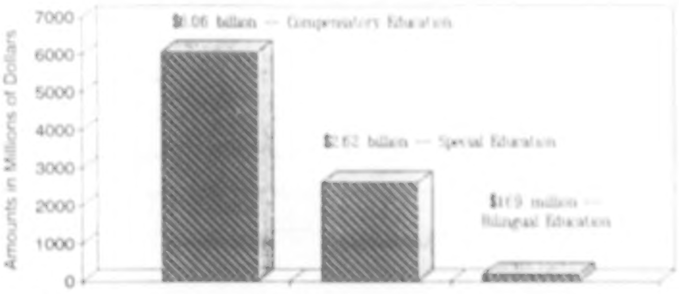
Chart # 2
Trends in Federal Funding
Percent Change FY 1980 – FY 1991
Adjusted for Inflation



Data Source: U.S. Department of Education, Major Program Trends, Fiscal Years 1980-1991, Congressional Research Service

Chart #3

Fiscal Year 1991 Appropriations for Three
Major Federal Education Programs



Data Source: The Fiscal Year 1992 Budget, U.S. Department of Education

NATIVE LANGUAGE, *from page 1*

learning English. Bilingual education programs help students to (a) acquire academic concepts and learning skills, (b) acquire and develop English language skills, and (c) develop primary language skills. For students with limited English proficiency there are linguistic, academic, and cognitive benefits resulting from instruction in their native language.

Bilingual students or second language learners are more successful academically when they are first encouraged to develop concepts, vocabulary and literacy in their native language. Language development facilitates and expands intellectual growth. Background information and an extensive vocabulary facilitate learning, memory and manipulation of complex concepts. As language learners use the native language to learn, they actively construct meaning using their language background and knowledge.

The importance of native language instruction in the linguistic, cognitive and academic development of limited English proficient students has been emphasized by authorities such as Anderson (1977); Carrasquillo & Segan (1984); Cummins (1981, 1984); Goodman, Goodman and Flores (1979); Krashen (1981); United States General Accounting Office (1987); Secretary of Education Cavazos (1989); and Vygotsky (1962). All these authorities agree that since language is a means for representing thought as well as the vehicle for complex thinking, there is a need to use and develop the language students know best. Within these principles, there are several areas in which native language instruction impacts the most.

Early Language Development

Educational developments that take place during the child's first year are the most important and most in need of attention. Children acquire language in a developmental stage that begins at birth and reaches virtual completion about the age of five. During these years children learn languages by using and interacting with different forms of that language. Through this interaction and without any formal teaching, children learn the basic elements of language: its sounds, intonation, basic forms of speech, use of correct and meaningful words, phrases and sentences. For all children, the key to development of cognitive skills and subsequent academic success is early development of communicative and cognitive processes. Children learn the language in communicative-based and meaningful settings. Along with the child, the parents and other care takers also contribute to the child's language development. Usually this is done in the native or primary language of the child, which in many cases is not English.

For limited English proficient (LEP) students, early native language development which capitalizes on the language experiences from home is intrinsic to the development of cognitive skills. Through the native language children are able to acquire new concepts and skills at a normal rate, concepts and skills that supposedly will be expanded and enriched in school once children reach school age (Anderson, 1977; Carrasquillo & Segan, 1984; Vygotsky, 1962). If the native language of the students is different from the language of the school and if the school does not use the children's language in the instructional setting, there is no language enrichment or concept development; and knowledge stops until children learn the language of the school. In contrast, if the school uses the children's native language, the children's early linguistic and cognitive development is expanded resulting in their academic success.

Second Language Acquisition

One of the main objectives of bilingual education is the acquisition of English skills. When concepts are introduced and reinforced in the students' primary language, linguistic ability in general is enhanced. Acquisition of a second language depends not only on exposure to the target language, but also on proficiency in the native language. Cummins (1984) has stated that: "The interdependence or common underlying proficiency principle implies that experience with either language can promote development of the proficiency underlying both languages, given adequate motivation and exposure to both, either in school or in the wider environment (p. 143)." A high level of language proficiency evidenced in both--the native language and the second language--leads to accelerated cognitive growth and therefore positive academic outcomes.

It has been found that children who have a good command of their native language (especially in vocabulary and grammatical structure) demonstrate facility in the acquisition of the second language and students may quickly develop surface language skills (in vocabulary, grammar and pronunciation) in English. Through the native language students have already mastered general concepts through cognitive and meaningful tasks (Krashen, 1981). Students use these conceptual and cognitive skills effectively in the second language environment if the second language is presented in meaningful and communicative-based settings. Competence in the second language, therefore, is a function of competence that has been developed in the native language.

Content Area Knowledge

The primary objective of bilingual education is to facilitate students' acquisition of academic concepts, knowledge and skills through the language students know best and to reinforce this information through the second language. It is recommended that limited English proficient students enrolled in bilingual programs study content areas in their primary language since this approach facilitates students' learning of new concepts and skills.

The time it takes to reach profi-

Continued on page 21

NATIVE LANGUAGE, *from page 20*

ciency in the second language affects the ability to master content area concepts and skills. According to Cummins (1984), it takes five to seven years to reach an age-appropriate level of context-reduced proficiency (academic communicative proficiency) necessary in the development of content knowledge. Students learning content areas such as science, mathematics and social studies need to study them with the least possible language difficulty. Science, mathematics or social studies achievement can be enhanced by instruction provided in the students' native language. This should continue for several years until students have mastered English language skills and are more adept at processing abstract cognitive skills through the second language.

Self-Concept and Motivation to Learn

There is a positive correlation between self-concept and academic achievement. To maximize learning, students must have a positive attitude and a positive self-concept. Since the bilingual program accepts, respects and values the language and culture of the student, this approach contributes to students' positive attitudes toward themselves. Also, since pride in the native language and culture motivates students to struggle for academic excellence, students will feel "more at home" in school, and will be more motivated to learn, thus creating a self-interest in coming to school and performing all the school tasks. Thus, these effective variables establish a powerful framework for successful acquisition of English and academic achievement in the school.

Learning to Read in the Students' Native Language

Reading instruction plays an important role in the school curriculum. Through reading students learn concepts, expand language, acquire content area knowledge and become informed of what happened and what is happening in the world. The school has the responsibility to teach each child to be a competent reader since lack of reading ability can become detrimental to the student's academic and cognitive development (Carrasquillo & Segan, 1984).

In bilingual programs reading is taught in the student's native language to ensure initial reading success. Bilingual education capitalizes on the familiar experiences and knowledge of the child's own language. When concepts are introduced and reinforced in the student's native language linguistic ability in that language is enhanced. Growth in linguistic ability is interrelated with academic growth because language is a medium of representing thought and a vehicle for thinking. Once children have learned to read in their native language, they transfer those reading skills into English more easily because basic reading skills are transferable from one language to another. Once children have learned to read well in their native language they can use the same strategies to obtain meaning from print. These abilities provide a solid foundation for literacy skills in the second language.

Role of Native Language in Bilingual Special Education Classrooms

Bilingual handicapped students are those who, ideally, have been screened and evaluated using non-discriminatory procedures including assessment instruments in both languages and requiring the development of an educational program for each student to meet academic, social and linguistic needs. Limited English proficient students with handicapping conditions require special instruction in the language they best understand while acquiring English language skills.

Bilingual special education instruction is focused on basic academic skills to include subject area content, language development and literacy skills. The primary language is the language through which students acquire more of these conceptual and academic skills. A positive effect on literacy achievement in the primary and second languages occurs when students engage in centered native language literacy and in the development of concepts in the content areas. Through the use of the native language the teacher becomes the facilitator of learning, focusing students' learning on higher order cognitive skills, and integrates language use and development in all aspects of curriculum development (Ortiz & García, 1988). The native language provides the foundation for acquiring English as a second language skills. Ortiz and García (1988) emphasize that a strong promotion of native language conceptual skills is more effective in providing a basis for English literacy.

Conclusion

Bilingual education--the regular use of two languages in the instructional program--contributes to the linguistic, academic and cognitive development of students. While the particular approach used varies widely, the term implies the use of a student's native/primary language and English as mediums of instruction. An emphasis on instructing students through two languages and enabling students to become proficient in two languages is emphasized and reinforced. This endorses the value of linguistic and cultural diversity encouraging students to become literate in their native/primary language and to develop bilingual skills throughout their schooling even into their adult lives. Bilingual education programs include classes taught in both languages in a multicultural curriculum with support for reaching full-English language proficiency without negating the first language in the process. Bilingual education supports and promotes two languages for every student, especially for limited English proficient students.

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Continued on page 22

LANGUAGE LEARNER, *from p. 16*

words, and phrases, but also facial expressions, tone of voice, and gestures.

Perhaps what will be the most appealing to language teachers are the appendices of practical suggestions. Many of the assessment tools and activities cited in the text are illustrated and outlined specifically for use by the classroom teacher. In essence, they are mini-lesson plans which can be modified by the teacher for use with his/her students. These appendices help to "bridge the gap" between the theory and practice espoused in the book.

Ultimately, the reviewer recommends Focus on the Language Learner to language teachers, administrators, and graduate students who are studying language proficiency assessment. Even though the book was written specifically with teachers in mind, it serves as an excellent handbook for administrators and as a textbook for graduate students because it informs them of the various aspects to consider when concerned with the language proficiency of students. One caution, however, relates to the authors' continual plea for the language teacher to utilize a baseline of native language proficiency as a criterion for performance by second language learners. This reviewer can cite conflicting evidence on the use of this tactic. Oller (1979) notes that a language test ceases to be a language test without native proficiency as a target. Conversely, Valdés and Figueroa (1990) state that "it is doubtful that we need precise information about native speaker abilities (e.g., the nature of native fluency) except to carry out certain kinds of linguistic research" (Chap. 2, p. 38). These conflicting views by prominent researchers in the field of language proficiency assessment cause one to question the necessity of using native language proficiency as a standard. The reader should be aware of this debate when reading Focus on the Language Learner.

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NATIVE LANGUAGE, *from page 21*

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MESSAGE, *from page 3*

93 NABE Board) will, I believe, better respond to the needs of our association in the 90's.

Finally, NABE has increased its visibility and outreach through numerous public relations activities. The national organization has been actively involved in many of our state affiliate conferences. NABE was visible and influential in assisting groups in combatting English-Only initiatives. We are currently working with Nevada, Oregon and the District of Columbia to establish new state affiliates.

Continued on page 23

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MESSAGE, *from page 22*

Athough I am sad to be saying goodbye, I am proud to be leaving behind a strong and vital association that has a solid foundation for success. Coming together two years ago was a beginning; staying together was progress; and working together has proven successful. It has often been said that "goals are met when we coordinate our efforts with those of others." I leave office with a strong sense of shared accomplishment. I close by wishing the best and pledging my support to NABE's next president Paul Martínez, a close friend and a true colleague.

It is my hope that the quest for excellence will continue to be the driving force in the National Association for Bilingual Education. Keep in touch! < *NABE* >

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NABE '92

CALL FOR PAPERS

INSIDE THIS ISSUE!

1346

NABE NEWS Vol. 14, No. 7 June 21, 1991
Published by the National Association for Bilingual Education

Debate on Early Childhood Education Heats Up

NABE Study Attacked

The June 5, 1991 edition of *Education Week* carried a "Commentary" by Rosalie Pedalino Porter which questioned the findings of Dr. Lily Wong Fillmore's study, on behalf of NABE, of the damage to limited English proficient children caused by English-immersion early childhood education programs.

Porter, author of the anti-bilingual education book *Forked Tongue: The Politics of Bilingual Education*, is Executive Director of The Institute for Research in English Acquisition and Development (R.E.A.D.), an organization which has received funding from U.S. English.

The June 19, 1991 issue of *Education Week* published a "Talking Back" commentary by Dr. Lily Wong Fillmore along with letters to the editor critical of Porter from Dr. Eugene García, Dean of the Social Sciences Division of the University of California, Santa Cruz, and Terry Delgado, President of the California Association for Bilingual Education.

Because of the importance of this issue to language-minority families and NABE members, NABE has requested and received permission from Ms. Porter, Dr. Fillmore, and *Education Week* to reprint both articles. (See page 12.)

Policymakers are considering a major expansion of federal early childhood education programs. So that NABE can assist them, we invite you to send the NABE office information regarding your views, experiences and evidence concerning this critical education policy matter. *NABE NEWS* will continue to address this topic in future issues and may print some of the material received.

See Special Reprint on page 12

House Appropriations Committee Approves $50 Million Increase in Title VII Funding for FY '92

Senate Action Ahead

Yesterday, the House Appropriations Committee approved a $50 million increase in funding for the Bilingual Education Act (ESEA Title VII) programs as part of the Fiscal Year 1992 funding bill for the Departments of Labor, HHS, and Education. In nominal terms, the increase was the largest in the history of the Title VII program. If enacted into law, the House committee measure would boost Title VII funding from the FY '91 level of $168.7 million to $219 million in FY '92.

The increase approved by the House Appropriations Committee contrasts sharply with the Administration's FY '92 appropriations request--for an increase of less than $3 million. The increase proposed by the Administration would not keep up with the projected cost of inflation. The $50-plus million increase approved by the House committee was included in the subcommittee bill by Chairman William H. Natcher (D-KY) and reflects senior subcommittee member Edward A. Roybal's longtime enthusiastic support for Bilingual Education Act programs.

NABE Executive Director and Legislative Policy Counsel James Lyons termed the increase "extremely significant." "It is significant because it helps to recoup some of the resources lost to inflation and budget cuts during the 1980's; it is significant because it comes at a time when school districts desperately need federal assistance to serve America's burgeoning language-minority student enrollments; and it is significant because it is a sign of congressional confidence in the effectiveness and value of the Bilingual Education Act." He cautioned, however, that any celebration would be "premature" since the bill faces several hurdles before it becomes law.

Mr. Lyons explained that the committee-approved measure must still be voted on by the full House. Next a FY 1992 education appropriations bill must be marked up in the Senate appropriations subcommittee, approved by the full committee, and then passed by the Senate. Once the House and Senate bills have been enacted, any differences between the measures must be reconciled by a conference committee. And finally, of course, the final appropriations measure must be signed by President Bush.

While noting that "the Senate in recent years has generally been less generous to Title VII than has the House, Mr. Lyons says he is "quite optimistic" about Senate action this

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NABE NEWS

Published by the National Association for Bilingual Education

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PUBLICATION SCHEDULE

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Issue 3, 12/01/90
Issue 4, 02/01/91
Issue 5, 3/15/91
Issue 6, 5/01/91
Issue 7, 6/21/91
Issue 8, 8/01/91

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

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The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

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Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 289-8173

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

Empowerment: The Goal for My Administration

by Dr. Paul E. Martínez

On Friday, May 31st, I spent the day before assuming the Presidency of NABE in Tempe, Arizona engaged in a final briefing with my predecessor and friend Dr. Rodolfo Chávez. During the course of our discussion, we both had an opportunity to reflect on how far NABE has come during the past several years. NABE has progressed organizationally and economically; its national stature and visibility have grown. I left Tempe optimistic, confident, and excited about NABE's future and the prospect of better serving America's growing and diverse language-minority population.

I am indeed honored to serve as the President of NABE for the next twelve months. NABE has been an integral part of my life -- professional and personal -- for over a decade. My pride, excitement, and optimism are greatly enhanced by knowing that I will be collaborating with an outstanding group of Executive Board members. I have previously worked with each and every member of the 1991-92 Executive Board, either through NABE or field-based activities. I can assure the Association's membership of one thing: these are consummate professionals committed to bilingual education and to increasing opportunities for language-minority students. It is that meld of professionalism, commitment, and high expectations which will be key ingredients to a successful collaborative effort.

My goal for NABE during 1991-92 is ***EMPOWERMENT***. By this term, I mean the empowerment of the Association, its staff, its Executive Board of Directors, its state affiliate organizations, its membership and the families we collectively serve. To accomplish this paramount and all-embracing goal, I have worked closely with NABE staff to develop a specific set of objectives.

Objective #1 is to make NABE fiscally stable and strong, for only then can an organization move towards empowerment. I will propose a budget which provides both staff and Board members the resources necessary to take the initiative in increasing services to our members and, consequently, increasing our membership. It is my intention to expand our publications efforts; increase collaborative efforts with our state affiliates; and enable staff to provide additional services to members.

I will be deeply involved in the planning of our 1992 conference in Albuquerque. I am convinced that we can draw 5,000 participants to the conference and my intent is to work diligently and vigorously to achieve that outcome.

Objective #2 is to develop programs which empower families as well as programs which empower practitioners. A first priority is the establishment of a National Parent Institute, to be launched at the NABE '92 Conference. Parents from throughout the United States would come together for a series of workshops, seminars, and simulations designed to empower them in their role as children's first teachers. I hope that the 1992 National Parent Institute becomes the cornerstone of a comprehensive program of training and publications for parents.

As part of the objective of empowering educational practitioners, I will ask the Board to help develop a program of research and policy analysis on key issues relative to language minority students as part of our national educational restructuring. Additionally, I will propose a project to develop new and improved systems for assessing LEP student performance and institutional impact on student learning.

Partnerships are key to the concept of empowerment. I intend to continue, in a very proactive manner, developing our relationships with other organizations and moving forward with key legislative initiatives. Our relationship with OBEMLA has improved dramatically due in large part to the efforts of Rudy Chávez. I intend to continue solidifying that "partnership" which was forged in Miami several years ago and look forward to working closely with Ms. Rita Esquivel and other Department of Education personnel in promoting issues of relevance to NABE. We continue to work with Congress to increase appropriations for Title VII and other programs to improve the educational opportunities for language-minority students and their families.

NABE will continue to work closely with corporate America during the coming year. Tentative plans are in place to invite several key corporate representatives as well as our Affiliate Presidents to our August Board meeting as one way of strengthening these relationships.

Our first Executive Board meeting will take place in Washington, DC, June 22-23. This will be a time to assess these goals and others and to make plans to initiate them. A number of affiliate conferences are coming up this fall and will provide a good opportunity to share our progress with members attending these events. The OBEMLA Management Institute and 1992 NABE Conference will take place in Albuquerque, January 28 - February 1, 1992. I invite you to come to my beloved "land of enchantment" for what promises to be an outstanding conference.

Continued on page 5

SUPERINTENDENT OF SCHOOLS ALACHUA COUNTY, FLORIDA

The School Board of Alachua County is conducting a national search for an outstanding educator to lead a progressive school system of 26,000. A county-wide school district, the Alachua County School District is headquartered in Gainesville, home of the University of Florida.

Qualifications: An earned doctorate from an accredited college or university is preferred. A minimum of ten years of public school experience, including service as a teacher and a school-based administrator is preferred. Central office administrative experience in a district of at least 10,000 students is preferred. The successful candidate also must have experience in a multi-cultural educational environment.

Application Procedures: Interested candidates are encouraged to send a letter of application which includes a brief description of their managerial style, educational experience and significant professional accomplishments, in addition to a resume and references to:

Dr. Wayne Blanton
Florida School Boards Association
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ALL APPLICATION MATERIALS MUST BE POST-MARKED NO LATER THAN AUGUST 2, 1991.

Call (904) 224-1374 for further information or to review a copy of the vacancy announcement.

Contract Terms: The salary range established by the Board is $90,000 to $105,000, negotiable, plus fringe benefits. The preferred starting date is January 1, 1992, which is negotiable.

Important Notice: All applicants for this position are subject to the Florida Public Records Act and "Government in the Sunshine" provisions of Florida law. Applications cannot be held in confidence. All interviews will be conducted in public.

The School Board of Alachua County is an equal opportunity employer.

VICE PRESIDENT
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Erie Community College is seeking a Vice President for its City Campus which is located in downtown Buffalo, New York. The incumbent is responsible for the administration, leadership and management of the Campus. This role is exercised through an Executive Staff, the direction of the Board of Trustees and the President of Erie Community College. Extensive coordination and liaison with the Central Staff and the other Campus Vice Presidents is necessary in order for the office incumbent to operate effectively and in consonance with the "one college" concept. The City Campus is a viable segment of a superior tri-campus college. It offers a meaningful educational experience in 27 program to over 3500 students in a magnificent structure listed in the National Register of Historic places. The successful candidate should have a thorough knowledge of college administration/ management. A minimum of a Master's degree in Educational Administration and seven (7) years teaching and/or administration experience at a two- or four-year college is required. Interested applicants must submit a resume, transcripts and three letters of recommendation to: Erie Community College, Human Resources Department, 4140 Southwestern Blvd., Orchard Park, NY 14127.

Erie Community College is an equal opportunity employer. Women, members of minority groups, persons with disabilities and veterans are encouraged to apply.

National News Media Highlight Successful Bilingual Education Programs

Within the last month, *The Miami Herald* and *The Los Angeles Times* have featured stories about three different types of language education programs in their publications.

A Trilingual Preschool in MA

The June 10 issue of *The Miami Herald* carried an Associated Press story by Tony Rogers entitled ***Teaching ABCs, plus Spanish, Khmer.*** The article described a trilingual preschool in Lowell, Massachusetts, where 20 native English-speakers, 10 native Spanish-speakers, and 10 native Khmer-speakers are taught together, using all three languages. "The school day begins with a meeting, conducted in a different language each day, with songs, discussions and a kind of cultural show-and-tell. Later the students split into groups where they learn about their native language and culture as well as that of their peers."

The goal of the program is to make the children bilingual in English and their native language (not trilingual), but the students do pick up some third language skills. "Five year-old Brian Scannell counts to 20 in Khmer almost as easily as he does in English. When Amarilis Sanabria, 5, isn't talking in Spanish and English, the Puerto Rican native delights in teaching her classmates the names of parts of the human body in Khmer.

There is a waiting list for next year for students to enroll in the program directed by Libby Chiu and funded by the city, the University of Lowell, and private foundations.

Bilingual Program Results in Lowest Dropout Rates for Any Predominantly Latino School in CA

The June 3 issue of *The Los Angeles Times* carried a story on Calexico High School, located on the California border with Mexico. The subhead of this story by staff writer Charles Hillinger read ***Education: The border town has a far better record than the rest of the state of keeping Latino students in school. Officials give credit to bilingual programs.***

The dropout rate at Calexico is 11%, while the rate for all students in the state of California is 20.2% and the statewide rate for Latino students is 29.2%.

"Much of the credit for Calexico's success is given to the district's extensive bilingual program -- built around the premise that students learn best in their native language."

Ninety-eight percent of the high school's students are Latino and 95% of students in the district enter elementary school as monolingual Spanish-speakers.

The article quotes Dennis Parker, from the CA State Dept. of Education, regarding the success of the Calexico program: "...they have more instruction in Spanish than other bilingual programs. As high as 80% in the early grades. After they become fluent in English, they still receive instruction in Spanish 15% to 20% of the day in their classes."

Two-thirds of Calexico High School graduates continue on to higher education institutions. Calexico was honored this year by NABE's California affiliate for its accomplishments.

Language Study for All in KS

The May 15 issue of *The Los Angeles Time* carried a story entitled ***Three Rs and an S -- for Spanish.*** The article by staff writer Bob Secter asked "Come the turn of the century, what American city could boast one of the country's highest proportions of bilingual youngsters: Los Angeles? San Diego? Try Wichita, smack-dab in the middle of the nation's broad, conservative and *heavily Anglo heartland.*"

A proposed plan would provide language instruction for all 3rd, 4th and 5th graders in the city. "It would elevate Spanish instruction to the level of math, geography, social studies and the other old standbys that have been taught to the nation's youngest school children for decades."

The article notes that North Carolina already has a requirement for foreign language classes for all children grades K-5 by 1995. New York, Louisiana, Arizona and Oklahoma have similar programs.

Research has shown that students with second language proficiency score higher on achievement and aptitude tests, including those that measure English language skills.

The article describes U.S. English's Executive Director Ron Saunders' reaction to such programs as "lukewarm." NABE, on the other hand, wholeheartedly supports developing the linguistic skills of ALL American students.

< NABE >

Jon Reyhner is taking a well-deserved vacation. His column on *American Indian Bilingual Education* will return in the August issue.

MESSAGE, *from page 3*

In closing, there is much to do and I, for one, want to be involved "in doing my part." As President, I bring to NABE a strong work ethic, a great deal of pride in serving my colleagues, high expectations, and an ability to work with people. More importantly, I bring a sincere commitment to doing things that are in the best interest of children, plain and simple. In the spirit of serving you -- our membership -- in the most responsive way, I urge you to keep me, the Executive Board, Executive Director Jim Lyons and the NABE staff informed. Together, I am convinced we will make some things happen! < NABE >

Resources for Bilingual Educators

Assessing Bilingual Students for Placement and Instruction, by Carol Ascher. ERIC Digest 65. ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027.

Database Searches: *Spanish Language Literacy* and ***Bilingualism and Literacy***. National Clearinghouse on Literacy Education, 1118 22nd Street, NW, Washington, DC 20037 (202) 429-9292.

Help Your Child Learn Math and ***Using Calculators to Improve Your Child's Math Skills***. Pamphlets for parents available in Spanish and English. (free) National Council of Teachers in Mathematics, 1906 Association Drive, Reston, VA 22091 (703) 620-9840.

Program Evaluation Kit - 9 volumes. ($79.50) Sage Publications, Inc., P.O. Box 5084, Newbury Park, CA 92359 (805) 499-0721.

Ready-Go-Begin to Learn - Spanish Version ($89.00 for 7 cassettes, 10 activity books, and teacher's guide) Music *Plus*, Inc., 69-59 44th Avenue, Woodside, NY 11377 (800) 242-3650.

Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages, by Joshua A. Fishman. ($36.00) Multilingual Matters, c/o Taylor & Francis, 1900 Frost Rd., Suite 101, Bristol, PA 19007.

Second Language Instruction/Acquisition Abstracts (SLIA). ($46.75/year - prepublication price) SLIA, P.O. Box 22206, San Diego, CA 92192-0206 (619) 695-8803.

Teaching Language Minority Students in the Multicultural Classroom, by Robin C. Scarcelle. Prentice Hall, Englewood Cliffs, NJ 07632.

Tools for Teaching ESL and Foreign Languages, by David Hoffman. In ***Technology & Learning Magazine***, Volume 11, Number 8, May/June 1991. ($3.00) Technology & Learning, 2451 E. River Road, Dayton, OH 45439 (513) 294-5785.

Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English, edited by Joy Kreeft Peyton and Jana Staton. ($21.33) NCLE/Prentice Hall Regents, 200 Old Tappan Road, Old Tappan, NJ 07675 (201) 767-5937.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

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NABE 1992
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition* four years ago. This year, with the support of publisher Silver Burdett & Ginn, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1992 Teacher of the Year competition will receive an original work of art by internationally-renown Southwestern artist Amado Peña commissioned by Silver Burdett & Ginn as the NABE '92 Conference Poster. In addition, the winner will be flown to the 1992 NABE Conference in Albuquerque, New Mexico, to receive his/her award on Friday, January 31, 1992.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only bilingual classroom teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

Presentation of Materials

As part of its nomination the affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. The following materials must be submitted:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in program.
4. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
5. **Professional Development** - a description of the candidate's participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc. Recommendations or statements from organizations will be accepted.
6. **Community Service** - a description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community. A sample of letters from appropriate persons will be accepted.

DEADLINE: All nominations must be RECEIVED by November 1, 1991 at the address listed below. The winner will be notified by December 15, 1991. For additional information, contact:

Mónica Sandoval
Multilingual Programs Department
Houston Independent School District
3830 Richmond Avenue, Houston, TX 77027
(713) 892-6500

NABE 1992
BILINGUAL TEACHER OF THE YEAR/ BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR
DATA SHEET

Indicate Competition: ________ Teacher of the Year ____ Instructional Assistant of the Year

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Name and Address of School: ______________________________

____

Name of School Principal: ______________________________

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____

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Dates	Institution Name and Address	Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional Assistant of the Year Award may be shared with persons involved in promoting this award.

____

NABE 1992
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic minority students, the National Association for Bilingual Education (NABE) has established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations will honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1992 Bilingual Instructional Assistant of the Year competition will receive a $1,000 scholarship to further his/her education. In addition, the winner will be flown to the 1992 NABE Conference in Albuquerque, New Mexico to receive his/her award on Friday, January 31, 1992.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only instructional assistants who work half-time or more with students qualify. Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to learn.

Presentation of Materials

As part of its nomination, the affiliate organization is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials should be part of the portfolio:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.

2. **Biographical Sketch** - a narrative prepared by the candidate describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.

3. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession, including a description of the candidate's educational values and belief in the effectiveness of bilingual education.

4. **Professional Development** - a statement of the candidate's plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences. Recommendations or statements from organizations will be accepted.

5. **Community Service** - a description of the candidate's participation in civic organizations as well as personal efforts to improve education and social conditions of the community. Letters from appropriate persons will be accepted.

6. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in the program.

DEADLINE: All nominations must be RECEIVED by November 1, 1991 at the address listed below. The winner will be notified by December 15, 1991. For additional information, contact:

Dr. José Agustín Ruiz
1109 South 7th Avenue
Tucson, Arizona 85701
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I am involved in bilingual education as: (check one)

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NABE 1992
BILINGUAL EDUCATION
OUTSTANDING DISSERTATIONS COMPETITION

ELIGIBILITY: The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1988 and August 1, 1991.

Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION: Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos, Jr., Chair
NABE Outstanding Dissertation Competition
Maricopa Community Colleges
3910 East Washington Street
Phoenix, Arizona 85034
(602) 392-2233

RECOGNITION: In effect, there will be two types of winners:

a) the semifinalists--the winners of the top seven to ten abstracts from which the three finalists will be selected, and
b) the three finalists--writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will receive certificates of recognition from the National Association for Bilingual Education.

The three finalists will be presented at the annual conference of the National Association for Bilingual Education in Albuquerque, New Mexico, January 29 - February 1, 1992.
NABE will pay travel expenses to the conference and one day per diem expenses for the three finalists.

DEADLINE: Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by October 14, 1991. Materials should be submitted to Dr. Alfredo G. de los Santos at the above address.

Special Reprint from Education Week, Continued from page 1

The False Alarm Over Early English Acquisition

By Rosalie Pedalino Porter

The recent increase in funding for Head Start programs, designed to provide this crucial early-childhood opportunity to a greater number of disadvantaged children, has produced a curiously negative response from the National Association for Bilingual Education. This organization is mounting an aggressive campaign to keep language-minority children out of preschool programs unless the teaching is in the native language of the child and not in English. James Lyons, executive director of NABE, uses alarming terms: "the immersion of such children in English programs at the age of 3 or 4 presents the risk of grave psychological harm," he says. "At root, they are being taught to disrespect their parents."

To strengthen their argument against English-language learning in the preschool years, NABE produced a study, reported in *Education Week's* May 1, 1991, issue, whose findings indicate that non-English speaking children will quickly lose their home language and be unable to communicate with their parents.

The serious concerns raised by these extreme statements need careful attention for they have education-policy implications for the large and rapidly growing number of children in our school population who do not know English when they begin school. The main issues are these:

* Which early-childhood interventions best help limited-English children overcome the language barrier to equal educational opportunity?

* What are the main responsibilities of public education for these children and to what extent should the schools be concerned with the change of language use in the home?

* Are the NABE study's findings and conclusions valid?

My own experience with limited-English students is direct and practical. In addition to being a Spanish bilingual teacher, and director of bilingual and English-as-a-second-language programs, K-12, for the city of Newton, Mass., I directed and supervised a multicultural preschool for limited-English 3- and 4-year-olds speaking a dozen different languages. What I observed and recorded during my 17 years of involvement in this field directly contradicts most of the contentions of the NABE study written by Lily Wong-Fillmore. As a child, I lived through the painful process of entering a 1st-grade classroom without knowing a word of English. The adjustments in home-language use that occurred during my growing-up years are experiences familiar to language-minority children and their families.

In my judgment, the most urgent consideration for educators, policy-makers, and parents is the limited-English child's preparation for learning in the mainstream classroom. For the child who speaks Spanish or Khmer or Portuguese at home, learning English in an early-childhood-education program such as Head Start at age 3 or 4 is the greatest opportunity that can be offered. At this age, the natural and easy acquisition of fluency in a second language is assured, English-language enrichment, coupled with the development of learning readiness and social skills, will prepare these students to function at their highest capacity in mainstream classroom.

It is an undisputed fact that early immersion in a second language guarantees the highest level of fluency and literacy in that language. The longer the learning of a second language is delayed, the less thoroughly it will be learned. While older learners may make faster initial gains, children who start at a younger age will master the second language much more completely. Barry McLaughlin, who has written extensively on the schooling of limited-English children, states unambiguously that it takes about a year for the preschool child to acquire a second language in a naturalistic context. He further recommends that children start to learn a second language as early as possible, since young children have more time at their disposal and no variable is as important as time on task. Mr. McLaughlin points to the unfortunate misconception that learning a second language hurts the child's development in the first language, as if there were only a single space in the brain and the second language would push out the first.

One example of the kind of early-childhood-education program that works well for language-minority children is the Multicultural Preschool, which has been operated by the Newton school district since 1975 . This English-immersion program for 3 or 4 year olds employs teachers and teacher aides who are bilingual, but they do not use the dozen or so native languages in the classroom. Instead, through play groups, story telling, drama techniques, and a variety of methods, they help the children develop English-language skills in a comfortable, natural manner.

From the skillful teaching of Ena Lorant and her teacher aides, the children quickly learn the social skills of cooperation, sharing, and taking turns; they learn the concepts of size and shape and color and counting and writing their names-and all of these activities are conducted with the maximum emphasis on natural language development. That these children speak comfortably in English with their classmates and the teacher and then switch easily to their home language when their parents enter the classroom is a daily occurrence.

As in Head Start programs, parental involvement is critical. Parents help plan the topics of teacher/parent workshops, organize cultural events, and take on individual tasks in

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Special Reprint from Education Week, Continued from page 1

A Question for Early-Childhood Programs: English First or Families First?

by Lily Wong Fillmore

Should a society push an educational policy in the face of evidence that the policy is harmful to children and their families? This question is at the heart of a controversy over the provision of English immersion preschool programs for three to five year old non-English speaking children. The purpose of these programs is to transform language minority children into English-speakers as early as possible.

In her June 5, 1991 Commentary, Rosalie Pedalino Porter challenges the stand taken by the National Association for Bilingual Education against these programs ("The False Alarm Over Early English Acquisition"). Ms. Porter attempts to discredit as a "false alarm" the conclusion drawn from a study I recently completed in collaboration with over 300 members of the education community from across the nation. This study found substantial and alarming evidence that English-immersion preschool programs frequently lead to children losing their primary language and, with that, the ability to communicate with their parents.

Is this a false alarm, or is it an early warning to the communities whose children are targeted for such programs? In our eagerness to promote English, are we undermining the fundamental relationship between parents and children? Could we actually be increasing the educational, social, and psychological risks that these children already face?

Ms. Porter identifies three issues in this controversy. The first is: "Which early-childhood interventions best help limited-English speakers overcome the language barrier to equal educational opportunity?"

Early childhood is hardly a period in which one can speak of "the language barrier"! We're off to a bad start if we believe that a child's linguistic accomplishments by this period constitute a barrier to otherwise available educational opportunities. The purpose of early education is the total development of the child--cognitive, social, emotional and physical as well as linguistic. The foundations for intellectual and social functioning for schooling are laid in the early years. Research in child development has shown that primary language development and cognitive and social development occur in tandem and are inseparable. Research has also established that well-developed primary language is essential to future success in second language learning. Three- to five-year-old children are at a critical juncture in development--everything is in place, but not much is stable.

Can children learn a second language during this vulnerable period? They can--easily, in fact--but not without disruption to their developing sense of self, especially when the second language is promoted in a way that suggests that it is more socially desirable and valued than their primary language.

Can children lose a primary language? Ms. Porter asserts that they don't, but anyone who has studied children's second language acquisition in depth, as I have, knows differently. English often does replace the primary language of minority background children. And the younger they are when they learn English under the conditions Ms. Porter is recommending, the more likely they are to lose their first language. When young children undergo this process, much can go awry. What is lost when English displaces the primary language? If that's the only language the parents speak, children stand to lose much of what parents can teach them.

The early education interventions that work best for language minority children are the ones that work for all children. Children need the kind of early education experiences, *in a language they understand*, that turn them into enthusiastic and independent learners. They need experiences that build on the linguistic and intellectual resources they already have.

What children don't need are early educational experiences that destroy their confidence in themselves and their families--experiences that tell them: *You are unacceptable the way you are. If you want to belong, you must change--or be left out.* These are messages that get communicated to language minority children in English immersion programs. No language barrier impedes these messages. They come across loud and clear. Children want to belong, so they learn English to gain acceptance. And many eventually reject the language spoken at home--the language that made them unacceptable in the first place.

Ms. Porter's second question is: "What are the main responsibilities of public education for these children, and to what extent should schools be concerned with the change of language use in the home?"

The responsibility of society's schools is not to supplant parents, but to assist them in preparing their children for the adult roles they must eventually take on. Yes, American schools must help children develop the English language skills that will allow them to take full advantage of educational opportunities. And schools must provide access to the curriculum that will give children the knowledge, skills, and capabilities needed for jobs and other adult responsibilities.

But children need more than what schools provide to become responsible and productive adults. They also need what their parents can and must teach them--notions of justice and fairness, ideas about personal responsibility and

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WONG FILLMORE - SPECIAL REPRINT, *from page 13*

honor, attitudes about work and effort,and beliefs about what is good, and what is not. It is the parents' job to socialize children in the values, beliefs and practices that will enable them to become the kind of men and women they want them to be. All of this takes time, closeness, and communication.

What happens to this kind of teaching when children abandon the parental language? In our survey, 64.4% of the parents whose children attended English immersion preschools reported negative changes in family communication patterns. Few of these parents spoke English, but their children were abandoning the parental language and communicating in English at home. These changes in communication patterns were clearly affecting parental authority and family closeness. Parents reported difficulties in talking to their children and in giving them the guidance they needed.

We give a lot of lip-service to the role families should play in the education of their children. Do we really mean it? The partnership between schools and parents is a cornerstone in the president's new education agenda. The job of educating children for the world they will inherit is too big for the society's schools to handle alone. It can be done only in cooperation with the children's most important teachers--their parents. We mustn't undermine a family's ability to educate its own children. But that's precisely what we do when we put parents in the untenable position of accepting early education that may very well alienate their children from them. They seldom realize how dangerous these programs are until it's too late. How can parents support the educational development of their children when they don't speak the same language? When we adopt programs that damage the family's ability to do the job it is supposed to do, who picks up the slack? Who's going to offer children the moral support and guidance that they're supposed to be getting from home?

Ms. Porter's third issue is the validity of the NABE study. The study was conducted *without funding* by educational researchers, practitioners, university students, community workers, children's advocates and parents--people who got involved because of their concern for the welfare of language minority children and their families. This was deliberate. The problem we studied needed to be the concern not only of researchers but of the education community at large. We saw the study as an opportunity to shed at least "a thousand points of light" on the problem.

Over 300 volunteers turned out to interview a total of 1,100 families across the country. The families included Latinos, Asians, American Indians, Arabs, and Europeans. The families had all had children in early education programs. Ms. Porter charges that the study was flawed because the children were "not randomly assigned" to their programmatic treatments. The study was a survey, not an experimental treatment calling for random assignment. In most cases, the programs the children attended were the only type available to them. Low income families generally don't have the luxury of choice when it comes to educational opportunities.

The study we conducted can and should be replicated. What would other researchers find if they were to look at children who have been in English immersion programs such as the one Ms. Porter touts as a model for early education? I would bet that if such an investigation were conducted by trained language researchers and they were to examine family communication patterns several years after children have completed such programs, they would find essentially what we found in our survey. Two out of three families would be experiencing negative changes in communication patterns. One out of two children would be losing their primary language.

Future studies ought to focus especially on families with teen-agers who lost their primary language through their preschool experiences. Our study suggests that early communication problems can lead to dangerous breakdowns in parental authority when children are older. Ms. Porter asserts that "the inevitable clash between generations, the desire of children to behave in ways that are not traditional or acceptable to their parents" is a natural occurrence, whatever language they speak. This is a fallacious argument. It's true that inter-generational clashes occur, but they certainly aren't inevitable. For most of the groups in our study, such problems are strictly an American phenomenon. They occur when a society invalidates rather than supports the role families play in the rearing of children. In tumultuous and dangerous times like ours, strong family ties are needed to keep young people out of trouble. It is plain bad social policy to support educational programs that destroy those ties.

Breakdowns in family communication sometimes figure in tragic events. After our study was completed, a news story provided a terrifying epilogue to the situation we have sought to warn the public about. In Sacramento, California, four Vietnamese youths took over a store, holding customers and staff hostage for nearly eight hours. The police at first brought in a Thai interpreter, since the boys didn't appear to be speaking Chinese or Vietnamese. They were speaking their version of English.

The siege ended with six people killed, including three of the gunmen, and eleven wounded. Three of the gunmen were brothers. Their parents said in an interview later that they had not been able to communicate well with their sons in years. The boys spoke little Vietnamese--at the level of three year olds, their mother said. They had abandoned Vietnamese years ago. The mother said her boys were in a "middle world"--caught between their family and the larger society. This was communicated through an interpreter since the parents speak little English.

Language minority children must indeed learn English, and schools in this society must find appropriate and effective ways to help them do so. I have devoted several decades to investigating how best to support the linguistic and educational development of such children. From that vantage point, I can see clearly that English immersion for preschoolers is the worst

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Teaching Mathematics and Science to Limited English Proficient Students[1]

by Walter G. Secada, Associate Professor of Curriculum and Instruction and
Director, Upper Great Lakes Multifunctional Resource Center, University of Wisconsin-Madison

Assume that someone claimed that we could teach sophisticated forms of scientific reasoning to limited English proficient (LEP) students who are of social class and cultural backgrounds that traditionally have been denied access to advanced forms of schooling in their country of origin as well as this country. All we must do, according to that person, is treat those students like we would any scientist--i.e., provide them with the opportunities to engage in scientific activity and to support their efforts through material and social supports, much as we provide to any scientist.

Many people would be skeptical of such a claim. Yet in fact, such a promising approach has been developed in *Cheche Konnen* (Warrent & Rosebery, 1990a, 1990b). Involving junior-high-school speakers of Haitian Creole, teachers who specialize in the education of LEP students, and a research team of science and bilingual educators, this innovative program also illustrates four critical principles that should be remembered in teaching mathematics and science to LEP students.

Goals: The goals for teaching mathematics and science are shifting away from rote memorization of facts as a prerequisite for doing problems and towards mathematical and scientific problem solving as providing the contexts for the development of those basic skills (American Association for the Advancement of Science, 1989; National Council of Teachers of Mathematics, 1989). Paper and pencil algorithms and other pre-technical instruments should be deemphasized; once upon a time, these tools were useful for doing mathematics and science, but they no longer are. Instead by fourth grade, all students should use calculators for routine computations; and as the need develops, they should use computers with applications software and real scientific instruments for engaging in real-world mathematical and scientific problems. Moreover, the curriculum should stress a deep coverage of fewer, but key, ideas as it moves away from superficial coverage of a disconnected hodge-podge.

Student Thinking: These new views of curriculum are linked to our developing notions of how people--from young children to experts--solve and learn mathematics and science and the belief that our teaching should match and extend how students think. People engage in mathematics and the sciences by trying to make sense of a problem situation. This means that they interpret a situation according to their prior, intuitive knowledge; that they zig-zag from that understanding to the problem's solution; that mathematics and science are tools for solving problems, not ends in themselves; and that people need social validation of their solutions.

Instruction: Instruction should support these new curricular goals and the development of student sense-making. One of the most commonly used teaching approaches is for the teacher to lecture to the class followed by students working exercises based on the lesson--either alone or in groups. Direct instruction, as this approach is known, has been shown to be effective for conveying large amounts of low level and coherently organized information in bilingual settings as well as in mainstream classrooms (Tikunoff, 1985). However, direct instruction is not completely compatible with the newly developing curricula wherein depth of coverage is to be emphasized over breadth and where students should engage in purposeful communication about the problems that they are working on.

Organizations like the National Council of Teachers of Mathematics (1991) are recommending more open-ended approaches (also see De Avila, Duncan & Navarrete, 1987). In these newer approaches, teachers join students in working collaboratively. They do not abdicate their roles since they must still support student efforts to understand and solve problems. But instead of lecturing, teachers should direct students to resources and help them gain access to those resources. Teachers should organize their classrooms to facilitate student discussion and keep that discussion focused on the problem. Thus instruction should shift to student reasoning and away from teacher lecturing.

Trade-offs: Curriculum planners and teachers need to decide whether the primary purpose of a course, class, or a lesson is to develop (a) knowledge of mathematics or science or (b) English language skills. Most commonly, content goals are the focus of native-language, dual-language, or sheltered-English approaches; while language goals are salient in content-based ESL approaches (Cantoni-Harvey, 1987; Crandall, 1987). Efforts to unify content and language fall under the rubric of integrated instructional approaches (Short, Crandall & Christian, 1989).

In all cases we need to be very clear about the trade-offs that will occur. Curriculum planners and teachers need to help one another understand that they are an inevitable part of teaching and that what is important is for those trade-offs to be purposeful and rational. When trade-offs are not acknowledged, they are hidden. What happens in that case is not in the best interests of either students or their teacher.

Cheche Konnen: In this program, students began by asking why the high-status drinking fountain for the school was on its third floor. In their efforts to understand this problem, they surveyed themselves and their school mates about their water taste

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preferences via a blind taste-test. After determining that the better tasting water came from the first floor and not the third, they began to inquire about the discrepancy between water fountain status and taste preferences. The students ended by conducting chemical analyses of their drinking water.

In their efforts, these junior high schoolers had to pose hypotheses, to collect and to analyze data--first about student water preferences and then about the chemical composition of the water. Then, students had to see how well their results matched their original hypotheses. In solving these problems, these LEP students used mathematical and scientific tools like data charts and water containers. They kept notebooks of their observations, engaged in substantial reasoning, and used scientific and mathematical language that, under currently-held notions of what it means to be LEP, would have been considered beyond their abilities.

Other projects that students in this program have engaged in include the development of a field guide for a local pond and an effort to determine student intake of salt. In these projects, students covered less content, but did it more in-depth. Basic skills, like computations and the learning of scientific terms, were developed in the context of problem solving. As students made sense of the problems, they followed some blind alleys; but upon hitting a dead end, they started anew. Their teachers supported their efforts, and also they recognized the trade-offs that must take place. The learning of English was incidental to the learning of science, but it did take place.

Too often, when people talk about the teaching of mathematics and science to LEP students, they focus on short term goals and immediate barriers to instruction. Very commonly, I am asked questions like: "How can I teach my LEP students to solve word problems via key words?" Or, "What tricks can I use for my students to memorize the periodic tale of elements?" My responses are, "Do not teach key words. They short circuit students' thinking about what the problem means in order to solve it. What is more, key words work only for a limited set of problems. Focus, instead, on students understanding and reasoning and help your students on those tasks." And, "If students engage in tasks where the periodic table of elements is a useful tool, then it makes sense for them to learn it. They will do so when they understand how, as a tool, it can help them to do real scientific reasoning."

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Published by the National Council of Teachers of Mathematics, Reston, VA:

Arithmetic teacher.
Mathematics teacher.

Published by the National Science Teachers Association, Washington, DC:

Science & children.
Science scope.
The science teacher.

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Parental Involvement in Bilingual Education--A Matter of Attitude

by Ramonita Adorno de Santiago, Ph.D.
ESL Teacher, Arlington Public Schools, Arlington, VA

Over the past fifteen years I have worked with language-minority parents in several capacities: as a parent trainer, parent resource specialist and parental consultant for school districts. Since the 1974 *Lau vs. Nichols* Supreme Court decision, many school districts have made an effort to involve language-minority parents in the education of their children. To comply with this mandate, translators and community liaisons have been hired to take care of parental involvement. Workshops in the native language(s) of minority parents, as well as conferences on a number of topics, have been organized to secure parental participation.

Parental involvement is an essential part of educational equity for all groups, but it is particularly important for language-minority populations. Truly effective education occurs when the school and the home work in cooperation and collaboration. The school may have the main responsibility for the formal education of children, but the home makes a significant contribution, since parents are the first teachers of their own children.

Visionary school systems should want well-informed and involved parents. As one ad says, "an educated consumer is our best customer." Therefore, school districts have a responsibility to inform and involve parents, particularly parents of language-minority children.

Parental involvement may mean different things to different individuals. School districts that have hired personnel to conduct workshops for language-minority parents may feel that they have met their obligation in this respect--that they have achieved parental involvement. A secure and sensitive administrator sees parental involvement as a blessing and usually goes beyond the prepared workshops. By contrast, the insecure leader considers parental involvement a threat to his/her authority and an invasion of his/her territory. Good teachers know that involved parents make their jobs infinitely easier.

At the informational level, the process of parental involvement is relatively simple. There are various types of information that can be provided to parents by the schools. One type is **program information**. Most districts offer a variety of programmatic options for language-minority children. Parents should be fully informed as to the particulars of the programs; who requires them and why; how children are selected, placed, instructed and exited; the length of the program; its goals, etc.

Information should be provided in a format that parents can understand, preferably in their native language. School districts in various states--notably New York, New Jersey, Ohio and Arlington, Virginia--have prepared detailed bilingual manuals to fulfill this function. Parents should also be duly apprised of their **rights** to question a placement or ask for clarification.

It is essential that information about programs be objective and unbiased, especially as it pertains to "special" programs such as bilingual education, ESL, and special education. One parent told the story of being oriented about a district in the following manner: "Do you want to enroll your child in the bilingual education program, or do you want her to learn English?"

Schools should encourage parents to participate in all school activities, while being fully sensitive to the reasons why participation may not be at a 100% level. A booklet prepared by the Hispanic Policy Development Project in Washington, DC identifies some obstacles that minority parents face in trying to make sense of an unfamiliar school system in the United States, and warns educators about making facile (and often incorrect) assumptions about the motivation driving these parents. Some of the problems affecting minority parents discussed in the booklet are language difficulties, lack of transportation, family obligations, and unfamiliarity with school procedures. Any preconceived notions about the level of caring and interest inherent in language-minority parents should be avoided. The expression "Why don't these parents care about the education of their children?" has been overheard on too many occasions in school settings.

Specifically, how can schools facilitate parental participation? In the academic area, schools can promote parental participation in the education of their children by assisting parents to become teacher adjuncts. This means two things: that schools train parents to carry out supportive educational tasks; and, more importantly, that schools not deter parents from trying to help with their children's assignments because of limited English proficiency. It has been shown that children can benefit from explanations in the native language. In the case of parents from native language backgrounds which are well represented (e.g., Spanish, Vietnamese, Laotian), the training should reflect specific ways in which parents can be of help even if their English skills are minimal. In the elementary grades, for example, parents can help children with math by comparing sizes, grouping objects, and discussing things that are different yet similar.

Schools should make provisions for notification of group activities or individual conferences in the native language. Preferably, there should be bilingual personnel in the schools to interact with the parents; failing that, interpreters should be obtained. Whenever possible, the school should hold separate group meetings (at least twice a year) with language-minority parents. When interpreters are going to be used in mixed meetings, it would be a good idea to gather the minority parents together a few minutes before the meeting and explain in the native language the important issues to be

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the classroom, if possible. In all cases, interpreters from the community are present, ensuring and understanding of the school program. The ultimate goal of these parent-outreach efforts is the early and crucial establishment of a strong home-school relationship.

Long-term benefits to the students of the Multicultural Preschool were assessed in a three-year follow-up study completed in 1983, as follows:

* No confusion was found between the home language and English--the two languages remained distinctly separate and were used appropriately in different situations.
* Better reading performance in 1st and 2nd grade, in English, was consistently achieved by these students than by limited-English students who had not attended a preschool in English.

Head Start programs have had measurable success in promoting better school adjustment, better academic performance, less truancy, and fewer referrals to special education for disadvantaged children. These tangible improvements have led the Congress to substantially increase funding for this federal program that until now has only been available to 16 percent of the students who need it. There is no convincing reason why limited-English children should be warned away from benefiting from this opportunity. the dire predictions of NABE and Ms. Wong-Fillmore must be challenged before they begin to influence a policy change at Head Start to deny English-language programs to Spanish or Chinese- or Vietnamese-speaking children.

The NABE study itself has serious flaws, beginning with the self-selection bias. That is, children were not randomly assigned to the main sample or the control group. Their parents chose to enroll them either in an English- or Spanish-language preschool. One could surmise that the parents who chose the English-language preschools are themselves using more English at home. Without access to the list of questions asked of the parents or any information on how closely the volunteer data-collectors followed the same interview guidelines, it is difficult to accept the consistency of the results. The most glaring omission in the study is the lack of quantitative data on the language ability of the parents. There are a few anecdotes about misunderstandings between children and their parents, but there is no tabulated evidence on the extent to which these parents actually use the English language. Since 80 to 90 percent of the families are reported to have been in the mainland United States from 5 to 10 years or longer, we can also assume that these parents have not been frozen in a state of total non-English capacity all these years.

The major contention of the study is that early learning of English, while beneficial for school success, makes children lose their native language rapidly. Non-English speaking children do not forget their first language during their growing-up years and do not lose their ability to understand their parents--*if that language continues to be used in the home.* To think that the language of instruction in the schools erases from the child's mind the language being spoken at home is a misleading exaggeration. A natural phenomenon in families with a language and culture that are different from the mainstream, however, is the inevitable clash between generations, the desire of children to behave in ways that are not traditional or acceptable to their parents. This occurs no matter what languages are being spoken.

Allowing NABE to influence educators against providing early-childhood programs in English, or to frighten parents from enrolling their children in such programs, will hurt children who need the earliest and best learning opportunities possible. A researcher at the U.S. Education Department. who asked not to be named, informed me that while he generally supports NABE's positions, he is in strong disagreement with the study on early childhood. He was himself enrolled in Head Start and credits that experience with helping him reach a high level of proficiency in English while keeping his fluency in the language of his home. He earnestly believes that to promote bilingualism in this country we should encourage more people to start learning a second language in early childhood, especially children who need to learn English.

Early immersion in a second language, between age 3 and 5, gives a child the best opportunity to learn native-like pronunciation, as well as the potential to read and write competently in that language. In 1985, Lily Wong-Fillmore wrote, "Until they learn English, these students will be unable to take full advantage of the educational and social opportunities that the school offers. Their teachers will have a difficult time teaching them the skills and information that must be taught in school without first helping them learn English." Clearly, Ms. Wong-Fillmore recognizes the importance to these children of being ready to learn in English when they enter kindergarten or 1st grade. To use the specious argument that children may speak less Spanish at home as a reason for denying them a crucial component of their schooling that is essential to their future academic achievement is simply not acceptable.

We must consider the rights of these children to an equal education ahead of the subsidiary concern for the maintenance of different languages in the home. It is a matter of priorities. Many things can be done by our public schools but they cannot all be done at the same time, nor is it desirable that they should be. Families themselves can promote the continued use of their home language in a number of ways: enrolling their children in two-way bilingual programs, which are growing in popularity across the country; starting after-school native-language classes in a local school or community center; requesting that secondary schools provide a language class for students who can speak their native tongue but want to learn to read and write it; and, most important of all, making it a strict rule that the

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Meet the NABE Board

NABE's Secretary: Jerilynn S. Smith

In this issue, NABE NEWS continues its feature "Meet the NABE Board." Each issue introduces one or more of the current NABE Executive Board members, so you can get to know the people who represent you better.

We are pleased to introduce you to Jerilynn S. Smith (formerly Smith-Ritchie), NABE Secretary for both 1990-91 and 1991-92. Jerilynn is often asked how she became involved in the field of bilingual education. The daughter of educators, she was born and educated in California. Throughout her education Jerilynn's language background was compatible with the language spoken in school since English was her first language.

She became an elementary school teacher and, after teaching several years, took a leave of absence when her daughter was born. When she was ready to return to teaching, she was told that due to the failure of a bond to have been passed, she would not be able to return to her 5th/6th grade class. She was given the choice of teaching a junior first grade class (students who completed kindergarten but were not ready to advance to first grade) or a first grade bilingual class. Jerilynn asked her principal, "What is first grade bilingual?" He responded, "Oh, it's nothing. You'll have an aide that speaks Spanish." She chose the first grade bilingual class because she preferred teaching higher grade levels and because having an aide is always a bonus.

When Jerilynn chose the first grade bilingual class, little did she realize that this decision would change her life. Her first year in the bilingual class was not an easy one. She could not speak to her students. She could not speak to their parents. It was a discouraging beginning.

So Jerilynn took positive action to improve the situation. That summer she took three Spanish language classes. When the new school year began and she returned to her bilingual classroom, she also returned to school herself to begin work for her Bilingual Specialist Credential and her second Masters' Degree in Bilingual/Cross-cultural Education. To further her knowledge of Spanish and to learn more about the people she taught, she has traveled through Puerto Rico and all but one state in Mexico, studied in summer language programs in Guadalajara and Cuernavaca, and spent a sabbatical in Spain.

Jerilynn has taught bilingual 1st-2nd-3rd grades in a Title VII project. She became School Site leader of the school's Bilingual Program as she completed work on her Administrative Credential. A few years later she was promoted to District Teacher Coordinator of the Bilingual and Gifted and Talented Education Programs in Redlands, California. She also continued her education and became a Specialist of Learning Handicapped Students.

For the past two years, she has held the position of Coordinator of Bilingual and ESL Programs in the Fontana Unified School District. Jerilynn also continues to serve as a presenter and part-time university instructor in the area of bilingual education. Currently she has completed the first year of a three-year Title VII Doctoral Fellowship under the mentorship of Dr. Alma Flor Ada at the University of San Francisco.

Jerilynn first began her professional organization career fifteen years ago. She joined the California Association for Bilingual Education (CABE) and founded a local chapter in Redlands. She has held the offices of Regional Representative and Vice President in CABE. She has helped to establish seven local CABE chapters.

Two years ago, while attending the NABE Conference in Miami, Florida, she was nominated for the position of NABE Secretary, the office she still holds. As a representative on the NABE Executive Board, Jerilynn brings a wide range of experience with her. She feels that being able to draw upon her varied background helps her to better represent NABE members and encourages our membership to share any of their successes and concerns with her. < NABE >

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language is spoken in the home.

Unwittingly, Ms. Wong-Fillmore gives us the perfect metaphor for the value of the NABE study. She was quoted in this paper as saying she had been "running around the country like Chicken Little, warning of the dangers of English-based early-childhood programs," This classic children's story tells of the young chicken who, on having a nut drop on her head, alarms all the barnyard creatures with repeated cries that "the sky is falling." Chicken Little turns out to have been not only impetuous but entirely mistaken.

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WONG FILLMORE, *from page 14*

possible solution to a complex problem. If we can't educate young children without harming them, let's leave them alone!

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APPROPRIATIONS, *from page 1*

year. NCLR President Raúl Yzaguirre and NABE President Rodolfo Chávez wrote to all members of the Senate Appropriations Committee earlier this year urging a $100 million increase in Title VII appropriations and full-funding for the English Proficiency Grant Program. The Congressional Hispanic Caucus and many education and child advocacy groups lobbied for increased bilingual education funding this year. According to Lyons, "language minority Americans have a great and powerful champion on the Senate Appropriations Committee in the person of Hawaii's Daniel Inouye, and Labor, HHS, and Education Subcommittee Chairman Tom Harkin (D-IA) is increasingly being viewed as a strong Presidential contender in 1992."

Edward R. Roybal, long-time supporter of Title VII, played an instrumental role in securing the House committee-approved increase in bilingual education funding.

"I am hopeful," he says, "that the Senate will recognize the national need to expand programs and services to language-minority students and their families."

NABE members are encouraged to contact members of the Senate Appropriations Committee as well as their state's Senators to share their views on the committee-approved House measure and the extent to which it addresses the needs of their communities. Senate action on an appropriations bill will occur in July.

Members of the Senate Appropriations Committee are listed below. Those members names marked with "*" are also members of the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, of which Tom Harkin (D-IA) is the Chairperson.

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Upcoming Events

June 27-29, 1991 - *Challenges Facing the Hispanic Agenda: A Vision of Advancement.* Ninth Annual Conference of NALEO. Anaheim Marriott, Anaheim, CA. Contact NALEO, 708 G Street, SE, Washington, DC 20003 (202) 546-2536.

July 14-18, 1991 - *Shaping a New America: Our Rights and Responsibilities.* Annual Conference of the National Council of La Raza. Downtown Hyatt Hotel, Houston, Texas. Contact Belén Abriles-Arce, NCLR, 810 First Street, NE, Suite 300, Washington, DC 20002 (202) 289-1380.

July 17-20, 1991 - *All Kids Can Learn.* National forum and annual meeting of the Education Commission of the States. Marriott City Center Hotel, Denver, CO. Contact Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (303) 299-3697.

August 13-17, 1991 - *18th Annual Convention of the Linguistic Association of Canada and the United States.* Contact Valerie Becker Makkai, LACUS, P.O. Box 101, Lake Bluff, IL 60044 (708) 234-3997.

September 22-25, 1991 - *11th Annual International Conference on Native American Language Issues (N.A.L.I.).* Holiday Inn, Prince George, British Columbia. Contact Joan Webkamigad, Bilingual Education Office, Michigan Dept. of Education, P.O. Box 30008, Lansing, MI 48909 (517) 373-6066.

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PARENTS, *from page 17*

covered in the meeting. In this way, the minority parents can be prepared for the meeting without inconveniencing the parents who do not need translation or delaying the meeting. If the numbers warrant it, parents should be grouped by native languages.

Parents should be used as resources in the classroom, even if they have limited proficiency in English. For example, they could be invited as models to the foreign language classrooms, or to speak to the social studies class about their country's history, geography, or culture. This practice is preferable to (and cheaper than) inviting outside experts to speak to students or to teachers during inservice training sessions when the same information is available in the community. Many minority parents would be proud to be asked to share their knowledge with their children's peers; needless to say, their children would be equally proud to see their parents in the role of resource persons.

The above discussion should have made it clear that some degree of parental involvement is not difficult to achieve. But the what of parental involvement may be as important as the how; that is, perhaps the biggest issue facing those concerned about developing and maintaining the right kind of parental involvement is attitude. If we are to be fair, attitudinal problems cut both ways, but this article focuses primarily on the attitude of educators toward parents and parental involvement. This limitation is not intended to absolve parents of their responsibility to contribute to a productive atmosphere of collaboration; rather, it is my opinion that teachers and school authorities have greater power and more resources at their disposal than do most minority parents.

The right kind of attitude on the part of educators can do wonders for parental involvement. Conversely, the wrong kind of attitude can be deadly. The following "PIAQ" (Parental Involvement Attitudinal Quotient) may reveal attitudes that can affect the development of effective parental involvement efforts.

1. When linguistic minority children enter your classroom the first day of class, you thank your lucky stars. **(Yes or No)**

2. Minority parents don't place a high priority on the education of their children. (Yes or No)

3. Minority parental involvement should be the main responsibility of the bilingual/ ESL specialists. **(True or False)**

4. Most teachers should be expected to participate in after-school activities with parents. **(Yes or No)**

5. Many linguistic minority parents make unrealistic demands on school personnel. **(True or False)**

6. Helping newly-arrived parents to adjust to the United States is a legitimate function of the schools. **(Yes or No)**

7. Since many minority parents haven't been in this country long or don't speak English fluently, parental organizations should be supervised by teachers and administrators. **(True or False)**

The answers to this PIAQ and their implications for parental involvement will be discussed in the second part of this article which will appear in the August issue of *NABE NEWS.*

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Over the next two years, the Multicultural/Multiethnic Education Office will be working to develop Baseline Essays and K-12 lesson plans/units that address the history, culture, and contributions of Hispanics throughout the Western Hemisphere.

Portland Public Schools is seeking Hispanic persons who are knowledgeable about Hispanic history, cultures, and contributions. If you are interested in contracting with the Portland Public School District in writing or reviewing the essays in the disciplines of Language Arts, Mathematics, Science, Music, Art, Social Studies, Health and Physical Education, please contact:

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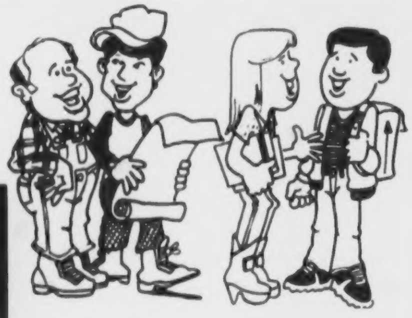

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NABE NEWS **Vol. 14, No. 8** **August 1, 1991**

Published by the National Association for Bilingual Education

Congressional Hispanic Caucus Sponsors Bill To Improve Access To Higher Education for Hispanics And Other Minorities

The Congressional Hispanic Caucus (CHC) last week introduced a bill to make higher education more responsive to the needs of the Hispanic community and to other racial and ethnic minority and disadvantaged populations. Entitled the "Hispanic Access to Higher Education Act of 1991," the bill is the first legislative measure introduced by the bi-partisan organization made up of the twelve Hispanic members of the U.S. House of Representatives and more than 80 of their non-Hispanic congressional colleagues.

In a Capitol news conference on the bill, H.R. 3098, Caucus Chairman Rep. Solomón P. Ortiz (D-TX) declared that "Hispanic education is in a state of crisis. The future of the Hispanic community depends upon helping our youth stay in school and go to college."

CHC Chairman announces the Hispanic Access to Higher Education Act of 1991, declaring, "Hispanic education is in a state of crisis."

The bill was developed by Caucus Members and legislative staff working in concert with NABE and a number of other Hispanic and minority-education-oriented organizations including: Children's Legal Defense Fund, Hispanic Association of Colleges and Universities, Mexican American Legal Defense and Education Fund, National Council of La Raza, National HEP-CAMP Migrant Education Association, and the National Puerto Rican Coalition. All of these organizations have endorsed the legislation.

The bill, which the CHC hopes will be added to pending Higher Education Act reauthorization legislation, has five principal purposes.

The first purpose is to sponsor early intervention in the educational process, beginning in

Continued on page 8

Condition of Bilingual Education in the Nation Report Released

The Condition of Bilingual Education in the Nation: A Report to the Congress and the President was released on June 30, 1991, by the Office of the Secretary of the United States Department of Education. The report, required by law, describes the programmatic, research, training and coordination activities of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and other federal agencies in fiscal years 1989 and 1990. It also identifies and discusses key issues with regard to the 1993 reauthorization of the Bilingual Education Act.

The report notes that in fiscal year 1990, OBEMLA grants totalling $115.8 million went to fund 800 instructional projects (Part A programs) serving approximately 289,000 students representing 140 languages. Since the Department estimates there are 2.2 million limited English proficient children in the nation, this means Title VII serves less than 9% of the children in need.

The report describes the activities of other federal programs which serve limited English proficient students, including the Chapter 1 LEA Grant Program and Migrant Education, Higher Education for Migrant Students, Indian Education, Bilingual Vocational Training, Adult Education

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NABE NEWS

Published by the National Association for Bilingual Education

Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 15 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/91 Issue 5, 4/01/92
Issue 2, 11/01/91 Issue 6, 5/15/92
Issue 3, 12/15/91 Issue 7, 7/01/92
Issue 4, 02/15/92 Issue 8, 8/15/92

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

Bilingual Education Makes a Difference

by Dr. Paul E. Martínez

As I settle into my new role as NABE President, I can't help but be heartened by the widespread support the organization continues to enjoy among a varied constituent group.

Our first Board Meeting was an outstanding success. All of us were honored to have Judge José López swear us into office. I left Washington elated about NABE's potential. There are concrete plans to expand publications, strengthen ties with our affiliates, increase attendance at the annual conference, and further develop relationships with Corporate America.

The next meeting of the Executive Board will take place in Albuquerque at the end of August. All of our affiliate presidents have been invited to this special meeting and many have already indicated they will be attending. Conference plans are proceeding as scheduled and the NABE Board will meet with both the NMABE Board and 1992 Conference Planning Committee in August. On a related note, we have a very special surprise for Conference attendants in the form of the art work which adorns our program annually.

I thought I would close with sharing an article that Judge López wrote regarding bilingual education.

The 1991-92 NABE Executive Board after being sworn into office by District of Columbia Superior Court Judge José López.

... and the days before bilingual education

When I arrived in New York from the Dominican Republic I was nearly 12 years old. It was 1961, well before the value of bilingual education was tested and confirmed.

My father, who had come to the United States first, was waiting for me at the airport. I hadn't seen him in more than three years, but before we finished our first hug, I broke up and cried, "*¡Qué voy hacer aquí, yo no se inglés!*" What am I gong to do here? I don't speak English!

I arived at the start of Easter vacation, so my father used the time to teach me the English alphabet and numbers from 1 to 100. Unfortunately, that was about all he himself had learned.

Back on the island, he had run a small store--a *ventorrillo*--out of our home, and when there were no customers, he would put me at a blackboard and drill me in Spanish on a number of submects. When we walked the streets of Santo Domingo, it was a slow trek. He made me read every sign, every message in every store window. I harbored no poet's dreams. The only question was whether I was to become a doctore or an engineer.

In Brooklyn, my father could offer only the advice, "Do not let the other kids know that you don't speak English."

His logic? If others knew I spoke just Spanish, the Spanish-speaking kids would talk to me only in Spanish--and the Anglo kids wouldn't talk to me at all.

My stepmother enrolled me in the fifth grade in PS-29. After my father had left the island, I lost interet in learning, and flunked fifth grade once, and was taking it for the second time.

My teacher, Mrs. Senick, put me in the back of the room, where I sat and watched, day in and day out. Mrs. Senick, the poor sould, could not speak Spanish. When my needs were urgent, Puerto Rican students translated.

The picture was clear. The burden was on me. On rare occasions, I raised my had to answer arithmetic questions. In social contacts, I learned to roll with the faces. If people smiled when they spoke, I responded with a grin and a nod. To speakers with negative expressions, I would offer a commiserative headshake.

Dealing in logistics, I followed the group--from class to lunch to recess to class. The rules of children's games are simple. Once you learn them, you seldom need to talk. Lessons in color were simple, too: Some Puerto Rican kids taunted me for being the Dominican off the boar; blacks rejected me for being Latino, and whites ignored me because I was black.

To become accepted, I needed to

Continued on page 8

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Upcoming Events

September 22-25, 1991 - *11th Annual International Conference on Native American Language Issues (N.A.L.I.).* Holiday Inn, Prince George, British Columbia. Contact Joan Webkamigad, Bilingual Education Office, Michigan Dept. of Education, P.O. Box 30008, Lansing, MI 48909 (517) 373-6066.

October 11-12, 1991 - *Research Perspectives in Adult Language Learning and Acquisition.* Harley Hotel, Columbus, OH. Contact Foreign Language Center, The Ohio State University, 155 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210.

October 17-21, 1991 - *Promoting Language Learning: We're ALL Involved.* Eighth Annual Conference of Advocates for Language Learning. Sheraton Premiere Hotel, Tysons Corner, Virginia. Contact Ellen Boudreaux, President, Advocates for Language Learning, 6419 Forest Road, Cheverly, MD 20785 (301) 773-4088.

October 24-26, 1991 - *Culture and Education: A Unique Combination.* Texas Association for Bilingual Education 19th Annual Conference. Laredo Civic Center, Laredo, Texas. Contact Romeo J. Romero, 1 West End Washington Street, Laredo, TX 78040-9960 (512) 727-4779.

October 26, 1991 - *Center for the Study of Books in Spanish for Children and Adolescents Annual Conference.* San Diego Convention Center, San Diego, CA. Contact Center for the Study of Books in Spanish for Children and Adolescents, 820 West Los Vallecitos Blvd., San Marcos, CA 92096 (619) 471-4158.

November 1-2, 1991 - *Leadership Institute on School Restructuring and the Education of LEP Students.* University of Wisconsin-Madison. Contact Beverley Helms, Upper Great Lakes Multifunctional Resource Center, 1025 West Johnson Street, Madison, WI 53706 (608) 263-4220.

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Parental Involvement in Bilingual Education - Part II

It's a Matter of Attitude

by Ramonita Adorno de Santiago
Arlington Public Schools, Arlington, Virginia

In the last issue of NABE NEWS, the first part of this article explored some aspects of parental involvement with linguistic minority parents: what is parental involvement, how it can be achieved, and a description of appropriate activities. The second part of the article stresses the importance of attitude in parental involvement and its consequences by answering seven key questions that constitute the "Parental Involvement Attitudinal Quotient" (PIAQ).

Question 1. When linguistic minority children enter your classroom the first day of class, you thank your lucky stars.

TRUE. This question is a bit tongue-in-cheek, but it has very serious implications. Anyone who has worked with linguistic minority populations knows that hard work is involved. The teachers have to be constantly on their toes, looking for ways to motivate students who may have more pressing matters on their minds than an education--food and shelter, for example. Teachers know that they have to be cognizant of different learning styles, of different patterns of socialization that affect the way children learn in the classroom.

Even so, this realization does not have to be a cause for despair. Good teachers love a challenge, which is exactly what these children and their families represent: an opportunity for good, resourceful teachers to put on their thinking hats and devise innovative ways to address the students' educational, social and personal needs. My experience with bilingual, ESL and migrant education programs tells me that there are plenty of these teachers around who take on such a challenge and live to see the fruits of their labor. For instance, two ESL teachers from a Los Angeles school who accepted the challenge of working with linguistic minority students became "hooked" on them, and said that "they would never go back to the regular classrooms." They also noted "that it was a joy to see how motivated the immigrant students were to learn English. One said, 'I don't have to fight them every step of the way,' referring to her prior experiences in teaching English to American students'" (Suárez-Orozco, p. 12).

Ultimately, it is very important for teachers to answer this question honestly to themselves, because in my opinion it is very difficult (if not impossible) for a teacher to do a good job with minority parents if they see their children only as burdens, as problems to be avoided, as the equivalent of the "graveyard shift." I recognize the right of teachers to the assignment of their choice (if they can get it), but my advice to them is this: "If you don't feel comfortable working with language minority students, if you don't see a silver lining in your assignment, and if you don't see the likelihood that your attitude will change positively, then perhaps you should request a transfer." It is my contention that attitude is all-important, and that no one should be forced to work in an environment they don't like or appreciate fully.

Question 2. Minority parents don't place a high priority on the education of their children.

FALSE. Some teachers have had negative experiences with minority parents who in fact do not place a high priority on the education of their children, but I contend that these parents are the exception that proves the rule. Once we exclude those parents, who can be found anywhere, experience tells us that most minority parents want more for their children than they have been able to achieve for themselves. The problem often lies in the way some mainstream teachers (mis)interpret minority parent behavior and attitudes. If we equate perfect, punctual attendance at school meetings and conferences with caring about their children's education, then some minority parents will fail the test. If being familiar with the culture and procedures of the school is a mark of the involved parent, then minority parents will not get good grades.

But those of us who have worked with such parents for a long time know that they care and care deeply; that they are willing to do whatever is necessary for the educational advancement of their children. All they require is a little understanding and support from the school personnel. This help can be in the form of familiarization sessions to acquaint them with the differences between the American school system and their own; the presence of bilingual bicultural personnel that can help them work out temporary problems; the availability of understandable communication in their native language so they can determine which communications are urgent and need immediate attention. When these conditions exist, minority parents are the most caring, most cooperative, most grateful parents on the face of this earth.

Question 3. Minority parental involvement should be the main responsibility of the bilingual/ESL specialist.

FALSE. An affirmative answer to this question would be devastating to the contention that proper attitudes are crucial to parental involvement in bilingual education. As convenient as it may be to assume that the bilingual/ESL specialist is best equipped to

Continued on page 6

PARENTAL INVOLVEMENT, ***from page 5***

handle parental involvement, the task should be the responsibility of everyone involved in the educational enterprise. It is essential to avoid excessive compartmentalization of responsibilities, so that every time a problem arises involving linguistic minority parents/students it is referred to "the bilingual/ESL specialist." If school authorities see minority populations as a school-wide concern, then building directors will plan staff development activities (such as language courses and cultural awareness sessions) for all personnel, including non-teaching staff, and not just minority specialists. In these situations, the principal will strive to have a building that is reflective of the various languages and cultures represented in the school. The staff will be diversified; bilingual and bicultural personnel will be in evidence not just in the bilingual/ESL classroom but throughout the staff. Every staff member doesn't have to be bilingual/bicultural, but hopefully all will be sensitized to the cultural and behavioral differences of minority parents.

Question 4. Most teachers should be expected to participate in after-school activities with parents.

TRUE. It should be obvious that my answer to this question will be yes, with some qualifications. I do not mean that every teacher should participate in every activity held after school. What I want to stress is the attitude that teachers should want to convey in this respect. Teaching is a very demanding job, and teachers have their own family responsibilities. But oftentimes a gesture is sufficient to gain the good will of the parents. If a parental activity is being held and teachers are invited, they can take one of two actions that will be viewed positively: showing up for the activity, staying a while and excusing themselves early; or conveying their regrets at not being able to attend. Coupled with attendance at important events such as multicultural fairs and community programs, such behavior will contribute toward good relations between minority parents and the school.

Question 5. Many linguistic minority parents make unrealistic demands on school personnel.

FALSE. More than any other, this question points up the role that perspectives play in intercultural relations. On occasion, minority parents have come to a staff member asking about job opportunities, immigration information or forms, and inoculation. Being overworked, some teachers understandably would rather not have to deal with such requests, and wonder why they are being asked in the first place, when these matters are not the responsibility of the school. It is useful to understand why the parents feel comfortable about coming to the school with these questions, and why in fact many of them think of school as their first recourse.

Minority parents, especially those who have not been in this country for a long time, are inclined to deal with those whom they trust, who speak their language and understand their situation. Because school is one of the entities with which any parent with children will have to deal, relationships with teachers and other school personnel will be established early on. If these early encounters are satisfactory, the parents will develop rapport with these individuals--many of them teachers--and want to bring all their serious concerns to them. In such situations, it is up to each individual how he or she will handle the matter. If the individuals have the time and the inclination to help out, their assistance will be appreciated. If they don't, no problem, but educational personnel can still be of help by referring the parents to the appropriate individual or agency. Referral is a function that schools can perform which can have very positive consequences for the minority parents.

Question 6. Helping newly-arrived parents to adjust to the United States is a legitimate function of the school.

TRUE. Very much indeed, with some of the qualifications indicated above. Once again, it is not a question of the school and the teachers doing the work of government and community agencies; it is a question of both attitude and practicality. If we are to educate the children, and if we expect minority parents to be fully involved in this effort, we must be concerned with those factors that affect the well-being of the family. Krashen's concept of the affective filter is very applicable here. Parents cannot devote their full attention to the education of their children if they have not resolved issues such as immigration status, employment, health, and housing. The more basic needs the school helps parents meet, the more time, energy and inclination the parents will have to dedicate to parental involvement.

Question 7. Since many minority parents haven't been in this country long or don't speak English fluently, parental organizations should be supervised by teachers and administrators.

FALSE. It is important for schools and educational personnel to draw the line between initial guidance and perpetual supervision, and again the issue of perceptions arises. The educational and experiential backgrounds of minority parents vary with each individual. Some parents have not had much experience with organizational structures or leadership positions, but others are quite at home taking charge of meetings, conferences or activities. What newcomer parents need most is a secure, supportive environment that will allow them to fit in, develop, and assume positions of increasing responsibility. If parental organizations appear to be moving forward in an orderly and productive fashion, the best help the school and the teachers can give the parents is to continue to facilitate the growth of the parental organization, to participate in those areas that are appropriate, and to allow the parents to exercise as much independent judgment as is feasible.

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American Indian Bilingual Education: Language Survival

by Jon Reyhner, Eastern Montana College

The preliminary results of the 1990 Census show 1,959,234 Americans identifying themselves as American Indians, Eskimos, or Aleuts (Johnson, 1991). This figure is a half million higher than the 1980 Census and more than double the figure of the 1970 Census.

The American Indian population is rising rapidly after a disastrous decline from 1492 to about 1900 caused by European diseases and other negative effects of Columbus' "discovery." In the 1860s, President Grant's Peace Commission worried about the extinction of the "Vanishing American." To save the Indian, the government decided that the Indian must be assimilated into the dominant culture through education. However, better health care and a more tolerant attitude towards Indians, brought on by the end of the frontier, probably had more to do with the reversal of what Russell Thornton (1987) has called the "American Indian holocaust."

The question of American Indian survival has been answered by the continued increase in Indian populations since the turn of the century, but the question of the survival of American Indian languages and cultures has been less clearly answered. The 1980 Census reported that one-third of American Indians regularly speak another language. However, only one percent of American Indians do not speak English (Snipp, 1989).

Till recently, government policy makers and educators have led the assault on American Indian languages with students being punished for speaking their tribal languages. But the policy of Indian self-determination initiated by the Indian Self-Determination and Education Assistance Act of 1975 has given tribal governments a stronger voice in determining the future of American Indians. Today, when Indian education is studied, tribal governments and Indian organizations demand to be involved. In 1988 there were sixty-five tribally operated elementary and secondary schools. In addition, twenty-two tribally controlled colleges also give voice to American Indian concerns today.

When former Secretary of Education Cavazos appointed the Indian Nations at Risk (INAR) Task Force on March 8, 1990, it included in its first guiding principle that:

"Schools must join with American Indian/Alaska Native parents and leaders to affirm and restore the cultural heritage of indigenous peoples, through the teaching of Native cultures and languages."

Unlike most previous white dominated studies of Indian education, the INAR Task Force had only one non-Indian member. The Task Force's interest in native languages has been complemented by the Native American Languages Act signed by President Bush on October 30, 1990, declaring it the policy of the United States to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages." Now there is a White House Conference on Indian education scheduled for January 23 and 24, 1992, in Washington, D.C.

Despite the efforts of Rosalie Pedalino Porter (see the last two issues of NABE News) and others to convince American Indians and others that their native languages have no place in our schools, both educational research worldwide and local Indian community opinion are giving increased support to the importance of using Indian languages in schools. I hope legislators, other government leaders, and educators will heed the testimony that was gathered in hearings around the country and the research reviewed in the INAR Task Force's supplementary volume of commissioned papers. The final report of the Indian Nations and at Risk Task Force originally due out in May should be released in the next few months by the U.S. Department of Education.

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Snipp, M. C. (1989). American Indians: The first of this land. New York: Russell Sage Foundation.

Thornton, R. 1987). American Indian holocaust and survival: A population history since 1492. Norman, OK: University of Oklahoma.

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CHC EDUCATION BILL, *from page 1*

process, beginning in the fourth grade, to ensure that students from low-income, racial or ethnic minority groups underrepresented in higher education who are potential first generation college students complete high school and enroll in college. The bill authorizes a new $50 million-a-year information, support and outreach program targeted on these students, their parents, and the teachers and counselors who serve them. Grants of at least $100,000 would be available to institutions of higher education, public and nonprofit agencies, community based organizations, and local educational agencies to carry out a broad array of academic enrichment and counseling services.

The second purpose, to expand the recruitment and training of minority and bilingual teachers, would be accomplished in three ways. First, the bill authorizes the forgiveness of Guaranteed Student Loans (GSLs) for individuals who teach in disadvantaged schools and shortage areas or subjects such as bilingual education.

The second way in which the bill seeks to expand the recruitment and training of minority and bilingual teachers is through the authorization of a new $50 million Teacher Corps program similar to that proposed by Senator Edward M. Kennedy (D-MA). The program would provide scholarship aid to Teach Corps members and grants to state education agencies for recruitment and operation of Teacher Corps mentorship programs. The proposed Teacher Corps is focused on the recruitment of racial and ethnic minority persons who plan to teach economically disadvantaged and minority students. Special consideration is given to individuals who plan to teach limited-English-proficient, disabled, or pre-school-age children.

The third way in which the bill would promote the recruitment and training of minority and bilingual teachers is through the establishment of a $50 million Teacher Opportunity Corps to assist educational paraprofessionals become certified teachers.

The Teacher Opportunity Corp component of the bill was developed by Rep. José Serrano (D-NY). Under this new program, special consideration would be given to paraprofessionals working in bilingual education, special education, multicultural education, and migrant education. Teacher Opportunity Corps grants would be awarded to states on the basis of the current Chapter 1 funding formula. Grants could be used to pay part or all of the costs of postsecondary education required for teacher certification (including childcare); to provide supportive services for paraprofessionals during participation in the program; and to pay the wage costs of substitute paraprofessionals so that employed paraprofessionals may be afforded release-time to attend classes in programs of postsecondary education required for teacher certification.

The third purpose of the legislation is to strengthen existing postsecondary education outreach programs for high school students. This would be accomplished through a series of amendments to the existing so-called "TRIO" program.

The fourth purpose of the legislation is to improve the collection, compilation, and analysis of data regarding the participation of students -- by age, gender, income level, English proficiency, and racial and/or ethnic background -- in federally-assisted postsecondary education programs.

Finally, the bill makes several improvements in the postsecondary CAMP program for minority students. Additionally, the CHC legislation establishes a $15 million National Mini-Corp Program which would strengthen the linkages between postsecondary education programs and migrant populations. The National Mini-Corp would provide stipends for migrant students already enrolled in higher education to provide services to other migrant children, youth, and families. The services are designed to expand migrant student access to postsecondary education.

CHC member José Serrano, who sits on the House Subcommittee on Postsecondary Education, was designated as the Caucus "point-person" to secure adoption of the legislation. Copies of the bill, H.R. 3098, can be obtained by calling (202) 225-3456 or sending a written request to the House Document Room, H-2-B18 FHOB, Washington, DC 20515. Comments on the legislation should be sent directly to Rep. Serrano's office -- 1217 Longworth Building, Washington, DC 20515. Please share with the NABE office copies of your correspondence regarding this important piece of legislation. < NABE >

PRESIDENT'S MESSAGE, *from page 3*

use my hands or my words. I chose words. Games taught me a fundamental vocabulary. My stepmother drilled me on household objects. Summer came soon, and I hoined a children's program at St. Peter's Church. We took trips, sang songs and did arts and crafts, all in English. Unlike in class at school, I was helped and encouraged to participate.

The following fall, I started fifth grade for the third time. I was placed with a young teacher who, like me, was in the process of learning. Her name was Miss Bloomfield. She cared, and my vocabulary grew. She even called me "Chatterbox."

I learned to couple sounds with actions. When someone said something and went to the water fountain, I said the same thing when I went to the water fountain.

One day I committed an error in a baseball game, and another player said to me "Bulls---." I was unfamiliar with the word, but the sound carried the message.

The same day, Miss Bloomfield engaged our class in a lively true-or-false quiz. When one student answered "true" to something I felt certain was false, I jumped to my feet and enthusiastically called out, "Bulls---." In spite of such gaffes as I wrestled with my new language, that year I passed my classes.

Today, many U.S. educators

Continued on page 10

Recommended Children's Books in Spanish

by Isabel Schon
Center for the Study of Books in Spanish for Children and Adolescents
California State University, San Marcos

Spanish-speaking children need to be exposed to a wide variety of books that they can read for enjoyment or information. The following are recently published books from Mexico, Spain, Venezuela and the United States that will encourage young readers into the world of reading:

Ada, Alma Flor. *El canto del mosquito*. (*The Song of the Mosquito*). 16p. ISBN: 08872-793-1.

_____. *Una extraña visita*. (*A Strange Visit*). 16p. ISBN: 08872-793-1.

_____. *Me gustaría tener*. (*I Would Like to Have*). 16p. ISBN: 0-8872-795-8.

_____. *¿Quién nacerá aquí?* (*Who Will Be Born Here?*) 24 p. ISBN: 0-88272-800-8.

Ea. vol.: Illus: Vivi Escriva. (Libros para contar) Northvale, N.J.: Santillana Publishing Company, Inc., 1989. pap. $3.95 Gr. 2-4.

Charming, watercolor illustrations of animals in happy and unusual situations make these cumulative counting tales lots of fun. *El canto del mosquito* tells about a singing mosquito that finally escapes from a frog's mouth. *Una extraña visita* shows numerous animals playing various musical instruments. *Me gustaría tener* is an imaginative story about animals doing exceptional things. *¿Quien nacerá aquí?* shows how different animals are born from different eggs.

Andersen, H.C. *Pulgarcita*. (*Thumbelina*). Illus: Francesc Rovira. ISBN: 84-342-1045-2.

_____. *El viego conciliasueños*. (*The Sandman*). Illus: Agustí Asensio. ISBN: 84-342-1040-1.

Grimm, J.W.. *El enano saltarín*. (*Rumpelstiltskin*). Illus: Agustí Asensio. ISBN: 84-432-1042-8.

Perrault, Ch.. *Juan sin miedo*. (*Fearless John*). Illus: José M. Lavarello. ISBN: 84-342-1049-5.

_____. *La ratita presumida*. (*The Vain Mouse*). Illus: Agustí Asencio. ISBN: 84-342-1043-6.

Ea. vol.: [28p.] Adapted by Eduard José. Madrid: Parramón Ediciones, 1988. $7.50. Gr. 2-4.

Appealing, contemporary watercolor illustrations provide the perfect background to these delightful stories that have been enjoyed by children for many generations. These adaptations will be especially enjoyed by second-fourth graders or by a small group of listeners. The size of these books--8" x 8"--limits their appeal to small groups or individual readers.

Barrett, Norman. *Cocodrilos & caimanes*. (*Crocodiles and Alligators*). ISBN: 0-531-07919-8.

_____. *Delfines*. (*Dolphins*). ISBN: 0-531-07920-1.

_____. *Desiertos*. (*Deserts*). ISBN: 0-531-07924-4.

_____. *Montañas*. (*Mountains*). ISBN: 0-531-07923-6.

Barrett, N.S.. *Monos y simios*. (*Monkeys and Apes*). ISBN: 0-531-07918-X.

_____. *Osos*. (*Bears*). ISBN: 0-531-07917-1.

Norman, C.J.. *Buques de guerra*. (*Warships*). ISBN: 0-531-07921-X.

_____. *Tanques*. (*Tanks*). ISBN: 0-531-07922-8.

Like previous titles in this series, originally published in English in 1989 by Franklyn Watts, this well-done Spanish translation of the "picture Library" series introduces readers to various animals, deserts, mountains, battleships and tanks. Excellent photographs in color, and easy-to understand text and simple drawings make these title most appealing and informative to readers in search of basic information about these topics.

Delessert, Etienne. *Una larga canción*. (*A Long Long Song*). Illus: by the author. Translated by Maria Tabassa. Barcelona: Ediciones B., 1990. [30p]. ISBN: 84-406-1081-5. $14.80 Gr. 2-4.

Originally published by Farrar, Strauss and Giroux, New York, in 1988, this fanciful, almost wordless, story with engaging fullpage watercolor pastel illustrations, will appeal to lovers of music and dance. Each viewer/listener will perceive the long road, happy animals and lonely character from his/her own point of view, This is definitely not an ordinary picture book, but an engrossing one, nonetheless.

Handford, Martin. *¿Dónde está Wally? El viaje fantástico*. (*Where is Wally? The Fantastic Journey*). Barcelona: Ediciones B, S.A., 1990. [26p.] ISBN: 84-406-1409-8. $13.95. Gr.#-8.

Lovers of detail will enjoy accompanying Wally in his fantastic journey where he must search for a manuscript that contains the secret to happiness. Like its predecessors, this large-format publication includes busy, detailed illustrations of people involved in numerous activities such as ball players, ferocious red dwarfs, warriors of the forest, ocean divers and others.

Hutchinson, Hanna. *Caperucita roja*. (*Little Red Riding Hood*) Illus: Edward Nofziger. Cincinnati, Ohio: Aims International Books, Inc., 1989. 18p. ISBN: 0-92852-

Continued on page 10

SPANISH BOOKS, *from page 9*

006. Pap. $2.95. Gr. 1-3.

This easy-to-read, modern adaptation of Little Red Riding Hood with simple three-tone illustrations has maintained the fast-pace of the original. Some readers will note that the wolf does not swallow grandmother nor Red Riding Hood in this version and that father scares the wolf out of the house with a dog. Even so, this is joyous retelling of a longtime classic.

Milios, Rita. *Yo soy.* (*I Am*). Illus: Clovis Martine. ISBN: 0-516-32081-5.
Sharp, Paul. *Ramón el lanzador.* (*Ramón the Pitcher*). Illus: by the author. ISBN: 0-516-32064-5.

Ea. vol.: 3-p. Translated by Lada Josefa Kratky. (Mis Primeros Libros) Chicago: Childrens Press, 1990. $11.00 Gr. K-2.

Originally published in English by Childrens Press in 1984, these easy-to read titles with attractive water color illustrations are just right for children as they begin to read. *Yo soy* exposes children to antonyms such as big and small, tall and short, up and down, black and white and others through situations that they can readily understand. *Ramón el lanzador* tells what Ramón enjoys as he pitches ball during a baseball game with his fiends. Both titles include a list of words at the end.

Rodríguez Céspedes, Paula. *Juguemos con cerámica.* (*Let's Play With Clay*). ISBN: 968-419-672-5.
_____. *Juguemos con collage.* (*Let's Play With Collage*). ISBN: 968-419-731-4.

Ea. vol.: [30] Illus: Mariana E. Gutiérrez Nethe and Paula Rodríguez Céspedes. Mexico: Editorial Grijalbo, 1989. pap. $8.95. Gr 5-8.

Easy to follow directions and clear photographs and drawings in color encourage children to make various things with clay and collage. The appealing, child-like art objects and easy, conversational-style directions will reassure children and inspire doubtful adults. Previous titles in this series are: *Juguemos con fotografía* (*Let's Play With Photographs*), *Juguemos con pintura* (*Let's Play With Paint*), *Juguemos con plantas* (*Let's Play With Plants*).

Russeil-Rido, Annick. *La guitarra.* (*Guitar*). Illus: Laurie Jordan and Francois Vincent. Translated by Concha de la Serna (Mi Instrumento de Música) Caracas: Ediciones María de Mase, 1990. 46p. ISBN: 980-206-018-6. $9.95. Gr. 5-9.

Like in previous titles of this series (*El violín, La flauta*), young musicians will find lots of basic information about guitars in this heavily illustrated book. It tells about well-known performers, how the guitar is made, its history, care and other pertinent facts. Some of the illustrations are rough and unappealing, but overall, guitar players-to-be will find this book informative and inspiring.

Supraner, Robyn. *Día de San Valentín.* (*Valentine's Day, Things to Make and Do*) Illus: Renzo Barto. México: Sistemas Técnicos de Edición, 1988. 47p. ISBN: 968-6135-75-8. PAP. $5.95. Gr. 4-7.

Originally published by Troll Associates, Mahwah, New Jersey, in 1981, this well-done translation with attractive easy-to-follow drawings in color and instructions provides children with numerous ideas of things they can make or do to celebrate Valentine's Day. Perhaps the quality of the paper is not what many librarians or teachers expect; otherwise, this paperback does what it promises.

Supraner, Robyn. *Observa y diviértete: Ilusiones.* (*Observe and Enjoy: Illusions*) ISBN: 968-6135-86-3.
Supraner, Robyn and Lauren Supraner, *Títeres: hazlos y diviértete.* (*Plenty of Puppets to Make*). ISBN: 968-6135-76-6.

Ea. vol.: 47p. Illus: Renzo Barto. Mexico: Sistemas Técnicos de Edición, 1988. pap. $5.95. Gr. 4-7.

Easy-to-follow instructions and simple drawings in color characterize these titles, originally published by Troll Associates, Mahwah, New Jersey in 1981 and 1985. Children will learn how to make numerous puppets and illusions by perusing these simple paperback publications. < NABE >

ASSISTANT/ ASSOCIATE PROFESSOR OF EDUCATION

Assistant/Associate Professor of Education to teach and supervise student teachers in bilingual education program at Eastern Oregon State College. Send letter of application, current resume, and three references to Dr. Felipe Veloz, Bilingual Education Search Committee, Eastern Oregon State College, 1410 L Avenue, La Grande, OR 97850-2899.

AA/EOE

MESSAGE, *from page 8*

absolve the schools of blame for the academic failure of Hispanic children. They point to the family and the community.

My experience warns me from accepting that answer too readily. For me to pass the fifth grade on my third try took support from all three.

Reprinted from Hispanic Link News Service.

< NABE >

Former NABE Presidents On The Move

New Jobs and Challenges for Three Who Led NABE in the 1980's

As the 1991-92 school year begins, three former NABE Presidents -- Ramón Santiago, Sara Meléndez, and Josué González -- will have moved to new cities to begin new jobs.

Ramón L. Santiago, 1981-82 NABE President has just been named Professor of Education and Director of the ESL Program at the Herbert H. Lehman College of the City University of New York (CUNY). Dr. Santiago served on the NABE Executive Board for five years, occupying the positions of Treasurer, Vice President, President-Elect, President and Past President. He was the chair of the 1983 NABE Conference in Washington, DC and lately had been serving NABE in a consulting capacity as coordinator of advertising and Job Fair.

Dr. Santiago's last position was as director of the Georgetown University Bilingual Education Service Center (GU-BESC), a post he held for 9 years. Since 1989 he has been a private consultant, conducting evaluations for Title VII and migrant educations programs, offering training and technical assistance to LEA's and IHE's, and working on various multicultural reading series for the Macmillan/McGraw-Hill Publishing Company.

Ramón Santiago, NABE's 7th President, will become ESL Director at Lehman College.

Sara Meléndez, 10th NABE President, will become President of the Center for Applied Linguistics.

By accepting this new position, Dr. Santiago returns to the academic world where his professional career began nearly 30 years ago at the English Department of the University of Puerto Rico. Since that time, he has taught graduate and undergraduate courses at Temple University, Immaculata College, Millersville University, and Georgetown University. He also had a stint in Teheran, Iran as instructor of English as a foreign language for the Imperial Iranian Air Force English Language School.

Dr. Santiago, a product of New York City schools (high school diploma and doctorate from Teachers College, Columbia University), hopes to continue the fine work that the Lehman College ESL Program has been doing. Because Lehman College serves a substantial Spanish-speaking population, he would like to see the ESL program work closely with the existing bilingual program at Lehman to allow the students to progress academically and maintain their native language skills while they develop proficiency in English. We are sure that this goal will have the full support of his colleague, former NABE President Ricardo Fernández, who is the current President of Lehman College.

Sara Meléndez, 1984-85 NABE President, has been appointed to succeed Dr. G. Richard Tucker as President of the Center for Applied Linguistics in Washington, DC. Dr. Meléndez, who received her doctorate from the Harvard Graduate School of Education, currently holds positions as the Vice Provost and Acting Dean of Arts and Humanities at the University of Bridgeport in Connecticut. Prior to this, she was Director of Special Minority Initiatives at the American Council on Education.

Throughout her career, Dr. Meléndez has been forcefully involved with issues that interact with applied linguistics, particularly bilingual education, English as a second language, and educational equity for language minority students. She continues to sit on the Boards of several major organizations, including the Educational Testing Service and the Center for Adult Experiential Learning.

As the Center for Applied Linguistics Board welcomed Dr. Meléndez, it expressed its highest regard for her skills and experience as a leader and administrator. She brings to this job a rich mixture of intellectual presence and interpersonal skills that will be highly consistent with CAL's mission and culture.

Josué M. González, NABE President for 1986-87, is joining the faculty of Teachers College, Columbia University, as a Professor of Education in

Continued on page 23

Josué González, NABE's 12th President, will be a Professor of Education at Teachers College, Columbia University

Texas Superintendents Assume Student "Voice" with Language Minority Accents

Nine Texas superintendents recently announced their commitment to becoming a "voice" for all students, and for language minority students in particular. Through participation in the Texas Superintendents's Leadership Council (which is modeled after the ground-breaking New England Superintendents Consortium) and through conference presentations and lobbying efforts, the newly formed Council continues to build its belief statement, vision and goals. (See *SEDLETTER*, Vol. IV, No. 1.)

The nine Superintendents who comprise the Council bring a wealth of experience to bear in assessing and developing creative and effective responses to the educational concerns of language minorities. All serve sizable Hispanic and/or other language minority populations in their districts, and all want to dispel the myth that students who fail school due to socio-economic and/or English language limitations are inherently "deficient learners." Their gauntlet is an all-inclusive one given that Texas' demographics have transformed many white, middle-class institutions into schools where half of the students learn English as a second language and carry their economic and cultural diversity with them onto the school campus. "What we want to promote in students--particularly language minority students--are the same things that help every student achieve. There are gifted and talented students no matter what their ethnicity or native language, but the language minority students aren't being identified and given the support they need," explained Dr. Roberto Zamora, Superintendent of La Joya ISD.

The power structure make-up and philosophy in school systems have changed much more slowly than their populations have diversified. The Council hopes to reverse that digressive phenomenon since the school superintendency in general has also won attention of late as an overlooked--yet indispensable--link in school reform. Lodged somewhere between site-based management and state mandates, authorities on educational administration say superintendents must act as power brokers if school reform efforts are to succeed, and the Council's superintendents hope to do just that. "Moneywise and philosophy-wise we're running a '60s school model in the '90s," said Dr. Harold Guthrie, Superintendent of Spring Branch ISD outside Houston. Not only is the curriculum outdated, the superintendents contend, but the schools are still a long way from understanding and accepting the challenges and responsibilities of educating children from vastly different cultural groups. "We need to come to grips with the present issues of language minority populations. Students should be provided with the best, regardless of what language they speak," Guthrie said.

Also key to the Texas superintendents' vision is for all students to become bilingual or multilingual. The Council hopes to define an ideal language minority program for the state with the assistance of SEDL's Multifunctional Resource Center and the Texas Education Agency. The superintendents will reconvene in July to continue sharing strategies on such pressing everyday concerns as inner city street gangs, but the Council is also developing statement papers for the upcoming Texas Association of School Administrators conference on two related topics: *Myths and Realities About Language Minority Populations in Texas* and *Striving for Cultural Diversity.*

Reprinted from SEDLETTER 2, Volume IV, Number 3, May-June 1991.

Developmental BE Program Directory to Developed

A long term research project on two-way bilingual education is being conducted as part of the newly established National Center for Research on Cultural Diversity and Second Language Learning, funded by the Office of Educational Research and Improvement of the U.S. Department of Education.

The first phase of the project is a nationwide survey of two-way (developmental) bilingual education programs. Two-way bilingual education programs are designed to provide content and language arts instruction in both English and a non-English language to an integrated group of limited English proficient students and fully English proficient students. Two-way programs usually follow a dual-language model where both groups of students are immersed in their native and second languages, with each language systematically separated for instruction.

Information from the survey will be used to create a comprehensive directory of two-way programs in order to facilitate the sharing and exchange of information among current and prospective programs. The new directory, to be updated annually, will track new and existing programs and will provide information on program goals and design, instructional approaches, staff development, curriculum and materials, and evaluation processes and results. The information collected via the survey will also form the basis for further research on now language and cognitive development can be promoted in two-way bilingual programs.

If you are currently implementing or planning a two-way (developmental) bilingual education program and have not received a questionnaire, please call or write Donna Christian (Project Director) or Cindy Mahrer (Research Assistant) at the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 2037 (202) 429-9292. < NABE >

NABE 1992 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

Sponsored by Coca-Cola USA

TOPIC: *What Being Bilingual Means to Me, My Heritage, and My Future*

The National Association for Bilingual Education (NABE) is proud to announce the 1992 Nationwide Writing Contest for Bilingual Students, sponsored by *Coca-Cola USA*. This is the 11th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic: *What Being Bilingual Means to Me, My Heritage, and My Future*. Each first place winner, together with his/her parents and bilingual teacher, will win an expense paid trip to the 21st Annual NABE Conference in Albuquerque, New Mexico, January 29 - February 1, 1992, to include round-trip airfare and two days per diem.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 1991.

PRIZES/AWARDS:

Prizes will be awarded as follow:

First Place Winner in Each Category: **$2,500 scholarship**. The winner, with his/her parents and bilingual teacher, will be flown to the NABE Conference in Albuquerque, New Mexico, where they will be honored at the 11th Annual Student Essay Contest Awards Luncheon on Saturday, February 1, 1991.

Second Place Winner in Each Category: **$1,000 scholarship.**

Third Place Winner in Each Category: **$500 scholarship.**

RULES:

1. All essays must be written in English. However, all First Place winners must be prepared to present their essays bilingually at the Awards Ceremony.

2. All essays must address the theme, *What Being Bilingual Means to Me, My Heritage, and My Future*, to be eligible for consideration.

3. The contest is limited to students currently enrolled in bilingual education programs in grades 3-12. Previous winners are not eligible to participate.

4. The length of the essay MUST be:

Elementary, Grades 3-5:	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12:	350-500 Words

(OVER)

(Teachers, please note: The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 19, 1991), which will be counted as one word. Essays without the number of words recorded will not be read.)

5. The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.

6. The name of the contestant, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal must be written in ink or typed on a **3" x 5" index card** and stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned.

JUDGING:

1. Individual schools are encouraged to judge and submit the best essay from each grade category. However, all essay entries will be accepted for judging. Send essays to:

   NABE Writing Contest
   Houston Independent School District
   Department of Multilingual Programs
   3830 Richmond Avenue
   Houston, Texas 77027

2. The essays submitted will be judged by a Committee of Judges selected by the Houston Independent School District. This committee will determine the first, second, and third place winners in each grade category.

CRITERIA:

Each essay will be judged on (1) development of the theme. (2) originality, (3) content and clarity of expression and (4) grammar and mechanics.

DATES TO REMEMBER:

1. Entries must be postmarked no later than November 1, 1991.

2. Winners will be notified no later than December 15, 1991.

For further information, contact:

Jaime de la Isla
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 892-7979

Resources for Bilingual Educators

Banquo's Wagon: Multicultural Awareness Video Program. Roberto Mighty Productions, PO Box 1774, Brookline, MA 02146, 617 232-8809, Fax 617 277-0217.

Bilingual Schooling & the Miami Experience. ($14.95) North-south Publications, University of Miami, P.O. Box 248123, Coral Gables, FL 33124-3010 (305) 284-6866.

Caribbean Connections: Puerto Rico. ($15) NECCA, 1118 22nd St. NW, Washington, DC 20037, 202 429-0137.

Council for Exceptional Children Flyer File on Culturally and Linguistically Diverse Exceptional Learners. (Members $18.00, non-members $22.50). CEC, 1920 Association Drive, Reston, VA 22091 (703) 620-3660.

The ERIC Review: Issues in Literacy Education, US Department of Education, Office of Educational Research and Improvement. (free subscription) ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850 (800) USE-ERIC.

Early Childhood Reporter: Children With Special Needs & Their Families. ($125.00 for 12 Monthly Issues) LRP Publications, 747 Dresher Road, PO Box 980, Horsham, PA 19044-0980, 1-800-341-7874, FAX 215 784-0870.

Federal Funding Guide for Language and International Education, compiled by JNCL-NCLIS. ACTFL, 6 Executive Blvd., Yonkers, NY 10701, 914 963-8830.

Immigrant America: A Portrait, by Alejandro Portes and Rubén Rumbaut. ($13.95) University of California Press, Order Dept., 2120 Berkeley Way, Berkeley, CA 94720 (415) 642-4217.

Interchange: English for International Communication, by Jack C. Richards. Cambridge University Press, 40 West 20th Street, New York, NY 10011 (800) 221-4512, ext. 365 or 333.

Journal of Education Policy. ($74/yr. for Individuals, $137/yr. for Institutions) Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

A Model Program for Serving LEP Students, by Joan E. Friedenburg. ($49.50) Order No. LT 71, Center on Education and Training for Employment, Publications Office, Box C, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210-1090 (800) 848-4815.

National Tests: What Other Countries Expect Their Students to Know, National Endowment for the Humanities, Washington, DC 20506.

The Numbers News: Information on the Status of Ethnic and Linguistic Minorities in the United States. (free subscription) Box G1H/B, 3900 Watson Place, NW, Washington, DC 20016.

One on One: A Guide for Establishing Mentor Programs, US Department of Education, Washington, DC 20202.

Powers of the President, Powers of the Congress, and ***Powers of the Supreme Court***, by ABC News InterActive. ($1,185.00 for three volume Program, each including one videodisc with Spanish and English audio tracks and a guidebook) Optical Data, 30 Technology Drive, Warren, NJ 07059 (800) 524-2481.

Standardized Tests and Our Children: A Guide to Testing Reform/Los Exámenes Estandarizados y Nuestros Niños: Guía Para la Reforma de Exámenes Estandarizados. ($3.00) Fairtest, 342, Broadway, Cambridge, MA 02139 (617) 864-4810.

Teachers and The Law by Louis Fischer, David Schimmel and Cynthia Kelly. Longman Publishing Group, 95 Church Street, White Plains, NY 10601.

Technical Assistance for Special Population Program (TASPP): Topical Papers Highlighting Issues in Serving Students with Special Needs in Vocational Education. (free) To order a Brief or to be Placed on the TASPP Mailing List, contact Maureen Coyle-Williams, TASPP BRIEF Editor, TASPP Office, University of Illinois, Room 345 Education Building, 1310 S. Sixth Street, Champaign, IL 61820, (217) 333-0807.

Test Validity and Language Background: A Study of Hispanic American Students at Six Universities, by Maria Pennock-Roman. ($16.95) College Board Publications, Box 886, New York, New York 10101-0886.

Working with People of Diverse Backgrounds. ($15.00) ODT, P.O. Box 134, Amherst, Mass. 01004 (413) 549-1293.

Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English. ($21.33) Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Rd. Old Tappan, NJ 07675 (201) 767-5937.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

NABE ANNUAL
CONFERENCE JOURNAL
1988-89

Copies available at $10.00 each. Send prepaid order to NABE, 810 First Street, NE - Third Floor, Washington, DC 20002-4205.

PARENTAL INVOLVEMENT, *from page 6*

In the same way that educators strive to develop independence and self-reliance among students, school authorities should endeavor to help linguistic minority parents fend for themselves.

By answering the above seven questions of the "Parental Involvement Attitudinal Quotient" (PIAQ), I have attempted to remind all educational personnel working with linguistic minority parents and children that attitudes play a very important part in successful parental involvement. Very often, what we do takes on added significance by how we do it, by the attitude we convey as we carry out our assigned tasks. People sense our degree of involvement and commitment--whether we do things sincerely or "de la boca para afuera" (insincerely).

Secondly, our attitudes are often shaped by the depth of our knowledge about people and their actions. The more we know about other groups, the less likely we are to make stereotypical judgments about their behavior and their intentions. Those of us who have worked long and hard with linguistic minority parents know for a fact that these parents are dedicated and committed to the education of their children; that their involvement can be secured through proper means. The school district for which I have worked for the last five years, for example, has implemented a number of initiatives designed to enhance the involvement of linguistic minority parents. The district has offered free classes in Spanish and Vietnamese language and culture for school personnel, not just to develop language proficiency but to promote cultural understanding and empathy. After taking such courses, participants have said that they have obtained a new perspective into crosscultural communication; that they understand how difficult it can be to function effectively in a new language and culture. The district has also devised a "Family Partnership Program" to develop training sessions and activities for parents at different stages of acculturation into the U.S. mainstream; workshops for mainstream and specialist teachers; and materials for the classroom and the home.

School districts that would like to develop or further enhance parental involvement activities for linguistic minority parents are urged to give serious consideration to the issues discussed above, and to consult the brief list of resources included at the end of this article.

List of References

Arlington County Public Schools (1985). **How to involve limited English proficient parents.** Arlington, VA: Arlington Public Schools.

Aspira Association, Inc. (1989). **Hacer lo mejor de la educación de su niño: Una guía para padres.** Washington, DC: Aspira. (Also available in English)

Kohls, L.R. (1981). **Developing cultural awareness.** Washington, DC: The Society for Intercultural Education, Training and Research.

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CONDITION OF BE, *from page 1*

for LEP Adults, Special Education Programs, Head Start, and the National Center for Research on Cultural Diversity & Second Language Learning.

Chapter V, *Critical Challenges for Bilingual Education*, provides insight into OBEMLA's priorities and future direction. It begins by recognizing the significant increase in the number of LEP students and the need to ensure an adequate supply of qualified teachers to serve these students.

With regard to OBEMLA's research agenda, the report states: "For too many years research in bilingual education has centered on determining whether bilingual education works and which methodologies work best." Consequently, it is recommended that research be directed at determining the characteristics of successful approaches and how they can be replicated.

Looking towards the 1993 reauthorization of Title VII, OBEMLA plans to examine the following issues: 1) whether the statutory limitations on student participation in Title VII projects should be changed, 2) whether the active language production strategies recommended in the *Longitudinal Study of Immersion Programs for LEPs* should be incorporated into the regulations governing Title VII instructional projects, and 3) whether the parental involvement component should be strengthened and whether a portion of Title VII grant funds should be reserved for such purposes.

To meet the National Education Goals and the President's Strategy: America 2000, OBEMLA plans the following initiatives:

1) increasing preschool projects to strengthen the likelihood of children starting school "ready to learn,"

2) emphasizing the connection between the process of learning English and of learning the content areas,

3) increasing services to older students to reduce dropout rates, raise graduation rates and improve adult literacy, and

4) thoroughly assessing developmental bilingual education programs, which could increase the number of students who are truly bilingual.

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Update on NABE '92 Conference

The 21st Annual Conference of the National Association for Bilingual Education (NABE) will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico. Albuquerque, New Mexico's largest city, was founded in 1706 by Spanish colonists who settled on the banks of the Rio Grande near several Indian pueblos. By the time the Spanish arrived, the Native Americans in New Mexico had already developed highly complex cultures. Albuquerque's multicultural heritage includes the contributions of both Hispanic and Native American peoples. The city has a high-mountain desert climate and its natural beauty includes fiery sunsets that transform the Sandia Mountains into a shade of deep coral.

The theme of NABE '92 is *Restructuring Schools for Success Through Bilingual/Multicultural Education.* The conference will feature Training Institutes and Intensive Sessions, a Materials and Products Exhibition, Job Fair, and School Visits. In addition to nationally-known keynote and major speakers, there will be more than 200 workshops, papers, demonstrations, and symposia on the following topics:

Pedagogical Practices in Bilingual Education
Pedagogical Practices in Teaching English as a Second Language
Educational Reform and Linguistic Minority Students
Bilingual Education Personnel Development and Recruitment
Linguistic Minority Families and Education
Technology and Linguistic Minority Students
Language Minority Students and Federal Education Programs
Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

Pre-conference activities for NABE '92 will begin on Wednesday morning, January 29, with an offering of school visits and intensive training sessions. The Opening Ceremonies and Keynote Address, along with the presentation of the Pioneer Awards, will begin at 7:30 pm on Wednesday. Over the next three days, there will be a full schedule of papers, demonstrations, symposia and workshops in addition to outstanding major and keynote speakers. Conference participants will have the opportunity to participate in NABE Special Interest Groups and make contact with educators from across the country who share their particular area of interest.

The latest in educational materials and products will be on display in the Exhibit Hall. Educational clearinghouses, Fortune 500 companies, and other organizations providing programs and services to those working with language-minority students will also be in attendance. School districts, colleges and universities and other organizations will be recruiting staff through the Job Fair.

Day-long special institutes on Thursday, Friday and Saturday will be led by leaders in the field. These institutes will provide conference participants an opportunity to receive in-depth training on a particular topic related to the education of linguistic minority students. Institutes scheduled include the following:

Special Education
Migrant Education
Research
Native American Education Issues
Early Childhood Education
Issues in Asian/Pacific American Education
Parents

Pre-registration packets will be mailed to all current NABE members the first week of September. < NABE >

Funding Update

Senate Appropriations Committee Slashes House-Approved Increase in Title VII Funding for FY 1992

In July, the Senate Appropriations Committee chaired by Tom Harkin (D-IA) slashed most of the $50 million increase in Fiscal Year 1992 appropriations for the Bilingual Education Act earlier approved by the House of Representatives. The Senate committee's version of H.R. 2707 provides $171.8 million for ESEA Title VII, $3.8 million more than appropriated for the current fiscal year, and only $1 million more than requested by the Bush Administration. The Senate committee bill provides $47.2 million less than the House-passed bill for the Bilingual Education Act.

Political observers and education advocates expressed shock that the Senate committee bill appropriates nearly $1 billion less for education than the House-passed measure. "Given the fact that Senator Harkin is exploring a bid for the Democratic Presidential nomination, his penury is inexplicable," said one long-time Capitol Hill observer.

When the Senate reconvenes in September, an amendment to increase appropriations for education may be offered by Senator Tim Wirth (D-CO) when H.R. 2707 is brought up for a vote by the full body. Accordingly, NABE, the National Council of La Raza, and a coalition of Hispanic and minority-oriented education associations have written Senator Wirth to urge that additional funding for Title VII and English Literacy Grants be included in his amendment. < NABE >

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- ____ Critical Pedagogy
- ____ Early Childhood Education
- ____ Elementary Education
- ____ ESL in Bilingual Education
- ____ Global Education
- ____ Higher Education
- ____ Instructional Technology
- ____ Language & Culture Retention
- ____ Language Policy
- ____ Parent & Community
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- ____ Research & Evaluation
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Bilingual Education Studies Funded by The U.S Department of Education, FY '88 - FY '90

The appendix of the recently-released U.S. Department of Education report *The Condition of Bilingual Education in the Nation* [see related story, page 1] contains a list of research studies funded under Part B of the Bilingual Education Act between fiscal years 1988 and 1990. A total of $7.9 million was awarded over this three-year period for research contracts. The appendix of the report includes a description of each study, its purpose, and a summary of its initial or final findings. The title of each study, its completion date, and the name of the contractor are listed below.

A Study of Education Assistance Centers
Completion Date: May 1989
Contractor: Atlantic Resources Corp.

Case Study of Exemplary Migrant Education Programs
Completion Date: December 1989
Contractor: Development Associates

The National Longitudinal Evaluation of the Effectiveness of Services for Languages Minority, Limited English-Proficient (LEP) Students
Completion Date: March 1990
Contractor: Development Associates

The Schools and Staffing Survey (SASS)
Completion Date: September 1990
Contractor: National Center for Education Statistics

The Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs
Completion Date: February 1991
Contractor: Aguirre International

Study of the Provision of Chapter 1 Services to LEPs
Completion Date: July 1991
Contractor: Westat

Descriptive Evaluation of the Special Populations Preschool Program
Completion Date: August 1991
Contractor: Pelavin Associates

The Innovative Approaches Research Project (IARP)
Completion Date: September 1991
Contractor: Development Associates

A Descriptive Study of Title VII Family English Literacy Programs
Completion Date: September 1991
Contractor: Atlantic Resources Corp.

An Evaluation of the Title VII Education Personnel Training Program
Completion Date: September 1991
Contractor: Research Triangle Institute

Descriptive Study of Exemplary Alternative Programs
Completion Date: December 1991

An Evaluation of Refugee and Immigrant Programs
Completion Date: January 1992
Contractor: Cosmos Corp.

An Analysis of SEA and LEA Capacity Building
Completion Date: January 1992
Contractor: ARC Associates

A Review of Local Title VII Project Evaluation Plans and Evaluation Reports
Completion Date: February 1992
Contractor: Development Associates

The Small Business Innovative Research Program
Completion Date: April 1992

An Analysis of Title VII State Educational Agency Grant Report Requirements
Completion Date: April 1992
Contractor: Atlantic Resources

A Review of the Methodologies and Further Analyses of the Data from the National Longitudinal Study of Bilingual Education and the Immersion Study
Completion Date: July 1992
Contractor: National Academy of Sciences

The Bilingual Fellows Study
Completion Date: September 1992
Contractor: MayaTech Corp.

Descriptive Study of Services for Limited English Proficient Students
Completion Date: February 1993
Contractor: Development Associates

A Descriptive Study of Content-ESL (English as a Second Language) Practices
Completion Date: June 1993
Contractor: Center for Applied Linguistics

The National Education Longitudinal Study of 1988
Completion Date: September 1993
Contractor: National Center for Educational Statistics

Design of Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity
Update: January 1993
Completion Date: September 1997
Contractor: ABT Associates
Subcontractors: Westat, ETS, Johns Hopkins

For further information on OBEMLA's research activities contact OBEMLA at the U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202. < NABE >

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Providing a Positive Learning Experience for our Language-Minority Students

A Case for Additive Bilingual Education

By Lina Sabbatini Shemet

At the age of eight, without prior knowledge of the English language, I was placed in a regular mainstream third grade classroom as the only "foreign" Italian student. By current definitions, I would have been classified as a language-minority or bilingual student.

Although my learning experiences were, for the most part, successful, my second language acquisition did not occur without challenges. As a result of my personal experience as a bilingual student, I would like to offer several suggestions for fostering a positive learning experience for language-minority students.

POSITIVE EXPERIENCES NOURISH POSITIVE LEARNING

Several factors affected my positive experiences as a bilingual elementary student. First, in Massachusetts, the state where my family first resided, the treatment of Italian immigrants was favorable. My family lived among many second and third generation Europeans, and our community provided several role models: mayors, council members, and business people. A positive sense of community spirit prevailed and contributed to the scholastic success of its younger members. On the other hand, had I been faced with racial or ethnic discrimination, as many young language-minority students are, my language acquisition would have suffered significantly.

Second, during my early years, teachers' attitudes toward me were positive and supportive. Their sensitivity to my special needs contributed to my successful experience with the English language.

Three main factors were crucial to my second language acquisition. First, teachers did not pressure me to speak English. Researchers have noted that "in both first and second language situations, children typically experience a period of delayed oral practice...this is not a passive stage... children who are not forced to speak up or respond in the target language before they are ready, in the long run outperform those who are" (Postovsky, 1974:229-239). Second, teachers reinforced subjects areas at which I excelled, allowing me to feel successful during a time when many other subjects seemed difficult.

Unfortunately, many bilingual students have not had similar positive schooling experiences. In their book on bilingual education, Ovando and Collier note that "how language-minority groups are perceived by mainstream citizens to fit into the social texture of the nation has a strong impact on both immigrants and indigenous minority populations... some research indicates that the positive or negative perceptions of the host population can affect the academic performance of language-minority students as they internalize these perceptions" (Ovando and Collier, 1985:6). Positive self-perceptions are reinforced in the classroom, and the teacher's role in fostering these perceptions is, therefore, crucial.

The third factor which contributed to successful second language acquisition was that scholastic basics in my mother language (L1) provided me with the essential tools needed to succeed scholastically in my second language (L2), a process known as "language interdependence". As stated in the chapter on "Language" by Ovando and Collier, "language-minority students who have self-confidence in their native language, may do fine developing all CALP [Cognitive Academic Learning Proficiency] skills in L2 in early grades, as the skills automatically transfer to L1" (Ovando and Collier, 1985:64). In other words, a strong scholastic foundation in L1 (the mother language) can contribute immensely to student success in L2 (the second language). As Cummins found in his studies on second language acquisition, "language interdependence stems from our innate ability to acquire language, which provides common underlying language proficiency [CULP]" (Cummins, 1981).

Cummins found that in "language interdependence", instead of starting from scratch, bilinguals tap the same underlying ability and knowledge used to acquire their first language, and that this language interaction "strengthens and accelerates the development of their (students') abilities in a second in a second language by exercising their first language skills" (Cummins, 1981:22-25). My personal encounter with simultaneous L1/L2 acquisition is a testament to the benefits of "additive bilingualism". Cummins defines additive bilingualism as the continuance of cognitive development in L1 while mastering L2 (Cummins, 1981:65). According to proponents of additive bilingualism: "additive bilingualism provides the greatest potential for successful development of full proficiency in L2" (Cummins, 1981:65).

In my case, family support provided continued academic growth in L1 throughout my elementary and secondary scholastic years. This scholastic support did not create an L1 and L2 confusion, as many parents fear, but rather acted as a supplement to my education. Ovando and Collier have stated that "students who are literate in L1 generally progress much faster in L2 reading that those who are nonliterate in their mother tongue... this means that parents should be encouraged to continue the use of L1 at home with children for development of full proficiency, including reading and writing if possible, especially if the school does not have the resources to provide bilingual personnel for all language groups" (Ovando and Collier, 1985:93-94). Schools and

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teachers should therefore encourage continuous usage of students' mother language at home and in school. For a bilingual program to have positive results, students should be encouraged and helped to continue to develop their native language.

OUR COMMUNITIES' ROLE IN PROVIDING A POSITIVE MULTICULTURAL ENVIRONMENT

Positive perceptions of bilinguals are certainly essential, and these impressions should begin in our communities. Even the first and second generation European immigrants were discriminated against for many years until society acknowledged their potential. With perseverance, language-minorities will eventually gain the full respect they deserve.

There are several ways in which communities can support a creative multicultural environment. First, by organizing community events celebrating diversity, or events that symbolize the artistic and cultural sharing of multiple cultures. Local historical societies and museums can support and educate communities to various multicultural events. For example, when I lived in Montana our local museum introduced the community to several historic and artistic Native American traditions through exhibits, street fairs, and by displaying Native art throughout the business community.

Second, the media plays an important role in community exchanges and in promoting favorable depictions of minorities and bicultural groups. Two examples of the media's effort to reduce prejudice of minority groups are editorials by journalists, such as Frank Wetzel's article called "Times Should Picture Minorities More Favorably" (Wetzel, 1989:19) and television shows, such as the monthly KIRO program called "A World of Difference" (a prejudice reduction program)[1].

Third, educational interchanges allow communities and schools to cooperate and share cultures. For example, in Montana, American Indians were welcomed as high school speakers during interdisciplinary study programs. In these sessions, American Indians shared their perceptions of nature, time, and the elderly. These assemblies provide us with greater awareness of and respect for the environment and the original peoples of Montana's "Big Sky".

OUR SCHOOLS' ROLE IN NURTURING POSITIVE LEARNING FOR BILINGUALS

There are various ways in which our schools can become contributors to positive multiethnic and bilingual experiences. First, Rainbow Activities, as used by the Seattle School District, promote a variety of individual and group projects directed at raising multicultural awareness and generating positive self-esteem. For example, the Rainbow "I am special" activity is aimed at developing an awareness of individual differences and acceptance of the unique physical characteristics of all races.

Second, by studying historical events from the perspectives of many cultures, students can gain reciprocal acceptance of cultures. For example, while working as an intern in a multicultural Seattle school, I elected to teach a primary social studies unit on the Denny Expedition. In this unit I chose to develop a lesson based on the Indians' and settlers' experiences by incorporating the perspectives of both cultures. In my research, I also found that many resources portrayed the American Indians inaccurately, leaving out valuable historical and cultural contributions by these peoples. The unit on the Denny Expedition eventually matured as an expanded history lesson and worthwhile multicultural exposure. My point is that teachers should use varied resources when developing multiethnic lessons, and not allow the textbooks to become the social studies curriculum.

Third, the importance of role models and cultural identity is worthy of further mention. Ethnic art can be displayed in school halls to allow vicarious discovery. A solution to the cost of the murals could be to hire local college art students to paint these cultural art forms.

Fourth, parental involvement not only fosters positive parent-teacher relationships, but can present cultural learning in student meaningful and relevant context. As stated in recent studies by the Department of Education: "Parental involvement helps children learn more effectively. Teachers who are successful at involving parents in their children's schoolwork are successful because they work at it" (U.S. Dept. of Education, 1987:17).

Working parents who cannot attend extracurricular school functions should also be given consideration. For example, an informal, fill-in-the-blank form could be designed by the school when asking for input on foods, art, festivities, music, history, beliefs and other cultural aspects. This informal exchange could result in:

A) An enriched academic experience for both the language-minority students and mainstream students.

B) Positive community relationships.

C) Better student-teacher relationships.

D) Elimination of stereotypes.

This last point, elimination of stereotypes, requires further emphasis. In the Ovando and Collier study, the authors stated that "knowing more about the student enables the teacher to relate with empathy...[for] it is possible for the teacher to acquire reductionist information about a cultural group, which provides him/her with a sense of security but also perpetuates stereotypes...teachers are not always sufficiently exposed to the ever changing and internally heterogeneous characteristics of cultural groups" (Ovando and Collier, 1985:15). The crucial word in this last proposition is "exposure" because not only do the students need a variety of cultural exposures, but so do educators.

THE IMPORTANCE OF STRESS-FREE LEARNING

A stress-free learning environment can foster the most productive and positive learning environment for all students. First, teachers' sharing of

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personal cultural experiences can "model" the acceptance of cultures: "...[teacher's] one's own ethnic or language background can serve as a starting point" (Ovando and Collier, 1985:16). For example, this year a quiet Romanian student joined my primary math class, and our relationship has blossomed considerably since I have shared my personal cultural experiences. As the Department of Education has also noted: "teachers can use examples from life and literature to nurture qualities of good character and ethical behavior" (U.S. Dept. of Education, 1987:59).

Second, the classroom environment itself should be stress-free. The primary goal of teachers (both mainstream and bilingual) should be to encourage self-confidence through low anxiety teaching techniques. Children learning L2 have enough social pressures, especially during the early stages of second language acquisition. Therefore, the school should provide an atmosphere of safety.

Third, parents should be encouraged to communicate with teachers and administrators prior to the first day of school or soon thereafter. Studies have shown that, "a well-planned orientation program by the school can reduce the negative effects of transition and make adjusting to the new school an enriching experience rather than a traumatic one" (U.S. Dept. of Education, 1987:65).

Fourth, teachers should be aware that language-minority students use personal cognitive strategies in language acquisitions, and that trial-and-error learning is part of the acquisition process: "children seem to use L1 acquisition strategies for learning or acquiring L2" (Ovando and Collier, 1985:59). The bilingual students' speaking and writing errors should be regarded as a component of the transitionary stages to new language acquisition. Also, teachers should note that, "for LEP students, the process of acquiring English itself can be an emotion-laden experience [and that] affective factors play a powerful role in the acquisition of a second language" (Ovando and Collier, 1985:11). As stated earlier, teacher-sensitivity is the key to language minority students' transition into our school system.

MULTIETHNIC AWARENESS AND HIGHER EDUCATION

At the University level, ethnic studies requirements can help bridge the gap between multicultural understandings or misunderstandings. Currently, the University of Washington, like other institutions of higher learning such as U.C. Berkeley and UCLA, is considering the implementation of multiethnic studies as an undergraduate requirement. Also, at least one multiethnic education course should be required of all education certification candidates. These requirements are the absolute minimum expected of institutions striving to prepare teachers for the accurate presentation of multicultural education.

Research findings by the U.S. Department of Education have concluded that: a) "Students read more fluently and with greater understanding if they have knowledge of the world and their cultures, past and present. Such knowledge and understanding is called 'cultural literacy'" (U.S. Dept. of Education, 1987:71); and b) "In the United States, the national community is comprised of diverse groups and traditions; together they have created a rich cultural heritage. Cultural literacy not only enables students to read better and gain new knowledge; it enables them to understand the shared heritage, institutions, and values that draw Americans together" (U.S. Dept. of Education, 1987:71).

CONCLUSION

Support of additive bilingual education will ultimately produce favorable consequences for society as a whole. The outcomes of additive bilingual programs include economic productivity, social equality, and preservation of human potential. Hopefully, and in the near future, more of these programs will be implemented.

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[1] *A World of Difference* is a television program broadcast by the local Seattle station KIRO. The program's goal is "prejudice reduction." It airs monthly on Saturday evenings.

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Ms. Shemet, a native of Italy, is a first grade teacher in Everett School District #2 in Washington state.

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NABE PRESIDENTS, *from page 11*

the Department of Education Administration. In this special Scholar/Practitioner position, Dr. González, will utilize his vast experience as an education policy-maker and administrator to develop courses and internships for school administrators.

Dr. González was Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the United States Department of Education from 1978 to 1981. After a year as a Senior Policy Fellow at the Institute for Educational Leadership, Dr. González joined the Chicago Public Schools as Associate Superintendent for International/Multicultural Education. He later directed the office of Resource Development for the school system. For the last several years Dr. González has served as Vice Chancellor for Planning, Development and Research for the City Colleges of Chicago.

At Teachers College, Dr. González will be teaching -- something he has wanted to return to -- as well as conducting research. Two areas are of particular interest to him. The first is the role of community colleges in the educational system and how their structure and offerings need to be redesigned to meet the needs of students. A second area of interest concerns organizational analysis, particularly an examination of how education organizations function in terms of their cultures and power structures.

Dr. González notes that his experiences in the field of bilingual education prepared him well for working in the wider field of education.

NABE wishes Ramón, Sara and Josué the best in their new endeavors.

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Fulbright Exchanges

The U.S. Information Agency has announced details of the 1992-93 Fulbright Teacher Exchange Program. The Program involves a one-to-one exchange for teachers at the secondary, postsecondary, and, in a few countries, elementary levels with suitable teachers overseas. The program is open to teachers in most field.

The program also provides opportunities for postsecondary and senior secondary teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1992, seminars will be held in Italy and Netherlands.

Applications are currently available. The deadline for receipt of completed applications is October 15, 1991. For further information, write or telephone: Fulbright Teacher Exchange Program, 600 Maryland Ave., S.W., Room 142, Washington, DC 20024 (202) 382-8586.

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NABE NEWS

Volume 15 - Number 1

Published by the National Association for Bilingual Education

Bilingual Education Expert Testifies Against National Achievement Test

Explains to House Subcommittee Why National Test is Premature and Potentially Harmful to LEP Students

Along with school "choice," the concept of a national achievement test is one of the most controversial components of President Bush's *America 2000* education initiative. In a Spring appearance before the House Subcommittee on Select Education, Dr. Edward De Avila, a nationally known assessment specialist and expert in testing language minority students or those from non-English speaking backgrounds, argued against the development of a national achievement test.

De Avila, co-author of the LAS (Language Assessment Scales) and Pre-LAS, both published by CTB Macmillan/McGraw-Hill, told the Subcommittee that development of a national test at this time is "clearly to put the cart before the horse."

In support of his argument, De Avila cited the unfairness of administering a test to groups of children who have not received the same instruction; the likelihood that a national test would dictate local curricula; the probability that an additional test would help to drive low-achieving students away from school; and the perception that a national test is unnecessary because it would simply document what is already known about the school system.

After listing these basic objections, which have been voiced by others in the field, De Avila spoke about the difficulty of determining which language minority students have sufficient command of English to take the national test. He cited four basic problems: the lack of a consistent definition of limited English proficiency (LEP); the tendency to assume that LEP students form a single monolithic block, derpite great variety in their language skills; a shortage of appropriate assessment devices that are both psychometrically and linguistically sound; and the lack of testable or viable decision-making models for the

Continued on page 12

Strategic Thinking Through Literature for the New School Year

by Susan F. Tierno, M.Ed.
National Bilingual Consultant for DDL Books, Inc.

Recently, I had the pleasure of helping friends prepare bilingual classrooms for the new year. Restructuring a classroom is more than coming up with creative centers and task cards, more than desks or table tops, more than planning how to teach students literature in two languages. It means hours of thinking to develop the themes sent over by the central office. It means finding new strategies for key concepts to motivate students to want to read and grow with reading. Restructuring a classroom also means using the areas of math, science, and social studies to help children not just learn facts, but to think about how these new ideas fit into the greater scheme of things.

We decided to brainstorm on exactly what we could develop. The name of the game was "whole language" (something, as bilingual teachers, we thought we have always dealt with). This year more than ever, we would be using quality Spanish as well as English literature. We focused on how we would do this and make it meaning-centered to build language and thinking. This year, we decided that each story at each of the various grade levels would be chosen for its ability to deal with children's issues, critical thinking, and problem solving. The stories would need to have high

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NABE NEWS
Published by the National Association
for Bilingual Education

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Issue 5, 4/01/92
Issue 6, 5/15/92
Issue 7, 7/01/92
Issue 8, 8/15/92

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NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

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Washington, DC 20002-4250
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FAX (202) 289-8173

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

NABE & Its Affiliates: Collaborating to Effect National Change

by Dr. Paul E. Martínez

By the time you read this message, I will have completed my third month in office as NABE President. I continue to be both heartened and personally challenged by people I meet across the country whose dedication to bilingual education is indeed inspiring. Our most recent Executive Board meeting in Albuquerque further reinforced this sentiment as NABE affiliate presidents and representatives from across the U.S. joined the Board for what I consider one of the most significant meetings in recent years. Later in this column I will elaborate on happenings and issues evolving from the meetings which I consider to be of interest to the general membership.

NABE Affiliate Presidents and Board Members Discuss Organizational Development during Recent Delegate Assembly in Albuquerque.

Although numerous discussions took place during the meeting in Albuquerque, several key decisions were made by the NABE Board in preparation for the legislative reauthorization of Title VII as well as all other Elementary and Secondary education programs in 1992. During the last decade NABE has played one of the most influential and decisive roles in facilitating the reauthorization of Title VII. As we prepare for the challenges of 1992, several important issues loom as being of utmost significance. NABE, without a doubt, is poised to take a prominent leadership role in ensuring not only the passage of the Act, but also that funding more realistically addresses the number and needs of LEP students nationwide. As *America 2000* becomes a rallying theme for this country's citizens, the educational needs of the nation's language minority populations must be at the center of discussion, debate and decision-making. No serious discussion of educational reform or restructuring can occur unless a broad-based coalition of educators, parents, policy makers, and corporate and community leaders confront the challenges of meeting the diverse needs of language minority students in this era of school change.

NABE TO LOBBY

NABE will respond assertively to those challenges through several initiatives approved by the Board in Albuquerque. First, the Board elected under Section 501(h) of the Internal Revenue Code to utilize a portion of its budget to engage in both grassroots and direct lobbying activities in anticipation of legislative reauthorization. It's a bold move, no doubt, but one we felt was necessary. In short, this represents one major way NABE feels it can impact legislation which is in the best interests of all language minority populations. Secondly, NABE has appointed long-time bilingual education advocate, Dr. Rosa Castro Feinberg of Miami, to be NABE's networking liaison for reauthorization, heading a committee which will secure the support and evidence from the field needed for the legislative process. The creation of this committee has met with widespread support from numerous of our constituents. Both of the initiatives that I have briefly described once again point to the pivotal role NABE must play in assuring that legislation passed during 1992 not only secures substantial funding for Title VII programs, but also provides for the framework by which we develop and implement programs that increase the chances for academic success by LEP students.

MEMBERSHIP CRITICAL

I must, however, underscore one topic which is elemental to any plans and/or initiatives we engage in. The point is that without a major increase in membership now and in the coming months, our ability as a Board to proactively work on your behalf becomes more difficult. Quite frankly, the only way I know to realistically deal with this issue is by being both honest and direct. Although this Board and previous Boards have engaged in any number of creative strategies for increasing membership, the response, although encouraging, is simply not enough. That is why I'm making a direct appeal to you -- our current members -- to get involved in a small way. First of all, make sure you renew your membership for the 1991-92 year which begins November 1, 1991. Secondly, if every current NABE member took it upon herself/himself to recruit just one additional member, our membership ranks would obviously double. Although this

Continued on page 8

CURRICULUM TRAINING SPECIALIST/FACULTY ASSOCIATE

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Resource Center
Arizona State University

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REQUIRED QUALIFICATIONS: Master's Degree in a field related to Bilingual Education/ESL. Extensive experience in preservice or inservice training in holistic instructional strategies for LEP students. Ability to provide workshops in whole language, ESL techniques and second language acquisition. Teaching experience in school district level bilingual or ESL programs. Willingness to travel extensively within the states of AZ, CO, NM, NV, and UT.

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Hispanic Children and Parents Go Back to School

The National Committee for Citizens in Education (NCCE) recently announced the creation of "Padres a la escuela" (PAE) -- Parents in the School -- a national parent involvement program to promote the active participation of Hispanic families in public schools and to enable these parents to become advocates for and active partners in the education of their children.

In order to meet its objectives, PAE has created partnerships in selected locations having a large Hispanic population. The PAE Partnerships are composed of a grassroots Hispanic community organization, an elementary public school, and the families in the communities. The community organization functions as a liaison between parents and the school, providing assistance to the Hispanic family on issues in public education.

The PAE program is presently being implemented in San Antonio, Texas, through AVANCE Inc., a local community group dedicated to strengthening the Hispanic family and supporting its educational needs. The selection process is underway to identify two other participating communities, one in California and another in Florida. During this first year, PAE will also select three new communities to implement the program for the 1992-93 school year.

Padres a la escuela offers free bilingual materials and training sessions to the Hispanic families participating in the program. The training sessions focus on the areas of parent involvement and rights and responsibilities of the American public school system to facilitate their active participation. To the schools, PAE offers training and materials for teachers on the best approach to increase Hispanic parental involvement. The local community organization receives ongoing technical support, materials and training on public school issues in order to better serve the needs of the Hispanic family.

Whether or not Hispanic parents speak or understand English, most of them feel intimidated by the school system and fail to attend school activities and to understand the whole educational process. Likewise, schools are not always sensitive to cultural differences which prevent Hispanic families from being actively involved. "PAE and the grassroots community group must work together to help parents and schools deal with these cultural differences that are adversely affecting the educational process and achievement of Hispanic children," says Magdalena C. Lewis, director of the PAE program.

The start of a new year is the best time for parents to resolve that they will become more involved in their children's education, to ensure a successful school experience and to detect problems that may arise during the school year.

In order to provide information, NCCE and PAE operate a bilingual toll-free Help Line, 1-800/NETWORK (638-9675), where parents, teachers, organizations and others interested in the improvement of education can call to request advice on public school issues. The Help Line operates from 10:00 a.m. to 5:00 p.m. eastern time on weekdays. Parents should call the Help Line if they have any questions regarding their child's school or they may call to request information.

PAE has also produced an "Information for Parents" series on parents' rights, composed of 12 brochures (available in English and Spanish) on topics such as parent involvement, parent/teacher conferences, special education, suspension, school records, parent organizing, dropout prevention and others. The Spanish brochures were written to meet the Hispanic parent's needs and to address cultural differences. Single copies of these brochures are provided free of cost to Help Line callers, and complete sets are available at a nominal charge. For more information on the PAE program, the "Information for Parents" series and other NCCE publications please call the Help Line (1-800-638-9675). < NABE >

American Indian Bilingual Education: Preventing Dropouts

by Jon Reyhner, Eastern Montana College

The National Center for Education Statistics (1989) reports that American Indian and Alaska Native students have a dropout rate of 35.5 percent or twice the national average; the highest dropout rate of any United States ethnic or racial group reported. However, the census figures also showed wide variation among reservations as to how many American Indian teenagers were not in school. One New Mexico Pueblo had only 5.2 percent of those teenagers not getting a high school education while several small Nevada, Arizona, Washington, and California sites had no students graduating from high school (Bureau, 1985).

The American Indian dropout problem is not of recent origin. Only a small percent of students attending the famous Carlisle Indian School in the nineteenth century actually graduated (Eastman, 1935). The Senate report, Indian Education: A National Tragedy -- A National Challenge, (Special, 1969) also documented dropout rates for American Indians at twice the national average. That report helped lead to the passage of the Indian Education Act in 1972.

As reported by Fuchs and Havighurst from the national study of Indian education in the late 1960s, "Many Indian children live in homes and communities where the cultural expectations are different and discontinuous from the expectations held by school teachers and school authorities" (1972, p. 299). Many American Indian students are forced to choose between their native heritage and schooling. If they choose their heritage, they can fall further and further behind and eventually be pushed out of school. If they choose school, they can suffer serious psychological problems resulting from the rejection of their homes and families which can lead to drug and alcohol abuse.

Two studies (Deyhle, 1989; Platero, 1986) of American Indian dropouts found that a traditional Indian orientation was not a handicap in regard to school success. The Navajo dropout study found that "the most successful students were for the most part fluent Navajo/English bilinguals" (Platero, 1986, p. 6). Deyhle's study of Navajo and Ute students found that the bilingual Navajo students who dropped out expressed a more positive attitude towards school than monolingual English-speaking Ute dropouts. The Ute students in her study, none whom spoke Ute, had a 64% dropout rate. The Navajo rate in the same school district was less than half that. Lin (1990) found American Indian college students who had traditional orientations outperformed those with modern orientations. Acculturated students seemed to have a less secure sense of identity and a more ambivalent attitude towards their tribal culture, including their tribal language.

Research indicates a number of factors associated with higher student dropout rates. Factors that are particularly critical for American Indian students include large schools, uncaring teachers, passive teaching methods, irrelevant curriculum, inappropriate testing, tracked classes, and lack of parent involvement (see Reyhner, in press).

The recent dropout studies by Platero and Deyhle give support to the cultural discontinuity theory of Spindler (1987) that minority students fail in schools because the schools are too culturally different from the students' homes. Lessening the differences between home and school through bilingual/bicultural education can lower the high dropout rates of American Indian and other minority students.

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< NABE >

NABE Enters Into New Partnership with ERIC/CLL

NABE is pleased to announce that it has become a partner of the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL). ERIC/CLL is one of the sixteen ERIC clearinghouses. It collects and disseminates information on current developments in educational research, instructional methods and materials, program design and evaluation, and teacher training and assessment in the following subject areas: Foreign Languages, ESL, Psycholinguistics and Sociolinguistics, Theoretical and Applied Linguistics, Bilingualism and Bilingual Education, Intercultural Communication, and Cultural Education, Study Abroad and International Exchange.

ERIC/CLL collects abstracts and indexes documents in its scope areas for inclusion in the ERIC database. ERIC documents are available in libraries and educational institutions across the country and internationally.

Under the new partnership, NABE members will have access to the material and information collected by ERIC/CLL. In addition, the partnership will involve complementary exchanges of services in a variety of areas including exchange of publications, news and notices from NABE in the *ERIC/CLL News Bulletin* and space for ERIC/CLL announcements in the *NABE NEWS*, input on the preparation and publication of ERIC *Digests* relating to the education of language-minority students, occasional joint distribution of ERIC publications such as *Digests* and *Minibibs*, inclusion of materials produced by NABE in the ERIC database, publication in the *ERIC/CLL News Bulletin* of articles prepared by NABE, and NABE representation on the ERIC/CLL Advisory Board.

Since bilingual education is an important component of ERIC/CLL's scope of work, such a partnership will allow for the expansion of utilities for the educators both organizations jointly serve. < NABE >

Superintendent of Schools
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APPLICATION PROCEDURES: Applications must be postmarked no later than November 15, 1991. The preferred starting date is no later than March 1, 1992. Please send resume reflecting significant personal and professional qualifications with references to:

Dr. Wayne Blanton, Executive Director
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Call 904/224-1374 for further information or to receive a copy of the Vacancy Announcement.

CONTRACT TERMS: A multi-year contract will be offered to the new superintendent with a salary established in the range of $90,000 to 120,000 plus fringe benefits.

IMPORTANT NOTICE: All applicants for this position are subject to the Florida Public Records Act and "Government in the Sunshine" provisions of Florida law. Applications cannot be held in confidence.

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Culturally Specific Nutrition Information for Hispanics

The American Home Economics Association (AHEA), continuing its commitment to nutrition education for all American families, inaugurated a new national public outreach and demonstration project to provide culturally specific nutrition information to Hispanic children and their families.

The 18-month initiative, funded through a $293,000 grant from Kraft General Foods, is modeled on AHEA's highly successful Head Start II project, "Volunteer Nutrition Consultants for Head Start." From 1985 to 1990, Head Start II trained more than 1,000 home economists to develop and implement community-specific nutrition education strategies through local Head Start centers.

Head Start III will develop parent training materials on nutrition and food selection, purchase, and preparation to be delivered through the national Head Start Network. However, the information will be specifically targeted at three groups within the U.S. Hispanic community who share similar food traditions: Mexican-Americans, Puerto Ricans, and Cuban-Americans, The local Head Start centers chosen to participate in field-testing the materials will be those with concentrations of children in the specific Hispanic groups.

Under the terms of the grant, the project will produce three 15-minute parent training videos, each directed at one of the three identified groups. Each video will be accompanied by its own training guide and low-literacy, non-formal, instructional/information-al nutrition materials. As in the Head Start II program, a short-term training-of-trainers program will be used to produce a qualified pool of professionals to assist with the implementation phase. A project manual, published in both Spanish and English, will be made available to help others replicate the project.

To publicize and disseminate the project materials, project staff will establish a network composed of organizations with credibility in the Hispanic communities. Communication with these groups is also expected to enhance the acceptability and utility of project materials to the targeted Hispanic groups

For more information regarding the new outreach project described, contact Kitty Garber, AHEA, 1555 King Street, Alexandria VA, 22314, 1-800-424-8080. < NABE >

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G. Richard Tucker to Join Carnegie Mellon

NABE would like to extend congratulations to Dick Tucker for his recent appointment to the faculty of Carnegie Mellon University. For the past thirteen years, Dr. Tucker has served as President of the Center for Applied Linguistics in Washington, D.C. A noted researcher and linguist, Dr. Tucker's contributions to the study of bilingualism and the education of linguistic minority students are recognized world-wide.

The Board of Trustees of the Center for Applied Linguistics (CAL) recognized Dr. Tucker's accomplishments throughout the years he served as President of CAL: "As a result of his vision and commitment, CAL is now strongly positioned to facilitate communication across all language-related disciplines, including literacy, bilingual education, ESL and foreign language learning." < NABE >

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MESSAGE, *from page 3*

seems like such a simple concept, now more than ever is the time to seek your assistance in making this challenge a reality. I urge you to join us in making NABE the greater force it can become by taking on this most crucial of challenges.

DELEGATE ASSEMBLY MEETS

Finally, let me share several thoughts regarding our meeting with affiliate representatives. Eleven persons joined the NABE Board in Albuquerque, representing the states of Arizona, California, Illinois, Louisiana, New Jersey, New Mexico, New York, South Dakota, Texas, and Utah. It was an extremely positive meeting and a learning experience for everyone present. Not only did attendees gain first-hand insights into the workings of our larger affiliates, but those same persons learned about successes and frustrations of some of the affiliates with smaller membership. In short, I felt that everyone left with a much better understanding of each other and, hopefully, a more concise sense of what NABE is doing and its plans for the future. There was a consensus that we need to work closer, communicate more frequently and create more effective networks. Our regional representatives are playing a key role in facilitating the communication process. Plans were made to meet at the NABE Conference in January and possibly again in the Spring of 1992. I hope those affiliates who were not at the Albuquerque meeting will join us in January. Personally, meeting and interacting with the affiliates is one of the most positive experiences I have encountered as a NABE member.

In closing, I urge every single one of you to help us take our goals and objectives a step closer to a realization by increasing our membership. NABE, quite frankly, is on a roll in many respects and the eternal optimist in me can only conjecture what we could do as an organization with increased membership. As President of NABE, I've made a commitment and promise not to settle for less. I hope with all sincerity that you'll do the same. < NABE >

NABE Executive Board Takes Action

The 1991-92 NABE Executive Board has held two meetings since taking office on June 1, 1991. At its June 22-23, 1991 meeting in Washington, DC, the Board took the following actions:

- Approval of the 1991-92 budget.
- Authorization to hire a new clerical staff member and a new program assistant.
- Selection of keynote and major speakers for the 1992 Conference.
- Establishment of registration and activity fees for the 1992 Conference.
- Approval of a 1991-92 Publications Plan.
- Approval of a partnership with the ERIC Clearinghouse on Languages and Linguistics.
- Approval of NABE participation in the Bilateral Meeting on Bilingual Education in Guadalajara.
- Preliminary approval of the National Council of Social Studies Resolution regarding the Quincentennial, pending feedback from Native American and Hispanic members of NABE.
- Authorization of travel funds for NABE Board members to represent the Association at affiliate and other important meetings.

At the August 30-31, 1991 Executive Board meeting in Albuquerque, New Mexico, the following actions were taken:

- Election under the regulations of the Internal Revenue Code to make expenditures to influence legislation as a 501(c)(3) organization.
- Selection of Houston, Texas, as the site of the 1993 NABE Conference.
- Approval of a reorganization plan for the National Office and promotion of Nancy Zelasko to the position of Assistant Director of NABE.
- Selection of NABE Honorees for 1992.
- Implementation of a NABE Summer Institute in 1994, with the first site being in New York state.
- Appointment of Rosa Castro Feinberg as Reauthorization Networking Liaison for NABE.
- Final approval of the National Council of Social Studies Resolution regarding the Quincentennial.

For further information on any of the above action items, contact your Regional Representative on the NABE Board. < NABE >

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Assuring The Academic Success of Language Minority Students

Findings From the Innovative Approaches Research Project

by Charlene Rivera, Development Associates

Growing numbers of non-English speaking students entering school present a special challenge to many educators. The challenge to educators in general is to provide an instructional environment that prepares all students to meet the higher standards demanded by recent technological changes. The Innovative Approaches Research Project (IARP) is one response directly addressing the needs of language minority students and their teachers.

In funding the IARP, the Office of Bilingual Education and Minority Language Affairs of the U.S. Department of Education targeted four important areas: dropout prevention and instruction of exceptional students, instruction in science, instruction in mathematics and instruction in literacy. The goal of the IARP was to provide educators with effective instructional models that could be replicated or "recreated" in other schools and with other student populations. Four separate innovations, each representing one of the targeted areas of need, were implemented within existing educational programs serving language minority students in various parts of the United States.

The four IARP models are:

Partners for Valued Youth: Dropout Prevention Strategies for At-Risk Language Minority Youth;

AIM for the BESt: Assessment and Intervention Model for the Bilingual Exceptional Student;

Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction;

Cheche Konnen: An Investigation-Based Approach to Teaching Scientific Inquiry.

These models are designed for students and teachers. For students, they provide challenging and interesting approaches to learning and reasons to stay in school. For teachers, the IARP models offer a framework for "recreating" instructional approaches that have been demonstrated to produce motivating and effective learning/teaching environments.

The four IARP models are grounded in research in the specific topic areas as well as research related to teaching, learning, and language acquisition processes. All of the models were shaped by collaboration among researchers, teachers and other school staff who together refined the models until they found the best fit within the context and needs of the classrooms and schools. Through three years of demonstration and research, the innovations have been refined and their implementation processes documented.

The Findings

Each of the IARP models produced important and substantial improvements in the academic performance of the students participating in the innovation. Equally important were the effects of the models on the teachers' roles in the classroom and their appreciation of new possibilities in working with their language minority students.

In addition, in all cases the implementation of the models had broad effects that went beyond the students and staff involved in the innovation. The results began to permeate the entire school; the example set by the four models affected the perceptions of other school staff regarding the abilities of language minority students and led many to reconsider their assumptions regarding instructional approaches and schooling in general.

Despite their diversity in topic area and type of innovation, the IARP research and demonstration models showed a striking consistency in the types of program components that were linked with their effectiveness. The results point to three major themes or emphases that have significant implications for discussions of the structure of schooling and the teaching/learning process:

First, the IARP models demonstrated the value of restructuring schooling to open up communication among teaching staff, programs, classrooms, and even schools.

Second, the results of the models showed the value of employing teaching and learning approaches that promote participation and cooperation among students, and that recognize the contribution that students can bring into the classroom.

Third, the models showed the importance of providing language minority students with instructional content that is challenging and culturally and personally relevant.

In each model, program components representing a specific and unique integration of these emphases were found. Looking across all four models, the IARP findings have demonstrated the power of using instructional approaches that successfully tap the potential for academic achievement of language minority students. The process of realizing this potential is one that involves an active, collaborative school context where innovation is supported and encouraged. There must be high expectations for all students and teachers, and students must participate in defining and developing classroom activities and cooperate in carrying these out. Most importantly, all of this must occur with a recognition that language minority students bring special needs, knowledge and experiences to the classroom.

The IARP products are available at cost. They include an overview article entitled "Assuring the Academic Success of Language Minority Students: Collaboration in Teaching and Learning" and separate handbooks and technical reports for each project.

Continued on page 14

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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NOVEMBER 1, 1991 - OCTOBER 31, 1992

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Home Phone

I am involved in bilingual education as: (check one)

- ____ Parent or Community Person
- ____ Para-professional
- ____ Full-time Student
- ____ Teacher
- ____ College Instructor
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As a NABE Member, I want to participate in the following Special Interest Group (choose one):

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- ____ Instructional Technology
- ____ Language & Culture Retention
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Resources for Bilingual Educators

Arandu, Computer Software in Spanish for IBM-compatible or Commodore computers. The Buenos Aires-based company offers a variety of programs including interactive math and physics tutorial programs for junior high to college and language training for primary and middle school levels. Arandu (USA) Inc., 330 W. Campbell Ave. Roanoke, VA 24016.

Arts and Entertainment/Cable in the Classroom - A&E study guides and Spring 1991 A&E Classroom Materials. Contact A&E Community Development, P.O. Box 1610, Grand Central Station, New York, NY 10163-1610 (212) 661-4500.

Central America in the Classroom, Summer 1991, Vol.4 No.3. Issue focuses on many resources and critiques of texts and materials for teaching about Central America and teaching Central American students. A publication of the Network of Educators on Central America, 1118 22nd St., N.W., Washington, DC 20037.

Channel One, The Classroom Channel, The Educator's Channel, Whittle Communications. The Whittle Educational network offers a wide variety of innovative educational programming and video equipment reaching over 6 million students and 400,000 teachers daily. For information contact Whittle Communications L.P., 505 Market Street, Knoxville, TN 37902 (615) 595-5300, and for information regarding closed captioning: National Captioning Institute (NCI), (703) 998-2416.

The Education of Adult Migrant Farmworkers, a two-volume publication that is a product of a national research project conducted by Slaughter & Associates of Woodland Hills, CA under contract by the Office of Vocational and Adult Education, US Department of Education. Slaughter & Associates, 5819 Manton Ave., Woodland Hills, CA 91367 or the Adult Migrant Farmworker Education Project, 5658 Laguna Quail Way, Elk Grove, CA 95758.

ETS Tests of Applied Literacy Skills. Standardized adult literacy tests that incorporate extensive use of open-ended tasks that simulate the use of literacy skills in a variety of relevant adult contexts. Simon & Schuster, Workplace Resources, PO Box 1230, Westwood, NJ 07675-9855 (800) 223-2336.

Hippocrene Books, publishing dictionaries, phrasebooks and instructional materials in 53 languages. The strength of Hippocrene's language books lies in the blending of culture and language. Hippocrene Books, Inc., 171 Madison Ave., New York, NY 10016 (212) 685-4371.

Hispanic Children and Youth in the United States: a Resource Guide, by Angela L. Carrasquillo ($43.00). Garland Publishing, Inc., 1000A Sherman Ave., Hamden, CT 06514.

The Hispanic Outlook In Higher Education, a monthly publication ($45.00 per year subscription). 13 Carlos Dr., Fairfield, NJ 07004 (201) 882-5571.

Improving Opportunities for Underachieving Minority Students: A Planning Guide for Community Action ($13.50). Center for Research on Evaluation, Standards and Student Testing, CRESST, UCLA Graduate School of Education, 405 Hilgard Ave., Los Angeles, CA 90024-1522.

Infoblatt on Kinder Lerner Deutsch (Children Learn German) - resources for elementary school German programs. American Association of Teachers of German, ATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034 (609) 795-5553.

Language Processing in Bilingual Children, edited by Ellen Bialystok - a collection of papers addressing issues in linguistics, psychology, and education and exploring ways in which bilingual children cope with the two language system. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Literacy At Work: The Workbook For Program Developers ($200.00, ISBN#0-13-528837-1). Simon & Schuster, Inc., Work Place Resources, Post Office Box 1230, Westwood, NJ 07675-9855 (800) 223-2336.

The Principal's Role in Shaping School Culture, by Terrence E. Deal and Kent D. Peterson ($3.75, stock #065-000-00426-7). U.S. Department of Education, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Teaching Mathematics With Understanding to Limited English Proficient Students, by Walter G. Secada & Deborah A. Carey ($8.00). ERIC Clearinghouse on Urban Education (Urban Diversity Series No. 101), Box 40, Teachers College, Columbia University, New York, NY 10027 (212) 678-3433.

Testing Students in Urban Schools: Current Problems and New Directions, by Carol Ascher ($8.00). ERIC Clearinghouse on Urban Education (Urban Diversity Series No. 100), Box 40, Teachers College, Columbia University, New York, NY 10027 (212) 678-3433.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

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1988-89

Copies available at $10.00 each. Send prepaid order to NABE, 810 First Street, NE - Third Floor, Washington, DC 20002-4205.

LITERATURE, *from page 1*

interest and supportive, predictive texts.

I wanted to share with all of you the literature we came up with. Perhaps you might want to incorporate these books into your bilingual classrooms as well.

Panchito el pollito (Rialp/843212-6764/1990/$8.95). A charming and beautifully illustrated book to be read aloud to all emergent readers. The colorful illustrations will help to build their imaginations about Panchito, a newly hatched little chick wanting to be like big chicks. Growing up is a key issue for youngsters and webs are used to help the children visualize how we grow.

Friendship is one of the most difficult concepts to teach, and modeling through literature can help. We discovered the search for special friendships in Historia de un erizo (Susaeta/Minon/8435502597/1978/$14.95). It incorporates realistic fiction in handling how to find and keep a true friend. Using a graphic organizer helps the children to brainstorm on how to find a friend and then focus on all the positive ways to share in friendship.

New to our selection was a character named Celestina. She appears in four little adventure books with predictable text and darling illustrations. Celestina va a la compra (Toray/8431030674/1990/$2.95) depicts the character, a mouse, as she tries very hard to work and play as a team member. After reviewing the book, we thought we might easily incorporate math skills and set up a market place in the classroom. The children could take turns buying and selling vegetables.

Traditional tales of classic literature will always model positive values of courage, resourcefulness, bravery, generosity, and devotion, such as is found in Patito feo (editors/8475611133/1989/$3.75), Hansel & Gretel (editors/8475610846/1989/$3.75), and Caperucita roja, (editors/8475610773/$3.75). We all felt that at any grade level, these traditional classics are important. They model and capture the imagination of each student.

All children in grades K-3 worry about growing up and "what comes next" in their life. We decided to use Isabel y su cama nueva (DELPUB/0929500016/1989/$7.50) to help children with language and predicting what comes next. This story is especially useful to encourage more language involvement by using it in a reader's theater involving more children.

During our restructuring discussions, we also focused on the various developmental reading levels that we had all been exposed to, from emergent to independent readers. We agreed the intermediate students need to have much more variety of genre to read so that various literature models can serve as stepping stones for writing and that it would help to align our design of instruction with our evaluation. Two such books are Doña pito piturra (Susaeta/8430515453/1989/$5.75) and Macaronnes con cuentos (Susaeta/843051547X/1987/$5.75). The first is an anthology of poems by an award-winning children's writer, Gloria Fuertes. Poetry is a literature form that not only expands and enriches language skills, but also serves as valuable experience in terms of language and meaning. The poetry reflected in this book also lends itself to great social studies lessons on supply and demand. The second book (Maronnes...) focuses on character analysis and lends itself naturally to helping children in upper grades to understand themselves. Humorous short stories such as the latter as well as La Niña que aprendí los nombres (Magisterio/8426574084/1989/$5.50) would help us develop character analysis through compare-and-contrast charts.

All children love a good story... especially if it's a mystery! One can work in problem-solving with the classic story (made contemporary) "Phantom of the Opera," using the famous Babar character - Babar, en Fantasma de la Opera (Beascoa/8475465455/1990/$9.50). One of my teacher friends mentioned that the illustrations from Babar make a great art lesson.

One of the key goals for the bilingual classroom at the upper level is not unlike that for the primary grades: to create an environment that will foster comprehension and thinking -- one that is emotionally safe and encourages the successful development of productively literate students. In helping to meet this goal, we chose two famous Hispanic authors Federico García-Lorca, Canciones y poémas para niños (Labor/8433584014/1990/$5.95) and Antonio Machado, Yo voy soñando caminos (Labor/8433534235/1991/$6.95). Comprehension can best be fostered with classical literature which reflects the context of the culture in which it was written and the ambiance of the past. In this manner, we can set the stage for key social studies lessons and a comparative analysis of authors and their writing.

Starting the year is always the best part of teaching. It is full of fresh ideas, high interest, great expectations, and my friends love what they do: "Help children to want to learn!!!" This year will reflect quality Spanish literature fostering thought and productivity. ¡Buena suerte, colegas! I'll miss being with you! < nabe >

NATIONAL TEST, *from page 1*

process.

De Avila cited studies indicating that bilingual students who are classified "English dominant" may not be proficient in either language. "The point here," he said, "is that without a clear understanding (definition), we have no way of deciding who should be in one program or another, or who would be eligible to take a national test."

"Until such time as the problem of definition is settled, it makes little sense to consider the use of a national test with LEP students."

"I would recommend that monies spent toward such a test would be better spent in a consideration of the feasibility of redirecting our educational purpose," said De Avila. "This may well include a consideration of a national curriculum. Only then would it make sense to consider a national test." < nabe >

Bilingual Special Education

by the Bueno Center, Boulder, Colorado

What is Bilingual Special Education?

According to bilingual education experts Drs. Leonard Baca and Hermes Cervantes (1989), Bilingual Special Education may be defined as "the use of the home language and home culture with English in an individual education program (IEP) of special instruction for the student" (p.18). A Bilingual Special Education program helps students achieve their maximum learning potential. The child's culture and language are the foundations upon which appropriate education is founded. The major determinants of bilingual education program designs are the students' educational needs and integrating bilingual education.

How can the IEP accommodate the learning needs of LEP students with disabilities?

Ambert and Dew (1982) suggest that IEPs for exceptional bilingual students specify (1) instructional strategies that consider linguistic facility, academic skill levels, modality, and cognitive style preferences; (2) the language or languages of instruction; (3) curricula and materials designed specifically for linguistically and culturally diverse populations; and (4) motivators and reinforcers compatible with the student's cultural and experiential background.

What are some guidelines for implementing bilingual special education programs?

1. A clear sense of mission regarding Bilingual Special Education is shared by staff members.
2. Strong and effective leadership is provided for the Bilingual Special Education Program.
3. High expectations are established for every student and teacher in the program.
4. Effective home/school support systems are established.
5. Native language instruction as well as English as a Second Language (ESL) instruction are included in all IEPs as appropriate.
6. Teachers mediate instruction, monitor students' progress and provide frequent feedback using both L1 and L2 as appropriate.
7. Instruction focuses on students' abilities and learning strategies.
8. Special instruction considers the student's cultural background by using the total of his/her experiences from the community.
9. The student's primary language skills are developed to the cognitive and academic level to attain similar advanced English skills.
10. Special instruction is provided by appropriately trained Bilingual Special Education staff.
11. Time-on-task and task completion are encouraged in the least restrictive environment.
12. All students, their languages and cultures are treated equally.
13. The staff must be dedicated to the concept of Bilingual Special Education and its effectiveness to increase the achievement capabilities of LEP handicapped students.

The guidelines for operating a Bilingual Special Education program are further defined when shaped to specific areas of disability.

The elements for a Bilingual Special Education program need to be combined with instructional techniques tailored to specific disability areas. General guidelines for instructing students who are impaired visually, hearing, learning, speech or emotionally disturbed should be considered.

What can be accomplished to improve services to linguistically different exceptional children?

More efficient and effective communication and dialogue between the disciplines of special education and bilingual education can be accomplished. Other methods to improve services include:

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- More pre-service training of bilingual and special education teachers.
- More bilingual and special education training programs for teachers, psychologists, and other support staff.
- Recruitment of special educators who are bilingual to work with linguistically different exceptional learners.
- In-service programs in the public schools to provide regular education teachers, administration and support personnel with an overview of both special and bilingual education.
- In-service programs for bilingual educators and special education educators to provide the insight and understanding and training about the bilingual educator's role.

For more Information, contact:

ERIC Clearinghouse on Rural Education and Small Schools, Appalachian Education Laboratory, 1031 Quarrier St., PO Box 1348, Charleston, West Virginia

National Clearinghouse for Bilingual Education, 1118 22 Street, N.W., Washington, D.C. 20037 1-800-321-NCBE

References and Resources

Baca, L. & Cervantes, H.T. (1989) The Bilingual Special Education Interface. Columbus, OH: Merrill

Durán, E. (1988) Teaching the Moderately and Severely Handicapped Student and Autistic Adolescent: With Particular Attention to Bilingual Special Education. Springfield, IL: Charles C. Thomas.

Fradd, S.H. & Tikunoff, W.J. (1987) Bilingual Education and Bilingual Special Education: A Guide For Administrators. Boston, MA: Little, Brown and Co., Inc.

Continued on page 18

Federal Contracts Support Indian Education Technical Assistance Centers

The US Department of Education has announced the award of $2.3 million in contracts to support six regional Indian Education Assistance Centers, including a new center to address the unique educational needs of Alaska Native students.

"We know a lot today about the elements that make up effective teaching and learning," said John T. MacDonald, Assistant Secretary for Elementary and Secondary Education. "But we must do a better job of getting that information out to the people that can use it. These centers are a part of the effort."

Located in Anchorage, Alaska; Tempe, Arizona; Washington, D.C.; Bismarck, North Dakota; Norman, Oklahoma; and Spokane, Washington, the centers will serve schools, tribes, parents, and others seeking to improve the quality of education for Indian students by providing information, training and technical assistance through workshops, seminars and on-site consultations and presentations.

Specifically, the centers will provide guidance in how to:

- assess student educational needs, with attention to drop-out prevention, increasing parental involvement, drug and alcohol education, and improving student self-esteem;
- identify the special needs of Indian students and develop appropriate curricula;
- employ effective management, teaching and counseling methods; and
- establish adult education programs, with emphasis on teaching literacy skills.

The centers are authorized under the Indian Education Act of 1988. The awards cover an initial 11-month period with continued funding available for 23 months, based on performance. The six centers are listed below.

INDIAN EDUCATION TECHNICAL ASSISTANCE CENTERS

Center I
Washington, DC - Orbis Associates, Inc.: Gwen Shunatona, (202) 628-4444. Serving Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, and the District of Columbia.

Center II
Bismarck, North Dakota - United Tribes Technical College: Phil Baird, (701) 258-0437. Serving Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin.

Center III
Spokane, Washington - Indian Leadership Program, School of Education, Gonzaga University: Raymond Reyes, (509) 328-4220. Serving Colorado, Idaho, Montana, Oregon, Utah, Washington, and Wyoming.

Center IV
Tempe, Arizona - National Indian Training and Research Center: Shirley Hendricks, (602) 967-9428. Serving Arizona, California, New Mexico, and Nevada.

Center V
Norman, Oklahoma - American Indian Research and Development Center, Inc.: Mary Ann Brittan (405) 364-0656. Serving Oklahoma and Texas.

Center VI
Anchorage, Alaska - Cook Inlet Tribal Council, Inc.: Ramona Suetopka-Duerre, (907) 272-7529. Serving Alaska.

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ACADEMIC SUCCESS, *from page 9*

videotapes for the AIM for the BESt and Cheche Konnen projects are also available.

For more information, contact Dr. Charlene Rivera, Project Director, or Dr. Annette M. Zehler, Associate Director, Development Associates, 1730 North Lynn Street, Arlington, VA 22209-2009, (703) 276-0677, Fax# (703) 276-0432. < NABE >

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For more information, contact Lilliana Montero, NABE Advertising Coordinator, 810 First Street, NE, Third Floor, Washington, DC 20002-4205.

UPCOMING EVENTS

October 11-12, 1991 - ***Research Perspectives in Adult Language Learning and Acquisition.*** Harley Hotel, Columbus, OH. Contact Foreign Language Center, The Ohio State University, 155 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210.

October 11-13, 1991 - ***9th Annual United States Hispanic Leadership Conference.*** McCormick Center Hotel, Chicago, IL. Contact Midwest/Northeast Voter Registration Education Project, 431 South Dearborn, Suite #1103, Chicago, IL 60605 (312) 427-8683.

October 13-15, 1991 - ***74th Annual Meeting of the New York State Association of Foreign Language Teachers (NYSAFLT).*** Concordia Hotel, Lake Kiamesha. Contact Albert Martino, Annual Chair, 18 Ritton Street, Sidney, NY 13838 (607) 563-8066.

October 13-18, 1991 - ***American Association of School Personnel Administrators (AASPA) Conference.*** Atlanta, Georgia. Contact AASPA at (404) 297-7415.

October 16-18, 1991 - ***Equity and Schools of Choice Conference.*** Sheraton University Inn, Ann Arbor, Michigan. Sponsored by the Programs for Educational Opportunity, 1005 School of Education, Unversity of Michigan, Ann Arbor, MI 48109 (313) 763-9910.

October 17-21, 1991 - ***Promoting Language Learning: We're ALL Involved.*** Eighth Annual Conference of Advocates for Language Learning. Sheraton Premiere Hotel, Tysons Corner, Virginia. Contact Ellen Boudreaux, President, Advocates for Language Learning, 6419 Forest Road, Cheverly, MD 20785 (301) 773-4088.

October 24-26, 1991 - ***Culture and Education: A Unique Combination.*** Texas Association for Bilingual Education 19th Annual Conference. Laredo Civic Center, Laredo, Texas. Contact Romeo J. Romero, 1 West End Washington Street, Laredo, TX 78040-9960 (512) 727-4779.

October 26, 1991 - ***Center for the Study of Books in Spanish for Children and Adolescents Annual Conference.*** San Diego Convention Center, San Diego, CA. Contact Center for the Study of Books in Spanish for Children and Adolescents, 820 West Los Vallecitos Blvd., San Marcos, CA 92096 (619) 471-4158.

November 1-2, 1991 - ***Leadership Institute on School Restructuring and the Education of LEP Students.*** University of Wisconsin-Madison. Contact Beverley Helms, Upper Great Lakes Multifunctional Resource Center, 1025 West Johnson Street, Madison, WI 53706 (608) 263-4220.

November 1-2, 1991 - ***The Fourth Annual Conference on Latino Issues.*** Center for Chicano-Boricua Studies, Wayne State University, College of Urban, Labor and Metropolitan Affairs. Contact José Cuello, Wayne State University, Detroit, MI 48202 (313) 541-0350.

Nov. 1-2, 1991 - ***Wisconsin Association of Foreign Language Teachers Annual Conference.*** Paper Valley Hotel and Conference Center, Appleton, WI. Contact Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186 (414) 521-8876.

November 7-9, 1991 - ***XII Annual Spanish in the U.S. Conference.*** Contact Reynaldo Macías, Center for Multicultural Research, University of Southern California, University Park, WPH-1002-D, Los Angeles, CA 90089-0031 (213) 740-2199.

November 8-10, 1991 - ***Educating the Whole Person for the Whole World.*** 21st Annual Conference of NY TESOL. Empire State Plaza Convention Center/Albany Hilton Hotel, Contact Carol Janda, 611 North Midland Ave., Upper Nyack, NY 10960 (914) 358-3664.

November 10-12, 1991 - ***Children on the Edge.*** CEC Topical Conference on At-Risk Children and Youth. Hyatt Regency, New Orleans. Contact CEC, 1920 Association Drive, Reston, VA 22091 (703) 620-3660.

November 15-16, 1991 - ***Dreams Come In All Languages.*** Annual State Conference on Bilingual, ESL and Multicultural Education. Contact Tolu Sanabria, Conference Coordinator, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

Nov. 23-25, 1991 - ***American Council on the Teaching of Foreign Languages 25th Annual Conference.*** Washington, DC Convention Center. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830.

**READ A GOOD BOOK LATELY?
USING SOME GREAT TEXTBOOKS?**

Why not share with your colleagues? *NABE NEWS* welcomes book reviews!

Book reviews should be approximately 3 pages in length, typed double-spaced. Articles may be also be submitted on 5¼" or 3½" diskette, using WordPerfect or Wordstar for IBM compatible computers.

Book reviews should include all bibliographic information. They should describe the contents of the book and evaluate it.

Book reviews should be sent to the Editor of *NABE NEWS* at the NABE Office, 810 First Street, NE - Third Floor, Washington, DC 20002.

News from NABE's Western Region

by Richard López

NABE Western Regional Representative

Graduate of Title VII Fellowship Becomes Dean

Dr. Julia Rosa López-Emslie was recently selected as the new Dean of the College of Education and Technology at Eastern New Mexico University in Portales, New Mexico. She was previously the Dean of the Graduate School at Eastern New Mexico University. Her selection was a result of a national search that attracted a pool of over fifty applicants.

Dr. López-Emslie has devoted her professional life to the field of education, particularly bilingual education. She was a high school teacher recruited to work in the New Mexico Department of Education Bilingual Education Unit. The impact she has had and the contributions she has made are highly regarded throughout New Mexico. Henry Pascual, a pioneer in the renaissance of bilingual education and Julia Rosa's supervisor at the State Department, often commented on how advancements in bilingual education in New Mexico were a result of her excellent work while she served as a Program Specialist in the State Department of Education.

Her experiences have entailed work as a curriculum writer in Miami, Florida of the Spanish Curriculum Development Center materials. She graduated from New Mexico State University where she was one of the first graduating groups nationally of Title VII Fellows. Awarded a University Teaching Grant from Rotary International, she taught in Colombia, South America.

Julia Rosa's contributions and impact will continue as she is the current President of the New Mexico Association for Bilingual Education (NMABE). She encourages all of us to come to her Land of Enchantment and attend the NABE conference in Albuquerque on January 29 - February 1, 1992.

Former Bilingual Education State Education Agency Director Appointed Governor's Assistant

Nancy Mendoza, who for many years served as the Arizona State Department of Education Director for Bilingual Education, was recently appointed Executive Assistant for Education to Governor Fife Symington. Nancy's accomplishments in bilingual education have been significant. There is no doubt that her new appointment will further help to improve the education provided to students with different languages.

"The enormous respect for Nancy in the educational, governmental, and especially the Hispanic communities makes her valuable asset to my staff," commented Governor Symington. Those of us who have worked with Nancy know, indeed, the tremendous respect that she has earned as a result of her outstanding work. In particular, her work has always focused on helping students from culturally and linguistically different backgrounds.

We congratulate Nancy on her significant appointment. The people of Arizona are fortunate to have such an advocate in Nancy Mendoza.

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NABE '92 CONFERENCE

January 29 - February 1

Albuquerque,
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See You There !

News from NABE's Central Region

by Alicia Salinas Sosa

NABE Central Regional Representative

Texas Adopts New Rules for Educating LEP Students

The Texas Education Agency has adopted a new state plan for educating limited English proficient students. Based on research showing that "students who remain in bilingual and English as a second language (ESL) programs a sufficient time to develop real English proficiency need significantly less remediation in the later grades." The new plan strengthens programmatic requirements for educating students who speak languages other than English.

The requirements for exiting the bilingual or ESL program have been strengthened to specify that the student be considered English proficient "if he or she scores at or above the 40th percentile on the state adopted norm-referenced assessment instrument." Previously a district had the option to exit a student with a score anywhere between the 23rd and 40th percentile.

Previously there were six identified components of a bilingual education program. They have now been subsumed into three domains: effective; linguistic; and cognitive areas. Specific time requirements for both bilingual and ESL programs have been deleted. The minimum requirements for ESL have been strengthened to be equal to the time a district provides for language arts for native English-speaking students at the elementary level and require one-third of the instructional day using ESL at the secondary level.

Questions regarding the new rules should be directed to the Division of Special Populations Funding and Compliance at (512) 463-9374 or the Division of Special Programs Planning and Implementation at (512) 463-9067.

< NABE >

Meet the NABE Board

NABE's Vice President: Julio Cruz

In this issue, *NABE NEWS* features one of the new members of the NABE board, Vice President Julio Cruz. Prior to his election to the board, Julio served NABE as a member of the 1986 conference committee as well as the delegate to the annual convention from the Illinois affiliate for the last five years. Julio is also presently serving his second year as President of the Illinois Association for Multilingual and Multicultural Education (IAMME).

Julio will most probably answer the question of his origin by saying he is from "Sabana Hoyos." He will go on to explain that it is a small barrio, deep in the countryside next to the mountains in the municipality of Arecibo, Puerto Rico. He claims he was "brought " to Chicago just as he completed the 8th grade, and was placed, without the benefit of bilingual or ESL education, in a 4th grade classroom. Julio knows the humiliation and embarrassment of the sink or swim approach to learning English! "Fortunately, I swam," he adds, "but others in the same situation were not as lucky."

It was while serving in the U.S. Air Force, during the VietNam era, that Julio was motivated to continue his education and enrolled in college courses. In 1970, he graduated with honors from Northeastern Illinois University. He continued his graduate studies at Loyola University, Chicago, and at Vanderbilt University where he earned a Masters and Doctor of Education degrees respectively.

It was a teacher from the Department of Defense schools whom he had befriended who steered him into teaching while still in the Air Force. He will be forever grateful to her because, according to Julio, "the gratification I have experienced cannot be duplicated in any other profession."

Immediately after graduating from Northeastern, Julio started teaching Spanish and ESL in the Chicago Public Schools. As a teacher, he has worked with elementary, high school and adult students. One of Julio's most enjoyable experiences was teaching adults ESL and basic education.

After three years in the classroom, he worked as Human Community Relations Coordinator in a largely Puerto Rican community on the northwest side of Chicago. While in this job he became acutely aware of the hopes, dreams and needs of his community. He dedicated himself not only to his job, but also to serving the community in which he worked. During this time, he was invited to join and helped to found the Illinois Association for Bilingual Education, predecessor to IAMME, and first joined NABE.

In 1980, our Vice President returned to the classroom to teach ESL, but soon found himself back in the central office as a drop-out prevention coordinator. Frustration set in when he found that his new job had more to do with keeping statistics than with preventing students from actually leaving school. He jumped at the opportunity when he was offered a position as a bilingual coordinator away from the central office.

In 1983, Julio supervised bilingual programs in predominantly Mexican and Chinese areas around the city. During this time, he monitored programs in Spanish, Cantonese, and Polish. "This was a time when I made a conscious effort to expand my limited knowledge of cultures other than my own. The more I learned about others the more I was convinced that racial/ethnic groups, no matter how distinct they seem, are more alike than different."

Julio returned to the Chicago school system's central office in 1986 as Coordinator in the Department of Equal Educational Opportunities where he coordinated school activities and supervised staff in each of the system's 23 districts. During this time, he assisted in organizing citywide conferences and workshops on multicultural education for Chicago Public School personnel. Working cooperatively with Desegregation Assistance Centers at the University of Indiana and the University of Michigan, the scope of his job reached beyond the city and state limits.

NABE Vice President Julio Cruz

NABE's Vice President has received numerous awards for his achievements and involvement with the community and professional organizations, among which include the "Educator of the Year" from Phi Delta Kappa. However, he says that his greatest award is spending quality time with his family: wife Milly and daughters Julissa and Giovanna.

As board member of NABE, Julio is working hard to see to it that the goals set by the organization are met. He wants to see NABE continue to grow as an organization and be the leading force in the struggle to provide potentially English proficient students the equal educational opportunity to which they are rightly entitled. He dreams of seeing this nation provide bilingual education opportunities to every child who enters a public school. < NABE >

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The one-year fellowship includes a stipend, office space, library privileges and housing or housing assistance. Although the primary goal is completion of the dissertation, each Fellow will also have many opportunities to experience working with students and faculty colleagues on the host campus as well as with those at the other colleges.

Date of Fellowship:
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For further information and application materials contact:
Carol Angus
Five College Fellowship Program Committee
Five Colleges, Incorporated, PO Box 740,
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Student Literacy Corp Grants

The Student Literacy Corps is inviting applications for grants to higher education institutions to establish (for academic credit) courses of instruction that combine training of undergraduate students in various academic departments with experience as tutors in public community agencies that serve educationally or economically disadvantaged individuals. The project period is estimated at 24 months. Accredited institutions of higher education are considered eligible applicants.

The applications became available September 6, 1991 and the application deadline is **November 4, 1991**. Proposals will be reviewed by January 3, 1992.

For more information and applications contact: Diana Hayman, U.S. Department of Education, 7th and D Streets, S.W., Room 3022, Washington, D.C. 20202-5251. Deaf and hearing impaired individuals may call the Federal Dual Party Relay Service at 1-800-877-8339 (in the Washington 202 area code, telephone 708-9300) between 8 a.m. and 7 p.m., Eastern time. < NABE >

SPECIAL EDUCATION, *from page 13*

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ATTENTION, TEACHERS

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For information contact: A&E National Teacher Grant Competition, P.O. box 1610, Grand Central Station, New York, NY 10163-1610.

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November 1, 1991

NABE NEWS

Volume 15 - Number 2

Published by the National Association for Bilingual Education

Nguyen Ngoc Bich Named New Deputy Director of OBEMLA

U.S. Secretary of Education Lamar Alexander recently announced the appointment of Nguyen Ngoc Bich (NOO-ian NOCK BICK) as Deputy Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

"Mr. Bich brings to us a background that spans several continents and cultures and more than three decades of experience in education," Secretary Alexander said. "His experience will give us a special sensitivity in implementing the President's AMERICA 2000 education strategy for all students."

Born in Vietnam, Mr. Bich came to the United States as a teenager to attend Princeton University on a Fulbright scholarship. He received a B.A. in political science from Princeton in 1958 and studied Asian history and Japanese literature at Columbia University and at Kyoto University, Japan. Mr. Bich has also studied languages and literature at the universities of Vienna, Munich and Madrid, and at Trinity College. He is fluent in seven languages.

In 1971, Mr. Bich returned to South Vietnam where he served as acting chancellor of Mekong University in Saigon. He returned to the United States as a refugee in 1975 and taught in Arlington, Virginia, from 1976 to 1980. He was a teacher trainer at the Georgetown University Bilingual Education Service Center from 1980 to 1986. While with the Center, Mr. Bich obtained Master of Arts degrees in both teaching in bilingual education and teaching English as a second language. Since 1986, Mr. Bich has been a multicultural program coordinator for Arlington County, Virginia.

continued on page 4

FY '92 Education Appropriations Bill Advances in Congress

On October 26th, House and Senate Conferees met to resolve differences between their respective versions of H.R. 2707 -- the Fiscal Year 1992 appropriations bill for the Departments of Labor, HHS, and Education. Although the conference committee's report has not been published, *NABE NEWS* has learned that the conference committee tentatively agreed to split the difference in funding levels for ESEA Title VII programs specified in the House and Senate bills. If the conference committee's tentative agreement is ratified by the House and the Senate and the final bill is signed by the President, FY '92 appropriations for the Bilingual Education Act would be increased by more than $26 million over current levels. Final information on FY '92 appropriations for Title VII and other education programs relevant to language-minority students will be carried in the *NABE NEWS* as soon as it is available.

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for Bilingual Education

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Volume 15 of the NABE News will be published in 8 issues. Issue publication dates are as follows:

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Issue 2, 11/01/91
Issue 3, 12/15/91
Issue 4, 02/15/92
Issue 5, 4/01/92
Issue 6, 5/15/92
Issue 7, 7/01/92
Issue 8, 8/15/92

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page(7.5" x 10")	$1,000
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" X 10")	$ 450
1/4-Page (3.5" X 4.75")	$ 325
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Washington, DC 20002-4250
Phone (202) 898-1829
Fax (202) 289-8173

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NABE '92 CONFERENCE

The 21st Annual International Bilingual/Bicultural Education Conference--NABE '92--will be held January 29 - February 1, 1992 at the Albuquerque Convention Center in Albuquerque, New Mexico.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, D.C.

Message from the President

Groundswell of Support for Upcoming NABE '92 Conference

by Paul E. Martínez

During the past several weeks, I've spent a substantial amount of time traveling across the western region of the U.S. as part of my responsibilities as EAC-West Director. During those visits, meetings and presentations, talk frequently turns to NABE and, specifically, to the 1992 NABE Conference in Albuquerque. I continue to marvel at the numbers of people who have indicated that they are making plans and preparations to attend the NABE Conference. To say the least, it has been a pleasant surprise to learn that so many people from across the country intend to be in Albuquerque in late January. That groundswell of support has led me to make several observations. First, it challenges the NABE Board, National Office Staff, and Local Planning Committee to work even harder to plan and implement the best NABE Conference ever. To that end, let me assure you that those of you planning to attend are in for an outstanding experience. Second, the widespread support has allowed me to breathe easier since I initally boasted to the NABE Board almost six months ago that we could and should expect 5,000 participants at this conference.

Another thought however, spurred on by the broad-based support we at NABE continue to receive, relates to one of the major goals almost every NABE President--myself included--has outlined for themselves--to significantly increase membership. In last month's message, I challenged all members to help us double our membership. The question dawned on me recently that if we can realistically expect 5,000 attendees or more at the Conference, why can't we expect and work toward a membership goal of at least 5,000? I absolutely believe that we can reach this goal. The timing is right in several respects since current memberships expire October 31st and renewal is right around the corner. Secondly, since there is so much evidence of large scale support for the Conference, I urge you to extend slightly that much needed support for NABE and to join our ranks. In short, just as you are making plans now to come to Albuquerque in January, place membership on your respective action agendas and plan now to join us as a member in November.

Conference planning is proceeding smoothly and according to timeline. Mr. Genero Roybal, Local Conference Committee Chair, and the entire local planning committee are to be commended for the fine job they've done. The call for papers is complete and decisions regarding program presentations are almost finalized. The student essay contest is on target; numerous keynote and major session speakers are confirmed; the myriad of cultural events and entertainment is close to being finalized, and everyone is awaiting with anticipation the art piece being created by noted artist Amado Peña which will grace our program cover and poster.

In closing, let me again invite you to visit our beautiful "Land of Enchantment" in late January and prepare yourself to be both challenged and stimulated professionally and empowered personally by the 1992 NABE Conference. I also invite you to join NABE which is doing significant things on your behalf. NABE can do even more with your support. Take the challenge and join us on both fronts. I assure you, you won't be disappointed!

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YFU Seeks High Schools for Mexico-U.S. Project

Youth for Understanding (YFU) International Exchange is recruiting 25 U.S. high schools for a project that seeks to enhance U.S.- Mexico understanding. Through teacher training, curriculum development and student exchange, the project challenges stereotypes that inhibit U.S.-Mexican relations.

Through a grant from the W.K. Kellogg Foundation, YFU is establishing a network of 50 U.S. schools that will offer a special focus on Mexican Culture. One teacher from each school will travel to Mexico during the summer, be hosted by a Mexican family, and participate in a teacher conference with Mexican educators. The teachers will receive cross-cultural training and classroom materials for use at their schools and throughout their school districts. Participating schools will host Mexican exchange students and encourage their students to participate in YFU exchange programs in Mexico.

Twenty-five schools have already been selected for the project, and 25 more will be selected in 1992. "In the YFU/Kellogg Mexico-U.S. Project, we are seeking schools that can make the greatest impact in developing a deeper understanding of Mexico in their communities," said YFU President, William M. Woessner.

Public, private and parochial school with an interest in Mexican culture and cross-cultural or international education are urged to apply. Any school dedicated to the objectives of global understanding will be seriously considered. Schools that will use this program throughout their school district for teacher training, in-service workshops and curriculum development are most desired.

Applications are due April 1, 1992. Applications are available by writing Carolyn Morse, Project Manager, Youth for Understanding International Exchange, 3501 Newark Street, N.W., Washington, D.C. 20016, or calling (202) 895-1169, or 1-800-424-3691.

<NABE>

QUESTION: Sixth grade students at what District of Columbia elementary school scored highest on the California Test of Basic Skills English Language Arts examination?

ANSWER: Oyster Elementary School, where through a two-way program of bilingual education all students graduate from the sixth grade fully bilingual and biliterate in English and Spanish.

QUESTION: How high do Oyster sixth grade students score on the California Test of Basic Skills English Language Arts examination?

ANSWER: The grade equivalent average score of Oyster sixth grade students on this examination is 12.2 years -- the average score achieved nationally by high school seniors.

QUESTION: What accounts for the phenomenal academic success of Oyster Elementary School students?

ANSWER: Read the December 1, 1991 issue of the *NABE NEWS* to find out! Of course, in order to do this you must be a 1991-1992 NABE member. Renew your membership today!

Deputy Director, *from page 1*

As deputy director of OBEMLA, Mr. Bich is the second ranking official in the office. He will assist OBEMLA Director Rita Esquivel in administering a Fiscal Year 1991 budget of $198 million to support programs that help children, youth and adults with limited proficiency in English.

NABE would like to extend congratulations to Nguyen Ngoc Bich on his appointment. We look forward to working together with him and OBEMLA.

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BILINGUAL EDUCATION IN THE NATIONAL NEWS

International Magnet School In Miami Profiled by NBC

On October 8, 1991, Robin Lloyd of the NBC Nightly News, profiled an experimental magnet school program at Sunset Elementary School in the Dade County public school system in Florida.

"American kids are being educated in foreign languages as well as English? What's going on here," Mr. Llyod asked of one of the teachers.

"The concept is to make a student perfectly bilingual and international, so they know about the whole world," remarked the teacher.

The experimental program uses the same demanding curriculum as French, German and Spanish schools. The texts are from Europe and so are many of the teachers. It is a blend of American and European teaching techniques.

Dean Ambler Moss, of the University of Miami and one of the original architects of the international school when it originated six years ago, commented that "it should be a model for the rest of the country."

"I think, really, a child growing up today with only one perspective of inside the United States and only speaking one language is educationally handicapped." stated Dean Moss.

Robin Llyod interviewed a satisfied family participating in the program. The parents had been initially concerned by the work load and demands of the program, but the enthusiasm and motivated responses from their children alleviated their concerns.

"When these second-graders leave this school four years from now, most will be fluent in a second language. But they also will have been exposed to a different culture, bilingual as well as bicultural, by the age of eleven. They are being forced to think in a foreign language for nearly half of their seven-hour day and the work doesn't end in school," comments Mr. Llyod, "The school is now so popular [that] hundreds of kids are on the waiting list. Test results show that students are doing well in all course work. School administrators emphasize that the school is working because the kids are motivated."

According to the Dade County Superintendent, Octavio Visiedo, "A lot of these kids are just good average students, but because more is expected of them, they're producing more."

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> ***"I think, really, a child growing up today with only one perspective of inside the United States and only speaking one language is educationally handicapped."***

Scheib's Schule: America's First Dual Language School

by Dimitri Katsareas, D.C.
Public Schools

The history of bilingual education in the United States is a long and fascinating chronical. Bilingual, English-German schools of the nineteenth century existed in many cities for up to seventy-five years, both as private and as public facilities. The more successful public school programs were in Cleveland, Cincinnati, Milwaukee, St. Louis, Indianapolis, Louisville, and Baltimore.

The German immigrants of the 19th century were influenced by the American and French revolutions and ideals of freedom and democracy. They came to American shores with a fervent desire to participate in the creation of a new society, proud of their German heritage and believing that American and German culture could be wed in a mutually advantageous marriage of the two peoples. Such an idealist was the twenty-seven year old Pastor Heinrich Scheib who founded the first dual language instructional program in America.

Heinrich Scheib was born on July 8, 1808 in Bacharach am Rhein. He studied theology in Bonn and Utrecht. On Christmas day, 1834, he left Holland and set sail for New York City. He arrived in the USA in April, 1835. By the fall of the same year, he came to Baltimore and took over the Zion Church, where he stayed until his death, at age 89, on November 15, 1897.

When Scheib began his service to the Zion congregation in 1835, he dedicated himself to the rundown school which was attached to the parish. Scheib wanted to create a bilingual English-

continued on page 16

Texas Bilingual Certification Exams Changed

Under contract with the Texas Education Agency, the Center for Applied Linguistics (CAL) has developed the Texas Oral Proficiency Test (TOPT) to replace the Language Proficiency Interview (LPI), which has been required for bilingual education endorsement in Texas since 1979. In addition to those seeking certification or an endorsement in bilingual education, all persons seeking initial certification in secondary Spanish and French or elementary certificates with specializations in elementary Spanish and French are required to pass the TOPT.

Unlike the face-to-face LPI, the TOPT is a tape-mediated test. It presents examinees with 15 speaking tasks at various levels of difficulty designed to allow them to demonstrate their ability to speak Spanish or French. Examinees listen to directions and test questions from a master tape and read along in a test booklet. After each item, a pause gives examinees time to prepare their answer. After a prompt in Spanish or French, examinees give their response, which are recorded on separate examinee response tapes. These tapes are scored at a group rating session by trained raters on four levels of the ACTFL Proficiency Guidelines: Intermediate Mid (or lower), Intermediate High, Advanced and Advanced Plus (or higher). A score of Advanced is required to pass the TOPT.

Texas educators were involved in every stage of the development of the TOPT. Advisory committees, composed of classroom teachers, language specialists and college faculty, reviewed the speaking tasks to be tested for each language. French, Spanish, and bilingual education teachers from throughout the state participated in validation surveys to assure the job-relatedness of the oral language tasks on the TOPT as they pertain to individual teaching assignments. The advisory committees, along with Spanish and French bias review committees, examined the results of the validation surveys, revised test items, and gave input on administration procedures.

The revised TOPT items were field-tested at sites throughout Texas. Following this, the advisory and bias review committees met again to review the results of the field test and make final revisions on the items.

After the final forms of the test were completed, another set of advisory committees met to affirm the validity of the test items and to provide input regarding passing standards for the examination. In July, 1991, a pilot scoring session was held, which demonstrated that the TOPT can be scored reliably by trained raters.

The test is administered by National Evaluation Systems, Inc. TOPT administration dates for the 1991-92 academic year are November 2, February 29, and June 27. Further information on the operational program is available from: TOPT Program, National Evaluation System, Inc., P.O. Box 140286, Austin TX 78714-0286, (512) 926-0743. To acquaint examinees and others with the TOPT, the CAL has prepared the TOPT Test Preparation Kit, which includes a full length practice test. For ordering information, contact: TOPT Test Kit, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

<NABE>

In Memorium

Gilberto López, Jr.

NABE deeply mourns the death of Gilberto López who passed away on October 3, 1991 after a two-month bout with lymphoma. Memorial services for Gilberto López, 48 years old, a Tucson native and longtime resident of Sacramento, were held at the Cathedral of the Blessed Sacrament on Sunday, October 6, 1991.

Mr. López was a member of the Bilingual Education Office of the California Department of Education for the last twelve years. His primary assignment was with the ESEA Title VII program. He was known nationally for his leadership in that program. He will be remembered for his contributions in the area of bilingual education and early childhood education. He was Director of the Napa Valley Head Start Program and worked with "Villa Alegre," a program with bilingual children's television. One of his most noteworthy achievements was the establishment of a process to identify exemplary programs for language minority children. Superintendent Honig presented him with a Sustained Superior Accomplishment Award in 1988 for his work with State Exemplary Programs and Academic Excellence Programs in bilingual education.

Mr. López received his B.A. from the University of Arizona and M.A. from Cal State University, Sacramento. He was a Peace Corps volunteer in Ecuador from 1964-66 and served in Vietnam from 1967-70 with the U.S. Army. He was an active member of the California Association for Bilingual Education, and served as president of the local CABE SALSA Chapter. Mr. López was also a member of the National Association for Bilingual Education, the National Association for Education of Young Children and the Association of Mexican American Educators.

In lieu of flowers, the family requests donations be made to: Gilbert López, Jr. Memorial Scholarship Fund, CABE/SALSA CABE headquarters, 926 J Street, Sacramento, CA 95814

American Indian Bilingual Education: Whole Language

by Jon Reyhner and Melissa J. Rickey, Eastern Montana College

Whole Language is a popular new trend in reading and language arts instruction. Some aspects of the Whole Language movement can be traced back to the Progressive Education practices of the 1930s and others to the Language Experience movement of the 1960s. Instead of teaching reading, writing, speaking and listening as separate skills, teachers integrate these language processes through thematic teaching units. In addition, rather than using traditional basal reading texts, teachers use children's literature -- fiction and nonfiction -- and other "realia," newspapers, magazines, and so forth to facilitate both reading development and conceptual learning.

While some writers suggest using Whole Language in Indian education, they often fail to emphasize the potential this approach has for providing true bilingual/bicultural Indian Education: it releases teachers and students from commercial English language textbooks which have little American Indian content and provides opportunities for incorporating tribal languages and cultural content into the curriculum.

With Whole Language, teachers of American Indian students go beyond having their students read standard textbooks for information. Instead, students can interview--in their native language--tribal elders, elected officials, and others and write their own texts. This interviewing and reporting process can produce social studies curriculum material about the community and, at the same time, develop students' speaking and writing skills in tribal languages and/or English. It can also produce local versions of traditional stories for students to read.

Whole Language teachers can also add children's literature by and about American Indians to their curriculum. Even more important, they can incorporate native language instruction through language experience stories and various student writing activities. Such instruction leads naturally to integrating content areas into holistic and meaningful units of study.

An example of this kind of teaching and learning occurred last year in one middle school on the Wind River Reservation of Wyoming. Here teachers developed a unit on the Iditarod sled dog race in Alaska. Students followed the race in the sports section of a local newspaper. They read Jean Craighead George's *Julie of the Wolves*, a novel about an Eskimo girl's survival in the Arctic tundra. In math, the students charted the distances contestants covered each day, and in science, they studied the geography and climate of Alaska.

T. L. McCarty of the University of Arizona observed a similar thematic unit in a classroom on the Navajo Reservation. The students read Scott O'Dell's historical novel, *Sing Down the Moon*, about the Navajos. Students responded to the book in journals and then were asked what more they wanted to do to learn about the historical period in which the book was set. Some students chose to interview, in Navajo, elders about the "Long Walk of the Navajos" and compiled a local history of the event. Others researched colonization and why people got into wars. Another group rewrote pertinent passages in their history texts to represent the Navajo point of view.

Thematic units like the ones described above provide students real reasons for putting their reading, math, and other language and academic skills to work: they learn about the interesting world they live in and explore their relationship to it in active and participatory ways. The possibilities for developing similar units are limited only by students' interests and teachers' willingness to participate in and facilitate their students' learning.

Elementary teachers who want to know more about Whole Language can read Gail Heald-Taylor's little book, *Whole Language Strategies for ESL Students*, published by Dormac in 1986. While this book only talks about the development of English language skills, the activities suggested can also be done in the child's home language to develop literacy in the first language. Secondary teachers can find a lot of ideas to develop students' language skills in James D. Williams and Grace Capizzi Snipper's *Literacy and Bilingualism*, published by Longman in 1990.

<NABE>

Bilingual Education Faculty Position

Instructor/Assistant Professor

College of Education, Penn State University

Period of Appointment: January 1992 through Mid-August 1992 with possibility of renewal for 1992-93 Academic Year.

Required: Earned Doctorate or Master's Degree with emphasis in Bilingual Education; Bilingual ability in Spanish/English.

Contact:

Dr. Cecil Trueblood
150 Chambers
Box NAB
University Park, PA 16802
(814) 865-1807

Deadline: November 15, or until position is filled

Resources for Bilingual Educators

American English for Business and Management, by Benedict Kruse. Text imparts business-related English proficiency within an instructional context. rei america Inc., 6355 N.W. 36th St., Miami FL 33166 (800) 726-5337.

Asian Americans: Fastest Growing Minority Group in U.S., ($5.00 per copy). Circulation Department, Population Reference Bureau, Inc., P.O. Box 96152, Washington, D.C. 20090-6152, (202) 483-1100.

Cooking it in the Classroom, compiled and edited by Gretchen LaTurner ($10.00 or for 2 or more $8.00 + 2.50 postage/handling). Classroom-ready recipes contributed by the Washington Association of Foreign Language Teachers and includes recipes for Spanish, German, French, and Japanese. Gloria Delgado, WAFLT 3703 21st Street S.E. Puyallup, WA 98374.

Fostering Home-School Cooperation: Involving Language Minority Families as Partners in Education, by Emma Violand-Sánchez, Christine P. Sutton, and Herbert W. Ware. Program Information Guide Series, National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W. Washington, D.C. 20037, (202) 467-0867.

Hispanic Dropouts: Causes, Frequency & Solutions to the Problem ($25.00). An incisive look at one of the most pressing problems affecting American Education today. International Consulting Associates, Inc., c/o Dr. Carlos A. Bonilla, 1020 N. Commerce, Stockton, CA 95202, (209) 466-7678.

Hispanic Education Report, National monthly newsletter. Subscription rate per year (12 issues): Institutions/agencies-$85, Personal-$65, single issues-$8.00. International Consulting Associates, Inc. c/o Dr. Carlos A. Bonilla, 1020 N. Commerce, Stockton, CA 95202 (209) 466-7678.

The Hispanic Outlook in Higher Education (1yr/12 issues - $45.00). An innovative publication addressing the need for a positive dialogue between Hispanics and mainstream America by making informative articles, essays and interviews accessible. Casmir Associates Inc., 13 Carlos Drive, Fairfield, NJ 07004 (201) 882-5571.

How We Feel: Hispanic Students Speak Out (Student version - $175.00, Inservice version - $175.00, Series of 2 programs - $300.00). Group of high school students from Spanish speaking backgrounds reflect on schooling experiences. The 15 minute video was produced to share the experiences, feelings and struggles of Hispanic youth. The 21 minute inservice version includes the same student input, and features expert commentary by Dr. Jim Cummins and Dr. Judith Nine Curt. Landmark Films Inc., Beverly Weisenberg, 2975 Koepke Rd., Northbrook, IL 60062, (800) 999-6645.

The KET/GED series, GED on TV, now in Spanish. KET, The Kentucky Network, Enterprise Division, Department N, 2230 Richmond Rd., Suite 213, Lexington, KY 40502-1311, (800) 354-9067.

Language Proficiency: Defining, Teaching and Testing, edited by Louis A. Arena ($49.50, 0-306-43710-4). International experts detail the latest research assessing second language proficiency within the profession of applied linguistics. Plenum Publishing Corporation, 233 Spring Street, New York, NY 10013-1578, (800) 221-9369.

National Youth Service: A Democratic Institution for the 21st Century, edited by Donald J. Eberly. A publication explaining why existing institutions such as education and work have failed to meet the needs of millions of young people and how the new institution of the National Youth Service will intersect with present institutions to better meet the needs of young people and society at large. National Service Secretariat, 5140 Sherier Place, N.W., Washington, D.C. 20016, (202) 244-5828.

Quick Reference Guide to Business Involvement in Education. Proven format designed to save time and give ready access to publishing materials on the involvement of business education ($16.00). International Consulting Associates, Inc., c/o Dr. Carlos A. Bonilla, 1020 N. Commerce, Stockton, CA 95202 (209) 466-7678.

Realizing America's Hope - Making the American Dream Work for Our Children: A New Vision of School Guidance. A campaign aimed at discovering and promoting ways to help the 1/3 of our youth who are emerging from school unprepared for work or for further education. The project includes several video tapes, print material, documentaries, telecasts and more providing a valuable resource for those who wish to inform colleagues or hold conferences aimed at further developing strategies leading to educational excellence for all children. Realizing America's Hope, South Carolina ETV, P.O. Drawer L, 2721 Millwood Ave., Columbia, SC 29250, (800) 277-0829.

School Dropouts: The Tragedy of America's Undereducated Youth - Resource Guide: 1983 - August 1991 . ($29.95). International Consulting Associates, Inc. c/o Dr. Carlos A. Bonilla, 1020 N. Commerce, Stockton, CA 95202, (209) 466-7678.

A Teachers Guide to Fellowships and Awards. A joint project of the Massachusetts Department of Education and the Massachusetts Field Center for Teaching and Learning. Resource guide for preK-12 teachers who are interested in development opportunities. State Book Store- Room 116, State House, Boston, MA 02133 (617) 727-2834.

Understanding Mexicans and Americans: Cultural Perspectives in Conflict, by Rogelio Diaz-Guerrero and Lorand B. Szalay ($65.00, 0-306-43817-8). Plenum Publishing Corporation, 233 Spring Street, New York, NY 10013-1578, (800) 221-9369.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

Depicting History Accurately and Comprehensively

NABE Joins Others in Signing National Council for the Social Studies Columbian Quincentenary Position Statement

Earlier this year, the National Council for the Social Studies (NCSS) asked NABE to become a signatory to a statement regarding the Columbian Quincentenary. The NABE Board reviewed several drafts of the statement and provided input on the content of the document. Recognizing the sensitive nature of the Quincentenary, the Board then obtained feedback from representatives of Native American, Hispanic, and Afro-American groups. Everyone agreed that the NCSS statement presents a thoughtful, comprehensive, and accurate interpretation of the event and that the document has considerable educational value.

Twenty-seven national organizations joined NABE in signing the statement. They are the American Anthropological Association, American Association of School Administrators, American Association of School Librarians, American Council for Teachers of Foreign Languages, American Historical Association, American Indian Heritage Foundation, Association for Childhood Education International, Association for Supervision and Curriculum Development, Association of American Geographers, Council of the Great City Schools, International Education Consortium--Collaborative for Humanities and Arts Teaching, International Reading Association, National Association of Elementary School Principals, National Association of Secondary School Principals, National Catholic Educational Association, National Council for Geographic Education, National Council of Teachers of English, National Council of Teachers of Mathematics, National Education Association, National History Day, National Middle School Association, National Science Teachers Association, Organization of American Historians, National Alliance of Black School Educators, Social Studies Development Center, Society for History Education, and World History Association. The statement follows:

The Columbian Quincentenary

An Educational Opportunity

Nineteen ninety-two is the 500th anniversary of Columbus's first voyage to the Americas. The voyage of Columbus is a much too significant event in human history for the nation's schools and colleges to ignore or to treat romantically or trivially. The most fitting and enduring way in which educators can participate in commemorating the quincentenary is to examine seriously the available scholarship to enhance our knowledge about 1492 and, in turn, to enhance the knowledge of our students. Specifically, educators should help students comprehend the contemporary relevance of 1492, and provide students with basic, accurate knowledge about Columbus's voyages, their historical setting, and unfolding effects.

Sixty years after Columbus's first landfall in the Americas, Francisco Lopez de Gomara wrote: "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies." In the year the thirteen English colonies declared their independence from Britain, Adam Smith observed: "The discovery of America, and that of a passage to the East Indies by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind."

Although these two famous assessments of the significance of 1492 in human history may be overstatements, it is certainly true that the world as we know it would not have come to be were it not for the chain of events set in motion by European contact with the Americas.

The Contemporary Relevance of 1492

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations-its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were

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Quincentenary, *from page 9*

joined after millennia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe, and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

Basic Knowledge about the Historical Setting and Effects of Columbus's Voyages

Educators should ensure that good contemporary scholarship and reliable traditional sources be used in teaching students about Columbus's voyages, their historical settings, and unfolding effects. Scholarship highlights some important facets of history that are in danger of being disregarded, obscured, or ignored in the public hyperbole that is likely to surround the quincentenary. Particular attention should be given to the following:

1. **Columbus did not discover a new world and, thus, initiate American history.**

Neither did the Vikings nor did the seafaring Africans, Chinese, Pacific Islanders, or other people who may have preceded the Vikings. The land that Columbus encountered was not a new world. Rather, it was a world of peoples with rich and complex histories dating back at least fifteen thousand years or possibly earlier. On that fateful morning of October 12, 1492, Columbus did not discover a new world. He put, rather, as many historians have accurately observed, two old worlds into permanent contact.

2. **The real America Columbus encountered in 1492 was a different place from the precontact America often portrayed in folklore, textbooks, and the mass media.**

The America of 1492 was not a wilderness inhabited by primitive peoples whose history was fundamentally different from that of the peoples of the Eastern Hemisphere. Many of the same phenomena characterized, rather, the history of the peoples of both the Western and the Eastern Hemispheres, including: highly developed agricultural systems, centers of dense populations, complex civilizations, large-scale empires, extensive networks of long-distance trade and cultural diffusion, complex patterns of interstate conflict and cooperation, sophisticated systems of religious and scientific belief, extensive linguistic diversity, and regional variations in levels of societal complexity.

3. **Africa was very much a part of the social, economic, and political system of the Eastern Hemisphere In 1492.**

The Atlantic slave trade, which initially linked western Africa to Mediterranean Europe and the Atlantic islands, soon extended to the Americas. Until the end of the eighteenth century, the number of Africans who crossed the Atlantic to the Americas exceeded the number of Europeans. The labor, experiences, and cultures of the African-American people, throughout enslavement as well as after emancipation, have been significant in shaping the economic, political, and social history of the United States.

4. **The encounters of Native Americans, Africans, and Europeans following 1492 are not stories of vigorous white actors confronting passive red and black spectators and victims.**

Moreover, these were not internally homogeneous groups but represented a diversity of peoples with varied cultural traditions, economic structures, and political systems. All parties pursued their interests as they perceived them--sometimes independently of the interests of others, sometimes in collaboration with others, and sometimes in conflict with others. All borrowed from and influenced the others and, in turn, were influenced by them. The internal diversity of the Native Americans, the Africans, and the Europeans contributed to the development of modern American pluralistic culture and contemporary world civilization.

5. **As a result of forces emanating from 1492, Native Americans suffered catastrophic mortality rates.**

By far the greatest contributors to this devastation were diseases brought by the explorers and those who came after. The microorganisms associated with diseases such as smallpox, measles, whooping cough, chicken pox, and influenza had not evolved in the Americas; hence, the indigenous peoples had no immunity to these diseases when the Europeans and Africans arrived. These diseases were crucial allies in the European conquest of the Native American. The ensuing wars between rival European nations that were played out in this hemisphere, the four centuries of Indian and European conflicts, as well as the now well-documented instances of genocidal and displacement policies of the colonial and postcolonial governments further contributed to the most extensive depopulation of a group of peoples in the history of humankind. Despite this traumatic history of destruction and deprivation, Native American peoples have endured and are experiencing a cultural resurgence as we observe the 500th anniversary of the encounter.

6. **Columbus's voyages were not just a European phenomenon but, rather, were a facet of Europe's millennialong history of interaction with Asia and Africa.**

The "discovery" of America was an unintended outcome of Iberian Europe's search for an all-sea route to the "Indies"-a search stimulated in large part by the disruption of European

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NABE'S 1992 CONFERENCE DON'T MISS IT!

NABE '92 promises to be the largest and most exciting conference in the history of NABE! More than 5,000 people are expected in Albuquerque, New Mexico, January 29 to February 1, 1992. NABE '92 offers something for everyone.

Highlights of the conference are:

GENERAL AND MAJOR SESSIONS: Invited keynote speakers include U.S. Secretary of Education Lamar Alexander and Mexican Secretary of Education Manuel Bartlett Diaz, former Mayor Frederico Peña, Leonard Olguín, and Governor Mario Cuomo. Invited major speakers include Senator Jeff Bingamam, Jim Cummins, Senator Pete Domenici, Rosa Castro Feinberg, Lily Wong Fillmore, Barbara Flores, John Flórez, Spencer Kagan, Representative Dale Kildee, Manuel Pacheco, Elizabeth Parent, Stan Paz, David Ramírez, Representative Bill Richardson, Representative José Serrano, Lydia Stack, and Leonard Valverde.

President and Mrs. Bush have been invited to present the awards to the winners of NABE's Nationwide Writing Contest for Bilingual Students, which is being sponsored by Coca-Cola, USA. NABE Honoree Joshua Fishman, President's Award Recipient Alfredo de los Santos, and Citizens of the Year Henry Cisneros, Wilma Mankiller, and Frederico Peña will be recognized at the Annual Banquet.

TITLE VII MANAGEMENT INSTITUTE: The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) will hold its National Management Institute for Title VII Project Directors in conjunction with NABE '92. The Management Institute will begin at 6:30 pm on Tuesday, January 28 and continue all day January 29. In addition, special sessions for Management Institute participants are scheduled throughout the NABE Conference on Thursday, Friday and Saturday.

INTENSIVE TRAINING SESSIONS: Four-hour intensive training sessions will be offered from 12:30 pm - 4:30 pm on Wednesday, January 29 for those not attending the OBEMLA Management Institute. Topics include Successful Proposal Writing (conducted by Jay Furhiman), Whole Language (conducted by Barbara Flores), Developmental Bilingual Education (conducted by Donna Christian), Spanish Literature (conducted by Sue Tierno), and Cooperative Learning (conducted by Spencer Kagan). There is no additional fee for attending intensive sessions. Take advantage of this opportunity to receive in-depth training from experts in the field!

CONCURRENT SESSIONS: More than 200 workshops, papers, demonstrations, product demonstrations, and symposia will be offered on Thursday, Friday and Saturday. The concurrent sessions cover all levels of instruction and all areas of interest to those who work with language minority students.

INSTITUTES: Day-long institutes on Thursday, Friday, and Saturday will offer conference participants an opportunity to receive in-depth training on a particular topic related to the education of linguistic minority students. Migrant Education and Asian/Pacific American Education Institutes are scheduled for Thursday. Early Childhood Education, Native American Education and Research Institutes will be held on Friday. On Saturday, there will be Parent, Special Education, and Research Institutes.

SCHOOL VISITS: NABE '92 participants will be able to visit some of the most outstanding educational programs in the country for linguistic minority and majority students as well as a museum devoted to Indian Pueblo Culture. School visit tickets for trips on Wednesday, Thursday, and Friday will be available at no charge, on a first-come, first-served basis at the on-site registration area in the Convention Center.

EXHIBITS AND JOB FAIR: Conference attendees will have the opportunity to visit with representatives of major publishing houses and Fortune 500 companies in the Exhibition Hall on Thursday, Friday, and Saturday. If you're looking for a job, bring a copy of your resume with you. Representatives from school districts, universities, and corporations from throughout the country will be recruiting at NABE '92.

The pre-registration deadline for NABE '92 is DECEMBER 2, 1991. To request a registration packet, which includes information on hotel and airline arrangements, call NABE at (202) 898-1829.

Resolutions Requested

Resolutions to be considered at the NABE General Membership Meeting January 31, 1992, during the 21st Annual International Bilingual/Bicultural Education Conference in Albuquerque, New Mexico, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1992 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing" will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either send them by December 31, 1991 or bring them to the NABE Conference Office in the Albuquerque Convention Center by January 29, 1992.

National Association for Bilingual Education

1992 Resolutions

Mr. Chairman, I/we wish to submit the following resolution:

Whereas:

Be it resolved that:

Rationale:

Submitted by:____________________ Seconded by:____________________

If other than individual, submitted by: ____________________(Name of Group)

Person to be contacted regarding resolution:

Name: ____________________Phone:____________

Address:____________________________

City: ________________State: ________Zip:________

Note: Copies of this form are to be brought tot ch NABE Conference Office in the Albuquerque Convention Center by January 29, 1992 or mailed postmarked no later than December 31, 1991 to:

José Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
Executive Director
Union Center Plaza, 3rd floor
810 First Street, N.E.
Washington, D.C. 20002-4205

(For NABE Official Use Only)

Date Received ________Resolution No. ________Approved ________Disapproved________

Reason for Disapproval____________________________

Amendment for Re-editing Needed ________Yes ________No

NABE Membership Action: ________Carried ________Failed ________Date

News From NABE's Special Interest Groups

Early Childhood Education

by Dr. Lourdes Diaz Soto, Associate Professor of Education, Lehigh University, ECE SIG Chair

The members of NABE's Early Childhood Education Special Interest Group are currently initiating ties with existing national organizations on behalf of young bilingual/bicultural learners. At the last NABE conference in Washington, D.C., the group became involved in an active brainstorming session followed by specific decision-making. Our major concerns centered around our need to network with nationally prominent organizations and to disseminate information regarding optimal bilingual education practices to the widest possible early childhood audience. Our goal is to interest early childhood educators as advocates of bilingual young children, to initiate discussion about what constitutes "best practices" based upon bilingual education research, and to interest early childhood professionals in becoming actively involved in NABE.

The group decided to initiate collaboration with the National Association for the Education of Young Children (NAEYC), a strong ally and advocate for young children. NAEYC has been most receptive to our efforts so that at the upcoming conference in Denver, Colorado (November 7-10) selected members -- Dr. Lourdes Diaz Soto, Dr. Alice Paul, Mrs. Antonia Lopez, Mrs. Helen Nissani, Mrs. Karen Martin, Mrs. Lyn Horine and Mrs. Maria Bhattacharjee -- will be presenting a session entitled, "The realities of dealing with culturally diverse populations." The session will relay NABE's No Cost Study initiated by Professor Lily Wong Fillmore, selected reactions to NAEYC's position statement, and optimal early bilingual practices.

NAEYC has also afforded two additional opportunities for the Denver Conference: the initiation of a Bilingual Caucus and a table to display NABE materials at the Dialogue Session. The Bilingual Caucus will meet early in the conference so that we can use this opportunity to introduce discussions and to continue to work on the drafts of our Early Bilingual Education Position Statement. This will be a working conference where we plan to interest additional professionals to join us at the NABE Conference in Albuquerque for continued collaborative ventures.

We know that we can count on your support as we continue to disseminate information about the need to afford our youngest learners the opportunity to retain native languages, and to participate in quality early education programs. We would like to take this opportunity to invite our NABE friends to join us in Albuquerque. We look forward to sharing the outcome of our collaborative efforts with you and will be interested in you input prior to adopting our Early Bilingual Position Statement.

For more information contact Dr. Lourdes Diaz Soto at Lehigh Univerisity, College of Education, Iacocca Hall, 111 Research Dr., Bethlehem, PA.

Asian/Pacific American

by Mutsuko Tanouchi, APA SIG Chair

Asian Participation in NABE

The Asian/Pacific American SIG is working to increase the participation of Asian/Pacific Americans (APAs) as well as other people who are involved in the education of APAs at the NABE Conference in Albuquerque.

Asian Symposia were held for the first time as part of the NABE Conference in Washington, D.C. in January 1991. They were co-sponsored by OBEMLA, NABE, and NAAPAE (National Association for Asian/Pacific American Education). We received so much positive feedback on the idea of having Asian Symposia at the NABE conference that similar sessions will be conducted again in Albuquerque. Dr. Hai Tran, former NABE President and current NAAPAE President, is again organizing the sessions. During the last conference, Dr. Ester Yao, the Deputy director of OBEMLA, provided us the support we needed. The new OBEMLA Deputy Director. Nguyen Ngoc Bich, promised to conduct a session in the symposia at the NABE '92 Conference. Many of our APAs have worked with Mr. Bich in the past and respect his dedication to bilingual education. We are looking forward to working with him in his new role as Deputy Director.

In addition, the APA SIG will sponsor a panel session on materials development for Asian/Pacific Americans at the Albuquerque Conference. We hope to reflect on what has been done, to evaluate the current situation, and to

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UPCOMING EVENTS

November 10-12, 1991 - ***Children on the Edge. CEC Topical Conference on At-Risk Children and Youth.*** Hyatt Regency, New Orleans. Contact CEC, 1920 Association Drive, Reston, VA 22091 (703) 620-3660

November 15-16, 1991 - ***Dreams Come in All Languages. Annual State Conference in Bilingual, ESL and Multicultural Education.*** contact Tolu Sanabria, Conference Coordinator, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

November 21-24, 1991 - ***Association of Mexican-American Educators 26th Annual State Conference***; Radisson Hotel, Sacramento. Contact Alicia Meza, (916) 454-6613.

November 22-23, 1991 - ***California Association for Asian-Pacific Bilingual Education 17th Annual Conference*** in Stockton, California. Contact Edmund Lee, (209) 576-4057.

November 22-27, 1991 - ***National Council of Teachers of English (NCTE) annual conference*** held in Seattle, Washington. Contact Robert Harvey, 1111 Kenyon Rd., Urbana, IL 61801, (217) 328-3870.

November 23-25, 1991 - ***National Council for the Social Studies (NCSS)Conference*** - Contact Peter Stavros, 3501 Newark St., N.W., Washington, D.C., 20016, (202) 966-7840.

November 23-25, 1991 - ***American Council on the Teaching of Foreign Languages 25th Annual Conference.*** Washington, D.C. Convention Center. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830.

The Washington-Bonn Exchange

by Dimitri Katsareas, D.C. Public Schools

Amidst the historic events which have been taking place in central and eastern Europe, the Washington, D.C. Public School System received a letter from the Youth Office of Bonn, Germany in December, 1990, inviting a delegation of youth experts to visit the capital of the recently reunited Germany and begin an international exchange program. This invitation came well before the vote in the Bundestag to move the capitol to Berlin, Germany's once and future capital.

One might ask, what does international exchange have to do with bilingual education. In D.C. the answer is obvious. The Assistant Superintendent for State and Student Services, Dr. Marilyn Tyler Brown, called on the bilingual office to obtain assistance in translating the letter from German to English. The usefulness of bilingual education supersedes the methodological discussion and its relevance becomes apparent when viewing the United States as one of many diverse nations in the world.

Yes, English is the *lingua franca* of the planet, but that does not mean that people of our nation should not acquire the different languages of the world putting them to use in international relations, especially, international educational relations.

The Assistant Superintendent responded to the invitation to go to Bonn by putting together a group of three high school principals, the president of the school board, an administrative assistant and an interpreter from the bilingual office. The trip was a great success. In April, 1991, a German group of youth experts came to Washington, D.C. to discuss a student exchange program and sign a Memorandum of Understanding. Just last week, the first group of thirty German students returned to Bonn after spending ten days in Washington, D.C. In the Spring, the first group of thirty students from Washington are to visit Bonn.

There is a lot to be said for the establishment of such international city-to-city exchanges. They offer the students an opportunity to experience a foreign country and learn a little about a different culture. Even if your school system is not in the nation's or state's capital city, there are other cities around the world which would like to establish an exchange program with your school system.

The language minority students in your district would be seen as having something to offer rather than a population limited in their English proficiency. Our LEP students are, by the grace of God, proficient in some first language, even if it is not the international *lingua franca*, English. And those of us who are, by birth, English proficient, could learn from a short sojourn abroad.

The history of bilingual education in this country began with the English-German schools of the nineteenth century. Early on it was a consideration of the bilingual programs to offer their students a trip to German-speaking lands. And that was at a time when international travel was much more difficult than it is now.

The world is changing rapidly, and provincial ideas can no longer serve the nation's interests. In this age of globalization, a multilingual populace can become a resource for our nation's integration into this changing world. Why not consider an exchange program with a Spanish-speaking nation in Latin America, if your language minority population is mainly Hispanic. Or if the population is Chinese-speaking, an exchange program with Hong Kong, an historically bilingual, English-Chinese city.

One cannot stop an exchange program with Germany because of changing politics, or forget Hong Kong because it will change its status soon. It is exactly for these reasons that one should begin to combine bilingual education with international exchange. For the times they are a'changin'. <NABE>

UC-Santa Cruz Receives Student Diversity Study Grant

Project to evaluate reform for culturally diverse students

The University of California Santa Cruz, will receive $693,000 from the U.S. Department of Education to evaluate exemplary programs for teaching language arts, science and math to children of diverse linguistic and ethnic backgrounds.

The award comes from the Office of Educational Research and Improvement (OERI). It is one of 12 nationwide projects designed to assess education reform.

The 3 1/2-year Student Diversity Study will be directed by UCSC professor of psychology Barry McLaughlin in collaboration with Eugene Garcia, dean of social sciences and professor of education and psychology, and Roland Tharp, professor of education. The UCSC team will be assisted by BW Associates of Berkeley, California.

The research will be conducted under the auspices of the National Center for Research on Cultural Diversity and Second Language Learning, established at UCSC by the OERI in January and co-directed by McLaughlin and Garcia. Both the National Center and the new project address the educational needs of America's increasingly diverse student population. Nearly one-third of the U.S. school children now come form ethnic or racial minority groups; 5.8 million come from homes where English is not the primary language.

American schools face an unprecedented challenge in the 21st century--educating the world's most diverse student body. The national education goals for all students, set forth in President Bush's "AMERICA 2000" initiative which include a 90 percent graduation rate, mastery of English, and world pre-eminence in science and math, will be impossible to reach unless language minority students can be aided in overcoming the linguistic, cognitive and social-psychological barriers that prevent them from achieving their full potential.

The Student Diversity Study will identify, analyze and encourage the adoption of model programs for teaching language arts at the upper elementary level and science and math at the middle school level. At this crucial stage, students must begin a transition from basic skills to mature literacy and scientific competence. The academic progress of language minority students often falters at this point, and they risk falling further behind each year. In some ethnic groups, nearly half of the youth leave school without a high school diploma.

The project team will conduct intensive case studies of 10 successful programs, selected from an initial pool of 200. They will examine not only what teaching strategies are used in the classroom, but also how these programs are initiated and sustained by teachers, administrators and parents. The results of the research will guide other schools in implementing their own programs.

The researchers believe that the knowledge gained from this study will have wide applicability, benefitting not only minority students but all school children. "We need new ways of teaching and organizing schools in the 21st century," says Barry McLaughlin. "Tinkering with the system isn't good enough; we need to discover how to foster student's critical thinking, how to experiment with group and cooperative learning, and how to use student's cultural backgrounds to promote learning and increase tolerance in our multicultural society."

For more information, contact Barry McLaughlin (408) 459-4095.

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John Flórez to Head Hispanic Education Initiative

U.S. Education Secretary Lamar Alexander recently announced the appointment of John Flórez as Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans. The initiative and commission were established by President Bush on September 24, 1991.

"The President's AMERICA 2000 education strategy is an opportunity to improve education throughout America," Secretary Alexander said. "Nowhere is the need any more urgent than in the nation's Hispanic community. John, through his talent and experience, will be an important resource for Hispanic parents and teachers, community leaders and business people."

In his new role, Mr. Flórez will help establish and coordinate the activities of the President's Advisory Commission on Educational Excellence for Hispanic Americans. He will also be the designated federal representative to the commission.

Since 1989, Mr. Flórez has been Deputy Assistant Secretary for Employment and Training at the U.S. Labor Department. While at the Labor Department, he helped direct the Employment and Training Administration, the agency charged with oversight of the Job Training Partnership Act, the Unemployment Insurance Service, the U.S. Employment Service and the Job Corps.

His previous positions include commissioner of the Utah State Industrial Commission (1987-89) and director of the University of Utah Office of Equal Opportunity (1982-87). He was also assistant director for field operations for the National Urban Coalition (1969-74). He has been an assistant to Margaret Heckler, former Secretary of Health and Human Services, and U.S. Sen.

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Bilingual Educator Named Dean of Education at Fairfield University

Dr. Antonio Simões, former professor of bilingual education at New York University and a Fulbright Scholar, has been appointed dean of the Graduate School of Education and Allied Professions at Fairfield University, Fairfield, CT.

Rev. Aloysius Kelley, S.J., University president, said the new dean is a distinguished authority in bilingual education with emphasis on Hispanic, Asian and Portuguese language programs as well as equity and excellence for minority students. "It is especially meaningful that Dr. Simões is coming to Fairfield at a time when administrators and teachers attending the graduate school are seeking to broaden their understanding of our diversified society."

Dr. Simões holds a bachelor of science in education from Boston College and a master of arts and a doctorate in education from Columbia University in curriculum and teaching older children.

Prior to joining New York University as director of the bilingual program in 1980, he served as director and professor of bilingual education at Rhode Island College; director of the bilingual resource and training center and associate professor at the Boston University School of Education; assistant dean of Hunter College, School of General Studies, New York City; coordinating professor of Hunter College's "Training Tomorrow's Teachers," an award-winning experimental program involving 350 mostly Black and Puerto Rican students.

Dr Simões is also visiting professor and consultant in bilingual education for the European Commission at the University of Lisbon in Portugal, where he has taught and conducted research as a Fulbright Scholar.

Dr. Simões is the author of more than 30 articles in professional publications dealing with issues involving immigration, bilingual children, and the advantages of bilingual education, and has delivered more than a hundred presentations at conferences across the country on minority and bilingual issues, parental involvement in the politics of education, language and ethnicity.

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Scheib's School, *from page 5*

German program, not only for Zion's congregation, but open to all the city's children. At first he had to convince the congregation that the introduction of English instruction in the church's school would not lead to the abandonment of the German language, which had so often been the case with other German-speaking congregations, where after the introduction of English, German gradually ceased to be the language of the service.

Scheib was deeply committed to developing and maintaining both languages. So he was able to open, with the full support of the congregation, the first bilingual English-German primary school program in the USA on November 26, 1836 at the Zion Church in Baltimore, Maryland. All types of students attended Scheib's Schule; Catholics, Protestants, Jews, Americans and Germans all studied side-by-side in both English and German.

In 1839 Scheib founded the *Allgemeine Deutsche Schulzeitung*, which was published every two weeks for a few years. In it Scheib discussed issues concerning child rearing, morality,

continued on page 18

OBEMLA ANNOUNCES CLOSING DATES FOR APPLICATIONS

The Office of Bilingual Education and Minority Language Affairs (OBEMLA) has announced closing dates for receipt of applications for projects funded under the Bilingual Education Act. Specific program closing dates are as follows:

Program Title	Program Alpha Code	Deadline Date
Transitional Bilingual Education Program	003A	1/10/92
Special Alternative Instructional Program	003E	1/10/92
Family English Literacy Program	003J	11/13/91
Special Populations Program	003L	11/13/91
Educational Personnel Program	003R	1/27/92
Short-Term Training Program	003V	11/13/91

For further information contact OBEMLA, (202) 732-5063

OBEMLA FUNDS NEW EAC's

The Evaluation Assistance Center East

Helping educators who evaluate programs and assess students whose first language is not English is the mission of the Evaluation Assistance Center East (EAC East), which serves 27 states, the District of Columbia, Puerto Rico and the Virgin Islands.

EAC East is funded by a grant to the George Washington University from the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA). The project is part of a national network of centers designed to serve locally supported programs as well as those funded under the Title VII, Part A of the Bilingual Education Act.

Led by project director Dr. Charlene Rivera, EAC East will collaborate with state and local educators to design program evaluations that utilize the appropriate assessment tools. Some of the issues the EAC East can address include how to understand Title VII evaluation regulations, how to design and/or revise entry/exit criteria, how to plan and manage a program evaluation and how to analyze and interpret test data.

"One of the most important aims of the center," says Dr. Rivera, "is helping educators learn to use evaluation to improve student instruction."

"Program directors and teachers often find the idea of conducting an evaluation to be a threatening experience," says Charlene Rivera, a native of New Mexico, who was a teacher herself before becoming a teacher trainer and researcher. "The educators who work with limited English proficient students need to know what they are doing right, what they are doing wrong and how to improve. Once they start documenting and analyzing program components, meaningful changes can be made."

But changing perceptions about evaluation is not a simple task, says Dr. Albert Cortez, EAC East's associate director at the Intercultural Development Research Association (IDRA), a Texas-based not-for-profit firm which will provide assistance to Texas and other states in the EAC East region.

"Evaluation is viewed as a big black box that few people understand," says Dr. Cortez, who was a student in the first bilingual teacher training program at Our Lady of the Lake College in San Antonio. "We have to open the box to shed light on what's happening in education to determine if the system is working. If it isn't, we have to get in there and make some changes. To do that, we have to conduct effective and useful evaluations. Most importantly, the information provided in an evaluation has to be converted from numbers to practice applications. It is easy to produce tables. It is a lot harder to produce meaningful change," says Dr. Cortez.

"Initiating change-both in the way evaluations are viewed and programs assessed-is the ultimate goal of the EAC East," says Dr. Rivera.

"We have brought together a cadre of people who are not only technically competent, but who bring a deep understanding of the issues and concerns related to bilingual education," she says. "Our hope is to continue to raise standards of the programs serving the bilingual student. Our vision is that educators, including those who do not work directly with LEP students, will elevate their expectations of what these students can accomplish."

EAC East staff can be reached at GWU from 9 a.m. to 5 p.m. EST at (202) 994-7117. For information, write to the center c/o The George Washington University, 2201 G St., N.W., room 506B, Washington, D.C. 20052. In Texas, the EAC East staff at IDRA can be reached at (512) 684-8180.

The Evaluation Assistance Center West

The United Sates Department of Education, Office of Bilingual Education and Minority Languages Affairs recently announced the award for the Evaluation Assistance Center-West to New Mexico Highlands University in Las Vegas, New Mexico. The Evaluation Center provides technical assistance to local and state education agencies and institutions of higher education in 24 western states, not including Texas, and seven Pacific Island Nations. The Grant is for 36 months. EAC-West will have offices in Albuquerque and at New Mexico Highlands University. Dr. John R. Juarez is the Principal Investigator for the project; Dr. Paul Martinez, Project Director; and Dr. Cecilia Navarrete, Assistant Director. Senior Research Associates of EAC-West include Dr. Judith Wilde, Dr. Christopher Nelson, and Dr. Gary Hargett. The Center will also have a field office in Oakland, California as part of a subcontract with ARC Associates.

For further information, contact Dr. John R. Juarez, (505) 454-3578. EAC-West, 121 Tijeras N.E., Suite 2100, Albuquerque, N.M. 87102.

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John Flórez, *continued from page 5*

Orrin Hatch (R-Utah).

Mr. Flórez has served on numerous boards and commissions, including as national chair of the American G.I. Forum Civil Rights Committee and on the executive board of National Hispanic Families Against Drug Abuse. He received a bachelor's degree in anthropology (1958) and a master's of social work (1960), both from the University of Utah.

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APA SIG, *from page 13*

project what has to be done. Dr. Young is organizing the session. If you are interested in participating as a panel member, you should contact Dr. Young at (201) 325-2957 or Mitzie Tanouchi at (914) 723-2314.

Resource Guide for Asian Materials

For those of you who are looking for a resource guide for APA materials, Janet Lu, vice president of NAAPAE, has published the updated version of *Resource Guide for Bilingual Education for Asian Americans 1991*. You may obtain the book by getting in touch with Janet Lu at (415) 834-9458.

You might also be interested in reading a newly published *Contemporary Perspectives on Asian and Pacific American Education*, edited by Russell Endo, Sally Chou, Virgie Chattergy, and Nobuya Tsuchida under the sponsorship of NAAPAE. Call Pacific Asia Press at (818) 575-1000. In spite of the attention on educational experiences, problems and achievements of APAs and increasing interest in ethnic and racial diversity in education, few people are familiar with current research in APA education. This book is an attempt to make such work available to a broader audience.

For those students who are "addicted" to comic books, *The Asian American Comic Book* is now available through Asian American Resource Workshop (AARW). Four stories based on real-life events were told authentically. Contact AARW at (617) 426-5313.

Parental Effort

A small group of Japanese parents in New York are fund-raising to send a few monolingual English speaking classroom teachers to the NABE conference again. They have sent two such teachers to the Arizona Conference, three to the Washington, D.C. Conference and they hope to raise enough money to send more teachers to Albuquerque this year. The parents believe that monolingual teachers learn about bilingual education and increase understanding of their LEP children by attending NABE conferences. In the case of small language groups, forming a bilingual class is often impossible due to small concentrations of a population in one school. LEP students are often pulled out for ESL instruction and bilingual instruction as well. Since the LEP students must spend a large portion of the day in regular classrooms, inservice training for monolingual classroom teachers becomes very important.

<NABE>

Nabe '92
January 29 - February 1
Albuquerque, NM

SEE YOU THERE!

Schieb's School, *from page 16*

politics, health and even sex. Scheib also supported an active Parent-Teachers Association and a Teachers' Training College.

By the 1870's, Scheib's Schule, which was strategically located in downtown Baltimore, right across from City Hall, had more than eight hundred students studying in the first to the eighth grades. The school had become a public fixture in the city of Baltimore and Scheib himself became a leading citizen in the community.

By the 1890's the city of Baltimore had established eight public English-German schools serving almost seven thousand students. From the time Scheib began his school to the time of its closing in 1895, many private English-German schools of a similar type opened and closed. Scheib carried on and became a force in the molding of educational policy for the city of Baltimore during his entire life-time.

In future issues, other outstanding Bilingual Educators of 19th century public and private schools will be profiled by Dimitri Katsareas.

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Quincentenary, *from page 10*

Asian trade routes occasioned by the collapse of the Mongol Empire. Technology critical to Columbus's voyages such as the compass, the sternpost rudder, gunpowder, and paper originated in China. The lateen sail, along with much of the geographical knowledge on which Columbus relied, originated with or was transmitted by the Arabs.

7. **Although most examinations of the United States historical connections to the Eastern Hemisphere tend to focus on northwestern Europe, Spain and Portugal also had extensive effects on the Americas.**

From the Columbian voyages through exploration, conquest, religious conversion, settlement, and the development of Latin American mestizo cultures, Spain and Portugal had a continuing influence on life in the American continents.

The Enduring Legacy of 1492

Certain events in human history change forever our conception of who we are and how we see the world. Such events not only change our maps of the world, they alter our mental landscapes as well. The event of five hundred years ago, when a small group of Europeans and, soon after, Africans, encountered Native Americans is of this magnitude. Educators contribute to the commemoration of the quincentenary in intellectually significant and educationally appropriate ways when they assist students in becoming knowledgeable about this event and about its critical role in shaping contemporary America as a universal nation within an interdependent world.

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Readers are welcome to reprint articles from NABE NEWS, provided proper credit is given.

Bilingual Education Researcher Appointed Dean at UW-Madison

Henry Trueba, an anthropologist and noted researcher in the field of bilingual education, began working as dean of the School of Education at the University of Wisconsin-Madison on July 1st of this year. UW-Madison's gain will be a loss for the University of California-Davis campus, where Dr. Trueba was director of the Division of Education and associate dean of the College of Letters and Science for close to two years. In a recent interview with the *Davis Enterprise*, UC-Davis Chancellor Ted Hullar complimented Professor Truebas's "forward-looking dynamic leadership."

Dr. Truebas's area of research expertise is minority education and how to improve instructional effectiveness in schools with high concentrations of low-income students. "I have a profound commitment to the education of low-income children and ethnic, racial and linguistic minority students," said Henry Trueba in a statement released by UW News.

> *UW-Madison's gain will be a loss for the University of California-Davis*

A native of Mexico, Henry Trueba was raised in a family with 12 children. His father was a mathematician and engineer. Trueba moved to the United States in 1961 to study at Jesuit Woodstock College in Maryland, where he earned a master's degree in theology. He then earned a master's from Stanford in anthropology and a doctorate from the University of Pittsburgh in anthropology.

UW-Madison, a Charter Member of the Midwest Consortium for Latino Research, has had a Chicano Studies Program since the 1970s. It is currently headed by Professor Richard Flores, who also happens to be an anthropologist. UW-Madison educational Policy Studies doctoral candidate and long-time activist Mario Compean, feels confident dean Trueba "will be an asset to the Latino community in Wisconsin."

Excerpt printed from the Midwest Consortium for Latino Research Quarterly Newsletter, Vol. 1, No. 2, Summer 1991.

< NABE >

Superintendent of Schools

Orange County, Orlando, Florida

The Orange County School Board is conducting a national search for a bold innovative educational leader. This rapidly growing district of 108,000 students (K-12) has a reputation as a progressive, dynamic school system with a commitment of excellence and strong community support. Orange County is recognized as one of the outstanding large urban school systems in the country.

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APPLICATION PROCEDURES: Applications must be postmarked no later than November 15, 1991. The preferred starting date is no later than March 1, 1992. Please send resume reflecting significant personal and professional qualifications with references to:

Dr. Wayne Blanton, Executive Director
Florida School Boards Association
203 South Monroe Street
Tallahassee, FL 32301

Call 904/224-1374 for further information or to receive a copy of the Vacancy Announcement.

CONTRACT TERMS: A multi-year contract will be offered to the new superintendent with a salary established in the range of $90,000 to 120,000 plus fringe benefits.

IMPORTANT NOTICE: All applicants for this position are subject to the Florida Public Records Act and "Government in the Sunshine" provisions of Florida law. Applications cannot be held in confidence.

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December 15, 1991

NABE NEWS

Volume 15 - Number 3

Published by the National Association for Bilingual Education

CHANGES IN NABE GOVERNANCE STRUCTURE TO BE IMPLEMENTED IN UPCOMING ELECTIONS

Executive Board Completes Governance Restructuring Initiated by Previous Board; Officer Selection Process Changed, Provisions Made to Ensure Continuity and Geographic Diversity

During the Association's 1992 annual conference in Albuquerque, candidates for the 1992-93 NABE Executive Board of Directors will be nominated. The nominations will be the first to occur under a restructured system of governance developed and approved by the Association's prior and current Executive Boards. The changes made by both Executive Boards are designed to strengthen the Association's system of governance.

Last year, the 1990-91 Executive Board approved amendments to the NABE By-Laws which reduced the size of the Executive Board from ten members with four officers (President, Vice-President, Secretary, and Treasurer) to nine members with three officers (President, Vice-President, and Secretary/Treasurer). The 1990-91 Executive Board also amended the Association's By-Laws to provide that all Board Members except the President-Elect, President, and Past-President would be elected for two-year staggered terms. *See February 1, 1991 and March 15, 1991 issues of the NABE News for more details.*

Earlier this month, the current (1991-92) Executive Board approved two additional modifications to the Association's system of governance. The first change concerns the selection and terms of officers.

Heretofore, the Board's officers were chosen by direct membership election, and one individual was elected to serve a three-year term in the positions of President-Elect, President, and Past-President. Experience revealed several weaknesses with this system of officer selection: the system discouraged continuity of leadership by effectively barring any individual from serving two consecutive terms as President; the system did not take into account unanticipated changes in personal and professional status which might prevent a President-Elect from assuming the responsibilities of the Presidency; and, most importantly, the system prevented the Executive Board of Directors -- the people elected by the membership and legally responsible for the Association -- from selecting the officers who they wished to lead the Board.

Under the new governance system approved by the Board, the NABE membership will elect five "At-Large" Executive Board Members and the Parent Representative. Presidents of State Affiliate organizations will continue to select three Regional Representatives (Central, East, and West). The three officers of the Executive Board (President, Vice-President, and Secretary/Treasurer) will be selected annually by the nine-member Executive Board from among the five "At-Large" Board Members.

The second governance change approved earlier this month is the institution of a new limitation under which no more than two individuals from a single state can be nominated and elected to fill the five "At-Large" positions on the Executive Board. This limitation is meant to ensure some degree of geographic diversity on the Executive Board, and especially among the Association's officers.

All of the governance changes approved by the current and prior Executive Boards include transition rules to preserve the legitimate expectations of individuals already elected to the Executive Board. Thus, in the 1992-93 term, the current President-Elect will assume the Presidency, and the current President will serve as an "At-Large" Member of the Board. In the 1993-94 term, the current President-Elect will serve as an "At-Large" Board Member.

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NABE NEWS

Published by the National Association for Bilingual Education

Editor: Nancy Zelasko

Desktop Publishing: Lilliana Montero

PUBLICATION SCHEDULE

Volume 15 of the NABE News will be published in 8 issues. Issue publication dates are as follows:

Issue 1, 9/15/91	Issue 5, 4/01/92
Issue 2, 11/01/91	Issue 6, 5/15/92
Issue 3, 12/15/91	Issue 7, 7/01/92
Issue 4, 02/15/92	Issue 8, 8/15/92

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$1,000
2/3-Page (4.75" x 10")	$ 800
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For information on advertising, contact Lilliana Montero, NABE Publications and Advertising Coordinator, Union Center Plaza, 3rd Floor, 810 First Street, N.E., Washington, D.C. 20002-4205. (202) 898-1829 - FAX (202) 289-8173.

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EAC-West
121 Tijeras N.E., Suite 2100
Albuquerque, N.M. 87102
(800) 247-4269

President-Elect
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Northbrook, IL 60062
(708) 498-0977

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School Service Center #3
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Fontana, CA 92335
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(505) 298-9511

Eastern Regional Representative
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(908) 826-3360 ext. 247

Central Regional Representative
Alicia Salinas Sosa
IDRA
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San Antonio, TX 78228
(512) 684-8180

Western Regional Representative
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College of Education
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Community Services Center/AMR
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Tempe, AZ 85287-0208
(602) 965-5688

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NABE National Office
Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
Phone (202) 898-1829
Fax (202) 289-8173

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January 29-February 1, 1992

Albuquerque, NM

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Message from the President

HAPPY HOLIDAYS

by Paul E. Martínez

The coming of the New Year provides an excellent time for reflecting on the events of 1991. This last year has been a good one for NABE. The Association has grown and has achieved an unprecedented level of financial stability. NABE's message, delivered through publications, meetings, and you, the Association's members, is reaching more people than ever before. Our concerns about improving the quality of education available to language-minority students and about the language learning opportunities available to all students have achieved a new level of currency among parents, teachers, school administrators, researchers, teacher-trainers, business people, and government policy-makers in all parts of the nation.

Before Congress adjourned last month, I had a chance to meet with Representative Dale Kildee (D-MI), the Chairman of the House Subcommittee on Elementary, Secondary, and Vocational Education. Representative Kildee was ever so hospitable to me and Jim Lyons, who has worked closely with him over the years. Chairman Kildee expressed appreciation for the assistance and information NABE has provided him and his staff and his desire to continue working with us to secure more effective education programs for language-minority Americans. He emphasized the importance of NABE's work, especially next year when his Subcommittee will begin, most likely in the Fall, hearings on reauthorizing the Elementary and Secondary Education Act.

The future was very much the frame of reference for your Executive Board during our last meeting in Albuquerque on December 7th and 8th. At this meeting, the Board successfully completed a process of restructuring and refining the Association's governance system. The restructuring process has been a focus of substantial discussion and debate by two successive Boards and has consumed the better part of two years. The governance system explained in the front-page article by Executive Director Lyons -- and I urge you to study the article carefully -- was approved unanimously by your Executive Board. My colleagues and I believe that it provides a strong foundation for NABE's future growth and success.

Following the December Board meeting, Executive Director Lyons and Assistant Director Nancy Zelasko stayed on in Albuquerque for a week to tie down details of our 21st Annual Conference, now only a little more than a month away. Workshops, keynote and major session speakers, entertainment, cultural and social activities and events are scheduled, and our preregistration numbers look impressive.

For those of you who have not yet made the decision to join us January 29 through February 1, I hope you will decide to do so. I truly believe that this conference will be one of the most significant professional development activities of 1992 for those involved in bilingual education. Moreover, the conference promises to be a tremendous amount of fun.

NABE President Paul Martínez and Representative Dale Kildee, Chairman House Subcommittee on Elementary, Secondary and Vocational Education

Lastly, I want to take this opportunity to give thanks to you, the members who keep NABE alive and vibrant. Thanks also go to the current NABE Board for their commitment to doing what is truly in the best interests of children. And finally, let me extend a sincere note of gratitude to Jim, Nancy and the office staff for your perseverance, unbending resolve, and selfless dedication to NABE.

In my heart, I truly believe 1992 will be a banner year for bilingual education and for the National Association for Bilingual Education! I hope you will start 1992 right by joining me, the people of New Mexico, and NABE members from across the nation in Albuquerque for NABE '92!

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Resources for Bilingual Educators

Coca-Cola Valued Youth Program Implementation Guides are now available for Program Administrators, Secondary School Principals, Teacher/Coordinators, Elementary School Principals, along with The Tutor Workbook. The Coca-Cola Valued Youth Program has been hailed as a model school dropout prevention program and the staff at the Intercultural Development Research Association (IDRA) has introduced the publications that will facilitate the replication of the program. For materials and information contact the IDRA, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228.

Communicative Grammar Practice: Activities for Intermediate Students of English, by Leo Jones. For students who have studied the basics of English grammar, but make grammatical errors in everyday speech and writing. The book is designed to help those students improve their accuracy, use English more creatively, and extend their range of expression. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211.

DELTA SYSTEMS Co., Inc. and Mary Glasgow Publications offer eleven Multi-language magazines in Spanish, French and German for a range of student levels from beginner to advanced. Several magazines come with cassettes and workbooks. Contact DELTA SYSTEMS/MGP International, 570 Rock Road Drive, Dundee, IL 60118-9922, (800) 323-8270.

Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda, Special issue of the *Early Childhood Research Quarterly*, Vol.6, No.3, by editors Sharon L. Kagan and Eugene E. Garcia. Nine articles in the issue cover such topics as second language aquisition, instruction of langugage minority students, and the assessment of culturally and linguistically different preschoolers. Contact Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ, 07648.

Interchange: English for International Communication, by Jack C. Richards with Jonathan Hull & Susan Proctor ($8.95). A three-level course for adult and young adult learners of English from beginning to high-intermediate level. Methodology reflects a communicative approach, with an emphasis on both fluency and accuracy. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Los Cambios en el Programa de Estudios de la Lengua: Folleto para los Padres de Familia ($5.00 for 10 copies, $30 for 100 and $230 for 1,000). The California Department of Education has published a Spanish version containing important information on the language arts curriculum as well as on how parents can help their children at home. Bureau of Publications, Sales Unit, California Dept. of Ed., P.O. Box 271, Sacramento, CA 95812-0271, (916) 445-1260.

Lyric Language, a bilingual music program for children ages 4-8, featuring the Family Circus characters by Bil Keane. Includes audio cassette with color illustrated Lyric Book available in French, Spanish and German ($9.95 for 1 book and cassette or $14.95 for the 10-book School Pack). Penton Overseas, Inc., 2091 Las Palmas Dr., Suite A, Carlsbad, CA 92009-1519, (800) 748-5804.

Mi Globo ($12.00 per year single subscription). Monthly Spanish-language newspaper available in 3 levels: K-1, 2-3 and 4-6 grades for Bilingual and Spanish language classes. Call 1-800-777-0929.

National Center for Research on Cultural Diversity and Second Language Learning's Report Series comprised of technical research and educational practice reports: *Sociological Foundations Supporting the Study of Cultural Diversity* by Hugh Mehan; *The Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices* by Eugene Garcia; *Instructional Conversation: Teaching and Learning in Social Activity* by Roland G. Tharp & Ronald Gallimore; *Instructional Conversations and Their Classroom Application* by Claude Goldenberg. ($4.00 per report) Contact the Center for Applied Linguistics, 1118 22nd Street, NW Washington, D.C. 20037 (202) 429-9292.

Powers of the Congress, Powers of the President and Powers of the Supreme Court ($1,185.00 for 3-volume program). New Government Videodisc Curriculum from ABC News Interactive. *Powers of the U.S. Government*, a secondary-level videodisc-based comprehensive three-volume series narrated in both English and Spanish offers a full year of classroom utility. Highlights of programs include discussions with former president Jimmy Carter describing presidential roles, Speaker of the House Tom Foley who holds a question and answer session with students, Chief Justice William Rehnquist on the Powers of the Supreme Court, and a detailed look at legislative processes and archival film footage. For more information contact Optical Data's Customer Support Group at (800) 524-2481.

Positively Different: Creating a Bias-Free Environment for Young Children, by Ana Consuelo Matiella, MA ($14.95, 509-R3). Gives elementary school teachers, parents and others practical suggestions for creating a bias-free learning environment in the classroom or home. Resources include quick ways to analyze classroom materials for bias and a list of age-appropriate definitions to make abstract concepts of differences concrete for young people. ERT Associates/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, (800) 321-4407, fax# (408) 438-4284.

The American Indian-Yesterday, Today and Tomorrow: A Handbook for Educators ($5.00). A revised handbook of the original 1982 publication designed to help educators understand the past and present experiences of American Indians so that more accurate information about American Indians can be conveyed to students. Copies can be obtained through the Bureau of Publications, Sales Unit, California Dept. of Ed. P.O. Box 271, Sacramento, CA 95812-0271,(916) 445-1260.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information contact the publisher directly. <NABE>

Out of the Barrio -- Part Horror Movie, Part Fairy Tale

by Raúl Yzaguirre, President of the National Council of La Raza

Raúl Yzaguirre

Like a character out of an ax-murder movie, right-wing hatchet woman Linda Chávez is back. After decimating the once-respected U.S. Commission on Civil Rights, resigning in embarrassment as president of the hate group U.S. English, and losing badly in a run for the U.S. Senate in Maryland, Chávez has written a book, *Out of the Barrio: Toward a New Politics of Hispanic Assimilation.*

Chávez's book is part horror movie and part fairy tale. It's obvious that after returning from political oblivion, she has many axes to grind. She slashes and burns her way through a list of familiar villains: Hispanic organizations, which she claims are out of touch with the community; civil rights advocates, whom she believes to be both unnecessary and counterproductive; and various folks grouped under that most hated of labels -- "liberals."

But her book also contains a large dose of fantasy. She urges that poverty within, and discrimination against, the Hispanic community is exaggerated. She fears that if we talk about these things, some people will think badly of us.

Her solution? Assimilate. Live happily ever after.

As one of the leading villains of the piece, I will leave to others the task of responding to Chávez's attack on Hispanic organizations, bilingual education and the Voting Rights Act.

She Defines Puerto Ricans Away

But the heart of her argument is the assertion that Hispanics do not suffer much from poverty or discrimination. And on this issue, she's flat wrong.

It seems strange for those of us who have actually lived in the barrio to have to "prove" the existence of poverty and discrimination.

Consider the issue of poverty. Chávez asserts Hispanic poverty data are distorted by the presence of immigrants. Indeed, the data show that Hispanic immigrants earn less than native-born Hispanics. But even removing immigrants from the data entirely only reduces overall Hispanic poverty by a few percentage points. In 1990, the Hispanic poverty rate was almost 29%; remove immigrants from the equation and Hispanics are still about twice as likely as Whites to be poor, a calculation Chávez omits from her book.

She does cite a "Puerto Rican exception" to her thesis. Puerto Ricans are by definition native-born citizens, and have the highest poverty rates of all Hispanic subgroups. Because Puerto Ricans thus inconveniently fail to fit her model, she solves the problem by defining it away. She blames Puerto Ricans for being "different," and makes it clear that their poverty status is their own fault.

Discrimination's Effects are the Same

What about discrimination? Chávez argues that Hispanics, unlike Blacks, have not and do not face widespread discrimination. It is true that discrimination on the basis of national origin characteristics--surname, language or speech accent, as well as physical appearance--is on some ways different from discrimination based on skin color alone. Chávez interprets this difference in cause with an absence of effect.

The fact of the matter is that while the motivations for discrimination against Blacks and Hispanics are different, they suffer from many of the same effects. Two recent studies demonstrate the point. In 1990, the General Accounting Office released the results of a "hiring audit" that showed U.S.-citizen Hispanics were three times more likely to encounter unfavorable treatment by employers than Anglos, and that such Anglos received 52% more job offers than equally qualified Hispanics. By comparison, a similar study using black and white auditors found that blacks were only twice as likely as whites to receive unfavorable treatment by employers.

Just last month, the Department of Housing and Urban Development released the results of its national Housing Discrimination Survey. It found that blacks seeking rental housing were discriminated against about 59% of the time, while prospective Hispanic renters faced discrimination more than half of the time. For both groups, there is a virtual statistical certainty that they will encounter discrimination in a typical housing search. Even Chávez would have trouble dismissing these and many other studies documenting ongoing, pervasive discrimination against Hispanics. Perhaps that explains why she fails to cite any contemporary evidence of this point.

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Out of the Barrio, *from page 5*

Finally, Chávez spouts the oft-heard but always wrong argument that if Hispanics would only "assimilate," everything would be fine. She argues that aggressive civil rights enforcement, bilingual education, and other measures such as the Voting Rights Act somehow prevent Hispanics from assimilating into the mainstream.

The fact is that "assimilation," in the traditional "melting pot" conceptualization, is retarded by the very forces--poverty, discrimination and educational deprivation--that Chávez attempts to define away. A recent study by Professor Jorge Chapa shows that indeed Hispanic immigrant's socioeconomic status improves markedly from the first generation to the second; it is the third generation where educational and other socioeconomic indicators level off.

We Have Work to Do, Changes to Make

If Chávez's thesis were correct, it should be this generation--freed from the "horror" of bilingual education and bilingual ballots--that would show the signs of "assimilation." It is difficult to avoid the conclusion that, once we stop being immigrants, societal barriers like poverty and discrimination--not aggressive civil rights enforcement and social programs--are responsible for retarding our progress into the mainstream.

One does not have to portray the situation of Hispanics in the United States as either a fairy tale or a horror movie to understand that we have some work to do and changes to make.

It is true we sometimes dwell excessively on the negative. We don't do a good enough job of calling attention to the Hispanic community's work ethic, patriotism, family values and religious devotion.

It is true traditional liberal orthodoxy does not hold all of the answers for Hispanics, as suggested by the underrepresentation of Hispanics in child care, job training, housing and other familiar remnants of the war on poverty.

Equivalent to a Grade "B" Horror Movie

It is true programs and policies designed to address the needs of the black community may not work for Hispanics. One need only review the dismal performance of the civil rights systems that serve Hispanics to verify that.

But it is equally true that Chávez's blind--or perhaps calculated--espousal of a rigid, laissez faire, far-right ideology appears to be designed to curry favor with those interested in "wedge issues"; her polarizing "slash and burn" approach inhibits, rather than facilitates, consensus.

Her decision simply to ignore evidence that doesn't fit her model sheds no new light on the issues. And that's too bad.

I, for one, believe that we do need a new public policy agenda, one that includes the best ideas from a broad range of political thought. Developing that agenda requires greater intellectual investments than writing the political equivalent of a grade B horror movie with a little fantasy on the side. No, what we really need is the script for a wide-screen epic film, one large enough on scope to encompass the diversity of the Hispanic community. A story so compelling that all U.S. residents are willing to see it as part of their own. A vision pragmatic and thoughtful enough to gain a broad political spectrum.

The difference between Chávez and me is that I am still willing to try. Chávez, in response, proposes to do nothing. While some may find it entertaining, ultimately Chávez's message, like that of a typical slasher movie, is an empty one.

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Bilingual Educator Named Congressional Hispanic Caucus Fellow

Works with Representative Ed Pastor & NABE on Education Issues

This year the Congressional Hispanic Caucus Institute (C.H.C.I.) selected Ms. Norma Silva, of Nogales, Arizona, as one of their thirteen fellows to participate in a nine month leadership program in Washington, D.C. The program is designed to increase the participation of young Hispanics in congressional offices, federal agencies, the media, and government related institutions.

Ms. Silva chose to be placed with the first Hispanic congressman from Arizona, Ed Pastor, who recently won a special election in October 1991. Representative Pastor is pleased to have a C.H.C.I. fellow from his congressional district and to give her the opportunity to be exposed to the legislative process.

Ms. Silva, who has worked in student language assessment in the Amphitheater Public School District in Tucson and as a special needs coordinator for E.S.L. students at South Mountain Community College in Phoenix, is working on legislative issues pertaining to education in Representative Pastor's office. "It's a pleasure and a privilege to have such a hard working young woman in our office," said Pastor. "Norma, brings a unique and fresh perspective to education issues." Representative Pastor, sits on the Education and Labor Committee; Subcommittee on Elementary, Secondary and Vocational Education, and the Subcommittee on Select Education.

Much of Norma's energy is directed to analyzing the effectiveness and need for the programs authorized under the Elementary and Secondary Education Act, which Congress will take up for reauthorization next year. Like Representative Pastor, Norma is particularly interested in ways that federal education programs can better serve Hispanic, Native American and other language-minority students.

NABE Executive Director Lyons, CHCI Fellow Norma Silva and Representative Ed Pastor

Ms. Silva has been working closely with NABE, assembling materials and gathering information to be used in the Elementary and Secondary Education Act reauthorization process. Norma views her collaboration with NABE as particularly gratifying. "NABE staff and members have a wealth of data, experience, and information on how we can help all children excel, and I want to be sure that Representative Pastor has this information available."

Representative Pastor will be a featured guest and speaker at the 1992 NABE Conference in Albuquerque. Ms. Silva will be present for the entire conference, gathering information for Representative Pastor.

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Title VII Fellows to Meet at NABE

A brown bag lunch meeting is planned at the NABE Conference for **Thursday, January 30th in Ballroom "B" of the Convention Center from 12:30 - 1:45.** This meeting will be held for the Fellows to discuss issues and interests and will be followed by a colloquium with Title VII Fellows from institutions across the United States; each will present a brief 15 minute speech on their research in progress. If you are a current Title VII Fellow or recent graduate and wish to present research, please contact either Michele R. Hewlett-Gomez at (409) 294-1138 or Adela Solis at (512) 476-6861. Efforts are underway to produce a national directory of Title VII Fellows.

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EDUCATIONAL RESEARCH AND EVALUATION POSITION

Individuals needed to assist in research in bilingual/ESL educational programs.

Qualifications: Doctoral degree in education or related field; fluency in Spanish and English; classroom/school experience, especially related to teaching bilingual/limited English proficient students; 3-5 years experience in evaluation/improvement of educational programs (K-12); also writing skills, experience with qualitative/quantitative analysis.

Send resumes to:

Dr. Malcolm Young, Attn: Research Position
Development Associates Inc.
1730 North Lynn St., Arlington, VA 22209-2023.

The Council for Exceptional Children Announces New Division

The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) is celebrating its first year of organization. DDEL was organized as a forum for addressing the needs of culturally diverse exceptional learners and their families. Interest in promoting multicultural exchanges and organizing programs responsive to diverse student populations has made DDEL the fastest growing division within the Council for Exceptional Children.

In spite of the demonstrated interest in DDEL, many educators are still unaware of the activities or benefits of membership in this organization. Current activities include:

- a special strand of presentations during the Division Day at the Annual CEC International Convention, as well as sessions throughout the convention week
- opportunities for members and other professionals to meet and exchange ideas
- publication of a monograph on topics of interest to educators working with culturally and linguistically diverse students
- a biannual newsletter promoting information exchanges
- opportunities to develop professional skills in meeting the country's most rapidly growing groups of students

Membership is open to all persons who are interested in improving educational opportunities for culturally diverse exceptional learners. For more information, contact: Susan Herre, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, (703) 264-9435, or Sandra Fradd, Membership Chair, University of Miami School of Education, 222 Merrick Building, Coral Gables, Florida 33124, (305) 284-6501. *<NABE>*

Projects Serving Language Minority Students Receive Field-Initiated Grants

The Office of Research (OERI) Field-Initiated Studies Program has awarded grants totaling $967,862 for 12 projects that will examine a variety of topics, ranging from staff development to literacy skills. This grant program is the only OERI competition open to institutions of higher education; public and private organizations; institutions and agencies; and individuals.

Proposals were reviewed and evaluated by scholars and practitioners. If additional funds become available, OERI will fund other projects submitted under the 1991 Field-Initiated Studies Program. For information, write Field-Initiated Studies Program, Office of Research, OERI, 555 New Jersey Avenue, N.W., Washington, D.C. 20208-5646.

Among the grantees included are:

* Ardy Sixkiller Clarke from Montana State University will identify factors that lead to graduation and dropping out among native American Students.
* Mary Romero and Holger Schultz of the Santa Fe (NM) Indian School will develop a process to reliably identify gifted Native American students.
* Virginia Collier of George Mason University (VA) will examine the effectiveness of education of language minority students in grades K-12 in four school districts in the Washington, DC metropolitan area.

Career Opportunity from Jostens Learning for ESL Educators

Jostens Learning is seeking experienced ESOL teachers to help write materials for one new K-12 ESOL program. Part-time/full-time permanent or temporary positions are available.

Send letter of interest and resume to:

Jostens Learning Corporation
Human Resources Dept./ESOL
6170 Cornerstone Court East
San Diego, CA 92121

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Eastern Oregon State College

Position Announcement

Assistant/Associate Professor of Education - to teach Spanish and supervise students in bilingual education program.

Requirements: Doctorate in Education and significant academic training/experience in bilingual education required. ABD candidates will be considered. Minimum of 3 years teaching at K-12 level required.

Starting Date: Sept. 16, 1992

Application Deadline: Feb 15, 1992

Send letters of application, current resume, and three references to:

Dr. Felipe Veloz
Bilingual Education Search Committee
Eastern Oregon State College,
1410 L Ave.
La Grande, OR 97850-2899.

AA/EOE

American Indian Bilingual Education: Hawaiian Parrallels

by William H. Wilson, University of Hawai'i at Hilo

This year Hawai'i's public school system is celebrating its 150th anniversary. Hawai'i is proud that we have one of the oldest public school systems in the United States. Our public Lahainaluna high school is the oldest high school west of the Rocky Mountains. Not often considered today is the fact that Hawai'i's public school classes, including such courses as trigonometry and anatomy at Lahainaluna, were originally taught and administered entirely in Hawaiian.

Hawai'i is the only state whose public school system was originally taught entirely in a Native American language. Today, based on the precedent of those early Hawaiian language schools, the State of Hawai'i has reestablished education through the Hawaiian language in public elementary schools on the four largest islands of the State. Through these Papa Kaiapuni Hawai'i and Punana Leo Hawaiian language preschools, Hawai'i is providing a unique educational model for the United States. Indeed, data from Hawaiian medium programs were used by Senator Inouye in convincing Congress to pass his landmark Native American Languages Act (Title I of P.L. 101-477) in 1990 recognizing the right of Native Americans to be educated through their own languages. Passage of this act took three years of vigorous grassroots support from a coalition of Hawaiian, American Indian, and Alaskan Native families that represented the largest amount of support for a Native American issue in Congress in recent years.

Hawai'i's public school system began in the 1840-41 school year. The government school system created by Kamehameha III in that year was based primarily on community schools developed to teach reading and writing in Hawaiian. These schools taught an alphabet developed in 1822 by New England missionaries based on similar alphabets used in Tahiti and New Zealand. Within a short time literacy spread to tens of thousands of Hawaiians through hundreds of informal schools.

The "pre-public" schools were run primarily by Hawaiians, rather than by the missionaries as is popularly believed today. Four years after the first official printing of the Hawaiian alphabet there were over 500 Hawaiian teachers conducting schools throughout the islands. The missionaries were severely hampered in teaching, not only due to the sheer number of people studying reading and writing, but also by the difficulty they had in speaking Hawaiian. Indeed, reading and writing had already begun to spread among the people before the first sermon given by a missionary in Hawaiian was ever preached! The person who gave that first sermon in Hawaiian was not one of the local New England missionaries, but the Reverend William Ellis who was visiting from Tahiti. Rev. Ellis had already learned Tahitian and was thus able to acquire Hawaiian in few weeks when the resident missionaries who had been studying Hawaiian for years were still teaching and giving sermons through English.

Missionary teaching was concentrated in boarding schools and in English language schools such as the Chiefs Children's School and Punahou School. The division between the Hawaiian-taught and missionary-taught schools is still evident in the public-private school division found in Hawai'i today. Hawai'i's public schools conducted in the local language by local born teachers were extremely successful in educating the citizens of the kingdom. Indeed, it is often claimed that Hawai'i had the distinction of having the most literate citizenry of any nation in the world in the 1800s. Over 100 different newspapers were printed in Hawaiian during the 1900s with writers, editors, and readers products of Hawai'i's Hawaiian-medium public schools. While the English often boast of the fact that they are among the few European peoples whose ancestors recorded a full pre-Christian epic poem -- Beowulf --, Hawaiian writers such as Malo, Kepelino, Kamakau, and others educated in Hawaiian schools preserved an ancient literature much larger than that of the English including such works as La'ieikawai, Mo'ikeha, the Romance of Pele, and Lohi'au, Kawelo, and many others.

The respect of nineteenth century Hawaiians for their own culture and writers is evident in the fact that Malo was appointed the head of Hawai'i's Department of Education (DOE). In the mid eighteen hundreds, however, a former missionary, Richard Armstrong, replaced David Malo in that position. Mr. Armstrong advocated replacing public schools taught through Hawaiian with public schools taught through English and replacing local born school teachers with teachers imported from the United States and England. Armstrong instituted a policy restricting the budgets of the Hawaiian schools in favor of the English schools.

There was resistance to the move to transform the public school system to an exclusively English system. Governor Kekuanao'a, head of the Board of Education, issued a report pointing out that Hawaiian was a fully capable vehicle for teaching any subject, that teaching Hawaiian children in English rather than Hawaiian would make such children look down on their own people, and that replacing Hawaiian with English would destroy the individuality of Hawai'i. Similar arguments were being heard elsewhere in the Pacific from New Zealand to Japan where Englishmen and Americans were trying to convince local governments that to use any language other than English in any Pacific Nation's schools was primitive and backward.

Armstrong and other advocates of changing Hawai'i's school language were successful in establishing a number of public English schools in cities and towns using imported teachers. The

continued on page 10

Hawaiian public schools struggled with book shortages, salary inequities, and European centered prejudices during a colonial period when Hawai'i was one of a handful of places in the world that had escaped outright foreign control. In spite of the language battles in the DOE, Hawaiian still remained the language of all Hawaiians and of interethnic communication in the streets. Even children who attended English schools learned to read and write their native language because many Hawaiian children their age still attended Hawaiian schools and adults conducted government, religious, and cultural business in Hawaiian.

Public schools taught through the local language by local teachers were struck a mortal blow, however, in 1893 when the Hawaiian monarchy was overthrown. It now became government policy to eliminate the Hawaiian language, and the Hawaiian public schools were abolished under the school language law of 1896. Many Hawaiians today blame this law for the extermination of the Hawaiian language. In the six main inhabited Hawaiian islands, children who spoke Hawaiian even on the playground were physically punished. Teachers feared that speaking Hawaiian even to explain something to a child on his or her first day of school could result in being fired. Parents were visited by teachers and told that to continue speaking Hawaiian at home would have negative repercussions on their children in school.

The school-directed campaign against Hawaiian resulted in Hawaiian being replaced with Pidgin English as the preferred language of most non-Caucasian children born in Hawai'i between 1900 and 1920. Pidgin has since come to be viewed by some as the primary language of identification for Hawaiians. Previous to 1900, most children born in Hawai'i grew up speaking Hawaiian regardless of the ethnic language spoken in the home and many learned English as a foreign language. Ironically, the forced use of English in the schools did not result in Hawaiian children learning English better than their parents, if that were the goal of the English-only policy, and there is reason to think that it was not. Linguistic studies have shown that the English of children born before 1900 is closer to standard English than the Pidgin spoken by later generations of local children who never spoke Hawaiian.

The loss of the Hawaiian language also resulted in a decreased in literacy among Hawai'i's public school system. Efforts by Hawaiian legislators in the 1920s to include Hawaiian as a ``foreign'' language in Hawai'i schools had no real effect in providing for a future for Hawaiian as a living first language, and even these laws were often left unenforced by the territorial government that was controlled from Washington.

In the 1970s, new ideas regarding the equality of peoples and cultures reached Hawai'i, and a new interest developed in righting the wrongs of the previous century. Efforts to provide opportunities for children to learn Hawaiian as a foreign language again emerged. The University of Hawai'i established Hawaiian language and Hawaiian Studies degrees taught primarily through English. Hawaiian was even made an official language of Hawai'i again. Learning about Hawaiians was now encouraged, but in the euphoria of strengthening the study about Hawaiians few realized that it was still illegal to use the Hawaiian language in the schools -- to actually be Hawaiian in a linguistic sense.

In 1984, preschools taught entirely in Hawaiian called Punana Leo opened and immediately ran into problems because antiquated laws and policies blocking the use of Hawaiian were still in effect. Families involved in the Punana Leo lobbied extensively to change state laws denying private Hawaiian schools the same rights accorded to Japanese and Chinese foreign language schools as well as the law forbidding the use of Hawaiian as the medium of instruction in the public schools. The effect of the old school language law on Niihaw school and the last thirty native Hawaiian speaking children in the world also became an issue in the legislature.

In 1987, the 1896 instituted restriction on use of the Hawaiian language in Hawai'i public schools was removed by the State Legislature, and that same year, the DOE implemented Papa Kaiapuni Hawai'i, Hawai'i's first Hawaiian-medium elementary programs in nearly a century. The nucleus of the children in the program as well as the teaching materials came from the Punana Leo. In 1989, the legislature instituted special funding for a center at the University of Hawai'i at Hilo to train Hawaiian speaking teachers and develop instructional materials in Hawaiian. Additional funding was provided by the legislature for evaluation and supplementary reading materials. The evaluations of the children in Papa Kaiapuni Hawai'i show that these children are performing at or above grade level academically, that they have the same level of fluency in English as their peers in public schools taught through English, and that their ability in Hawaiian exceeds that of students studying Hawaiian at the university level.

As in the public Hawaiian medium schools of the 1800s, today's Hawaiian-medium schools include children from non-Hawaiian as well as Hawaiian ancestry. These children are carrying on a public educational heritage unique in the United States and revitalizing the Hawaiian language - the one feature believed by many as indispensable for the future survival of Hawai'i's world famous indigenous culture. Although the scars of nearly a century of repressing the Hawaiian language has frightened some Hawaiians away from education in Hawaiian as if it were the inferior institution that the language suppressors claimed, more and more Hawaiians are enrolling their children in modern Hawaiian medium schools that promise a future for Hawaiian culture as proud as its glorious past.

Reprinted from the May, 1991, issue of the Hawaiian Studies newsletter Ka Ka'ama'a. Dr. Wilson has been active in helping restore the place of Hawaiian language and culture to Hawaiian schools.

<NABE>

Seeking Nominees for NABE Executive Board

The National Association for Bilingual Education is soliciting nominations to fill seven positions on its Executive Board of Directors. The positions and length of elected term (all terms commence on June 1, 1992 and end on May 31st of either 1993 or 1994) are as follows :

At-Large Board Member - 3 positions, two for 2-year terms, one for 1-year term
Parent Representative - 1 position for 2-year term
Central Regional Representative - 1 position for 2-year term
Eastern Regional Representative - 1 position for 1-year term
Western Regional Representative - 1 position for 1-year term

Duties: Board Members are expected to: set policy for the Association; oversee the Association's programs and operations; promote the Association's mission and development; and provide Association representation to public and professional groups and policy-making bodies.

Board duties will occupy approximately 35-50 days a year, with a minimum of 25 days of travel, mainly on weekends and holidays, to attend Board meetings, the Association's annual conference, state conferences, etc.

Compensation: No salary, limited expense reimbursement. Knowledge that you are part of an exclusive leadership team reshaping U.S. education to meet student needs and national challenges.

Qualifications: Individuals seeking nomination must be dedicated to improving the quality and effectiveness of American education, particularly for language-minority children and their families. Candidates are expected to be thoroughly familiar with bilingual education either through substantial personal or professional experience. To be nominated, an individual must be a current (1991 - 92) member of NABE and must have been a member for the preceding year.

Candidates should be viewed as leaders by their peers. They should have available strong, reliable personal and professional support networks. Candidates are expected to put the interests of children and the Association at the top of their agendas.

The ideal candidate is a resourceful individual with strong interpersonal skills who enjoys teamwork and problem-solving. Must be willing to both teach and learn. A sense of humor is a definite plus.

Governance Changes, *from page 1*

The following chart lists the Executive Board positions and terms of office which will be open for nomination and election for this coming year and in the two years following.

1992-93 Executive Board
Nominated in Albuquerque
Term: June 1, 1992 - May 31, 1993

President	Filled by current (1991-92) President-Elect for 1 year term (1992-93)
At-Large Board Member	Filled by current President for 1 year term (1992-93)
At-Large Board Member	Nominated/Elected for 1 year term (1992-93)
At-Large Board Member	Nominated/Elected for 2 year term (1992-94)
At-Large Board Member	Nominated/Elected for 2 year term (1992-94)
Parent Representative	Nominated/Elected for 2 year term (1992-94)
Central Regional Representative	Nominated/Elected for 2 year term (1992-94)
Eastern Regional Representative	Nominated/Elected for 1 year term (1992-93)
Western Regional Representative	Nominated/Elected for 1 year term (1992-93)

Vice-President and Secretary/Treasurer to be selected by Executive Board from among the four At-Large Board Members

1993-94 Executive Board
Nominated in Houston
Term: June 1, 1993 - May 31, 1994

At-Large Board Member	Filled by current President-Elect (1991-92) for 1 year term (1993-94)
At-Large Board Member	2nd year of 1992-94 term
At-Large Board Member	2nd year of 1992-94 term
At-Large Board Member	Nominated/Elected for 2 year term (1993-95)
At-Large Board Member	Nominated/Elected for 2 year term (1993-95)
Parent Representative	2nd year of 1992-94 term
Central Regional Representative	2nd year of 1992-94 term
Eastern Regional Representative	Nominated/Elected for 2 year term (1993-95)
Western Regional Representative	Nominated/Elected for 2 year term (1993-95)

President, Vice-President, and Secretary/Treasurer to be selected by Executive Board from among the five At-Large Board Members

1994-95 Executive Board
Place of Nomination TBD
Term: June 1, 1994 - May 31, 1995

At-Large Board Member	Nominated/Elected for 2 year term (1994-96)
At-Large Board Member	Nominated/Elected for 2 year term (1994-96)
At-Large Board Member	Nominated/Elected for 2 year term (1994-96)
At-Large Board Member	2nd year of 1993-95 term
At-Large Board Member	2nd year of 1993-95 term
Parent Representative	Nominated/Elected for 2 year term (1994-96)
Central Regional Representative	Nominated/Elected for 2 year (1994-96) term
Eastern Regional Representative	2nd year of 1993-95 term
Western Regional Representative	2nd year of 1993-95 term

President, Vice-President, and Secretary Treasurer to be selected by Executive Board from among the five At-Large Board Members

How to be nominated for the NABE Board

Candidates for positions on the NABE Executive Board are selected by the Nominating Committee, which meets during the Annual NABE Conference. The Nominating Commitee is composed of one delegate from each NABE Affiliate in good standing. The delegate, who must be a NABE member in good standing, is appointed by the Affiliate President.

If you are interested in running for a position on the NABE Board, you should contact your Affiliate President (see list on page 16) to find out who will be representing the affiliate at the Nominating Committee Meeting. Then contact that person to express your interest in being nominated. A candidate information sheet, listing your qualifications for the position, should be filled out and then taken to the Nominating Committee Meeting by an official delegate. Before the meeting, the delegate should check the NABE membership records to verify that each candidate has been a NABE member for two consecutive years (1990-91 and 1991-92).

Since each nomination must be made and seconded, you should contact other affiliates to inform them of your interest in running for the Executive Board. Many states informally caucus prior to the Nominating Committee meeting, so it is important to let people know you are interested.

The Nominating Committee meeting will take place on Thursday, January 30, 1992 from 2:00 pm - 4:00 pm. Only official delegates can attend the meeting. Candidate information forms and/or certification of NABE membership may be obtained at the Supervisor Station in the Conference Registration area of the Albuquerque Convention Center.

NABE needs good leaders. If you have the vision, the skills, the time, and the resources necessary, we urge you to run for office!

<NABE>

NABE CANDIDATE INFORMATION SHEET

POSITION FOR WHICH NOMINATED:____________________________

NAME:____

HOME ADDRESS:_______________________________________

HOME PHONE:____________

OFFICE ADDRESS:_____________________________________

OFFICE PHONE:___________

EMPLOYMENT/PRESENT POSITION:____________________________

____

NUMBER OF YEARS IN POSITION:______

PREVIOUS POSITIONS: (DATES, TITLE, ORGANIZATION):____________

____

____

____

____

____

EDUCATION: (DEGREE, MAJOR, INSTITUTION):___________________

____

____

OTHER LEADERSHIP EXPERIENCE RELEVANT TO NOMINATION:

____

____

NABE ORGANIZATION EXPERIENCE:

NABE MEMBER SINCE:_______

AFFILIATE MEMBERSHIP:___________________________________

POSITIONS HELD IN THE AFFILIATE (YEAR & POSITION):

NABE STANDING COMMITTEE MEMBERSHIPS (YEAR & COMMITTEE):

NABE EXECUTIVE BOARD POSITIONS HELD (YEAR & POSITION):

OTHER NABE ORGANIZATIONAL RESPONSIBILITIES/CONTRIBUTIONS:

50-WORD CANDIDATE'S STATEMENT:

News from NABE'S Central Region

by Dr. Alicia Salinas Sosa

Article by Texas Bilingual Education Teacher Published

An article written by Texas Association for Bilingual Education member Laura Codina is to be published in the October-November issue of a national teachers magazine, *Creative Teaching*. The issue will highlight multicultural issues in America.

"Jalapeño Holiday: Linking the Generations in a Bilingual Integrated Project", provides creative ideas for integrating culture into the content areas. Codina wrote the piece after participating in a summer inservice, "Wise Writing in the Schools of Edgewood," provided by the Edgewood Independent School District. The three-week inservice session was designed after the acclaimed New Jersey Writing Project.

Kansas Includes Services to LEP Students in Accreditation Process

The Kansas Board of Education has established an Education Quality Performance Process. The accreditation process will include an examination of services to LEP students, who currently number well over 40,000. The Multifunctional Resource Center in Oklahoma reports that in the coming year, the state plans to work closely with the school districts which have LEP students in the state program that are part of the Quality Performance Accreditation (QPA) process. Fifty school districts having significant numbers of LEP students will form part of the pilot school districts.

Although the state does not mandate a model of ESL or bilingual education, it does plan to set guidelines for paraprofessional staff funded by the state legislation, targeting services to LEP students. Training will also be provided for administrators and teachers who work with LEP students.

Oklahoma Seeks Minority Teachers

The passage of House Bill 1017 in 1990 is providing minority students an opportunity to explore what being a teacher is all about. The legislature directed the Sate Board of Education to work with the state Regents for Higher Education in developing a minority recruitment program that would also include training and placement. The goal of the program is to bring ethnic and cultural diversity into the classroom.

Students will be placed in cross-cultural classrooms to help prepare them for teaching in classrooms having diverse student populations. Through the leadership of Than Van Anderson, several programs have been implemented. Students can participate in the Middle School and Pro-Team Programs which include activities such as peer tutoring, assisting in classrooms and volunteering for community activities. At the high school level, bright, motivated students who are interested in a teaching career can join the Teacher Cadet Program. They will have direct contact with teachers and students.

The goal of the program is to bring ethnic and cultural diversity into the classroom.

Other programs include the Mentor Program that will develop a listing of individuals willing to speak before students, assist them in their homework and provide them with motivation and support. The center also maintains a Vita Bank, includes college support programs, inservice and conference programs for administrators and multi-cultural education and training programs for university personnel.

This effort is expected to yield very positive results, The number of minority teachers has decreased as the number of minority students has increased. Teachers from diverse racial and linguistic backgrounds will enrich the lives of all students. For further information, write Ms. Than Van Anderson, Minority Teacher Recruitment Center, 500 Education Building, State Capitol Complex, Oklahoma City, OK 73105-4503 or call (405) 524-9159.

<NABE>

POSITION VACANCIES

The Pennsylvania State University

Tenure Track starting Fall 1992

1. Associate Professor

Requirements include: earned doctorate with emphasis in bilingual education; publications record; Spanish/English fluency

2. Assistant Professor

Requirements include: earned doctorate in early childhood bilingual/ESL education or related fields

Send letter stating position of interest, vita, copies of transcripts, copies of representative publications (if available), and names of three academic references to:

Dr. Thomas Yawkey
Box NABE
159 Chambers Building
University Park, PA
(814) 863-2937

Deadline: January 15, 1992, or until positions are filled.

AA/EOE.

NABE AFFILIATES

Alaska Association for Bilingual Education
President: Kristina Tornqvist
Box 1641
Nome, AK 99762
Phone: 907 443-5299/5201

Arizona Association for Bilingual Education
President: Mary Grace-Hamp
1317 E. Dava Drive
Tempe, AZ 85283
Phone: 602 839-7458

California Association for Bilingual Education
President Terry Delgado
926 J Street, Suite 810
Sacramento, CA 95814
Affiliate Office Phone: CABE OFFICE
(916 447-3986)

Colorado Association for Bilingual Education
President: Lorenso Aragón
316 Aspen Drive
Brighton, CO 80601
Phone: 303 492-5416

Connecticut Association for Bilingual Education
President: Myrella Lara
#140 Capt. Thomas Blvd.
West Haven, CT 06516
Phone: 203 854-4090

Florida Association for Bilingual Education
Vice President: Delia García
8424 SW 81st Terrace
Miami, FL 33143
Phone: 305 554-2647

Idaho Association for Bilingual Education
President: Jesús de Leon
Van Buren Elementary
1109 Denver Street
Caldwell, ID 83605
Phone: 208 455-3326

Illinois Association for Multilingual/Cultural Education
President: Julio Cruz
School Service Center #3
2021 West Schiller
Chicago, IL 60622
Affiliate Phone: 312 534-4255
Fax No. 312 534-4272

Indiana Association for Bilingual Education
President: Current information unavailable

Kansas Association for Bilingual Education
President: Grace Blum
217 N. Water
Room 315
Wichita, KS 67202
Phone: 316 833-4158

Louisiana Association for Bilingual Education
President: Mildred Falagan-Girona
PO Box 41226
Baton Rouge, LA 70835-1226
Phone: 504 922-5513

Maryland Association for Bilingual Education
President: María C. Torres
Address: Maryland State Dept. of Educ
200 West Baltimore Street
Baltimore, MD 21201
Phone: 301 333-2640

Massachusetts Association for Bilingual Education
President: David Groesbeck
216 West Street
Holyoke, MA 01040
Phone: 617 522-7100

Michigan Association for Bilingual Education
President: Samir Haddad
11410 Charest
Hamtranck, MI 48212
Phone: 313 366-3033

Montana Association for Bilingual Education
President: Minerva Allen
Hays/Lodge Pole Schools
Box 331
Hays, MT 59527
Phone: 406 673-3122

New Jersey TESOL/Bilingual Education
President: Barbara Tedesco
91 Cameo Place
Colonia, NJ 07067
Phone: 908 298-2046

New Mexico Association for Bilingual Education
President: Julia Rosa Emslie
2109 South Ave 1 Place
Portales, NM 88130
Phone: 505 562-2147

New York Association for Bilingual Education
President: David E. Baez
291 Bayness Street
Buffalo, NY 14213
Phone: 716 884-9870

Ohio Association for Bilingual Education
President: Current information unavailable

Oklahoma Association for Bilingual Education
President: Earlene Kinder
309 S. Meigs
Ft. Gibson, OK 74434
Phone: 918 473-2239

Pennsylvania Association for Bilingual Education
President: Current information unavailable

Puerto Rico Association for Bilingual Education
President: Naomi Vega
HC 645, Box 5033
Kennedy Hill
Trujillo Alto, PR 00760

Rhode Island Association for Bilingual Education
President: Current information unavailable

South Dakota Association for Bilingual Education
President: Ray Howe
Box 525
Martin, SD 57551
Phone: 605 685-6444

Tennessee Association for Bilingual Education
President: Sara V. West
Rutherford County Bilingual Office
Central Middle School
East Main Street
Murfreesboro, TN 37130
Phone: 615 890-5728

Texas Association for Bilingual Education
President: Ramon Alaniz
Address: Laredo State University
1 West End Washington St.
Laredo, TX 78040
Phone: 512 722-8001

Utahs EM/LMS/Bilingual Education
President: Jesse Soriano
Mt. West Educational Equity Center
Weber State College
Ogden, UT 84408
Phone: 801 626-6650

Virginia Association for Bilingual Education
President: Harold Chu
George Mason University
Dept. of Educ.
4400 University Drive
Fairfax, VA 22030
Phone: 703 993-3688

Washington Association for Bilingual Education
President: B. Gloria Guzmán Johannessen
Route 3, Box 192H
Vashon, WA 98070
Phone: 206 941-6700

Wisconsin Association for Bilingual Education
President: Elena Castañeda
5542 Cambridge Lane
Apt 2
Racine, WI 53406
Phone: 414 653-6309

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
1991-1992 MEMBERSHIP APPLICATION
NOVEMBER 1, 1991 - OCTOBER 31, 1992

____ $ 48	Individual Membership: Membership and NABE Publications
____ $ 43	Combined Membership: Save if you are a current individual member of a NABE Affiliate Name of affiliate:________________________
____ $ 65	Joint Membership: Two memberships (couple living at same address) and one copy of NABE publications
____ $ 125	Institutional Membership: Subscription to NABE publications for IHEs, libraries, ed. agencies, and commercial vendors
____ $1,000	Life-Time Membership and NABE publications for Life

____________________ ____________________ __________

Last name **First name** **Initial**

Preferred Mailing Address:_______**Business** _______**Home**

BUSINESS ADDRESS

____
Position
____
Division
____
Organization
____
____
Street Address
____
City State Zip
( )____________________
Business Phone Ext.

HOME ADDRESS

____
Street Address
____
Street Address
____
City State Zip
( )____________________
Home Phone Ext

I am invovlved in bilingual education as: (check one)

( ) Parent or Community Person
( ) Para-professional
( ) Full-time Student
( ) Teacher
( ) College Instructor
( ) Administrator
( ) Consultant
( ) Publisher Staff
( ) Resource Center Staff
( ) School Board Member/Education Policy Maker
( ) Other:____________________

As a NABE Member, I want to participate in the following Special Interest Group (chose one)

( ) Adult Education
( ) Asian & Pacific Islanders
( ) Critical Pedagogy
( ) Early Childhood Education
( ) Elementary Education
( ) ESL in Bilingual Education
( ) Global Education
( ) Higher Education
( ) Instructional Technology
( ) Language & Culture Retention
( ) Language Policy
( ) Parent & Community
( ) Policy Makers
( ) Research & Evaluation
( ) Student
( ) Secondary Education
( ) Special Education
( ) Vocational Education

PAYMENT INFORMATION

SEND PAYMENT TO: NABE, 810 First Street, N.E., Third Floor, Washington, D.C. 20002

$________Membership Fee

$________Contribution to help NABE counter the English-Only movement

$________ TOTAL

Signature:____________________

________ Personal Check or Money Order

Credit Card:____ Visa ____ MasterCard
Credit Card Number:________________
Expiration Date:________________

Date:________________

Project 1000

Recruiting, Admitting, and Graduating an Additional 1000 U.S. Hispanic Graduate Students

Project 1000 is a national initiative to assist Hispanic students in gaining admission to Master's and Doctoral programs by helping students through the application process with a variety of services. The toll free number staffed by a team of bilingual academic advisors, allows students to call and receive extensive counseling about the application process, graduate programs, types and availability of financial aid, GRE preparation, and general graduate school advisement. Project 1000 not only simplifies the application process, but it makes it much more affordable for Hispanic students. With the common application, students can apply to up to ten different participating graduate schools, and in most cases, application fees are waived!

Special features include:

* No fees charged for services to either student or institution

* One application packet duplicated and mailed to up to ten universities of the student's choice out of the 71 that are participating

* The use of a national (including Puerto Rico) toll-free telephone number for information regarding the Project, applications, etc.

* Bilingual (English/Spanish) advisors and staff members available for providing information

* Information available on Financial Aid sources

* Constant individualized communication and follow up on student's application status

* Free workshops and information to help students preparing to take the GRE

All U.S. citizens or permanent residents of Latin American Hispanic ethnic origin are eligible to apply. The project is intended for Hispanic students entering a master's degree program and/or Doctoral degree program in fields of study in which the GRE is used as one criterion for admission.

The main office is housed at the Hispanic Research Center at Arizona State University where the Director, staff members and advisors are located. Arizona State University is in Tempe, Arizona.

The project has been made possible by funding and other support form the Carnegie Corporation of New York, the Pew Charitable Trusts, the Educational Testing Service, Arizona State University and the prior support of the U.S. Department of Education's Fund for the Improvement of Post Secondary Education. Thanks to the continued support from these organizations and new funding from the Alfred P. Sloan Foundation, Project 1000 has expanded its ability to serve prospective U.S. Hispanic graduate students, especially those applying to the physical sciences, engineering, mathematics and technology disciplines.

For more information, contact PROJECT 1000 c/o The Graduate College, Arizona State University, Tempe, AZ 85287-1003, 1(800) 327-4893.

<NABE>

University of Southern California Vacancy Announcement

USC is seeking to hire a fulltime Tenure-Track faculty person (open rank) for 1992, in the area of Reading and Writing.

Applications are sought from: highly qualified and motivated individuals with an earned Doctorate, research competence and evidence in literacy related areas, knowledge and experience in metropolitan schools, cultural diversity, bilingualism and schooling, competence and experience in metropolitan teacher education, and in literacy and curriculum and instruction.

The faculty person will teach and advise in degree and credential programs.

Evaluation of Materials should include: Letter of interest and application; a current vitae, and the names and addresses and telephone numbers of 3 current references.

Evaluation will begin January, 28, 1992, but applications will be accepted until position is filled.

Send Materials to:

Reynaldo F. Macías, Chair
Faculty Search Committee
for Literacy Position
USC School of Education
University Park--WPH 1000
Los Angeles. CA 90089-0031

phone: 213-740-3288
fax: 213-740-7101

News from NABE's Special Interest Groups

Parent and Community

by Norma Saavedra, Research Associate, Southwest Educational Development Laboratory in Austin, Texas

Along the Texas border down Mexico way, parents have undertaken significant roles in an effort to build strong partnerships with their local schools. As part of our research work at Southwest Educational Development Laboratory in Austin, Texas, a colleague and I set out to the Texas/Mexico border to investigate programs that promote home-school-community partnerships. After several site visits, we found parents throughout the Rio Grande Valley working with the schools and participating in training sessions that range from parenting skills to curriculum writing.

Many of these families live in rural communities where social and health resources are either scarce or limited to populations designated by funding guidelines. These rural, border areas have little to offer in terms of industry. Thus many of the residents find it necessary to travel to surrounding towns in order to find jobs which will allow them to meet basic survival needs.

In spite of limited resources and a poor economy, parents and school districts have pooled the strengths within their communities and are directing them towards programs which support their child's academic experiences. Hidalgo Independent School District (I.S.D.), a 35 mile stretch of rural area that sits directly across the border line with Reynosa, Mexico, is a good example of such an effort. Alicia Longoria, Title VII Director in Hidalgo I. S. D., initiated a project that drew strong community involvement from the parents of children in grades Kindergarten through third grade and other community members.

Twenty-eight parents of children in the two elementary schools of Hidalgo met in the Spring of 1991 to participate in a writing project in which they developed what they call "Calendario de Actividades Para Asistencia Educativa." The Calendar has a total of 270 lessons written in Spanish, specifically for their predominantly Spanish-speaking community. The idea was a spinoff from a calendar of activities sent to the group by the Texas Education Agency. The objective of this writing project was to develop an extension for each of the activities noted in their calendar so that parents would be able to spend 15 minutes per day working with their children at home on a skill that was appropriate for the child's grade level. The parents formed four small groups of eight, and each group concentrated on one of the four grade levels-kindergarten through third grade. School staff guided the parents and edited their work.

When the project was completed, Alicia Longoria and her team of proud parents met to discuss ways in which they could best implement their new curriculum. This semester, each of the 28 parents who participated in the writing project are visiting four families in their homes and demonstrating ways to use the calendar of activities with their children. Meetings will be held with the newly participating families to discuss their experiences and to provide feedback on the program.

In the same school district, Eva Ramírez, Director of the Academic Excellence Program (Project SHARE), brought 41 parents together to develop a Home-Based Education Model that consists of stories, songs, games, rhymes and riddles for three-year-old pre-school children. All parents involved in writ-

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Higher Education

by Sylvia Cavazos Peña, Chair

The Higher Education SIG will meet from 11:30 am to 12:15 pm on Thursday, January 30 at the NABE conference. Members should refer to the final conference program for verification of time, date and meeting room.

Additionally, a session will be held on Friday for a focused discussion on the implications of certification by examination on bilingual/second language education teacher training programs. Our guest will be Rudy Rodriguez, chair of the department of Curriculum and Instruction at Texas Women's University in Denton, Texas. He is currently a Fellow of the American Council on Education. The topic is a timely one since many teachers can now secure endorsement in bilingual/ESL by taking the state examination an meeting the teaching experience requirement.

Other issues we may want to address during the open dialogue period include the following:

Accreditation: How will changes in the accreditation process with respect to cultural diversity/multicultural education affect teacher training programs? If teacher training programs will no longer be required to meet the multicultural education component, what are the implications for training regular elementary and secondary teachers?

Finance: How are budget reductions at the college level affecting bilingual/ESL programs? What are the implications for faculty recruitment?

Growth and Renewal: In view of the demographics, how can bilingual/ESL programs respond to the needs of the population? What renewal efforts need to be undertaken with respect to faculty development, program design and

coninued on page 22

Parent & Community, *from page 19*

ing these activities were first trained in the Bowdoin Method of Effective Patenting by Region I Education Service Center consultants, Mrs. Eva Ramirez and project staff. Some of the parents were also involved in making audio tapes to accompany the activities. Presently, parents are offering home-based training to families interested in implementing these activities with their three-year-old children.

Just north of Hidalgo is McAllen, Texas, a larger, urban area where we visited with Dr. Eva Hughes as she escorted us through three of the school district's four parent centers. On two evenings, parents and their children attend special two-hour sessions at their neighborhood school campus. During this time, parents participate in an ESL class, a computer literacy class and a patenting skills class. While the parents are in classes, their children in grades pre-kindergarten through fifth attend tutoring classes as well as computer-based reading and math sessions. Each center draws between 60 to 100 families!

In Edinburg, Texas collaboration is a key factor in an emerging parent involvement program based in one of the schools. Edinburg Independent School District Program Coordinator Lupita Chavez works closely with Principal Edna Olivarez at Robert E. Lee Elementary to support their Parents-As-Tutors Program. They also work with other school districts to coordinate training for their parents. For example, during our visit, two parents from Brownsville Independent School District, a neighboring school district, conducted a parent education session on motivation for parents of kindergarten and first grade students. These parents meet one afternoon a week in the school cafeteria for similar sessions and attend ESL classes on two other evenings. With the encouragement of the principal, parents bring their children along to participate in fun activities prepared especially for them.

Program Director Edna Tamayo leads a strong parent involvement program in each of the 15 elementary schools in Harlingen Consolidated Independent School District. Parents participate in a seven-week parent education program at their school campus. Six of the sessions address activities to be done at home. The last session focuses on information sharing with coordinators of special populations programs such as bilingual, gifted and talented, migrant, and Chapter I. As a result of home visits and consistent personal contact with families, the parenting sessions have drawn over 900 parents! A dropout prevention program also involves parents of middle school and high school students in workshops and sessions where both parents and students attend.

The school district encourages the continuous involvement of parents; it has, therefore, established parent centers at each school campus so that parents can work in a comfortable environment where they can also serve as role models for their children. Ongoing training is provided by staff to help parents develop their volunteer skills and gain confidence in becoming a part of the school support team. Ms. Tamayo attributes the strength of the program to the implementation of a concept which she describes as:

"Parent involvement is not a series of activities; it is a process. The process should create a positive change for parents such that it makes a difference in their lives not only in a school setting, but in the community as well."

In traveling throughout these communities, we found some revealing features common to the various parent involvement programs. One was a clear indication of support from many arenas, ranging form school board members, to superintendents, to school staff, parents and community. Another was the availability of funding to support these programs. Not only was the funding generous, but also flexible to allow the implementation of many innovative ideas. Collaboration was also apparent among staff and community and parents in an effort to facilitate involvement at all levels.

One of the most notable outcomes we observed was the enthusiasm radiated by parents as they walked into their schools to make choices and offer their resources. Although specific measurable outcomes in terms of academic performance of the children are not yet available, parents shared some promising results based on what they had witnessed in their own homes.

Ms. Dora Alicia Proa, a parent in Hidalgo voiced her satisfaction quite elegantly:

".....a través de mi participación in la escuela, he visto que se va haciendo un hábito la comunicación entre el hijo y el padre. Gracias por el apoyo de las autoridades educativas de este estado y de esta nación porque de sobra sabemos que la grandeza de este país está afincada en el trabajo laborioso de sus hombres y mujeres quienes han tenido una formación sólida a través de la educación que de todos es sabido, la cual sabemos debe iniciarse a temprana edad en el seno de nuestros hogares. Creo que esta nueva idea ligará y dará mejores resultados en bien de nuestros hijos.

Damos las gracias a las autoridades educativas y les pedimos que nos sigan apoyando con nuevas ideas, nuevos programas, para llegar juntos a esta nueva época del siglo XXI manteniendo la admiración y reconocimiento del mundo entero, no solo en el aspecto tecnológico y económico, sino para mantener también la supremacia demonstrada en el aspecto educacional de nuestro hijos!"

Translation: Throughout my participation at school, the communication between parents and children has become a habit. We appreciate the support of the education administrators of this state and nation because we know that the greatness of this country is rooted in the arduous efforts of men and women who have built a strong foundation through education at an early age in their own home. I believe this new idea of involving parents early on and establishing ties with their children and teachers will have better results for our

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Meet the NABE Board

NABE's Treasurer Rose Marie Medina

NABE News features another new board member, Rose Marie Medina, Treasurer. She is from our NABE 1992 conference site, Albuquerque, New Mexico. Prior to being elected Treasurer of NABE, Rose served as Treasurer for NMABE for three years. For several years she served on the program planning committee for the NMABE conference and was also social program coordinator responsible for student and adult entertainment. She has participated in numerous NABE conferences and was a delegate to the NABE Resolutions Committee in Miami, Florida (1989).

As a child growing up in Morenci, Arizona, Rose Marie was brought up in a bilingual-bicultural environment. She developed a love for her Mexican culture and the Spanish language during the frequent family trips to Mexico to visit her mother's relatives. Later, she moved to New Mexico where she enjoys living in a truly multicultural state.

After graduation from high school, Rose continued her studies at the University of New Mexico where she earned a bachelor's degree in Elementary Education and a minor in Music Education. Upon graduation Rose traveled throughout Mexico and fulfilled a lifetime dream of visiting many countries in Europe. These experiences encouraged her to further her study of the Spanish language and to pursue a master's degree in Bilingual Education.

Rose's passion for travel which had been instilled in her since a young child became even more intense as she yearned to learn more about the various languages and cultures of the world. Her travels throughout the USA, Mexico, Europe, South America and the Caribbean have enhanced and enriched her teaching as she strives to give her students a more global perspective, a love for languages and an understanding, appreciation and respect of people and cultures of the world. Her fascination with the different European cultures and the facility with which the languages of Europe are spoken left a lasting impression on Rose. She returned with a heightened appreciation of the nation in which we live and a determination to impress upon her students the importance of believing in themselves, taking pride in their cultural heritage and pursuing all their goals in a country where dreams can become realities.

During her teaching career with the Albuquerque Public Schools, Rose has had a variety of experiences which include being a regular bilingual classroom teacher and an itinerant bilingual/ESL teacher working throughout the city in many schools with different cultural and linguistic milieus. She has learned to adjust to many different approaches to Bilingual and ESL Education as she worked with teachers and educational assistants. Her classes were chosen by resource specialists in the Albuquerque Public Schools as model classrooms for visitors to observe. At this time she was also involved in curriculum development for the district's Bilingual Program as well as organizing and coordinating fiestas, fine arts and community projects.

Presently, Rose is working as a bilingual resource teacher with grades K-5 . Her classroom presentations are fun and motivating; always including poems, rhymes and proverbs . Because of her musical background, songs and dances are integral parts of the curriculum in Rose's classroom. Her busy schedule does not allow her to do more consultant work outside of the Albuquerque School District. She has presented statewide workshops on Bilingual Education to administrators, teachers, and parents.

Rose Marie was the recipient of the Association for Curriculum Development's Focus on Excellence Award in 1988. The following year, she was selected as a participant in the Hispanic Culture Institute funded by the National Endowment for the Humanities. In 1990, she was also selected as a participant in the "Instituto de Literatura Infantil" in Madrid, Spain for a six week course focusing on children's literature. As a follow-up to this institute she has prepared a curriculum centered on Hispanic Children's Literature and has presented portions of this curriculum at teacher training seminars. This curriculum will be disseminated statewide through the Title VII Office at the New Mexico State Department of Education.

Rose is delighted with the professional growth opportunities provided through service on the NABE Executive Board. One of the biggest contributions to her personal and professional life has been the opportunity to meet different people on the NABE board from across the country who have had many and varied experiences in bilingual education. She is excited about all that is happening in Bilingual Education at the national and state level. Rose is a tireless worker who always discharges her board duties in an efficient and gracious manner. Our NABE treasurer welcomes everyone to the Land of Enchantment and says "See you in Albuquerque at the NABE conference in January!"

<NABE>

Parent & Community, *from page 20*

childrens' future.

We thank the Department of Education and ask that they continue supporting us with new ideas and new programs so that we can enter the 21st Century together, maintaining the admiration and recognition of this world, not only economically and technologically, but also in the superiority demonstrated in the education of our children!

<NABE>

Higher Education, *from page 19*

course development?

Of course, members may bring other matters before the SIG for discussion. We will also need to elect a new chair and decide on action items as necessary.

There are no dues collected for the SIG so any IHE faculty/staff member in bilingual/second language education is invited to the meeting. Again, remember to consult the final conference program for information on meeting date, time and location.

<NABE>

EDUCATIONAL ADMINISTRATION FACULTY

Tenure track faculty position (rank open) in educational administration.

Provide leadership and teach graduate courses in school administration at California State University, Long Beach.

Multicultural/urban experience preferred.

Earned Doctorate required.

Send current resume, three letters of reference, and a recent publication by February 5 to:

Dr. Russ Orpet Educational
Administration Search Committee
CSULB
Long Beach, CA 90840-2201.

AA/EEO/Title IX

Ann Landers Advises on Bilingual Education

Ann Landers recently provided the following advice regarding bilingualism.

Dear Ann Landers: My husband and I have a difference of opinion regarding the upbringing of our 13-month-old child. Here's the problem:

My mother, who temporarily lives with us, was born in Germany but speaks impeccable English. My husband insists that my mother will confuse our child by speaking or singing to him in German. Is he right or wrong?

Serious Disagreement in Illinois

Dear Serious: He's wrong. Children who grow up in bilingual families do not become confused. Speaking in two languages is natural for them. In today's world, the child who is bilingual or trilingual has a big advantage. Encourage it.

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April 1, 1992

NABE NEWS

Volume 15 - Numbers 4 & 5

Published by the National Association for Bilingual Education

NABE '92 CONFERENCE BREAKS ALL RECORDS

6,000 Attendees "Enchanted" by Albuquerque!

Nearly 6,000 conference delegates - seventeen hotels - one hundred fifty-five concurrent sessions - seven institutes - sixteen school visits - 200 exhibit and job fair booths - 50 local crafts exhibits - continuous student entertainment - dynamic keynote speakers - a luncheon and banquet each seating 4,000 people - an incredibly long line to get an autographed Amado Peña poster - all this and more made NABE '92 in Albuquerque, New Mexico the biggest and most exciting NABE Conference ever held!

The Opening Ceremonies for NABE's 21st Annual Conference began with a welcome activity conducted by the students of Larry Torres from the Taos International High School in Taos, New Mexico. Dressed in the native costumes of the original peoples of the state, the students welcomed NABE '92 participants in many different languages. Welcoming messages were also given by Albuquerque Mayor Luis Saavedra, members of the New Mexico Congressional Delegation Senator Pete Domenici, Representative Bill Richardson, and Senator Jeff Bingaman, New Mexico Governor Bruce King, and Juan de Dios Rodríguez, Undersecretary of Elementary Education of Mexico. NABE President Paul Martínez, a native of New Mexico, delivered a personal welcome and his speech is reprinted in the *Message from the President* column in this issue.

Opening night keynote speaker Jeannine Pease-Windy Boy, President of Little Big Horn College, addressed the conference on "My Language is My Life." A member of the Indian Nations at Risk Task Force, Ms. Pease-Windy Boy traced the tribal college movement and explained how native scholarship is central to Native American survival and that the native language is the vehicle for native scholarship. Values are conveyed through their languages; libraries exist in their elders; and there are scholars throughout the community. In closing her moving speech, Ms. Pease-Windy Boy quoted the motto of the last graduating class at Little Big Horn College, "From this lodge, pour us a dream to become. And from this lodge, our home, we have life and we have a dream that we will become. We will become educated on our terms, in our language, within our culture."

The NABE '92 Exhibit Hall featured more than 200 booths displaying the latest educational products and materials and job opportunities.

The keynote speaker at the Second General Session was Dr. Leonard Olguín, a professor from California State University at Long Beach. Citing the demographics of many large school districts where minority students constitute a majority of students enrolled, he noted that teachers need to start referring to language-minority students as "our students," rather than as "those" students and suggested using the term "two-language children." He pointed out that if schools don't meet the needs of language-minority students, then it is the school district and/or the program that should be labeled "at-risk," not the students.

Former Denver Mayor Federico Peña addressed the conference at the Third General Session. He examined the six national education goals in light of five trends in the U.S. economy, including globalization, accelerated technological advances, the shift from manufacturing to production of services, the shortage of skilled and literate workers, and the decline in lower-skill jobs. He identified two major flaws with the national education goals: 1) the implicit

Continued on page 28

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AND MUCH MORE!

NABE NEWS

Published by the National Association for Bilingual Education

Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 15 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/91
Issue 2, 11/01/91
Issue 3, 12/15/91
Issue 4, 02/15/92
Issue 5, 4/01/92
Issue 6, 5/15/92
Issue 7, 7/01/92
Issue 8, 8/15/92

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

Display Advertising (Camera-Ready):

Full Page (7.5" x 10")	$ 1,100
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
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NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Bicultural Education Conference--NABE '93--will be held February 23-27, 1993 at the George Brown Convention Center in Houston, Texas.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

BILINGUAL EDUCATION IS ALIVE AND WELL

by Dr. Paul E. Martínez

NABE President Paul Martínez welcomed participants to NABE '92 at the Opening Ceremonies on January 29, 1992. His remarks are reprinted here.

President Paul Martínez cuts the ribbon opening the Exhibit Hall, assisted by (to his left) Secretary Jerilynn Smith and Eastern Regional Representative Anna López

I'm so very pleased and honored to officially welcome you as President of NABE to our 21st Annual International Conference and more specifically to this historic state and city. Bienvenidos to Albuquerque and to New Mexico -- truly a "land of enchantment."

Ladies and gentlemen you are part of history tonight -- I'm happy to report that this is the largest NABE Conference in its 21-year history. There are over 5,000 people registered as of today. If by chance there are one or two nativists -- U.S. English or English Only proponents -- here who might have a doubt whether bilingual education is alive or who claim it is on the decline -- I say look around you, then get real. Stick around and join us; you'll learn a great deal.

Before I go to the core of my brief presentation tonight, let me digress for one minute to do something terribly important to me. This indeed is a night of celebration for those New Mexico pioneers sitting before me who are being honored for their contribution to bilingual education. Likewise, there is joy and celebration for their families and loved ones who are here tonight. I too want to recognize and honor several people who are here this evening -- namely my family.

In the audience this evening are my parents-in-law who have been so supportive of my work with NABE and have demonstrated their commitment by joining me at the last three NABE Conferences. Also here are my wife Myra and daughter Micayela who through their patience, caring, and understanding allow me to pursue opportunities which impact the lives of language minority students. My brother Ron has joined me this evening and I'm thankful for his support. He is my best friend, my confidant, the most constructive of critics, and a shoulder I frequently lean on. From him I have gained a love and respect for young children and a better understanding of the fundamentals of early childhood education. Last, I want to honor my parents who are both here. From my mother I have learned humility, self respect, and an appreciation for the belief that there is nothing more dignified in life than helping better the human condition. From my father I have inherited a strong work ethic, a love for the printed word, and a philosophy which underlies the notion that no matter what it takes I'll get the job done. This is in part my family and I'm honored they are here with me this evening.

Let me "break out" several themes for your consideration in the time I have remaining. I think many of you will agree that American education and more specifically - national school reform and restructure are at a critical juncture. As a nation we have developed a more heightened national awareness of the need to improve education for all children including linguistically different children. It's not at the level of awareness and sensitivity I'd like to see but enhanced nonetheless.

Across the country we are seeing increasing evidence that different types of programs (model programs, pilot programs, innovative programs, etc.) are indeed working for various school populations and across different content and program areas.

More specifically across this country we're also seeing evidence that different types of bilingual programs are likewise being effectively implemented and the results look promising. So when we say that bilingual education is working and is effective, we are in essence telling the truth.

So just as American education as a whole is challenged with implementing effective schooling and instruction on a more widespread level, we as bilingual educators need to do similarly, by guaranteeing that the students we serve and the programs that we are a part of not only provide effective instruction but gear themselves to ensure that students attain success at many levels. In that context, every single one of you here tonight has a responsibility -- you must play a role and

Continued on page 14

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Dear Colleagues:

Sponsoring the recent 21st Annual Conference in Albuquerque was one of DDL's most satisfying involvements. We were gratified by the tremendous response at our seminars and the overall upbeat atmosphere during the conference.

DDL's commitment to bilingual education, parental involvement, the development of quality bilingual product is paramount to our growth. Anything we can do to further the causes which NABE supports, we feel can only resound to our benefit.

NABE is to be congratulated for its foresight and efforts in helping bilingual educators to restructure schools for the 21st century bilingual child. DDL looks forward to positive growth of our partnership with NABE. Together our joint efforts can promote quality education through quality bilingual products and effective teacher training.

Count on us for continued sponsorship as we grow together in the 90s.

Best regards,

Justo Rey
Chief Operating Officer

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NABE'S 1992 HONOREE JOSHUA A. FISHMAN

Anyone who works in the field of bilingual education is a disciple of Joshua Fishman, whether they know it or not, for he was a leading figure in the establishment of the sociology of language, or sociolinguistics, as a field of study in the early 1960's. He defined this field as "examining the interaction between these two aspects of human behavior: the use of language and the social organization of behavior. Briefly put, the sociology of language focuses upon the entire gamut of topics related to the social organization of language behavior, including not only language usage per se, but also language attitudes and overt behaviors toward language and toward language users." Bilingualism and bilingual education, language planning and conflict, and attitudes toward linguistic minorities all fall within the realm of sociolinguistics.

Dr. Fishman's 1966 *Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups* is one of the most important studies ever conducted. His 1968 seminal work in the field of sociolinguistics, *Readings in the Sociology of Language*, and his 1970 textbook, *Sociolinguistics*, were equally important. Dr. Fishman also authored or edited many books familiar to those in the field of bilingual education, including *Bilingual Education: An International Sociological Perspective*, *Bilingualism in the Barrio*, and *Bilingual Education: Current Perspectives/Social Science*. Dr. Fishman has served as editor of the *International Journal of the Sociology of Language* since 1973. In recent years, Dr. Fishman has been an active opponent of the English-Only movement, eloquently describing the dangers inherent in such movements.

Born in Philadelphia and educated at the University of Pennsylvania and Columbia University, Dr. Fishman's 433 articles, 69 reviews and 63 books, monographs, and final research reports represent a life-time of dedication to the investigation into the connection between language and ethnicity. Dr. Fishman's professional career has taken him from the Jewish Education Committee of New York to the College Entrance Examination Board, to the City College of New York, and to the Albert Grainfield Center for Human Relations at the University of Pennsylvania. In 1960 he began his tenure at the Ferkauf Graduate School of Yeshiva University, serving as Dean and Professor of Psychology and Sociology, Vice President for Academic Affairs, and Director of the Ph.D. Program in Bilingual Developmental Psychology. Since 1988 he has served as Distinguished Professor, Social Sciences, Emeritus. Dr. Fishman has been a visiting professor and/or consultant to educational institutions throughout the world and has received numerous awards, honors, and honorary degrees.

For his eloquence, his intellectualism, his leadership, and his lifetime of dedication to linguistic minorities and minority languages, NABE was pleased to recognize Joshua A. Fishman as NABE Honoree for 1992. His acceptance speech is reprinted below.

The Struggle for Cultural Democracy

On a deeply personal occasion such as this, I hope you will agree that a few personal recollections may be indulged, particularly when they come from one of the old-timers -- one of the few old-timers still around -- who testified before the Senate Hearing Committee in favor of the original Bilingual Education Act in the mid '60's.

> ***"Thank God for Bilingual Education, both in the United States and throughout the world. It is a force to make the world better."***

I took it seriously, that hearing -- I was very young. I didn't quite understand why anyone could take it any other way. And even when that great Senator who has gone on to his great reward, George Murphy, who was California's gift to the U.S. Senate at that time, said to me, "Professor, let's go off the record". I knew something important was coming because important things only come off the record. He said to me, "Professor, when I was on stage on Broadway, we all spoke Yiddish on both sides of the curtain -- in fact, I taught Desi Arnez all of his Yiddish...of course he thought it was English!" Even that didn't cue me in that the proceedings were less than serious.

For me the Bilingual Education Act then, with all its deficiencies, was a welcome step forward in the direction of furthering cultural democracy in the United States. I said so then, and I've said so throughout the past nearly quarter century, and I say

Continued on page 6

FISHMAN, *from page 5*

so again tonight, thank God for Bilingual Education, both in the United States and throughout the world. It is a force to make the world better.

At an even more personal level though, let me say that the Bilingual Education Act and the bilingual education movement have helped me tremendously to sublimate and to transform the greatest tragedy of my life: namely, the genocidal annihilation of the language and the culture into which I was born, and in which I happily spent my infancy, and my childhood, and my adolescence. But by the time I entered college, it was gone...just gone...a blink in history. The demographic heartland of the language and culture was completely decimated...never to recover again. And its immigrant outcroppings throughout the world -- even in Philadelphia where I was born were too weak ever to attain intergenerational continuity. The culture simply withered, died and disappeared. A void was left where a complete way of life had been. I felt orphaned and cheated, and I've tried to cope with this loss ever since.

Perhaps that is why I came to believe so strongly, from early childhood, that every child has a right to feel secure in his or her culture as a verity -- an eternal verity. Every mother or father has the right to have his or her children grow up in his or her own cultural tradition, so as to be inspired by that tradition...to enact it...to be ennobled by it...to foster it. That is a basic right...a natural right...an ordinary human right.

But by the time I was in college, I had fully realized that this was not possible in my own case. I began to reshape the tragedy of being a cultural orphan into the blessings of a general struggle...the general struggle on behalf of the threatened cultures, the weakened languages, and unappreciated peoples, and yes, the insulted identities. For me, NABE is the major American outpost of this struggle. But I have also joined that same struggle in Ireland, and in the Basque country, and in Frieseland, and among the Mauri's, and among the Navajos and the Cataluna. In my courses and in my writings and in my lectures here, there, and everywhere around the world. I have been fighting not to let happen unto others that which unfortunately happened to me and to a whole generation ...to a whole culture.

> ***every child has a right to feel secure in his or her culture as a verity, an eternal verity***

Now in 1992, as our country gears up for a decade of tremendous problem solving, trying to solve problems that have too long been swept under the rug, or hidden by silly chit chat, NABE is the best hope of millions of parents and children, that their verities too will not be overlooked, and that the problems will not be solved at their expense, at the expense of those least able to pay. There cannot be a strong America of which so much is spoken nowadays-- whether it's strong politically, economically or educationally-- when parents and children are robbed of their cultures, when their languages and traditions are without honor in their own homes, in their own schools, in their own neighborhoods, and when mainstream children have no real chance to master a second language...to really master a second language and culture for contact with the real world.

The Cold War has come to an end, and now the struggle for cultural justice and democracy must come to the fore, and NABE must lead in that struggle. When I look out at this huge audience--it's really very surprising for me to see such a huge audience--and to see NABE so strong and vibrant, and young--we were all young when we started twenty-five years ago, I don't know how it happened that only I got older in this process! I look out at this huge audience of NABE members and friends, and I feel better about the future of that struggle, and about its chances, and about its dignity, and the new sense of community that it provides to those communities that are threatened. The struggle for cultural democracy provides us with community even if we have lost community.

So on this holy Sabbath eve, in this city so steeped in the mythology and in the current reality of Native Americans, of Latinos, and an often unrecognized variety of Anglos, and Asians, and Middle Easterners, I accept your recognition, and do so not only with humility, but with gratitude to NABE for its enabling me, and countless others too I'm sure, to go beyond personal tragedy and to attain collective dignity, responsibility, purposefulness, by the struggle for cultural democracy and cultural enrichment together. < NABE >

TWO FACULTY POSITIONS

The Elementary Ed. Dept. of the State University of NY at New Paltz invites applications for 2 tenure track, asst. professor positions to begin Fall 1992. Qualified candidates especially women and members of underrepresented groups encouraged to apply. Positions subject to budgetary approval.

READING: Teach undergrad. & grad. courses in reading, supervise pre-student teaching field experience, organize & operate a reading clinic, student advising, coordinate reading programs in Elementary Ed. Dept., committee work, research & publication. Ph.D. in reading, experience in elementary public school teaching & as a Reading Specialist, evidence of research & scholarly activities req'd. Preferred qualifications include: a broad background in reading, knowledge of Whole Language, & experience teaching in a clinic. Send resume and credentials to Dr. Nancy Gropper, Box 10, The College at New Paltz, NY 12561.

SCIENCE/MATH/BILINGUAL: Teach undergrad. & grad. courses in science & math or bilingual education. Supervise field experiences, student advising, committee work, research & publications. Ph.D., public elementary school teaching experience with emphasis on science, mathematics, or bilingual ed., evidence of research & scholarly work, professional involvement local, state, & nat'l. associations req'd. Send resume and credentials to Dr. Laura Sgroi, Box 10, The College at New Paltz, NY 12561.

Indian Nations at Risk Task Force Supports Bilingual Education

Jon Reyhner, Eastern Montana College

On December 3, 1991, Secretary of Education Lamar Alexander officially released the final report of the Indian Nations at Risk (INAR) Task Force. Chartered by former Secretary of Education Lauro Cavazos on March 8, 1990, the INAR Task Force gathered testimony at seven regional public hearings and at the annual conference of the National Indian Education Association, made 30 school site visits, and commissioned 21 papers from national experts on American Indian/Alaska Native education on subjects such as current conditions, funding, dropout prevention, curriculum, and so forth.

The Task Force in their Final Report gave strong support for bilingual/bicultural Indian education. The second of the ten goals for Indian education set by the Task Force states that "by the year 2000 all schools will offer Native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school."

In the Final Report's transmittal letter, the Task Force's co-chairs, former Secretary of Education Terrel H. Bell and former Alaska Commissioner of Education William G. Demmert, Jr., wrote:

> *The Task Force believes that a well-educated American Indian and Alaska Native citizenry and a renewal of the language and culture base of the American Native community will strengthen self-determination and economic well-being and will allow the Native community to contribute to building a stronger nation -- an America that can compete with other nations and contribute to the world's economies and cultures.* (INAR, p. iv)

The fourteen member Task Force included one school superintendent, two representatives from state education agencies, three representatives of Indian organizations including a former president of the National Indian Education Association, two representatives from Indian colleges, and four tribal leaders including three present or former tribal chairpersons. Only two Task Force members were non-Indians, including the Task Force co-chair Terrel H. Bell.

Based on their work and President Bush's six National Education Goals, the Task Force established ten goals for Indian education. The added goals include the previously mentioned goal of maintaining native languages and cultures (goal 2), high-quality Native and non-Native school personnel (goal 6), restructuring schools (goal 9), and parental, community, and tribal partnerships (goal 10).

The Task Force (INAR, pp. iv & 1) identified four reasons that Indian Nations are at risk:

1. "Schools have failed to educate large numbers of Indian students and adults" as indicated by "high dropout rates and negative attitudes toward school;"
2. "Schools have discouraged the used of Native languages" with the result that "the language and culture base of the American Native are rapidly eroding";
3. "The diminished lands and natural resources of the American Native are constantly under siege;" and
4. "Indian self-determination and governance rights are challenged by the changing policies of the administration, Congress, and the justice system."

The Task Force reported that during the 1989-90 school year 39,791 Native students (10% of the total) were attending 166 Bureau of Indian Affairs funded schools, 9,743 (3%) were attending private schools, and 333,494 (87%) were attending public schools (INAR, p. 3). Testimony gathered at the Task Force hearings indicates that many of these Native students attend schools with "an unfriendly school climate that fails to promote appropriate academic, social, cultural, and spiritual development among many Native students."

Schools also had a Euro-centric curriculum, low teacher expectations, "a lack of Native educators as role models," and "overt and subtle racism." These factors contributed to Native students having the highest high school dropout rate (36%) of any minority group in the United States (INAR, p. 7-8).

On the brighter side, in its review of research and good practice, the Task Force found that "bilingual and multilingual children have a greater opportunity to develop their analytical and conceptual skills than monolingual children" and that "if a Native language is to be retained for use and continued development, it must be used in the home and reinforced in the schools" (INAR, pp. 14-15). Additionally, the Task Force found "teachers from Native communities in which they serve communicate more effectively, often in subtle ways, with Native students than non-Native teachers new to the communities" (INAR, p. 15) and "schools that respect and support a student's language and culture are significantly more successful in educating those students" (INAR, p. 16). In the process of gathering information,

> The Task Force learned that there is a direct relationship between students' understanding of their culture and role in society and their ability to function comfortably in society and to achieve academic success. When students' relationships with the larger society are strained, their chances for academic success appear to diminish....
>
> Often schools have failed to make clear to students the connection between what they learn in

Continued on page 16

UPCOMING EVENTS

April 9-12, 1992 - ***Unity Through Diversity.*** Hyatt Regency Hotel, Dearborn, MI. Michigan Foreign Language Association. Contact: Jody Thrush, CSC Executive Director, 3550 Anderson Street, Madison, WI 53704, (608) 246-6573.

April 22-24, 1992 - ***United We Can.*** Fiesta Educativa New Mexico's bilingual conference. Holy Cross Retreat, south of Las Cruces. Contact: Dr. Ruth Mondscheim, National Council of La Raza, Washington, D.C., (202) 289-1380.

April 24-25, 1992 - ***Linguistic Diversity: Education's Challenge for the Future.*** The National Center for Research on Cultural Diversity and Second Language Learning, post-AERA conference. San Francisco, CA. Contact: National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz, 399 Kerr Hall, Santa Cruz, CA 95064, (408) 459-3500.

April 26-28, 1992 - ***Washington Association for Bilingual Education (WABE) Annual State Conference.*** Cavanaugh Inn at the Park. Spokane, WA. Contact: Marsha Ann Pastrana, Vice President, WABE, ESD 105, 33 South 2nd Avenue, Yakima, WA 98902, (509) 575-2885.

April 30 - May 2, 1992 - ***It Takes an Entire Village to Raise a Child.*** Fifteenth Annual Michigan Bilingual and Migrant Education Program. Hyatt Regency Hotel. Dearborn, MI. Contact: Samir A. Haddad, Conference Chairperson, Hamtramck Public Schools, 11410 Charest, Hamtramck, MI 48212, (313) 366-3033.

May 6-9,1992 - ***National Association for Asian and Pacific American Education (NAAPAE) Fourteenth Conference.*** Embassy Suites, Chicago. Contact: Kay Tokunaga, (312) 534-3050.

May 9-12, 1992 - ***Preparing for Pluralism: Meeting the Challenges of an Inclusive Society.*** Seventh National Conference on Multiculturalism. Washington, D.C. Contact: Ziada Fesshazion, International Counseling Center, 3000 Connecticut Avenue, NW, Suite 138, Washington, D.C., (202) 483-0700.

May 14-15, 1992 - ***Annual Spring Conference of NJTESOL/BE.*** Hyatt Regency Princeton Hotel, Princeton, NJ. Contact: Dr. JoAnn Bouson, (609) 338-1817 Ext. 116.

May 15-17, 1992 - ***An American Forum: Educating in a Multicultural World.*** Philadelphia Hilton. Contact The American Forum, 45 John Street, Suite 908, New York, NY 10038, (212) 732-8606.

June 22-26, 1992 - ***Tenth Annual University of Findlay Multicultural Summer Institute.*** University of Findlay, Findlay, OH. Contact: Dr. Jean Nye, Director, International Center for Language & Resource Development, The University of Findlay, 1000 North Main Street, Findlay, OH 45840.

July 6-11 and July 20-25, 1992 - ***Foundations of Intercultural Theory and Practice Institute.*** Georgetown University Conference, Washington, D.C. For more information contact SIETAR International, 733 15th Street, NW, Suite 900, Washington, D.C. 20005, (202) 737-5000.

October 10, 1992 - ***California State University San Marcos Second Annual Conference.*** San Diego Convention Center, San Diego, CA. Contact: Dr. Isabel Schon, Director, (619) 752-4070.

October 23-24, 1992 - ***Wisconsin Association of Foreign Language Teachers (WAFLT) Annual Conference.*** Paper Valley Hotel and Conference Center. Appleton, WI. Contact: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8876.

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The View From Washington

by James J. Lyons, Esquire
NABE Executive Director and Legislative & Policy Counsel

Spring is the season of cherry blossoms in the nation's capitol; it is also the season when Congress develops the appropriations bills to fund federal programs in the coming fiscal year. While the cherry blossoms will vanish by early May, action on federal appropriations for Fiscal Year 1993 will continue throughout the Spring, and quite likely, into the early Summer.

The federal appropriations process begins each year in January when the President transmits to Congress a proposed budget. This year, President Bush requested $233.6 million for Bilingual and Immigrant Education programs, an increase of approximately $8 million above current (FY 1992) funding levels. If Congress approved the President's budget request without modification, most of the increase for Bilingual and Immigrant Education programs would be canceled out by inflation.

Last year, however, Congress demonstrated a willingness to add funds to the President's budget request for Bilingual and Immigrant Education programs to serve the nation's burgeoning language-minority and immigrant student populations. In January of 1991, President Bush requested a $2.7 million increase in appropriations for Bilingual Education Act and Emergency Immigrant programs. The House of Representatives responded by approving a $49 million increase; the Senate voted a $3.8 million increase; and the House and Senate agreed on a compromise increase of $27.3 million.

Last year's increase in federal funding for Bilingual and Immigrant Education programs was won through an active information campaign conducted by NABE, the Association's state affiliate organizations, and NABE members. Representative Edward R. Roybal (D-CA) -- a senior member of the House Appropriations Subcommittee on Labor, HHS, and Education -- played a pivotal role in securing the increased funding.

The current appropriations season will be the last for Representative Roybal who has announced his retirement from Congress at the end of the current term. Congressman Roybal was an original co-sponsor of the 1967 legislation creating the federal Bilingual Education Act and he has consistently championed the rights of language-minority students to effective education. His departure from Congress will leave a void -- a void that you and I must fill.

Over the years, Representative Roybal has repeatedly shared with me his wish that NABE members would be more vocal in demanding an equitable share of federal education funding for the language-minority students they serve. "Congress responds to facts and pressure, and NABE members, more than anyone else, know about the dramatic growth in the language-minority student population and they know how poorly many of these students are being served by our schools." "Tell your people to get out the facts and keep up the pressure," he said, "that is the only way the situation will improve."

I ask all NABE members to heed Representative Roybal's advice. First, take the time to compile the facts regarding the growth of the language-minority student population in your school district, area, or state and to describe and possibly quantify the unmet educational needs of these students. Then use these facts to draft a letter to your Congressional Representative and Senators asking them to actively support increased appropriations for federal Bilingual and Immigrant Education programs. Send copies of your letters to the members of the House and Senate Appropriations Subcommittees on Labor, HHS, and Education (see listing next column) and to the NABE office. Finally, use your networks to get the facts out and build pressure; ask your colleagues, parents, school officials and school board members to urge Congress to increase Bilingual and Immigrant Education appropriations.

Continued on page 10

U.S. House of Representatives
Washington, DC 20515

Members of the House Appropriations Subcommittee on Labor, Health and Human Services, Education (*Republicans shown in italics*)

William Natcher (KY), Chairman
Neal Smith (IA)
David Obey (WI)
Edward Roybal (CA)
Louis Stokes (OH)
Joseph Early (MA)
Steny Hoyer (MD)
Robert Mrazek (NY)
Carl Pursell (MI)
John Porter (IL)
C.W. Bill Young (FL)
Vin Weber (MN)

* * * * * * * * * * * *

U.S. Senate
Washington, DC 20510

Members of the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education (*Republicans shown in italics*)

Tom Harkin (IA), Chairman
Robert Byrd (WV)
Ernest Hollings (SC)
Quentin Burdick (ND)
Daniel Inouye (HI)
Dale Bumpers (AR)
Harry Reid (NV)
Brock Adams (WA)
Arlen Specter (PA)
Mark Hatfield (OR)
Ted Stevens (AK)
Warren Rudman (NH)
Thad Cochran (MS)
Phil Gramm (TX)
Slade Gorton (WA)

WASHINGTON, *from page 9*

REAUTHORIZATION OF THE BILINGUAL EDUCATION ACT

The legislative authorization of most federal elementary and secondary education programs, including the Bilingual Education Act, expire at the end of September, 1993. Congress will begin the reauthorization process early next year when the 103rd Congress is sworn-in. Anticipating the reauthorization process, the Bush Administration has held six public hearings and invited public comments on the operation of the various federal elementary and secondary education programs and how they might be improved. The Administration intends to submit draft reauthorization legislation to Congress in January in conjunction with the President's fiscal year 1994 budget.

As in 1984 and 1988, NABE has been asked by Members of Congress to draft reauthorization legislation for the Bilingual Education Act (BEA). To assist me and the Executive Board in developing the draft legislation, future issues of the *NABE News* will contain questions regarding the BEA, the administrative regulations for the BEA, as well as the operation of other federal elementary and secondary education programs and their impact on language-minority students. Please feel free to share with the NABE office copies of any comments already provided to the Department of Education and/or to raise issues which you would like to see addressed through NABE's legislative review process.

PRESS REPORTS OF U.S. ENGLISH IN TURMOIL; ORGANIZATION TARGET OF FEDERAL AND STATE INVESTIGATIONS

Following the February 27th death of S.I. Hayakawa, former California Senator and co-founder of U.S. English, press stories have appeared reporting internal power struggles within the self-styled lobby group and government investigations into alleged financial and tax improprieties. The press reports, published in the *Washington Times* daily newspaper and the *Legal Times*, a trade publication covering law and lobbying in the Nation's Capitol, followed the layoff of as many as a half-dozen U.S. English staffers, including the organization's Executive Director, Ron Saunders. Under the headline "Hasta la Vista, U.S. English?" reporter Sheila Kaplan wrote in the March 9th issue of the *Legal Times*:

> The U.S. English Foundation, Inc., the upstart grass-roots group that seeks to secure designation of English as the nation's official language, is in disarray amid allegations of misappropriation of funds, improper political contributions, and other financial improprieties.

According to a March 9, 1992 article in the *Washington Times*, U.S. English is said to have collected between $23 million and $29 million in tax-deductible donations since its founding in 1983. A follow-up *Washington Times* article published on March 17th reported that U.S. English's board of directors had accepted the resignation of Chairman Stanley Diamond and appointed former Congressman Norman Shumway (R-CA) as the organization's new leader. Shumway told the *Washington Times* that the organization would probably close its San Francisco and Los Angeles offices to "save some money." According to the March 17th *Washington Times* article, the California Attorney General's Office and the Internal Revenue Service are currently investigating reports that U.S. English funds were illegally contributed to political candidates.

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Building Community Support Through Local Education Funds

by Amanda Broun, National Public Policy Director
Public Education Fund Network

This article explores ways in which local education funds can help to build public support for programs serving language minority children, both through funding enhancements and through increasing community awareness of the needs of this population.

School Reform and Language Minority Students

"School Reform" is the education buzzword on the lips of educators, politicians, and in the media, from the "Education President" to *The New York Times*. Research shows that successful school reform must be implemented from the bottom up, not the top down. So "school reformers" are increasingly looking to teachers -- the "bottom" of the school administration hierarchy -- as the fundamental building blocks for changes in governance, curriculum, pedagogy, assessment, and all aspects of school restructuring.

For today's language minority students, then, the composition of the teaching force becomes increasingly critical, not only as instructors, but also as advocates for programs and services as school priorities are overhauled. Projections go back and forth on whether there will be a general teacher shortage. But there is no dispute that there continue to be shortages of teachers of color, and of teachers who are bilingual, and these shortages are increasing, not decreasing. Nationally, 25 percent of our students are non-white, and only ten percent of our teaching force is non-white. In urban districts, members of minority groups make up 70 percent of the student body, but only 30 percent of the faculty. In 1986, language minority students made up 20 percent of the student population, with half that number in need of bilingual and English as a Second Language (ESL) services. This population is growing at two and a half times the rate of the general population. One out of four teachers nationally -- 504,000 teachers -- has limited English proficient students in his/her class, but over two-thirds of those teachers have had no bilingual or ESL training. This gap continues to widen, as only 2000 to 2600 trained bilingual teachers graduate each year. Nationally, there is a shortage of 175,000 bilingual teachers.

This disparity affects all aspects of student performance. New data from the Council of Great City Schools shows a strong correlation between the lack of minority teachers for minority students and high dropout rates. The National Council of La Raza reports that nationally, Hispanics make up ten percent of the student population, 2.9 percent of the teachers, and that Hispanics have the highest dropout rate of any student group: 43 percent. The National Assessment of Educational Progress (NAEP) reports that three out of four Hispanic eighth graders can't pass a simple math test using decimals and fractions. Hispanic students are more likely to be "at risk" of dropping out of school. Only 51 percent of Hispanics over 25 were high school graduates in 1988. Only 10 percent had four or more years of college. Fifty-six percent were functionally illiterate.

If not troublesome enough in and of themselves, these statistics raise even more concern when juxtaposed against the national education goals set by the President and the nation's governors. By the year 2000, children shall be ready to enter school; high school students shall have a graduation rate of 90 percent; students shall be high achieving in five key subjects and first in the world in math and science; schools shall be drug and violence free; and adults shall be literate and able to compete in the world economy. States and localities are not adequately addressing the needs of language minority children to meet these goals.

The implications in the job market are equally profound. One out of three new jobs created between 1984 and 2000 will require a college diploma, and more than half will require some college education. Over this period, Hispanics will account for more than one out of five of all new workers. But if current trends continue, these new workers will not be qualified for the new jobs. If Hispanic and other language minority populations don't have access to the necessary preparation while they are in school, and programs to keep them in school, they will perpetuate a cycle of dependency and poverty.

Local Education Funds

Local education funds (LEFs) are a growing national movement of non-profit, community-based organizations that act as small foundations. The mission of Local Education Funds is to build public expectations of and support for high quality public education that addresses the needs of all students, especially the disadvantaged. In communities with a significant population of language minority students, LEFs can offer an opportunity to build support within the community for programs that meet the needs of this population. LEFs are independent from the school systems they serve. They are governed by boards of directors representing business, civic, community and school leaders, and parents. These are mainstream organizations. They represent the whole community and are in a position to bring attention and resources to bear on the needs of limited English proficient students.

LEFs raise public concern and support for public education through several means. First, LEFs often start out by raising money in their local communities from business and foundations to make grants for programs in their school districts. These programs include activities such as mini-grants to teachers for classroom projects, public education school advocacy efforts, school-business partnerships, management training, parent involvement programs, curriculum and teach-

Continued on page 26

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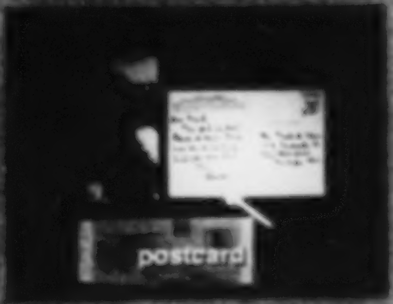

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Karla Ramos
Grade 5
Slack Elementary School
Lufkin, Texas

What Being Bilingual Means to Me, My Heritage and My Future

I am a child of two languages. As I become older this is going to help me in many ways, for to be bilingual is not only important but it is to have a treasure that others do not have. I am very proud to know two languages, two cultures.

My forefathers spoke in Spanish, and I have never regretted that I am Hispanic. Even though I live in a different country, I know, and do not forget, where I am from. We have many wonderful things to share about our culture, about ourselves. To be Hispanic is to be beautiful.

Ever since I was young, my parents and grandparents have taught me many things. They encourage me to be proud of my history and to be productive for my future. I know that the effort I am making now will serve me well and will not be in vain.

I am going to be a person like Henry Cisneros. I will demonstrate to the people all that Hispanics can achieve through our pride, culture and bilingualism.

It is beautiful to be Hispanic!

¡Yo soy una hispana!

Claudia P. Bacon
Grade 7
Rocky Boy Elementary School
Box Elder, Montana

What Being Bilingual Means to Me, My Heritage and My Future

Being bilingual is that I respect my own native language and am able to learn English too. Learning about Cree and Crow along with English helps to prepare me for the future. The bilingual programs are doing a good job to help us in our school. Being bilingual and my heritage are the most important things that shape my future. If it were not for my ancestors I would not be the unique and proud Indian I am. I respect my culture and elders for the special gifts they have kept for me and my family.

My Indian heritage is passed on to me by my ancestors and elders. I think of heritage as being something involving "Indianness." I am grateful because I can Indian dance at pow-wows, help make my own dancing outfits, participate in sundance ceremonies, help prepare traditional meals, and go to rounddances. I love my heritage and my language. Most of all because I am proud of who I am.

I want to graduate from high school and go on to college to become a doctor. When I finish medical school, I will come back to the reservation and help all my Indian people. I will make Indians become more healthy, more educated, and more noticeable. I will be a very important person so that all young Indian children will do the same.

All these words are what my heritage, my future, and my life as a bilingual Indian are. I am grateful I have these words to depend on and think about throughout my life.

PRESIDENT'S MESSAGE, *from page 3*

believe with a passion that you can make a difference. In the same spirit of celebration I alluded to earlier, we must all reaffirm our vows as parents, as teachers, as administrators and as policy makers that we are going to turn this thing around - that America and specifically her schools will get healthy again, and that our students - our kids, are part of the solution to that good health.

In short, we must change and reshape the culture of our schools. As Norma Barquet states, "if our aim as educators is to improve the quality of life -- of children in particular, and society in general, then we must radically change the culture of our schools. We must alter the way educators see, understand, and value themselves and the world around them. We must expand teachers' knowledge base to include people and cultures form every continent. We must also humanize the process of education to make it more responsive to individual needs and more affirming of the intrinsic value of human diversity."

That's why this Conference is so important. The size and breadth of this event in terms of the numbers of conferees is critical but more critical is the combination of expertise, experience, expectations, and a collective desire to better the human condition as key elements of our efforts. I am firmly convinced that here this evening, in Albuquerque, NM, substantial numbers of parents, community members, teachers, paraprofessionals, school board members, administrators, university professors, deans and even university presidents are committed as well as prepared to move bilingual education several steps further. In short, everyone gathered here this week will help in a significant manner move bilingual education toward the place where it so rightfully belongs -- to a place of prominence on the American education/economic/social/and political agenda, and quite frankly, to a new Plateau! NABE takes great pride in the roles we're playing -- as advocates, and as a catalyst for change whether it be in our nation's capitol, in a states via our affiliates, or as an organization which has refused to lie down and die.

NABE is a vibrant organization. Just as New Mexico's Pioneers have compiled a legacy that will impact this state and her children for years to come -- those Presidents and Board Members at NABE who I am following also left a legacy. From the trials and tribulations we've encountered and weathered over nearly two decades -- we've not only survived, but we've prospered. NABE's bad years are gone and our future looks stronger than it ever has. As the current leader of your organization, I pledge to move us further than we've been.

This Conference, ladies and gentlemen, is undoubtedly the single most important educational activity this year for those entrusted with educating language minority students. What we do and what we learn this week and how that manifests itself in the weeks and months which follow will impact America's education goals, School Reform & Restructure, and National Education Policy. Because I know this state and educators across it, I feel safe in asserting that New Mexico is prepared to meet the challenge head on. I have a feeling that the people gathered in this room tonight, representing virtually every state in our Republic, are also prepared to meet all the challenges confronting us. As survivors we don't back down from adversity; as an organization NABE remains more committed than ever to assume an even greater leadership role in advocating for education opportunities which promote the greatest probability for success. As an individual, a father, and as a citizen of the world, I vow to continue doing things that are in the best interest of kids.

So to everyone of you here tonight, I urge the following: The next time someone asks you what the status of bilingual education is today, feel comfortable in responding that BILINGUAL EDUCATION:

- IS ALIVE
- IS WELL
- IS THRIVING
- IS ON THE MOVE and, moreover,
- CONTINUES TO GAIN MOMENTUM ACROSS THIS NATION AS ONE OF THE MOST LEGITIMATE OF AMERICA'S INSTRUCTIONAL REFORMS.

Let me leave you with a quote by one of my favorite authors, Margaret Mead. In 1935, she wrote a book entitled; Sex and Temperament in Three Primitive Societies. Dr. Mead wrote the following: "If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."

That is our charge ladies and gentlemen, to leave Albuquerque at the end of this week with the renewed commitment to do more than our share, to guarantee without reservation -- that we can and must help all of humankind and especially children -- FIND THEIR FITTING PLACE.

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What Being Bilingual Means to Me, My Heritage and My Future

Throughout the world, the people speak thousands of languages. English, Spanish, French ... the list is unlimited. On the one hand we are equals, the same blood, the same make-up, and we share a common home, the Earth. Traits distinguish us from each other: our culture, our customs, our different ways of thinking. On the other hand, there exists a thing that identifies us, our heritage. It forms us as a unique human being that associates us with the nation to which we belong. It is my purpose to express the pride I feel for all the things I inherited and to exalt, with ink and paper, the culture which formed me. I will write about the effect that being bicultural has had on me and how it will affect my future. I also want to make the reader aware of the need to love his heritage and to exalt his culture for the good of his future and his country.

I am a product of Latin parents who came from a beautiful island surrounded by the Atlantic Ocean and washed by the Caribbean Sea, Puerto Rico. Its history links me with three races from five hundred years ago: the White, the Indian, and the Black; the final product: Puerto Rican. What is my heritage? My country's history is a process of assimilation of three cultures and even recently the Hispanic-American War which joined us to a powerful nation, the United States. Because of my heritage, my noticeable traits are my skin color, my language, and my customs. Why do we need to love our heritage? It is the obligation of a man to love his native heritage. In that way, we must retain our value as a human being and that value must not be diminished. Do not belittle our heritage because with respect and duty we are called upon to increase our heritage to make of it an inexhaustible treasure.

Today I live far from my native land; I am in the United States. For this reason, I inherited a special legacy, a new language and culture. I am bilingual because I speak two languages. What does that mean to me? I have the privilege of expressing my culture in two different languages. In this way, I can profess my heritage though I am far from my country. As a bilingual, I will use this privilege to help the nation in which I now live. In the future, I will concentrate on bringing all my talents to all the people who surround me.

This is a call to love our heritage, whether it is rich or poor, because we are the people who enrich or impoverish it. If we have the double privilege of speaking two languages we can do this, not to diminish our legacy, but to respect the love of our heritage. Our heritage is our future. If we lose our heritage, we lose ourselves, for we are our heritage.

NABE'S 1992 OUTSTANDING DISSERTATION COMPETITION WINNERS

FIRST-PLACE WINNER

Nancy Lemberger
Columbia University

Bilingual Education: Teachers' Voices

SECOND-PLACE WINNER

María Virginia Gonzales
The University of Texas at Austin

A Model of Cognitive, Cultural, and Linguistic Variables Affecting Bilingual Spanish/English Children's Development of Concepts and Language

THIRD-PLACE WINNER

Mario Francisco Martorell
Fordham University

Language Proficiency, Creativity, and Locus of Control Among Hispanic Bilingual Gifted Students

INDIAN NATIONS, *from page 7*

> school and what they must know to live comfortably and contribute to society. (INAR, p. 20)

The Task Force recommended "establishing the promotion of students' tribal language and culture as a responsibility of the school" and "training of Native teachers to increase the number of Indian educators and other professionals" (INAR, p. 22). Furthermore, they recommended that school officials and educators "integrate the contemporary, historical, and cultural perspectives of American Indians" and "give education a multicultural focus to eliminate racism and promote understanding among all races" (INAR, p. 24).

State governments were encouraged to "allocate specific funding for schools serving Native children to develop and use linguistically, culturally, and developmentally appropriate curricula" (INAR, p. 26), and the federal government was asked to "seek legislation to authorize the establishment of a national research and school improvement center for Native education" (INAR, p. 29). In addition, colleges and universities needed to "encourage scholarly work on curricula and textbook development that incorporates Native perspectives" (INAR, p. 31). To solve the problems that Indian people face, the Task Force particularly recommended,

> support for new early childhood education and parent training programs, support for teacher education and other professional training for larger numbers of American Indian students and adults, support for Indian community colleges, and the development of new and exemplary education projects designed to carry out school improvement recommendations to meet the unique cultural and academic needs of Native students. (INAR, p. v)

In their appendix, the Task Force included descriptions of exemplary tribal colleges, state initiatives, and bilingual schools.

All in all, the Indian Nations at Risk Task Force's Final Report gives strong support for the need for linguistically and culturally appropriate education for American Indian and Alaska Native students. Copies of the Task Force's Final Report and the commissioned papers can be obtained by writing the Indian Nations at Risk Task Force, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (Phone 202 401-0590). The report and papers will also be made available through the Educational Resources Information Clearinghouse (ERIC) Documents system.

References

Indian Nations at Risk (INAR) Task Force. (1991, October). Indian Nations at Risk: An Educational Strategy for Action (Final Report of the Indian Nations at Risk Task Force). Washington, D.C.: U.S. Department of Education.

< NABE >

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Nominations and applications should be directed to the Chair, Graduate School Dean Search Committee, Office of the President, The Union Institute, 440 E. McMillan St., Cincinnati, OH 45206 no later than April 15, 1992. Applications should include a current resume and a list of five individuals from whom we may solicit commentary. The position is open and it is our intention to name the dean by June 15, 1992. The date on which the new dean will assume office is July 1, 1992 or as soon thereafter as possible. The Central Office is located in Cincinnati, OH and the successful applicant will be expected to reside in the immediate area. A good deal of travel is a part of this challenging position.

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News from NABE'S Central Region

Talents of Bilingual Teachers Recognized

by Dr. Alicia Salinas Sosa, NABE Central Region Representative

Robert Menchaca, a bilingual education kindergarten teacher in the Northeast ISD in San Antonio, received international recognition as an outstanding teacher from the Center for Expansion of Language and Thinking (CELT). CELT is comprised of leading teacher educators and researchers from throughout the United States and other English-speaking countries. This group fosters teaching and research that attempts to engage learners in the reading and writing of whole, meaningful texts for students' own authentic purposes.

The nomination letter stated that Robert served as a role model for his young students. The nomination was submitted by Dr. Aurelia Silva, University of Texas at San Antonio Professor, who described Robert's acceptance and support of students' Spanish and English language usage, the rich learning environment he provides, and the excitement for reading which he displays on a daily basis.

In addition to receiving a certificate and public recognition at the CELT Board of Directors' Meeting held on November 23, 1991 in Seattle, Mr. Menchaca has been invited to submit a manuscript to be included in the annual monograph of outstanding whole language teachers.

Rosa E. Luján, a bilingual education teacher at Ysleta Elementary, was named Texas Teacher of the Year for 1991-92. She was selected from a field of 33 Regional Teachers of the Year which had been narrowed to three finalists for the elementary grade levels.

Ms. Luján, who holds bachelor's and master's degrees from the University of Texas at El Paso, is a 17-year teaching veteran. The finalists and other Teachers of the Year responded to a series of essay questions concerning philosophy of teaching, teaching style, community involvement and educational issues and trends. The finalists were then interviewed by a panel of judges.

Ms. Luján wrote, "I believe in children. I believe in their differences and uniqueness. Their background, race, sex, social status, ethnicity, language or ability make no difference to me. These are only tools to enable me to help children realize their dreams, dreams that are fostered, enhanced and nurtured in my classroom." She further stated, "I teach children how to dream by sharing my own experiences, my challenges, failures and triumphs. Together, we work on articulating their dreams and expanding their vision of the potential and endless possibilities.

As a finalist, Rosa received $500 from the Southwestern Bell Foundation. Because she was selected as a Teacher of the Year, she received an additional $2500 at an awards luncheon held in Austin on December 7, 1991. I am very proud of Rosa Luján's accomplishments. I recall a phone call she made to IDRA (not knowing us) requesting recent research to help her compose her thoughts and respond to the essays and interviews; although you can see from the quotes, she spoke with heart-felt sentiments. At that time, the competition itself seemed formidable since no bilingual education teacher had previously won as her school district's teacher of the year! I am certain she is now extremely glad that she didn't let that deter her from seeking that honor, trying out for a first in her district...and look how far she went!! Congratulations, Rosa and thank you for being an example. (Source of information for Luján's award: Texas Education Today, Vol. V, No. 3, November 1991, p. 2.)

Louisiana ESL teacher **Jo Ann Robisheaux** teaches the limited English proficient students in her class as if they were all gifted and talented. Jo Ann shared her successful teaching strategies at the Louisiana Association for Bilingual Education (LABE) Conference. She provided suggestions for activities designed to develop all four language areas: reading, writing, listening and speaking.

While Ms. Robisheaux provided many "tried and true" activities, the following engaged the audience's imagination more than the others did. She spoke of asking students to create acrostic poems, i.e., they spelled the name of their country of origin from top to bottom on their theme paper. Then each of these letters were used to begin new sentences across the sheet of paper. Conference participants heard what her students wrote for Mexico, Honduras, etc. The poems were published in a school newsletter also written by the students. They noted news events around the school and included illustrations of idiomatic expressions being learned. Students first drew pictures of their literal interpretation of idioms such as, "it rained cats and dogs". The drawings were followed by explanations about their meaning.

Other classroom activities include writing movie reviews and taping original commercials. One can readily see that Ms. Robisheaux from Jefferson Parish provides ample opportunities for creativity and expression among the new language learners enrolled in her classes.

< NABE >

Keep your colleagues up to date! Send your affiliate news, including individual and program recognition awards, job changes and promotions, and affiliate activity highlights to your respective NABE Regional Representative. See page 2 of this issue for their addresses.

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Chicago School Reform: Transforming Teaching and Learning

A CALL FOR PAPERS AND PRESENTATIONS

The 22nd Annual Conference of the National Association for Bilingual Education will be held February 24-27, 1993 at the George Brown Convention Center in Houston, Texas. In addition to inviting nationally- and internationally-known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

- **PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION**
  Models, methods and materials for teaching students using their native languages and English throughout the curriculum

- **PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE**
  Models, methods and materials for teaching English as a second language

- **DEVELOPMENTAL BILINGUAL EDUCATION**
  Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

- **EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS**
  Site-Based Management, Program Evaluation and Student Assessment, Competency-Based Curriculum, Effective Schools, Total Quality Management, Accelerated Learning

- **BILINGUAL EDUCATION PERSONNEL**
  Demand for, pre- and in-service training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

- **LINGUISTIC MINORITY FAMILIES AND EDUCATION**
  Adult Literacy, Parents as Partners in Education, Home-School Language Use and Development, Early Childhood Education

- **TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS**
  Accessibility to and applications of various types of high technology in teaching non-English language-background students

- **LANGUAGE MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS**
  Special Education, Chapter I, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Indian Education, Refugee and Immigrant Education

- **POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS**
  Demographic Trends, Dropouts, English-Only/English-Plus Movements, Health, Social and Economic Issues, International Perspectives, Immigrant and Refugee Policies, School Finance

PROPOSAL PREPARATION GUIDELINES

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in the program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. At the top of the page, state the title/topic of the presentation and the type of session.

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any presenter is not a current NABE member, attach a sheet of paper containing their name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '93 PROGRAM COMMITTEE
NABE National Office
810 First Street, N.E.
Washington, DC 20002-4205

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 15, 1992.

Notification of acceptance or rejection will be sent by October 15, 1992.

TYPES OF PRESENTATIONS

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Show a specific educational technique. After a brief description of the underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The organizer should plan on providing sufficient time for presentation and discussion.

GENERAL POLICIES

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '93 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honorarium be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '93 Exhibitors or Sponsors in order to be considered for inclusion on the program.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to videotape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

DEADLINE: JUNE 15, 1992

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NABE '93
PRESENTATION PROPOSAL FORM

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ______________________________
(limited to 15 words)

B. NAME(S) AND AFFILIATION(S) OF PRESENTER(S):

1. ______________________________ NABE Member? _____
2. ______________________________ NABE Member? _____
3. ______________________________ NABE Member? _____
4. ______________________________ NABE Member? _____
5. ______________________________ NABE Member? _____

C. DESCRIPTION - 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:
(DESCRIPTIONS EXCEEDING 50 WORDS WILL BE EDITED.)

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D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED
(REFER TO TYPES OF PRESENTATIONS)

☐ DEMONSTRATION (45 minutes)	☐ PAPER (45 minutes)
☐ SYMPOSIUM (2 hours)	☐ WORKSHOP (2 hours)

E. LANGUAGE(S) OF PRESENTATION: ______________________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

☐ All Language Groups

☐ Some Language Groups (specify): ______________________________

☐ One Language Group (specify): ______________________________

(Complete Second Page)

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic Minority Students

☐ Bilingual Education Personnel

☐ Linguistic Minority Families and Education

☐ Technology and Linguistic Minority Students

☐ Linguistic Minority Students and Other Education Programs

☐ Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

☐ Other (specify): ____________________

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H. SESSION SPONSOR (Check if any apply):

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I. AUDIO-VISUAL EQUIPMENT ORDER: (All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 15, 1992 cannot be guaranteed and will be charged at a higher rate.)

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J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent):

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Affiliation: ____________________

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City: ____________________ State: __________ Zip: ____________________

Telephone: Work ( ) ____________________ Home ( ) ____________________

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Remember to attach a list of names and addresses of presenters if they are not NABE members.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 15, 1992 TO:
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As a NABE Member, I want to participate in the following Special Interest Group (choose one):

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____ ESL in Bilingual Education
____ Global Education
____ Higher Education
____ Instructional Technology
____ Language & Culture Retention
____ Language Policy
____ Parent & Community
____ Policy Makers
____ Research & Evaluation
____ Student
____ Secondary Education
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NABE'S 1992 BILINGUAL TEACHER OF THE YEAR

Susan Báez

Third Grade Bilingual Teacher
Willow Bend School
Rolling Meadows, Illinois

Teaching runs in my family. My father was a teacher, my aunt is a teacher, my mother and grandmother are both "natural" teachers. Therefore, I was raised in an atmosphere where teaching was a sharing of information in a discovery/hands-on environment. This contributed tremendously to my philosophy of education and impacted my own personal teaching style.

For me, education begins at birth and continues to the end of life. The school system's responsibility is more than installing facts in students' minds -- they must be taught how to think, how to process information, how to creatively synthesize the new information to lead to higher levels of thinking. All of us must learn to be students of life, a skill we can carry and use until we die. Our technological society changes so rapidly that today's students must think on their feet, so to speak -- adapt quickly to new forms of technology and new ways to learn.

Technology is not the only area of rapid change; in my six years of teaching I have seen a major shift in bilingual education. It began as a way to offer equal opportunity in education to those who lived in the United States but whose first language was not English. It has quickly become apparent that bilingual education is just the beginning. To become a contributing part of society, some populations need more. Specifically, low-income Hispanic families need MORE than bilingual education for their children. They need bilingual advocates working for them through the school system, first by teaching their children in the most appropriate learning style for them, second by offering support to the families through community service and parenting/life skills classes, and third by encouraging reluctant parents to participate in their children's education. With bilingual advocacy and education, families see their lives become better, see their children learning, and feel better about themselves.

Along that same line, it seems to me that a teacher's responsibilities are far greater now than ever before. Not only must we impact a student's learning, we must try to impact the home curriculum through the family. I am faced daily with the growing challenges in education, especially the unique challenges of bilingual education and language-minority families. As education continues to be the most effective way to improve society, with bilingual education becoming more necessary than ever before, I look to the day when every student will want to be bilingual, simply because of the multiple benefits it contributes to their lives. Someday mainstream educators and mainstream parents will recognize the value of bilingualism and will be eager to see dual-language classrooms implemented in every school, with the goal of providing a second language to every student.

The 1992 Bilingual Teacher of the Year Competition was sponsored by Silver Burdett Ginn

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LOCAL EDUCATION FUNDS, *from page 11*

er development, dropout prevention programs, student mentoring and tutoring, career awareness and last dollar college scholarships. All of these are programs could include limited English proficient students and their teachers.

Second, local education funds work with school systems to institutionalize successful models. Projects that are successful shouldn't simply remain as models, and shouldn't continue to be supported solely by private funds. In order for all students and teachers to benefit, these programs must be integrated into the school system as a whole. Therefore, as they develop, local education funds move from being project-driven to being reform-driven. Established local education funds are agents for systemic change in their communities' public schools.

Third, because of their independence from the school system, the local funds are uniquely situated to play the role of the "neutral convener" bringing together the broad range of community stakeholders in public education who don't always work together: business leaders, local community leaders, social and other service providers, teachers, parents, and the board of education and superintendent. This convening role is a critical component of the work of LEFs. For systemic school reform to be successful, the entire community needs to be actively involved.

Public education is the cornerstone of a democratic society. Government at all levels must provide what is needed for every child to receive a high quality education, or our communities will continue to decline. It is not the function of foundations or corporations to pay for public education. It is the responsibility of the community at large. LEFs can leverage support of the whole community for public schools.

The Public Education Fund Network

The Public Education Fund Network is the national voice and presence for local education funds. The membership currently consists of 58 funds in 26 states across the country, in communities as diverse as New York City with close to a million students, Los Angeles with 610,000 students, Bridgeport, Connecticut with 19,900 students, the State of West Virginia with 320,000 students, and rural Warrenton, North Carolina, with 3,000 students. Their budgets total over $22 million, and they serve over five million children. The Network's mission is to strengthen these funds and to develop new ones to improve public education for all children, especially those who are disadvantaged.

The Network provides start-up and ongoing technical assistance, policy workshops, seminars, conferences, publications, and an on-line computer network that links member LEFs with each other and with the national organization. It also provides a voice in the national policy arena through work with other national associations, and helps the local funds maximize their effectiveness by focussing on long-term systemic reform rather than on individual projects.

The Network is concentrating its work on five policy and program areas critical for school reform:

- school finance including state and federal resource allocation as well as school district and school building budgeting;
- governance issues, both district level and building level;
- curriculum development and student assessment;
- professional development and educational leadership focussed on all members of the school district leadership: school boards and superintendents, principals, and teachers;
- integration of schools and communities.

And across it all: building a broader and stronger constituency for the public schools.

The Network is teaming up with national organizations in Washington to work on projects in these areas, as well as to link up affiliates with common interests at the local level. It is working to start and strengthen local education funds, foster growth of the movement, and provide greater visibility and presence for LEFs.

The Network will help an interested community start a new local education fund. An existing fund can join the Network if the LEF:

- serves a school district or districts with a significant population of disadvantaged students;
- is focussed on improving the school system as a whole;
- is committed to the values and the mission of the Network;
- is independent from the school system;
- is organized as an entity with professional staff and a board of directors; and
- is committed to board diversity and participation.

The Network's work is predicated on the belief that independent community-based organizations, separate from but supportive of their school

Continued on page 27

Parent Involvement in the Schooling of Bilingual/Bicultural Student Populations

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LEP Enrollment in California Continues to Increase

Number Nears One Million

By Judy Lambert, Consultant,
Bilingual Education Office, California State Department of Education

California continues to lead the nation in identifying limited-English-proficient (LEP) students. The results of the 1991 language census conducted by school districts during Spring 1991, identified 986,462 LEP students in California public schools, an increase of 14.5% over the 861,531 reported in 1990. Since 1986 the total number of LEP students has increased 73% and the yearly increases over the past three years have averaged over 14%, twice the average 7% increase that occurred each year from 1980 to 1986.

LEP Students Nearly 20 Percent of Student Population

LEP students now constitute 19.9% of the 4,950,474 students enrolled in California public schools. Language-minority students - 986,462 LEP students and the 620,655 fluent-English-proficient (FEP) students identified in 1991 - made up 32.5% of all California students.

The highest concentrations of LEP students are found in kindergarten through grade three. With 29% of all kindergarten students being LEP, the percentage gradually decreases at each grade level until grades nine and ten, where it increases slightly before dropping to 12% in grades 11 and 12.

Spanish-Speaking LEP Population up 14.5 Percent

A total of 77% (755,359) of all identified LEP students speak Spanish, a 14.5 percent increase over 1990. Other language groups are also demonstrating significant increases. Some of the language groups with the largest increases in number of speakers (with percentage of increase during the past four years in parentheses) are Russian, 3,236 (1,771%); Indonesian, 714 (338%); Armenian, 11,339 (329%); Urdu, 948 (261%); Mien, 3,577 (129%).

The top ten language groups according to number of LEP students are Spanish (755,359); Vietnamese (40,477); Cantonese (21,498); Hmong (21,060); Cambodian (20,055); Pilipino (18,146); Korean (14,932); Lao (12,430); Armenian (11,399); and Mandarin (8,386).

Impact Felt in Smaller Counties

Los Angeles County still leads California counties with the largest number of LEP students. The county's 433,681 students represent a 13% increase over 1990 -- more LEP students than are reported in the entire state of Texas. Smaller counties also experiencing large increases in LEP students (with percentage of increase over 1990 in parenthesis) are Butte, 2,047 (23%); Placer, 720 (38%); Shasta, 733 (28%); Solano, 5,013, (23%); and Tehama, 619 (32%).

For further information on the 1991 language census and its related *DATA/BICAL Reports*, telephone Judy Lambert, Consultant, Bilingual Education Office, at (916) 657-3826.

Reprinted from BEOutreach, Vol. 3, No. 1, February, 1992

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LOCAL FUNDS, *from page 26*

systems, are the best means of achieving significant and lasting reforms.

The Public Education Fund Network and local education funds have proven that lasting school improvement results when local leadership mobilizes community support for change. Local education funds provide a successful strategy for long-term substantive educational reform. For the bilingual community, local education funds can be a vehicle for focussing attention and resources on the needs of bilingual students, one of the fastest growing populations in our schools. The Network provides an opportunity to promote grass-roots school improvement in scores of low income communities across the nation and to invest in the future of a successful school reform effort.

If there is no local education fund in your community, consider starting one. Many funds are started on the initiative of members of the school system, business, or other community members. If there is already a fund in your area, get involved with it, and encourage it to join the Public Education Fund Network. For a list of our members and other information, please contact us at:

Public Education
Fund Network
601 13th Street, N.W.
Suite 370 South
Washington, D.C. 20005
(202) 628-7460
FAX: (202) 628-1893

Amanda Broun is the National Public Policy Director for the Public Education Fund Network. Previously she worked as the Chief Education Counsel to the U.S. Senate Committee on Labor and Human Resources, as Legislative Counsel to the New York City Office of Management and Budget, and as a Staff Attorney to the New York City Board of Education.

< NABE >

NABE '92, *from page 1*

assumption that we don't need any more money to get the job done and 2) the assumption that the primary responsibility for achieving the goals rests on the states and corporate America. He concluded by noting that if the federal government were serious about these goals, then it would fully-fund HeadStart and Chapter 1; support adult literacy programs; encourage decent pay for teachers; fund good programs throughout the country; and fully-fund bilingual and multicultural programs in America.

The Closing General Session featured University of Arizona President Manuel Pacheco and National Council of La Raza President Raúl Yzaguirre. The session was moderated by Congressman Ed Pastor, from Arizona. Dr. Pacheco discussed cultural identity in the Americas, 1492-1992, using the state of New Mexico as a case study. He noted, "From one another, we can hope to gain new insights, new understandings about ways in which that common humanity can grow, blossom, and bear fruit in the garden of cultural diversity. Indeed, we may come to understand that it is our cultural diversity in the Americas, our unique sense of varying cultural identities, that offers the best and brightest hope for an enriching and lasting future for our posterity."

Raúl Yzaguirre addressed three public policy issues affecting the education of linguistic minority students: national testing, school choice, and family disintegration. Regarding family disintegration he concluded that "a society which forces young people to choose between their families and the larger society is very cruel."

NABE '92 major speakers included Elizabeth Parent on Native American Education, Lily Wong Fillmore on Early Childhood Education, and David Ramírez on recent research concerning the effectiveness of different approaches to educating linguistic minority students. Spencer Kagan spoke on cooperative learning; John Flores addressed the Executive Order on Educational Excellence for Hispanic Americans; and Rosa Castro Feinberg, Stan Paz, and Jim Lyons considered future policies affecting linguistic minority students. Penny Silvers conducted a major session on whole language, Lydia Stack spoke on ESL, and Leonard Valverde addressed issues in higher education.

Seven different day-long institutes were conducted as a new feature of the NABE Conference. These Institutes gave participants the opportunity to examine issues in-depth regarding Special Education, Early Childhood Education, Research, Migrant Education, Native American Education, Asian and Pacific American Education, and Parental Involvement. Half-day intensive sessions were conducted on Cooperative Learning, Grant Proposal Writing, and Staff Development. In addition, a special National Management Training Institute, sponsored by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education, provided more than 1,000 federal project directors, teachers, principals, school superintendents, school board members, and university faculty the opportunity to improve their skills in federal project administration, implementation and evaluation. An OBEMLA-sponsored roundtable discussion of deans of schools of education address strategies for increasing the number of teachers with skills in bilingual/ESL education.

NABE '92 featured 155 workshops, such as the one conducted by Spencer Kagan on cooperative learning

The full NABE '92 exhibit hall reflected the increased involvement of publishers, school districts, and corporate America in the education of linguistic minority students. Special recognition and appreciation is due to the Platinum Sponsors of the conference *Coca-Cola USA*, sponsor of the 1992 Nationwide Writing Contest for Bilingual Students; Silver Burdett Ginn, sponsor of the Bilingual Teacher of the Year Contest; WICAT Systems; the Education Office of the Embassy of Spain, which generously provided scholarships to the Spain summer institute on children's literature in Spanish as prizes; and Jostens Learning Corporation, sponsor of the Bilingual Instructional Assistant of the Year Contest. NABE '92 Gold Sponsors included Macmillan/McGraw-Hill School Division, sponsor of the President's Reception; Coors Brewing Company, sponsor of the President's Reception Dance; Scott Foresman; and Miller Brewing Company, sponsor of the Post-Banquet Dance. Silver sponsors were Nestlé USA; DDL Books, sponsor of the conference tote bags; and Apple Computer, which donated the equipment for on-site registration and for the technology sessions. NABE also appreciates the Conference Supporters, the National Education Association, Santillana Publishing Company, and Fontana, California Unified School District. These organizations support NABE and they deserve your support!

The success of NABE '92 would not have been possible without the support and cooperation of the many educational agencies and organizations throughout the state of New Mexico. NABE's New Mexico affiliate, the New Mexico State Department of Education, the Albuquerque Public Schools, and many school districts and universities contributed greatly to the conference. A special thank you goes to Local Conference Committee Chairperson Genaro Roybal and the hundreds of volunteers who spent countless hours for the past year working to ensure the success of the conference.

NABE '92 was great! NABE '93 will be even better. We hope to see every NABE member and every bilingual educator from all across the country in Houston, February 23-27, 1993! < NABE >

Fellowships Awarded for Research In Bilingual Education

Two of the three U.S. Department of Education's Office of Educational Research and Improvement (OERI) 1991-92 fellowship awards went to scholars in the field of bilingual education. José Galván, assistant professor in the Department of Teaching English to Speakers of Other Languages at California State University, Los Angeles and Kathy Escamilla, research associate at the BUENO Center for Multicultural Education, University of Colorado, Boulder, were selected based on past research accomplishments and the quality of their proposals.

Dr. Galván, who was awarded a 12-month fellowship, will study an existing parent-literacy program that promotes parents' involvement in their children's education. The program, an extension of a pilot project for Los Angeles students, provides parents with information about how they can help their children succeed in school and builds parents' self esteem to promote greater trust in the educational process. Using field notes, video recordings of classes, and interviews collected during the pilot study, Dr. Galván will develop a model curriculum for parents to use to improve their children's school performance.

During her 13-month fellowship, Dr. Escamilla will conduct research on the Descubriendo la Lectura (DLL) Spanish Reading Project. DLL, equivalent to the English Reading Recovery Program, is an early intervention program designed to provide intense, one-on-one tutoring to first grade Spanish-speaking students who are having difficulty learning to read. She will explore the potential of the Reading Recovery Project when applied to languages other than English, the impact of DLL on Spanish-speaking students and the effect of its teacher-training component on bilingual teachers, and the overall effectiveness of the program with students and teachers. Her project will also package DLL program materials and procedures to share with other school districts.

In her comments following the scholars' selection, Diane Ravitch, Assistant Secretary for Educational Research and Improvement, stated, "The AMERICA 2000 education strategy challenges communities to achieve the National Education Goals through new approaches to learning and a new generation of American schools. We need solid, imaginative research to support that effort." NABE is equally pleased to see the awarding of two of the three fellows for bilingual research. These fellowships help to strengthen the continued quest for America's education goals to recognize the value *and* necessity of bilingual education, and facilitate the unconditional inclusion of bilingual education on the national education agenda. < NABE >

New Mexico and Spain Enter into Partnership

Historic Agreement Signed at NABE '92

On January 30, 1992, the Department of Education of the State of New Mexico and the Ministry of Education and Science of Spain signed a Memorandum of Understanding establishing an international partnership in education. This agreement will bring about significant training and resources for Spanish language teachers and administrators of bilingual education and Spanish language programs in New Mexico.

Collaboration between the two agencies will include the following activities:

- Establishment of a Spanish Materials Resource Center containing didactic materials for use by teachers of bilingual education and teachers of Spanish in the state of New Mexico.
- Initiation of a program for the incorporation of teachers from Spain specializing in bilingual education, mathematics, science, history, Spanish language, psychology, and special education who would teach in Spanish in elementary, junior high, and high schools.
- Appointment of a permanent Special Consultant for the teaching of Spanish to the NM Department of Education.
- Provision of training courses for teachers from New Mexico and from Spain, with the participation of education experts from both educational systems.

For more information on this historic agreement, contact Mary Jean Habermann, Director of Bilingual Education, State of New Mexico, Department of Education, Education Building, Santa Fe, NM 87501-2786. < NABE >

NABE '93

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Resources for Bilingual Educators

Assessment and Access: Hispanics in Higher Education, edited by Gary D. Keller, James R. Deneen and Rafael J. Magallan, is now available from State University of New York - Albany for $19.95. State University Plaza, Albany, NY 12246.

Bridge Across Asia by Penny Cameron, is due to be released in Fall, '92. Companion volume to the popular *Bridge Across the Americas*, the collection features the author's handpicked stories about China, Vietnam, Japan, India, Indonesia, Korea, and others. Geared toward LEP young adults and adults, the culturally suitable collection also includes pre-reading exercises and activities to stimulate and lead students to deduce the vocabulary meaning from the context. Domine Press, Inc. 11568 Sorrento Valley Rd., Suite 12, San Diego, CA 92121, 1-800-232-4570 - Fax 619-481-3191. NEW ADDRESS EFFECTIVE 6/1/92: 5945 Pacific Center Blvd., Suite 505, San Diego, CA 92121.

Cambridge University Press, featuring a special 20% discount on Books of Unusual Interest, offers ***Language Processing in Bilingual Children***, by Ellen Bialystok, Editor. Addressing relevant issues in linguistics, psychology, and education, the essays explore the ways in which bilingual children cope with dual language systems as well as implications for the development of educational curriculums. Contributors include: Ellen Bialystok, Herlinda Cancino, Jim Cummins, Jeanne De Temple, Raphael Diaz, Lily Wong Fillmore, Kenji Hakuta, Janice Johnson, Cynthia Klingler, Marguerite E. Malakoff, Sara Schley, Michael Sharwood Smith, Catherine Snow, and Ian Watson. The 1991 publication with 272 pp. is available in hardcover (item #37021-3) at a list price of $54.95, discount price of $43.96, and paperback (item #37918-0) at a list price of $17.95, discount price of $14.36 from Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211. Discount offer good through June 30, 1992.

The Children's Museum in Boston offers multimedia curriculum kits to help children explore various cultures. "A Puerto Rican Family" includes maps, drawings, audio tapes, musical instruments, artifacts and activities. "What if You Couldn't?" explores the lives of differently-abled people through simulation exercises, role-playing, disability aides and books. The museum also offers activity boxes for small groups, including "Multicultural Hopscotch" and "Multilingual Bingo", as well as boxes related to Native American and Japanese culture. A "Native American Perspectives" teaching unit, for example, includes books and a filmstrip on stereotypes. The multimedia curriculum kits rent for $75 for three weeks. The activity boxes and teaching unit rent for $20 for one week or $30 for two weeks. For further information, write to The Children's Museum, Kit Rental Department, 300 Congress St., Boston, MA 02210-1034, 617-426-6500.

Cooperative Language Learning: A Teacher's Resource Book, Carolyn Kessler, Editor, is a collection of readings on cooperative learning written by well-known ESL professionals, and focuses on the practical application of theory. It deals with cooperative learning on a broad scope, specifically as applied to LEP students at all levels. Part I covers minority students, curriculum concerns, and cooperative small group work. Part II, Language through Content, explores science (LEP children), social studies (secondary level), mathematics (college level minority students), and the integration of language and content through the Jigsaw Approach. Part III, Focus on the Teacher, looks at teacher talk, the role of the teacher and teacher training. Item #0-13-173618-3, $21.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Experiences with Literature: A Thematic Whole Language Model for the K-3 Bilingual Classroom, by Sandra Nevárez, Raquel C. Mireles, and Norma Ramírez, reflects the authors' belief that becoming literate in the native language is critical to academic success and contributes to English language proficiency. The book presents 21 thematic units, each with extensive bibliographies of children's books in Spanish related to the theme. Each thematic unit contains five components: literature input, observation/experience, read and discuss the main selection, "what if" story stretcher, and integrating other disciplines. Published by Addison-Wesley, 1 Jacob Way, Reading, MA 01867. $32.00.

From the Classroom is a yearly (10-issue) newsletter that serves a forum for the exchange of ideas among language-minority teaching professionals. Published by Teacher Designed Learning (TDL), a division of Management Support Services geared to providing materials for the ESL/bilingual classroom from kindergarten through adult, *From the Classroom* contains experiences, strategies and successes of bilingual teachers. The newsletter also features descriptive lessons which provide detailed information on how to introduce the lesson, the lesson's objective, the materials needed, and how to expand the lesson. Not overwhelming, the lesson outlines are presented in an interesting format, and include pictorial examples that help to explain the information. To subscribe, send $72 for 10 issues to Teacher Designed Learning, 17195 Newhope St., Suite 210, Fountain Valley, CA 92708. California residents only add 7.25% sales tax. 714-966-2469.

The Heard Museum offers five multimedia instructional units entitled ***The Native Peoples of the Southwest*** in which a social studies concept is explored through a single tribe. Adaptable to grades 2-12, and each unit includes a teacher's resource binder with lessons, 30 student workbooks, and media tools such as slides, audio cassettes, overhead transparencies, posters and an artifact. Each unit costs $294.43; separate teacher's resource binders are $197.95. For

Continued on page 32

RESOURCES, *from page 31*

additional information contact The Heard Museum, 22 E. Monte Vista Road, Phoenix, AZ 85004-1480, 602-252-8840.

I Speak English for Haitian-Kreol Speakers, is a new special version of native language instruction translated and spoken by Roger E. Savain, a native Haitian-Kreol speaker and bilingual education consultant. For more information on this program, or on the VoxBox Language System or Bilingual Student Workbooks for 17 Native Languages, contact Intechnica International, 5600 Liberty Pkwy, Midwest City, OK 73110, 1-800-788-8730 or 405-732-0138.

Learning to See: American Sign Language as a Second Language, by Serman and Phyllis Wilcox, provides the methods, curricula design, etc to teach American Sign Language as a second language. The book considers how to teach ASL and establish ASL programs, and discusses how to achieve a more effective integration of language and culture in the ASL classroom. Item #0-13-524679-2, $14.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

The Literature Connection: A Read-Aloud Guide for Multicultural Classrooms, by Betty Ansin Smallwood, is a two-part book designed for ESL teachers grades K-8. Part I, "Read-Aloud Guidelines," discusses the theoretical basis for reading aloud, criteria for selecting books that work, and practical techniques for teachers to use. It also includes a series of lesson activities. Part II, "Read-Aloud Library," provides annotations for over 260 books, including the grade level, ESL level, literature genre, ethnic identity, focus of vocabulary, grammatical structures, text pattern, related books, and books by the same author. The annotation summarizes the book and gives suggestions for read-aloud use, lessons, and follow-up activities. Published by Addison-Wesley, 1 Jacob Way, Reading, MA 01867. $21.32.

The Lowfat Mexican Cookbook: The True Mexican Taste Without the Waste, is a new cookbook written by NABE member Robert H. Leos of Austin, TX. Boasting almost 100 recipes that can be prepared with a minimum of fat and oil, the cookbook is designed for those Mexican food lovers who hate the fat and calories that usually accompany traditional preparation of this tasty cuisine. Written in collaboration with Nancy A. Leos and published by R & E Publishers, of Saratoga, CA, the cookbook and is currently available from Bluebonnet Books, P.O. Box 12606, Austin, TX 78711-2606, 512-448-2515.

Parenting Curriculum for Language Minority Parents . **The Sacramento-Stockton Family English Literacy Project** now has available new bilingual guides for training parents. Available in Chinese, Korean, Lao and Vietnamese, the guides are used by staff with the English text to help parents understand concepts related to such topics as the educational system, food and nutrition, mathematics, safety, and citizenship. Also available is a teacher's guide containing detailed suggestions on how the parenting content and English language instruction can be presented and coordinated. For more information call the Cross Cultural Resource Center, California State University, Sacramento, 916-929-3708.

Teacher TV The Series, premiering Sunday, **April 19, 1992, 6pm et on The Learning Channel**, spotlights teachers as they work with their classes and offers sensible strategies that educators can apply themselves. To balance the possible with the practical, the series will examine a wide range of issues such as critical thinking skills, community involvement, trends in education, effective classroom discipline, education reform efforts, motivating students, and assessing student achievement.

Teaching Tolerance, is a new 64-page, full-color, semi-annual magazine that is free to educators. Published by the Teaching Tolerance education project of the Southern Poverty Law Center - a non-profit foundation based in Montgomery, AL. The purpose of the magazine is to provide educators with ideas, resources and teaching techniques for building harmony in diverse classrooms Contains in-depth features about school programs, idea exchange for teachers, resource guide, student activities, essays and interviews. The diverse art contributions consist of illustrations by nationally-known artists, students, and free-lance artists, color photography and calligraphy. Funded by private donations, the 150,000 circulation consists of selected K-12 teachers, librarians and principals in every public and private school in the country. For more information, contact Sara Bullard, Editor, or Lori Punske, Research Fellow, at Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104, 205-264-0286 and FAX 264-0629.

Voices from the Field: 30 Expert Opinions on America 2000, the Bush Administration Strategy to "Reinvent" America's Schools examines proposals that could change American education. Essays by Chubb, M. Smith, Kirst, Howe, Lipsitz, Darling-Hammond, Cardenas, Ambach, Meade, Timpane and 20 others are included. $3.00. W.T. Grant Foundation Commission on Youth, 1001 Connecticut Ave., NW, Suite 301, Washington, D.C. 20036-5541.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

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1988-89

Copies available at $10.00 each. Send prepaid order to NABE, 810 First Street, NE - Washington, DC 20002-4205.

NABE'S 1992
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR

Bertha Ulibarri

Instructional Assistant and Parent Liaison
West Las Vegas Middle School
West Las Vegas, New Mexico

I believe that education is one of the most important things in a person's life. Through education one can accomplish a great many things, especially in the employment field. More and more nowadays, educational status is the first thing employers look at when reviewing applications. Not only do employers look at educational preparation, but also at language proficiency. More than ever before, employers are looking for bilingual persons. This is where people appreciate the efforts and importance of bilingual education.

I was born in Lojito, New Mexico, a small community ranch south of Las Vegas, New Mexico. I attended a rural school in Bernal which consisted of four rooms for grades 1-8. We were never allowed to speak Spanish in elementary school. After graduating from high school, I worked as a teacher's assistant in the West Las Vegas Public Schools in the Chapter I program and, when the district received Title VII funding, I transferred to the bilingual program. For the next six years I worked full-time and went to school in the evenings, taking one class each semester. Raising my children and taking care of my invalid mother required by full-time attention for the next nine years. All our lives were enriched by having my mother with us, for she would remind us never to forget our heritage, culture and, most importantly, our language. She would always tell my children "Una persona bilingüe vale por dos." [One bilingual person is worth two.]

Four years ago I returned to the West Las Vegas Schools as a teacher assistant in the Title VII program. I work with students in math and tutor students after school. I participate in parent visitation meetings and parent involvement activities. I also help children in the computer room. I am also attending New Mexico Highlands University and am enrolled in Computer Applications in Education. My major is Bilingual Elementary Education and my minors are Spanish and Computer Education.

I believe that bilingual education is one of the most important developments in the field of education. Through the efforts of bilingual education, Hispanic people have been able to get out of their shells and intimidations and have excelled in all types of fields of endeavor. I applaud the program and firmly believe all students should get a bilingual education. Sabemos que sí se puede hacer y también queremos por medio de la educación bilingüe progresar y ser mejores cuidadanos para poder ayudar a nuestra gente. [We know that it can be done; we also want, through bilingual education, to make progress and to become more productive citizens so as to be able to help our people.]

It is my belief that all students should get a bilingual education. We are very fortunate to have a bilingual program in our district. The bilingual program not only helps our children, but also helps parents and senior citizens who also get involved with students in story telling and presenting cultural songs and dances in the classrooms.

The 1992 Bilingual Instructional Assistant of the Year Competition was sponsored by Jostens Learning Corporation

TUSD

Tucson Unified School District

Tucson Unified School District
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bilingual education and ESL teachers
at the elementary, middle and high school levels.

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TUSD operates 103 school sites grade K - 12. Of these schools, 49 offer bilingual education or ESL programs:

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High School	5	Special Education	15
Gifted & Talented	1		

TUSD schools serve over 8,500 students in bilingual education programs.

TUSD espouses a maintenance bilingual education policy: "Bilingual/bicultural education will be implemented as an integral part of the total curriculum, pre-kindergarten through 12th grade, in order to meet the individual needs of students." (Board Policy 6110)

For TUSD hiring information contact:
Leonard Basurto, Director
Bilingual Education & Hispanic Studies Department
Tucson Unified School District
P.O. Box 40400
Tucson, Arizona 85717
(602) 882-2441

Meet the NABE Board

NABE Central Regional Representative: Alicia Salinas Sosa

In this issue, NABE NEWS features NABE Central Regional Representative Dr. Alicia Salinas Sosa. The Central Representative serves a vital communication and service function within the organization. Alicia's region includes Illinois, Indiana, Kansas, Louisiana, Michigan, Ohio, Oklahoma, South Dakota, Tennessee, Texas and Wisconsin.

Dr. Sosa has been employed by Intercultural Development Resource Association (IDRA) since 1975. Her current work affiliation as Director of the Desegregation Assistance Center (DAC) at IDRA complements and informs her work with NABE. As DAC Director she and her staff provide information, training and technical assistance to several hundred school districts in a five state region. The Center staff address issues related to race, national origin and gender equity. This continuing contact and interaction with numerous school districts, state education agencies and community groups help her pinpoint needs and identify trends and concerns about educational equity for language minority students as they develop.

Ready to be pressed into service, Dr. Sosa seeks opportunities to use her talents and skills. Recently, she provided testimony to the National Hispanic Agenda and the Title VII Reauthorization Hearings sponsored by OBEMLA. In prior years, she has testified before the Texas House of Representatives, Subcommittee on Teacher Testing and coordinated a national hearing on the Impact of Testing on Hispanics. Alicia edited the proceedings and the publication is now available through the ERIC Clearinghouse on Urban Education.

When asked what motivates her and propels her to action, she is quick to respond, "I believe that students' potential for achievement should not be curtailed by a circumstance of their birth...by situations over which they have no control. Just because someone is born/raised in a low-income or a non-English-speaking household should not dictate their school success or life chances."

Alicia recognizes her good fortune in beating the odds that often hold back others from receiving an education and the benefits derived through it. She credits her grandmother and mother for providing much support and encouragement in pursuing her education.

In particular, Alicia knows firsthand what an advantage it was to her to be raised in a fully bilingual community. As a young child, she acquired a love of Spanish from her grandmother who often recited poetry, told fairy tales, riddles and folk tales in Spanish. Alicia now knows that her household was a "print-rich" environment with three daily newspapers, *El Diario, El Mañana, The Laredo Times*, and *The Ladies Home Journal*, along with many other poetry books and cancioneros. Above all, she recognizes the role that conversation with those significant caretakers played not only in her language development but in her personal growth and academic success.

Today, she uses many of these stories in the parent training sessions she conducts. Alicia is deliberate in her use of Spanish and the visual images she creates as she weaves the stories of her childhood. This combination of language choice, story-telling tradition and words from home life familiar to all of us has a powerful effect because she touches not only the minds of the participants but also familiar themes and deep emotions.

In the past seven years, Alicia has developed and acquired funding for six educational programs serving Hispanic students: Valued Youth Partnership Program (drop-out prevention); Pre-K Teacher Support (teacher/parent training; Identifying Gifted and Talented LEP (teacher/parent training); Desegregation Assistance Center (equity); and First-Year Bilingual Teachers (training/support). These programs help hundreds of LEP students, their teachers and parents. In addition, she has co-authored curriculum for Harcourt, Brace Jovanovich, Psychological Corporation, Santillana, DDL Books, and authored numerous articles. Although advised by many against doing so, Alicia pursued a doctorate with a specialization in bilingual education and teacher education. A major in bilingual education dictated a second major and added more course work. Alicia pursued it because of her commitment to bilingual education. In 1986, she received her doctorate from the University of Texas in Austin.

Despite her busy schedule, Dr. Sosa has served as Vice President of TABE and is currently President of the San Antonio Area Association for Bilingual Education (SAABE). With 23 years of experience in bilingual education, having worked as a teacher's aide, teacher, instructional supervisor, staff development coordinator and consultant, Dr. Alicia Sosa is a resource to NABE and to the school districts she serves. In 1990, her accomplishments were acknowledged by SAABE where she was awarded the Bilingual Education Administrator of the Year Award. < NABE >

Readers are welcome to reprint articles from *NABE NEWS*, provided proper credit is given.

SIGS Meet at NABE '92

Select leaders and establish plans for the coming year

NABE Special Interest Groups (SIGs) provide members the opportunity to network with other bilingual educators who share their interest in a particular aspect of the education of linguistic minority students. Special Interest Groups hold annual business meetings during the NABE Conference, at which they identify goals for the coming year. The following are summaries of some of the SIG meetings which took place in Albuquerque. Summaries of other SIG meetings will appear in future issues of *NABE NEWS.*

ADULT EDUCATION & VOCATIONAL EDUCATION

Chairperson Wilfred Gadsden led discussions centering around methods and materials used in adult education programs and the need to continue to share information regarding these issues and others, such as staff development. The group would like to see more conference sessions address the topic of adult education. Since so many of the people who attended the Adult Education SIG meeting also attended the Vocational Education SIG meeting, it was suggested that the two groups be combined. Sharon Duncan, chairperson of the Adult Education SIG for 1992-1993, will follow up on this suggestion.

ASIAN/PACIFIC ISLANDER

SIG members and Chairperson Mitzie Tanouchi discussed the need for indexing existing instructional materials and for establishing more bilingual and second language programs for Asian-language speakers. It was generally agreed that Asians need to become members of NABE so that they can make a greater impact on the organization and have their needs addressed by NABE. It was recommended that the next SIG chairperson come from the Houston area so that the SIG can have more input into next year's conference.

CRITICAL PEDAGOGY

Co-chairpersons María Torres and Catherine Walsh led a large group discussion regarding involvement in the 1993 NABE Conference. It was suggested that there be an institute or strand on Critical Pedagogy and that there be a speaker on workers' education. SIG members are interested in reviewing proposals on the topic of critical pedagogy.

ESL IN BILINGUAL EDUCATION

Grace González offered to chair this SIG. Members present at the meeting discussed issues regarding assessment for ESL, ESL at middle and high school levels, and how ESL fits into whole language and portfolio assessment. It was the group's suggestion that more ESL methodology sessions be given at the conference.

EARLY CHILDHOOD EDUCATION

Lourdes Dias Soto chaired the meeting of the Early Childhood SIG. Their discussions led to the submission of a resolution on early childhood education for consideration by the NABE membership.

GLOBAL EDUCATION

The group discussed differences between global education and multicultural education and how to increase global education in the schools. It was agreed that SIG membership must be increased if it is to be effective within NABE. Cynthia Mosca and Thomas Ruff will co-chair the SIG for 1992-1993.

INSTRUCTIONAL TECHNOLOGY

Chairperson Jeanne Perrin led discussions regarding the need for research on the characteristics of teachers who use technology and on how to best train teachers in the use of technology. The group encouraged the submission of software previews to the newsletter. They would like to hold an intensive session at the Houston conference, perhaps in conjunction with the Space Center.

RESEARCH & EVALUATION

SIG members and Chairperson Ellen Clark recommended that there be an open forum for research at the annual conference and that fellows be encouraged to present at the conference. SIG members would like there to be a balance between "how to" and "research" sessions. They see a need for more networking with AERA SIGs and a need to open up to other mainstream researchers who are now doing work with language minority students. The SIG identified the following trends: integration of language learning and content area learning; alternative assessment and issues that drive testing; national testing; native language instruction in math and science; implications for the creation of knowledge when instructional supervisors lack knowledge regarding native language. Finally, the SIG discussed the need to secure monies for research.

SECONDARY EDUCATION

Delia Navárez has been selected the chairperson of the Secondary Education SIG. Much of the discussion centered around the NABE Student Essay Contest. The participants also discussed the lack of native language materials at the secondary level.

SPECIAL EDUCATION

SIG members expressed their appreciation to NABE for holding an Institute on Special Education during the conference and their desire to broaden contact with conference attendees. Kathy Storchan and Carmen Alvarez will co-chair the SIG for 1992-1993. They will be disseminating an interest inventory to the members and then share it with NABE.

< NABE >

Asian Americans Confront Discrimination in Many Areas, Civil Rights Commission Study Determines

Asian Americans are the victim of widespread bigotry, discrimination, barriers to equal opportunity, and even violence, according to extensive evidence complied in a report released by the U.S. Commission on Civil Rights at the end of February.

"Japan-bashing," the Commission finds, contributes to the bigotry and violence directed against Asian Americans. Therefore, the country's political party leadership should agree to refrain from "race-baiting" tactics in the upcoming election.

The 233-page report, *Civil Rights Issues Facing Asian Americans in the 1990s*, is based on two years of research prompted by a series of 1989 roundtable conferences conducted by the Commission in Houston, New York, and San Francisco. The document outlines 44 specific recommendations for action intended to alleviate the serious problems that beset the rapidly growing Asian American population of about 7.3 million.

In his letter accompanying the report sent to the President and Congress, Commission Chairman Arthur A. Fletcher wrote, "Asian Americans suffer widely the pain and humiliation of bigotry and acts of violence. They also confront institutional discrimination in numerous domains, such as places of work and schools, in accessing public services, and in the administration of justice."

The Commission's report calls for strong moral and political leadership to deal with such complex and deeply rooted problems as bigotry and violence, including murder, that occur with alarming frequency.

Blame for the bigotry and violence, the report contends, must be shared by the schools for not teaching about the histories, experiences, and contributions of Asian Americans, by the news media for giving hate crimes directed at Asian Americans too little attention, and by political leaders for lashing out at Japan as the cause of the country's economic problems.

Three factors we cited as the key contributors to the civil rights challenges facing Asian Americans: stereotyping, cultural and language barriers and inadequate access to the political process.

The 'model minority' stereotype envisions Asian Americans as hardworking, intelligent and successful but, as complimentary as it sounds, this stereotype has damaging consequences. It deprives Asian Americans of their individuality and humanity in the public perception, which can foster prejudice. It leads people, for example, to overlook the serious social and economic problems faced by many segments of this population, particularly poorer, less successful Asian Americans.

The Commission report also points out that "Such basic needs as interpretive services to help limited-English-proficient Asian Americans in their dealings with government agencies, culturally appropriate medical care, bilingual/English as a Second Language education, and information about available public services are largely unmet."

Inadequate political representation also has damaging consequences. "This lack of political empowerment," the Commission believes, "leads the political leadership of the United States to overlook and sometimes ignore the needs and concerns of Asian Americans."

The Commission pointed out problems in many other areas.

Police-Community Relations: The damaging consequences of discrimination are also felt by many Asian Americans in the area of police-community relations. Asian Americans often find themselves without effective access to police protection, and some fear that they may become the victims of police misconduct.

Access to Primary and Secondary Education: Many Asian American immigrant children, particularly those who are limited-English-proficient, are deprived of equal access to educational opportunity, leading to high dropout rates. Previous research has found that language-minority-student dropout rates are twice as high as the dropout rates for non-language-minority students.

Employment Discrimination: All Asian Americans, to varying degrees, face employment discrimination. The Commission was told that recently arrived immigrants are exploited by firms that take advantage of their ignorance of their rights and their need for jobs. They spoke of employers who violated labor laws with unsafe working conditions, low pay, and long work hours, The misuse of employment tests, English-only rules in the workplace, and the difficulty of obtaining certification for foreign-educated professionals are just some of the serious problems that mark employment discrimination.

The report examines other civil rights issues confronting Asian Americans -- admissions discrimination in higher education, access to health care, access to the judicial system, battered Asian American women, media portrayals, and religious accommodations.

Addressing these issues, the Commission emphasizes, requires detailed information about the Asian American community. "Yet data on Asian Americans are sorely lacking in many critical areas, including demographics, socioeconomic status, educational achievement, and public health," the study found.

Copies of the report are available free, while the supply lasts, from the Commission's Clearinghouse Division, Room 709, 1121 Vermont Avenue NW, Washington, D.C. 20425.

The U.S. Commission on Civil Rights is an independent, bipartisan Federal agency. Arthur A. Fletcher is Chairman and Charles Pei Wang is Vice Chairman. The other Commissioners are Carl A. Anderson, William B. Allen, Mary Frances Berry, Esther G.A. Buckley, Blandina Cárdenas Ramírez, and Russell G. Redenbaugh. Wilfredo J. González is Staff Director.

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NABE NEWS

Volume 15 - Number 6

Published by the National Association for Bilingual Education

OBEMLA Director Announces Resignation

Rita Esquivel Ends Three Years of Outstanding Service

On May 11, 1992, OBEMLA Director Rita Esquivel announced she would be resigning her position effective May 29, 1992 to return to the Santa Monica/Malibu School District. NABE NEWS immediately scheduled the interview which follows.

Three years ago when Ms. Esquivel was interviewed shortly after coming to Washington, she said she had three goals as OBEMLA Director. One was to increase the morale of the OBEMLA staff; the second was to strengthen relationships with professional associations; and the third was to change peoples' minds about bilingual education. Ms. Esquivel feels she made significant progress towards achieving these goals. Morale among OBEMLA staff has definitely improved. "I raised their expectations and they met them," she noted. Because staff are working in a professional manner, the way in which the field regards them has also improved.

OBEMLA has also made significant strides in establishing relationships with professional associations, particularly NABE and TESOL. She sees holding the national Management Institute in conjunction with the NABE Conference as a cost-effective measure. "I'm a conservative on money," she stated, "and this way I can make dollars stretch and provide in-depth inservice." Ms. Esquivel said that OBEMLA plans to hold a national Management Institute in conjunction with NABE's 1993 Conference in Houston.

Changing peoples minds about bilingual education "will always be a challenge," she said.

Ms. Esquivel was asked what she considered as her most significant accomplishments over the past three years. She cited the proactive role OBEMLA has taken with regard to the Academic Excellence Program, which enables OBEMLA to publicize the good work school districts are doing. Her last trip as OBEMLA Director was to Los Angeles where she presented the school board and school sites with Academic Excellence flags.

Ms. Esquivel is equally proud of the expansion of the developmental bilingual education program, which she says "offers one more option for school districts." She is also pleased that the fellowship program has expanded to almost 500 participants and that institutions such as Harvard are now participating.

The Research Symposium is another example of OBEMLA's proactive role and desire to share knowledge among practitioners. Ms. Esquivel also noted that monitoring activities have increased; last year every program officer went to the field to monitor projects. Furthermore, a monitoring instrument was developed for developmental bilingual programs and is being used as a model for the Department. Finally, every third-year project submitted an evaluation report this year.

Ms. Esquivel regrets that she leaves two items unfinished. The first is the reauthorization of the Title VII legislation which will take place next year. She will, however, "speak out as an educator from California" when the time comes. She noted that OBEMLA will have input into other education department programs such as Migrant Education and Chapter 1 reauthorization as well.

Ms. Esquivel also regrets that the reorganization of the office which began seven months ago is not yet complete. When finished, the reorganization will even the work load of program officers.

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Issue 5, 4/01/92
Issue 6, 5/15/92
Issue 7, 7/01/92
Issue 8, 8/15/92

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The 22nd Annual International Bilingual/Bicultural Education Conference--NABE '93--will be held February 23-27, 1993 at the George Brown Convention Center in Houston, Texas.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

¡Hasta Pronto!

by Dr. Paul E. Martínez

Last year at this time as I prepared to assume the presidency of NABE, I had opportunity to reflect on the challenges that awaited me both personally and professionally during the coming year. Twelve months later as I prepare to relinquish the office, I again find myself reflecting--only this time on all the many things NABE as an organization has accomplished during the past year. To say that this has been both a rewarding and satisfying experience is indeed an understatement. As a result of the extensive travel to many of our affiliate states, the interaction with people involved in bilingual education at every level, and the opportunity to serve with an Executive Board who put the best interests of children at the top of their agenda, I have become both a better educator and human being.

1991-92 was truly an important year for NABE in many regards. I am pleased to report that we are in the strongest fiscal condition that we have ever been in, thus accomplishing one of my primary goals. I believe that the efforts we have undertaken to strengthen our ties with affiliates have demonstrated exceptionally positive results, also addressing one of the key goals I outlined last year. Our three regional representatives deserve the credit for this accomplishment. We are coming off of one of the most successful conferences in NABE history and it is apparent that in this arena we are making significant gains. We have completed a long and arduous restructuring of NABE's governance system which should also strengthen our efforts in years to come. Last, we have made very important movement toward demonstrating that NABE is indeed the premiere professional and advocacy organization nationally that addresses the educational needs of language minority Americans.

In light of these accomplishments and others however, much work remains to be done. Our blueprint for the future must include continued collaborations with parents, the business/industry sector, school personnel at all levels, and policy makers. That same blueprint must be tempered with thought and foresight so that we anticipate challenges and prepare to address them proactively.

We need to take active individual roles since we undoubtedly are the stakeholders who will not only provide optimum opportunities for language minority students but also lend the guidance and leadership that guides us from one century to another. In short, every single one of us must be willing to "walk to the line" in support of any effort or initiative that promotes equal educational opportunities, success in or out of school, and academic excellence for all students.

The challenges at present and in the future are many, for those willing to meet them head on. In many ways, the year I have served as President has helped me restore some of the idealism that has diminished over the past fifteen years of my professional career. On the other hand, it has allowed me to assess more realistically how much there is still left to do. The heartening aspect to all of this revolves around the progress we are making nationwide. As I have traveled throughout the U.S. this year I can't help but marvel at the determination, perseverance, and fortitude of countless parents, teachers, teacher assistants, administrators, board members, and others who refuse steadfastly to settle for anything but first rate education for their children or students. In the majority of those circumstances, first rate education is synonymous with bilingual education.

So my friends, you can see that this has, without a doubt, been a very good year for me and for NABE. I will never forget the countless acquaintances and friends I've made over the past twelve months. I'm thankful for the letters, phone calls, words of encouragement, praise, and abrazos that so many of you have extended over the year and I urge you to extend even more support for President Kamm as she leads us forward through another productive year. Good-byes are emotional and often times a bit painful for me so I'll merely say, "hasta pronto" [see you soon]. In closing, let me extend to all NABE members my best wishes for success in all your future endeavors. May many good things come to you and your families.

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Increasing Access to Technology for Language-Minority Students

by Bernard R. Gifford, Ph.D., Apple Computer Company

Editor's Note: The following article was excerpted from a keynote speech presented by Dr. Gifford at the New York State Association for Bilingual Education Annual Conference on April 4, 1992.

Recent studies have shown that bilingual students can benefit substantially from programs that exploit new technologies, particularly those that connect students via computer networks. I can cite, for example, the work of Dennis Sayers at Brooklyn College and Jim Cummins at the Ontario Institute of Studies in Education.[1] And I can point to successful projects, like the Bell Model Technologies program in Los Angeles, that have used a wide range of educational technologies to facilitate language acquisition.[2]

Despite this evidence, students from minority-language backgrounds have very limited access to educational technologies. In part, this reflects the fact that most school districts with substantial language-minority enrollments are in large urban areas. The chronic underfunding of these districts -- documented relentlessly by Jonathan Kozol in his book *Savage Inequities* -- means that few inner-city schools have the resources or the space for the kind of computer facilities that are taken for granted in suburban classrooms.

Rather than rehearse Kozol's well-known argument, I want to tell you about a conversation I had with Dennis Sayers, the bilingual educator I mentioned a moment ago who is co-director of a project called *De Orilla a Orilla* (Spanish for "From Shore to Shore") which involves low-cost Sister Class partnerships between teachers in the US, Puerto Rico, Argentina, English- and French-speaking Canada, and Mexico.

We talked at length about the program, and about the role of computers in facilitating language acquisition. And then I asked Dennis how he happened to get involved with educational computing in the first place. He told me that nearly a decade ago, he was a resource specialist at a regional bilingual education resource center. He would travel around to schools in six states, leading workshops and offering assistance. At every school, he would stop by the library to see what materials were available in the children's home language. At the time, he explained, researchers were saying that language-minority kids needed to have more exposure to children's literature in the native language.

At some point, he began noticing fewer and fewer new books on the shelves, and he started asking why. Everywhere he went, he heard the same story: Dollars were being diverted from book budgets to buy computers. And those computers were not being used by LEP children. So they were being doubly deprived: not only were they given unequal access to computers. They were also denied the conventional tools that were being cut from the budget to make way for technology. When he realized that, Sayers became determined to find ways to use the computer to help children develop their first language while acquiring a second. That doesn't answer the important question: why are language-minority children less likely than other students to have access to computers? Let me mention just a few reasons.

The number one factor is a paucity of software or courseware appropriate for second-language learners. A government study issued in 1987 said that only one percent of commercially available software programs are designed for students learning English as their second language.[3] That was five years ago, and there has been some progress in this area, but not enough to begin to resolve the imbalance.

A second factor is that teachers who work with LEP students tend to have very little experience with computers, and need opportunities to become comfortable with new educational technologies. The disparity is quite dramatic: while computers are used by half of all regular classroom teachers, they are used by less than a quarter of those who teach LEP students.[4]

The third factor is pedagogical, but rests on a misconception about educational computing. Most of today's literature on language acquisition stresses social interaction. Robert De Villar and Christian Faltis emphasize this point, for example, in their recent book, *Computers and Cultural Diversity*. They conclude that language-minority children do more seatwork and less interactive, cooperative work than their monolingual schoolmates.

I agree with this assessment. But I regret that as a result, there appears to be some resistance to introducing computers into bilingual classrooms. This reluctance is based, at least in part, on the misconception that computers will mean more seatwork and less collaboration. But in fact, no educational technologist worth his silicon would want to lock a student -- especially a language-minority student -- into a box of circuitry. Thanks to computer networking, the computer is valuable to bilingual students precisely because it is a communication tool.

Some of today's most successful bilingual programs like the *ORRILAS* project promote language-intensive collaboration. The Bell Model Technologies program encourages students to interact intensively -- often in two languages -- as they plan, implement, and present their multimedia projects. Other programs for bilingual students have begun to take advantage of interactive video. I might mention, for example, the ABC Interactive programs on such timely subjects as AIDS, the collapse of communism, and the Supreme Court. These programs make use of Spanish and English. As students listen to audio/video presentations and access text, graphs,

Continued on page 16

L.I. District Accused of Bias in Special Education

by Diana Jean Schemo

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Huntington, L.I., May 6 - In a dispute that underlines the pressure being put on suburban school districts by an increasingly diverse student population, the state has accused the Huntington schools of steering minority and foreign-born children into special-education classes, often without the proper screening to assure that the students are in fact disabled.

The inquiry, conducted by the State Department of Education at the urging of frustrated parents and advocates for minorities, condemns the district's English as a second language program, which it says fails to offer students sufficient help in English and discourages parental involvement. Generally, the report said, teachers did not expected much of children whose first language was not English, and "instruction itself seemed to be based on limited expectations."

The district has never accepted state funds to provide bilingual education for Huntington's growing Latino and Haitian immigrant communities, citing the school board's traditional opposition to bilingual education.

Labeling of Blacks Reported

The report portrays a suburban school system that holds out the promise of an above-average education for many white middle-class students but tends to label black students as less intelligent, and appears ill-equipped to educate its growing number of immigrant children.

Dr. Robert D. Stock, Superintendent of the Huntington Union Free School District, at first dismissed the report's criticisms, saying the system's only problem was a failure to keep the proper paperwork, a problem that did "not relate to the quality of education provided." He said the district would move quickly to meet requirements the report imposes for documenting the programs in special education and English as a second language.

He disputed the report's central finding, that students were being improperly placed in special-education classes based on race or ability to speak English, and suggested that minority and foreign-born students might be more likely to need special education. "The assumption on the part of the people who raise the issues," he said, "is that the distribution of minorities in special education should be the same as their proportion in the general population. I'm not sure that assumption is valid.

"It may be that minority students and students of limited English proficiency have educational needs that are not reflective of the general population."

While blacks account for 13.9 percent of the school district's population, they make up 38.3 percent of students in special education. Hispanic children are 13 percent of the overall student body, but are 20 percent of the special-education students, according to the Puerto Rican Legal Defense and Education Fund.

Jenny Rivera, a lawyer for the fund, said the report gave a local picture of a national tendency toward placing minority students in special education programs. She said she was not encouraged that the school district would remedy the report's most important criticisms.

"Paper Compliance" Feared

"I am unconvinced that the district will do any more than seek a way to come into paper compliance on the mandated part of the state report," she said.

The state study says the Huntington Schools fail minority and foreign-born students in some of the most basic standards of education in America. It says the district's programs in learning English are so poor that students placed in them at young ages fail quickly behind and are soon shifted to special-education classes.

The investigation condemned the school district for "major problems" in evaluating and placing children in special education, and said there was little evidence the schools were taking any measures to prevent racial or cultural discrimination.

Students arriving from foreign countries were routinely placed in special-education classes before they had a chance to learn English or adjust to their new schools, the study found. "It appears that many of these students were classified as handicapped based on their lack of age-appropriate previous formal schooling rather than on the basis of any real disability," the report said.

More Likely to Be Segregated

Once in the special-education classes, minorities are more likely than white classmates to be segregated in classes apart form the rest of the student body, despite Federal and state regulations that students be taught in the "least restrictive environment," the report said.

The investigation found that three out of four white students placed in special-education programs studied in resource rooms, which are study areas open to all students, for certain parts of the school day and spent the rest of the day in regular classes; only one in four were in classes exclusively for special-education students. For blacks, the figures were quite different: 55 percent were in special classes, and 45 percent in resource rooms. Hispanic children were the most isolated, with 65 percent exclusively in special-education classes and the rest in resource rooms.

The inquiry found little evidence that administrators re-examined students to find whether they still needed special instruction or whether they

Continued on page 9

Teacher Assistance Teams: A Model for Preventing Inappropriate Referral of Language Minority Students

by Todd Fletcher, Ph.D., The University of Arizona

Providing appropriate educational practices for linguistically and culturally diverse students is clearly one of the most significant challenges facing our educational system today and will continue to be into the twenty-first century. The current demographic make-up of our public schools is such that many school districts around the United States are being overwhelmed with the responsibility of educating a student populace that is becoming increasingly more diverse with regard to language, learning and cognitive styles, and cultural differences. The diverse variables these students bring to the learning environment have placed them "at-risk" for school failure. Research and statistics quite clearly indicate that low achievement, high drop-out rates, retention and placement into special education are common occurrences for language minority students.

Many of the culturally and linguistically different students who enter our public schools come equipped with good oral language proficiency in their native language. However, they do not have the requisite oral language skills in English which will provide them with the readiness and academic-related skills necessary to allow them to compete successfully in English with their monolingual English speaking peers upon entrance into school. Of major concern are language minority students that are exited prematurely from bilingual to English-only classrooms when they have developed only superficial English communicative skills. It is common to classify these bilingual students as "English proficient" because on the surface they sound proficient, communicate basic needs, and respond to contextualized demands in English with ease. In reality, they lack the linguistic proficiency required for academic success in a regular educational setting. Once mainstreamed in a regular educational setting these children begin to fall further and further behind grade norms and peers in the development of English language academic skills and subsequently in content area subjects. Frequently, the poor academic performance of these students and their below average functioning is no longer explained or seen by educators as a lack of English linguistic proficiency, but rather as a cognitive, cultural, or linguistic deficit within the child.

> ***Many of these students may have severe academic difficulties which cannot be attributed to a specific learning disability or a language disorder, but rather, to the inability of our public school personnel to distinguish between cultural and linguistic differences and special learning needs.***

In many instances, the referral of these students for a special education evaluation is based on educators' confusion as to whether the academic difficulties of these students are related to their limited command of English or an underlying language disorder. A study in Texas reported by Garcia (1985) found that "language problems" followed by "attention/behavior problems" were the most frequent reasons for the referral of limited English proficient students to special education. Some of the attention and behavior problems identified in the study included: the inability to follow directions, poor eye contact, lack of attention, and daydreaming. These behaviors are characteristics common both to students in the process of second language acquisition and acculturation and students with specific learning disabilities. It is imperative that professionals be aware that language differences and specific cultural characteristics of students can frequently explain a student's behavior clarifying what was once thought to be an academic learning difficulty, language disorder, perceptual disorder or a social or emotional problem.

Of primary concern is a general awareness and sensitivity level by educators about differences and exceptionalities, particularly with language minority students. It is not uncommon for educators, because of the lack of knowledge and specialized skills, to view special education as a legitimate alternative placement for these students. This underscores the need for effective consultation and collaboration among ESL, bilingual and monolingual mainstream teachers, and regular and bilingual special educators to insure that appropriate alternatives are implemented prior to a formal referral to special education. The purpose of this article is to present a comprehensive team approach designed to improve the academic achievement of all students including language minority students in the regular education setting.

A school wide approach that has been successfully implemented to reverse the trend of failure for "at-risk" language minority students and which dramatically decreases the inappropriate placement of these students into special education is an informal delivery system known as pre-referral intervention. One such model which has been widely accepted and embraced is the Chalfant and Pysh's Teacher Assistance Team

Continued on page 12

Study Finds Language Minority Students Not Being Identified

Significant numbers of Asian and Hispanic students who come from bilingual homes are not being identified as language minority students by their teachers according to a report just released by the National Center for Education Statistics. *Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88* is an analysis of data obtained in the National Education Longitudinal Study of 1988, designed and sponsored by the National Center for Education Statistics, with support from the Office of Bilingual Education and Minority Languages Affairs and the National Science Foundation.

The study reports on five areas for the Asian/Pacific Islander and Hispanic student populations: the students' ethnicity, their language skills, how they are seen by their teachers, their aspirations, and their achievement. The ethnicity of the Asian population was 20% Filipino, 17% Chinese, 13% Southeast Asian, 11% Korean, 9% Pacific Islanders, 9% South Asians, 6% Japanese, and 15% Other. The ethnicity of the Hispanic population was 62% Mexican or Mexican-American, 11% Puerto Rican, 4% Cuban, and 23% Other.

In both the Asian and the Hispanic student populations, approximately three-quarters of the students come from bilingual homes. However, only 27% of the Asian students and 39% of the Hispanic students were identified by at least one of their teachers as language minority students. The report says "Frequently, teachers are unaware that a second language is spoken in a language minority student's home and define the student as non-language minority." In the case of the Asian population, 47% were classified as non-language minority and 41% of Hispanics were misclassified. Of the 25,000 eighth-grade students sampled for NELS:88, approximately 3,000 were Hispanic and 1,500 were Asian/Pacific Islanders. Only 107 Asian and 220 Hispanic students were identified by their students as limited English proficient.

The NELS:88 excluded students whose principals felt had language limitations which would cause them to have difficulty completing questionnaires and/or cognitive tests.

Only 6% of the Asian students and 8.5% of the Hispanic students received bilingual education during their first two years of American schooling. Language arts and mathematics were more frequently taught in languages other than English than were other content areas.

Copies of the report (stock number 065-000-00483-6) are available at $11 each from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954.

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Directory of Two-Way Bilingual Programs Available

The Center for Applied Linguistics recently published the *1991-1992 Directory of Two-Way Bilingual Programs in the United States.* The directory is part of a long-term research project on two-way bilingual education in the United States being conducted in conjunction with the National Center for Research on Cultural Diversity and Second Language Learning, funded by the Office of Educational Research and Improvement of the U.S. Department of Education.

Two-way bilingual education programs are designed to provide content and language arts instruction in two languages (English and another) to classes containing both fluent speakers of the non-English language and fully English proficient students. Programs typically follow a dual-language model where both groups of students are immersed in their native and second languages, with the languages systematically separated for instruction.

The directory profiles 76 two-way (developmental) bilingual education programs in more than 120 schools in 13 states. Annual updates are planned to document developments in existing programs and the implementation of new programs. Orders for the Directory at $15 each must be prepaid to the Center for Applied Linguistics and sent to NCRCDSLL Dissemination Coordinator, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037. For further information, call (202) 429-9292.

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The View From Washington

by James J. Lyons

NABE Executive Director & Legislative and Policy Counsel

This column differs from my usual offering in that the typical focus on the impact of public policy on people in inverted. This column is about people, three to be specific, and how they have helped other people through their impact on public policy. The occasion for this non-traditional column is the occurrence this month of three changes -- nearly simultaneous but unrelated -- in the national leadership of bilingual education.

The people I write about are Rita Esquivel who is leaving the Directorship of OBEMLA at the end of May, after three high-performance years in this critically important politically-appointed position; Rudy Chávez who will leave the NABE Executive Board of Directors at the end of this month after five momentous terms in office; and Paul Martínez who, at the end of May, will turn over the NABE Presidency to the Association's new President, Marlene Kamm.

Rather than review the tangible accomplishments of this leadership trio, which are familiar to the readers of this newsletter, I want to focus on the intangible, but powerfully real, common characteristics of their leadership.

Rita, Rudy and Paul are special people who through their respective offices did special things to improve American education and more fundamentally, to help children. Indeed, helping children is the bond, the source of energy, and the passion that has moved, directed and united them. The needs, the interests, the lives of children, and through simple extension, the families of children -- have been the refrain in virtually every conversation I have had with Rita, Rudy and Paul.

Beyond on their determined focus on children, the accomplishments of Rita, Rudy and Paul reveal another common leadership trait -- their persistent optimism and its by-product, strong positive energy. To be sure, Rita, Rudy, and Paul have faced personal and professional challenges, and I know that all three have experienced their "bad days". Rarely, however, did any of them let it show. Instead of wasting their energy on present problems or past laments, they focused their energies on making the future better. And they directed their energy outward, transferring it to others. Rita, Rudy and Paul are master practitioners of the fool-proof leadership strategy of empowerment.

A third leadership characteristic common to Rita, Rudy and Paul is their faith in what might be termed "the field." Having achieved their leadership positions by working from the "bottom-up," they understand the challenges facing front-line educators. Because they respect "the field", all three have eschewed the failed and too-frequently familiar "top down" style of leadership.

A forth leadership characteristic of this trio, directly related to the third, is their team orientation. Rita, Rudy and Paul reached out to an ever-expanding network of people who are care about children and challenged them to do more, to do better for children. Because of the outreach of this leader trio, more parents, school board members, teachers, administrators, school superintendents, policymakers, and more corporations are doing more for children who come to school speaking a language other than English. Their team orientation has improved the state of bilingual education and expanded the number of people who see themselves as "stakeholders" in the future of children.

Rita, Rudy and Paul Martínez share other characteristics of strong leadership -- solid expertise, quick wit, decisiveness, and a good sense of humor -- but these are traits more commonly found in people of high position. And each of the three possesses unique talents which distinguish them from one another.

OBEMLA and NABE have been improved by the individual initiatives and collaborative efforts of Rita, Rudy and Paul, and bilingual education is stronger today because of their leadership. Above all, they leave behind greater hope for our children.

And so as Rita Esquivel, Rudy Chávez and Paul Martínez relinquish positions of leadership in bilingual education this month, I am filled with feelings of loss and hope. Loss because I count each as a friend and hope, because that is the legacy of their leadership. < NABE >

HUNTINGTON, *from page 6*

were learning at all. "One student wanted to know why students should work to learn when nothing happened when they did not," the report said.

Timetable of Steps

The report includes a timetable of steps the school district must take to provide documentation that has until now been haphazardly maintained.

A second section of recommendations calls on the district to reconsider its refusal to accept state funds to begin a bilingual education program.

Dr. Stock, the superintendent, said Huntington would prepare the required paperwork, and accept technical assistance from the Department of Education. But he said it was not certain whether Huntington would accept all the recommendations for its English-Language and special-education programs.

He praised the district's overall record in providing an education for its white, middle class students.

"It is one of the few suburban districts that has a substantial minority population, but also has aspirations for its youngsters to have the students from our district be competitive with other suburban districts, he said.

Once students are placed in special education or English as second language, their test scores and other measures of academic success are no longer averaged in with those in the district's regular programs. < NABE >

ESQUIVEL, *from page 1*

How did the job of OBEMLA director differ from what she expected? To begin with, she didn't expect 12-14 hour work days, working on weekends, and no vacations! She was, however, wonderfully surprised to be so involved in general education issues, as when she attended the President's meeting with the Governors in Charlottesville in 1989 where the six national education goals were drawn up. She also did not expect the field to be so hungry for and so receptive to the technical assistance provided by her office. Finally, she thanked NABE and the other professional associations for the support she received.

If Ms. Esquivel had unlimited funds for Title VII, she would do the following. First, she would put most of the money into teacher training. She notes that as the population moves into new areas and increases in others, teachers need additional training. She would like to see assistance for people to go to college and for teachers to become administrators. She would like to have two more Evaluation Assistance Centers, because she feels the present territory is too large. Ms. Esquivel would increase funds to state agencies so they could do more training and selection of Academic Excellence programs. Since more immigrant students keep arriving, she would also increase the funding for Immigrant Education. Finally, she would focus direct assistance to students on pre-school and the adult work force.

Ms. Esquivel clarified why she is leaving at this time. She noted that the normal tenure of a political appointee is 18 months and that she had a personal timeline of two years when she came to Washington. Although the Santa Monica/Malibu School District had generously granted her two leaves of absence, there is now a new Superintendent and a new school board and her request for a third leave of absence was denied. More importantly, she had put her career on hold to take the position of OBEMLA Director and it is now time to resume it. She will miss the job, "It has been the best job professionally that I have had. I feel I've done something meaningful and that I have instituted change."

When asked if she had a special message for the NABE membership, Ms. Esquivel asked that we reprint the following poem, written by Sherry Schmidt of the BD Fox Supergroup:

Someday, many years from now
We'll sit beside the fire's glow
Exchanging tales about our past
And laughing as the memories flow.

And when that distant day arrives
I know it will be understood
That friendship is the key to life
And we were friends, and it was good.

NABE thanks Ms. Esquivel for the efforts she made on behalf of linguistic minority children, for her leadership, and her dedication. We all wish her the best in her future endeavors.

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"There are lies, damned lies, and statistics"*

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*Mark Twain, attributed to Disraeli.

Handbook on Teaching Korean-American Students Available

The California State Department of Education has announced the publication of the *Handbook for Teaching Korean-American Students*, a comprehensive resource document for educators interested in Korean-Americans. The purpose of this publication is to assist educators in improving their understanding of the language and cultural background of Korean-American students.

Chapter I includes a summary of Korea's 5,000 years of history and the recent social and economic changes that have helped Korea emerge as a leading country in the Far East. Chapter II presents a description of the educational, cultural, and language experiences of Koreans in Korea and identifies the cross-cultural issues Koreans face when they immigrate to the United States. Chapter III contains an analysis of the Korean language and outlines some of the key differences between Korean and English and provides a summary of the cultural values that are reflected in the Korean language. Chapter IV presents a variety of recommended instructional and curricular strategies for helping Korean-American students develop and enhance their bilingualism and academic achievement. The appendices contain up-to-date information for enabling educators to obtain human and material resources for improving the education of Korean-American students.

Copies of the handbook are available for $4.50 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. For more information about the handbook, telephone Daniel Holt, Consultant, Bilingual Education Office, at (915) 657-3837.

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Meet the NABE Board

Marlene Kamm, NABE President-Elect

In this issue, *NABE NEWS* is pleased to introduce Dr. Marlene Kamm, in-coming NABE President for 1992-1993. Dr. Kamm is currently Assistant Superintendent for Curriculum and Instruction in the Lake Forest School District, a north shore suburban community of Chicago.

Dr. Kamm has spent 14 years of her professional career in education as an elementary bilingual teacher, a Spanish teacher, an English as a second language teacher. For ten years she has been a director of bilingual education and second language programs. Her bilingual experience took place in Waukegan, one of the largest Hispanic school populations outside the city of Chicago. Ten years ago, she was instrumental in implementing a two-way bilingual program in Waukegan, breaking away from the state's customary transitional bilingual education (TBE) pull-out model. Having been a teacher in a TBE pull-out classroom, she believed that there certainly had to be a better model of instruction for limited English proficient students and an opportunity to enrich the lives of English-dominant speakers with the richness of the Spanish language and culture. The school district allowed her to implement two classrooms and, after one school year, there was a waiting list of students whose parents wanted them to participate in this successful environment. The program was expanded and students continued to achieve success in two languages.

Dr. Kamm left her position in Waukegan as Director of Bilingual Education to become Assistant Superintendent for Curriculum and Instruction in Tinley Park. In this new district, she immediately identified the underserved population of limited English proficient students and successfully pursued a Title VII grant to implement appropriate services for students in Tinley Park and two neighboring school districts. During her 18 years of experience, she has written eight successful Title VII grants to secure programs for "potentially English proficient" students. Her position as Assistant Superintendent for Curriculum and Instruction provides her with numerous contacts and interactions with other school districts, state and federal education agencies and community groups. She has participated as a member of the Illinois State Advisory Council on Bilingual Education as well as held executive positions in the Illinois Association for Multilingual-Multicultural Education and the Illinois Association of Teachers of English as a Second Language/Bilingual Education.

Dr. Kamm assisted in the creation of bilingual and ESL certification guidelines for teachers in Illinois and was a founding "mother" of the state bilingual teacher association, IAMME. Although she has a busy schedule, she continues to teach bilingual education courses in the graduate school of National Louis University. "This is important to me because it keeps my research knowledge current and close to the problems that teachers encounter each day in their classrooms."

Dr. Kamm's "bilingual affair" with Spanish began in high school where she became involved tutoring children who had recently immigrated to the U.S. and attended the Chicago Public Schools. This experience led her to a life commitment to bilingual education. She went on to receive her Bachelor's degree in Spanish from the University of Illinois, a Master's degree from Northeastern Illinois University in Applied Linguistics, and a Doctorate from Loyola University of Chicago in Curriculum and Instruction with cognates in Administration and Research. Her Administration and Supervision training and certification was received from Northwestern University in Evanston.

Dr. Kamm has served on the NABE Board in various positions at different times and has been an active SIG member over the years. Her position as Assistant Superintendent has opened many new doors to bilingual education as she continues to interact with policy makers at all levels regarding the needs of potentially English proficient students.

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TEAMS, *from page 7*

(TAT) approach (Chalfant & Pysh, 1989, 1991; Chalfant, Pysh & Moultrie, 1979). This process was specifically designed to provide regular classroom teachers with a set of systematic procedures to examine and resolve students difficulties in the context of the regular classroom prior to a formal referral to special education. The concept of joint deliberation on the triad of curricular, teacher, and learner characteristics using a team approach is critical to insure that the teaching-learning ecology is critically examined prior to reaching a conclusion on the educational status of a student. The focus of attention of the Teacher Assistance Team is not learner-centered but rather it is focused on the total learning ecology of the student. This includes teacher and student characteristics, curriculum, instruction, and the home and community environment. The primary purposes of this activity for language minority students are: a) to rule out second language acquisition and cultural differences as the primary reasons for poor school performance and b) to attempt alternatives by accommodating for individual differences within the regular classroom setting.

Chalfant and Pysh suggest teams engage in a series of activities prior to considering a referral to special education. Fundamental in the prereferral process is that the initial responsibility and jurisdiction lies with regular educational personnel. The activities are:

1) Problem Clarification and Information Gathering: This step involves the classroom teacher's identifying, describing, and documenting the area of concern for the student. At this stage, background information regarding the student's family and medical history, educational background and experience, as well as cultural and linguistic information are also gathered as needed. Also at this stage, information about the teaching learning environment becomes relevant, including information about instructional approaches and materials, level of instruction and curriculum.

2) Analysis: The information gathered is analyzed by one team member serving as case manager who draws a preliminary visual picture of the situation called a Problem Interaction Diagram. The teacher is interviewed and the student may be observed in the classroom. This information is shared with all team members and the problem clarified thoroughly before the team meeting. According to Chalfant and Pysh, this allows problem clarification to occur systematically before the team meeting itself which permits the team meeting to be 30 minutes of concentrated problem-solving.

3) Alternatives/Adaptations: Chalfant and Pysh recommend the team meet for 30 minutes and conduct a structured six-step problem-solving meeting. Because the problem has been shared and consensus reached prior to the meeting, the process of setting a desired goal and brainstorming alternatives can easily be accomplished in 30 minutes. The team typically generates 8 - 32 alternative strategies for the teacher. For bilingual students, it is vital that educators consider the student's native language and culture as strengths and resources upon which to build effective educational instruction. The teacher selects the strategies he/she wishes to try and the team refines them into a one page Classroom Intervention Plan. The plan may include different methods, materials, and resource or support services as needed. The teacher and team decide on a method for measuring and monitoring student progress and set a specific team follow-up date.

4) Evaluate the Status of the Student: After implementing the Classroom Intervention Plan, documenting the adaptations and measuring student progress, the team meets again within two - six weeks to evaluate the student's status. There may be a need to change goals, select new interventions or make a formal referral for assessment. (Note: When language minority students are being discussed it is vital to have an ESL, bilingual, or another well-informed teacher of linguistically and culturally different students as a team member.)

If, after going through this process, a child is then referred, evaluated, and determined to have a specific special learning need, appropriate instruction must be provided. The role of special education and bilingual special education in this case is to insure that the special learning needs of students are provided for with content adaptations, instructional modifications, and specialized techniques based upon their exceptional needs. If the student is more proficient in a language other than English, instructional interventions should be provided in the native language of the student. The interventions designed can be provided on an individual or group basis either in a regular education classroom using a "pull-in" model or in a more restrictive resource setting using a "pull-out" model depending on the specific needs of the student.

To date, the ineffectiveness of educational practice and policy to provide for the unique needs of culturally and linguistically diverse students in the regular education setting is well documented. In all cases, it is critical to consider whether factors external to students may be the cause for poor achievement and ultimately school failure. What is required for all language minority students is a closer scrutiny by school personnel of school-related factors external to the child that can be altered and modified in the context of the regular instructional environment. What this also requires is a recognition and understanding of unique characteristics that students bring with them to the learning environment such as language and cultural differences, variations in learning and cognitive styles, and motivational patterns.

The Teacher Assistance Team model is an appropriate, effective, and systematic way to examine the triad of curriculum, teacher, and learner variables to insure that problems often attributed to intrinsic factors in culturally and linguistically diverse students are carefully examined in a broader ecological context. Those bilingual students who are appropriately identi-

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American Indian Bilingual Education: TPR Works!

by Dick Littlebear, Director, Alaska Bilingual Multifunctional Resource Center

"He understood me! It works!" exclaimed a once-skeptical student. The Cheyenne language instructor had just obeyed correctly her commands during a role reversal exercise even though her Cheyenne was garbled. This exercise occurred after about thirty hours of Cheyenne language instruction using the Total Physical Response (TPR) method.

The student had asked her instructor to walk to an object, to pick up the object, then to walk toward another student, to touch that student, and finally to go back and sit down. This was a complex series of commands for the skeptical student to utter and for the instructor to understand. Yet they were successfully accomplished.

A teachable moment had occurred for both student and instructor, and the student was a skeptic no more. These kinds of breakthroughs are common with TPR and are the reasons why it is attracting wide usage among American Indian and Alaska Natives. The use of TPR is occurring at a fortuitous time because of the renewed interest in maintaining or reviving Native American languages by Native groups and because of the passage of federal and state acts designed to encourage the perpetuation of these languages. TPR is a methodology that can help to perpetuate Native American languages as it teaches through the affective domain and encourages a low-anxiety learning environment.

Native Americans are discovering the joys of learning or relearning their own languages through TPR at the Southwest Region School District and Lower Kuskokwim School District in Alaska and on the Flathead and Blackfeet Reservations in Montana. James Asher (1977) devised TPR, and it closely replicates how people learn their first languages. TPR has gained a foothold as a language teaching method and has produced spectacular results for both teachers and students.

Teaching commands produces impressive results quickly so they are often the first thing introduced and the most recognizable feature of TPR. However, because so many teachers do not go past commands, they mistakenly conclude that TPR is good only for teaching commands. It is easy to see why they come to this conclusion. Commands produce almost instantaneous results; everybody learns them within a euphorically short time.

Also, what usually is happening is teachers are trying out something they recently learned in a TPR inservice or workshop, but no matter how long the inservice may be, they seldom get past the command stage. Thus the presumption is reinforced that commands are all that TPR is good for. When teachers reach the end of the command stage, they often realize that there must be more to the method, but where is that "more"?

The method itself has to be expanded to include the teaching of abstract concepts (such as love, peace, and learning), numbers, nouns, names, parts of speech, verb tenses, prepositions, case, person -- in other words, all the basic building blocks of any language. When all this is done, then reading and writing can also be accomplished just like in a regular classroom.

This expansion can and must be done in a series of TPR inservice and workshops that are designed to go beyond teaching commands and the other basics of TPR. One shot infusions of TPR do not work and are counterproductive in the long run because they only give spectacular short-term results. When the teacher has to move on to other concepts, reality often strikes heavy handedly, and short-term elation is quickly replaced by uncertainty.

So when TPR trainings are scheduled in your schools or villages, make sure that you ask for continuous follow-up training, refreshers, and continued expansion of this successful language-education approach.

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TEAMS, *from page 12*

fied in this approach as having significant learning or behavior problems can then be provided with the necessary bilingual special education services.

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This article was contributed by NABE's Special Education Special Interest Group.

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RECOGNITION: In effect, there will be two types of winners:

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(b) the three finalists -- writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will be presented at the 22nd Annual International Bilingual-Bicultural Education Conference of the National Association for Bilingual Education in Houston, Texas on 24-27 February, 1993. The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE: Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by 12 October 1992. Send them to the competition chair at the above address.

New NABE Executive Board Elected

Dr. Harold Chu, Chairperson of NABE's Election Committee, has submitted the following report on the election of NABE Board members. Under the new NABE governance system Board members will serve staggered two-year terms. This being a transition year, some members will serve only one year. In addition, the new governance system calls for the election of officers from among the five Members-at-Large by all nine Board members. In this transition year, Marlene Kamm, who was elected President-Elect for 1991-92 by the membership, will serve as President and 1991-92 President Paul Martínez will serve as a Board Member-at-Large. The names of those persons elected as Vice President and Secretary/Treasurer will be announced in the next issue of *NABE NEWS*.

MEMBERS-AT-LARGE
(3 positions were available)

Kathy Escamilla (elected for 1992-1994)	28%
Richard Littlebear (elected for 1992-1994)	26%
Anna López (elected for 1992-1993)	15%
Julio Cruz	10%
Fernando Castillo	9%
José A. Ruiz-Escalante	6%
José Negrón	5%
Write Ins	1%

PARENT REPRESENTATIVE

Susan García (elected for 1992-1994)	98%
Write Ins	2%

EASTERN REGIONAL REP.

María Valverde (elected for 1992-1993)	80%
Sofía Santiesteban	20%

CENTRAL REGIONAL REP.

Olga Valcourt-Schwartz (elected for 1992-1994)	100%
Kathleen Y. Storchan	0%

WESTERN REGIONAL REP.

Richard L. López, Jr. (elected for 1992-1993)	66%
Elizabeth Hartley	33%

The new Board will take office on June 1, 1992. < NABE >

TECHNOLOGY, *from page 5*

definitions, and other written material, they can switch back and forth between the languages at will.

In the realm of bilingual software, necessity, as always, is the mother of invention. Bilingual teachers are beginning to develop their own multimedia programs. In Los Angeles, fourth-grade bilingual teacher Jack Baumarm created a hypercard program called *El Viaje* -- The Journey. It's a very effective program. The year is 1846, and you join a family making the arduous crossing from New York to California. You must overcome numerous obstacles along the way, and at crucial points you pause to write about your adventures. The program takes advantage of commercial bilingual videodiscs. For example, as you pass through Kansas, a tornado strikes. You can click on the videodisc player to see video footage of an actual tornado, and to learn more about this phenomenon.

These are some of the more exciting programs available for bilingual classes today. They are promising -- but they have severe limitations. For one thing, most of these programs are in Spanish and English, and don't begin to meet the needs of students in the scores of other language groups represented in our schools. And for another, they cannot be customized to meet individuals' specific needs, or to match students changing profiles as they strengthen first language skills and acquire second-language skills. These are serious drawbacks. But I hasten to add -- we're well on our way to overcoming them. I want to spend the rest of our time together describing the kinds of computer-mediated learning systems that will be available in tomorrow's classrooms.

The Next Generation of Learning Technologies

Tomorrow's educational technology is already in the works, and will have profound implications for instruction -- including ESL, bilingual, and foreign language instruction. The concept is Just-In-Time Learning Systems. Picture this: a student sitting at a workstation tries to construct a French sentence, but uses the subjunctive incorrectly. Within seconds, she is shown a three-minute video that explains how and when the subjunctive is used, and presents native speakers in real situations that dramatize the difference between the two verb forms.

Just-In-Time Learning Systems exploit the potential of multimedia to make interactive learning more immediate, more compelling, more closely attuned to the needs and learning styles of individual students. When I talk about multimedia, I mean computer setups that mix video clips, recorded speech, music, animation, graphics, and text. Today, language teachers are at the forefront of new developments in the realm of multimedia applications. Some university language labs have received wide publicity.

Not long ago, *Scientific American* described multimedia language instruction at MIT, where students taking part in Project Athena learn French by engaging in a computer simulation of trying to rent an apartment in Paris. And just a few months ago, the *Wall Street Journal* featured the language lab at Dartmouth, where students studying Italian engage with an Apple Macintosh plugged into a laser-disc machine that plays vignettes from Italian TV. They might watch the popular Italian stand-up comic, Toto, on a TV screen, while following the synchronized text of his routine on the Macintosh monitor. They can stop the action to ask the computer to define unfamiliar words, provide an English translation, or offer a cultural commentary.

These are wonderful applications, but they are certainly not the last word in instructional technology. They are limited, because they rely on machines that store information mechanically, rather than electronically. Now, don't get me wrong. The laser-disc player is a wonderful invention. CD-ROM discs function brilliantly as archival tools, compressing vast libraries of data in forms that can be easily accessed. Using CD-ROM, a teacher can quickly access all of the most recent literature on bilingual education and technology, and hone in on the article that most closely relates to her students' specific needs. Using a video disc, a student can not only read about differences among various cultures, but can view video clips, or museum exhibits, or student-produced interviews, that illustrate and dramatize these differences.

These are wonderful research tools. And they are valuable instructional tools. But they have a critical limitation: they store information mechanically rather than electronically, so that it cannot be easily manipulated or updated. Furthermore, a video disc player is generally used by one learner at a time, or by a large group of students viewing a single large screen and all working at the same pace. The images and sounds stored on the disc cannot be distributed simultaneously to numerous learners at individual work stations, allowing each student to work at his or her own pace.

That's why the next generation of educational technology must be based on *digitized* information -- information that can be stored electronically, manipulated at will, and distributed to users in a form that allows them to control the learning experience. And that is one reason why the next educational technology will leapfrog right over disc players of all kinds -- to networked, digitized video. That is the technology that is at the heart of Just-In-Time Learning Systems. And that's what makes this new technology a horse of a different color -- or, as the Russian-speakers among you might say, "a song from a different opera."

A Multimedia Learning System

I am talking about a multimedia learning system that takes advantage of digitized video, distributing it over local-area networks, and offering students interactive, autonomous instruction at individual workstations. Now admittedly, that's a mouthful -- more than I'd want to ask even expert linguists to absorb all at once. So let me "deconstruct" that sentence, commenting briefly on each of five major

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elements.

First, I am talking about a learning system that makes *fun use of multimedia*. All of us -- not just our media-crazed kids and students -- receive a great deal of our information and entertainment in multisensory formats. Research shows that multimedia presentation engages learners who were poorly served by traditional teaching methods. But I might add that it adds texture and richness to the learning experience for all of us -- including those of us who still keep a stack of books on the nightstand, right next to the remote control for the VCR and the CD player.

The next generation of learning systems will take advantage of the most effective, appropriate combination of media for each instructional objective, integrating text, graphics, computer simulation, audio, and full--motion video as needed. In many cases, it will allow the learner to select the kinds of media through which they want to receive and express ideas. In this way, it will pay more than lip service to the idea of respecting students' learning styles. Learners won't be passive audiences for multimedia presentations. They will be able to work with sounds and images as comfortably as most of our students now process the written word -- using multimedia editing techniques to explore and test new ideas.

Imagine a student editing a video so that lines of dialogue are spoken by people of different genders, or ages, or social class, to dramatize the different cultural and grammatical rules that govern usage for different groups of people.

Just-in-Time Learning Systems take advantage of a state-of-the-art technology -- *digitized video*. We've long known that video is a powerful instructional tool. The challenge has been to integrate video with other media in ways that allow flexibility and interactivity. Today's most powerful solution is digitized video. We now have at our disposal practical, cost-effective means for encoding analog sounds, still images, and moving images into information bits so that they can be stored efficiently in computer files.

Let me put this another way. We can now store great quantities of material and not only text, but also videos, sound recordings, graphics, photographs, and various combinations of these media electronically rather than mechanically. In this way, we can bypass audio tapes, video tapes, and even laser discs altogether. The advantages of electronic storage and access are tremendous. Hardware costs shrink significantly. And the sticky problem of standardization -- of knowing which disc player to buy, and which discs will play on which machines--simply goes away. When we digitize multimedia presentations, we still can access and retrieve information at will. But now, we can also revise or update the material, based on changing realities, changing curricular goals, and the changing needs and progress of individual students. We can produce courseware that is truly responsive to learning styles, strengths and weaknesses of our learners.

The next critical element is the *local area network*. To make digitized video practical for instructional purposes, we needed an efficient way to deliver it to many students at the same time, in a way that allows each user to control the pace, sequence, level of difficulty, and the amount of practice that they want in each area. We now have that capability. We can now store digitized video on a database, making it available to multiple users over a local area network. It sounds simple enough -- but getting to this point was anything but easy. Video images are notorious "bit guzzlers." When you convert a video clip to electronic impulses, you're actually encoding information about the rapidly changing matrices of dots, called pixels, that create video images. You also have to encode the sound, and any information in other formats that accompany the video presentation. It's a daunting process. Each minute of digitized video represents a huge repository of data.

To network digitized video, you have to feed vast amounts of information from one computer to another. To make this feasible, technologists have had to make great leaps in the science of compressing and transmitting data. New compression techniques allow us to bundle video data in efficient packets that can be transmitted much more rapidly. And of course, optical fiber networks allow much faster transmission than copper wire. These advances mean that by sending data over a fiber running at the rate of a gigabit per second -- that's a billion bits per second -- one hour of video can be transmitted in only five seconds. These advances take networked video out of the realm of futurism, and into the realm of the classroom.

The fourth element I want to highlight is the *individual workstation*. Networked digitized video allows students to work on their own, doing the kind of practice that doesn't make efficient use of a teacher's time. As high-speed networks are installed in schools and on campuses throughout the country, these workstations will be located not only in computer centers, but also in libraries and dorm rooms. You won't have to play musical chairs to fit large groups of students in the language lab.

The fifth key element is *interactivity*. We're used to thinking of interactive computer programs as those that elicit responses from users, giving them some degree of control over the learning experience. In many cases, interactive programs allow learners to navigate their way through the many channels of a particular subject. In this model, the computer is reactive -- responding to the learner's preferences. But with the next generation of learning systems, the computer will take the initiative as well, behaving more nearly like a tutor.

Thanks to object-oriented programming and advances in authoring systems, the courseware we develop for Just-In-Time Learning Systems will allow the computer not only to detect recurrent patterns in an individual's work --evaluating strengths and weaknesses on an ongoing basis -- but also to respond to those patterns. It will be able to anticipate the learner's needs before the learner has expressed

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them or even become aware of them.

This allows a whole new approach to assessment -- and here I want to distinguish assessment from the kind of competitive, norm-based testing that typifies the textbook-driven model of instruction. All students need feedback and reinforcement -- especially those with little recent experience of academic success. But the timing has to be right. You have to seize the "teachable" moment. You have to provide support when it is needed, in a format that matches the student's learning style. I'm talking about help that arrives just when it is needed -- at exactly the moment that a student is having trouble solving a problem or carrying out a task. That's why I call it "just-in-time" coaching. In many cases, it will take the form of a video clip that explains and illustrates the concept or skill that is giving the student trouble. The student studies the video -- watches it two or three times, if necessary -- and then takes another stab at the problematic task. If she still gets it wrong, she might watch another video clip that gives a fuller explanation or provides more examples.

All of this takes place in a setting that is non-threatening, and that offers both feedback and privacy. In this context, learners may well be more comfortable about admitting mistakes, about practicing skills that they're still a long way from mastering, or about trying out new ones. In this way, Just-In-Time Learning Systems move us toward the goal of linking assessment with instruction on an hour-by--hour, or even a minute-by-minute basis.

Benefits for Bilingual Educators

All of these elements are about to come together in the next generation of educational technology -- a model I have called Just-In-Time Learning Systems. It is a model that offers numerous advantages to bilingual educators. A key benefit is a great leap forward in our ability to tailor instruction to particular individuals or groups -- especially in light of a recent study by the California Education Department that says customized instruction is crucial to effective bilingual education. The findings suggest that local educators should stop debating the best approach to educating language-minority students, devoting their efforts instead to tailoring programs that meet the needs of their students' specific needs.[5]

Just-In-Time Learning Systems allow truly individualized learning, permitting students to work at their own pace in one or both languages, and to move through the text in any sequence. We will be able to present content instruction in the first language, enriching lessons with more and more English -- in a variety of formats -- until the bulk of instruction is presented in English.

But that's not all. In time, we'll be able to facilitate a student's transition not only from language one to language two, but also, in both languages, from easier to more difficult texts. Tomorrow's learning systems will track your reading ability, adjusting the difficulty of vocabulary and syntax as you become more comfortable with the text. This concept will apply not only to language instruction, but also to content instruction. As students' comprehension improves, we can present more challenging texts. An algebra program will be able to adjust not only for the level of mathematical difficulty that a student can handle, but also the readability of word problems and explanations.

I predict that variable readability will transform our notions of text--based learning. As things stand, textbook authors and teachers must agree on a readability scale for a given textbook. That means that in a typical classroom, a third of the class will find the text too difficult, a third will find it too easy, and a third will find it just right. I think of this as the "Three Bears Syndrome." And for the moment, we've got to contend with it. While the percentages will vary from class to class, the issue is constant. I'm very excited about this advance. Using hypermedia, we can already customize curricula by allowing students to progress in a non-linear fashion, or to choose among a variety of formats -- such as text, graphics, audio, and video. Now, we're talking about increasing access to the text on a whole other dimension.

Readability is hardly the only area where I foresee great leaps over the next several years. Computers will soon be able to understand spoken language. In fact, Apple has already unveiled a working prototype of a Macintosh -- called "Casper" -- that advances the capability of computers to decode and respond to commands in spoken English. Students with disabilities will undoubtedly be the first to benefit from this technology. But in time, it will serve language-minority students as well. In tomorrow's bilingual classroom, a student will be able to say a phrase in her first language and hear an English translation, while seeing the text on the screen in both languages. Computer-mediated learning systems will allow bilingual learners to work independently -- but I don't believe that they will isolate students. Networking lies at the heart of these systems.

Tomorrow's students will be able to work cooperatively with classmates, or for that matter with "globemates" -- students in schools separated by oceans or continents. Their joint projects will go well beyond today's E-mail collaborations. By taking advantage of networked video, they will be able to team up on a wide range of very exciting, very engaging multimedia activities that require active and sustained communication. In tomorrow's schools, learning systems of the type I've described will free classroom teachers to use their time more efficiently, improve their own skills, and prevent burnout. This is particularly important in bilingual education: according to a report issued last year by the federal Minority Languages Office, the nation is short about 175,000 bilingual teachers.[6]

I hope you'll agree that the capabilities I've outlined are very promising. But none of them will be possible without a very powerful instructional management system that encompasses a vast accumulation of intelligence. The instructional management

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Content ESL Study in Progress

How do ESL teachers help students meet the requirements of their content classes? The Center for Applied Linguistics is conducting a three-year study to answer this question.

The data will provide information about effective instructional practices to teachers, administrators, and policy makers. This study is being completed in three phases: 1) nomination of content ESL programs, 2) identification of program practices, and 3) description of effective classroom practices.

Phase 1 of the study is now in progress: the research team seeks the names and addresses of people who are currently involved in any kind of content ESL instruction. If you know someone who is currently teaching content ESL, please complete the Nomination Form on this page and return it to Ken Sheppard, The Content ESL Study, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. If you have any questions about the study, please contact us at the above address or call (202) 429-9292, ext. 266.

NOMINATIONS
DESCRIPTIVE STUDY OF CONTENT ESL PROGRAMS

SCHOOL: ______________________________

GRADES: PK K 1 2 3 4 5 6 7 8 9 10 11 12 POSTSECONDARY

ADDRESS: ______________________________

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CONTACT: ______________________ PHONE: __________

* * * * * * * * * *

SCHOOL: ______________________________

GRADES: PK K 1 2 3 4 5 6 7 8 9 10 11 12 POSTSECONDARY

ADDRESS: ______________________________

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CONTACT: ______________________ PHONE: __________

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SCHOOL: ______________________________

GRADES: PK K 1 2 3 4 5 6 7 8 9 10 11 12 POSTSECONDARY

ADDRESS: ______________________________

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CONTACT: ______________________ PHONE: __________

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Peace Corps Recruiting ESL Teachers to Begin This Summer in Former Soviet Union

The Peace Corps has signed agreements with nations of Estonia, Latvia, and Lithuania to send volunteers to each of these countries. As with the development of new programs in other countries, English teaching assistance was a primary concern to these countries. Filling the need for English teachers and improving the skills of English teachers already in place will create self-reliance among the Estonians, Latvians, and Lithuanians as English is the language of international business, diplomacy, and trade.

Secondary school English teachers are scheduled to begin training this Summer. Volunteers will teach in their host community schools for four days each week and the fifth day will be reserved for training and supporting current teachers throughout the region. Peace Corps volunteers will find that schools are well equipped. Their challenge, however, will come in the development of creative lesson planning because of the absence of English materials. In the past, emphasis had been placed on Russian and, as a result, most of the available materials feature Soviet culture and ideology.

These volunteers will join the 500 already serving in Eastern Europe. Peace Corps began programming in that region in the Summer of 1990, when the first groups of volunteers teaching English as a foreign language (TEFL), left for Poland and Hungary. The early success of these programs led to expansion into other fields, including small enterprise development, and to other countries including Bulgaria, Czechoslovakia, and Albania. TEFL professionals teach in secondary schools, universities, and teacher training institutes in all of these countries.

Interested EFL practitioners are encouraged to contact the Peace Corps immediately at 1-800-424-8580, extension 2293 for more information and an application. Positions are now being filled for Summer and Fall programs. Applicants must be U.S. citizens, and at least 18 years of age.

There's no upper limit for volunteers. Approximately one in eight Peace Corps volunteers are over age 50.

Volunteers receive three months' intensive language training in-country prior to service. Peace Corps also provides round-trip transportation, a living stipend and housing, complete medical and dental care, and a readjustment allowance upon return.

Certified and/or experienced EFL instructors are encouraged to apply, as the need for these professionals is greater than ever. At the same time of this expansion into Eastern Europe, Peace Corps continues to operate English teaching programs throughout Africa and Asia. Currently, nearly 6,000 Peace Corps volunteers are serving in 90 countries in the fields of education, agriculture, small enterprise development, environment, health, and community development and planning around the world.

< NABE >

Free! Bilingual Help Line on Education for Hispanics

The National Committee for Citizens in Education (NCCE) has announced the opening of a new Help Line dedicated to serving Hispanic families and other citizens interested in improving the education of Hispanic children in the United States. The increasing number of phone calls to NCCE's Help Line during the last eight years, and particularly the growing number of calls from Spanish-speaking parents, convinced NCCE that this second, separate bilingual Help Line is necessary to fulfill its mission of serving Hispanic families.

The **Bilingual Help Line for Hispanic Education** is now part of **Padres a la escuela (PAE)**, a NCCE program dedicated to the improvement of Hispanic education through parental involvement. "We want to help Hispanic parents answer their questions and concerns about the education of their children, and to provide them with effective information on their rights and responsibilities in the public schools. Schools with Hispanic enrollment that want to understand and work closely with Hispanic families and other organizations can also benefit from this service," says Magdalena C. Lewis, Director of Padres a la escuela.

To further support their services to professionals, the Hispanic community, and schools, PAE has developed a **National Hispanic Educational Clearinghouse**. This data base includes information about programs, organizations, and services for the improvement of Hispanic education; and publications available for parents in English and Spanish. Because NCCE wants to provide the best service possible, the non-profit advocacy group is eager to include your organization in this effort. Please call the Help Line and provide them with the information about your service.

After initial in-depth conversation with Help Line callers, counselors send a free package of information related to the issue discussed. Individual copies of the **"Information for Parents"** series, twelve brochures on parents rights and responsibilities in the public schools, written in both English and Spanish, are available free of charge to parents who call the Help Line. Bulk and complete sets are available at a nominal price.

The Bilingual Hispanic Help Line is answered "live" weekdays from 10:00am to 5:00pm eastern time. Call toll-free from anywhere in the country, including the Virgin Islands and Puerto Rico at **1-800 LE AYUDA (532-9832)**. In Washington, D.C. call 408-0447.

< NABE >

Resources for Bilingual Educators

1992-92 Edition of Summer Fun and Creative Learning Review Series from Creative Learning. The two series, consisting of seven booklets each, help to increase retention of Math, Reading, Writing, Science and Social Studies for grades K through 6. Based on a European concept where all the skills are included in the same booklet, most exercises attend to real life situations, which motivates and challenges the students to commit to learning, while boosting the students' achievement. Can be used in school or at home. For more information on how to receive a brochure and certificate for 10 free booklets, please contact Nancy at Creative Learning, at 1-800-634-4986 or write to 1618 Barmar Lane, Prescott, AZ 86301-1266. 1-9 Booklets, $5.00 each; 20-999, $3.95 each; 1000-2999, $2.95 each; 3000 up, $2.50 each.

1991 tenth ***Annual Status Report on Minorities in Higher Education*** has been released by the Office of Minorities in Higher Education (OMHE) of the American Council on Education (ACE). The report presents the latest available racial and ethnic data on high school completion rates, projections of high school graduates, college participation rates, college enrollments, and degree completions. This year's special focus is on racial and ethnic employment trends in higher education, with particular attention given to the employment status and representation of Asian American, African American, American Indian and Hispanic faculty on college and university campuses during the 1980's. To obtain a copy of the report, send check, money order or credit card information to American Council on Education, Publications, Dept. M, One Dupont Circle, Washington, D.C. 20036. Include payment in the following amounts as applies: 1-10 copies, $10.50 each; 11-50 copies, $9.50 each; Over 50 copies, $7.50 each.

The American Tapestry: Educating a Nation - A Guide to Infusing Multiculturalism into American Education was recently released by the National Association of State Boards of Education (NASBE). The result of a year long study, the report focuses on leadership, teacher and personnel training, and a culturally responsive curriculum and school environment. Specific recommendations are made in each area to help state boards use their influence to lobby for and support multicultural approaches to education. $10.00. National Association of State Boards of Education, 1012 Cameron St., Alexandria, Va. 22314, 703-684-4000.

Coming later this year, ***Attitudes and Languages*** by Colin Baker of University College of North Wales, Bangor, UK features concepts of attitudes central to the study of minority and majority languages. The strong tradition of attitude theory and research from social psychology is made relevant to language restoration and decay, and original research shows how attitudes toward bilingualism are conceptually distinct from attitudes toward a specific language. Also includes an investigation conducted in Wales on the origins of language attitudes in individual differences and environmental attributes. (HC) 1-85359-143-2, $69.00; (SC) 1-85359-142-4, $24.00. Taylor & Francis Group, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1594, 1-800-821-8312.

Culture: Differences? Diversity! is multicultural training package for preservice and inservice training developed by the Ethnic and Multicultural Concerns Committee of the Ohio CEC Federation. A comprehensive training program which contains both competencies and training activities, it offers an opportunity to acquire knowledge determined to be educationally effective with and important in understanding culturally and linguistically diverse learners with and without disabilities. Contains five components: Cultural Awareness, Understanding Differences, Appreciating Diversity, Valuing Diversity, and Commitment. Training materials for pilot available upon request at not charge; videotape available for the cost of copying and mailing. For information, contact Rosa Lockwood, Consultant, Ohio Dept. of Education, Division of Special Education, 933 High St., Worthington, OH 43085, 614-466-2650.

Drawing Out: Creative Personalized Whole Language Activities, Second Edition, by Sharon Bassamo and Mary Ann Christian, presents a collection of language acquisition activities which focus on student-created images as a means to becoming more communicative in the second-language. In each activity students are given a subject, asked questions, and instructed to draw and write about a picture. When the drawing and writing are done, the students sit in groups of two to four, show their drawing and reading what they wrote. Item # 0-13-219403-1, $19.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Educating Limited English Proficient Special Needs Students, by Sandra H. Fradd, is designed to assist practitioners in both regular and special education programs in developing appropriate assessment practices and effective instructional programs for limited English proficient students who are experiencing learning difficulties beyond those associated with the mastery of academic English. The text contains a case study; issues and practices in language assessment and development; procedures for instructing and monitoring student progress in a variety of skill areas; information on parental involvement, collaboration, and professional competency development; and reflects current research national policy and best practices throughout. Item #0-13-235052-1, $14.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

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Education-Related Information Centers Directory, is now available from ACCESS ERIC, the promotional and outreach arm of the Educational Resources Information Center (ERIC) sponsored by the U.S. Department of Education's Office of Educational Research and Improvement. To order, send $15 check or money order, or credit card information to ACCESS ERIC, 1600 Research Blvd., Rockville, Md. 20850. To place credit card orders or for more information, call 1-800-USE-ERIC (873-3742).

ESL Literacy Instruction: A Guidebook to Theory and Practice by Lee Gunderson, is a clear, comprehensive and practical text providing both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs designed to match the special needs and abilities of students at all age levels. By presenting a rich resource of ideas and approaches which are clearly contextualized within a theoretical framework, the text takes into account what is special about ESL students and points out the inadequacy of using only approaches advocated for use with speakers of English as a first language. It also equips teachers to make critical decisions about placing students into appropriate literacy programs and provides a starting point for teachers who need specific ideas and techniques. Item #0-130284605-5, $19.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Families in School, developed under a grant from the U.S. Office of Education, Field Initiated Studies Program, describes how four states (Alabama, California, Florida and Minnesota) increased family involvement in schools. Explores strategies used by state education and other state agencies to improve family involvement in education, and presents key ingredients, promising practices, costs, pitfalls, successes and failures, and barriers to overcome. For more information contact Glenda Partee or Ron Bisaillon at 202-408-5505.

Focusschrift, Vols. I-III, honors Joshua A. Fishman on the occasion of his 65th birthday. A challenging and stimulating trilogy, each volume contains recent studies by well-known scholars from around the world, and attempts to document where we stand in the study of these topics at this point in time. *Volume I: Bilingual Education* ($95.00), contains interdisciplinary essays on bilingual education and a special section on U.S. policies and politics. *Volume II: Language and Ethnicity* ($70.00), is a collection of theoretical perspectives and empirical data which includes papers on Catalan, Galician, Tagalog, and the minority languages of Kenya. *Volume III: Language Planning* ($95.00), is a collection of papers on language planning, beginning with an overview of Joshua Fishman's extensive work and influence in this area. Other papers link language planning with politics, ecology and national development while more specific papers deal with the problems of political and social intricacies of language planning in the European Community, India, and Africa. Two papers deal with corpus planning from a lexicological (Yiddish) and terminological point of view. To order, contact John Benjamins North America, Inc., 821 Bethlehem Pike, Philadelphia, PA 19118, 215-836-1200 and Fax 215-836-1204.

The Information for Parents Series, written by the National Committee for Citizens in Education (NCCE) help line, summarizes the information most requested in the thousands of yearly calls for help, and provides at a glance facts on a dozen important topics. Available in English and Spanish. 8-panel brochures, $.25 each title or $4.95 for set of 12. 20% discount on 100 or more. Available from NCCE, 900 2nd St., NE, Suite 8, Washington, D.C. 20002-3557, 202-408-0447, Fax 202-408-0452.

Language Aptitude Reconsidered, by Thomas S. Parry and Charles W. Stansfield, Editors, is a collection of papers presented at an Interagency Roundtable-funded conference on the prediction of success in adult foreign language learning sponsored by the ERIC Clearinghouse for Languages and Linguistics of the Center for Applied Linguistics. Contains a retrospective on the MLAT (John B. Carroll); an analysis of affective factors (Robert C. Gardner); a description of the latest research by U.S. government agencies; a discussion of the role of cognitive styles and learning strategies; an examination of the role of personality and brain hemisphericity; and proposes an agenda for further research. Item #0-13-521360-6, $16.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Linguistics and Communicative Competence: Topics in ESL, by Christina Bratt Paulston of the University of Pittsburgh, is an anthology of articles on teaching English to speakers of other languages. A must for participants of ESL teaching theory and methods, the text emphasizes practical concerns of classroom procedures and the cross-cultural aspects of teaching English around the world. HC 1-85359-149-1, $70.00; SC 1-85359-148-3, $23.00. Taylor & Francis

Methodological Issues in ESL Teaching is a new video release by Jill Burton in which she interviews Professor Jack Richards on issues relating to teaching approaches, methods and methodology. Discussion includes the relationship between theories of teaching and theories of learning, and the implications of this relationship for teacher development. To order, send payment or school P.O. for $155.00 to Domine Press, Inc., 11568 Sorrento Valley Rd., Suite 12, San Diego, CA 92121, 1-800-232-4570 and Fax 619-481-3191. NEW ADDRESS EFFECTIVE 6/1/92: 5945 Pacific Center Blvd., Suite 505, San Diego, CA 92121.

Group, 1900 Frost Rd., Suite 101, Bristol, PA, 19007-1594, 1-800-821-8312.

Continued on page 23

RESOURCES, *from page 22*

Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning, by Naomi S. Baron, directly addresses the influence adults have on their children's evolving language and offers concrete suggestions on when and when not to intervene. By presenting a basic understanding of the normal process of language acquisition, the text indicates which language behaviors are normal and which are causes for concern. Also provides a clear understanding of the positive role parents can play in their children's language acquisition, as well as a concise overview of literature on child-directed speech. Item #0-13-662875-3, $15.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Reading for Meaning: An Integrated Approach to Language Learning, by Janet K. Swaffar, Katherine M. Arens, and Heidi Byrnes, presents a model for the implementation of interactive reading in the foreign language classroom. Specifically designed for classroom practice, the procedures described enable students to use their meta-cognitive abilities to foster comprehension of a foreign language text. Each activity encourages close examination of details and requires the reader's response to the text in terms of historical and contemporary implications. Contents: an overview of developments in foreign language teaching and ways theories of discourse and cognitive learning are changing the foreign language curriculum; a comprehensive summary of reading research; examples that enable teachers to develop assignments and applications for both literacy and non-literacy texts. Item #0-13-753756-4 (cloth), $30.00 and Item #0-13-761826-3 (paper), $22.00. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages is look at why most efforts to reverse language shift are either only moderately successful or failures. Drawing upon the experience of past and current practitioners of language restoration, in this text, author Joshua Fishman of Yeshiva University, New York, reviews pertinent sociolinguistic research and theory, examines cases of attempted language shift reversals on several continents, and suggests more a rational, systematic approach to the language shift problem. Taylor & Francis Group, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1594, 1-800-821-8312. HC 1-85359-122-X, $89.00; SC 1-859359-121-1, $36.00.

Sociolinguistic Perspectives on Bilingual Education, by Christina Bratt Paulston of the University of Pittsburgh, is an anthology of articles on ethnic bilingualism and bilingual education from a sociolinguistic perspective. Practical research methodology and case studies are discussed, and theoretical paradigms are covered, including structural functionalism and group conflict theory(neo-marxism). (HC) 1-85359-147-5, $80.00; (SC) 1-85359-146-7, $27.00. Taylor & Francis Group, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1598, 1-800-821-8312.

Speak to Me is a three-volume video ESL course for beginners to advanced intermediate level learners. Designed primarily for self-instruction, can also be used successfully with small groups. Features three 55-minute VHS videos and a student lesson book in both English and the learner's native language, the course allows the learner to develop the ability to think in English by simultaneously following the video and using the handbook which provides a natural correlation between words and actions. Available native languages: Spanish, German, Korean, Chinese, and Vietnamese. $199.00, 3 video cassettes and student book. Available from Audio-Forum, 96 Broad St., Suite C234, Guilford, CT 06437, 1-800-243-1234, Fax 203-453-9774.

Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL, by Andrea Nash, Ann Carson, Madeline Rhum, Loren McGrail, and Rosario Gómez-Sanford, is a companion to *Making Meaning, Making Change*, and features a collection of stories about learning written by individual teachers speaking in their own voice about their own experiences. These anecdotal accounts reveal the variety of tools and techniques teachers can use to draw out themes and issues to turn them into thought-provoking discussions and language lessons. Also shows how personal teaching style affects curriculum development, how issues are handled differently by each teacher, and how various classroom settings shape the options for individual and group activities. Item #0-13-884503-4, $14.95. Regents/Prentice Hall, Order Dept., 200 Old Tappan Rd., Tappan, NJ 07675, 1-800-223-1360.

United States as Our Home, the second book in the **Sheltered Content** series, is scheduled to be released late this year. Designed for LEP and "at-risk" English-speaking students, the innovative text focuses on U.S. history, social studies and science, and includes sheltered vocabulary and grammar to provide for comprehensible input, as well as many illustrations, photographs and charts to facilitate the learning process. Written by Martha Alvarez and Sabina Milesi-Davidson. Domine Press, Inc., 11568 Sorrento Valley Rd., Suite 12, San Diego, CA 92121, 1-800-232-4570 and Fax 619-481-3191. NEW ADDRESS EFFECTIVE 6/1/92: 5945 Pacific Center Blvd., Suite 505, San Diego, CA 92121.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

< NABE >

Upcoming Events

June 10-12, 1992 - ***Circle of Courage***, Montana Association for Bilingual Education annual conference. Edgewater Red Lion, Missoula, MT.

June 22-26, 1992 - ***Tenth Annual University of Findlay Multicultural Summer Institute.*** University of Findlay, Findlay, OH. Contact: Dr. Jean Nye, Director, International Center for Language & Resource Development, The University of Findlay, 1000 North Main Street, Findlay, OH 45840.

June 29-30, 1992 - ***Parent Involvement in the Schooling of Bilingual/Bicultural Student Population***. Teachers College, Columbia University, New York City, NY. Contact Dr. Doris Cintrón-Nabi (212) 678-4089.

July 6-11 and July 20-25, 1992 - ***Foundations of Intercultural Theory and Practice Institute.*** Georgetown University Conference, Washington, D.C. For more information contact SIETAR International, 733 15th Street, NW, Suite 900, Washington, D.C. 20005, (202) 737-5000.

July 19-23, 1992 - ***La Raza Cósmica.*** Annual Conference of the National Council of La Raza. Los Angeles Airport Hilton, CA. Contact Eileen Torres at (202) 289-1380.

July 30 - Aug. 2, 1992 - ***National Conference on Multicultural Education.*** Hilton Riverside and Towers, New Orleans. Contact National Conference on Multicultural Education, P.O. Box 2413, Pascagola, MS 39569 (800) 264-6711.

September 18-20, 1992 - ***Founding Conference for the Creation of a Puerto Rican Studies Association.*** White Plains, New York. Contact Angelo Falcón, Institute for Puerto Rican Policy, 286 Fifth Avenue, 3rd Floor, New York, NY 10001-4512 (212) 564-1075.

October 10, 1992 - ***California State University San Marcos Second Annual Conference.*** San Diego Convention Center, San Diego, CA. Contact: Dr. Isabel Schon, Director, (619) 752-4070.

October 22-24, 1992 - ***13th Annual Conference on Spanish in the U.S. and Second International Conference on Spanish in Contact with Other Languages.*** University of Minnesota, Minneapolis. Contact Francisco Ocampo at (612) 625-5822.

October 23-24, 1992 - ***Wisconsin Association of Foreign Language Teachers (WAFLT) Annual Conference.*** Paper Valley Hotel and Conference Center. Appleton, WI. Contact: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8876.

October 23-25, 1992 - ***NY State Association of Foreign Language Teachers 75th Annual Meeting.*** Concord Hotel, Kiamesha Lake, New York. Contact Helene Combopiano, 71 Grand Blvd., Binghamton, NY 13905 (607) 729-2775.

Nov. 12-14, 1992 - ***New Challenges, New Solutions.*** Conference on Culturally and Linguistically Diverse Exceptional Children sponsored by the Council for Exceptional Children and the Division for Culturally and Linguistically Diverse Exceptional Learners. Minneapolis, MN. Contact CEC at (703) 264-9450 or (703) 264-9443.

November 18-22, 1992 - ***Roots and Wings: Preparing our Students for the Future.*** 27th Annual California State Conference of the Association of Mexican American Educators. Anaheim Hilton and Towers. Contact Robert Aguilar at (310) 868-0431.

November 19-20, 1992 - ***National Puerto Rican Coalition Conference.*** Washington, DC. Call (202) 223-3915.

November 20-22, 1992 - ***American Council on the Teaching of Foreign Languages Annual Meeting.*** Hyatt Regency O'Hare, Rosemont, IL. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830.

Nov. 28 - Dec. 6, 1992 - ***FIL '92 - Guadalajara International Book Fair and Workshops.*** Contact FIL '92, Attention: Public Information Center, A. Postal 39-130, 44170 Guadalajara, Jal., Mexico (36) 25 28 17 y 25 86 62.

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News From NABE'S Western Region

By Richard López, Jr., NABE Western Regional Representative

The Washington Association for Bilingual Education (WABE) held its annual state conference on April 26-28 in the beautiful setting of the city of Spokane. WABE President Gloria Guzmán Johannessen, Conference Chairperson Marsha Ann Pastrana, and a host of volunteers did a magnificent job of organizing this successful conference. Presentations by NABE President Paul Martínez, Beth Lasky, Jim Cummins, and Judith Billings, Washington State Superintendent of Public Instruction, served as the foundation for addressing the conference theme of "Collaboration is the Key."

In an effort to have an impact in mainstream classrooms where there is not a bilingual or ESL-endorsed teacher, the conference planners decided that for every three bilingual education teachers a school district sent to the conference, one mainstream teacher would be sponsored by WABE. This innovative approach of spending association funds to include mainstream teachers in conference training activities is one that other affiliates might want to consider.

WABE is also taking the lead in encouraging neighboring states to form NABE affiliates. Conference attendees came not only from Washington, but also from Oregon, Idaho, and Montana. WABE's 1993 conference site is Vancouver, Washington, and was selected because it is close to Oregon.

A very touching moment in the conference was the formal recognition of the two strong bilingual educators from Washington to whom the conference was dedicated. Dr. Gloria de Martínez and Dr. Fabiola Cuevas were honored post-humously. Dr. de Martínez was WABE president for four years. She and Dr. Cuevas' efforts were most instrumental in changing the course of education for linguistically-blessed students in the state of Washington. The Washington Mutual Savings Bank and WABE have established a scholarship program in their honor.

WELCOME NEW WESTERN AFFILIATE PRESIDENTS! Janice Jones Schroeder, Alaska ABE; Judy Basha, Arizona ABE; Christine Bernal, Colorado ABE; Mary Jean Habermann, New Mexico ABE; and Marsha Ann Pastrana, Washington ABE.

The Montana Association for Bilingual Education will hold their annual conference on June 10-12, 1992 at the Edgewater Red Lion in Missoula, MT. The conference theme is "Circle of Courage." Dr. Figuroa will keynote and will focus on the issues of identification of LEP students and special education children.

< NABE >

Diplomas in Spanish as a Foreign Language

In 1988 the Spanish Ministry of Education and Science established two diplomas in Spanish as a Foreign Language (diplomas de español como lengua extranjera -- DELE). The diplomas officially accredit degrees of mastery of Spanish for citizens of countries where Spanish is not the official language.

The Diplomas established are the following:

- *Diploma Básico de Español como Lengua Extranjera*
- *Diploma Superior de Español como Lengua Extranjera*

The Diploma Básico accredits a sufficient knowledge of the language that allows communication in customary situations of every day life, that is to say, the capacity to:

- Confront situations in public places: streets, shops, restaurants, museums, railroad stations, airports...
- Maintain ordinary conversations, including telephone conversations.
- Understand newspapers and books whose text does not involve any special difficulty.
- Be understood by speakers of the language in a natural manner.

The Diploma Superior certifies a profound knowledge of the language and the capacity of language usage that enables a person to:

- Understand any form of oral speech, no matter how fast it may be, leaving aside difficulties deriving from the ignorance of the subject matter.
- Speak with the ease and accuracy similar to that of a native speaker.
- Read any written text, either literary or non-literary, comprehensible to a native speaker.
- Write with the ease and care expected from a native speaker with a solid educational background.

The next 1992 exams for the Diploma Básico and Diploma Superior will be offered on November 21 in New York, Los Angeles, Chicago, Miami, Albuquerque, San Francisco, Washington, DC, Houston, Boston, and New Orleans. Applicants must register two months in advance of the examination. For information, contact the Spanish Embassy, Education Office, 1350 Connecticut Avenue, N.W., Suite 1050, Washington, DC 20036 (202) 452-0005.

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Study of Teacher Preparation Programs Funded by OBEMLA

The BUENO Center for Multicultural Education, which is part of the School of Education of the University of Colorado, has been awarded a three-year grant from the U.S. Office of Bilingual Education and Minority Languages Affairs (OBEMLA). This is one of three national grants funded to examine teacher training programs. The grant, entitled "Personnel Training Alliance: Action Plan 2000," will be implemented in partnership with four other universities -- Arizona State University, The University of New Mexico, New Mexico State University, and New Mexico Highlands University. These five institutions will collaborate with an additional 18 universities and colleges in an eight state region to study issues related to the improvement of teacher preparation programs for language minority students.

The project will sponsor four regional institutes per year. These institutes will bring together faculty, division chairpersons, and deans to provide a forum to discuss identified issues. In addition, deans and division chairs from each university, along with state bilingual directors, will form an advisory committee to further discuss policy issues related to teacher education and language minority students. Finally, the project will publish a quarterly monograph related to educational issues and language minority students. Dr. Leonard Baca, Director of the BUENO Center, and Dr. Rodolfo Chávez, Director of the Mountain States Multifunctional Resource Center, will be the Co-Principal Investigators for this project.

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TECHNOLOGY, *from page 18*

system will keep all the records, track student progress, pace the lessons, adjust the readability. It will allow teachers to present problems or texts of varying difficulty, to switch among languages or formats, or to take advantage of a student's excitement about a particular module by introducing more challenging material.

Creating this system is a major challenge. It is immensely complex to develop and build. But the process is well underway. So the vision I've presented today is not decades off. In fact, I anticipate that the first "just-in-time" courseware, exploiting digitized video, will be available within two years. More complex applications, such as simultaneous translation of spoken language, will take considerably longer to perfect. But they too are in the realm of the possible. My hope is that over time, these systems will help educators move beyond politics, to pedagogy. I hope it will free us from the kind of either/or thinking that has proven so destructive in the past, to a broader, more expansive vision of bilingual education.

NOTES

1. See Jim Cummins and Dennis Sayers, "Education 2001: Learning Networks and Educational Reform," in *Computers in the Schools*, Vol. 7, Nos. 1/2, 1990.

2. I described the Bell Model Technologies project in two columns that I published in *Education Week and The Chronicle of Higher Education* last fall: "More Room to Write" *(Ed. Week 10/16/91; Chronicle* 10/9/91) and "My Oscar Nominations" *(Ed. Week 10/30/91; Chronicle 10/23/91).*

3. L. Roberts & *staff, Trends and Status of Computers in Schools: Use in Chapter I Programs and Use with Limited English Proficiency Students.* Washington, D.C.: U.S. Congress Office of Technology Assessment, 1987, cited in Cummins & Sayers (1990).

4. L. Roberts & staff (1987), p. 7.

5. Peter Schmidt, "Tailor Bilingual Ed. to School Needs, Calif. Study Says," in *Education Week*, March 4, 1992, p. 17.

6. Cited in *Education Week*, February 12, 1992.

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July 1, 1992

NABE NEWS

Volume 15 - Number 7

Published by the National Association for Bilingual Education

National Academy of Sciences Validates Importance of Native Language Instruction

ED Criticized for Handling of Research

In October of 1990 the U.S. Department of Education asked the National Research Council of the National Academy of Sciences to review two major evaluation studies of bilingual education which the Department had conducted. The two studies were *The Longitudinal Study of Immersion Strategy, Early-exit and Late-exit Transitional Bilingual Education Programs for Language-Minority Children* (Ramírez et al., 1991) and *The National Longitudinal Study of the Evaluation of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students* (Burkheimer et al., 1989). The Department's Office of Planning, Budget and Evaluation (OPBE) started and maintained control of the Immersion Study, whereas control of the Longitudinal study shifted between OPBE and OBEMLA.

The National Academy of Sciences was asked to review the methodology employed by each study, to assess whether additional analyses of the data would be productive, and to provide the Department with advice on conducting such studies in the future.

Among the conclusions drawn by the 15-member panel were two regarding the importance of native language in instruction:

> *Taking fully into account the limitations of the two studies, the panel still sees the elements of positive relationships that are consistent with empirical results from other studies and that support the theory underlying native-language instruction in bilingual education. Most noteworthy is convergence of the studies in suggesting, under certain conditions, the importance of primary-language instruction in second-language achievement in language arts and mathematics.*
>
> *Though the families in late-exit programs were from far more economically disadvantaged backgrounds than families in the immersion and early-exit programs, the former monitored completion of homework considerably more than the latter. At the same time, though late-exit*

Continued on page 12

NABE to Implement New Membership System

At its May 15, 1992 meeting, the NABE Executive Board proposed an amendment to the NABE Bylaws to provide for a non-fixed year-to-date membership year. Under this system, the membership period would be for 12 full months from the processing date of an application. The Board felt that this more flexible system would encourage membership throughout the year and increase opportunities for recruitment of new members.

The NABE Bylaws require 60 days between the time an amendment is proposed and its approval, but it is anticipate that the Board will approve this change in mid-July.

For current NABE members, all of whom hold memberships which expire on October 31, 1992, this means that when you renew your membership, it will extend for 12 months from the date of processing.

In a related action, the Board approved a special membership rate for those persons attending the annual NABE Conference. The special annual membership rate applies exclusively to the individual membership category and the person must join or renew through the conference registration process.

All current NABE members will receive a membership renewal application along with the NABE '93 conference pre-registration packet to be sent out in late August.

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AND MUCH MORE!

NABE NEWS

Published by the National Association for Bilingual Education

Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 16 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 10/01/92
Issue 2, 11/15/92
Issue 3, 01/01/93
Issue 4, 02/15/93
Issue 5, 4/01/93
Issue 6, 5/15/93
Issue 7, 7/01/93
Issue 8, 8/15/93

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

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NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

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Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
PHONE (202) 898-1829
FAX (202) 789-2866

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NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Bicultural Education Conference--NABE '93--will be held February 23-27, 1993 at the George Brown Convention Center in Houston, Texas. The theme of the conference is *Bilingual Education: America's Heritage, America's Future.*

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE Office in Washington, DC.

Message from the President

by Dr. Marlene Kamm

For the past several years it has been my personal and professional privilege to serve NABE as a board member as well as a member. As I prepared to begin the presidency of NABE, I reflected on the challenges that past boards have had to face and the tremendous accomplishments they have made during some very crucial periods of the organization's existence. I am excited about the challenges ahead of us and am confident that the high caliber of my fellow board members will help lead us through some dynamic changes which will continue to enhance our strength nationally as an organization dedicated to equal educational opportunities for language-minority students and academic excellence for all students.

1992-93 NABE Executive Board and NABE staff members

The 1992-93 NABE Executive Board held its first official meeting in Chicago on June 26-27 and agreed upon seven important objectives that will guide the organization in its efforts this year:

1. To promote the reconceptualization of parent involvement to encompass "family" influence in the education of their children.
2. To guarantee the impact of direct services to language minority students through the reauthorization of ESEA legislation efforts.
3. To expand and enhance staff development opportunities in the field that will facilitate academic excellence for all students.
4. To effect national, state and local policies and standards for evaluation and assessment that are appropriate and adequate for evaluating and assessing the competencies and educational progress of language-minority students.
5. To continue to build a strong relationship with all NABE state affiliates.
6. To extend our efforts in the area of early childhood education to address the needs of language minority children and families.
7. To identify and develop new collaborative relationships with the business and industry sectors which do not presently support the efforts of NABE.

The NABE Executive Board is committed to the above challenges and certainly will be successful in moving this agenda forward with the support and expertise of the membership. I call upon all of you to think about how you might contribute to one of these goals or other areas and get involved! These goals can be met when we "coordinate our efforts with those of others."

I am also asking for your support by your pledging to recruit just one new member for the upcoming membership year! Strength in numbers contributes to our creditability nationwide and we must strive to educate our colleagues through this professional opportunity.

We are pleased that the Texas Association for Bilingual education will be hosting the NABE Executive Board at their state conference in San Antonio, at the end of October. We will hold a Delegate Assembly there to meet with all the state affiliate leaders who we hope will be able to attend. This session with state affiliate presidents should be very informative and provide some technical assistance. It will provide us with an opportunity to identify specific needs of affiliates, so we can better serve them.

All members of the NABE Executive Board are very willing to assist the states and the membership in any way possible! Please feel free to contact us individually with your ideas, suggestions, contributions and requests. I am very optimistic that with all your input and support we will have another productive year and another record national conference in Houston in February. < NABE >

MARK YOUR CALENDARS NOW!

NABE '94 CONFERENCE

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The View From Washington

by James J. Lyons
NABE Executive Director & Legislative and Policy Counsel
and
Leticia Casalduc, J.D.
Legislative & Policy Intern

Faced with declining state education aid and local revenue shortfalls, many school districts across the country are contemplating staff reductions. The impact of school staff layoffs on the education of language-minority students are of particular concern because bilingual/ESL programs for language-minority are often of recent vintage and typical union contract provisions respecting reductions-in-force generally require layoffs to be conducted on the basis of seniority.

The purpose of this column is to acquaint non-lawyers with some of the legal issues which arise under Federal law when school districts carry out reductions-in-force (RIFs) which result in the dismissal of staff (administrators, teachers, or aides) who are responsible for the provision of bilingual or other special instructional programs to language-minority students. In keeping with its purpose and audience, the column presents a series of short questions and answers that highlight some of the more important Federal laws which may apply to RIFs of bilingual/ESL program staff. The information presented is meant to serve only as an introduction to a complex legal subject. Accordingly, readers concerned with the legality of any actual RIF situation are encourage to seek additional advice regarding the applicability of the Federal statutes cited herein as well as relevant state laws.

Q: Are there Federal laws which affect a school district's authority to lay-off staff responsible for the provision of bilingual or other, special instructional programs to language-minority students?

A: Yes. Title VI of the 1964 Civil Rights Act, the Equal Educational Opportunities Act of 1974, Title VII of the Elementary and Secondary Eduction Act, and Title VII of the 1964 Civil Rights Act may limit a school district's authority to RIF staff responsible for bilingual education programs.

Q: How does Title VI of the Civil Rights Act apply to a RIF situation?

A: Title VI of the 1964 Civil Rights Act bars discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Since most school districts receive Federal aid, they are obligated to comply with this nondiscrimination statute. Primary responsibility for enforcement of Title VI rests with the Federal department or agency which dispenses the financial assistance.

Title VI does not generally apply to the employment practices of entities receiving federal financial assistance (see question pertaining to Title VII of the Civil Rights Act below). This general rule has two exceptions: 1) where a primary objective of the Federal financial assistance is to provide employment; and 2) where an employment practice results in prohibited discrimination against the participants or beneficiaries of the Federally assisted program or activity. It is this second exception which may result in the application of Title VI to RIFs of bilingual program staff.

In 1970, the Department of Health, Education, and Welfare (DHEW) sent school districts enrolling substantial numbers of national-origin minority-group students a Memorandum regarding the "Identification of Discrimination and Denial of Services on the Basis of National origin." The Memorandum stated in part:

> Where inability to speak and understand the English language excludes national-origin minority-group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. (emphasis added)

This statement of the Title VI responsibilities of school districts enrolling limited-English-proficient (LEP) national-origin minority students was affirmed by the United States Supreme Court in its 1974 decision in the case of *Lau v. Nichols*.

Following a virtual hiatus of Title VI enforcement activity, the OCR last year issued a policy-update on Title VI *Lau* enforcement, and announced a national enforcement initiative. In determining whether a school district is protecting the civil rights of language-minority students guaranteed by Title VI, the OCR has adopted a three-part test developed by the 5th Circuit Court of Appeals to measure a school district's compliance with the Equal Educational Opportunities Act of 1974 (see discussion *infra*). Where a RIF of school employees by a district receiving Federal financial assistance would substantially impair the district's ability to fulfill the affirmative obligations flowing from Title VI, implementation of the RIF may

Continued on page 16

Condition of Bilingual Education in the Nation Report Released for 1992

The Office of the Secretary of the United States Department of Education submitted the *Condition of Bilingual Education in the Nation Report - 1992* to Congress and the President on June 30, 1992.

The first chapter of the report contains a review of the legislative history of the Bilingual Education Act. It then discusses how bilingual education relates to the National Education Goals. The second chapter contains demographic data on the numbers, identification, and placement of language minority students in the U.S. The third chapter describes research activities focused on instructional strategies, program evaluations, capacity building and personnel training. Chapter Four examines the role of OBEMLA in administering programs authorized by the Bilingual Education Act and the last chapter presents a policy analysis and recommendations for the future.

Copies of the report may be obtained from the National Clearinghouse for Bilingual Education, 1118 22nd Street, N.W., Washington, DC 20037. Please call (800) 321-NCBE for ordering information.

< NABE >

NABE Board Elects Officers

On June 1, 1992, the NABE Executive Board held elections for the positions of Vice President and Secretary/Treasurer. Anna López, from Perth Amboy, New Jersey, was elected Vice President and Kathy Escamilla, from Boulder, Colorado, was selected Secretary/Treasurer. They will join President Marlene Kamm as the officers of NABE for 1992-93.

< NABE >

OBEMLA Staff Have New Telephone Numbers

Office of the Director

Ngoc Bich, Nguyen, Acting Director	205-5463
Marrero, Amanda, Secretary	205-5463
Caban-Dooley, Maggie, Confidential Assistant	205-5669
Munis, Rudy, Acting Deputy Director	205-5463
Adams, Agatha, Secretary	205-5463

Research & Evaluation

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Coleman, Sharon, Secretary	205-9072
Kreins, Cecile, Education Program Specialist	205-5568
Stein, Alex, Education Program Specialist	205-9475
D'Emilio, Timothy, Education Program Specialist	205-8739

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Johnson, Petraine, Education Program Specialist	205-8766
Mahony, Mary, Education Program Specialist	205-5728
Robinson, Velma, Education Program Specialist	205-8731
Ryan, Cynthia, Education Program Specialist	205-8842
Smith, Patrick, Education Program Specialist	205-9729
Wells, Barbara, Education Program Specialist	205-8840
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Little, Dorothy, Education Tech.	205-9505
Compton-Turner, Brenda, Special Assistant	205-5530
Varisco de García, Norma, Ed. Program Spec.	205-9730
Lockhart, James, Education Program Specialist	205-5426
Logel, Harry, Education Program Specialist	205-9715
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García, Ana María, Education Program Specialist	205-5713
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Sullivan, Terrance, Education Program Specialist	205-9752
Sandhu, Harpreet, Education Program Specialist	205-9808
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Lara, Socorro, Education Program Specialist	205-5711
Richey, Rebecca, Education Program Specialist	205-9717
Cavaluzzi, Christina, Education Program Specialist	205-8759
Van Pelt, Steve, Education Program Specialist	205-9867
Lord, Ursula, Education Program Specialist	205-5709
Quiñonez, Lora Ann, Education Program Spec.	205-9157

OBEMLA FAX Number	205-8737

American Indian Bilingual Education:

The White House Conference on Indian Education and the Tribal College Movement

by Jon Reyhner, Eastern Montana College

On January 22, 23, and 24, the White House Conference on Indian Education took place in Washington, D.C. It was authorized by Public Law 100-297 to "explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing federal programs relating to the education of Indians" and "to develop recommendations for the improvement of educational programs relevant to the needs of Indians." The President, the Speaker of the House of Representative, and the President Pro Tempore of the Senate each selected one-third of the 234 conference delegates from all over the United States to discuss ways to improve Native education. The vast majority of the conference delegates were American Indians and Alaska Natives.

In the months before the conference there were preconferences held across the nation in states with large Native populations discussing issues such as should there be a national board of Indian education, should there be a national Indian university, and what should be the national goals for Indian education. Much of the discussion at these preconferences echoed the concerns expressed at the hearings held by the U.S. Secretary of Education's Indian Nations at Risk Task Force in 1990 and 1991. They built on the four national priorities that the Task Force set:

1. Developing parent-based and culturally, linguistically, and developmentally appropriate early childhood education,
2. Making the promotion of students' tribal language and culture a responsibility of the school,
3. Training more Native teachers, and
4. Strengthening tribal and Bureau of Indian Affairs colleges.

The Washington State preconference concluded that a national board of Indian education would have little power and just add more bureaucracy to inhibit tribal self-government. They concluded that Indian education should have a "holistic approach focusing on all segments of Native communities and all aspects of being human (emotional, physical, spiritual, and intellectual)." Montana conferees called for flexibility to meet the diverse needs of tribal people and called for the training of more Indian teachers, counselors, and administrators. They also felt a national board of Indian education would hurt local control and expand bureaucracy and "white tape." However, Kansas's preconference report called for "a national certification procedure" for Indian teachers." Montana called for an emphasis on schools "to promote holistic education with the total community as their constituents," and found that education "is highly suspect among many Indian people. They sensed the dichotomy between being educated, and being taught that to be Indian is not all right." The need for better funding of Native education was a common theme across the nation. Strong support was also shown in the preconferences for preserving and promoting native languages.

Building on the work of the state preconferences, the White House Conference delegates adopted 113 resolutions covering a variety of topics ranging from the governance of Indian education to safe, alcohol/drug-free schools, building on the work of both the Effective Schools Movement and the Indian Nations at Risk Task Force. Adopted resolutions 7-1 through 7-4 called on the president and congress "to strengthen and increase support for the language and culture of American Indians and Alaska Natives."

The White House Conference on Indian Education did not support a National Board of Indian Education, partly out of fear of centralized control of what are very diverse tribes and schools. The jury is still out on a National Indian University; tribal colleges fear losing already scarce resources to support such an institution. But at the same time, tribal colleges are moving to become more than just community colleges. Sinte Gleska College became Sinte Gleska University this year. In South Dakota, Sinte Gleska and Oglala Lakota College already have four year teacher preparation programs, and Sinte Gleska had already graduated 43 certified teachers. The previous year Sinte Gleska graduated nine students with Master's degrees in education (Bordeaux, 1991). Both Navajo Community College in Arizona and Haskell Indian Junior College in Kansas are in the advanced stages of developing teacher education programs.

Unlike white college graduates, research indicates that Native college graduates from traditional public schools have had unsuccessful K-12 school experiences. A recent Montana study shows that their high school teachers did not encourage them to go to college, most had low grade point averages, and they heard little or nothing positive about Natives in their classrooms (Davis, 1992). Tribal Colleges and organizations such as the American Indian Science and Engineering Society are going into high schools and demonstrating to students that American Indians can be successful in our technological society -- and of course keep their culture in the process.

The White House Conference on Indian Education is the latest phase in the current policy of Indian self-determination that President Nixon enunciated a little over twenty years ago. Nixon was recognizing Native aspira-

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Action Taken on Resolutions

At its June 26 meeting, the NABE Executive Board took action on the resolutions passed at the Annual General Membership Meeting held at the NABE '92 Conference in Albuquerque, New Mexico.

RESOLUTION #1

Whereas, educational accrediting bodies utilize professional standards developed by specific disciplines in the evaluation of Institutions of Higher Education, and

Whereas, there are currently no national professional standards that accrediting agencies can incorporate in the accreditation process to evaluate an institution's capability to appropriately educate or train multilingual/multicultural professionals, therefore be it

Resolved, that NABE assist in the development of professional standards that accrediting agencies and others can utilize to evaluate higher education and other multilingual/multicultural education and training programs.

NABE BOARD ACTION

The NABE Executive Board has authorized NABE's Higher Education Special Interest Group to initiate discussions with NCATE regarding the development of such standards.

RESOLUTION #2

Whereas, the NABE membership approved a resolution at the 1989 Florida convention which called for the development of national standards for the preparation of bilingual/multicultural teachers, therefore be it

Resolved, that the NABE Board of Directors take up the Florida Resolution in order to carry out its mandate.

NABE BOARD ACTION

The NABE Executive Board agreed to complete the work begun immediately after the 1989 convention by an Ad Hoc Committee on Standards. This Ad Hoc Committee has submitted a draft which is presently being revised and is scheduled for completion by the end of the year.

RESOLUTION #3

Whereas, there are in excess of 2.5 million young children, ages birth through 8, whose home language is other than English, and

Whereas, culturally and linguistically diverse families are a vital resource to this nation, and

Whereas, research has proven that native language instruction is integral to the healthy and sound development of young children and their respective families, and

Whereas, many institutions of higher education are not adequately prepared to train educators who are knowledgeable and sensitive to issues affecting culturally and linguistically diverse family systems, therefore be it

Resolved, that NABE actively advocate for the unconditional support of linguistic and cultural preservation through early childhood teacher education and elementary program designs that are sensitive to the culture, language, and developmental needs of diverse young children and their families, be it further

Resolved, that NABE become directly involved in current policy revision efforts in order to ensure that policy papers and budgetary allocations reflect the educational needs of young language minority children and their families.

NABE BOARD ACTION

The NABE Executive Board resolved to continue its leadership in the reform of early childhood education, increase collaboration with organizations that are concerned with early childhood education, and step-up efforts to impact national policies. The Board instructed NABE staff to contact the National Association for the Education of Young Children (NAEYC) indicating NABE's desire to collaborate and proposing to designate a liaison committee between the two organizations. NAEYC will also be invited to conduct a session at the NABE '93 conference.

RESOLUTION #4

Whereas, research data and practical experience consistently demonstrate that students require six to eight years to acquire sufficient second language proficiency academic success in the monolingual English classroom, and

Whereas, Federal Title VII legislation and many states arbitrarily limit bilingual education services to three years, therefore be it

Continued on page 10

Stanford Law Graduate Joins NABE as Intern

During the past three years NABE has grown and strengthened as a national organization. In preparing to address the challenges of the future, NABE has hired its first summer intern, Leticia Casalduc.

Leticia, a native of Puerto Rico, has a Bachelor's degree in Political Science from Tufts University. After working for a year with Puerto Rico's Economic Development Administration, she went to Madrid and received a Diploma in International Relations from Spain's School of Diplomacy. She then proceeded to study for her Law degree at Stanford Law School, and graduated this past June.

Leticia says her experience at Stanford was instrumental in strengthening her commitment to the public interest sector. "It was there that I fully came in contact with the interests of various subordinated groups and the role of the law as an instrument of social change. Learning and getting involved in children's issues, particularly education, during my three years there definitely changed the course of my legal career."

Leticia worked closely with the San Francisco school system and its diverse population while she was an intern for Public Advocates, Inc., a public interest law firm with a long history of litigation and advocacy work in education issues. There she conducted an evaluative survey of compliance and accountability for state and federal funded programs such as Chapter 1, State Compensatory Education, and the desegregation Consent Decree. The purpose of the survey was to gain and in-depth understanding of the mechanics and effectiveness in making the San Francisco schools accountable for educational achievement.

In addition, Leticia collaborated closely with two of the firm's advocacy initiatives for school reform. For the BEST Agenda initiative, a campaign to create a public mandate for education reform in the city of San Francisco, she served as liaison between the firm and Hispanic parents and community leaders, organizing and conducting focus groups. For the Collaboration for Educational Excellence, a program lending support to various schools' restructuring initiatives, Leticia researched the district's financing scheme and drafted an innovative proposal to link the level of school funding with the school's student attendance rate. The district is now considering the proposal as part of a broader effort to directly reward schools for superior performance.

Leticia's work with Puerto Rico's Economic Development Administration (EDA) also involved the development and implementation of programs of social concern. At the EDA she structured and implemented a scholarship program for students from the Caribbean and Central America. This scholarship program formed part of a comprehensive regional initiative of the Puerto Rican government. In addition she formed part of the 2nd Annual Caribbean Business Conference management team, managing all aspects related to the physical facilities and visitors' logistics of this event.

Within Puerto Rico's education system, English is taught as one more core course from the first grade on. Students move on to text books in English and English language lectures as they progress through the grades. This system enabled Leticia to become completely bilingual by the time she entered high school; in college she started working on her Italian and French. Leticia's education and experience as a bilingual student has made evident to her the potential and value of bilingualism. "Once a person gets into the fun of learning languages it is hard to know where to stop; the next one could be German! Bilingualism is of immense value to the individual, to the community and to the world."

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RESOLUTIONS, *from page 9*

Resolved, that NABE develop a public education strategy which will make federal, state and local policymakers, educators, the general public and parents aware of these findings, as well as pointing out the negative impact that current arbitrary exit criteria have on the educational well being of language minority students, be it further

Resolved, that NABE coordinate this educational effort with state affiliates and local interested parties.

NABE BOARD ACTION:

The NABE Executive Board agreed that these issues would be handled both through the reauthorization process and in NABE's forth-coming booklet on bilingual education.

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NABE '93

FEB. 24-27

HOUSTON, TEXAS

BE THERE!

Meet the NABE Board

Richard L. López, Jr.
NABE Western Regional Representative

In this issue, *NABE NEWS* is pleased to introduce Western Regional Representative Richard L. López, Jr. His involvement in NABE has included work as NABE conference presenter; Arizona Delegate to the NABE conference; peer reviewer of papers presented at NABE conferences; and helper at the NABE conference held at his current home city of Tucson, AZ.

One insight into Richard can be seen in an assignment that he turned in while working towards his Master's Degree in Counseling and Guidance at Wayne State University in Detroit, Michigan. Told to write his epitaph, he wrote: "Here lies Richard López, a person who always tried to show love to all that met him." He credits his mother for having shown him to be good, caring, and loving. The heart aspect of his being comes from trying to be like the mother that he is blessed to have.

His diligence as a worker was attained from his father. Like so many of us who come from families that experienced financial difficulties, Richard recalls learning at a young age the work ethic that his dad modeled in having to work several jobs at once in order to provide for the López family of seven.

Richard's initial work in bilingual education came as a result of his first year in teaching. His seventh grade class at Gadsden Independent School District in Anthony, New Mexico consisted of 90% Hispanic students whom he discovered could learn easier if taught in their native language of Spanish. Literally, by trial and error, Richard learned through his students how to be what we call today a bilingual teacher. His teaching and learning experience lead him to become a member of one of the first graduating classes in the nation of doctoral students sponsored by OBEMLA's Title VII Bilingual/Bicultural Education Teacher Trainer Fellowship Program.

The training provided in the New Mexico State University bilingual education doctoral program prepared Richard to serve successfully as the Assistant Director of the New Mexico State University Bilingual Training and Resource Center. This job helped him when he became a faculty member of the University of Arizona at Tucson, AZ. His teaching and administrative assignments were directly involved in training future elementary bilingual education teachers. When he received his faculty tenure in 1986, Richard commented that the greatest reward was actually in seeing so many of his previous students now working as teachers in the classroom helping linguistically different students. His professional work was also recognized when he was the second recipient of the University of Arizona Mexican American Faculty Award presented as part as part of the May, 1986 Spring Commencement activities.

Richard has seen first-hand the fruits of dedicated, hard working bilingual education teachers as he served as a curriculum specialist at Escuela Bilingüe Davis in the Tucson Unified School District. His leave of absence from the University of Arizona made it possible for him to spend the last two years demonstrating true connectedness between institutions of higher learning and local school districts.

Richard is also known for his organizational and management abilities, which derive from his military background. His six years of active duty during the Vietnam war were the foundation of the structure in his working style. The military is still a part of his life today as he serves in the U.S. Army Reserves as Lieutenant Colonel and Commander of the 8th. Battalion/40th. ARMOR that trains in Ft. Huachuca, AZ.

Richard's administrative skills have been well-utilized in his professional activities. He has been a member of the Board of Directors of several community and professional organizations. From 1984-1988, he served as the Faculty Advisor for Chapter 30 of Phi Delta Kappa. He was also on the Arizona Association of Supervision and Curriculum Development executive board.

When asked about the priorities of his life, Richard didn't hesitate to respond that long ago he found the answer. He says that God is number one with his immediate family being close behind. His career is third in line. With the blessing of a fantastic wife, four sons, and one daughter; it is easy to understand why Richard is so family-oriented. If you ever get him started talking about his loved ones, be forewarned that he may talk on and on and on and...

Those of you were fortunate to be in Albuquerque, N.M at the NABE Annual Conference held in January 1992 very likely experienced the warmth and great hospitality that New Mexicans are so accustomed to giving. Richard's mother was not the only influence in his life. As a native New Mexican, born and reared in Las Cruces, New Mexico, the people of the Land of Enchantment also had a hand in molding Richard L. López, Jr. your representative on the NABE Executive Board.

< NABE >

NAS, *from page 1*

> *students had less preschool experience than students in the other programs, the late-exit parents appeared to be as literate as measured by subscriptions to Spanish-language newspapers. The late-exit students scored at or above the norm on standardized tests, suggesting a relationship between the use of the native language in instruction, native language literacy in the home, parental involvement in homework, and student achievement.*

Another finding dealt with the role the Department played in the design and implementation of the studies:

> *The formal designs of the Longitudinal and Immersion Studies were ill-suited to answer the important policy questions that appear to have motivated them...Execution and interpretation of these studies...was hampered by a lack of documentation regarding (a) objectives, (b) operationalization of conceptual details, (c) actual procedures followed, and (d) changes in all of the above.*

The following is a commentary by a well-informed educator on the study.

"OBJECTIVE" REVIEWS FOR SUBJECTIVE REASONS AT THE HIGHEST LEVELS OF GOVERNMENT

The tasks assigned by the U.S. Department of Education to the National Research Council's (NRC) 'Panel to Review Evaluation Studies of Bilingual Education' are notable for several reasons. The first is the apparent high degree of discomfort felt by officials in the Department regarding the designs and the results of the two studies in question. In both cases, the Office of Planning, Budget and Evaluation (now, the Office of Policy and Planning) assumed the lead on proposing and finalizing the study designs; monitored the studies at every stage; and approved the results submitted by the contractor. Other ED staff, including OBEMLA and Congressional staff, played a minor role. For all practical purposes, their input was overshadowed by OPBE staff on technical and, supposedly, experiential grounds.

The request for the outside review is unprecedented in another respect. That is, the review appears to be the first time that ED-funded research or evaluation studies have been formally submitted to an outside party for the purpose of validating their results or reviewing the implications of their results. Standard procedure would have called for a search within the Department for technical review resources, unless there was compelling reason to do otherwise.

The review carried out by the NRC Panel and a recent "Report on Bilingual Education Research," issued by the Office of Management and Budget on June 16th would seem to indicate a curiously high degree of scrutiny of ED-funded Bilingual Education research and evaluation activities. The investigative efforts lack parallel. Further, the results reported by the contractor to ED, appear to have been only slightly better clarified by the Panel. In short, the results do not enjoy any more "validity" or acceptance today than before their exhaustive review. The motives for the review, for which ED paid $200,000 to have done, have not been clarified to date.

Notwithstanding the special treatment accorded the studies by ED, the Panel's report is useful in that the results are highlighted against a background that describes the parameters of the studies in great detail. Unfortunately, one of the most important points in the Panel's report was minimized in the summary prepared by the Department's Policy and Evaluation Section (PES) staff. That is, the PES June 3, 1992 "Note" from Alan Ginsburg does not highlight the Panel's summary point made on Page 5 of the Panel's report. It states that, ***"Taking fully into account the limitations of the two studies, the panel still sees the elements of positive relationships that are consistent with empirical results from other studies and that support the theory underlying native-language instruction in bilingual education."*** (Emphasis added).

The Panel's report also declares that, "Most noteworthy is convergence of the studies in suggesting, under certain conditions, ***the importance of primary-language instruction in second-language achievement in language arts and mathematics."*** (Emphasis added). These are powerful observations that could not be made if the studies were as flawed as the Department's review actions would appear to imply. They are even more powerful, if the limitations of the studies are as severe as ED considers them to be.

The review, on the other hand, strongly suggests that the Government's study designers are at fault. They and their superiors should be held responsible for the design shortcomings reported by the Panel.

Still, the exercise has a number of lessons to teach ED and others. That is, it should be recognized that much of the research in bilingual education has broken new ground since the original five-year Part C Research Agenda was implemented in 1979. The Agenda and the actions of its inter-agency committee, by the way, were an unrecognized novelty in Government. Funded bilingual education studies have investigated effective features of instruction; instruction in English and other languages over time; instruction of non-English speakers; student assessment; teacher competencies, etc. Equally important, a significant number of the studies have made powerful contributions to the field of education about learning and instruction in bilingual education contexts. Also, their results have had implications for the quality and sequencing of instruction for non-LEP/LM students. In short, the educational facets investigated by Part C and other research and evaluation efforts in this arena were unprecedented and remain the foundation of much of what is being

Continued on page 14

Resources for Bilingual Educators

The Asian American Comic Book. Four stories based on real-life events, authentically told, realistically illustrated, look at different issues in Asian American lives with honesty, clarity, and understanding. Send $8.00 ($6.00 for AARW members) plus $2.00 postage and handling to The Asian American Resource Workshop, 34 Oak Street, 3rd Floor, Boston, MA 02111 (617) 426-5313.

The Bilingual Special Education Interface, by Leonard M. Baca and Hermes T. Cervantes. Examines major issues surrounding the education of children with special needs who are LEP. Provides explanation of terminology, assessment procedures, curriculum, methodologies, instructional strategies, and materials. $34.00 plus 10% shipping and handling. Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050-E92, Tucson, AZ 85733 (602) 323-7500.

Comparing Languages: English and its European Relatives, by Jim McGurn. Part of the *Awareness of Language* series. Discusses English and how it is related to other languages spoken in Europe. Gives ideas of how these languages work, in which ways they are alike and different. Shows how other languages have given words and word patterns to English and how English and its relatives in Europe have spread across the world. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Computers in Applied Linguistics: An International Perspective, edited by Marta C. Pennington and Vance Stevens. Combines information on specific computer applications with discussions of theoretical and methodological issues. Essays by authorities in linguistics, education, applied linguistics, foreign language teaching, and ESL. $34.00 plus $2.50 shipping and handling with special 15% discount. Multilingual Matters, c/o Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

Dancing to Pay the Light Bill: Essays on New Mexico and the Southwest. An exploration of the unique language, turbulent history and rich multicultural fabric of life in New Mexico and the Southwest. Among the issues addressed are the linguistic and cultural phenomenon of bilingual code-switching; the beauty and significance of the oral tradition; and the effects of tourism and the waves of new immigrants. Send $8.95 plus $1.50 shipping to Red Crane Books, 826 Camino de Monte Rey, Santa Fe, New Mexico 87501 (515) 988-7070.

I am Here/Yo Estoy Aquí, by Rose Blue. What is it like to be a member of a different cultural group on the first day of school? Young students find out with this filmstrip, audiotape, and activity program. A study guide includes activities and discussion questions to help you promote multicultural awareness and sensitivity towards members of all cultures. $29.95 plus 10% shipping and handling. Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050-E92, Tucson, AZ 85733 (602) 323-7500.

In Touch: A Beginning Communicative Course. A three-level series for adults and young adults who are studying English at the beginning to pre-intermediate levels. Follows a communicative approach; teaches students how to make English work for them to communicate their needs, desires, questions, opinions, and feelings. Material presented in contexts that relate to their own experience and interests. Ordering information available from Addison-Wesley/Longman, 1 Jacob Way, Reading, MA 01867 (800) 447-2226.

Involving the Families of At-Risk Youth in the Educational Process, by Lynn Balster Liontos. Provides suggestions for involving families who are poor, nonwhite, or speak a language other than English in the education of their children. Identifies barriers in reaching at-risk families and proposes ways of overcoming these barriers. Document # ED 328 946, $6.00 prepaid. ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (503) 346-5043.

Language Loyalties: A Source Book on the Official English Controversy, by James Crawford. A handbook and reference for advocates, educators, policymakers, jurists, scholars, and citizens. Contains more than 85 source documents and articles, including 15 written especially for this volume. Chapters include Historical Roots of U.S. Language Policy; The Debate over Official English; Symbolic Implications of Language Conflict; The Question of Minority Language Rights; Language Diversity and Education; and International Perspectives on Language Politics. Send $14.95 plus $2.00 postage and handling to The University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628.

Life in Language Immersion Classrooms, edited by Elizabeth B. Bernhardt. A collection of articles about teaching language by means of immersion, i.e. when language is taught not as a subject, but rather as the medium through which content material is taught. Multilingual Matters, c/o Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

Limiting Bias in the Assessment of Bilingual Students, edited by Else V. Hamayan and Jack S. Damico. A thorough discussion of the problems involved in the placement of bilingual students in special education or remedial programs. Addresses what professionals should know when assessing bilingual students and possible difficulties in the referral process. $29.00 plus 10% shipping and handling. Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050-E92, Tucson, AZ 85733 (602) 323-7500.

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RESOURCES, *from page 13*

Linguistic and Communicative Competence: Topics in ESL, by Christina Bratt Paulston. An anthology of articles on teaching English to speakers of other languages. Emphasis is on practical concerns of classroom procedures and on the cross-cultural aspects of teaching English around the world. Several articles focus on communicative language teaching. Multilingual Matters, c/o Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

Linguistic Minorities, Society and Territory, edited by Colin H. Williams. Presents latest findings of leading figures in the growing interdisciplinary field of geolinguistics. Outlines the opportunities and tensions facing linguistic minorities in their attempt to influence the structures of the modern state in Europe and North America and offers a synthesis of the complex relationship between territorial identity, social change and economic development in multilingual societies. $42.00 plus 5% shipping. Multilingual Matters, c/o Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

Publication Sources in Educational Leadership. A compilation of publication outlets for the creative exchange of information in educational administration and supervision. A directory of publication opportunities which includes contact information for over 300 journals. $29.00. Contact Technomic Publishing Co., Inc., 851 New Holland Ave., Box 3535, Lancaster, PA 17604 (800) 233-9936.

Second Language Acquisition and Language Pedagogy, by Rod Ellis. A collection of papers addressing various research issues and their relevance to language pedagogy. Main issues addressed include interaction, formal instruction, variability and learning styles. $36 plus 5% postage. Multilingual Matters, c/o Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (800) 821-8312.

Second Language Research. An international journal devoted to the theory of second language acquisition. Published three times a year. Promotes interdisciplinary research linking second language studies with related disciplines. Individual subscription $57/year; institutional $88/yr. Published by Edward Arnold, Hodder and Stoughton Publishers and distributed in North America by Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Sounds Like/Looks Like Word Books. Series of four workbooks designed to assist people working to improve their literacy or learning English as a second language. Address common areas of confusion in the English language, words often misspelled and/or misunderstood because of their similarity in spelling or in pronunciation. Workbooks 1,2, and 3 $7.50 each; Workbook 4 $11.50. Complete Series $33.00. Send check payable to the Center for Creative Endeavors, P.O. Box 5550, South Norwalk, CT 06856 (203) 853-6015, ext. 153.

Start Here: Adventures into Science. Available in Spanish. 12 videos dealing with key principles of basic science, for students ages 9-14. Konrad, the amazing kitchen robot escorts students through the world of science, learning about the powers of air, light, gravity, inertia, sound and much more. An in-depth Teacher's Guide accompanies each program. $49.00 each or $550 for series of 12. Produced by Landmark Films, Inc. Contact Beverly Weisenberg at 800-999-6645.

SWCOLT Language Teacher's Resource Book 1992. Contains information on items of interest to second language educators. Includes 800 numbers and addresses of vendors, language organizations, contact persons, and sources of all kinds. Includes information on travel scholarships, grants and textbooks. Send $5.00 payable to SWCOLT to *Resource Book '92*, 3005 Heatheridge Lane, Reno, NV 89509-3020.

Teaching American Indian Students, edited by Jon Reyhner with a foreword by Ben Nighthorse Campbell. A comprehensive resource book for educators of American Indians. Includes chapters on bilingual and multicultural education; the history of U.S. Indian education; teacher-parent relationships; language and literacy development, with particular discussion of English as a second language and American Indian literature; and teaching in the content areas -- social science, science, mathematics, and physical education. Send $24.95 plus $1.50 postage and handling to University of Oklahoma Press, Marketing Department, 1005 Asp Avenue, Norman, OK 73019-0445 or call (800) 627-7377.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. < NABE >

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studied in education today. Current efforts to question this research in particular and at the same time ignore the problems and shortcomings inherent in much of the other ED-funded research and evaluation implies a myopic, biased, and politically-tainted perspective in ED that stymies education for everybody.

The report, *Assessing Evaluation Studies: The Case of Bilingual Education Strategies*, is available for $19 plus $3 shipping from the National Academy Press, 2101 Constitution Ave, NW, Washington, DC 20418 (800) 624-6242.

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Upcoming Events

July 6-11 and July 20-25, 1992 - *Foundations of Intercultural Theory and Practice Institute.* Georgetown University Conference, Washington, D.C. For more information contact SIETAR International, 733 15th Street, NW, Suite 900, Washington, D.C. 20005, (202) 737-5000.

July 19-23, 1992 - *La Raza Cósmica.* Annual Conference of the National Council of La Raza. Los Angeles Airport Hilton, CA. Contact Eileen Torres at (202) 289-1380.

July 30 - Aug. 2, 1992 - *National Conference on Multicultural Education.* Hilton Riverside and Towers, New Orleans. Contact National Conference on Multicultural Education, P.O. Box 2413, Pascagola, MS 39569 (800) 264-6711.

September 18-20, 1992 - *Founding Conference for the Creation of a Puerto Rican Studies Association.* White Plains, New York. Contact Angelo Falcón, Institute for Puerto Rican Policy, 286 Fifth Avenue, 3rd Floor, New York, NY 10001-4512 (212) 564-1075.

October 10, 1992 - *California State University San Marcos Second Annual Conference.* San Diego Convention Center, CA. Contact: Dr. Isabel Schon, Director, (619) 752-4070.

October 22-24, 1992 - *13th Annual Conference on Spanish in the U.S. and Second International Conference on Spanish in Contact with Other Languages.* University of Minnesota, Minneapolis. Contact Francisco Ocampo at (612) 625-5822.

October 23-24, 1992 - *Wisconsin Association of Foreign Language Teachers (WAFLT) Annual Conference.* Paper Valley Hotel and Conference Center, Appleton, WI. Contact: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8876.

October 23-25, 1992 - *NY State Association of Foreign Language Teachers 75th Annual Meeting.* Concord Hotel, Kiamesha Lake, New York. Contact Helene Combopiano, 71 Grand Blvd., Binghamton, NY 13905 (607) 729-2775.

Nov. 12-14, 1992 - *New Challenges, New Solutions.* Conference on Culturally and Linguistically Diverse Exceptional Children sponsored by the Council for Exceptional Children and the Division for Culturally and Linguistically Diverse Exceptional Learners. Minneapolis, MN. Contact CEC at (703) 264-9450 or (703) 264-9443.

November 18-22, 1992 - *Roots and Wings: Preparing our Students for the Future.* 27th Annual California State Conference of the Association of Mexican American Educators. Anaheim Hilton and Towers. Contact Robert Aguilar at (310) 868-0431.

November 19-20, 1992 - *National Puerto Rican Coalition Conference.* Washington, DC. Call (202) 223-3915.

November 20-22, 1992 - *American Council on the Teaching of Foreign Languages Annual Meeting.* Hyatt Regency O'Hare, Rosemont, IL. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830.

Nov. 28 - Dec. 6, 1992 - *FIL '92 - Guadalajara International Book Fair and Workshops.* Contact FIL '92, Public Information Center, A. Postal 39-130, 44170 Guadalajara, Jal., Mexico (36) 25 28 17 y 25 86 62.

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An EEO/AA Employer

VIEW, *from page 5*

result in a Title VI violation.

Q: Are there any special factors which should be taken into account in assessing the applicability of Title VI to a particular RIF situation?

A: Yes. While all school districts must comply with the affirmative obliations that flow from OCR's interpretation of Title VI, certain school districts have special obligations. These districts, numbering more than 400, have negotiated voluntary Lau compliance plans with the office for Civil Rights (OCR) to remedy identified instances of noncompliance with Title VI.

Where a RIF of school personnel would result in the termination of staff responsible for the provision of programs and services specified in a negotiated Lau compliance plan, a Title VI violation is likely to exist.

Q: How does the Equal Educational opportunities Act (EEOA) apply to,a RIF situation?

A: The EEOA prohibits a number of educational practices which result in a denial of equal educational opportunity. Section 204(f) of the Act declares illegal the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program.

Although the above prohibition parallels the affirmative Title VI requirements as interpreted by OCR, it is arguably broader, and is not conditioned upon the receipt of Federal financial assistance by a school district. And unlike Title VI, the EEOA specifically provides for private civil suits to enforce its provisions. Primary Federal responsibility for enforcement of the EEOA rests with the Department of justice. Where a RIF of school employees would create the kind of educational situation prohibited by Section 204(f), the RIF is likely to result in a violation of the EEOA.

Such a situation occurred in New York State when the Brentwood Board of Education decided to reduce significantly its teaching staff in response to declining student enrollments. At the time of the lay-offs, the Brentwood district had the second largest enrollment of Spanishspeaking pupils in the state (only New York City schools enrolled more Spanish-speaking pupils). As in many other school districts, the majority of teachers in the Brentwood bilingual program had little seniority; and as a consequence of the operation of New York State teacher tenure law, the school district fired 17 of its 24 bilingual teachers through the RIF.

In response to a suit filed on behalf of Brentwood's Hispanic students and their parents, a Federal District Court issued a temporary restraining order directing the school district to rehire experienced and qualified bilingual teachers, and to continue the bilingual program that was previously in place. *Cintrón v. Brentwood Union Free School District Board of Education*, 477-C 1310 (E.D.N.Y. August 22, 1977) Memorandum of Decision and order. The Court's action was predicated on the EEOA which was held to take precedence over the State teacher tenure law.

Months later, a decision on the merits of the case declared the language remediation plan that was going to be implemented as a result of the reduction in bilingual staff to be violative of the EEOA. The plan substituted subject matter instruction in Spanish and progressive use and transition to English with a program where substantive courses would be taught in English and remediation time was offered in Spanish in a Spanish basic skills room. The court expressly relied for its decision on the consideration that the goal [was] instruction by competent bilingual teachers in the subject matter of the curriculum while at the same time teaching non-English-speaking children the English language.

In 1981, the Fifth Circuit Court of Appeals in *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir 1981) developed a three-part test for analyzing a the adequacy of a "language remediation" program for limited-English-proficient language-minority students under the EEOA. The three-part test includes the following criteria: 1) THEORY: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy. 2) PRACTICE: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality. 3) RESULTS: The school must not persist in a program that fails to produce results.

As noted earlier, ED-OCR has adopted the three-part *Castañeda* test to measure a school district's compliance with Title VI under *Lau*. And federal courts (see Keyes v. School District No. 1. Denver, CO, 521 F.2d 465 (10th Cir. 1975) have applied the second part of the three-part compliance test respecting a district's actual practice to require appropriately skilled and credentialed educational staff.

Q: How does Title VII of the Elementary and Secondary Education Act apply to a RIF of bilingual staff?

A: ESEA Title VII is a voluntary competitive grant program designed to help educational agencies develop and implement bilingual education programs. Since enactment of the program in 1968, more than 700 school districts have received Title VII grants.

Title VII requires the Secretary to determine, prior to making

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a grant, that the applicant "will have the resources and commitment to continue the program when assistance under this title is reduced or no longer available." This statutory requirement is effectuated by Education Department Regulations which identify as a formal application evaluation criteria evidence of an applicant's "commitment and capacity" to continue programs following grant-termination. 34 CFR 501-309.

If a district's approved Title VII application includes a commitment to continue a bilingual program following grant-termination, the district is bound under Federal law to honor the grant commitment. Thus, where a RIF results in the termination of a bilingual education program which had previously been supported by a Title VII grant, and where the district's approved Title VII application included evidence of commitment to continue the program after the expiration of the grant, implementation of the RIF may violate Federal law.

Enforcement of Title VII grant requirements and commitments is primarily the responsibility of the Education Department. The Education Department's Office of the Inspector General (OIG) signaled its intention to strictly enforce Title VII program continuation commitments in 1982 when the Education Department's Inspector General (IG) issued audit reports on Title VII programs in Texas. The audit reports called for the repayment to the Federal government of more than $5.85 million in Title VII funds by seven Texas school districts and the Texas Education Agency. One of the OIG's primary claims for repayment concerned the education agencies' failure to continue bilingual programs following the termination of Title VII assistance.

Q: How does Title VII of the Civil Rights Act apply to RIFs of bilingual program staff?

A: Title VII prohibits employment discrimination on the basis of race, color, religion, sex, or national origin. Since 1972, the Act has applied to public employers, including public schools. The Equal Employment opportunity Commission (EEOC) is the primary administrative agency responsible for Title VII enforcement. The Act also authorizes enforcement through civil suits brought by individuals or groups who are subjected to discriminatory treatment.

Unlike the three statutes discussed above, Title VII is exclusively concerned with employment practices. While RIFs are an employment practice regulated by Title VII, they are only regulated to the extent necessary to prevent prohibited discrimination, that is, discrimination on the basis of race, color, religion, sex or national origin.

While bilingual program staff are not a protected class under Title VII, the high concentration of national origin minority staff, especially Hispanics, in many bilingual programs could result in the application of Title VII to RIFs of bilingual program staff.

Q: What factors determine whether Title VII applies to a given RIF situation?

A: Both the EEOC and Federal courts would examine a number of factors to determine whether a given RIF was actionable under Title VII. In the case of a RIF of bilingual program staff, disparate ethnic impact would be an essential factor. The intention of school officials responsible for the RIF may also be a major factor, especially if there is evidence that the RIF was designed or used to eliminate minority teachers from the system.

Additional factors which might be considered in assessing the applicability of Title VII to a RIF of bilingual staff include:

- the school district's current and past employment practices (including recruitment and testing of applicants; hiring; assignment, classification, compensation and advancement of employees);
- past judicial and administrative findings that the school district has engaged in unlawful employment discrimination; and,
- the substance of any affirmative action plans adopted by the school district.

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Read a Good Book Lately?

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Why not share with your colleagues? *NABE NEWS* welcomes book reviews!

Reviews should be approximately 3 pages in length, typed double-spaced. Articles may also be submitted on 5¼" or 3½" diskette, using WordPerfect or Wordstar for IBM compatible computers.

Book reviews should include all bibliographic information. They should describe the contents of the book and evaluate it.

Reviews should be sent to the Editor of *NABE NEWS* at the NABE Office, 810 First Street, NE, Third Floor, Washington, DC 20002.

Early Childhood SIG Update

The major focus of NABE's Early Childhood Education SIG this year has been to collaborate with the National Association for the Education of Young Children (NAEYC). We are pleased to report that both the NABE Board and the NAEYC Board have initiated official board activities on behalf of young bilingual learners. We are excited about these events because we feel that the future implementation of specific position statements by nationally prominent organizations can assist the daily practices affecting young bilingual learners and ensure that these practices are linguistically, culturally, and developmentally appropriate and in young children's best interest.

The following activities and events highlight our concerted efforts:

1. NABE's 1991 Conference: the decision to initiate a collaborative effort with NAEYC was made by the Early Childhood Education SIG.
2. NAEYC's 1992 Conference: activities included the initiation of the Bilingual Caucus, the recruitment of members on behalf of NABE, and the presentation of a statement on behalf of young bilingual children to both the NAEYC Board and members. All these activities were well-received by NAEYC.
3. NABE's 1992 Conference: Resolution #3 was adopted by the NABE membership. (See separate story in this issue for the text of the resolution). The Early Childhood Education SIG was extremely pleased with NABE's continued efforts on behalf of young bilingual children and families.
4. Written communication with NAEYC requested that a position statement (similar to NABE's) be adopted in support of native language and native cultural preservation, and that collaborative efforts between NABE and NAEYC continue.
5. NAEYC's Governing Board met in April and decided to educate itself on bilingual issues, appoint a task force, and review existing working documents as these related to bilingual young children.
6. Members of the Early Childhood Education SIG will meet in Los Angeles at the NAEYC Institute Conference to examine selected working NAEYC documents.

We realize that we "have miles to go before we sleep," but with continued support and active participation we can impact young bilingual children's learning environments. Our collaborative efforts can help to ensure that our youngest learners receive the opportunity to succeed in an increasingly complex society.

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INDIAN ED., *from page 7*

tions for self-government that led to the founding of Rough Rock Demonstration School in 1966, the first Native controlled school in modern times, and Navajo Community College (NCC) in 1969, the first tribal college. The self-determination policy was operationalized in regard to education with the passage of the Indian Education Act in 1972 and the Indian Self--Determination and Education Assistance Act in 1975. In the face of subsequent changes in administration, budget cuts, and doubts about the place of minorities in the United States, this policy of self-determination has survived. United States Indian reservations have shared the neglect that her inner cities have received, but tribes have maintained an uphill struggle to take control of their own education.

Despite seriously inadequate funding, there are now 22 tribally controlled community colleges and 74 schools operated by Indian tribes and tribal organizations under grants or contracts with the Bureau of Indian Affairs (Office of Indian Education Programs, 1991). According to the dean of tribal college presidents, Lionel Bordeaux, "cultural preservation is really the foundation of the tribal colleges" (1991, p. 12). Tribal colleges and Native controlled schools have not completely turned around Native education, but they have certainly moved in the direction of Indianizing Indian education.

Tribal colleges today are serving students who never would have had a chance to go on to college. They are retrieving students who have gone off to college and fallen flat on their face. Not only are they teaching students, they are in the vanguard of improving the quality of life on their reservations. A two year study of tribal colleges by the Carnegie Foundation concluded, "the idea of Indian-controlled colleges offers great hope to the Native American community and the nation as a whole" (Boyer, 1989, p. 87).

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A New View of Spanish Reading/Language Arts

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August 15, 1992

NABE NEWS

Volume 15 - Number 8

Published by the National Association for Bilingual Education

The View From Washington:

Reauthorization of Federal Elementary and Secondary Education Programs

by James J. Lyons, Esquire, NABE Executive Director

Next year, a newly-elected Congress and President will begin developing legislation to reauthorize more than 30 separate federal elementary and secondary education programs. The reauthorization process occurs at a critical time in America; at a time of well-founded and wide-spread apprehension about the fragility of our economy, our society, our families, and our world.

Education is central to national policy. The scheduled reauthorization of federal elementary and secondary education programs provides a newly-elected President and Congress with an opportunity and an obligation to develop new national education policies and programs which respond to current realities and advance our future prospects as individuals and a nation.

NABE will be deeply involved in the reauthorization of federal elementary and secondary education programs, especially as they relate to the education of language-minority Americans and the language education of all Americans. Occurring as it will on the 25th anniversary of the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act), the reauthorization provides an opportunity to review what has occurred, what has been learned, and what has been accomplished under the Act. Reauthorization offers the opportunity to adjust and restructure Title VII so that it realistically addresses the current situation of language-minority students and the schools in which they are enrolled.

As in past reauthorizations, the expertise and experience of our membership will put NABE in a position to lead the development of a new federal bilingual education program. NABE will reach out to involve not only the organizations which traditionally have advocated on behalf of bilingual education and the needs of language-

Continued on page 8

NABE Moves to New Headquarters Office

Expanded Space Reflects NABE's Growth

As this issue of *NABE NEWS* goes to print, the staff of the NABE National Headquarters Office is busily unpacking, having just moved to 1220 L Street, N.W. NABE is now located in downtown Washington in its own suite of offices. During the three years that NABE subleased space from the National Council of La Raza, NABE grew significantly, increasing from two to six full-time staff members.

NABE's new space consists of five private offices, an open secretarial/reception area, and a file/work room. In addition, there is a large conference room which will enable NABE to host meetings, a particularly important activity in the up-coming reauthorization year.

Once again, InterAmerica Corporation made a generous donation to NABE, installing the wiring for NABE's computer network. NABE appreciates the continued support of InterAmerica Corporation President Juan Gutiérrez.

NABE members visiting Washington are encouraged to stop by our new office! < NABE >

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AND MUCH MORE!

NABE NEWS

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PUBLICATION SCHEDULE

Volume 16 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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Issue 2, 11/15/92	Issue 6, 5/15/93
Issue 3, 01/01/93	Issue 7, 7/01/93
Issue 4, 02/15/93	Issue 8, 8/15/93

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(414) 475-8091

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Richard López, Jr.
University of Arizona
College of Education
Tucson, AZ 85721
(602) 621-7889

Parent-At-Large
Susan García
18094 E. Ohio, #102
Aurora, CO 80012
(303) 745-7116

NABE

The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE
1220 L Street, N.W.
Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Assistant Director
Carolyn L. Riddick, Office Manager
Rigoberto Antonio Ruiz, Adm. Asst.
Celia Torres, Secretary

NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Bicultural Education Conference--NABE '93--will be held February 24-27, 1993 at the George Brown Convention Center in Houston, Texas. The theme of the conference is *Bilingual Education: America's Heritage, America's Future.*

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

by Dr. Marlene Kamm

Greetings! On behalf of the NABE Executive Board and National Headquarters Staff, I hope your summer was refreshing and that the 1992-93 school year will be a productive and positive year for you and your students.

NABE has been very busy this summer and I want to take this opportunity to update you on a number of happenings.

NABE recently hosted a working dinner for State Title VII Directors who were in Washington, D.C. August 10th attending an OBEMLA meeting. This dinner generated serious discussion regarding Title VII, Chapter I and assessment concerns. The input was enlightening and we intend to continue this dialogue with State Title VII Directors as the reauthorization process moves closer.

Additionally, Dr. Edward De Avila has agreed to author a position statement on testing and assessment issues respecting language-minority students on behalf of NABE. Dr. De Avila attended the State Title VII Directors dinner and was able to gain some important insights into the various assessment issues existing throughout the states.

The Texas Association for Bilingual Education (TABE) has graciously offered to host NABE's Delegate Assembly of State Affiliates at their annual conference on October 29-31 in San Antonio. The NABE Board will attend the TABE Conference, hold an executive board meeting and on Saturday, October 31st, have an all day session with State Affiliates. NABE has invited all State Affiliate Presidents or their designee to this important meeting and will facilitate participation by covering the lodging costs for Friday and Saturday. The agenda for this meeting includes issues of concern to the development of NABE's affiliate organizations as well as issues of reauthorization of federal elementary and secondary education programs, especially Chapter 1 and the Bilingual Education Act.

NABE has been in direct contact with the National Association for the Education of Young Children proposing that an official Liaison Committee be established between the organizations. Dr. Lourdes Diaz Soto, NABE's Early Childhood Education Special Interest Chairperson, Rebeca Barrera and L. Antonio González were recommended to be on this Liaison Committee. Additionally, NABE invited NAEYC to work with Drs. Soto and Lily Wong Fillmore in organizing an all-day institute on early childhood education to take place during the 22nd Annual NABE Conference, February 24-27, 1993 in Houston.

NABE has been working with ACTFL, TESOL, NCBE, the National Center for Research on Cultural Diversity and Second Language Learning and the National Network of Early Language Learners to foster collaboration among the organizations. The focus has been on Developmental Bilingual Education. In addition to a joint article which will appear in each organization's newsletter, we have agreed to do joint presentations and have been given opportunities to do so at ACTFL, TESOL and NABE thus far.

Plans are proceeding for NABE's 1993 Conference in Houston, February 24-27. Many keynote and major speakers have already confirmed their participation including Jonathan Kozol, author of *Savage Inequities*, Protase Woodford, former ETS Linguist; Tove Skutnabb-Kangas, noted Finnish linguist; and author Jim Crawford. Pre-registration packets will be mailed to NABE members toward the end of September.

REACH OUT AND RECRUIT A FRIEND!

As you all begin another hectic school year, I hope you will remember the challenge I posed to you in July -- that is, recruit just one new member for the upcoming membership year! Look to your colleagues next door who might not be aware of the national/professional organization that is concerned about what they are able to do each day in their classrooms which will improve educational opportunities for their students! As I said in July, strength in numbers contributes to our credibility nationwide and we must strive to educate our colleagues through this professional opportunity.

I am looking forward to meeting with the State Affiliate Presidents in San Antonio at the end of October and meeting many of you in February at the annual conference in Houston! All the NABE Executive Board members and national headquarters staff are available to assist you during the school year, so please contact us with your requests. < NABE >

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House Approves $28.9 Billion Appropriation for ED for FY '93

$6 Million Increase Approved for Title VII In Stark Contrast to Last Year's House Proposal of $50 Million

On July 28, 1992, the U.S. House of Representatives passed its appropriations bill for the Departments of Labor, Health and Human Services, and Education, for the fiscal year (FY) ending September 30, 1993. This bill provides a total of $28.9 billion for the Department of Education (ED), an increase of $1.6 billion over the FY '92 appropriation. This increase is $310 million under the Administration's proposed 1993 budget.

Among the factors affecting the House appropriations decisions was a House rule disallowing the use of delayed obligations that would enable the House to appropriate additional monies for FY '93 by artificially shifting outlays from FY '93 to FY '94. The Administration's budget had requested a delayed obligation of $2.9 billion that the Committee did not approve. In FY '92, this accounting practice allowed the House to consider an additional $3 billion in FY' 92 appropriations which was mostly directed at education programs. This year, and in light of budgetary constraints, the House decided not to continue this practice which, according to a Congressional aide, "would only make next year's appropriations decisions even more difficult." In addition, the House faced a $1.4 billion shortfall in Pell Grant funds which it had to make up for. This shortfall will continue to affect education appropriations for FY '94.

Of the total the House appropriated for the ED, $11.6 billion are directed to elementary and secondary programs. Bilingual education programs received a minimal increase compared to Chapter 1 and Special Education. Chapter 1, the largest federally-funded program, will use up more than half of the total elementary and secondary allocation, with an appropriation of $6.7 billion, an increase of $53.7 million from the FY '92 level. Bilingual Education programs were approved at $201.6 million, only increasing by $6.2 million. Special Education programs received the largest increase in funding, adding $65.2 million to their FY '92 allocation of $2.8 billion. All of these programs were funded below the Administration's proposed 1993 levels.

Other programs experienced cuts from their FY '92 levels. Within elementary and secondary education programs, the magnet school program was cut by $1.1 million to $108.9. Training and advisory services provided to desegregating districts through desegregation assistance centers were also cut, by $220,000. to $21.7 million for FY '93. In higher education, the Special Programs for the Disadvantaged, or TRIO -- the outreach and support services to encourage individuals from disadvantaged backgrounds to complete college -- was also cut by $3.7 million to $375.7 million.

The 1993 Administration budget and the House appropriations bill reflect both branches' priority to programs like Chapter 1 and Head Start. According to a Congressional aide, the House was concerned with responding to these priorities while spreading necessary cuts evenly across the board.

The House, though, expects the Senate to use the delayed obligations tactic to appropriate more funds for the departments of Labor, HHS, and Education. If this were the case, the House could agree in Conference to higher Senate appropriation levels. The Senate is also expected to prioritize the Chapter 1 and Head Start programs.

TITLE VII BILINGUAL EDUCATION PROGRAMS

The House approved a $6.2 million increase over FY '92 for Title VII bilingual education programs. This is in stark contrast with the House's FY '92's $50 million increase over FY '91. After passage through the Senate and reconciliation in Conference this increase was reduced almost by half to $26.7 million.

In keeping with the Administration's proposal, appropriations for bilingual programs under Part A of Title VII were increased while funding for Parts B and C was decreased. An additional $7.1 million were directed to Part A, while Parts B and C were cut by $900,000 and $100,000 respectively. A portion of Part A funding will be set aside for a special competition for school districts proposing to implement programs that emphasize math and science instruction for limited English proficient students. Contrary to the Administration's proposal, developmental bilingual education programs, as well as transitional bilingual education and special alternative instructional programs will be eligible to compete.

The House appropriations bill was sent to the Senate on July 30. Before becoming law, the House bill must: be marked up by the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education; be approved by the full Senate Committee on Appropriations; be passed by the Senate; be reconciled with the House bill by a conference committee; and finally, be signed into law by the President. As the bill passes through the Senate it must be kept in mind that the Senate in recent years has generally been less generous to Title VII than has been the House. As a result, in 1991 we saw a House appropriations bill approving a $50 million increase for bilingual education, reduced before enactment by half, to an increase of only $26.7 million. We urge NABE

Continued on page 6

Appropriations, *from page 5*

members to contact the members of the Senate Committee on Appropriations and your state's Senators urging them to expand funding for programs and services to language minority students. Members of the Senate Committee on Appropriations are listed below. Those marked with an "*" are also members of the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, of which Tom Harkin (D-IA) is the Chairperson.

Senate Appropriations Committee

Democrats

Robert Byrd, WV, Chairman*
Daniel Innouye, HI*
Ernest Hollings, SC*
J. Bennett Johnston, LA
Quentin Burdick, ND*
Patrick Leahy, VT
Jim Sasser, TN
Dennis Deconcini, AZ
Dale Bumpers, AR*
Frank Lautenberg, NJ
Tom Harkin, IA*
Barbara Milkulski, MD
Harry Reid, NV*
Brook Adams, WA*
Wyche Fowler, GA
Bob Kerry, NE

Republicans

Mark Hatfield, OR,*
Ranking Member
Ted Stevens, AK*
Jake Garn, UT
Thad Cochran, MS*
Robert Kasten,Wi
Alfonse D'Amato, NY
Warren Rudman, NH*
Arlen Spector, PA*
Pete Domenici, NM
Don Nickles, OK
Phil Gramm, TX*
Christopher S. Bond, MO
Slade Gordon, WA*

You should address your letter to these persons as:

The Honorable ___(Name)___
Member, Appropriations Committee
United States Senate
Washington, DC 20510

Dear Senator ______:

< NABE >

Upcoming Events

September 18-20, 1992 - ***Founding Conference for the Creation of a Puerto Rican Studies Association.*** White Plains, New York. Contact Angelo Falcón, Institute for Puerto Rican Policy, 286 Fifth Avenue, 3rd Floor, New York, NY 10001-4512 (212) 564-1075.

September 27-29, 1992 - ***The Hispanic Association of Colleges and Universities (HACU) 6th Annual Meeting.*** Ramada Renaissance Techworld, Washington, DC. Contact HACU, 4204 Gardendale, Suite 216, San Antonio, TX 78220.

October 10, 1992 - ***California State University San Marcos Second Annual Conference.*** San Diego Convention Center, CA. Contact: Dr. Isabel Schon, Director, (619) 752-4070.

October 22-24, 1992 - ***13th Annual Conference on Spanish in the U.S. and Second International Conference on Spanish in Contact with Other Languages.*** University of Minnesota, Minneapolis. Contact Francisco Ocampo at (612) 625-5822.

October 23-24, 1992 - ***Wisconsin Association of Foreign Language Teachers (WAFLT) Annual Conference.*** Paper Valley Hotel and Conference Center, Appleton, WI. Contact: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8876.

October 23-25, 1992 - ***NY State Association of Foreign Language Teachers 75th Annual Meeting.*** Concord Hotel, Kiamesha Lake, New York. Contact Helene Combopiano, 71 Grand Blvd., Binghamton, NY 13905 (607) 729-2775.

October 29-31, 1992 - ***Bilingual Education: A World Class Imperative. Texas Association for Bilingual Education Annual Conference.*** Municipal Auditorium, San Antonio, Texas. Contact Mary Esther Bernal, TABE President, 6410 Laurelhill Dr., San Antonio, TX 78229 (512) 227-2384.

November 1, 1992 - ***Appreciating Diversity on Teacher TV on The Learning Channel.*** Show features minority educators who bring their rich cultural heritage into the classroom and help students to live successfully in an increasingly diverse world.

Nov. 12-14, 1992 - ***New Challenges, New Solutions.*** Conference on Culturally and Linguistically Diverse Exceptional Children sponsored by the Council for Exceptional Children and the Division for Culturally and Linguistically Diverse Exceptional Learners. Minneapolis Marriott City Center, Minneapolis, MN. Contact Dao Tran at CEC at (703) 264-9450.

November 18-22, 1992 - ***Roots and Wings: Preparing our Students for the Future.*** 27th Annual California State Conference of the Association of Mexican American Educators. Anaheim Hilton & Towers. Contact Robert Aguilar at (310) 868-0431.

November 19-20, 1992 - ***National Puerto Rican Coalition Conference.*** Washington, DC. Call (202) 223-3915.

November 20-22, 1992 - ***American Council on the Teaching of Foreign Languages Annual Meeting.*** Hyatt Regency O'Hare, Rosemont, IL. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830.

Nov. 28 - Dec. 6, 1992 - ***FIL '92 - Guadalajara International Book Fair and Workshops.*** Contact FIL '92, Public Information Center, A. Postal 39-130, 44170 Guadalajara, Jal., Mexico (36) 25 28 17 y 25 86 62.

NABE '93
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Don't Miss It!

Senate Approves Bill to Promote Survival of Native American Languages

Measure Reflects Increased Congressional Support for the Preservation of Native American Languages

A bill that proposes to assist Native Americans in assuring the survival of their native languages is currently advancing in Congress. S. 2044, the "Native American Languages Act of 1992," passed in the Senate on August 5 and has been sent to the House for consideration.

Senate approval of S. 2044 constitutes a significant follow-up to the Congressional declarations enacted into law in the Native Americans Languages Act, signed by President Bush in October, 1990. (See *NABE NEWS*, Vol.14, No.3, p.1.) The 1990 law repudiated past U.S. policies aimed at suppressing Indian languages and declared that the goal of the federal government was to "preserve, protect and promote the rights and freedom of Native Americans to use, practice and develop Native American languages." The 1990 Act was significant to the bilingual community for its recognition that student achievement and performance and educational opportunity are clearly and directly tied to respect for and support of the first language of the student.

S. 2044, advances the 1990 policy declaration by authorizing federal financial aid to Native American groups to establish a variety of programs to protect and preserve their languages.

S. 2044 proposes to award grants to eligible organizations for the establishment of programs that enhance the continuing vitality of Native Americans languages and promote their survival. Among other activities, these competitive grants encourage:

(1) the establishment of community language programs to encourage the transfer of language skills through the generations;

(2) the establishment of programs to train Native Americans to teach their native languages, or to serve as interpreters or translators;

(3) the establishment of programs for the development, printing and dissemination of materials used to teach Native American languages;

(4) the establishment of programs to train Native Americans to produce or participate in Native American language radio and television broadcastings;

(5) the compilation, transcription and analysis of oral testimony in Native American languages; and,

(6) the purchase of equipment for language programs and the establishment of facilities for use in language programs.

Under S. 2044, grants would be awarded for up to three years and would provide not more than 90 percent of the cost of the program established. Eligible organizations could apply for grants in partnership with a school, college or university. In order to do this a tribal government or eligible applicant would have to determine that the objective of the proposed Native American language program would be accomplished more effectively through this partnership. Matching requirements may be met by either or both of the organizations or institutions submitting the application. The program is authorized for five years at $5 million for the first year and leaves undetermined the authorization levels for subsequent years.

S. 2044 was introduced in the Senate on Nov 25, 1991 by Sen. Daniel K. Innouye (D-HI). His support was instrumental to the passage of the 1990 Native American Languages Act. Two very similar measures, H.R. 5382 and H.R. 4517, are now pending before the House Interior Committee, which is considering holding hearings on them. Legislative aides say there is substantial enthusiasm for the proposals and no known opposition.

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READ A GOOD BOOK LATELY?

USING SOME GREAT TEXTBOOKS?

SEND IN A BOOK REVIEW!

Why not share with your colleagues? *NABE NEWS* welcomes book reviews!

Book reviews should be approximately 3 pages in length, typed double-spaced. Articles may be also be submitted on 5¼" or 3½" diskette, using WordPerfect or Wordstar for IBM compatible computers.

Book reviews should include all bibliographic information. They should describe the contents of the book and evaluate it.

Book reviews should be sent to the Editor of *NABE NEWS* at the NABE Office, 1220 L Street, N.W., Suite 605, Washington, DC 20005.

View from Washington, *from page 1*

minority students but also so-called "mainstream" education groups many of which have evinced growing interest in the impact of federal education policies on language-minority students.

NABE's involvement in the reauthorization of federal elementary and secondary education programs will not be limited to the Bilingual Education Act. In fiscal terms, Title VII is a "drop in the bucket" program, currently funded at less than $200 million, less than one percent of the Education's Department's budget the federal education budget. Other federal education programs, most notably the $6.7 billion Chapter 1 program, must be reformed and restructured to meet the educational needs of language-minority and limited-English-proficient (LEP) students.

The purpose of this article is to share a broad vision of how existing federal education programs might be reshaped and restructured to better serve the needs of language-minority students and the nation. This developing vision reflects Executive Board discussions and conversations with many of you and with many of the people in the Capital who will be involved in the reauthorization process. Earlier this month, NABE staff and several Executive Board members met with state directors of bilingual education to discuss this broad vision. In the months ahead, NABE Executive Board members and staff will meet, talk, and correspond with as many of you as possible so that the new federal elementary and secondary education programs reflect your thinking and the needs of your communities.

The Federal Role in Elementary and Secondary Education, Past and Future

The federal government's role in American education, especially at the elementary and secondary level, has been relatively short-lived and extremely limited. Federal expenditures constitute less than seven percent of the total national expenditures for elementary and secondary education. Most federal elementary and secondary programs have focused on access to education; on helping poor children, racial and ethnic minority children, and children who have handicaps or disabilities secure equal educational opportunity. Recent federal education programs have emphasized school reform and improvement, especially as it impacts on the students who are said to be "at risk".

James J. Lyons

The adoption of bold and ambitious education goals for the nation would logically seem to warrant an expansion of federal efforts to improve elementary and secondary education. If these goals are to be achieved, especially by the year 2000, a national mobilization will be required. State and local education budgets, radically cut by recession-reduced revenues, must be supplemented.

America's Growing Language-Minority & LEP Student Population

If there is any group of children in America for whom the federal government can be said to have a special responsibility, it would seem to be language-minority children -- children who come to school speaking a language other than English. Indeed, the presence of language-minority children in virtually any American community is traceable to federal actions, past or present, respecting territorial annexation, immigration, the conduct of diplomacy or the prosecution of war. These are matters beyond the control of the states, beyond the control of local communities.

Language-minority students are the fastest growing segment of our elementary and secondary school-age population. Latino, Asian, American Indian and newly arrived students from Russia, Eastern Europe, the Middle East, and around the world represent a growing presence in school districts in all parts of the nation; and in some communities, they constitute a majority of the student enrollment.

Many language-minority students are limited in their English proficiency. The California Department of Education reported in 1990 that one of every six students in the state was limited in his or her English proficiency. These students need and deserve instructional programs which are specifically designed to accommodate and to build on their language needs and proficiencies.

The Federal Bilingual Education Act

Since its establishment as a small demonstration grant program in 1968, the federal Bilingual Education Act has focused on developing the capacity of American schools to instruct effectively students who come to school speaking a language other than English. School districts compete for short-term (3-5 year) seed-money grants to develop and operate new instructional programs specifically designed for language-minority students. The grants provide resources for program design, the development and acquisition of instructional materials, the training of education personnel, the development and implementation of student- and program-assessment systems, and the provision of supplemental and support services to enrolled students and sometimes their parents. Need and the quality of the proposed program are the primary criteria for grant awards.

Over the years, Title VII has evolved into a three part program with separate capacity-building grants for local educational programs, state education agency activities, teacher training, and research. A small network of assistance centers provide

Continued on page 18

Meet the NABE Board

Kathy Escamilla, NABE Secretary/Treasurer

Kathy Escamilla currently lives in Louisville, Colorado, and although she is a Colorado native, she has lived and worked in several states. Kathy has been a NABE member for 15 years, and has been active in several state affiliates. She is a past president of the Arizona Association for Bilingual Education (AABE), and was a co-chairperson of the 1990 NABE national conference in Tucson.

Like many other bilingual educators, Kathy did not begin her career as a "trained bilingual teacher". In fact, at the beginning of her career, there was no such job as bilingual educator! However, growing up in a small town in Colorado where the majority of people spoke only Spanish, created in her a keen interest in the Spanish language, and she decided to major in Spanish when she pursued her undergraduate degree at the University of Colorado. As a high school and college student, Kathy spent summers working as a teacher's aide in migrant education programs where the students only spoke Spanish and the teachers only spoke English. It was here that her interest in what was to become the field of bilingual education really began as she witnessed first-hand the struggles and frustration that occurred when students and their teachers could not communicate with each other. Sadly in those days, even people who could speak Spanish were discouraged from doing so with the migrant children because "they needed to learn English".

Ironically, when Kathy graduated from college, there were no jobs for high school Spanish teachers, but there was a brand new program in Johnstown, Colorado funded under Title VII. It was the first bilingual program in the state of Colorado, and Kathy found herself teaching first grade. "Being encouraged and permitted to use Spanish with my first grade students made working with them joyful and stimulating rather than frustrating and futile. I became totally committed to this "new" field of bilingual education and I subsequently dedicated myself to learning more about it. I guess you could say that I grew up professionally with Title VII and the Bilingual Education Act."

Kathy's twenty-year professional career in bilingual education has included a variety of work and study experiences. In addition to a B.A. in Spanish from the University of Colorado, she has an M.S. in education with a bilingual emphasis from the University of Kansas and a Ph.D. in Curriculum and the Study of Schooling with a bilingual emphasis from UCLA. Her classroom teaching experiences have included being a bilingual first grade teacher in Colorado and a Spanish reading and resource teacher in Lennox, California. She was the director of the Bilingual/Multicultural Education Department of the Tucson Unified School District for five years and also served as the program monitor. She has been a member of the faculty of California State University, Fullerton, and the University of Arizona. Kathy is currently the Assistant Director of the BUENO Center at the University of Colorado, Boulder and will become a member of the faculty of the University of Colorado, Denver this month.

You would never know it from the above discussion, but Kathy absolutely hates moving! However, her varied work and professional experiences in many states and locations have provided a wealth of experiences and a cadre of professional and personal friends that have given her a broad perspective about the field of bilingual education and the richness and diversity that characterizes the field.

Kathy considers being elected to the NABE board a great honor and privilege and promises to work hard. She sees being a board member as an opportunity to create more personal and professional friendships and associations with affiliate members across the country. According to Kathy, "the caliber of board members, the staff at the national office and the quality of persons who are NABE members make it an exciting time to be a NABE Board member. " She hopes to see you all in Houston in February!

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NABE 1993
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition* five years ago. This year, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1993 Teacher of the Year competition will receive an original work of art commissioned as the NABE '93 Conference Poster. In addition, the winner will be flown to the 1993 NABE Conference in Houston, Texas, to receive his/her award on Friday, February 26, 1993.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only bilingual classroom teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

Presentation of Materials

As part of its nomination the affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. The following materials must be submitted:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in program.
4. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
5. **Professional Development** - a description of the candidate's participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc. Recommendations or statements from organizations will be accepted.
6. **Community Service** - a description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community. A sample of letters from appropriate persons will be accepted.

DEADLINE: All nominations must be RECEIVED by December 1, 1992 at the address listed below. The winner will be notified by January 15, 1993. For additional information, contact:

Dr. Nancy F. Zelasko
Assistant Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, N.W. - Suite 605
Washington, DC 20005

NABE 1993
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic minority students, the National Association for Bilingual Education (NABE) has established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations will honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1993 Bilingual Instructional Assistant of the Year competition will receive a $1,000 scholarship to further his/her education. In addition, the winner will be flown to the 1993 NABE Conference in Houston, Texas to receive his/her award on Friday, February 26, 1993.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only instructional assistants who work half-time or more with students qualify. Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to learn.

Presentation of Materials

As part of its nomination, the affiliate organization is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials should be part of the portfolio:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the candidate describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession, including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
4. **Professional Development** - a statement of the candidate's plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences. Recommendations or statements from organizations will be accepted.
5. **Community Service** - a description of the candidate's participation in civic organizations as well as personal efforts to improve education and social conditions of the community. Letters from appropriate persons will be accepted.
6. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in the program.

DEADLINE: All nominations must be RECEIVED by December 1, 1992 at the address listed below. The winner will be notified by January 15, 1993. For additional information, contact:

Dr. José Agustín Ruiz-Escalante
The University of Texas - Permian Basin
4901 East University Drive
Odessa, Texas 79762-8301
(915) 367-2155

NABE 1993
BILINGUAL TEACHER OF THE YEAR/ BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR
DATA SHEET

Indicate Competition: ________ Teacher of the Year _____ Instructional Assistant of the Year

Name: ________________________________ Home Telephone Number: ______________

Home Address: ____

Name and Address of School: ____

____

Name of School Principal: ____

School Telephone Number: ________________________ Grade Level(s): ____________

Position/Title: ________________________ Years in Present Position: ____________

Previous Work Experience: ____

____

Academic Training:

Dates	Institution Name and Address	Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional Assistant of the Year Award may be shared with persons involved in promoting this award.

____

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NABE 1993 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

Sponsored by Coca-Cola, USA

TOPIC: *Why Bilingual Education is Important to Me*

The National Association for Bilingual Education (NABE) is proud to announce the 1993 Nationwide Writing Contest for Bilingual Students, sponsored by *Coca-Cola, USA*. This is the 12th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students in three grade categories (Elementary, Grades 3-5; Middle/Jr. High, Grades 6-8; and High School, Grades 9-12) have an opportunity to submit essays on the topic: *Why Bilingual Education is Important to Me.* The nationwide first place winner in each grade category, together with his/her parents and bilingual teacher, will win an expense paid trip to the 22nd Annual NABE Conference in Houston, Texas, February 24-27, to include round-trip airfare and two days per diem.

This year, for the first time, the writing contest will be conducted on two levels. Five local writing contests will be sponsored by *Coca-Cola* bottlers for students enrolled in the following school districts:

- Chicago Public Schools
- Dade County Public Schools
- Dallas Independent School District
- Houston Independent School District
- Los Angeles Unified School District

The first-place winners of the local contests will be entered automatically into the nationwide contest, from which the final national first, second, and third place winners in each category will be chosen.

Applications on behalf of students enrolled in the five school districts where 1993 local NABE/*Coca-Cola* writing contests will be conducted must be submitted to the local contest coordinator on local application blanks. For further information and contest application forms for the five local contests, call *Coca-Cola* Consumer Affairs at 1-800-GET-COKE.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 1992.

PRIZES/AWARDS:

Prizes for the national contest will be awarded as follow:

National First Place Winner in Each Category: **$2,500 scholarship.** The winner, with his/her parents and bilingual teacher, will be flown to the NABE Conference in Houston, Texas, where they will be honored at the 12th Annual Student Essay Contest Awards Luncheon on Saturday, February 27, 1993.

National Second Place Winner in Each Category: **$1,000 scholarship.**

National Third Place Winner in Each Category: **$500 scholarship.**

ELIGIBILITY:

Participation is limited to native speakers of languages other than English who are currently enrolled in : 1) an Elementary (grades 3-5) bilingual education program where content instruction is provided in both English and the student's native language or, 2) a Middle/Jr. High (grades 6-8) or High School (grades 9-12) special instructional program designed for speakers of a language other than English.

CRITERIA:

Each essay will be judged on (1) development of the theme, (2) originality, (3) content and clarity of expression, and (4) grammar and mechanics.

RULES:

1. All essays must be written in English. However, all First Place winners must be prepared to present their essays bilingually at the Awards Ceremony.

2. All essays must address the theme, *Why Bilingual Education is Important to Me,* to be eligible for consideration.

3. Previous winners are not eligible to participate.

4. The length of the essay MUST be:

   Elementary, Grades 3-5: 150-200 Words
   Middle/Jr. High, Grades 6-8: 250-350 Words
   High School, Grades 9-12: 350-500 Words

   (Teachers, please note: The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 19, 1991), which will be counted as one word. Essays without the number of words recorded will not be read.)

5. The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.

6. An application form, containing the name of the contestant, his/her native language, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

JUDGING:

1. Individual schools are encouraged to judge and submit the best essay from each grade category. However, all essay entries will be accepted for judging. Send essays for the nationwide contest to:

   NABE NATIONWIDE WRITING CONTEST
   Houston Independent School District
   Bureau of Community Affairs & Administrative Services
   3830 Richmond Avenue, Houston, Texas 77027
   (713) 892-6500

2. The essays submitted to school districts for local contests will be judged by a local Committee of Judges. The first-place winning essays from the local contests will be entered into the nationwide contest and judged by a Panel of Judges selected by the Houston Independent School District. This committee will determine the national first, second, and third place winners in each grade category.

DATES TO REMEMBER:

1. Entries must be postmarked no later than November 1, 1992.

2. Nationwide contest winners will be notified no later than January 15, 1993.

FOR FURTHER INFORMATION, CONTACT *Coca-Cola* Consumer Affairs 1-800-GET-COKE

The Hispanic Teacher: A Dying Breed?

By Lisa Marcusson, Western New Mexico University

The number of Hispanics entering the teaching profession is decreasing at a time when the number of school-aged Hispanic children is growing rapidly. It is estimated that by the end of the century, from one-third to forty percent of American school children will be non-white (Graham, 1987), and Hispanics are the nation's fastest growing minority group (Zapata, 1988).

Statistics on the ratio of minority teachers to minority students illustrate a situation of growing concern. In Los Angeles, California, Hispanic students comprise about 53% of the school population, but only about 10% of the teachers are Hispanic (Zapata, 1988). G. Pritchy Smith estimates that by the year 2000, fewer than 5% of teachers nationally will be from minority groups despite a projected student population of over one-third minority *(Fair TestExaminer*, 1989). At the present rate of decline in the number of minority teachers, it is conceivable that a child could complete kindergarten through the twelfth grade and never meet a minority teacher. The implications of this trend are expressed succinctly by Walter Mercer, who says, "To operate a public school system without (minority) teachers is to teach white supremacy without saying a word," (Mercer, 1983). If we do not increase the number of Hispanics in our nation's teaching force, who will be the role models for our children?

There are several general trends that are affecting the number of Hispanics who enter the teaching force. Among these trends are a decrease in the number of minorities pursuing higher education; a decline in the number of minorities choosing to become teachers; and an increase in the use of standardized tests for teacher certification that are biased against Hispanics and other minorities.

Despite an increase in scholarships for minority candidates to attend colleges and universities, the number of minorities pursuing higher education has declined (Graham, 1987). Mexican-Americans complete less schooling than any other ethnic group except American Indians (Virgil, 1980). Nationwide, only 1% of master's degrees are earned by Hispanics (Dickson, 1992, in press). Early in their educational careers students are deciding not to pursue higher education due to problems of access, finances, and academic preparation.

Of those continuing their educations, fewer minorities are choosing to become teachers because there are increasing opportunities in industry for career positions with higher pay and higher status than teaching (Darling--Hammond, 1985; Post and Woessner, 1987). Data collected in 1987 indicate a rise in the number of students preparing to be teachers. However, representation of Hispanics in this data is low, as 90% of those intending to become teachers were Anglo, 4.6% were Black, 2.8% were Hispanic and 1.4% were Asian or Pacific Islander (Rodman, 1987). If we are to attract talented minorities to teaching careers, working conditions and salaries, historically a problem to attracting talented prospective teachers of all races, need to be improved.

Perhaps the most disturbing reason for the decrease in Hispanic teachers is that of those who choose teaching careers, too few are passing the standardized tests, also called "competency tests," necessary for entry to the field. Due to the current educational reform movement that has been in force since the mid 1980's, there is an emphasis on the use of standardized tests to hold educators accountable to the public. As of 1987, forty-six states required potential teachers to pass a competency test at some point before becoming certified to teach (García). The majority of these states require that teacher candidates pass either the National Teachers Examination (NTE), the PPST, or similar tests. Both the NTE and the PPST are tests produced by Educational Testing Service (ETS), a private, autonomous, tax-exempt corporation whose revenues in the fiscal year 1987 exceeded well over $200 million. The tests are biased against ethnic groups with cultural values and languages other than English, who live in segregated environments away from the English-speaking populations. Members of these groups consistently score lower on examinations written in English (García).

The general public mistakenly assumes that an increase in testing will increase the quality of education. But in reality the main outcomes of the testing have been that the test makers become richer and the nation's teaching force becomes less culturally diverse. The root of the problem, according to David Owen, is that "Most people don't distinguish between the question 'Should teachers be competent?' and the question 'Should teachers be required to pass competency tests?' But the two are entirely different. No reasonable person would advocate the hiring of incompetent teachers. But a reasonable person might very well advocate the abolition of teacher competency tests or at least the NTE." (Owen, 1985).

It is astounding that whether or not one passes the NTE tests continues to determine the fate of aspiring teachers in light of numerous research studies indicating that paper-and-pencil tests do not predict the ability to teach (Bruno & Marcoulides, 1985; Darling--Hammond, 1985; George, 1985; García, 1986; Smith, Miller & Joy, 1988).

Most states use the NTE tests incorrectly by allowing them to be used as the sole criterion for teacher certification. Used at various points in a potential teacher's career, cut off scores are used to bar individuals from admission to teacher education programs, from graduating from universities, even from registering for particular classes. State certification departments and teacher education programs profess to use multiple criteria in their

Continued on page 16

Hispanic Teacher, *from page 15*

decisions, but the existence of other criteria does no good for a person who does not score above the cutoff point. That the NTE continues to be used as the single criterion to bar minority candidates from teaching positions despite the fact that the test lacks predictive validity is in violation of both the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures," and Title VII of the Civil Rights Act of 1964, which bars employment discrimination on the basis of race, color, sex, national origin, and religion (Pressman & Gartner, 1986). Furthermore, the use of the NTE tests as a single criterion in teacher certification also violates the guidelines published by ETS for the proper use of its own test (National Policy Council, 1983).

The skills tested by the NTE tests do not measure teacher effectiveness. The exams fail to measure what really counts: performance in the classroom. Many of the attributes essential to a good teacher -- caring, dedication, motivation, sensitivity, and integrity -- are not taken into account by current testing procedures, which ignore the complexity of the teaching process. This limitation is acknowledged even by ETS in its *Guidelines for Proper Use of NTE Tests*, which state that the NTE tests "...were developed to provide information about candidates' academic knowledge and skills, typically acquired through teacher-training programs. They do not provide a direct evaluation of teaching performance" (National Policy Council, 1983).

What can be done to prevent the Hispanic teacher from becoming a dying breed? There is a definite need for more programs designed to attract and support talented minority candidates who are interested in pursuing teaching as a profession. Jesse Zapata, Associate Professor at the University of Texas at San Antonio says, "In areas where minority populations are large, university-school partnerships must give high priority to the search for minority students with talent for teaching and offer them programs to nurture that talent" (Zapata, 1988).

Another more immediate way to prevent the Hispanic teacher from becoming a dying breed is to eradicate the practice of using NTE tests as the sole criterion in teacher certification and begin using multiple criteria that are more applicable to the teaching process. A single score on a standardized test should not be used to prevent anyone from entering, progressing through, or completing a teacher education program or from becoming certified to teach. Dr. Gollnick, Executive Director of the National Council for Accreditation of Teacher Education (NCATE) supports the use of multiple criteria in certifying teachers (Gollnick, 1992). These criteria should take into account not only academic skills, but also actual classroom performance, the most relevant measure of the success of a teacher. Only when we refuse to allow a single paper-and-pencil test that lacks predictive validity to bar minority candidates from teaching positions will we be doing something to improve the quality of education for our children.

The author would like to thank Dr. Peter Garcia, Vice President for Academic Affairs at Western New Mexico University and expert on testing, for his assistance in editing this article for accuracy.

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View from Washington, *from page 8*

school-based technical assistance and training to districts which request help, and a national clearinghouse helps disseminate information and materials.

Continue Title VII's Focus on Capacity Building?

Is Title VII's focus on capacity-building appropriate? I posed this question to state directors of bilingual education at our recent meeting. Would language-minority students be better served if Title VII were made part of Chapter 1 as some people, including staff at the Council of Chief State School Officers (CCSSO), have suggested? The near unanimous answer given by the state directors was that the capacity-building focus of Title VII, within the limits of restricted appropriations, had been effective. Directors reported that Title VII was directly responsible for the progress achieved in their states in better serving language-minority students; that it had provided leadership and leverage to transform school programs for the benefit of language-minority students. The consensus of the state directors was that Title VII should be retained as a separate capacity-building program.

Potential Title VII Amendments

NABE will develop a series of amendments to strengthen Title VII and improve its effectiveness. Some of the amendments are designed to accomplish educational paradigm shifts which many field practitioners deem critical. Foremost is the shift away from the remedial, compensatory educational outlook which emphasizes a language-minority student's lack of English proficiency to a positive perspective which seeks to build upon the language skills, general knowledge, and life experiences that all children bring to school.

State directors of bilingual education agree that Title VII should emphasize the development of student bilingualism and multilingualism, and that bilingual education programs should afford both language-minority and English-language-background students with the opportunity to achieve communicative competence in English and at least one other language. There is broad agreement within the bilingual education community that programs of Developmental Bilingual Education should be emphasized in a reauthorized version of Title VII.

Accompanying this paradigm shift is a shift in other collateral education paradigms. Bilingual education leaders believe that Title VII should encourage educational reform by shifting emphasis from teacher-directed instruction to more collaborative, student experience- and exploration-based instructional activities, and by giving greater attention to the development of higher-order student thinking skills.

Weaknesses in the current Bilingual Education Act which might be remedied through the reauthorization process include:

- removal of the current time restrictions on a student's enrollment in Title VII programs -- restrictions which are contrary to research findings on effective educational practice.
- the historical emphasis on the development of elementary bilingual education programs under the Act; secondary school bilingual programs need to be developed to accommodate the enrollment of large numbers of limited-English-proficient students of secondary school age.
- the Act's limited provisions regarding parent involvement which often result in perfunctory and pro-forma home-school collaboration; a broader vision of need- and interest-based family education programs is needed to promote active, child-centered home-school collaboration.
- the past lack of focus and application of Title VII funded research activities.
- the purpose and substance of Title VII program evaluation requirements; program evaluation should promote improved educational practice and accountability.
- restructuring the authority of the Education Department's Office of Bilingual Education and Minority Affairs to encompass foreign language and related programs.
- the Act's failure to stimulate the use of technology in bilingual education programs.

Chapter 1 of the Elementary and Secondary Education Act

Established in 1965 as Title 1 of the Elementary and Secondary Education Act, the current Chapter 1 program is the largest federal program in elementary and secondary education. Chapter 1 provides financial assistance to local school districts for compensatory education for disadvantaged children and to state education agencies for services directed at children of migrant workers and at neglected or delinquent children who are under state care. As a "capped" entitlement program (it does not compete for appropriations with other federal programs), Chapter 1 was funded at $6.1 billion in 1992, serving approximately 5.3 million students at an average per-pupil cost of more than $1100 (compared to a per-pupil expenditure of less than $400 in Title VII Part A program development grants).

Two study commissions, one official and the second independent of the federal government, have been reviewing Chapter 1 in preparation for reauthorization. Although neither commission has issued a final report, fundamental changes will almost certainly be proposed in the Chapter 1 program.

Sentiment is building for a basic paradigm shift in the Chapter 1 program away from educational remediation towards educational enrichment and acceleration. This shift would be accompanied by a lessening of Chapter 1's emphasis on the acquisition of basic skills as measured by norm-

Continued on page 19

View from Washington, *from page 18*

referenced standardized student achievement tests and greater emphasis on the development of higher-order skills measured by new assessment systems based on real-world performance standards.

Parent involvement and staff development are expected to be two key areas of reform in the reauthorization of Chapter 1. As with Title VII, Chapter 1's parent involvement provisions need to be reshaped and reformed if they are to produce the kind of home-school collaboration needed for educational success. Regarding staff development, there is growing recognition that improved teaching will require improved teacher-training and inservice staff development.

Chapter 1's Catch-22: Education Deprivation

There is growing concern that Chapter 1's student eligibility requirement that a child be "educational deprived" as well as poor is actually a "Catch-22" which depresses the program's potential effectiveness. First of all, the standardized basic-skills oriented tests prescribed to measure "educational deprivation" are increasingly irrelevant measures of quality education. Second, the focus on low student test scores often reinforces the low expectations held by the schools for these children. And third, programs which succeed in raising the test scores of impoverished children may lose Chapter 1 funding -- BECAUSE OF THEIR SUCCESS.

Chapter 1 & LEP Students

The "Catch-22" of "educational disadvantage" is compounded by other requirements in the Chapter 1 law which work to deny poor limited-English-proficient students access to Chapter 1 resources. Section 1014 (d)(1) sets out "Special Rules" governing the eligibility of disabled and limited-English-proficient children. Section 1014 (d)(1) provides in part:

> Children receiving services to overcome a handicapping condition or limited English proficiency shall also be eligible to receive services under this part, if they have needs stemming from educational deprivation and not related solely to the handicapping condition or limited English proficiency

How are school personnel to distinguish between "educational deprivation" and "educational deprivation...not related solely to ...limited English proficiency?" According to Section 1014 (d)(1)

> Such children shall be selected on the same basis as other children identified as eligible for and selected to receive services under this part.

In other words, English-language standardized tests are to be used to determine the eligibility of limited-English-proficient students. Yet, many school districts do not administer English-language standardized tests to limited-English-proficient students because they reveal nothing of value.

As if Section 1014 (d)(1) had not already erected enough barriers to bar limited-English-proficient students access to Chapter 1 services, the law further admonishes school districts that

> Funds ... may not be used to provide services that are otherwise required by law to be made available to such children.

However benign its intent -- to ensure that local school districts provide from regular local resources the special instructional programs for limited-English-proficient students required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 -- this provision has actually been used by some school authorities to rationalize the denial of Chapter 1 resources to LEP students BECAUSE THE DISTRICT IS NOT PROVIDING LEP CHILDREN WITH THE SERVICES REQUIRED BY LAW!

A 1991 Department of Education-funded survey of 14 school districts in six states found that "few of the visited states make more than modest efforts to inform their districts that LEP students may be served in Chapter 1." The survey found that not only are LEP students denied access to Chapter 1 resources, but also that LEP students who do receive Chapter 1 services often receive services that are educationally and linguistically inappropriate or at a delayed stage of their school enrollment. The bottom line is that Chapter 1 is failing limited-English-proficient students.

The removal of Section 1014 (d)(1) and, hopefully, the current "Catch-22" eligibility requirement that children be "educationally deprived" as well as poor, are necessary amendments to Chapter 1. Moreover, a new "Special Rule" section pertaining to limited-English proficient students needs to be added which specifies that Chapter 1 services to LEP students must be "developmentally, linguistically, and educationally appropriate."

Coupled with other anticipated changes in the law including new emphasis on parent involvement and staff development and thorough reexamination of student assessment requirements, a restructured and reformed Chapter 1 could substantially improve the instruction provided to limited-English-proficient children.

Call for Response

This broad vision of the reauthorization of Title VII and Chapter 1 is offered for your critical response. Your views as NABE members who care about the education of language-minority Americans are needed. Please share with me and members of the Executive Board of Directors your thinking so that this vision can become our vision -- a vision that is clearly focused on children and the future.

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Cómo ayudar a sus hijos a usar la biblioteca - offers ideas to help children, no matter what age, become good readers and to make the most of resources many libraries offer. Includes information on materials available in Spanish. Available free from OERI, Dept. EIB, 555 New Jersey Avenue, NW, Washington, DC 20208-5461; order #LP-92-4789.

Educating Culturally Diverse Exceptional Learners - topical bibliography including over 100 annotated citations from the ERIC and ECER databases. $12.60 for CEC members; $18.00 for nonmembers. Publication Sales, CEC, Dept. K20540, 1920 Association Drive, Reston, VA 22091-1589 (703) 264-9467.

Families in School - describes the approaches four states -- Alabama, California, Florida, and Minnesota -- used to increase family involvement in their schools. The report combines the perspectives from the literature on research and practice with the experiences of the four states. It examines promising practices, key components, costs, pitfalls, barriers, successes, and failures. Send $5 check to the Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001.

Focus on ESL Assessment - a series of 12 different annotated bibliographies, each dedicated to a particular approach to assessment for teachers of ESL. Topics include the BINL, BSM, Cloze Procedure, Dictation, Free Writing/Writing Samples, Idea Oral Language Proficiency Test, the LAB, LAS, Maculaitis Assessment Program, Oral Language Rating Scales, Story Retelling, and Woodcock Language Proficiency Battery. Single copies free from Nancy Cloud, TESL Program Coordinator, Hofstra University, 243 Gallon Wing, Hempstead, NY 11550 (516) 463-5768.

Gender Equity in Math, Science and Technology Education - workshops and technical assistance available from the Women's Action Alliance, Inc., 370 Lexington Ave., Suite 603, New York, NY 10017 (212) 532-8330.

El joven investigator/The Young Scientist Series - a 20-book science series originally published in English aimed at 6-12 grade Spanish-speaking students. Each book is 32 pages and is in full-color. $5.95 per book or $115 for the 20-book set. Miller Educational Materials, P.O. Box 2601, San Gabrial, CA 91778 (818) 576-7480.

A Multifaceted Study of the Language-Minority Student and Special Education - a three-year study funded by the U.S. Department of Education to enhance the understanding of effective practices for language-minority students receiving special education services as well as students who are considered "at risk" for school failure. For information on the project contact Russell Gersten, 1400 High St., Suite C, Eugene, OR 97401 (515) 342-1553.

Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn - a new Research Report (#3) from the National Center for Research on Cultural Diversity and Second Language Learning in which Barry McLaughlin discusses how children learn second languages. $4.00 from NCRCDSLL Dissemination Coordinator, CAL, 1118 22nd Street, NW, Washington, DC 20037.

¡Piñata! Bilingual Songs for Children - an audiocassette with illustrated lyrics booklet celebrating the Hispanic culture and language. Contains 17 original bilingual songs dealing with holidays, traditions, and contributions of Hispanic culture and people. High Haven Music, P.O. Box 246, Sonoita, AZ 85637 (602) 455-5769.

Trabajando en la oscuridad: Reflecciones de un poeta del barrio, by Jimmy Santiago Baca. This is the first book of prose from this Chicano poet and is based on his growing up in New Mexico. $17.95 plus $2.00 shipping from Red Crane Books, 826 Camino de Monte Rey, Santa Fe, NM 87501.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. *< NABE >*

PUBLISHERS AND EDUCATIONAL MATERIALS DEVELOPERS

Do you have a new product that you would like NABE members to know about?

Send a sample copy of your new material to the Editor at NABE, 1220 L Street, N.W., Suite 605, Washington, DC 20005.

New materials received will be listed free of charge in the Resources Column.

NY State Teacher Institute in Bilingual Education and ESL (ITI-BE)

The Intensive Teacher Institute in Bilingual Education and English as a Second Language (ITI-BE) is a New York State Education Department-funded program designed to implement provisions of the *Regents Policy Paper and Proposed Action Plan for Bilingual Education* by addressing the need for highly qualified bilingual education and ESL teachers who are knowledgeable and committed to educational excellence and equity for language minority students. ITI-BE is intended to increase the pool of certified bilingual and ESL teachers in New York State.

The implementation of this exciting and innovative program, created by the NY State Division of Bilingual Education, began during the 1990-91 academic year when ITI-BE Phase I provided a program for teachers certified in other areas to obtain NY certification as teachers of bilingual education or ESL. It provided tuition assistance for one year of study in a designated Institution of Higher Education (IHE). More than 180 teachers participated in Phase I of the program.

Upon completion of fifteen credit hours of specialized courses and one year of supervised teaching of limited English proficient students, ITI-BE Phase I participants received a provisional or permanent certificate in bilingual education or ESL.

ITI-BE Phase II (1991-1993) targeted teachers holding only a New York City temporary per diem or New York State temporary license who at the conclusion of the program will be recommended for a five year provisional certificate as a bilingual education or ESL teacher. Phase II of the program provides tuition assistance for up to two years of study in ten colleges and universities throughout New York State. Upon completion of a 27-semester hour program and the required teaching experience, 200 successful participants will be certified before September 1993.

The resounding success of the first phase of the program prompted participating IHE's to seek federal funds to replicate the program. OBEMLA responded by awarding a three-year grant to seven of the ITI-BE Phase I participating Institutions of Higher Education which are presently in the second year of the program's implementation.

For further information about ITI-BE, contact Dr. María E. Valverde, Director, at BOCES 2 Suffolk, 350 Martha Avenue, Bellport, NY 11713 (516) 286-6551.

< NABE >

When Parents Participate, Their Children Improve in School

Students' grades and attendance improve when parents get involved in their children's schooling, according to a study recently released by the nonprofit Parent Empowerment Project (PEP). After five years of running support groups for parents in San Francisco's predominantly Latino Mission District, PEP has found that 65% of the random sample of parents surveyed for the study said their child's grades or attendance had improved.

At the same time, the study said, the parents participated in weekly support groups in which they developed skills and acquired information that contributed to their children's educational performance and opportunities. The support groups have also boosted the parents' confidence in dealing with school and personal issues, said PEP Director Kenneth Romines, author of the study entitled *How Proactive Parent-School Involvement Changes Educational Opportunities for At-Risk Children, 1987-1991.* The study was funded by the Zellerbach Family Fund, a private family foundation in San Francisco.

A bonus of this project has been the successful training of parents from the support groups in leadership roles; PEP's four staff members were once parents in the support groups.

PEP began in 1987 as LaPEP, the Latino Parent Empowerment Project, a service of the Mission Reading Clinic, a private nonprofit group that was attempting to stem the high dropout rate of Latino students in the public schools. This dropout rate, Romines said, has been running at 32% of the total school dropouts per year in San Francisco.

The parent support groups have proved to be effective for all ethnic groups, said Romines, "so we dropped 'Latino' from our name and broadened our approach and it has proved successful...PEP empowered parents to change their own and their children's futures. The interaction that PEP has fostered between parents and schools also may have changed in some small yet significant ways how schools view at-risk children, their families and their future together."

The success of PEP's program is expressed by the mother of a fifth-grade student after participating in one of the support groups: "I was grabbing at straws. It was my first group experience, and I wasn't sure it would help, but I gradually realized that I felt better at meetings. I felt comfortable and things started to get better at home."

Copies of the PEP report can be obtained by writing to Mission Reading Clinic, 2701 Folsom Street, San Francisco, CA 94110 (415) 282-3800.

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CUENTAMUNDOS

A New View of Spanish Reading/Language Arts

Macmillan/McGraw-Hill

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October 1, 1992

NABE NEWS

Volume 16 - Number 1

Published by the National Association for Bilingual Education

María Hernández Ferrier Appointed OBEMLA Director

U.S. Secretary of Education Lamar Alexander recently announced the appointment of María Hernández Ferrier as director of the Office of Bilingual Education and Minority Languages Affairs. She assumed the post September 28th.

Ferrier was the executive director of special programs for the Southwest Independent School District in San Antonio, Texas. In that role, she supervised efforts to help at-risk and disadvantaged students succeed in school. A career educator in the San Antonio schools, her first job was teaching kindergarten to a class of all non--English-speaking students.

NABE Executive Director Jim Lyons and OBEMLA Director María Hernández Ferrier

"I am delighted to have someone of Maria's caliber join the President's team," Alexander said. "The President's AMERICA 2000 education strategy strives for all children to succeed in school, and Maria's strong background in working with at-risk and limited English proficient students will serve her well in her new position."

As bilingual director, Ferrier will oversee a $225 million effort to help children of limited English proficiency learn English. This year, the department's bilingual programs are serving more than 370,000 students through grants to local school districts and higher education institutions.

As executive director of special programs for the Southwest Independent School District, Ferrier supervised the district's community and adult education programs, including an English as a Second Language component. She also managed the district's School/Business Partnerships, At-Risk Plan, Technology Work Program, Drug-Free Schools Program, and efforts to involve parents and the community in the school district's activities.

In 1990 she was appointed to the Texas Governor's Task Force for Middle School Reform, and in 1991 she was appointed by President Bush to be a member of the Commission on National and Community Service, which helps implement the Points of Light Program.

Ferrier is also a chair of the Improving Today's Schools Council of SAN ANTONIO 2000, the city's effort to achieve the National Education Goals.

She received a master's degree in 1981 in guidance and counseling from Our Lady of the Lake University, San Antonio, and is completing an Ed.D. in education administration at Texas A&M, College Station.

Ferrier succeeds Rita Esquivel, who resigned in May to become director of adult education for the Santa Monica-Malibu, California, Unified School District. < NABE >

Latinos and Bilingual Ed.

A Critique of Chavez's *Out of the Barrio*

by Ernesto León,
NABE Research Analyst

In her book, *Out of the Barrio: Toward a New Politics of Hispanic Assimilation* (1991), Chavez offers a polemical discussion on the government entitlements gained by Latinos during the civil rights movement and asserts that such programs perpetuate the disadvantaged social, political, and economic status of Latinos in the United States. Chavez argues:

> "For the past two decades, Hispanic leaders have convinced politicians and policy makers that Hispanics want and deserve special treatment-everything from bilingual education for Spanish--speaking children to protected

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NABE NEWS

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PUBLICATION SCHEDULE

Volume 16 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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Issue 4, 02/15/93	Issue 8, 8/15/93

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Assistant Director
Ernesto León, Research Analyst
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NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Bicultural Education Conference--NABE '93--will be held February 24-27, 1993 at the George Brown Convention Center in Houston, Texas. The theme of the conference is *Bilingual Education: America's Heritage, America's Future.*

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

American Indian Bilingual Education: Affective Factors

by Jon Reyhner and David Davison, Eastern Montana College

Recent research on American Indian dropouts illustrates how secondary students give up on school because they do not perceive their teachers as caring and they do not see that what they are learning is relevant to their lives. Deyhle (1992) quotes an American Indian student:

> The way I see it seems like the whites don't want to get involved with the Indians. They think we're bad. We drink. Our families drink. Dirty. Ugly. And the teachers don't want to help us. They say, "Oh, no, there is another Indian asking a question" because they don't understand. So we stop asking questions. (p. 24)

She quotes another student:

> It was just like they [teachers] want to put us aside, us Indians. They didn't tell us nothing about careers or things to do after high school. They didn't encourage us to go to college. They just took care of the white students. They just wanted to get rid of the Indians. (pp. 24-25)

Secada (1991) reports meeting high school mathematics teachers who did not want anything to do with limited English proficient (LEP) students, and quotes a teacher as saying "I was trained to teach mathematics, not to teach *those* students" (emphasis in original, p. 35). The U.S. Secretary of Education's Indian Nations at Risk Task Force found that Indian students are faced with "an unfriendly school climate that fails to promote appropriate academic, social, cultural, and spiritual development among many Native students" (Indian Nations at Risk, 1991, p. 7), and the Task Force set a goal that "by the year 2000 all schools will offer Native students the opportunity to maintain and develop their tribal languages." Deyhle's and Secada's findings also reinforce another recommendation of the Indian Nations at Risk Task Force on the need for high quality teachers of Native students with special training. Of course, that special training needs to include training in dealing with LEP students, such as knowledge of bilingual education and teaching English as a second language, and teacher certification requirements need to reflect that need.

Today, about one third of American Indian students drop out of school with the Hispanic dropout rate not far behind (Indian Nations at Risk Task Force, 1991). The Navajo Area Dropout Study (Brandt, 1992), a very extensive study performed on the largest Indian reservation in the United States, showed that unsuccessful Navajo students perceived language problems as only a small part of the reason they were unsuccessful in school. Thirty-seven percent of students who planned to drop out were bored with school. Only eight percent gave academic failure as a reason. Twenty-four percent of the school administrators reported students dropped out of school because they were not interested in education.

However, even though students do not perceive language as a major reason for their lack of school success, Deyhle, in interviewing dropouts and observing classrooms, found that many Navajo and Ute students did not have the academic language skills, specifically reading, to be able to do the typical type of classroom work required in class -- reading the textbook and doing questions at the end of the chapter. This common type of classwork tends to bore students when they have the academic language skills to perform it, but it is doubly boring when students must sit quietly at their desks doing nothing because they cannot read well enough to do the assignment. Typically, the type of extra remedial help this type of student gets in special education and Chapter 1 classrooms breaks the content down into smaller pieces and allows students more time to get their work done. This type of instruction can increase student boredom and pull students out of mathematics and science classes to take remedial reading classes. In next month's column, we will discuss ways that mathematics teachers can help their LEP students succeed through teaching language and providing more interesting assignments.

Note

This column is adapted from a paper titled "Improving Mathematics and Science Instruction for Middle and High School Students Through Language Activities" that the authors wrote for the Third Annual National Research Symposium on Limited English Proficient Student Issues sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs and held in Arlington, Virginia on August 12-14, 1992.

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Deyhle, D. (1992). Constructing failure and maintaining cultural identity: Navajo and Ute school leavers. *Journal of American Indian Education, 31*(2), 24-47.

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Secada, W. G. (1991). Diversity, equity, and cognitivist research. In E. Fennema, T. P. Carpenter, & S. J. Lamon (Eds.), *Integrating research on teaching and learning mathematics* (Ch. 2, pp. 17-53). Albany, NY: State University of New York.

< NABE >

IL Passes Legislation Regarding LEP Children with Disabilities

Parent Dispute over Certification Issue Inspires Landmark Legislation

by Miryam Assaf-Keller, Illinois State University

INTRODUCTION

Illinois is the only state with specific legislation addressing the needs of children with disabilities whose home language is not English. The enactment of Public Act 87-0995 represents a landmark effort to eliminate linguistic and cultural barriers for a critically underserved group in public education--limited English proficient (LEP) students with disabilities. This legislation was introduced in the Senate by Senator Miguel Del Valle and in the House by Representative Miguel Santiago.

ORIGINS OF THE LEGISLATION

Mrs. Ramos, a Hispanic parent and president of the Bilingual Council in her school district, challenged the Chicago Public Schools for replacing her son's bilingual special education teacher with a monolingual substitute teacher with no previous training in special education. Through her bold and tenacious work, Mrs. Ramos eventually reinstated her son's bilingual special education teacher and motivated Dr. Assaf-Keller, Assistant Professor at Illinois State University, and Miguel Del Valle, State Senator from Illinois, to consider amendments to the Illinois School Code.

In light of Senator Del Valle's steadfast commitment to children with disabilities and his awareness of the shortage of special education teachers, he formed a subcommittee and launched a special investigation aimed at examining some of the problems facing bilingual special education. After introducing a bill in the Senate and justifying the need for amending the Illinois School Code, Senator Del Valle and Dr. Assaf-Keller collected position papers from the subcommittee and correlated these to pertinent sections of the Illinois School Code in the need of amendment.

The enactment of Public Act 87-0095 was due to the collaborative efforts of many concerned parents, teachers, administrators, and local leaders. In particular, firm support was provided by the parents of *Fiesta Educativa, Inc.*, the Association House, and the District Three Office of the Chicago public Schools. In addition, sound leadership was provided by members of the Subcommittee, the Associate Superintendent of Special Education and Pupil Support Services, the Director of Bilingual Education Programs at the Illinois State Board of Education Office, and the Mexican-American Legal Defense and Education Fund (MALDEF). As a result of their combined and tireless efforts, the legislation was signed into law by Governor Edgar on September 1, 1992.

PURPOSE OF THE LEGISLATION

The purpose of Public Act 87-0995 is twofold: 1) to plan for, and meet the needs of, the growing multicultural/multiethnic population in Illinois; and 2) to mandate in a single legislative package assurances for an equal education for LEP students with disabilities and the delivery of linguistically and culturally appropriate assessment and/or special education services.

NEED BASED ON PROJECTIONS OF DISABILITIES

Projections on Preschool Children: Ages Three Through Five

Projections of the need for qualified personnel to serve preschool children, ages three through five, with or at risk of disabilities in the city of Chicago, were extrapolated (Assaf-Keller, 1989) by using the following data: a) the number of Hispanic children residing in Chicago as reported in the 1980 Census; b) the application of the 10 percent prevalence rate to estimate, from the identified population, the number of preschool children with, or at risk of, disabilities; c) the Illinois State Board of Education policy for teacher-student ratio (1 per 10 students) to serve preschool children with disabilities; and d) the Chicago Public Schools' survey reporting teachers by language background and special education qualifications. These data suggested the need for 340 bilingual teachers to serve the needs of Hispanic preschool children, ages three through five, with or at risk of disabilities. However, in a survey compiled in 1985 by the Chicago Public Schools listing teachers by special education credentials and bilingual skills, no teachers were identified with the appropriate credentials in Special Early Childhood Education and bilingual (Spanish/English) skills.

Projections on Students: Ages Five Through Eighteen

The projected need based on the growing population was derived from statistics published by the Illinois State Board of Education on the Racial and Language Background Survey that reports the number of students identified as LEP and who are receiving native language and/or ESL instruction. The data reported on this population for 1991-92 identified a total of 470,010 students, ages 3 through 21, from 210 different language backgrounds, and enrolled in 991 school districts throughout Illinois of which 235,856 were LEP. To make clear the need for services that appropriately address the growing multicultural/multiethnic student population, the data for the five major language groups in the city of Chicago is as follows:

Continued on next page

CHICAGO BILINGUAL CENSUS: FIVE MAJOR LANGUAGE GROUPS

Language	Enrollment of LEP Students	Projected Prevalence of Population with Disabilities (10%)
Spanish	187,874	18,787
Polish	7,650	765
Arabic	4,650	465
Cantonese	3,640	364
Pilipino	2,910	291

The projected number of LEP students with disabilities, as extracted from the data of the five major language groups, emphasizes the need for strategic planning in the area of human resources which currently does not exist.

HOW WILL THE LEGISLATION ADDRESS THE NEED?

With the enactment of PA 87-0995, the Illinois State Board of Education is mandated to design, maintain, and report data on: a) a system of reporting the number of children identified in need of special services due to language background and type of disability(ies) and recommendations for type of placement; and b) the number of Bilingual Special Education teachers needed to serve the needs of the underserved children reported in the census.

THE NEED BASED ON DISPARITY OF LEGISLATIVE MANDATES

Data on the misplacement of children from ESL homes attending the Chicago Public Schools were documented in research published by Designs for Change (1985) and by the Compliance Review Report compiled by the Office of Civil Rights (1985). The conclusions of both studies suggested that schools were not delivering an appropriate and equal education to LEP children with disabilities.

Nevertheless, two important events appeared promising for the improvement of services for these children. First, the Due Process Decision (ISBE, May 15, 1985) was the first case in Illinois challenging the system to secure bilingual special education services for a child. In this case, the Due Process Officer ruled in favor of the parent. Second, the Settlement Agreement between the ISBE, the Chicago Public Schools, and the Office of Civil Rights, identified LEP children with disabilities as a "priority" population in need of case study assessment and/or appropriate placement. Neither of these events, however, improved services for LEP children with disabilities as evidenced by their exclusion in other provisions and/or safeguards instituted to protect the rights of other populations as follows:

#1: The legislation passed to reform the schools in Illinois, Senate Bill 1839, prompted administrators of the Chicago Public Schools to develop the Chicago Reform Act which was enacted as law with the passage of Senate Bill 1840 (1988). SB 1840 included a certification exchange package agreement negotiated between the Illinois State Board Education and the Chicago Public Schools with safeguards for the

Continued on page 6

SYNOPSIS OF PA. 87-0995 (SB 2179)

-mandates ISBE to develop a census identifying students by language backgrounds, type and level of disability, and least restrictive placement.

-mandates the identification of students through the implementation of linguistic and culturally appropriate nondiscriminatory assessment practices.

-mandates the participation of qualified bilingual personnel in the Multidisciplinary Staff Conferences of the students.

-mandates ISBE to develop regulatory changes to insure that the individualized educational plans (IEPS) of limited English proficient students reflect the special education, cultural, and linguistic needs of the students.

-mandates the placement of limited English proficient students with disabilities in linguistically and culturally appropriate environments to facilitate mainstreaming with non-disabled peers in regular bilingual programs.

-mandates ISBE to promulgate regulations for credentials of teachers working with limited English proficient students with disabilities.

-mandates ISBE to require the involvement of the Education of the Handicapped Council and the Bilingual Advisory Council and to form a Sub--Committee to review special education issues including but not limited to certification, financial and bilingual education.

-mandates ISBE to report the shortage of Bilingual Special Education Teachers.

-mandates ISBE to include the Bilingual Special Education Teacher Shortage as an area for financial assistance in the "Teacher Shortage Scholarship.

-mandates ISBE to identify institutions of higher education qualifiable to provide coursework in Bilingual Special Education.

-mandates ISBE to include the shortage of Bilingual School Service Personnel the list of areas eligible for financial assistance through existing Fellowship Programs.

ILLINOIS, *from page 5*

"grandfathering of certificates": that is, the issuing of certificates based on experience which safeguarded many professionals, such as teachers of the Deaf and administrators. However, there were no provisions for teachers serving the needs of LEP students with disabilities.

#2: The amendment of the School Code of Illinois (Section 14 C-8-Qualifications of Transitional Bilingual Teachers) included provisions for the employability of teachers serving LEP students while meeting certification requirements. However, there were no provisions for teachers serving the needs of LEP students with disabilities.

#3. Special Education Rules and Regulations (Section 226.160) of the Illinois Administrative Code permits LEAs to place non-qualified teachers in special education positions while acquiring the necessary credentials. However, these provisions have not been available for teachers serving the needs of LEP students with disabilities in need of Bilingual Special Education.

WHAT WILL LEGISLATION DO FOR EQUAL EDUCATION?

By introducing Senate Bill 2179, Senator Del Valle made history by "giving birth" to Bilingual Special Education. The synopsis of SB 2179 represents the major components included in this unique legislation which in a single package covers the range of areas with which districts must comply, consistent with the provision of a "free, appropriate and public education for all children," including LEP students with disabilities.

In sum, districts are currently directing their efforts to empower parents so that they may become partners in their children's education. In light of the Illinois example, it is hoped that other parents will learn of the Bill, which promises to be the landmark legislation in Bilingual Special Education.

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NABE Hires Research Analyst & Writer

[redacted]

NABE's recent move to a new and expanded headquarters demonstrates its growth as a professional organization and affirms its strength as a valuable educational resource for our nation's growing multilingual population. Consistent with its mission to serve the needs of linguistically diverse students, NABE has hired a full-time Research Analyst and Writer, Ernesto León.

Ernesto, a native of East Los Angeles, has a Bachelor's degree in English Literature from Occidental College. After receiving his Bilingual Elementary Teaching Credential from California State University, Los Angeles, he taught first, fourth, fifth, and sixth grade limited-English-proficient students in Spanish bilingual programs. After four years as a teacher, Ernesto attended the Harvard Graduate School of Education where he earned a Master's degree in Bilingual Education and Literacy Development.

At Occidental College, Ernesto worked for two summers as a Resident Advisor and a Head Resident for Upward Bound, where he helped develop and manage college preparatory activities for high school students from the inner-city. He also worked as a bilingual elementary teacher assistant at Loreto Street School, an eye-opening experience that sparked his interest in bilingual education: "As a T.A. I witnessed firsthand how some limited-English-proficient students can be inaccurately assessed as 'limited intelligent' solely because they are not fluent in English. As an English major with strong Spanish skills, I felt I was in a unique position to create learning opportunities sensitive to the needs of LEP students."

As a bilingual elementary teacher, Ernesto was pro-active in the development and application of the writing process with his students. Ernesto learned that success in the writing process in English among Spanish LEP students was contingent on the fruition of their writing skills in Spanish. To this end, Ernesto employed innovative writing strategies in English and Spanish and used computer technology and multimedia programs to advance writing skills. In particular, Ernesto coordinated his school's participation in the Young Author's Competition, a district-wide festival highlighting the creative and academic writing of students from throughout Los Angeles. The competition afforded students the opportunity to write, illustrate, and publish their own books. Ernesto says that this project was a fun and eye-opening process for him as well as his students: "The Young Author's Competition helped us discern some of the difficulties of the writing process and gave us a deep satisfaction at having created, fleshed--out, and published a piece of writing."

At Harvard Graduate School of Education, Ernesto created his own academic program by combining courses in bilingualism, literacy, and multicultural education. A major part of his studies was his research on second-language writing with LEP Latino students. In particular, he designed and implemented a descriptive case study under the direction of professor Catherine Snow which investigated linguistic and cultural factors that influence the written language of second-language learners. The purpose of the study was to discern why some teachers might used different writing strategies with fluent English students and other strategies with LEP students. Ernesto explains: "Primarily because of their English fluency, language-majority students received more explicit and extensive instruction in the writing process which allowed them to take on more challenging assignments. In contrast, LEP students tended to receive 'watered down' approaches that stressed grammar and language usage."

As an Andrew W. Mellon Fellow for the Performance Assessment Collaborative in Education (PACE), Ernesto participated in a joint ethnographic study that examined issues of transitional bilingual education, writing assessment, and rhetorical strategies for second-language writers. In particular, he studied the writing strategy of a limited-English-proficient high school student from the Dominican Republic who was engaged in religious literacy activities outside of school. The study, which was funded by the Literacies Institute and presented at the Annual Fall

Conference in Boston, showed that the student's involvement in literacy activities, such as bible study, worship services, and door-to-door preaching, had a positive influence on the student's oral and written language. Ernesto explains: "Although his English writing showed some grammatical errors and gaps in coherence, the student used some fairly sophisticated rhetorical tools, such as figurative language, topic sentences supported by examples, and the use of rhetorical questions."

Ernesto's experience with linguistically diverse students from a variety of cultural and educational backgrounds, as well as his ongoing research interests in the area of bilingual education and literacy development, will contribute significantly to NABE's continuing efforts to serve the needs our nation's multilingual population.

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NABE '93

February 24-27
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Don't Miss It!

CHAVEZ, *from page 1*

> status at the polls for Latino adults--and that they require protection from an alien, Anglo society in which they cannot compete. In doing so, these leaders have enhanced their own power, but their methods jeopardize the future integration of Hispanics into this society (p. 61)."

In particular, Chavez renders a scathing critique of transitional bilingual education (TBE) and alleges that such programs fail to promote English proficiency and academic achievement among limited-English-proficient (LEP) Latino students. "The purpose [of TBE] is not to assimilate Hispanic children," Chavez asserts, "but to maintain and strengthen their ethnic identity by teaching them in their native language and by inculcating in them their native culture (p. 9)." In this paper, I will examine Chavez's views on TBE and I will argue that this approach can advance English proficiency and academic achievement among LEP Latino students. In order to provide a theoretical framework for my thesis, I will also discuss some basic relevant research on bilingualism and "structured immersion" programs.

Contrary to popular perceptions, the goal of TBE programs in the U.S. is "subtractive" bilingualism: that is, the acquisition of English at the expense of the native language. Thus, LEP Latino students in TBE programs are strongly encouraged to relinquish Spanish as well as their native culture in order to acquire English proficiency and American values. By law, the bulk of federal Title VII grants must support this approach. However, because the legal definition of TBE requires that only some native-language and culture be used, along with ESL instruction, TBE programs may stress native language development or may provide students with nothing the more than the translation services of bilingual aides (Crawford, p.175). In fact, contrary to popular perceptions, studies show that English is the medium of instruction from 72 to 92 percent of the time in TBE programs (Crawford, p. 1 75).

Chavez, however, erroneously argues that the goal of TBE programs is to "inculcate" Latino children with their native language and culture at the expense of acquiring English and American values. To this end, Chavez suggests that LEP Latino students should be taught through "structured immersion"--a monolingual approach that attempts to teach the second language through subject-matter instruction adjusted for students' level of English proficiency. In her attempt to undermine TBE and raise support for structured immersion, Chavez cites a widely publicized study known as the Baker-de Kanter report. In 1981, Keith Baker and Adriana de Kanter, a sociologist and management intern respectively, issued a report through the Office of Planning, Budget, and Evaluation which argued that "the case for the effectiveness of transitional bilingual education is so weak that exclusive reliance on this instructional method is clearly not justified (Baker-de Kanter in Chavez, p. 26)." Hailing the alleged efficacy of the study, Chavez writes "the entire rational for requiring bilingual education for children with limited English proficiency was undermined by the Baker-de Kanter report (p. 26)."

The Baker-de Kanter report has received serious criticism for its botched research methodology and dubious political aims. For example, critics have argued that the Baker-de Kanter report used sloppy data collection strategies and failed to account for a variety of important variables, such as student and teacher characteristics, different instructional approaches, languages on achievement tests, and differences in program designs and methodologies (Crawford, p. 94). Moreover, critics have stressed that the Baker-de Kanter deliberately omitted research data from a long list of TBE's best publicized success stories (Crawford, p. 92)." In an ambitious rebuttal of the Baker-de Kanter report, Ann Willig, a psychologist at the University of Texas, re-analyzed twenty three of the twenty eight programs evaluated by the Baker-de Kanter report and found that the research "consistently showed small-to-moderate differences favoring bilingual education over immersion programs (Willig in Crawford, p. 94)."

Lacking evidence from the United States, Chavez alludes to the success of French immersion programs in Canada to justify structured immersion for LEP Latino students. Whereas immersion programs in Canada serve English-speaking Canadians (the group of higher ascribed social status), immersion programs in the U.S. deal with language-minority students whose mother tongues have lower prestige and lower ascribed social status. For example, many native mexicans, puerto ricans, and central americans who attend public schools find that they are stigmatized as academically "limited" primarily because they speak Spanish--a language that has been historically and systematically disrespected in the United States. Thus, English immersion programs neglect the relevant sociopolitical conditions of LEP Latino students in the U.S. and can damage these students' successful integration in both school and the dominant society. As former president of the Center for Applied Linguistics and co-author of the Canadian immersion study, Richard Tucker explains: "Although the general assertion that many children can acquire a second language and content material coincidentally is, in all probability correct, it does not imply that the most effective way to educate every child, regardless of demographic, sociopolitical, or other circumstances, is by total immersion in a second language (Tucker in Crawford, p. 116)."

Beyond her unsubstantiated support for English-only instruction of LEP Latino students, Chavez fails to acknowledge the research that indicates that English immersion programs can damage LEP students' identity and self-esteem. For example, Padilla et al. (1991), a psychologist at Stanford University, indicates that "any positive consequences of learning a second language are far outweighed by the negative effects of losing one's native language in other, more important areas of life (p. 123)." Moreover,

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Voices from the Trenches: A Discussion of Issues in Bilingual Education as a Teaching Profession"

by Ana H. Macías, El Paso Community College

A recent *NABE NEWS* article, *The Hispanic Teacher: A Dying Breed?* (Marcusson, 1992) discussed the reasons for the decline in the number of Hispanics entering the teaching profession. Marcusson focused on standardized or competency testing as a factor which keeps teachers out of the profession. This article examines those issues which are integral to the support and retention of bilingual education teachers, a large percentage of whom are Hispanic. Strategies in educational reform which address the needs of these teachers are also discussed.

The increasing shortage of bilingual education teachers as well as the increasing numbers of minority children who are identified by school districts as in need of bilingual education has been well-documented in the literature (García, 1990; Macías, 1989; National Education Association, 1988; U.S. Dept. of Education, 1990). The need for bilingual teachers in Spanish will be the greatest. In Texas, for example, Macías predicts that by the year 2000 the state will have a total of 853,000 LEP children, 823,600 of whom being Spanish-speakers. The need for Spanish-speaking bilingual teachers alone will be 23,530 (using a 35:1 ratio) or 41,180 (using a 20:1 ratio) (Macías, 1989:23). Furthermore, the results of a study carried out in Texas indicated that there were only approximately 7,800 certified bilingual teachers (information was not provided on ratios) in Texas providing instruction to students (Texas Education Agency, 1988:13). Obviously there is a need for tremendous growth in this area.

The question arises then as to why this severe shortage of bilingual education teachers exists. The micro study reported on in this article examined those issues relevant to the support and retention of practicing bilingual education teachers. The purpose of the study was to gain insight into some of the problems which teachers face once they are in the profession which are often catalytic to their leaving the teaching field, thus increasing the shortage even further. This study was conducted by listening to the voices of those who are the subject of discussion -- the teachers themselves.

The procedure included one-on-one in-depth interviews conducted by the author with fifteen bilingually-certified teachers. These teachers included those that were "very satisfied" with their work as well as those who were there only because "you can't get out once you're in." The teachers were from three school districts in El Paso County, Texas. The interviews were conversational in nature and open-ended in order to allow for maximum and accurate expression by the teachers of their concerns and opinions on everything from their training to personal fulfillment with their work to their future plans. Those issues which were most frequently mentioned with respect to teachers' support and retention are discussed below.

On the positive side, these teachers (all of whom were Hispanic) enjoy the opportunity to teach their children not just two languages, but also two cultures, "That's the beauty of it...I can open not just one but two avenues for that child...They get to know our culture, it raises their self-esteem."

Largely negative feelings, however, were reported with respect to their status and working conditions as bilingual education teachers. With respect to their status, these teachers experience negative attitudes toward them and their work. They feel monolingual teachers as well as administrators neither respect, appreciate, nor understand the work which they do. One teacher expressed this succinctly:

> "They see us as inferior...but we are equal, we are professionals...neither the teachers nor the administrators know the program...they don't see quick results, they think we don't do anything..."

Administrators, particularly, were seen as lacking knowledge about the principles of bilingual education, "The principal's pushing English from the first day...Principals and administrators need to be trained on bilingual education to understand." This lack of understanding, the teachers feel, also led to lower and unfair appraisals, "They can be unfair...They have too much power in deciding what a competent teacher is. I would respect someone coming in to appraise me whose knowledge and ability I respected."

Other negative aspects of being a bilingual education teacher which were often cited dealt with the general issue of having a very heavy workload and neither being compensated (financially or otherwise) nor even recognized for their tremendous work and effort. As one teacher said, "There's a shortage...but they don't consider us special." Another teacher was more eloquent:

> We should be treated as professionals...We should get allowances, release time, expenses paid to attend conferences, we should be paid for workshops ...Teachers need to be recognized for the work they're doing, they're not being recognized. In the corporate world, achievement and recognition are stressed. That makes you do more. You feel good about yourself and you produce more.

Continued on page 16

Early Childhood Education Special Interest Group Update

Dr. Lourdes Diaz Soto, Lehigh University

Our greatest concern as bilingual and early childhood educators continues to be the proliferation of early English-only immersion programs. We feel that these programs are neither developmentally, linguistically, culturally appropriate nor in the best interest of young children nor their families. Our saga calling for the preservation of languages and cultures continues with new and exciting developments.

Our continued efforts to collaborate with the National Association for the Education of Young Children (NAEYC) are currently affording us an opportunity to work directly with early childhood experts interested in impacting the lives of young bilingual/bicultural children and their families. NAEYC has chosen a Multicultural/Bilingual Panel in order to address the urgency for a position statement on second language acquisition, to review current NAEYC materials related to multicultural/bilingual issues, and to identify broader issues. We would like to take this opportunity to thank the NAEYC and NABE Governing Boards for their continued assistance. We also request your ongoing support to our NABE/NAEYC members who were named to the Multicultural/Bilingual Panel including Rebeca Barrera, Alice Paul, Lily Wong Fillmore, and yours truly.

We will be actively participating in the upcoming NAEYC Conference in New Orleans (November 10-15) by leading the Bilingual Caucus, participating in the one-to one dialogue where we will distribute NABE conference and membership forms, and present a session entitled, "The realities of culturally diverse families," submitted by our Early Childhood Special Interest Group with the assistance of Antonia López, Director of the Foundations Center in California.

We are inviting the NAEYC membership to participate with us at NABE's upcoming (February 24-27) Conference in Houston, Texas. The Early Childhood Institute and the Early Childhood Special Interest Group Meeting provide valuable information, practical applications, and a forum for discussions capable of guiding and leading informed decision making. Our intent is to continue to impact daily practices which will be in the best interest of culturally and linguistically diverse young children and families. Please be sure to join us and to encourage colleagues, policy makers, and parents to do the same. We would like to be able to include your ideas, concerns, and suggestions in all upcoming deliberations. We feel that young children and families are clearly of interest this election year. Think carefully about the candidates that you are voting into office. Do they have our children's best interest in mind? We need to assure that programmatic implementations at both the national and local level are capable of enhancing the current and future educational needs of our youngest bilingual/bicultural children.

We need to realize that our responsibility to speak on behalf of young bilingual/bicultural learners continues. The development and education of our youngest children needs to be a national "active" priority. Our children need to be better prepared for an increasingly complex society. Children who are bilingual and bicultural will be healthy, self confident and contributing members of our society, if we so desire. We can be optimistic about the future as long as we have NABE and NAEYC educators advocating and collaborating for the needs of children from conception through adolescence.

Join us in Houston and in New Orleans. Our voices are being heard. We are making a difference!

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PRINCIPALS ELEMENTARY, MIDDLE AND HIGH

Milwaukee Public Schools is seeking qualified candidates to fill potential principal vacancies for the 1992-93 school year.

QUALIFICATIONS: Master's degree; three years of successful teaching experience; successful school administrative/supervisory experience; eligibility for a Wisconsin principal's license at the appropriate level; ability to document successful teaching and/or school administration experience in an urban setting which positively impacted on student achievement.

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Applications may be obtained from the Department of Human Resources, Room 162 of the Administration Building, 5225 West Vliet Street, Milwaukee, WI 53208 or by calling (414) 475-8243.

DEADLINE: October 15, 1992

Resources for Bilingual Educators

Amigos Plus - a weekly student newspaper on Hispanic culture. Articles include contemporary human interest stories, biographies on Hispanic role models, children's games, songs and poetry. *Amigos* is written in Spanish and comes in four levels: Nivel P-early childhood; Nivel-I primary; Nivel II-intermediate; and Nivel III-advanced. Amigos Plus, División de Aspectos Culturales, 1219 Luisa Street #2, Santa Fe, NM 87501 (505) 986-0799.

Barrio Teacher - a book of poetry based on the life experiences of Mayra Fernández, a bilingual educator of 27 years. Poems draw on her teaching experiences in Cuba, Canada, and the United States. $9.95 plus $3.50 for shipping. Mystical Adventurer Press, P.O. Box 1768, Montebello, CA 90640.

Beyond the School Doors - summarizes the results obtained from an individually administered literacy assessment of nearly 6,000 adults representing some 20 millions persons participating in the Job Training Partnership Act and Employment Service/Unemployment Insurance systems. The report goes to the heart of the current debate by focusing on the nature and extent of literacy problems facing America's job seekers and the need to increase the value of America's human capital. Educational Testing Service, Princeton, NJ 08541 (609) 921-9000.

Critical Issues in Parental Involvement - examines the attitudes and perspectives of majority and minority parents toward public education. Emphasis is given to the current trends of parental involvement programs for the parents of language-minority children in bilingual and ESL classrooms. Contact Dr. Andrea B. Bermúdez or Dr. Steven J. Rakow, University of Houston - Clear Lake, (703) 283-3590.

Cultural Pride Curriculum for Latino Students - this unit addresses aspects of family life education while reinforcing self-esteem and cultural awareness. Spanish vocabulary and maxims are included. Unit $17.95; workbook $7.95. Network Publications P.O. 1830, Santa Cruz, CA 95061 (800) 321-4407.

El Gato Ensombrerado **(The Cat in the Hat)** - includes dual narratives in English and Spanish. Translator Carlos Rivera kept Dr. Seuss' cadence and charm intact. This endearing story, with its repetition and wit, is a perfect tool for learning a new language. $6.95 Random House Inc., 400 Hahn Road, Westminster, MD 21157 (800) 726-0600.

Everybody Has Feelings **(Todos Tenemos Sentimientos** - is a bilingual portrait gallery of children's feelings, illustrated with black-and-white pictures of children. This is a good preclude to preschool and kindergarten talks about similarities among people. $7.95 Open Hand Publishing, Inc. P.O. Box 22048, Seattle, WA 98122 (206) 447-0597.

Hispanic Children and Adults with Communications Disorders: Assessment and Intervention - studies the acquisition of Spanish and English among Hispanics and provides a theoretical and practical framework for assessment and intervention strategies for LLD Hispanic students. Articles feature case studies and implementation guidelines on how to help Hispanics overcome language disorders. $48.00 plus $4.00 handling. Aspen Publishers, Inc. 7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701-9727 (800) 638-8437.

Keepers of the Earth ~~and~~ Keepers of the Animals - include traditional Native American stories, discussion questions, background information for the teacher, and a variety of creative, interdisciplinary activities. Intended for grades two through seven. $199.95 Fulcrum Publishing, 350 Indiana Street, Suite 350, Golden, CO 80401 (800) 992-2908.

Texas Instruments Learning Path: 1992 Educational Products - a catalog describing new products for bilingual educators. Products of interest are *El Zoo Májico*, an entertaining toy that helps infants learns colors and improve eye-hand coordination; *El Super Libro Májico* (plus extra module), which helps pre-schoolers learn shapes and parts of the body; and *El Loro Professor* (plus extra module), an exciting "speak and spell" toy that facilitates vocabulary development. When used with the Spanish expansion module these products provide stimulating opportunities for first language development and second language acquisition. NABE gratefully acknowledges Texas Instruments for contributing sample products to the NABE library. For more information call: (800) TI-CARES.

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PUBLISHERS AND EDUCATIONAL MATERIALS DEVELOPERS

Do you have a new product that you would like NABE members to know about?

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New materials received will be listed free of charge in the Resources Column.

Instruction and Testing

by P. Martin Williamson

A phrase was coined by a classmate, back in the early 1980s, "Teach me, don't test me." This statement was and still is powerful, in that the educational system does not make information available to non-anglo children, yet non-anglo children are responsible to the system for that information. Often educators discuss assessing children with tests children are partially or not at all prepared for, because of lack of information. In their discussions, they also fail to mention when and how real learning occurs. When this author listens to conversations, he seldom hears educators discussing the possible relevance of culture or language to instruction and testing. Further, it is not often that he encounters teachers talking about how methods and approaches to instruction, as well as types evaluation, for placement purposes, may be inappropriate for a child of a given culture or language group. The purpose of this paper is to begin a dialogue that focusses on the influence of language and culture on the instruction and placement of children.

Researchers, such as Collier (1985, reviewed in Collier and Hoover, 1987), have discussed that the inadequate use of evaluation tools to identify students for placement into Special Education programs may have significantly adverse effects upon individual children; this is particularly critical when a child is of a different cultural and language.

If we review the work of those who have written in the area of second language acquisition (e.g., Cummins, 1981; Krashen, 1981) as well as note the work of those who have contributed to the investigation of cognitive styles (e.g., Berry, 1976; Witkins, 1967), it will be possible to be begin a dialogue that may encourage a different focal point in the assessment of student needs of varying languages and cultures.

LANGUAGE

There are different types of verbal communication. Cummins (1981) discusses different levels of communication in terms of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The child may have well-developed BICS in English. However, proficiency in BICS does not mean the child has the CALP necessary to understand and practice fully in academic activities and assessment (Collier and Hoover, 1987). Krashen (1981) says that language can be learned if the speech is what he calls *comprehensible input*.

CULTURE

Culture must be considered when one analyzes the way one learns. Field Sensitive (Dependance) and Field Independence, as written by Berry (1976) and Wilkins (1967), is a body of research that teachers must be aware of if they are to successfully meet the needs of students. For example, many Native American children are taught primarily to use kinesthetic strategies, that is, do as the knowledgeable one does with a minimum of oral direction (Collier et al., 1987).

TYPE OF TESTS

Researchers such as Cartledge, Stupay and Kaczala (1988) note that language disorders in Black children were found best by The Sentence Combining Subset of the Test of Language Development-Intermediate (TOLD-1); this is one of five subtests of the TOLD-1. The other four are: Word Ordering, Generals, and Grammatic Comprehension and their usefulness is questionable, for there were no significant differences between the scores of the learning disabled and the scores of the non-learning disabled (Cartledge et al., 1988). If a child is not performing well on a task which requires reading skills, the evaluator may have to do an in-depth investigation of the child's ability. Language differences are not equal to reading problems. Reading deficiencies and language difficulties are to be treated differently (see Hakuta, 1986; Hakuta and Gould, 1987).

What appears to be needed, therefore is a valid diagnostic language measure that emphasizes the linguistic features that best distinguish handicapped and non-handicapped population and that simultaneously avoid potentially biased terms (Cartledge et al., 1988). Edelsky et al. (1983) asks, "Why should we not test in the way children are learning -- in a natural way?" Cummins and Swain (1983) believe that the real world is insufficient to dismiss uses of standardized tests.

WAYS ONE LEARNS

Educators are charged with the responsibility of determining how a child can learn best. What is important is instruction for understanding and learning with meaning. Presseisen (1988) says that the major concern is not one of innate skill, but under what condition the learner employs his or her knowledge and becomes active in the learning experience. In further discussions by Collier et al. (1987), they explain that in many Native American cultures young girls learn how to weave by watching a weaver and weaving on a small-scale loom. Oral instruction is in the form of stories and information about sheep, patterns, history, among other things. Brown and Campion (1986) also discusses modeling behavior as a mode of instruction. Presseisen (1988) maintains that at-risk youngsters may need more extensive explanation to generate meaning necessary for their understanding.

DISCUSSION

Children with different language and cultural origins carry with them various views of education and the world. Upon entering the classroom, the student may be faced with a variety of situations that he or she may or may not be familiar. His/her level of acquaintance may be lower than what

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Instruction, *from page 12*

is assumed by the teacher. It seems only fitting that educational philosophies be geared to the child, if it is the child who is to be served by the system. At the classroom level, as well as other levels of the educational pyramid, it is imperative that these considerations be at least discussed. The pending placement of a child into a program should be a careful consideration. A test that is thought to be valid for assessing and evaluating children for placement into, for example, a special education program, is not necessarily appropriate for all children; this is especially true for children from non-English-language backgrounds.

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Meet the NABE Board

María Valverde, NABE Eastern Regional Representative

NABE News is pleased to introduce Eastern Regional Representative, María E. Valverde. María has been a Long Island, New York resident for twenty years, where she has realized her extensive career in education, a career that began some thirty years ago in her native Guayaquil, Ecuador. A NABE member since 1980, María has been an active member and a true leader in the state affiliate, the New York State Association for Bilingual Education (NY SABE), where she served as vice-president and president.

María began her career as a teacher in Guayaquil, Ecuador where she donated her time so that the children could reach their full potential as members of a rapidly evolving society. She says that her concern for equal access to public education led her to a lifelong interest in pedagogy. As a college student, María founded an adult enrichment education program. She convinced many professors and her fellow students that it was necessary to give to the community the very richness that they have received at the university. María's concern for others would become evident time and again in her life. In New York, she founded the Ibero-American Women's Philanthropic Society in 1984 and in 1987 was appointed by the Suffolk County Executive as Commissioner of the Suffolk County Human Rights Commission. "To me it was important to represent the Hispanic community of Suffolk County and to give them a vehicle to obtain justice that is otherwise unattainable to minorities without the intervention of concerned advocates." As Human Rights Commissioner, María has fought many cases of housing, gender, age and elder discrimination and she was involved in the movement to bring racially diverse students together to promote racial harmony in the schools.

María came to the United States in 1961. She managed to find the time to raise her two children and attend Rutgers University, where she obtained an M.A. and Ph.D. in Spanish and Latin American Studies.

In the U.S. she began teaching at Rutgers and at Fairleigh Dickinson Universities. Later she reassumed her college teaching as an adjunct to the faculty of the State University of New York, College at Old Westbury and Hofstra University. A long-time faculty member in the predominantly Hispanic community of Brentwood, Long Island, María served as a bilingual education teacher, and a teacher of Spanish for Spanish Speakers. As the bilingual program expanded in her district, María was called upon to develop cross-cultural and multicultural curricula and supervise in-service training for the mainstream teachers. Presently, María is the Director of the Intensive Teacher Institute for Bilingual and ESL Education (ITI-BE), a program of the New York State Education Department. The ITI-BE has strengthened the ranks of bilingual education and ESL teachers in New York State by providing scholarships to over 400 participants.

An active member in many professional organizations, including the New York State Council of Languages, the NYS Association of Foreign Language Teachers, NYS TESOL, TESOL International, and most particularly, the New York State Association for Bilingual Education (NY SABE). María has assumed leadership positions in NYSABE, as the chairperson for many standing committees, as a regional delegate, as secretary, as vice-president and as president. While president of the Association, she enhanced the role of the Association on a state-wide level, having participated in many State Education Department activities in the planning stage. During her presidency, the NYSABE Publications Committee was formed and produced NYSABE's first book-length publication and NYSABE's first student institute was conducted at its 14th Annual Conference.

María has never forgotten her roots and feels very close to the Ecuadorean community in New York State. An avid reader of modern Latin American literature, she has contributed several studies written mainly on the topic of the prevalence of magic realism in the extensive work of the Ecuadorean novelist and playwriter Demetrio Aguilera Malta. María is an active member of the Ateneo Ecuatoriano and Director of Literary Programs and Events for La Casa de la Cultura Ecuatoriana in New York.

María is totally committed to her role of Eastern Regional Representative to the NABE Board. She wishes to thank the support she has received from her fellow board members and NABE staff since her recent appointment.

María concludes by encouraging all affiliate presidents of the Eastern Region to attend the October meeting in San Antonio and the forthcoming NABE conference in Houston.

< *NABE* >

CONGRATULATIONS!

All of us at NABE extend warmest congratulations to NABE President Marlene Kamm and her husband Mark Striegl on the birth of their son, Brendan Scott, on August 30. Understandably, Marlene's *Message from the President* column will not appear in this issue of *NABE NEWS*!

VOICES, *from page 9*

Additionally, several factors were mentioned which accounted for the heavy workload which bilingual education teachers carry including a lack of adequate materials in Spanish, inadequate prep time, overloaded classrooms, and unfair evaluations.

Another factor which adds to the frustration on the part of these teachers is that they feel "locked" into a system which will not allow them to transfer out of a bilingual program because they are so hard to replace. Thus, the irony -- they are so special that school districts cannot afford to let them go; yet, they offer few incentives for them to stay.

The teachers also commented on the inadequacy of their college/university training as a contributing factor to the frustrations which they faced on the job. One teacher stated that the training needed to go "beyond the classroom." Another teacher elaborated on this as follows:

> We spent about 80% of our time in classroom training and 20% in the field. This is absolutely off. Field work ought to begin from year one. You will learn more from the first month on the job than from the first year in the classroom...We needed more time on counseling knowledge because you do so much with children...more emphasis on the impact of the social and economic situation on children and how that impacts on children's learning...

Finally, the comments made by these interviewees in El Paso are corroborated by education personnel throughout the country as they report similar problematic issues with respect to bilingual education teachers. Comments made at a national forum on personnel needs for districts with changing demographics for example, confirmed the problem of finding and retaining qualified bilingual teachers. The points were made by participants that burnout among these teachers was high due to factors such as "a lack of administrative support...lack of collegiality with their monolingual colleagues...demanding school-community activities...inadequate number and quality of appropriate instructional materials..." (U.S. Department of Education, 1990:12-13). In her dialogues with teachers Ada found many of the same criticisms. Teacher education programs, particularly, were seen as "highly mechanistic," not allowing any creativity and thus not empowering the teachers themselves to be either creative or critical (Ada, 1986:392-393).

There are some strategies that are being implemented throughout the country which address some of the negative factors in training and teaching mentioned by the teachers including the following:

1. Long-term development programs for undergraduates and practicing teachers.
2. Programs which facilitate the induction of classroom aides and professionals in different areas into bilingual education.
3. School district programs which include various incentives for practicing teachers to improve their teaching and to remain in bilingual education.

Long-term development programs are being implemented in an effort to improve the preparation of bilingual teachers. These programs are nontraditional in that they do not follow the usual form of presenting a one-shot workshop led by a consultant with little or no opportunity for practice or follow-up to determine the effectiveness of the training. The programs, moreover, utilize cooperative training processes where teachers and professors work collaboratively on mastering and practicing new teaching strategies.

An example of this is the Teacher Learning Community Center (TLCC) at the University of Texas at El Paso. The TLCC is a collaborative project with the Tomás Rivera Center at the Claremont Graduate School with San Diego State University, California State University at San Bernardino and Southwest Texas State University as project partners (Calderón, 1991). This model initially worked with a group of twenty-five undergraduate students in bilingual education and will expand in the future. The goal of this project is to increase the number of Hispanics in the teaching profession, particularly in bilingual education. The TLCC provides a variety of academic and social support activities including weekly seminars, exemplary teacher observations, networking, ExCET (Examination for the Certification of Educators in Texas) preparation, faculty staff development and a variety of other support services and social activities. Participants will be followed for several years in order to longitudinally assess the impact of the project.

Programs which facilitate the training for prospective bilingual education teachers most often take the route of alternative certification or testing programs. These programs have been instituted in several states, including Texas, as a means of recruiting individuals who do not have bilingual specialist credentials but who have proficiency in Spanish or another language and who have knowledge in different content areas. These alternative programs vary greatly in format with recommended training (including coursework as well as teaching experience) ranging from two courses to two years.

Career ladder training of aides is another route being used in California to train individuals who do not have a degree in higher education but who are bilingual in English and another language. This has been fruitful in California where in 1986 there were 16,000 bilingual instructional aides compared to 8,000 credentialed bilingual teachers (Macías, 1989:9).

Finally, a variety of incentives are being placed into bilingual programs as school districts try to improve the development and retention of bilingual teachers. One of the school districts in the El Paso area, for example, offers the following incentives.

Various opportunities for professional growth are offered through workshops, technical assistance and conferences. Additionally, the same

Continued on page 17

VOICES, *from page 16*

inservices are now offered to monolingual and bilingual teachers together in order to enhance understanding of the role which each plays in the education of children. Ten awards in the form of $200 stipends are given to bilingual teachers wanting to attend conferences. A bilingual breakfast is held annually where teachers are recognized for their years of service and other accomplishments. A buddy system has been implemented for teachers as a source of mutual support, sharing and learning. Release time is given to four teachers in the district each year in order that they serve as full-time demonstration teachers providing on-site help and serving as resource persons for other teachers. Finally, bilingual teachers are paid a bonus stipend of $1,000 annually.

Progress is being made in meeting the needs of bilingual education teachers on a variety of levels with hope that more individuals will be attracted to and retained in the profession. The strategies which are being initiated within the context of bilingual education, moreover, will ultimately serve as model programs of development and retention for all teachers -- bilingual education or mainstream, Hispanic or non-Hispanic.

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This article is taken from a paper presented at the NABE conference, Albuquerque, NM, February 1992.

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CHAVEZ, *from page 8*

Taylor (1991) argues that "if learning in the second language contributes to the demise in knowledge and use of the heritage language, the results can be devastating (Taylor in Padilla et al., p. 123)." By demanding that LEP Latino students acquire English at the expense of their first language, Chavez risks pushing these students into a labyrinth of "language ambivalence": that is, a shame of their first language and a hostility toward the second. This language ambivalence contributes to the devaluing of both languages and can impede the development of positive self-esteem among LEP Latino students. Finally, when one is forced to surrender his or her native language, "one feels a lack of identity with any group, as might arise when an immigrant attempts to lose all traces of his or her native language and culture...the result may be the loss of this identity with no real feeling of identity for the host culture to replace it, leading to the undesirable condition of marginality (Berry in Padilla et al., p. 123)." In short, English immersion programs advocated by Chavez can have profound negative effects on LEP Latino students' identity and self-esteem.

Critical to Chavez's opposition to bilingual education is her claim that "common sense" refutes the basic research on the advantages of such programs. Chavez believes that providing language-minority students with native language instruction retards the development of English and hinders academic achievement. This argument is based on what some call the "insufficient exposure" assumption which suggests that because LEP students in bilingual programs do not receive the majority of their instruction in English, they will not develop English proficiency. According to Chavez, insufficient exposure to English results in limited English proficiency. Recent research on bilingualism, however, demonstrates that this assumption is erroneous and that, contrary to Chavez's assertions, quality instruction in the student's native language can promote English proficiency and can develop academic skills. For example, studies by Kenji Hakuta, professor of Education at Stanford University, show that skills such as reading transfer from one language to another so that language-minority students are not learning to read in the native language at the expense of reading in English (Hakuta in Piatt, p. 49). Hakuta, moreover, concludes that there are a myriad of variables that contribute to the rate at which a child learns a second language, namely, personality, aptitude, and environment. These variables, he explains, suggest it is wise to allow a more comfortable period for English development to take place because the use of language in academic learning is different from language used in conversation and takes considerably longer to develop (Hakuta in Piatt, p. 50). Last and most important, Hakuta argues that it is erroneous to think of the two languages of a bilingual speaker as competing for limited mental space. Rather, one must realize that the "bilingual student's languages are interdependent systems that build upon each other (Hakuta in Piatt, p. 50)." In fact, "the proficiency level of the native language can influence the rate of acquisition as well as the level of proficiency attained in the second language (Hakuta in Padilla et al., p. 125)."

Beyond ignoring the basic research in support of bilingual education, Chavez relentlessly charges that bilingual education has no positive effects on academic achievement. Again, Chavez fails to acknowledge the research corroborating the effectiveness of such programs. Recent findings suggest that balanced bilinguals (those that enjoy full competency in both languages) enjoy some cognitive advantages over monolinguals in areas such as cognitive flexibility, metalinguistic awareness, concept formation, and creativity (Hakuta in Padilla et al., p. 124). As Hakuta points out "casual relationships have been difficult to establish, but in general, positive outcomes have been noted, particularly where bilingualism is not a socially stigmatized trait but rather a symbol of membership in an elite (Hakuta in Padilla et al., p. 125)." Hakuta's final point, I believe, is a critical factor in promoting successful learning among Latino students because it suggests that bilingualism can advance English proficiency when it is seen as a positive educational trait. What is important to point out here is the dichotomy of values that bilingualism often represents in our country: that is, why is the bilingualism acquired by a student at a prestigious college viewed more favorably than the bilingualism acquired by a recent immigrant schooled in a minority neighborhood? It seems that in certain settings, based on whether the principal learning agents are dominant or subdominant, bilingualism symbolizes more prestige and value than in other settings. Moreover, by denying bilingualism for what it is--a social, economic, and educational advantage--Chavez commits an unethical disservice toward both language-majority and language-minority groups. As former president of U.S. English and a "Hispanic" who proudly trumpets her monolingualism and monoculturalism, Chavez seeks to protect and conceal her inability and fear of coping in a multilingual and multicultural society where English is no longer the exclusive language of influence and power.

The debate on the effectiveness of bilingual education in the U.S. is one that encompasses many complex and delicate issues. Of primary importance, however, is developing a national strategy that calls for the development of English proficiency as well as the development of second language proficiency. Thus, a sensible and equitable alternative is two-way bilingual education. Crawford (1991) explains that "with immigrants, refuges, and indigenous minorities swelling the U.S. school population, two-way programs are feasible not only in Spanish, but in Japanese, Russian, Arabic, Mandarin, and other world languages. What's more the linguistic resources are free (p. 173)." Although one should not underestimate the advantages of English proficiency, one should also be aware of the irreparable damage caused by denying and belittling the native languages and cultures that language-minority students possess upon entering school. It is imperative,

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I believe, to acknowledge and appreciate these languages and cultures as valuable resources from which the U.S. can learn and benefit. To assume--as Linda Chavez does--that there is only one legitimate language for political, economic and educational empowerment, Chavez fails to see the advantages of bilingualism. The U.S., for example, would be better able to compete with economic powers such as Japan and Germany, and work with the up-and-coming economies of Latin America, and particularly Mexico, with whom the U.S. is a major trading partner. In addition, promoting bilingualism in a variety of languages can help the U.S. develop better relations and understanding among ever-increasing numbers of multilingual and multicultural peoples in the U.S. Last, as revealed by the recent research on bilingualism, second language learning--when acquired in addition to one's first language--contributes positively toward school achievement, self-esteem, and intergroup relations. By redirecting the goal of bilingual education to a two-way enrichment program available to language-majority as well as language-minority students, and highlighting its linguistic and cognitive benefits, policy makers can promote education that works to tap and enrich--not neglect and deconstruct--the strengths of language-minority children.

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Review of Nieto's *Affirming Diversity*

Reviewed By
Judith Lessow-Hurley

Despite the increasing diversity in today's society, particularly in the public schools, many teacher training programs require only limited preparation in multicultural education. This is often offered in the form of a foundations course, added on in piecemeal fashion to the training curriculum, designed to "cover" multicultural education in two or three units.

As an instructor for such a foundation class, I wrestle each semester with my course outline trying to decide, in direct contradiction to my philosophy and approach, what must be included and which issues and activities might, in view of practical constraints, be left out. In addition, bearing in mind that books are expensive, each semester I struggle to make a careful and useful choice of a text and supplementary readings within the constraints of my course outline. I am never terribly satisfied with my decisions. But now that I have read *Affirming Diversity: The Sociopolitical Context of Multicultural Education* by Sonia Nieto, the job will be easier.

Affirming Diversity is unique among multicultural education texts. Like many others, it presents an analysis of the issues central to multicultural education. Part I develops a conceptual framework emphasizing structural and cultural factors. Part II investigates the implications of those issues for pedagogy. Each chapter is followed by questions "to think about" that engage the reader in a critical analysis of the material presented.

But what brings the book to life in a very special way is the case study approach. Included, in tandem with four chapters in part one, are ten case studies of students, ages 13-19, young men and women from a variety of ethnic, linguistic, economic, and social backgrounds. A brief preface to each case study provides background and context for interpretation. Interviews with students are organized around themes extracted by the author, and each study is followed by an analysis of the themes that have emerged.

Students' voices are central to this work. Far from the stylized or stereotypical critical incidents which crop up in many crosscultural and multicultural teaching materials, the case studies in *Affirming Diversity* challenge the reader's assumptions about what it means to be a member of a particular group, and open our minds and hearts to the complexity and texture of human experience.

Nieto's work expresses and models what is central to multicultural education: each voice is a curriculum in itself. By affirming this idea, we truly affirm diversity.

Judith Lessow-Hurley is a professor of bilingual and multicultural education in the Teacher Education Division at San Jose State University, San Jose, California.

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NABE NEWS

November 15, 1992 National Association for Bilingual Education Volume 16 Number 2

NABE Recommends Professional Standards

Standards for the Preparation of Bilingual/Multicultural Education Teachers Adopted by NABE Board

Recognizing the need for guidelines for teacher preparation programs, the NABE Executive Board, at its October 29-30, 1992 meeting, approved a set of standards for the preparation of bilingual/multicultural education teachers. Adoption of these standards by the Board represents the culmination of three years of research and development led by an Ad Hoc Committee on Standards chaired by Dr. José Agustín Ruiz-Escalante of the University of Texas of the Permian Basin. Special thanks also goes to Dr. Kathy Escamilla, NABE Executive Board Member, who drafted the final document.

The standards address six critical areas in teacher preparation programs for teachers of language-minority students. These critical areas in summary are:

1) Institutional Resources, Coordination and Commitment:
To be well prepared as teachers, potential teacher candidates need to experience programs that are designed cohesively on the basis of a rationale that makes sense and has a logical progression and sequence of coursework and field experiences that are coordinated effectively.

2) Recruitment, Advisement and Retention of Potential Teachers:
Institutions which have bilingual/multicultural teacher preparation programs must first insure that potential teachers have the academic, linguistic, cultural and personal qualifications to become quality educators. Once identified, institutions have the responsibility to provide recruitment, advisement and support services for potential bilingual/multicultural teachers to insure that promising candidates enroll in and complete their program and that candidates who cannot meet program standards are counseled out the program.

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INSIDE HIGHLIGHTS

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Critical Pedagogy: Why Do We Need It?

by Dr. Catherine E. Walsh
University of Massachusetts, Boston

Education has long been considered the great equalizer. Yet an examination of test scores, retention data, dropout and school completion rates, for example, indicates that this is far from the case. Despite bilingual education, more interactive instructional methods, and numerous educational "interventions", school success remains differential by race and ethnicity. How are we to understand these differences? What possibilities does a more "critical" understanding have for pedagogy, for classroom practice, and for a more democratic and equal education?

As many of you, I was taught to believe that education is neutral. Embedded in the neutral view is the assumption that, with motivation and effort, we can all learn the knowledge that textbooks and teachers pass down from one generation to the next–knowledge that is considered universal, unquestionable, and inclusive in scope, content, and orientation. The further assumption is that once we have acquired this knowledge, our chances to use it in the pursuit of achievement and success are all equal.

Over the years I have come to understand that these assumptions are wrong–that the knowledge that schools traditionally teach is partial and is bi-

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PUBLICATION SCHEDULE

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Issue 5, 4/01/93
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NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Multicultural Education Conference–NABE '93–will be held February 24-27, 1993 at the George Brown Convention Center in Houston, Texas. The theme of the conference is *Bilingual Education: America's Heritage, America's Future.*

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message From the President

by Dr. Marlene Kamm

On behalf of the NABE Executive Board and National Headquarters Staff, I would like to extend a warm and enthusiastic greeting to all of you. I hope the new school year has gotten off to a promising and productive start for you and your students.

On October 29-31, the NABE Executive Board and National Headquarters Staff had the pleasure of attending the 20th Annual Conference of the Texas Association for Bilingual Education (TABE), held in historic San Antonio, Texas. The conference, coordinated by TABE president Mary Esther Bernal and the conference committee, reflected the success and professionalism that is characteristic of Texas' inspiring spirit and steadfast commitment to bilingual education.

Beyond attending the TABE conference, the Executive Board and National Headquarters Staff met all day on Saturday, October 31, with the NABE Delegate Assembly of State Affiliates. States present at the assembly were: Alaska, Arizona, California, Colorado, Florida, Illinois, Kansas, Louisiana, Montana, New Jersey, New Mexico, New York, Puerto Rico, Texas, Virginia, and Washington. At the meeting, state delegates endorsed NABE's goal of continued strengthening of affiliate organizations through increased membership, leadership and management training, and the establishment of permanent state offices. I would like to take this opportunity to thank the affiliate presidents for attending the meeting and providing the board and staff with valuable insights and suggestions.

In addition to discussing ways to improve the effectiveness of the state affiliates, the NABE Executive Board and National Headquarters Staff discussed next year's reauthorization of Title VII of the federal Elementary and Secondary Education Act–specifically, Bilingual Education and Chapter 1 programs. It was agreed by the Board and Executive Director Jim Lyons that there be a fundamental paradigm shift with regards to the Bilingual Education Act; a shift from a "compensatory" approach that treats students' native language abilities as a learning deficit, to an "enrichment" approach that accepts and utilizes students' first language skills as a valuable resource upon which to build. With regard to Chapter 1, it was proposed that NABE work to remove the current stipulation that calls for "educational deprivation" as a criterion for eligibility and to also remove the present restrictions regarding the inclusion of LEP students in such programs. To this end, the board, staff, and state affiliates agreed that the upcoming reauthorization process maintain and develop the capacity building nature of Title VII programs while expanding the scope of Chapter 1.

As some of you may know, María Hernández Ferrier was appointed director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in September of this year. The NABE Executive Board and Headquarters Staff welcome her to OBEMLA.

Finally, NABE will hold its 22nd Annual International Bilingual/Multicultural Education Conference at the George R. Brown Convention Center in Houston, Texas, February 24-27, 1993. Confirmed speakers/honorees include Jonathan Kozol, James Crawford, Tove Skutnabb-Kangas, Alma Flor Ada, Lily Wong Fillmore, Spencer Kagan, and former Texas Senator Ralph Yarborough, original sponsor of the 1968 Bilingual Education Act. Additionally, the conference will host a multitude of training and leadership institutes, a materials and product exhibition, job fair, and a myriad of workshops and symposia for bilingual educators, administrators, parents, and community organizers. In an effort to make the conference and membership more accessible, NABE is offering conference attendees the opportunity to join or renew membership for only $10 dollars. I strongly encourage you to recruit at least one new member for the upcoming year, and I look forward to seeing you at what promises to be an informative, thought-provoking, and exciting conference. <NABE>

BILINGUAL/ ESL TEACHER TRAINER

Bilingual/ESL Teacher Trainer to provide content-based ESL and multicultural staff development to LEA/SEA programs for LEP students throughout Florida, based in Ft. Lauderdale. Requires M.S. or Ph.D. in Bilingual, ESL, or Applied Linguistics, classroom teaching K-12, teacher training experience and bilingual proficiency. Application deadline: December 10, 1992. Call Mrs. Howard, 800-328-6721 for information.

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American Indian Bilingual Education: "Whole Mathematics"

by David Davison & Jon Reyhner, Eastern Montana College

American Indian students who do well in addition, subtraction, multiplication, and division often fail when it comes to solving story problems that add a reading dimension to mathematics. This is one explanation of the downward trend in Indian students' standardized test scores in the upper elementary grades where solving story problems becomes more important.

Having students in the primary grades use more language in the classroom, such as writing their own story problems relevant to the world around them, can help them understand what story problems are about, can help develop their language skills, and can give them a better understanding of the real world applications of mathematics. For example, a teacher can ask students in class, individually or in groups, to write and illustrate a story problem to fit a given problem such as 6 / 3 = 2 and then ask each student to read and solve the story problem for the rest of the class. A Billings, Montana teacher who tried this technique had her students glue their work sheets together on a bulletin board in such a way that at the end of the school year each student had his or her own math storybook to take home for review during the summer.

This language oriented approach to teaching mathematics is showing promise for teaching limited-English-proficient (LEP) students. Termed "Whole Mathematics," this approach is being tried in Australia and is akin to the Whole Language approach to teaching language arts. Pearce and Davison (1988) observed Montana teachers using five methods to help students put mathematical concepts into language and to learn better. These methods were: "direct use," such as copying information from the board; "linguistic translation" of a mathematical formula into a complete sentence; "summarizing/interpreting" in writing how a student solved a problem; "applied use," such as a student writing his or her own story problems; and "creative use" which calls for students to write a report on a mathematics project. Pearce and Davison note in the best Whole Language tradition that writing activities "are more valuable if students write for an audience other than just the teacher (p. 8)." This extended audience can include classmates, younger students, parents, and "mystery" friends.

> ***"Having students in the primary grades use more language in the classroom...can help them understand what story problems are about, can help develop their language skills, and can give them a better understanding of the real world applications of mathematics."***

A coordinated program to lead LEP students to success with story problems starts first with students observing how mathematics is used throughout their daily lives. Second, students should discuss and write about the meaning of the mathematical process they used to arrive at a particular answer. Third, students should explain orally and in writing the steps they used to solve a textbook-type math problem using manipulatives. Fourth, students should be given opportunities to solve story problems with just manipulatives and no numbers. Fifth, students should be encouraged to create story problems in which manipulatives may be used, and finally, students should be asked to make up story problems that use the same mathematical operations discussed in the preceding two activities.

Davison and Pearce (1988) gave examples of language development activities including journal writing, vocabulary development, writing story problems, letter writing, and mini-mathematical projects. Each student kept a personal mathematics journal that served as a means of communication between the student and teacher. For example, in their journals students wrote their own definitions of new mathematics terms they learned. In groups, students wrote story problems as a culminating activity after sample problems were worked through in class. Students then exchanged the problems they wrote. Students also wrote letters to someone else explaining a rule or concept they were learning. The mini-mathematics project was a public opinion graphing project that involved students coming up with a topic of interest, developing a questionnaire, interviewing people, and tallying, tabulating, and reporting their results in writing, which were then shared with the rest of the school. .

This "Whole Mathematics" integration of mathematics, reading, writing, speaking, and listening activities fits the Whole Language approach to instruction currently being advocated by a number of educators for all children. The tasks students were assigned, including journal writing, descriptions, explanations of procedures used, and creation of problems, are

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INDIAN, *from page 4*

typical of Whole Language classrooms. Analysis of observational data indicated that students who were reluctant writers became more willing to write after experiencing Whole Mathematics activities in their classroom. Performance in both language and mathematics improved; in language because students were writing more, and in mathematics because they showed some understanding of the processes they were studying (Davison & Pearce, 1992).

This column is adapted from a paper titled "Improving Mathematics and Science Instruction for Middle and High School Students Through Language Activities" that the authors wrote for the Third Annual National Research Symposium on Limited English Proficient Student Issues sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs and held in Arlington, Virginia on August 12-14, 1992.

References

Davison, D. M., & Pearce, D. L. (1988). Using writing activities to reinforce mathematics instruction. Arithmetic Teacher, 35,(8) 42-45.

Davison, D. M., & Pearce, D. L. (1992, Spring). The influence of writing activities on the mathematics learning of American Indian students. The Journal of Educational Issues of Language Minority Students, 10 (Special Issue II), 147-57.

Pearce, D. L., & Davison, D. M. (1988). Teacher use of writing in the junior high mathematics class room. School Science and Mathematics, 88,(1), 6-15.

<NABE>

Upcoming Events

February 3-6, 1993 - ***California Association for Bilingual Education (CABE) Annual Conference: "The Best of Both Worlds."*** Anaheim Hilton & Towers. Call (213) 922-6320 or (714) 984-6201.

March 4-6, 1993 - ***Washington Association for Bilingual Education (WABE) Annual State Conference: "Bridge-in Collaboration."*** Red Lion at the Quay, 100 Columbia Street, Vancouver, Washington. Contact: Nga Duong, President-Elect, (206) 596-1158 or (206) 771-2095.

March 12-13, 1993 - ***17th Annual Portuguese-American Conference on Education: "Education, Business, and Community Partnership."*** Holiday Inn Plaza Park, 9000 Airport Drive, Visalia, California 93277 Tel. (209) 651-5000. Contact: Luso-American Education Foundation, P.O. Box 1768, Oakland, CA 94604.

March 25-28, 1993 - ***Central States Conference on the Teaching of Foreign Languages. "A Celebration of Growth: Dreams Become Reality."*** Des Moines, Iowa. Contact: Jody Thrush, CSC Executive Director, 3550 Anderson, WI 53704 (608) 246-6573.

April 13-17, 1993 - ***Teachers of English to Speakers of Other Languages (TESOL) Convention: "Designing Our World."*** Atlanta Hilton, Atlanta, Georgia. Contact: TESOL, 1600 St., Suite 300, Alexandria, VA 22314 Tel. (703) 836-0774; Fax (703) 836-7864.

April 22-24, 1993 - ***Michigan's Sixteenth Annual Bilingual and Migrant Education programs Conference: "Many Cultures - One Future."*** Valley Plaza Inn, Midland, Michigan. Contact: Dr. Raul Río, Saginaw Schools, (517) 759-2282.

July 20-24, 1993 - ***20th Annual Forum, Linguistic Association of Canada and the United States (LACUS).*** University of Illinois at Chicago. Contact: Ruth M. Brend, 3363 Burbank Drive, Ann Arbor, Michigan 48105 Tel. (313) 665-2787.

October 8-9, 1993 - ***Washington Association of Foreign Language Teachers (WAFLT-COFLT) Joint Fall Conference.*** Bicentennial Pavillion & Tacoma Sheraton, Tacoma, WA. Contact: Cristie Laybourn, P.O. Box 135 Wauna, WA 98395 (home) 206-851-4921 or (work) 206-851-6131. *<NABE>*

NABE

NABE '93 CONFERENCE

February 24-27

George Brown Convention Center

Houston, Texas

Don't Miss It!

The Other Program Down the Hall: A Call for Cooperation Among Language Educators

Donna Christian, Center for Applied Linguistics
Jamie Draper, American Council on the Teaching of Foreign Languages
Denise McKeon, National Clearinghouse for Bilingual Education
Nancy Rhodes, National Network for Early Language Learning
Nancy Zelasko, National Association for Bilingual Education

The neglect of foreign and second language education by both the National Education Goals and America 2000 has had the remarkable result of bringing language educators closer together. Representatives of the American Council on the Teaching of Foreign Languages (ACTFL), the National Network for Early Language Learning (NNELL), the National Association for Bilingual Education (NABE) and the Teachers of English to Speakers of Other Languages (TESOL) have recently begun to meet together to discuss issues of mutual interest and concern in collaboration with the National Center for Cultural Diversity and Second Language Learning and the National Clearinghouse for Bilingual Education.

As language educators we have much in common: pedagogical issues, professional certification and training needs, and educational policy goals. By talking together about these issues, we can learn from and support one another. The language organizations listed above have identified two-way language programs (also known as developmental bilingual education) as a program of interest to all language educators which can serve as a jumping-off place for collaboration and sharing. Two-way language programs are attracting attention as an effective way to meet the needs of language minority students who are in the process of learning English. At the same time, they provide a vehicle for English-speaking students to learn another language.

Classes are composed of native speakers of English and native speakers of another language. In most cases today, that other language is Spanish, but there are also programs that combine English with Chinese and with Portuguese. Both languages are used for subject matter instruction, so that all students are sometimes learning through their native language and at other times through the second language. A key feature of this approach is that the students from both backgrounds are integrated for subject matter instruction so that they can serve as resources for one another, in both language and content. For example, in a third grade classroom, during a science lesson taught in Spanish, the Hispanic students help their English-speaking peers process the information, while later in the day, for a math lesson in English, the roles are reversed.

> ***"Developmental bilingual education is based on a philosophy that the linguistic skills that all students bring to the classroom are resources to be utilized and developed."***

Educators Agree Programs Benefit All Students

Bilingual educators recognize developmental bilingual programs as the most promising of all educational approaches because they take an *enrichment* approach to the education of both linguistic minority and linguistic majority students. Developmental bilingual education is based on a philosophy that the linguistic skills that all students bring to the classroom are *resources* to be utilized and developed. It not only validates the linguistic heritage of students by using the languages for instructional purposes, but also reinforces the value of bilingualism to our nation. Developmental bilingual education incorporates all that research has proved regarding the length of time it takes to learn a second language; the best context for learning languages; and the cognitive benefits of bilingualism. It offers all students the opportunity to learn and to become bilingual.

From the foreign language education perspective, two-way programs provide the same positive benefits to English-speaking students as (one-way) partial and total immersion programs (an option for some foreign language students), with some additional benefits, as well. In one-way programs, native English-speaking students learn the regular school curriculum taught through the medium of a foreign language. Goals of the program include: developing a high level of language proficiency in the foreign language, developing positive attitudes toward those who speak the target language and toward the target culture(s), developing English language skills appropriate for the student's age and abilities, and gaining skills and knowledge in the content areas of the curriculum. In two-way programs, the goals for the English-

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OTHER PROGRAM, *from page 6*

speaking students are similar, but there are two added advantages. First, half of their classmates are native speakers of the foreign language, so they get the added benefit of language input from their peers. Their classmates serve as language role models, and there is constant communication between the two groups of students. Second, instead of learning about the target culture through the teacher's eyes, the students experience it first hand through interaction with their peers. Students develop positive attitudes towards children from other cultures through direct interaction on a daily basis with them starting at a young age. Two-way programs have all the advantages of one-way programs for foreign language students, with the added benefits of increased language input from native speakers and increased cross-cultural communication in integrated classrooms.

While there is no research that has examined the design and implementation of ESOL (English for Speakers of Other Languages) programs conducted exclusively within two-way program settings, the nature of such programs appears to offer a sound instructional and social context for the delivery of ESOL services, as well. First, instruction within two-way programs tends to be content-based and meaning-making. The shift in recent years toward content-based ESL instruction would be enhanced by the support such programs would offer. In addition, the additive nature of these programs, in which the students' first language is added to, rather than replaced by a second language, offers a positive language learning environment which moves ESOL instruction out of a remediation framework.

The Need for Cooperation

The success of two-way/developmental programs (and language programs in general) would be greatly enhanced by closer ties among language educators at all levels. At the administrative level, foreign language and bilingual educators unfortunately rarely collaborate on two-way programs. Because these programs are typically placed under the authority (and budget) of one or the other, there is little opportunity for the sharing of resources, whether they be financial, material or human. Closer cooperation among language educators could offer innovative solutions to policy development and resource pooling.

Teacher preparation is another instance in which the language disciplines could coordinate and share information. While foreign language educators may be well-prepared to deal with English-speaking students, they may benefit from information on how to work with language-minority students. This is an area that is well known, of course, among bilingual and ESL educators. Bilingual and ESL teachers, who have focused on learning to teach language-minority students, may benefit from experience related to teaching native English speakers. All three groups should work together to develop the criteria for the specialized training needed by two-way teachers.

> *"Closer cooperation among language educators could offer innovative solutions to policy development and resource pooling."*

Yet another concern common among language educators is curricular and instructional articulation — what happens to students once they leave the two-way program. For foreign language teachers, the issue is one of continuing study in the non-English language; are there programs at the next level prepared to improve their students' skills, or will they lose everything they have learned through disuse? For ESOL and bilingual educators, the issue is more often one of moving their students into mainstream classrooms and preparing them for an all-English instructional environment. However, since two-way programs are not transitional, their concerns converge with those of foreign language educators. The issue of articulation across education levels affects all students in two-way programs as a question of maintaining and further developing the non-English language throughout schooling.

While the benefits of inter-professional cooperation emerge naturally in discussions of two-way programs, it is apparent that interprofessional cooperation would be useful in dealing with other issues, as well. Discussions of common goals in areas such as teacher education and certification, materials development, assessment instruments and research are essential. Each branch of language education has something to offer to, as well as something to learn from, discussions of this nature. It is time we began to work together to improve language instruction in all of its forms.

In order to broaden these preliminary discussions to include the wider language teaching profession, sessions have been scheduled or planned at the following professional association meetings: 1992 - the American Council on the Teaching of Foreign Languages; 1993 - the National Association for Bilingual Education, Teachers of English to Speakers of Other Languages, and Advocates for Language Learning. Please check your convention programs for dates and times. We hope you will join us at these discussions as we begin this important dialogue.

For further information contact: Nancy Zelasko, National Association for Bilingual Education (NABE); 1220 L Street, Suite 605, Washington, DC 20005; (202) 898-1829. <NABE>

PEDAGOGY, *from page 1*

ased (no matter what language we teach it in). In fact, the longer I am an educator, the more I realize how little I was taught and how limited is that which I can presume to know.

This adopting of a more "critical" view of what education is about forces me to look at myself, to consider how my "knowing" is very much tied to my own racial, cultural, and gender identity and consider in what ways this identity and knowing impacts my teaching. At the same time, it pushes an understanding of schools as social and political institutions where, despite the best teacher intentions, the ills of our society like racism, classism, sexism, linguicism, etc., are perpetuated and practiced in subtle and in overt ways and where educational achievement is still measured (in and out of bilingual education) against white, middle class norms, values, and standards. As whites become a minority in many schools, officials hold on even tighter to these norms and standards.

Simply realizing that schools mirror the inequities of society at large does not, in and of itself, make one a better educator nor does it automatically give one the necessary skills to address the complex and difficult realities teachers face in today's classrooms. The social and economic conditions under which we labor and live have probably never before been as difficult and challenging. Child poverty rates, homelessness, drug abuse, AIDS, physical and sexual violence, and a myriad of other societal malaises characterize the reality of many of the children who now enter the school door. Immigrant students may bring the trauma of war and serious gaps in formal schooling. Racism, xenophobia, and inter-group tension further frame the contexts of in-school and out-of-school living. The consequentiality of such life conditions for teaching and learning can no longer be ignored but must be carefully and critically considered.

Yet, for the most part, schools and the people in them are neither ready nor willing to open the institutional door to that which exists and goes on around them. It is this real world that remains absent from the traditional curriculum and commercial texts, from academic teaching and learning even in bilingual programs. This is despite the fact that current approaches such as whole language encourage an incorporation of students' lived experiences. In-service workshops and teacher texts speak of the need to respect students and their communities, to make classrooms more active sites of inquiry and of cooperative learning, and to empower students and parents. As practiced, "respect," "cooperation," and "empowerment," along with whole language techniques, tend to be superficial at best; by design they serve to diffuse conflict, to validate students and make them feel good while they are in the classroom. They do not generally help students (or educators) understand, assess, address, or change the tensions, problems, and inequities that make up their lives inside and outside the school building. If we are really concerned about an education that will make a difference in students' lives and in the world in which we live, superficial attempts, individual techniques, and "feel good" strategies are insufficient. What we need is a pedagogy or pedagogies that are aimed at social justice.

> *"What critical pedagogy offers is a framework and a vision."*

The term "critical pedagogy" has been a turn-off for some, associated with big words, abstract theories, and little practical direction. Yet, there are a growing number of bilingual teachers across the country actively involved in "doing" such pedagogy, whether or not they have the labels to name it.

According to *Webster's Dictionary*, "critical" can "imply an effort to see a thing clearly and truly in order to judge it fairly." As Channel Islands High School, Oxnard, California Students for Cultural and Linguistic Democracy" explained, "critical pedagogy is about reclaiming our voice, getting out of the silence that schools put us in, learning about the issues that matter in real life, understanding the world, and making it better for our brothers and sisters and communities."

What critical pedagogy offers is a framework and a vision. The framework provides a participatory, process and analysis-oriented way to facilitate learning and guide teaching. In contrast to traditional approaches, it places all knowledge (individual, cultural, textbook, etc.) within the social world, helping us to more clearly understand it, judge it, consider our and others relationship to it, and to its use and application. Because it treats the issue of power as central, it offers a different lens through which to view the social world, our own and children's lives, and the learning/teaching process. At both the theoretical and practical levels, critical pedagogy helps us begin to get at why things are the way they are and how we and others fit within this arrangement; it offers approaches that challenge us and our students to think more deeply, to question, to take more individual and collective responsibility, and to act with desire and intention to make things different.

As bilingual educators, it is time that we realize the political nature of our work; that bilingual education in and of itself is not, has not, and cannot be enough. It is time that we take a more critical look at ourselves, at our pedagogy, at our students and their communities. And it is time that we conjure up a vision of how democracy, equity, and justice can interface with bilingual education.

Catherine Walsh is co-chair of NABE's Critical Pedagogy Special Interest Group.

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News from NABE's Central Region

by Olga Valcourt-Schwartz, NABE Central Regional Representative

On October 29-31, 1992, the NABE Executive Board/State Affiliate meeting was held in San Antonio on the occasion of the 20th Annual TABE Conference. It was a pleasure to meet the president or designee of the state affiliates and I was very impressed with the professionalism and dedication to provide quality bilingual education for all LEP students in this country. From the Central Region, the states of Illinois, Kansas, Louisiana and Texas attended the meeting.

San Antonio was the site of the 20th Annual Conference of the Texas Association for Bilingual Education (TABE). The theme of the conference was "Bilingual Education: A World-Class Imperative." The local, state, national and international presenters addressed pedagogical practices in bilingual education, educational reform, parental involvement, instructional technology in bilingual education and other issues affecting bilingual education, such as school finance, legislation and demographic trends.

Sixty-two publishers exhibited the most relevant, up-to-date and exciting materials produced for bilingual education in English and Spanish. In addition, the participants had the opportunity to visit schools and enjoy the many cultural programs presented throughout the conference.

Congratulations to Mary Esther Bernal, president of TABE, and her conference committee for putting together a "first class conference."

I also met Dr. Adela Solis, President-Elect of TABE and she informed me that work is already in progress for next year's conference that will be held in Midland, Texas on October 27-31, 1993.

On another note, in Milwaukee, Wisconsin, The Board of School Directors approved creation of the Parents Legislative Action Network (PLAN) to help Milwaukee Public Schools in its advocacy for educational issues. The network will consist of involved parents who will express MPS related concerns to the governor, legislators, and other public officials. The issues will impact statewide and at the local school level. The network will consist of parents nominated by principals and other parents who want to get involved in state educational goals. <NABE>

ASSISTANT PROFESSOR

Multicultural/Bilingual Education, Department of Elementary and Secondary Education, Washington State University Tri-Cities, located in Richland, Washington. Full-time, tenure track position, begins August 16, 1993. Qualifications: Earned doctorate, competence in teaching multicultural/bilingual literacy education courses. Preference given for proficiency in Spanish or other language in addition to English. Capable of and willing to engage in scholarly activities. Duties: teach graduate level courses in multicultural/bilingual and literacy education, advise graduate students and assist in program development at the Tri-Cities branch campus. Send a letter of application, current vita, and arrange to have three current letter of reference sent directly to: Dr. Gerald H. Maring, Multicultural/Bilingual Search, Department of Elementary and Secondary Education, Washington State University, Pullman, WA 99164-2122. Screening will begin December 1, 1992 and continue until position is filled.

WSU is an EO/AA educator and employer.
Protected group members are encouraged to apply.

California State University, Long Beach Department of Teacher Education Tenure-track Faculty Position in Teacher Education

Qualifications: Doctoral degree required. Emphasis in Elementary, Secondary, or K-12 Curriculum and Instruction, with specialization in Bilingual Education. Appropriate teaching experience in public school bilingual programs of three or more years. Evidence of demonstrated excellence in teaching, scholarly and creative activities, and in-service to the school; English and a major language of the Southern California school population; Spanish preferred. University teaching experience desirable. Ability to communicate effectively with an ethnically and culturally diverse campus community.

Duties: Teach in the Multiple Subject (elementary) or Single Subject (secondary) bilingual teacher preparation program supervise student teachers, and advise students seeking a Multiple or Single Subject Credential, with particular attention to the bilingual credentials. Participate in program development and coordination, grant writing and fund raising, student recruitment, liaison with faculty in other colleges and departments, and community relations.

Position effective 8-23-93. Open until filled. Selection begins 1-4-93. Application letter, resume, three letters of recommendation, complete transcripts, and requests for more information should be sent to:

Dr. R. Marrs
Chair, Search Committee
CSULB Department of
Teacher Education
1250 Bellflower Blvd.
Long Beach, CA 90840-2201

Office of Bilingual Education and Minority Languages Affairs Technical Assistance and Dissemination Network

Fiscal Year 1993

Multifunctional Resource Centers

SERVICE AREA 1

Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Brown University
New England Multifunctional
Resource Center
144 Wayland Avenue
Providence, Rhode Island 02906
Tel: (401) 274-9548
Fax: (401) 421-7650

MRC Director: Adeline Becker
Information Area: Bilingual Program Administration

SERVICE AREA 2

New York State

Hunter College and the Research Foundation of
the City University of New York
Bilingual Programs
695 Park Avenue
Hunter West 924
New York, New York 10021
Tel: (212) 772-4764
Fax: (212) 772-4941

MRC Director: José Vásquez

Information Area: Bilingual Special Education

SERVICE AREA 3

Pennsylvania, Ohio, West Virginia, Virginia, Kentucky, New Jersey, Delaware, Maryland, District of Columbia

COMSIS Corporation
8737 Colesville Road, Suite 1100
Silver Spring, Maryland 20910
Tel: (301) 588-0800; (800) 228-6723
Fax: (301) 588-5922

MRC Director: Mai Tran
Information Area: Developmental Programs in Bilingual Education

SERVICE AREA 4

Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee

University of Continuing Education and Public Affairs
555 Constitution Avenue
Norman, Oklahoma 73037
Tel: (405) 325-1731; (800) 522-0772 (Oklahoma); (800) 523-7363 (Outside Oklahoma)
Fax: (405) 325-1824

MRC Director: Hai Tran
Information Area: Bilingual Vocational Education/Career Education Programs for LEP Students

SERVICE AREA 5

Florida, Puerto Rico, Virgin Islands

Florida Atlantic University
College of Education 1515 Commercial Blvd., Suite 303
Ft. Lauderdale, Florida 33309
Tel: (305) 351-4110; (800) 328-6721
Fax: (305)351-4111

MRC Director: Ann Willig
Information Area: New Immigrant/Refugee Programs

SERVICE AREA 6

Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

Wisconsin Center for Education Research
University of Wisconsin, Madison
1025 West Johnson Street
Madison, Wisconsin 53706
Tel: (608) 263-4216
Fax: (608) 263-7448

MRC Director: Minerva Coyne
Information Area: Educational Technology in Bilingual Programs

SERVICE AREA 7

Illinois, Indiana, Kansas, Missouri, Nebraska

InterAmerica Research Associates
2360 East Devon Avenue, Suite 3011
Des Plaines, Illinois 60018
Tel: (708) 296-6070
Fax: (708) 296-7892

MRC Director: Judith A. Kwiat
Information Area: Counseling for LEP Students Education

SERVICE AREA 8

North Texas

Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
Tel: (512) 476-6861
Fax: (512) 476-2286

MRC Director: Betty J. Mace Matluck
Information Area: English Literacy for LEP Students

SERVICE AREA 9

South Texas

Intercultural Development Research (IDRA)
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190
Tel: (512) 684-8180
Fax: (512) 684-5389

MRC Director: Abelardo Villareal
Information Area: Programs and Strategies to Enhance Students Retention

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SERVICE AREA 10

Arizona, Colorado, Nevada, New Mexico, Utah

Arizona State University
College of Education
Tempe, Arizona 85287
Tel: (602) 975-5688
Fax: (602) 965-8887

MRC Director: Rudy Chávez
Information Area: Parent Education and Involvement

SERVICE AREA 11

Idaho, Montana, Oregon, Washington, Wyoming

Interface Network, Inc.
4800 S.W. Griffith Drive
Suite 202
Beaverton, Oregon 97005
Tel: (503) 644-5741
Fax: (503) 626-2305

MRC Director: Esther Puentes
Information Area: Early Childhood Programs for LEP Students

SERVICE AREA 12

Northern California

ARC Associates, Inc.
310 Eighth Street, Suite 311
Oakland, California 94607
Tel: (510) 834-94455
Fax: (510) 763-1490

MRC Director: Tamara Lucas
Information Area: Mathematics and Science Programs in Bilingual Education

SERVICE AREA 13

Los Angeles Service Area

San Diego State University Foundation
6505 Alvarado Road, Suite 106
San Diego, California 92110
Tel: (619) 594-5193; (714) 652-6382 (Field Office)
Fax: (619) 594-4570

MRC Director: Rocio Flores Moss
Information Area: Bilingual Education for Gifted and Talented LEP Students

SERVICE AREA 14

Southern California

California Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91758
Tel: (714) 397-4834
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Resources for Bilingual Educators

Azteca: The Story of a Jaguar Warrior - written and illustrated by Andrea M. Gaudiano, this book brings to life Aztec history and culture in comic book format. $14.95 bilingual edition; $7.95 English edition. Denver Museum of Natural History and Roberts Rinehart Publishers, P.O. Box 666 Niwot, Colorado 80544-0666 Tel: (303) 652-2921 or Fax (303) 652-3923.

Counseling Limited-English-Proficient Students - an annotated bibliography of articles, books, and manuals that offer strategies for counseling LEP students. Information on agencies, programs, certification requirements, and psychologists who work with LEP students is also included. Bilingual Education Multifunctional Resource Center, SA8, 555 Constitution Avenue, Room 208, Norman, Oklahoma 73037-0005 (405) 325-1731.

Directory of Two-Way Bilingual Programs in the United States, 1992 - compiled by D. Christian and C. Hahrer, the directory profiles 76 two-way (developmental) bilingual education programs in the U.S. Two-way bilingual education programs provide instruction in English and another language to students fluent in the non-English language and students fluent in English. $15.00 Center for Applied Linguistics/ NCRCDSLL, 1118 22nd Street, NW, Washington, D.C. 20037 Tel: (202) 429-9292 or Fax: (202) 659-5641.

Drawing on Diversity: A Handbook of Effective Teaching Techniques for the Multicultural Classroom - offers teaching strategies that capitalize on students' diverse backgrounds to improve teacher effectiveness and increase student motivation. The techniques presented provide teachers with suggestions for making the learning process more interactive, supportive, and personal. Suggestions for creating a learning environment which is culturally additive are also included. National Center for Immigrant Students, 100 Boylston Street, Suite 737, Boston, MA 92116-4610.

Educational Materials from the Center for Applied Linguistics - materials of interest include: *How to Integrate Language and Content Instruction: A Training Manual* designed to help language and content area teachers integrate language development and content instruction. This manual may be used by elementary and secondary teachers, teacher trainers, and administrators who are involved in the education of LEP students. Also available is a *Communicative Math and Science Teaching* video program to help teachers integrate language learning and academic mastery in math and science. Training manual $10.00; Video Program $75.00. Contact Cynthia McMillian or Deborah Short at the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, D.C. 20037 Tel: (202) 429-9292.

Expectations and Anxiety in the Literacy Skills Acquisition of Asian American Students - an ongoing study on the effects of non-cognitive variables on the literacy skills acquisition of Asian American students at the junior high, high school, and college levels. The study is particularly interested in the impact of anxiety on writing performance and literacy development. Contact National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz, 399 Kerr Hall Santa Cruz, CA 95064 Tel: (408) 459-3500 or Fax: (408) 459-3502.

Programs for Secondary Limited English Proficient Students: A California Study - explores the current demographic patterns and diversity explosion in California's secondary public schools. The study discusses current program models for instruction of secondary limited-English-proficient students and makes recommendations for curriculum, site-based leadership, and school restructuring in California. National Clearinghouse for Bilingual Education, 1118 22nd Street NW, Washington, D.C. 20037 (202) 467-0867.

Reports from the National Center for Research on Cultural Diversity and Second Language Learning - a series of technical and practical reports compiled by the NCRCDSLL that examine a variety of educational issues. Research reports include: *Sociological Foundations Supporting the Study of Cultural Diversity (1991); Appropriating Scientific Discourse: Findings from Language-Minority Classrooms (1992).* Practical reports include: *Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices (1991); Language Minority Education in the United States: Implications of the Ramírez Report (1992).* $4.00 per report. Contact the Center for Applied Linguistics/NCRCDSLL, 1118 22nd Street, NW, Washington, D.C. 20037 Tel: (202) 429-9292 or Fax: (202) 659-5641.

Re-Thinking the Education of Teachers of Language Minority Children: Developing Reflective Teachers for Changing Schools - examines the changing contexts for teacher education programs and argues that as teaching contexts change, so too must teacher training and staff development programs change to reflect these shifting realities. National Clearinghouse for Bilingual

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RESOURCES, *from page 12*

Education, 1118 22nd Street NW, Washington, D.C. 20037 (202) 467-0867.

Savage Inequalities: Children in America's Schools - offers a candid discussion on the devastating consequences of racism and poverty in American public schools. NABE '93 keynote Jonathan Kozol documents his conversations with parents, students, teachers, administrators and community workers regarding the systematic neglect of thousands of children in disenfranchised communities. The book provides jarring testimony by students and asks poignant questions about the American concept of equality. $20.00 hard cover. Crown Publishers, 1991. Available in bookstores.

Scholastic K-12 Educational Technology - computer software and multimedia programs for the classroom. Products of interest include: *SuperPrint for the Macintosh, Bilingual/Spanish Edition*, an award winning program with easy-to use menus, drawing tools, graphics library, and a color palette; and the *ESL Writer*, which combines the flexibility of a word processor and an ESL-focused grammar and spelling checker to help ESL students strengthen their English language skills at their own level of experience. The Scholastic Software Club, Dept. CA 2931 E. McCarty Street, P.O. Box 7502, Jefferson City, MO 65102. Call toll free (800) 541-5513.

Teaching Materials on African American History - a catalog of teaching materials designed specifically to celebrate African American history and culture. Products include a comprehensive timeline, posters, books, and videos. For information contact: Empak Publishing Company, 2312 E. Ohio Street, Chicago, IL 60611 (312) 642-8364.

Teaching Music with a Multicultural Approach - a book providing a range of music examples, lesson plans, and resource lists for the study of African American, Asian American, Native American, and Latino music and culture. The book is accompanied by a video series that explores the history and philosophy of music from different cultural groups and provides practical teaching ideas for use in the classroom. $14.50 book; $146.50 book and video series. Music Educator National Conference (MENC), Publications Sales, 1902 Association Drive, Reston, VA 22091 (800) 828-0229.

Young Lives: Many Languages, Many Cultures - a handbook for teachers and administrators in public and private schools, Head Start, and child care programs who want to know more about developing programs that respect and celebrate diversity and support the language development of all children. *Young Lives* is organized into three parts: Part I discusses language and its relationship to culture, second language acquisition, and bilingualism; Part II addresses childhood program operation such as screening, outreach, and curriculum; and Part III contains a resource section that lists a variety of organizations to contact for information, training, technical assistance, and products. Contact the Bureau of Equity and Language Services (617) 770-7545 or the Bureau of Early Childhood (617) 770-7476. Published by The Commonwealth of Massachusetts Department of Education.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

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Clinical Director, LCSW, to be responsible for the counseling of personnel, delivery of services and community relations. Minimum two years post-masters experience including clinical supervision of other practitioners. Experience working with minority populations highly desired. Competitive salary with excellent benefit package. EOE Resumes to: Mattie Rhodes, Counseling and Art Center, 1740 Jefferson, Kansas City, MO 64108.

Census Reports Significant Increase in Language-Minority Population

The number of school-age children who do not speak English at home increased significantly during the last decade, according to the 1990 Census and the Center for the Study of Social Policy. The census found that the number of children ages 5 to 17 who do not speak English at home increased during the past decade by 38 percent–accounting for approximately 6.3 million children. Equally important, the census found that 14 percent of all school-age children in the U.S. don't speak English at home and that the number of children who speak Spanish at home is 9 percent, representing over 4 million children.

At state levels, findings indicated that California, New Mexico, Texas, New York, and Arizona accounted for more than 20 percent of school-age children who do not speak English at home. Specifically, 25 percent of all school-age children in California and Texas speak Spanish at home–the former experienced a 68 percent increase and the latter an increase of 19 percent.

Other states also showed growth in their language-minority populations: Arizona, Florida, New York, and New Jersey respectively showed at least 10 percent of their school-age children speak Spanish at home. Moreover, Nevada and Massachusetts showed a notable percentage in the number of children who speak Spanish, 8 and 7 percent respectively.

With regard to other language-minority populations, the study revealed that 5 percent of school-age children speak a language other than English or Spanish at home, including the 2 percent who speak an Asian or Pacific Island language. In particular,

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California State University, Long Beach Department of Educational Psychology

Tenure-track faculty position in Bilingual Special Education at the assistant/associate professor level.

Qualifications: Earned doctorate in bilingual special education, or related discipline with specialization in bilingual special education; special education credential. Experience working with children and youth with disabilities from non-English language backgrounds, demonstrated excellence in teaching, scholarly activities, and work with multicultural schools and communities. Successful life or professional experiences in bilingual and multicultural settings. Ability to communicate effectively with an ethnically and culturally diverse campus community. University teaching and supervision experience preferred.
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Bush Signs Appropriations Bill for Fiscal Year 1993

President Bush last month signed a $241 billion appropriations bill for the Department of Labor, Health and Human Services, and Education for fiscal year 1993. The bill, HR5677, includes $28.3 billion for Education Department programs–an increase of nearly $1 billion more than last year.

The president signed bill HR 5677 after Congress approved the conference agreement to the bill on October 2. The house backed the bill by a vote of 363 to 47, while the Senate approved it on a voice vote.

Title VII, also known as the Bilingual Education Act, was allotted the following monies: Part A, bilingual programs, increased in funding from $147.4 million to $149.7 million; Part B, support services, decreased from $12 million to $10.9 million; and Part C, training grants, was also reduced from $36 to $35.7 million. Thus, total appropriations for Title VII were $196.4 million. In addition, funding for immigrant education was also reduced from $30 to $29.4 million.

With regard to Chapter 1 programs, appropriations remain basically unchanged at $6.6 billion. However, state agency programs under Chapter 1 experienced some cutbacks: for example, migrant education fell by $6 million, from $308 to $302 million; evaluation and technical assistance services were down-sized from $15 to $14 million; and funding for rural technical assistance centers was lessened from $5 to $4 million.

Beyond appropriations for bilingual education and Chapter 1 programs, funding for the Bureau of Indian Affairs programs, including B.I.A. schools, received an increase in funding of approximately $18 million, from $341 to $359 million.

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POPULATION, *from page 14*

13 percent of Hawaiian children and 7 percent of California children speak Asian or Pacific Island languages at home. Other states, namely, Rhode Island, New York, New Jersey, and Alaska also showed a high proportion of school-age children speaking languages other than English and Spanish at the home. *<NABE>*

*LANGUAGE SPOKEN AT HOME, CHILDREN AGES 5-17, 1990

	CHILDREN AGES 5–17 1990	DO NOT SPEAK ENGLISH AT HOME 1990	PERCENT OF KIDS AGES 5–17	PERCENT CHANGE 1980–90	SPEAK SPANISH AT HOME 1990	PERCENT OF KIDS AGES 5–17	PERCENT CHANGE 1980–90
ALABAMA	779,216	23,122	3.0	60.8	11,366	1.5	114.6
ALASKA	117,070	11,158	9.5	13.9	1,552	1.3	90.2
ARIZONA	688,361	156,782	22.8	20.8	113,768	16.5	28.6
ARKANSAS	457,208	13,587	3.0	69.4	7,427	1.6	136.5
CALIFORNIA	5,363,005	1,878,957	35.0	75.0	1,350,598	25.2	68.0
COLORADO	608,578	51,202	8.4	8.1	34,189	5.6	3.4
CONNECTICUT	522,667	78,041	14.9	11.2	45,274	8.7	29.3
DELAWARE	114,559	7,403	6.5	33.2	4,006	3.5	73.4
DISTRICT OF COLUMBIA	80,008	9,444	11.8	62.4	6,136	7.7	122.2
FLORIDA	2,021,858	360,452	17.8	75.3	279,337	13.8	70.0
GEORGIA	1,236,622	55,976	4.5	102.2	27,123	2.2	148.0
HAWAII	198,205	29,600	14.9	0.4	1,654	0.8	25.2
IDAHO	227,791	13,241	5.8	33.4	9,971	4.4	38.7
ILLINOIS	2,103,057	302,087	14.4	29.1	194,776	9.3	38.3
INDIANA	1,059,526	51,651	4.9	19.7	22,148	2.1	22.4
IOWA	526,115	20,740	3.9	31.0	9,242	1.8	78.3
KANSAS	474,043	25,036	5.3	46.0	13,941	2.9	59.9
KENTUCKY	705,277	20,063	2.8	56.0	9,046	1.3	107.6
LOUISIANA	895,657	49,382	5.5	0.3	15,347	1.7	50.8
MAINE	223,494	9,886	4.4	–23.3	1,407	0.6	135.7
MARYLAND	806,039	67,904	8.4	50.0	26,173	3.2	92.3
MASSACHUSETTS	940,711	143,528	15.3	34.9	62,671	6.7	75.7
MICHIGAN	1,761,163	95,963	5.4	19.6	33,087	1.9	28.0
MINNESOTA	831,671	42,163	5.1	70.2	11,275	1.4	115.1
MISSISSIPPI	552,960	16,594	3.0	61.5	7,175	1.3	118.5
MISSOURI	947,101	33,731	3.6	36.5	13,817	1.5	69.1
MONTANA	163,940	6,382	3.9	18.8	1,711	1.0	104.9
NEBRASKA	309,706	11,256	3.6	26.6	5,669	1.8	44.0
NEVADA	203,376	24,055	11.8	100.7	17,057	8.4	134.8
NEW HAMPSHIRE	194,492	8,561	4.4	–6.8	2,189	1.1	110.7
NEW JERSEY	1,269,172	245,795	19.4	19.8	140,311	11.1	16.2
NEW MEXICO	321,418	94,719	29.5	–14.4	72,512	22.6	–12.7
NEW YORK	3,008,894	700,788	23.3	14.4	415,623	13.8	10.6
NORTH CAROLINA	1,152,157	54,382	4.7	108.9	31,276	2.7	238.7
NORTH DAKOTA	127,720	3,456	2.7	–10.7	1,220	1.0	95.5
OHIO	2,019,893	100,589	5.0	16.9	37,885	1.9	45.0
OKLAHOMA	613,015	28,351	4.6	35.6	16,088	2.6	68.9
OREGON	522,568	36,776	7.0	57.6	19,323	3.7	99.1
PENNSYLVANIA	2,000,469	136,203	6.8	21.7	58,039	2.9	40.0
RHODE ISLAND	158,964	25,970	16.3	39.7	9,730	6.1	183.6
SOUTH CAROLINA	666,884	23,346	3.5	47.6	11,401	1.7	130.0
SOUTH DAKOTA	144,167	5,849	4.1	–17.4	1,449	1.0	145.6
TENNESSEE	883,214	28,694	3.2	67.3	13,206	1.5	125.4
TEXAS	3,454,664	974,282	28.2	21.3	892,384	25.8	18.9
UTAH	458,429	25,434	5.5	34.5	11,795	2.6	57.5
VERMONT	102,343	3,212	3.1	–13.5	566	0.6	101.4
VIRGINIA	1,063,388	74,634	7.0	74.7	31,551	3.0	126.1
WASHINGTON	893,647	78,267	8.8	67.6	35,674	4.0	82.2
WEST VIRGINIA	337,661	9,129	2.7	40.7	3,878	1.1	102.2
WISCONSIN	930,099	51,171	5.5	53.6	22,158	2.4	72.2
WYOMING	100,206	3,940	3.9	–6.1	2,452	2.4	–10.4
UNITED STATES	45,342,448	6,322,934	13.9	38.4	4,167,653	9.2	41.2

**Reprinted with permission from "The Challenge of Change: What the 1990 Census Tells Us About Children." A report by the Center for the Study of Social Policy, 1250 Eye Street, NW, Suite 503, Washington, DC 20005.*

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Project MERIT: A Minority Teacher Recruitment and Mentoring Program

by George P. González, Hunter College, New York

The decline in the number of minorities entering the teaching profession is alarming. Even at public institutions of higher education, which often have a greater percentage of minority students, enrollment seems to be steadily declining. The City University of New York CUNY alone educates between 70 and 80 percent of all teachers employed in the city's public schools. At Hunter College, a senior college of CUNY, there are approximately 2,100 students enrolled in Teacher Education Programs (excluding Special Education) at both the graduate and undergraduate levels. Approximately 1,100 of these students are enrolled in the undergraduate program. A 77 percent response rate to a questionnaire reported the ethnic breakdown at CUNY as follows: Native Americans, .003%; Black 20%; Hispanic 20%; Asian, 5%; White, 47%. At the graduate level, with a 77 percent response, figures show that Native Americans accounted for .2%; Black, 12.6%; Hispanic 16.6%; Asian, 5.2%; and White, 65.4%. These data show that minorities are not adequately represented in teacher preparation programs at CUNY.

With both undergraduate and graduate programs having more rigorous admission criteria, fewer and fewer minority students are visible in these teacher preparation programs. Therefore, developing strategies that will identify and recruit qualified minority candidates into the teaching profession is a responsibility to be taken seriously and addressed head-on by all educators.

Need for Project Merit

Such low enrollment figures of Hispanics, African-Americans and Asians was the driving force behind plans to recruit and mentor these students into the teaching profession. At Hunter College, a grant proposal was submitted to the Rockefeller Brothers Fund for the development of an aggressive plan to identify and recruit these underrepresented groups of students into the teaching profession. In 1990, with the approval of the grant, Project MERIT (Multicultural Educators Recruitment in Teaching) was implemented at Hunter College.

Hunter College's new elementary school teacher preparation program QUEST (Quality Urban Elementary School Teachers), is a field-based approach to teacher education preparation. It requires students to learn theory and methodology and to immediately apply this information in the elementary school classroom in which they student teach. The program's philosophy provides the students with the opportunity to simultaneously engage in pedagogical study and practice-teaching. This approach integrates student teachers into the school and community life of the inner city and sensitizes them to the academic, and socio-emotional needs of multicultural school populations that they will ultimately teach.

The strengths of programs like QUEST are clear. Its increased liberal arts requirements should produce teachers with a more appropriate knowledge for elementary school teaching. The intensive year of clinical practice and education course work should give students the necessary bridge between theory and practice. Also, with the bulk of education work taking place in the senior year, students will be maturer, more educated and more professionally oriented.

Some of the drawbacks of such programs are less apparent. The increased standards and prescriptive liberal arts requirements may make it more difficult for students from community colleges (most of whom are minority) to transfer into the program, and for students for whom English is a second language (many Hispanic, Asian, and even some African-American students) might also be reluctant to apply. Having students conduct their field experiences in their senior year may not provide them with early motivation. Students who are motivated by hands-on instruction may find it tough to wait until their senior year for their professional field experience. These students may need more assistance from their peers and faculty to help them with personal and academic difficulties. Moreover, many feel pressed to work in order to support themselves financially which adds to an already burdening schedule. Attrition may result unless these student realities are addressed or the number of minority students in teacher education may continue to decline at a time when statistics bare witness to dramatic demographic changes in school populations and as more minority children enter the educational system. The rational for developing Project MERIT was precisely to address many of these needs. The project proposed to identify and recruit Hunter College minority students early on in their course of study. It also would mentor and counsel these students prior to admission to the QUEST program and until they completed the program and their degree.

Project MERIT Objectives

The project addresses four vital

Continued on page 17

MERIT, *from page 16*

areas: recruitment, mentoring and counseling, social development and support, and professional development. The project's objectives include the following:

A. The project aims to recruit 25 students per year from historically underrepresented groups into the teacher education profession. *A special effort was made to recruit males.*

B. To provide "Intrusive Intervention" counseling for these minority students in order to assist them in good progress fulfilling Liberal Arts requirements and meeting standards for the teacher education program.

C. To organize professional development experiences for the students in order to maintain an interest in and commitment to teaching.

D. To establish a structure that will provide an on-going support system for these students.

One other major objective is to have the college eventually institutionalize the program with minimal funding once the strategies are developed and the program proves to be effective.

Recruitment, Mentoring, and Counseling Recruitment

Students are recruited from a variety of sources such as Freshman orientation classes, Community Colleges which feed into Hunter College, Liberal Arts classes favored by minority students such as Romance Languages and the Department of Black and Puerto Rican Studies, as well as numerous campus clubs and organizations that attract specific minorities, e.g., the Haitian Club, Black Students Exchange, Hostos Club, etc. In addition, various high schools such as the Richard Green High School of Teaching are also targeted.

Mentoring and Counseling

Students are monitored academically. They are assisted with course selection and provided with tutoring when needed in areas of Math, English and Science. They are also advised and directed to student services resources such as the Writing Center and the Study Skills Center. Individual or small group counseling is also available to students and most respond positively to this personal approach. Some students may be referred out to other agencies as needed.

An intrusive approach of mentoring and counseling seems to work effectively with this population. The objective here is demonstrate to the students that the project is committed to assisting, guiding and providing them with the necessary skills they need to make prudent decisions and choices about their education and individual life choices.

Social Development and Support

Provisions are made for 25 students to participate in one weekend seminar per year. The seminar is specifically designed to improve self-esteem by enhancing the student's style of communication and by exploring his or her interpersonal skills. This seems to be a key factor in negotiating the complexity of college life and daily living for many of these students. Moreover, students meet monthly in order to maintain interest and ties. These activities are intended to help counter any feelings of alienation and to foster the social integration of the students. In addition, students are provided with regular counseling sessions and are encouraged to seek each other out for support. As a result, group sessions have become an additional forum for students to work out personal and academic concerns.

Professional Development

Students are scheduled to attend one education conference per year. This provides them with opportunities to interact with professionals from various disciplines and introduces them to the latest research in the field of education. Opportunity to do volunteer work in elementary and secondary schools is also encouraged and, in some instances, students can earn college credit for participating in such endeavors. In addition, guest speakers from all fields of education are regularly invited to speak at monthly meetings. Hunter College faculty also participate in these educational workshops and presentations. Furthermore, students are advised and encouraged to view TV programs on educational issues. They are then given a forum to express their point of view on the subjects in the form of follow-up discussions. Emphasis is given to "process" in order to help them better understand their thinking and learning style.

Last, students visit cultural institutions and educational centers such as Boys Harbor (Ropes Challenge), Museo Del Barrio, the Caribbean Cultural Center, the Pocono Environmental Education Center and attend theater productions. Each activity is followed up with an informal discussion to elicit reactions and comments.

In sum, given the large number of culturally diverse students entering our schools today, the need to recruit and mentor minorities in the field of teaching is critical. These individuals can serve as positive role models for children and provide them with effective learning strategies and appropriate socialization skills that are vital to their daily lives and academic success. The field-based approach to teacher preparation provides students with a comprehensive clinical experience that enables them to meet the challenges of inner city teaching. Project MERIT meets this challenge and is committed to achieving fuller representation of minorities in teacher preparation programs at CUNY. <NABE>

STANDARDS, *from page 1*

3) Bilingual/Multicultural Coursework and Curriculum:
In order to achieve desired levels of professional competence, potential bilingual/multicultural teachers must have opportunities to acquire knowledge and skills that are necessary to serve their students responsibly. Coursework should be offered and structured in such a way as to provide an opportunity for bilingual/multicultural teachers to develop the philosophical and methodological perspectives that underlie professional competence.

4) Language Proficiency in English and Non-English Languages and Abilities to Teach in Those Languages:
Effective bilingual multicultural teachers have a command of English and a non-English language that allows them to conduct classes in either language with ease and confidence, regardless of level of instruction. This includes using appropriate and varied language at high levels of accuracy and fluency.

5) Field Work and Practicum Experiences in Bilingual/Multicultural Classrooms:
Supervised practice teaching provides a cultural link between theory and practice and offers candidates crucial opportunities to apply concepts learned in coursework with real students. Further, such experiences offer opportunities for constructive feed-back, support and mentoring necessary for professional growth and development.

6) Life-Long Learning and Commitment to Professional Involvement:
In order to establish the motivation and guidance for continued professional development, teacher education programs must provide information, opportunities and support for continued professional growth.

Other members of the Ad Hoc Committee were JoAnn Canales of the University of North Texas, Deborah Colley of the New York State Department of Education, and Hermán Garcia of the University of New Mexico. Kathy Escamilla, NABE Secretary/Treasurer and Nancy Zelasko, NABE Assistant Director, contributed to the final version of the document. Copies of the Standards will be disseminated to NABE members and interested organizations later this year. <NABE>

Tenure-Track Faculty and Director of the Center for Bilingual Education Studies

California State University, Long Beach will search for a tenure-track faculty member (rank open) to serve as the founding director of the CSULB Center for Bilingual Education Studies.

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NABE Mourns Death of Distinguished Bilingual Educator and Publisher

Howard H. Goodkin, Vice President and Editorial Director of the Bilingual Education Department at Macmillan/McGraw-Hill School Publishing Company, died on October 27th at the Cabrini Hospice after a lengthy illness. He was 40 years old.

Mr. Goodkin was a distinguished bilingual educator and publisher known for his devotion to raising the quality of instructional materials used to teach Spanish-speaking children in all subject areas. Addressing the needs of Spanish-speaking students, their parents and teachers, he traveled extensively throughout his career, developing bilingual programs for United States schools.

Mr. Goodkin earned a BA in Spanish and Teaching English as a Second Language at Montclair State College in 1975. He received a MA in Bilingual Education at Hunter College in 1983. He also studied at Lafayette College, Columbia University, and the National Autonomous University of Mexico.

In 1975 and 1976, Mr. Goodkin taught in the Newark Public School System Bilingual Program. From 1976 to 1982, he worked in real estate documentation for the US Army Corps of Engineers. He joined the Macmillan Publishing Company in 1982.

Howard Goodkin died as he lived his life, with inner peace and dignity. We mourn his passing and we celebrate his life. He enriched us with his intellect, his sense of humor, his gentle spirit, his love of Latino culture, and ultimately his strength and humanity. He is remembered with love and fondness.

Donations may be made to God's Love We Deliver, 895 Amsterdam Ave., NYC 10025 or the Howard Goodkin Scholarship Fund at the York School, 9501 York Rd., Monterey, CA 93940-6599. <NABE>

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NABE NEWS

January 1, 1993 National Association for Bilingual Education Volume 16 Number 3

NABE Makes Recommendations for Federal Elementary and Secondary Education Programs

by James J. Lyons, Esquire, NABE Executive Director

The following article is comprised of excerpts from a letter sent to Congressman Dale E. Kildee, Chairman of the House Subcommittee on Elementary, Secondary, and Vocational Education. NABE will continue to make recommendations for the reauthorization of Chapter I and Title VII programs and will submit legislative language to the House Committee as soon as possible.

This letter responds to your invitation for the submission of recommendations to improve the effectiveness of the Elementary and Secondary Education Act (ESEA) as well as draft reauthorization language. While NABE will not be able to provide the Committee with draft legislative language until next month, we want to share with the Committee the following recommendations for ESEA reauthorization which we ask be considered for inclusion in the Committee print.

By way of background, NABE's legislative recommendations for ESEA reauthorization have been developed after consultation with a number of organizations and groups who are focused on the needs of language-minority students – students who arrive at school speaking a language other than English – and especially those students who are limited in their English language proficiency (LEP). In addition to the Congressional Hispanic Caucus, NABE has been actively consulting with national organizations which represent the interests of Native Ameri-

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Strategic Teaching and the Potential for Teacher and Student Empowerment

by Dr. Lilia I. Bartolomé,
Harvard Graduate School of Education

The following excerpt is reprinted with permission from "Effective Transitioning Strategies: Are We Asking the Right Questions," published in Cultural Diversity and Second Language Learning, by B. MacLeod, ed., State University of New York Press, SUNY press. In her article, Dr. Bartolomé discusses transitioning strategies for linguistic minority students and emphasizes the need to critically examine the larger sociocultural context–i.e., socioeconomic status, race, ethnicity, language and gender–in which transitioning strategies are designed and implemented. To this end, the author briefly discusses "strategic teaching" as a promising approach for both English-speaking "mainstream" students and linguistic minority students in the upper elementary grades.

Strategic teaching refers to an instructional model that explicitly teaches students learning strategies that enable them consciously to monitor their own learning; this is accomplished through the development of reflective, cogni-

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Issue 4, 02/15/93	Issue 8, 8/15/93

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FAX (202) 789-2866

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NABE '93 CONFERENCE

The 22nd Annual International Bilingual/Multicultural Education Conference–NABE '93–will be held February 24-27, 1993 at the George Brown Convention Center in Houston, Texas. The theme of the conference is *Bilingual Education: America's Heritage, America's Future.*

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message From the President

by Dr. Marlene Kamm

Greetings! On behalf of the NABE Executive Board and National Headquarters Staff, I would like to wish all of you a happy holiday and a fruitful New Year!

As we enter 1993, I am rekindled with hope--especially in the area of educational reforms--that could potentially meet the needs of language-minority students. With the upcoming inauguration of President-Elect Clinton and his new administration, I am optimistic that addressing the glaring inadequacies of our educational system will be a top priority. First Lady Hillary Clinton's involvement and experience with education and children's issues further indicates that we are on the threshold of potentially positive change.

Bilingual education is about change and reform for the 21st Century, if we are truly dedicated to the notion of preparing children to be lifelong learners in an ever-changing global society.

NABE is diligently working on recommendations for the reauthorization of the federal Elementary and Secondary Education Act (ESEA). Some of the general recommendations in summary are:

1) Federal elementary and secondary education programs can and must propel national school reform and foster community-wide committment to improve the lives and future of our children.

2) Federal education programs should ensure equality of education opportunity to all students irrespective of their race, natural origin, gender and disabilities - must be maintained, sharpened and expanded.

3) National educational unprovement requires that we upgrade the skills, competencies and knowledge of teachers.

4) Federal elementary and secondary education programs should be designed to address the family as a learning unit.

5) Federal elementary and secondary education programs should leverage school finance reform.

NABE is urging the U. S. House Subcommittee on Elementary, Secondary and Vocational Education to focus special attention on the needs of language-minority and LEP students throughout all of its ESEA reauthorization hearings. NABE will be submitting recommendations for ESEA programs--especially for Chapter I And Title VII.

We are recommending substantive changes for Chapter 1 as follows:

1) The concept of "educational deprivation" must be stricken as a student eligibility requirement.

2) Norm-referenced standardized achievement test as the tool to measure a program's succes must be eliminated. NABE believes that assessment for the purpose of improving instructional practice should take priority over assessment for the purpose of accountability.

3) Chapter 1 should be amended to discourage "pull out" services and to encourage coherent strategies aimed at school-wide reform and improvement.

4) Chapter 1 provisions regarding parent involvement need to be recast to focus on the family unit and to provide programs which meet the educational needs of today's families.

5) NABE strongly recommends a mandatory set-aside of substantial Chapter 1 resources to retool and revitalize program personnel, including the provision of training directly related to the needs of LEP students.

6) NABE recommends that section 1014(d) be recast to promote the inclusion rather than exclusion of LEP students in Chapter 1 programs.

7) NABE recommend that a fractional percent share of federal Chapter 1 monies, based on the number of LEP students enrolled in Chapter 1 programs, be set aside at the state level to strengthen the capacity of state departments of education to ensure that Chapter 1 programs within the state meet the needs of LEP students.

Title VII recommendations are as follows:

1) NABE recommends that Title VII be reauthorizes for a minimum of ten years to ensure program continuity and accomplishment of systemic nationwide progress.

2) NABE recommends that Congress accord an emphasis and priority to programs which produce bilingual students when it reauthorizes Title VII.

3) NABE recommends that the current limitation on the lenght of students enrollment in Title VII programs be eliminated from the law.

4) NABE recommends a fundamental restructuring of Part A of Title VII in order to promote the development and implementation of school-wide programs and system-wide education reform. In lieu of the six different types of grants currently authorized, NABE recommends three grant types which would differ in scope as well as in grant amount and duration:

Continued on page 30

Meet the NABE Board

Richard (Dick) Littlebear
NABE Member-at-Large

> *"We have to keep bilingual education and bilingualism strong, because they represent what is best in America."*

Richard E. (Dick) Littlebear lives in Anchorage, Alaska, where he is the Director of Interface Network's Alaska Multifunctional Resource Center. Dick is a full-blooded Northern Cheyenne, originally from Busby, Montana, on the Northern Cheyenne Reservation. Dick is happily married to Janice, a third grade teacher in the Anchorage School District. Between them they share four children: Tamara, Ted, Jason, and Laurene. As part of his continuing commitment to bilingual education and bilingualism, Dick has served as president of the Montana Association for Bilingual Education, as secretary/treasurer for the Alaska Association for Bilingual Education, and as the 1989-90 NABE Western Regional Representative. Dick is currently a Member-at-Large on the NABE Executive Board.

Dick rather "backed into" bilingual education in that he was appointed Bilingual Education Director when his position of Federal Programs Coordinator was abolished at the school where he worked in 1981. His attitude towards bilingual education prior to 1981 ranged from indifference to total opposition. Since his appointment as Bilingual Education Project Director, Dick made the transition from an opponent of bilingual education to a strong advocate for bilingual education and bilingualism in general.

This transition occured not because Dick is easily swayed or highly impressionable; it occured because he saw the rightness of bilingual education for students, especially in those programs that are properly administered. Dick's pre-1981 attitude toward bilingual education was the result of his early schooling which emphasized the sole use of English in his academic and professional life. This fostered in him the belief that English was the only language anyone had to know in order to succeed in school and at work. He acknowledges that mastering English should be a priority for anyone who wants to do more than just survive in the United States. However, he now further believes that knowing one's native language, whatever that may be, is important for one's social, academic and psychological development and well-being. He now advocates the renewal or maintenance of all "endangered" languages, especially Native American languages.

Dick's personal odyssey in bilingual education has taken him to all parts of the nation where he has met many dynamic leaders who have interests similar to his. What began years ago as an experimental journey in bilingual education has now become an exciting, fulfilling career. As an undergraduate, Dick was trained as an English teacher. He received his BA from Bethel College at North Newton, Kansas in 1983, and his MA from Montana State University at Bozeman, Montana in 1986, and is presently working on his doctorate. Dick says he feels like he'll be working on his doctorate for the rest of his life. It might even become his second career. Dick strives to assist all students reach their personal and academic potential. He especially wants Native Americans to continue their education because he believes they offer all students valuable knowledge and life experiences. Many Native Americans got the idea that education was not good because it came from the White man. One can understand this attitude because the education of Native Americans up until recently was forced assimilation to Anglo-American values. That was, and is not, an effective educational philosophy. Dick believes that if Native American chiefs of previous centuries could come back and see how present-day Native Americans are living, they would encourage everyone to get as much education as possible because education helps individuals not only to survive, but to thrive in our competitive, technological society. He also believes that Native Americans should preserve their languages, land, and cultural practices because these are what make them unique.

In sum, Dick thanks all the people who voted for him so that he could be on the NABE Executive Board. He urges everyone to get involved by running for positions within NABE or in their local communities. He says, "We have to keep bilingual education and bilingualism strong, because they represent what is best in America."

<NABE>

Meet the NABE Board

Olga Valcourt-Schwartz,
NABE Central Regional Representative

NABE News is pleased to introduce Central Regional Representative, Olga Valcourt-Schwartz. She was born in Caguas, Puerto Rico where she obtained her elementary, middle and high school education. As a young girl growing up in Puerto Rico, her ambitions were to become a teacher, learn different languages and travel the world. In school, she was an avid reader, a good athlete and the lover of the French language.

At her high school graduation, Olga went to Milwaukee, Wisconsin to attend Mount Mary College where she received a degree in elementary education. She also became a survivor of the cold weather. In order to get used to the snow and cold weather, Olga learned how to participate in winter sports, like ice skating and skiing. According to her, one of her greatest achievements during the cold winters in Milwaukee has been driving on icy roads.

In Milwaukee, she continued her education receiving a MA in Cultural Foundations of Education at the University of Wisconsin-Milwaukee and was a Title VII doctoral fellow, but did not complete her doctoral degree.

As a student at Mount Mary College, Olga volunteered to teach catechism classes to Spanish-speaking children in the Milwaukee area, thus introducing her to the Hispanic community and reinforcing her love for teaching and the dire need for bilingual education. After her college graduation, Olga returned to Puerto Rico where she taught ESL at the elementary and middle school. She also got married, returned to Milwaukee and gave birth to five children. She is extremely proud of her children, all of them having graduated from college, three with masters, and making her the proud "nana" of five grandchildren.

> *"Let our bilingual ideal guide our mission to provide excellent educational opportunities for language-minority students and all students in general."*

Olga returned to teaching with the cooperation of one of her mentors at Mount Mary College when they started the first bilingual Head Start Program in the state of Wisconsin, the Guadalupe Head Start Center. It is with much pride that she stated that the center is still active and has expanded to serve more language-minority students.

In 1969 the Milwaukee Public Schools received one of the first Title VII grants to offer a bilingual program at the elementary and high school level. Olga joined the district for the implementation of the program as coordinator. Since then, she has been a curriculum specialist for bilingual education and is currently the Director of the Department of Bilingual Multicultural Education for the Milwaukee Public Schools. The Developmental Bilingual/ESL Program in Milwaukee has grown tremendously over the past years and is well known for the innovative and quality programs that it offers language-minority students.

It is almost impossible to mention bilingual education in the state of Wisconsin and not acknowledge Olga's involvement at the local, state and federal level. She was involved in the creation of bilingual certification guidelines for teachers in the state, was a member of the Governor's Advisory Council on Bilingual Education, and worked very hard with the group of bilingual educators that drew the first Wisconsin Bilingual Education Law. She also was vice-president and president of the Wisconsin Association for Bilingual Education.

Olga also tells us she is not new to NABE, having held the position of treasurer in the past board, and has been an active SIG member over the years. In Milwaukee, she is a respected and well known Hispanic leader. In 1987, she was selected the Wisconsin Hispanic woman of the Year. Her active participation in her community is commendable.

It is her wish for this coming year that all parents, teachers, administrators, students and other states in the Central Region join NABE in making our membership the largest in the nation. Let our bilingual ideal guide our mission to provide excellent educational opportunities for language-minority students and all students in general. Together, we can achieve that which we cannot do alone. «NABE»

American Indian Bilingual Education

Making Prereferral Activities Culturally Relevant

by John M. Dodd, Eastern Montana College
J. Ron Nelson, Eastern Washington University

Research indicates that higher proportions of American Indian children are identified as learning disabled (LD) in comparison to children from other ethnic groups. Specifically, 5.2 percent of American Indian children are identified as learning disabled in contrast to 4.3 percent of Black children; 4.1 percent of Latino children; 1.6 percent of Asian children; and 4.1percent of White children (O'Connell, 1987).

Latham (1984) alleged over-identification of Indian students with learning disabilities, but there are actually reasons why there might be a greater incidence of learning disabilities among this population. For example, there have been reports of higher incidence of "otitis media"–an ear infection that can lead to hearing loss–among some American Indian tribes groups than among other ethnic groups (Goinz, 1984), which has also been implicated among the causes of learning disabilities (Bennett, Ruuska, & Sherman, 1980). Studies of American Indian children have also related early "otitis media" with later educational problems (Thielke & Shribeg, 1990). Substance abuse among pregnant women can also lead to children being born with Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Affect (FAA) and a consequent greater incidence of learning disabilities.

> ***"Evidence is mounting to support prereferral intervention as an effective educational practice and means to reduce over-identification of children for special services."***

The issue is made even more difficult because special education professionals have been unable to agree on an appropriate definition of learning disabilities. The term was established in 1963, but there have been disagreements about the definition used by the U. S. Department of Education. The definition employed in Public Law 94-142 is:

> *"Specific learning disability means a disorder in one or more of the basic processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage (USOE, 1977, p. 65083)."*

With such disagreements and considering the present state of psychometric tools and technology, debating the comparative incidence issue further is like arguing about the number of angels who can sit on the head of a pin.

Standardized norm referenced tests are typically employed to identify the existence of learning disabilities. However, Dana (1984) pointed out that the intellectual assessment of American Indian children is done using tests that are generally inadequate for describing their intellectual functioning or for predicting their educational outcome. Recommendations have been made regarding over-identification and inappropriate testing procedures for linguistic minority children, which may be generalizable to American Indian children (Figueroa, 1989). Little has been written specifically about American Indian children and psychometric testing in comparison to other minority groups. However, Hynd and García (1979) pointed out that performance scales might provide an estimate of American Indian children's potential to perform, but verbal scales predict levels of functioning within English language settings.

McShane and Plas (1984) pointed out that a comprehensive theoretical model of American Indian functioning would need to incorporate "otitis media" history and hearing acuity, oral-linguistic and non-oral visual normative behavior patterns, differential neurological functioning, variation in learning styles, acculturation factors, tribal membership and reservation location, age and sex, as well as achievement-intelligence relationships.

After reviewing literature on bilingualism and psychometrics, Figueroa (1991) recommended that tests should either be developed and normed

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INDIAN, *from page 6*

on bilingual groups or we should stop using tests on bilingual groups. When the numbers of tests and extensive research that would be required for the many American Indian tribal groups are considered, in addition to the fact that selling tests is a commercial proposition, it becomes apparent that there will not be suitable psychometric tests available for American Indian groups in the near future.

Can we eliminate tests? Observation techniques might be considered, but while attempts to describe a single syndrome for learning disabilities have been abandoned, there are reports that indicate similarities between persons who have been described with learning disabilities and findings regarding American Indian children presumably resulting from cultural and linguistic differences. For example, many youngsters with learning disabilities are reported to have difficulty with time concepts (Dodd, et al., 1985). However, many American Indian children also have been reported to have difficulty with time concepts, but because of cultural differences related to time (Anderson, et al., 1980). Similarly, many youngsters with learning disabilities have difficulty with language, but so do bilingual American Indian youngsters and other American Indian youngsters who speak nonstandard English (Indian or "Rez" English). By definition youngsters with learning disabilities do not achieve well in school, but many American Indian youngsters do not achieve well either. These are only a few of the reported similarities, but space prevents further elaboration here.

The crucial element in identifying learning disabled children is the special education referral process. Although teacher assistance teams with specialized expertise are frequently recommended, they rarely actually suggest or implement prereferral activities for teachers to try before a youngster is referred for special education placement. Evidence is mounting to support prereferral intervention as an effective educational practice and means to reduce over-identification of children for special services (Nelson, et al., 1991). Additionally, it has been suggested that placement committees frequently interpret cultural and linguistic differences as deviant, and the way to reduce the number of placements is through reduction in referrals (Ortiz & Maldonado-Colón, 1986).

It follows that when there are prereferral and referral teams considering American Indian children for placement in special education there should be a member of the team assigned specifically to be sure cultural and linguistic differences are considered. That person would recommend teaching practices and procedures that work well with American Indian youngsters; such practices can be found in books such as *Teaching the Native American* (Gilliland, 1992) and *Teaching American Indian Students* (Reyhner, 1992). Because many persons fail to understand the cultural and linguistic differences among tribal groupings, it may be necessary to point out the importance of the person's being representative of or, at least, knowledgeable about the cultural and linguistic background of the youngster being considered. Because of scarcity of American Indian teachers, it may be necessary to seek the assistance of non-school personnel. The pragmatic practices of these prereferral teams are preferable to sole reliance on inappropriate tests and testing procedures and will lead to more appropriate placement of American Indian students.

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Nelson, J. R., Smith, D. J., Taylor,

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Upcoming Events

February 3-6, 1993 - *California Association for Bilingual Education (CABE) Annual Conference: "The Best of Both Worlds."* Anaheim Hilton & Towers. (213) 922-6320 or (714) 984-6201.

February 11-14, 1993 - *3rd Annual Conference of the National Association for Multicultural Education: "Creating Connections: United We Make a Difference."* Sheraton Grande Hotel, Los Angeles, California. Contact: Jennie Spencer Green, Southwest Center for Educational Equity, Southwest Regional Laboratory, 4665 Lampson Avenue Los Alamitos, CA 90720 (310) 598-7661.

March 4-6, 1993 - *Washington Association for Bilingual Education (WABE) Annual State Conference: "Bridge-in Collaboration."* Red Lion at the Quay, 100 Columbia Street, Vancouver, Washington. Contact: Nga Duong, President Elect, (206) 596-1158 or (206) 771-2095.

March 12-13, 1993 - *17th Annual Portuguese-American Conference on Education: "Education, Business, and Community Partnership."* Holiday Inn Plaza Park, 9000 Airport Drive, Visalia, California 93277 Tel: (209) 651-5000. Contact: Luso-American Education Foundation, P.O. Box 1768, Oakland, CA 94604.

March 19-21, 1993 - *New York State Association for Bilingual Edcuation (SABE) 16th Annual Conference. "Bilingual Education: Affirming a New Generation of Global Leaders."* Concord Resort Hotel, Kiamesha Lake, NY. Contact: Noemi Carrera, New York City Division of Bilingual Education, 131 Livingston Street, Rm. 514, Brooklyn, NY 11201 Tel. (212) 328-5716; Fax (718) 935-5115.

March 25-28, 1993 - *Central States Conference on the Teaching of Foreign Languages. "A Celebration of Growth: Dreams Become Reality."* Des Moines, Iowa. Contact: Jody Thrush, CSC Executive Director, 3550 Anderson, WI 53704 (608) 246-6573.

April 1-3, 1993 - *"Beyond Standardized Testing: Authentic Assessment Models."* A three day institute designed for educators who challenge traditional views for measuring and evaluating learning. Contact: The Principals' Center, Harvard Graduate School of Education, 336 Gutman Library, 6 Appian Way, Cambridge, MA 02138 (617) 495-1825.

April 13-17, 1993 - *Teachers of English to Speakers of Other Languages (TESOL) Convention: "Designing Our World."* Atlanta Hilton, Atlanta, Georgia. Contact: TESOL, 1600 ST., Suite 300, Alexandria, VA 22314 Tel. (703) 836-0774; Fax (703) 836-7864.

April 22-24, 1993 - *Michigan's Sixteenth Annual Bilingual and Migrant Education Programs Conference: "Many Cultures - One Future."* Valley Plaza Inn, Midland, Michigan. Contact: Dr. Raúl Río, Saginaw Schools, (517) 759-2282. <NABE>

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NABE '93 CONFERENCE

"America's Heritage, America's Future"

February 24-27, George Brown Convention Center,
Houston, Texas

Western Regional News

Former NABE Board Member Named District Superintendent

Aurora Martínez Quevedo has recently taken over as superintendent of the Salinas Union High School District in Monterey County, Califorina. Prior to becoming superintendent in September, Quevedo served as the assistant to the superintendent of the San Jose Unified School District. While there, she assisted during the final stages of bargaining with the teachers union and played the lead role in presenting the districts's position to the news media.

The new Salinas superintendent has also served as a visiting educator with the California State Department of Education. Functioning as a consultant to the Office of Staff Development, Quevedo helped coordinate California School Leadership Academy activities and assisted in developing the Department of Education's advisory on early childhood education. <NABE>

Center for Applied Linguistics Tucker Summer Fellowship

The Center for Apllied Linguistics invites applications for the 1993 G. Richard Tucker Summer Fellowship. The fellowship pays a stipend plus travel and living expenses for an eight-week residency in Washington, D.C. while the Fellow works with a CAL senior staff member on one of CAL's existing reseach projects or on a suitable project suggested by the Fellow.

The Competition is open to doctoral candidates in any field which is concerned with language issues. Applicants must have completed the equivalent of at least one year of full-time study toward the doctorate. Applications must be received on or before April 30, 1993. For futher information contact Grace S. Burkart at CAL (202) 429-9292; Fax (202) 429-9766.

Enhancing Administrative Support for Bilingual Education

by ReChiang Amy Chiang,
New York University

Many newly arrived Chinese/Asian immigrant parents are confused by the term "bilingual education." Many parents wonder why English is taught by Chinese/Asian teachers and what the difference is between a bilingual class and English as a Second Language (ESL) class. Because each school and school district's view of bilingual education is different, their corresponding approaches to teaching limited-English-proficient (LEP) students are also different.

However, whether a school's view on bilingual education is additive or subtractive, their view has a direct impact on the education of LEP students' in general, and of Chinese/Asian LEP students in particular. Moreover, a good language learning environment does not solely depend on having excellent language teachers; school and district administrators must also support bilingual education, understand the process of second language acquisition, and value the existence of bilingual Chinese/Asian students.

An integral component to the success of bilingual education programs is administrative support, in terms of educational policy, program funding, bilingual instructional materials, and bilingual teacher training. If the administrators support bilingual education, what might characterize a positive language learning environment for Chinese/Asian LEP students?

First, according to recent research, bilingual students require a minimum of 5 years of bilingual instruction in order to achieve Cognitive Academic Language Proficiency (CALP) in the second language (Cummins, 1975). However, if bilingual education terminates during that time, Chinese/Asian LEP students will experience difficulty with challenging subject matter instruction.

> *"A good language learning environment does not solely depend on having excellent language teachers; school and district administrators must also support bilingual education..."*

Transitional bilingual education, as implemented in the New York City Public Schools, is compensatory in nature. Students can not, therefore, be expected to achieve true bilingualism and CALP in just a few months.

Even after LEP students have passed New York state's minimum English requirement of scoring at least at the 40th percentile on the Language Assessment Battery (LAB), indicating the acquisition of Basic Interpersonal Communicative Skills (BICS), their reading and writing abilities, particularly in dealing with cognitively demanding subject matter in literature, social studies, and science, may still be below the level of other students.

Secondly, for beginning learners, the language of instruction must be simple and comprehensible to students (Krashen, 1982). If Chinese/Asian LEP students are forced to learn in a language they have not yet acquired, they may experience even more cultural shock and further refrain from expressing themselves.

Although younger children may have faster and easier school adjustment than older students, Chinese/Asian parents need to place equal emphasis on emotional development. When children experience success at a young age, it increases their self-confidence, thereby promoting their interest and motivation for future learning.

On the other hand, if schools insist on keeping Chinese/Asian LEP students in general education, forbid these students' use of their native language, limit the use of bilingual instructional materials, or discourage Chinese/Asian parents from using the native language at home, such discriminatory views of students' and parents' native language and culture will undoubtedly affect Chinese/Asian students' self-confidence.

Third, a supportive learning environment is particularly important for older language learners. Because these students have already developed language loyalty to, and cultural identity with, the native language and culture, it is particularly difficult for them to surrender these bonds. When they perceive their culture and language as being neglected or rejected, they may purposefully speak with an accent and/or incorrect syntax (Fisher, 1975).

In light of this overwhelming research, school and district administrators should help Chinese/Asian parents build a school and community that is supportive of bilingual education. If schools understand the process of learning a second language, value students' mother tongue, and use students' knowledge in the mother tongue to explain new concepts, Chinese/Asian LEP students will be more likely to find second language learning stimulating and worthwhile. On the other hand, if school administrators oppose

Continued on page 30

Resources for Bilingual Educators

Cherokee Culture and Language Materials - materials of interest include: *Cherokee Literacy Handbook*, a quick reference manual of Cherokee words, names, terms, phrases that are written in both Cherokee and English; *Historical Sites of the Cherokee Nation*, a guide of historically significant building sites in the Cherokee Nation; *Cherokee Cultural Enrichment Guide*, a condensed digest of Cherokee history, traditions, cultural practices, early government and tibal leaders. Literacy Guide $10.00; Historical Sites Guide $3.50; Cultural Enrichment Guide $7.50. Cross-cultural Education Center, P.O. Box 92, Welling, OK 74471 Tel. (918) 458-5334.

Cherokee Folk Tales and Myths - a book of Cherokee animal tales and myths based on the tribe's oral traditions. The tales and myths have been translated into English and re-written to appeal to the interest and reading level of upper elementary and junior high students. The tales discuss values such as politeness, discretion, personal responsibility, and respect for one's elders. Contact: Kenwood School District, Route 1, Salina, Oklahoma 74365

Experiences with Literature: A Thematic Whole Language Model for the K-3 Bilingual Classroom - an integrated holistic literature guide that uses student-centered themes from quality Spanish books to build children's love for reading. Activities emphasize the joy of reading, understanding oneself and others, imagination and creativity, flexibility of thought, and appreciation of different cultures. $25.92. Addison-Wesley Publishing Company, One Jacob Way, Reading, Massachusetts 01867 Tel.(617) 944-3700.

Five Hundred Years of Chicano History in Pictures - a picture hisory book of Mexican-Americans from their ancient origins up to the present. The book emphasizes the life experiences of Mexican immigrants in the Southwest. $14.95 paperback; $35.00 hardcover. Southwest Organizing Project, 211 10th St. SW, Albuquerque, NM 87102 Tel. (505) 247-8832 or Fax (505)247-9972.

Fundamentals of Language Education - a handbook of Stephen Krashen's well-known theory of language acquisition. The book stresses his five principal hypotheses: acquisition and learning, natural order, monitor, input, and affective filter. Essential reading for language arts, bilingual, ESL, and foreign language teachers. $6.95 plus shipping. Laredo Publishing Co., Inc. 22930 Lockness Ave., Torrance, CA 90501 Tel. (310) 517-1890 or Fax (310) 517-1892.

Gessler: The foreign Language Experts 1992 - a catalog containing Spanish language software, videos, literature, filmstrips, and manipulatives. Products are designed for children K-12 and are aimed at advancing first language development and second language acquisition. Contact Gessler Publishing Co., Inc., 55 West 13th Street, New York, NY 10011 Tel: (212) 627-0099; Fax (212) 627-5948.

Hispanic Books Bulletin - a catalog of Spanish language books and periodicals. Listings include authentic literature from Mexico and other countries inLatin America as well as boks for children, adolescents, and adults at various levels of language development. Contact: Hispanic Books Distributors, Inc., 1665 West Grant Road, Tucson, Arizona, 85745. Call toll free (800) 634-2124 or Fax: (602) 882-7696

Intechnica Multimedia Literacy Products - a catalog describing hardware/ software products for voice-interactive, multimedia, computer-based training systems utilizing CD-ROM technology. Products of interest include: *I Speak English*, language course that provides over 1,000 hours of voice-interactive individualized instruction for limited-English-proficient adults; and *Intechnica Advanced English Language Acquisition Program*, which provides instruction for non-English speakers from no speaking ability to post-secondary levels (available 1993). For prices and information contact: Ann Butler, 5600 Liberty Parkway, Midwest City, OK 73110 Tel (800) 788-8730.

Multilevel ESL Handbook: Ideas that Work - a teacher preparation handbook for teachers of ESL. The handbook contains three pull-out modules with instructions, transparencies, and handouts designed for improving teacher preparedness in ESL. $39.00 plus $1.50 for shipping. Contact: Melvin G. Clark, 1900 West Schunior, Edinburg, Texas 78539 Tel. (512) 383-5611.

My 8 Rules for Safety: Multilingual Child Safety and Prevention Tips - a brochure offering child safety tips in twenty-three languages. The brochure offers simple, basic, common sense safety and prevention rules that parents

Continued on page 13

RESOURCES, *from page 12*

can teach their children. For free copies contact: National Center for Missing and Exploited Children (NCMEC), 2101 Wilson Boulevard, Suite 550, Arlington, Virginia 22201-3052 Tel. (800) 843-5678.

Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn - an educational practice report (#5) by Barry McLaughlin which describes some of the prevalent misconceptions regarding first language development and second language acquisition among linguistic minority students. $4.00. Center for Applied Linguistics/National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, D.C. 20037.

National Association for the Education of Young Children (NAEYC) - an early childhood resources catalog. Materials of interest include: *Emerging Literacy: Young Children Learn To Read and Write,* an excellent discussion of how children develop literacy; *Families and Early Childhood Programs,* an in-depth and critical review of the literature on building healthy relationships betweens parents and teachers; *Parent Involvement in Early Childhood Education,* a guide that focuses on effective strategies for involving parents in their children's early education. Emerging Literacy $15.00; Childhood Programs $6.00; Parent Involvement $4.50. NAEYC, 1509 16th St., NW, Washington, D.C. 20036 Tel. (800)) 424-2460 or (202) 232-8777; Fax (202) 328-1846.

Puerto Rico: 500 years of Change and Continuity - a collection of essays by Puerto Rican scholars/writers. The purpose of the book is to develop wider appreciation and better understanding of Puerto Rico's history and culture. Featured essayists include María de los Angeles Castro Arroyo, Marimar Benítez, Asela Rodríguez de Laguna, Marcia Rivera, Fernando Picó, and Luis E. Agrait. Contact: Institute for Puerto Rican Affairs, 606 18th Street, NW, Washington, D.C. 20006 Tel. (202) 371-8111.

Yes You Can (Sí Usted Puede) - written in English and Spanish, *Sí Usted Puede* explains how parents can help their children learn mathematics. The brochure offers a variety of fun and challenging approaches that help students with basic math, algebra, geometry, probability and statistics. Contact: The Mathematical Sciences Education Board, National Academy of Sciences, HA 476, 2101 Constitution Ave., NW, Washington, DC 20418 Tel. (800) 548-4725.

Young Environmentalist's Actions - an international environmental newsletter that issues monthly student-oriented editions of global environmental concerns and activities. YEA is published in English and Spanish and is appropriate for bilingual education programs and foreign environmental groups and schools. Contact: Global Response, P.O. Box 7490, Boulder, CO 80306-7490 Tel.(303) 444-0306.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

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Pre-Registration Deadline January 15, 1993

Effective Bilingual Instruction in College Mathematics

by Dr. Margarita Matas Cuervo, Miami Dade Community College

The following is an abstract from a doctoral dissertation entitled "Bilingual Instruction In College Mathematics: Effects on the Performance of Hispanic Students on CLAST (College Level Academic Skills Test) Mathematics Competencies Examinations." The dissertation was supervised by Dr. Gilbert J. Cuevas of the University of Miami.

The purpose of this study was to investigate the effects of mathematics instruction in two languages (English/Spanish) on the performance of Hispanic bilingual college students on mathematics tests of CLAST competencies and on a mathematics final examination similar to the CLAST mathematics subtest.

The major research question was: To what extent is language of instruction related to Hispanic bilingual college students' course achievement in mathematics? The research hypotheses were stated directionally in favor of bilingual instruction. A one-tailed *t* test at .05 level of confidence was used to test the hypotheses.

The sample consisted of Hispanic bilingual students enrolled in five sections of MGF 1113, at the South Campus of Miami Dade Community College, during the Winter term of the 1990-91 academic year. Two bilingual sections, with 32 students, all Hispanics, made up the experimental group. Three regular sections, with 118 students, of which 62 were Hispanics, made up the control group. All sections met twice a week, one hour and fifteen minutes each class, for sixteen weeks. The experimental group participated in bilingual instruction (English/Spanish) and the control group in traditional instruction (English only).

Both groups received the same mathematical instruction, with the same book. The same concepts, skills and algorithms were taught to both groups each class meeting. The same tests were administered to both groups on the same dates. The difference was language of instruction. Students in the bilingual group took the bilingual version of the four partial tests, which had the same questions but written in English and Spanish. The final examination was in English only for both groups.

The study found that Hispanic bilingual college students who participated in bilingual instruction achieved significantly higher scores in the mathematics areas of logic, probability/statistics and geometry, but not in algebra. Scores on a final examination similar to the CLAST mathematics subtest were significantly higher for Hispanic students in the bilingual experimental group.

It was concluded that bilingual instruction (English/ Spanish) was more effective than traditional instruction (English only) in promoting overall higher academic achievement for Hispanics, on CLAST mathematics competencies examinations.

Special Interest Group Update

Special Education Issues for Linguistic Minority Students

by Dr. Kathleen Yourofsky Storchan, Wayne, Michigan

It was my pleasure to attend the recent Council for Exceptional Children's topical conference on Culturally and Linguistically Diverse Exceptional Children held in Minneapolis, Minnesota. At no other conference have I seen such a concentration of professionals meet to address the specific needs of minority special needs students.

With our own Dr. Alba Ortiz as president of CEC this year, this topical conference brought together the "cream of the crop" in sessions relating to the specific needs of minority students in the special education process. Co-chaired by Dr. Percy Bates from The University of Michigan and Dr. Nancy Cloud from Hofstra University, the conference, attended by over 500, was a huge success.

The Thursday through Saturday agenda included general sessions by Dr. Lilly Cheng who discussed "Making Home-School-Student Connections", Dr. Asa Hilliard speaking on the topic of "Language, Culture, and Valid Teaching", and Mr. Hiram Zayas addressing "CrossCultural Realities, Myths and Challenges for a Person with a Disability". There were six day-long pre-conference workshops ranging in topics from Early Childhood Eligibility to Bilingual Multicultural Special Education Personnel Preparation presented by Dr. Leonard Baca.

Six different strands provided participants with intensive sessions that ran the length of the conference as well as individual break-outs that were all very well attended. As with many conferences, ten choices of sessions at each of the scheduled times posed a

Continued on page 24

General Education Development: A Promising Alternative for Some Students

by P. Martin Williamson, Englewood Public Schools, New Jersey

The General Education Development (GED) examination is stigmatized by some as a less rigorous alternative for earning one's high school diploma. Students who take the GED exam–usually to substitute for an incomplete high school sequence–are sometimes perceived of as incapable of completing the traditional route to earning a high school diploma. Still others believe the "rigors" of the traditional high school program cannot be matched and should not be replaced, especially by such a "second-rate" alternative of demonstrating academic achievement.

The GED is not for everyone, in fact, it is not for most people. The decision to study and sit for the GED Examination is usually the result of much thought and consideration.

CASE STUDY

Fresa came to the United States in January of 1980. Upon arrival, she knew no English. By today's standards, she would be considered a limited-English-proficient (LEP) student. She was sixteen, soon to be seventeen, so she had not finished high school or received her diploma (*bachillerato)* in Colombia, South America. Thus, she was placed in a local public high school in the suburb where she lived.

In 1980, there were few support services for LEP children. Even today, many public education programs are disappointingly deficient, with respect to meeting the needs of LEP children. So, Fresa was faced with an entirely new environment and little to no support services available to her. Understandably, common happenings would cause her to experience fear.

The first day that she attended high school she was frightened by the sound of the bell, which indicated that classes were to change. Also, she could not understand why there was so much havoc in the hallways during the change of classes. Students were moving fast, not allowing for much movement against, or with, the flow of the traffic. For Fresa, this was exceedingly threatening because she had not experienced this in her high school in Columbia.

> ***"The decision to study and sit for the GED Examination is usually the result of much thought and consideration."***

Fresa was scheduled for a Spanish class designed for students whose first language was English. This was an additional personal affront. It should have been obvious to the counselor, teacher, and administration, that Fresa was not going to be challenged in such a class.

Thus, what Fresa had to look forward to was a poorly structured education program, a threatening school environment, and no support services to help her navigate this new school environment. Because the school system failed to meet her educational and personal needs, Fresa decided to discontinue her studies at this well known, highly acclaimed high school. Instead, she elected to prepare to sit for the GED examination. She successfully passed the examination.

Passing the GED enabled Fresa to gain entrance into a prominent junior college in the state of New Jersey, which has a good English language program. This program helps students whose first language is not English prepare for classes taught in English at the college level. Within three years Fresa was able to become proficient in English and receive accolades for her scholarship at the college level. From this junior college, she went on to finish a four-year degree and then a Master of Arts degree in Teaching from two New Jersey schools of prestigious acclaim.

Fresa has been teaching limited-English-proficient students since 1988 and is continuously making invaluable contributions to research and teaching in the field of bilingual education.

CONCLUSION

I am not suggesting that the General Education Development exam should take the place of a traditional high school program; nor am I recommending that students discontinue their high school experience for superficial reasons. However, I do feel a responsibility to those students who are interested in completing a traditional high school program but cannot for reasons beyond their control. In the best interest of these students, I do support the continuation and enhancement of the General Education Development Program. The General Education Development exam is a viable educational alternative and should continue to exist. <NABE>

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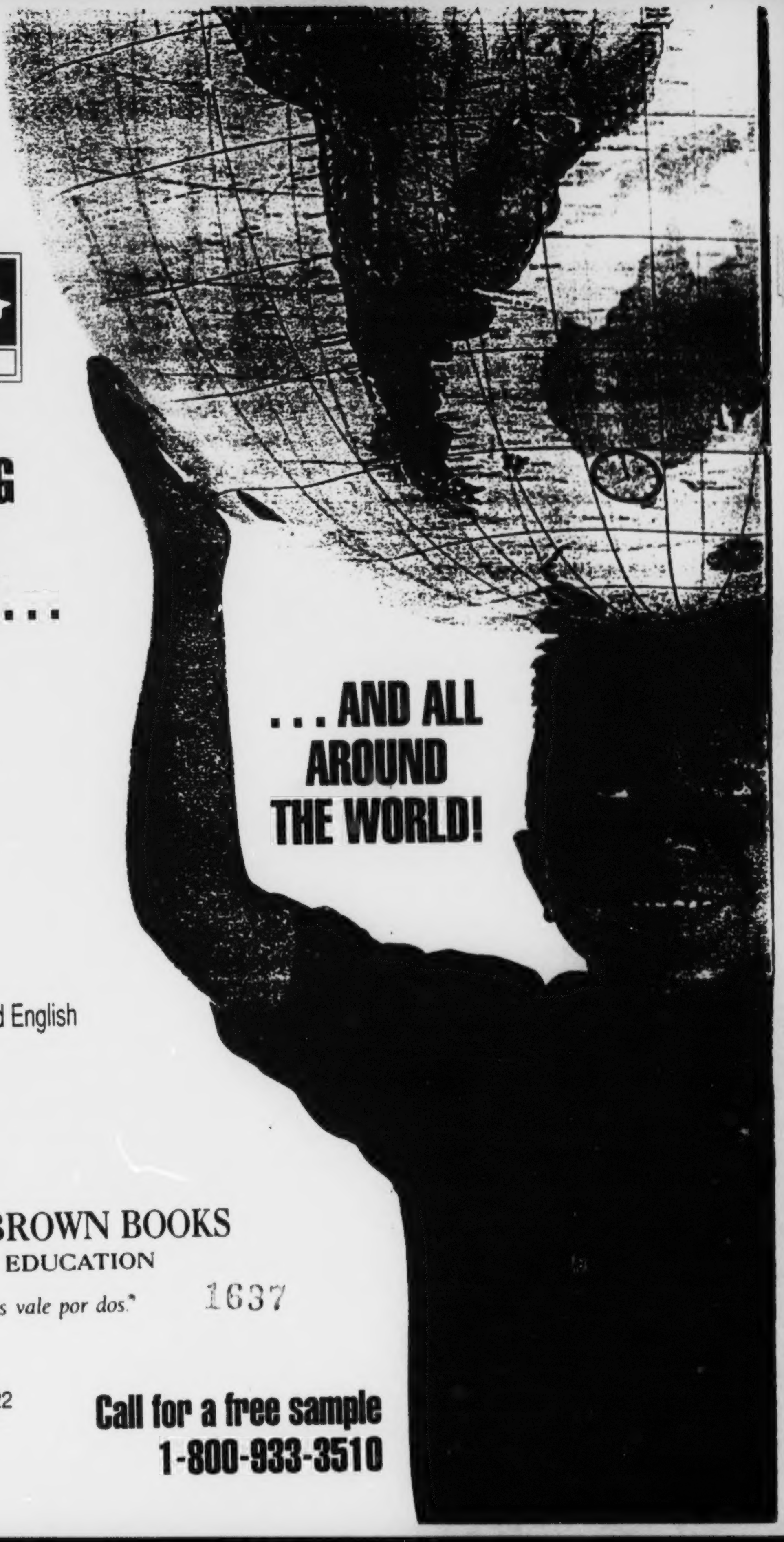
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Review of *Savage Inequalties*

Author to Keynote NABE '93 Conference

Savage Inequalities: Children in America's Schools. Jonathan Kozol. Crown Publishers, 1991. (228 pp.) $20, hard cover. Available in bookstores. Reviewed by Jocelyn Garlington, National Committee for Citizens in Education.

There is an uncomfortable reality at the root of the failure of the American public school system to provide quality education for poor, minority children. The reality is the continuing endurance of racism which, although quietly acknowledged, is seldom addressed straightforwardly. But Jonothan Kozol has done just that in *Savage Inequalities*. He has placed the issue of racism and its destructive consequences on the quality of life and education for children living in poverty in the forefront. Kozol writes:

> *"What seems unmistakable, but, oddly enough, is rarely said in public settings these days, is that the nation, for all practice and intent, has turned its back on the moral implications, if not the legal ramificatons, of the Brown decision."*

Kozol's portraits of low-income school districts provide a unique documentation of the dismal state of affairs in these communities; his images reach the heart, as well as the intellect. In the schools where Kozol spent time talking with teachers, administrators and students, the idea that these children could actually rise above the grim realities of their surroundings is, all too frequently, denied. Many teachers are worn down from years of working with meager resources in conditions that would be unacceptable in more affluent schools. Consequently, these teachers find it difficult and futile to pass high expectations on to kids who need that vision so desperately to survive.

"Many teachers are worn down from years of working with meager resources in conditions that would be unacceptable in more affluent schools."

Kozol has richly documented through conversations with journalists, parents, students, teachers, school administrators and community workers, the systematic denial of dreams and hopes for thousands of children in deteriorated communities. Perhaps the most stunning aspect of the book is Kozol's commitment to letting the voices of the children be heard. The children speak with harshness, directness and intelligence about the condition of their lives as students in bad schools. Throughout Kozol's poignant story, the children offer some of the most powerful commentary. They have remarkably mature insights about what it means to be poor, undervalued and neglected because of race and class. They express deep reactions to the hypocrisy of what they are asked to believe in and what they are forced to endure. One student in East St. Louis summarizes his perception of life for students with a candor and bitterness that is soul-chilling:

> *"You asked a question about Martin Luther King. I'm going to say something. All that stuff about "the dream" means nothing to kids in East St. Louis...Don't tell students in this school about "the dream." Go and look into a toilet here if you would like to know what life is like for students in East St. Louis."*

Savage Inequalities is not a book that maps out strategies for reform, but rather one that forces confrontation with reality. These children are no longer statistics, but individuals with rights to equality. Kozol helps us to know them. And he asks important questions about the American public's concept of equality:

> *"Why do we reduce them to this beggary - and why, particularly, in public education? Why do we not spend on children here at least what we would be investing in their education if they lived within a wealthy district...Is fairness less important to Americans today than in some earlier times? Is it viewed as slightly tiresome and incompatible with hard-nosed values? What do Americans believe about equality?"*

These are tough questions. Unfortunately, there are more questions than answers, and few avenues of hope. Still, *Savage Inequalities* is compelling reading. It does more than uncover layers of bleak truths about urban education; it promotes a better understanding of, and a closer connection to, the issues confronting poor, urban school districts; issues that profoundly affect us all. <NABE>

NABE '93 CONFERENCE OVERVIEW

The 22nd Annual Conference of the National Association for Bilingual Education (NABE will be held Febrary 24-27, 1993 at the George R. Brown Convention Center in Houston, Texas. Houston, fourth largest city in the U.S., is a multicultural city with large Asian and Hispanic populations. Combining its diversity and its vision for the future, Houston offers visitors a wide variety of cultural attractions, including arts and theater districts, cosmopolitan dining, international merchandise. A three-mile underground tunnel system houses restaurants and shops and provides access to many of the city's architecturally innovative buildings. The Houston metropolitan area school systems support many model bilingual and English as a Second Language programs. NABE '93 will offer participants the ultimate opportunity to learn the latest in bilingual education research, policy, and practice. Join us in Houston!

SCHEDULE AT A GLANCE

TUESDAY, FEBRUARY 23

- Registration
- OBEMLA Management Institute and Reception

WEDNESDAY, FEBRUARY 24

- School Visits
- OBEMLA Management Institute and Luncheon
- NABE Delegate Assembly and Regional Meetings
- NABE '93 Opening Ceremonies and Reception
- Pioneer Awards
- Intensive Training Sessions
  - *"Testing"*
  - *"Developmental Bilingual Education"*
  - *"A Rhythmic Approach to Whole Language Instruction"*
  - *"Cooperative Learning"*
  - *"Helping LEP Students Learn in Mainstream Classrooms"*

THURSDAY, FEBRUARY, 25

- Exhibits
- Job Fair
- OBEMLA Management Institute Sessions
- Full-Day Institutes
  - *"Educational Technology"*
  - *"Issues in Native American Education"*
  - *"Early Childhood Institute"*
- Product Demonstrations
- Papers and Demonstrations
- Special Interest Group (SIG) Meetings
- Keynote and Major Speakers
- Workshops and Symposia
- Nominating Committee Meeting
- President's Reception and Dance

FRIDAY, FEBRUARY, 26

- OBEMLA Management Institute Sessions
- Full-Day Institutes
  - *"Language Learning Through Cooperative Learning"*
  - *"Institute on Research in Bilingual Education"*
  - *"Bilingual Special Education"*
- Product Demonstrations
- Papers and Demonstrations
- SIG Meetings
- Keynote and Major Speakers
- Workshops and Symposia
- Resolutions Committee Meeting
- Annual Awards Banquet and Dance

SATURDAY, FEBRUARY 27

- Exhibits
- Job Fair
- Full-Day Institutes
  - *"Parent/Family Involvement"*
  - *"Issues in Asian/Pacific American Education"*
- NABE General Membership Meeting
- Keynote and Major Speakers
- Student Essay Awards Luncheon
  Product Demonstrations
- Workshop and Symposia

MEETINGS TO BE HELD AT THE ANNUAL CONFERENCE

The NABE Conference offers this one opportunity for our membership as a whole to meet and personally interact with the Executive Board, discuss issues and make recommendations on the future direction of the NABE. What makes this conference a doubly important event are the many exciting educational and social activities and the new information available to everyone. NABE needs you! Plan to attend the business meetings at NABE '93.

WEDNESDAY, FEBRUARY 24

- NABE Delegate Assembly Meeting: Affiliate Presidents meet with the NABE Board

THURSDAY, FEBRUARY 25

- Special Interest Group (SIG) Meetings
- Nominating Committee Meeting—Affiliate delegates meet to select slate of candidates for 1993-94

FRIDAY, FEBRUARY 26

- SIG Meetings
- Resolutions Committee Meeting—Affiliate delegates meet to prepare resolutions to be submitted to the membership

SATURDAY, FEBRUARY 27

- NABE General Membership Meeting—Open to all NABE members

INVITED KEYNOTE AND MAJOR SESSION SPEAKERS

WEDNESDAY

Welcoming Remarks:
Texas Education Commissioner,
Lionel Meno
Houston Superintendent,
Frank R. Petruzielo

THURSDAY

Keynote Speaker:
Woody Woodford,
Distinguished Linguist, formerly with the Educational Testing Service
Major Speakers:

- **Jim Crawford,** Journalist and author of *Hold Your Tongue*
- **Spencer Kagan,** Specialist on Cooperative Learning and Resources for Teachers
- **Edward De Avila,** Nationally-recognized Testing Expert

FRIDAY

Keynote Speaker:
Representative José Serrano,
(D-NY) Member,
House Subcommittee on Elementary, Secondary & Vocational Education*
Major Speakers:

- **Catherine Snow,** Authority on Second Language Acquisition, Harvard Graduate School of Education
- **Tove Skutnabb-Kangas,** International Expert on Biligualism
- **Robert Phillipson,** Professor of Languages and Culture, University of Roskilde, Denmark
- **James J. Lyons,** NABE Executive Director

SATURDAY

Keynote Speaker:
Jonathan Kozol,
Author of *Savage Inequalities*
and *Illiterate America*
Major Speakers:

- **Alba Ortiz,** Professor, University of Texas*
- **Alma Flor Ada,** Professor, San Francisco State University
- **Laurie Olsen,** Executive Director, California Tomorrow
- **Joan First,** Executive Director, National Coalition of Advocates for Students

- **Hillary Clinton,** First Lady, Invited to present awards to the winners of the Student Essay Contest*

* *Invited*

YARBOROUGH AMONG 10 TEXANS TO BE HONORED AS NABE PIONEERS

NABE will honor former Texas Senator Ralph Yarborough for his pioneering efforts to promote educational excellence through bilingual education and for his outstanding leadership as original sponsor of the 1968 Bilingual Education Act. The enactment of Title VII of the Elementary and Secondary Education Act (ESEA) was landmark legislation which improved educational opportunity for our nation's fast-growing language-minority population.

NABE will also honor the following Texans for their pioneering efforts in bilingual education: Senator Joe Bernal, Dr. José Cárdenas, Dr. Josué González, Dr. Albar Peña, Dr. Blandina Cárdenas Ramírez, Dr. Angel Noé González, Elisa Gutierrez, Senator Carlos Truan, and Dr. Gloria Zamora.

PARENT INSTITUTE

The NABE '93 Conference will include a full-day parent institute on Saturday, February 27th. This event will be geared to the special needs and interests of parents and will offer special assistance to those attending a NABE conference for the first time. The purpose of the institue is to provide parents with training and strategies so that they may become more active partners in their children's education.

SCHOOL VISITS

NABE '93 participants will be able to visit some of the most outstanding educational programs in the country for language-minority and majority students at no additional charge. School visit tickets for all-day and half-day trips on Wednesday, Thursday and Friday will be available on a first-come, first-served basis.

AIR TRAVEL DISCOUNTS

Continental Airlines has been chosen as the official conference airline carrier. By calling World Travel at 1-800-424-2896, you can purchase Continental Airlines tickets at specially discounted fares -- 5% off full first class and coach fares or 5% off lowest fares in effect at time of ticket purchase, provided you meet all requirements applicable to the fare.

Saturday is a FULL conference day and air fares are dramatically lower if they include a Saturday night stay-over. Make your travel plans accordingly!

CAR RENTAL

ALAMO RENT A CAR has been selected the official car rental company for NABE '93. Special discounted rates (from $21/day and $89/week to $31/day and $189/week) have been extended to those attending the NABE conference. These rates are available one week before and after the meeting dates and include UNLIMITED FREE MILEAGE. To make reservations call Alamo at 1-800-732-3232 and request Group I.D. # 86596 and RATE CODE GR. Advanced reservations are required.

HOTEL ROOMS

NABE has made arrangements with eight hotels for specially discounted rates for NABE '93 Conference and OBEMLA Management Institute attendees. Reservations may be made ONLY through the Houston Housing Bureau by completing a housing reservation form. Do not call the hotels directly. NABE will provide shuttle bus transportation between the Convention Center and all conference hotels.

SCHOOL VISITS

NABE '93 conference participants will be able to visit some of the most outstanding educational programs in the Houston metropolitan area for language-minority and language-majority students at no additional charge. School visit tickets for all-day and half-day trips on Wednesday, Thursday and Friday will be available on a first-come, first-served basis. Don't miss this unique opportunity to visit exemplary bilingual education schools, staff, and students. Some of the schools available for visits include:

• *Ashbel Smith Elementary* •

Ashbel Smith Elementary is a unique educational facility offering students a variety of effective academic programs. The "school in the shopping mall" consists of 500 students and 50 faculty members; its bilingual programs serve students from pre-K through fifth grade. These programs focus primarily on the acquisition of knowledge in the first language. A strong ESL component assures successful transition into mainstream classrooms.

Language is developed in context by several means, including whole language. The culture of each student is respected and celebrated during school-wide activities. Other programs offered to students include Chapter 1, Counseling, Special Education, Dyslexia Instruction, and Gifted and Talented classes.

• *Baytown Junior School* •

Baytown Junior School has a total enrollment 65 students in ESL classes. The majority of students are non-English speakers as well as recent arrivals to the district. A strong emphasis is placed on the development of oral and written Spanish language skills for all pre-literate and Level I students. The use of manipulatives combined with visuals are provided to students for the development of English oral language and as well as other literacy skills.

• *G.W. Carver Elementary School* •

G.W. Carver Elementary School has a diverse population of Anglo, Black and Hispanic students. It has a rich pre-K through 5th grade Spanish/English family literacy program. All teachers are committed to the full development of literacy skills for their students. A strong emphasis, under the direction of the principal, is placed on the development of Spanish language skills before English becomes the dominant language for instructional purposes. Among this program's unique features is the newly organized Primary Learning Community (PLC), which consist of four classrooms of 80 students at 3 multi-grades. Three mainstream and one bilingual teacher are teaming to facilitate the learning of English and Spanish by both language-minority and language-majority students. The curriculum emphasizes thematic, interdisciplinary units in English and Spanish.

• *Johnson Elementary School* •

Johnson Elementary School serves 965 students of which 72 percent are Hispanic. The predominantly Hispanic community actively supports the school. Also, the school provides adult education classes two evenings a week. About 365 students are in our Bilingual Program (pre-K through 5th) which features diverse program arrangements. Some classrooms are self-contained and some are team teaching situations. Our bilingual students come from four different schools and are given special attention that only a great bilingual program can give to students. An intense parent volunteer program is an integral part of the school, supporting both teachers and students. The teachers at Johnson are committed to the idea that "all kids can learn," and work industriously each day to achieve this ideal.

• *Lorenzo De Zavala Elementary School* •

Lorenzo De Zavala Elementary School opened its doors to 800 Anglo, Black, and Hispanic pre-K through 5th grade students in August 1992. Bilingual students,

SCHOOL VISITS

students in mainstream classrooms, and students with less severe handicapping conditions and learning disabilities are involved in gifted and talented education, Early Childhood Education, and learning resources classrooms in a Chapter I school-wide program. One of De Zavala's unique features is the use of the latest in laser disc technology in the field of education. A fully automated library system gives all students access to greater education opportunities by means of a Jostens Computer Lab and TV monitors in classrooms.

• *Matthys Elementary School* •

Matthys Elementary School has a student population of 697, of which 73 percent are Hispanic, 23% White, 2% Black, 1% Asian, and 1% other. There are 229 students enrolled in the bilingual/bicultural program in grades pre-K through 5th grade. The school's mission is to assist students to master both English and Spanish in all subject areas through whole language instruction. Our program is designed to maintain skills in Spanish and English. Eleven bilingual teachers and three bilingual aides collaborate in classrooms to ensure a continuous, equitable program.

• *San Jacinto Elementary School* •

San Jacinto Elementary School is a pre-K through 5th grade Spanish and English self-contained campus. This year, however, first grade teachers have attempted to integrate bilingual and regular education students for a two-hour period at the end of the day for enriched language experiences. Second grade teachers have focused on the integration of regular and bilingual students in Spanish as a Second Language and English as a Second Language classes.

• *Ross S. Sterling High School* •

Ross S. Sterling High School has a bilingual program which utilizes a two-hour block schedule to meet the needs of its 120 non-English Spanish speakers. In block scheduling, students receive English as a Second Language activities. Twenty-three percent of the 2,387 student population is Hispanic, 17% Black, and less than one-half a percent is Asian. Level I Spanish speakers in the bilingual program receive Spanish instruction in science, history or math. Strong emphasis is given to oral language development in both languages.

• *Travis Elementary* •

Travis Elementary is a neighborhood school. Its current enrollment is 554 students. The ethnic breakdown is 56 percent White, 39 percent Hispanic, and 5 percent Black. About 50% of the bilingual students are bused from 8 other school attendance zones.

Planned "Family Nights" provide parents opportunities to participate with their children in the use of the library and computer lab. Parents also attend ESL classes with their children. Teachers in the pre-K through 5th grade Bilingual Program use the latest technology, cooperative learning techniques, accelerated learning and diversity training strategies to meet the needs of a diverse student population. The school is also actively involved in Project Read.

• *Worsham Elementary School* •

Worsham Elementary School serves 916 students of which approximately Seventy-seven percent are Hispanic. About 200 students are served in our pre-K through 5th grade bilingual program which features diverse program arrangements. The predominantly Hispanic community actively supports the school and the school in turn provides adult education classes three evenings per week. In addition to our students' regular curriculum, we also offer two programs of excellence. These include: 1) Project Step-Up, which is designed to give gifted students diagnostic and developmental treatment in order to realize their full potential; and (2) Write to Read Lab, an IBM computer program which enhances the regular curriculum and allows students to strengthen the reading-writing connection in both English and Spanish.

can, Latino, Asian and Pacific Islander, and other language-minority populations as well as education organizations. NABE is also involved in a Stanford University project recently funded by the Carnegie Corporation to recommend improvements in federal educational programs and policies to better serve the nation's growing language-minority and LEP student populations. Finally, NABE continues to draw upon the experience and expertise of the field -- language-minority students and their parents, state and local educational administrators, teachers, teacher-aides, school counselors, educational psychologists, and researchers -- because real change in our schools depends upon all of these people.

General Objectives for ESEA Reauthorization

Before stating NABE's legislative recommendations, we would like to offer some general objectives for the up-coming reauthorization process.

First, federal elementary and secondary education programs can and must propel national school reform and foster community-wide commitment to improve the lives and future of our children. While federal funds currently constitute approximately six percent of the money spent on education in the U.S., they can be strategically leveraged to accelerate the educational reform process already initiated in many communities across the nation and to ensure that educational reform reaches *all* communities and benefits *all* American children.

Second, the historic role of federal education programs -- to ensure equality of educational opportunity to all students irrespective of their race, national origin, gender, and disabilities -- must be maintained, sharpened, and expanded. Discrimination, often unintentional, continues to be a systemic problem in American education robbing minority, female, and disabled students of the chance to succeed in school and society. Changing demographics have transformed the moral imperative of non-discrimination into an economic imperative for the nation. Approximately 1/3 of today's public school students are members of racial or ethnic minority groups, and a growing number of public school systems, especially those in urban areas, currently have a majority-*minority* student enrollment. By the year 2080, non-Hispanic Whites are expected to constitute a minority, rather than a majority, of the U.S. population.

> *"Changing demographics have transformed the moral imperative of non-discrimination into an economic imperative for the nation."*

Third, national educational improvement requires that we upgrade the skills, competencies, and knowledge of American teachers. Schools must afford teachers with the opportunity to continue their development throughout their careers, and not just as individuals, but as instructional teams. Prospective and current teachers must receive additional training in how to meet the needs of today's students and how to harness advancing technology for instruction.

Fourth, federal elementary and secondary education programs should be designed to address the family as a "learning unit." Home-school collaboration must extend beyond perfunctory program requirements concerning parent involvement and relate to the life-long learning needs of all American families.

Finally, federal elementary and secondary education programs should leverage school finance reform. Until the "Savage Inequalities" in school funding documented by popular education author Jonathan Kozol are eliminated, America has no chance of meeting the ambitious and imperative educational goals set for the nation.

Chapter 1 General Recommendations

Chapter 1, the largest federal elementary and secondary education program, has throughout its 28-year history focussed national attention and resources on the needs of low-income children. Chapter 1's documented success in helping poor children attain basic academic skills has largely been eclipsed by changes in the national and world economy, changes which demand higher educational expectations, standards, and performance.

The future success of the Chapter 1 program, and more importantly the children served by it, necessitates a fundamental paradigm shift away from the notions of remediation and compensatory education towards educational acceleration and enrichment. Central to this paradigm shift is *elimination from the program of the concept of "educational deprivation"* as a student eligibility and targeting requirement. Labeling students as "educationally deprived" has, in too many instances, acted as a self-fulfilling prophecy, permitting school staff to dwell on student academic "deficiencies" and to lose sight of the skills, experience, knowledge, and learning potential all children bring to school. Chapter 1 must give explicit recognition of the fact that virtually all children can achieve at advanced as well as at basic academic skills levels if they are properly instructed and that our children must achieve at high levels if our economy, society, and nation are

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to have a viable future. The concept of "educational deprivation" must be stricken from Chapter 1.

A necessary correlative change in Chapter 1 concerns elimination of norm-referenced standardized achievement tests as the tool to measure a program's success. Reliance on norm-referenced standardized tests has tended to reinforce Chapter 1's curricular emphasis on basic as opposed to higher academic skills. Assessment has two valid purposes: accountability and improvement of instructional practice. Neither of these purposes are accomplished through norm-referenced standardized testing. *NABE believes that assessment for the purpose of improving instructional practice should take priority over assessment for the purpose of accountability,* since the former purpose leads directly to educational improvement while the latter may not do so and, in some instances, may directly or indirectly penalize students who are victimized by poor educational practice. Accountability can be strengthened by the collection of data on the inputs and processes of Chapter 1 programs. Regarding outcome-oriented student assessments, NABE urges the Committee and Subcommittee to explore alternative assessment methods and techniques, including authentic and portfolio assessments, which can directly lead to the improvement of instructional practice.

Despite the 1988 amendments to Chapter 1 authorizing school-wide programs, Chapter 1 continues to support, and some would say foster, a fragmented approach to the delivery of instruction. Chapter 1 should be amended to discourage "pull out" services and to encourage coherent strategies aimed at school-wide reform and improvement.

As noted in the general objectives above, *Chapter 1 provisions regarding parent involvement need to be recast to focus on the family as a "learning unit" and to provide programs which meet the educational needs of today's families.* Similarly, Chapter 1 needs to facilitate the coordination of health and social services to low-income children and their families. Children who are sick, hungry or homeless are not likely to be productive learners.

Chapter 1 will have scant success in achieving the ambitious objectives set out above without a major infusion of resources into the professional development of school staff. Children cannot be expected to learn what our schools do not teach, and teachers cannot teach that which they do not know. In addition to upgrading teachers' substantive knowledge-base, Chapter 1 must afford teachers serving low-income children with the teaching strategies and skills which enable student learning. *Accordingly, NABE strongly recommends a mandatory set-aside of substantial Chapter 1 resources to retool and revitalize program personnel, including the provision of training directly related to the needs of LEP students.*

> *"Chapter 1 programs and services must be 'developmentally, educationally, linguistically and culturally appropriate' for enrolled LEP students."*

Finally, NABE believes that Chapter 1 should be structured 1) to concentrate federal resources on the schools and communities with the greatest need, those with high concentrations of poverty, and 2) to leverage greater equity in state financial support to school districts.

Chapter 1 Recommendations Regarding LEP Students

Recent studies have shown that Chapter 1 is not equitably or effectively serving LEP students. The problem is in part statutory and in part operational. The "Special Rule" regarding the participation of LEP students in Chapter 1, set out in section 1014 (d), has generally excluded LEP students from Chapter 1 resources. Operationally, the relatively few LEP students receiving Chapter 1 services are generally served in an inappropriate and ineffective manner – a function of inattention, lack of understanding, and lack of institutional capacity and skilled human resources within the Chapter 1 program.

NABE recommends that section 1014 (d) be recast to promote the inclusion, rather than exclusion, of LEP students in Chapter 1 programs. Specifically, Chapter 1 should be amended to provide that low-income LEP children in Chapter 1 schools must be served by Chapter 1 services and programs. The amendment should further specify that Chapter 1 programs and services must be "developmentally, educationally, linguistically and culturally appropriate" for enrolled LEP students. NABE also believes that statutory guidance to school administrators is needed on the types of educational resources and services which should be made available to LEP students with Chapter 1 funds.

Finally, NABE recommends that a fractional percent share of federal Chapter 1 monies, based on the number of LEP students enrolled in Chapter 1 programs, be set aside at the state level to strengthen the capacity of state departments of education to ensure that Chapter 1 programs within their state meet the educational needs of LEP students. NABE will recommend specific statutory language outlining the activities and responsibili-

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ties which are to be accomplished by this new set-aside for state education agencies.

Title VII General Recommendations

1993 marks the 25th anniversary of Title VII, the Bilingual Education Act, the first federal education program focused on the needs of language-minority students. Since its inception, Title VII has evolved from an experimental, demonstration grant program into a multi-faceted voluntary competitive discretionary grant program designed to develop the capacity of our educational institutions to serve language-minority and LEP Americans.

Although Title VII has been chronically underfunded, especially during the 1980's when the real (inflation-adjusted) level of appropriations fell by nearly 50 percent, it has served to lead state and local education agencies into the development of special programs for language-minority and LEP populations and has leveraged positive educational change responsive to the growing linguistic and cultural diversity in American schools. In addition to grants to local education agencies for the development and implementation of new instructional programs specifically designed for non-English-speaking students, Title VII grants to institutions of higher education have made possible the preservice and inservice training of tens of thousands of educational personnel who work with language-minority and LEP populations. Title VII resources have supported specialized training and technical assistance centers and a national clearinghouse on bilingual education as well as centers to assist in the development of reliable program assessment methods and procedures by state and local education agencies.

Demographic trends underscore the importance of not just maintaining, but also strengthening and expanding the federal Bilingual Education Act. And because the presence of LEP students in our schools is fundamentally a result of federal policies, both historic and contemporary, the federal government bears a major responsibility to assist education agencies and institutions in developing the capacity to deliver effective instruction to these students. States and local school districts vary widely in their capacity and commitment to serving LEP students. Despite the substantial progress brought about by Title VII, the need for national leadership and federal assistance continues and will continue for the foreseeable future. ***Accordingly,*** *NABE recommends that Title VII be reauthorized for a minimum of ten years to ensure program continuity and the accomplishment of systemic nationwide progress.*

> *"NABE recommends that Congress accord emphasis and priority to programs which produce bilingual students when it reauthorizes Title VII."*

Like Chapter 1, Title VII has its shortcomings. As with Chapter 1, a basic paradigm shift is needed to shift the focus of schools away from the educational "deficits" to the educational "strengths" children bring to school. This "deficit" orientation of Title VII is most pronounced in how the program treats the native languages of LEP students. Until 1984, Title VII's objective regarding language development was exclusively limited to the acquisition of English. In 1984, Congress authorized the funding of "developmental" bilingual education programs designed to produce students with mastery of both English and a second language. In authorizing programs of developmental bilingual education under Title VII, Congress further stipulated that such programs, whenever possible, be two-way bilingual programs designed to enable both English- and non-English-language background children to achieve bilingualism. Congress saw developmental bilingual education programs as an efficient vehicle for promoting desperately needed multiple language competencies of American students on a broad scale.

Despite the proven success of the limited number of locally-funded developmental bilingual education programs, the Reagan Administration stubbornly refused to seek additional funding for them. And despite substantial demand by local education agencies for grants to implement developmental bilingual education programs, the Bush Administration also failed to commit grant funds earmarked by Congress for these programs.

In view of the pressing need for American students to achieve mastery of English and at least one additional language, *NABE recommends that Congress accord emphasis and priority to programs which produce bilingual students when it reauthorizes Title VII.*

Current law requires that, except in special circumstances, students be exited from Title VII programs in three years. Empirical evidence gathered from a wide variety of school programs uniformly indicates that, on average, LEP children need between 5-7 years to achieve what educators and linguists term "cognitive academic language proficiency," that is, sufficient command of the English language to be able to perform academically across all subjects on par with native-English-speaking students. In light of the research evidence, *NABE recommends that the current limitation on the length of student enrollment in Title VII*

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programs be eliminated from the law.

Fundamental Restructuring of Title VII, Part A Grants to Local Education Agencies

Like Chapter 1, Title VII has, in many cases, inadvertently fostered fragmentation in the delivery of educational services. Title VII grants have frequently led to the development and implementation of special programs within a school comprising certain classrooms and/or grades. Moreover, the six different types of grants for local education agencies authorized under Part A of Title VII have tended to produce programs which have a narrow or special purpose, rather than a comprehensive focus.

To promote the development and implementation of school-wide programs and system-wide educational reform, NABE recommends a fundamental restructuring of Part A of Title VII. In lieu of the six different types of grants currently authorized, NABE recommends three grant types which would differ in scope as well as in grant amount and duration.

The smallest grant would be for a project to enhance an existing bilingual or special alternative instructional program. These grants would be of modest size, no more than $100,000, and two years in duration. These grants would assist existing state- and local-funded programs for LEP students in carrying out a specific, locally-proposed project to enhance the program. Projects would vary widely in response to local needs and might encompass such matters as developing curricular or student assessment materials in a language for which no materials currently exist; adding a family-education component to an existing program; securing specialized training for program staff; procuring instructional hardware or software to enrich a program; or the addition of an early childhood program to an existing elementary school program. The need for a project-scale grant to enhance existing bilingual and special alternative instructional programs for LEP students inheres in the fact that many such programs were developed as long as 20 or more years ago and may not reflect state-of-the-art educational practice. An evaluation would be required at the end of the project.

Next in scope would be grants to develop and implement school-wide programs for LEP students. These grants, which could range up to $250,000 per year would be for a 3-5 year duration. Input, process, and outcome evaluation data would be required for local education agencies receiving school-wide program grants, and specific evidence showing the coordination and integration of other federal, state, local, and private resources would be required as a condition of grant application. Additionally, all school-wide program grants would require the development and implementation of family education and school-wide staff development programs. Parallel to the provisions of current Title VII law, no more than 25 percent of the resources made available for school-wide program grants could be used to support programs which do not utilize the native language(s) of LEP students. Because Title VII's positive impact has been largely on the development and implementation of elementary school programs for LEP students and because large numbers of LEP students (especially recent immigrants) are enrolled in secondary schools, NABE recommends that Congress establish a priority for local education agencies proposing secondary school programs under the school-wide grant program.

> *"NABE recommends that the current limitation on the length of student enrollment in Title VII programs be eliminated from the law."*

The largest scale grants would be for the development and implementation of system-wide programs. The need for system-wide grants inheres in the large numbers and high concentrations of LEP students in certain school districts. System-wide program grants would also correspond to and facilitate the school reform and improvement efforts which have been initiated in some communities. These grants, which could range up to $5 million per year, would be of 5-7 years duration to ensure accomplishment of their broad-scale objectives. As with school-wide grants, education agencies seeking system-wide program grants would have to demonstrate in their grant applications how they would coordinate and integrate available federal, state, local, and private resources. Rigorous system-wide evaluations covering inputs, processes, and student outcomes would be required. System-wide family education and staff development programs would be required for these grants. Priority in awarding system-wide grants would be given to those education agencies which enroll large numbers or high concentrations of LEP students.

Recommendations for Improvement of Title VII, Parts B and C

In NABE's view, only one major substantive amendment is needed to Part B of Title VII which authorizes Support Services. That amendment would be to create a Center for the Application of Technology to the Education of LEP students. In 1987, staff of the Office of Technology Assess-

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ment (OTA) carried out a study at the request of the Chairman of the House Education and Labor Committee of the availability of school computers to LEP students. The report found that LEP students, despite their obvious educational needs, had the least access to school computers of any group of students in America. OTA staff found that LEP student access to computers was a result of the dual barriers of poverty (both of the students and the schools they attend) and language. Written before the advent of multimedia computer technology which has dramatically reduced the development cost of multilingual instructional materials, the report concluded:

Finally, it should be understood that technology is only one means, though a powerful one, to improve the educational service provided to the Nation's growing cohort of limited English proficient students. Children who have such special needs require special attention; as a high risk education group, extraordinary resources may be called for. Education, a labor intensive industry, can be supplemented by the resources technology provides, but this supplement cannot ever take the place of a dedicated and talented teacher. The classroom teacher whose students are limited in their ability to communicate in English should be provided the most efficient tools of the trade in order to help these children move into the full mainstream of the educational system.

In view of the massive shortage of qualified, credentialed teachers of LEP students, NABE recommends that Part C of Title VII be amended to restrict funding of training programs to only those programs which prepare individuals to teach in bilingual education programs or which assist individuals in securing the requisite professional credentials for teaching LEP students. This priority would not apply to the multifunctional resource centers authorized by section 7042 or the fellowship program authorized by section 7043.

Finally, to ensure that the above-recommended amendments to Title VII not disrupt the operations of current programs and activities, a "hold-harmless" transition provision will need to accompany these legislative changes.

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NABE '93
CONFERENCE

February 24-27

George Brown Convention Center, Houston, Texas

See you there!

SPECIAL ED, *from page 12*

serious dilemma for many of the conference attendees. Which session do I choose? During many of the time slots, I found myself quietly moving from one session to another so that I could see as much of the conference as possible.

Unique to the conference this year was a legislative forum. At this open session, CEC executive board members heard testimony relating to the reauthorization of the Bilingual Education Act, Chapter 1 of the Elementary and Secondary Education Act and the Jacob K. Javits Gifted and Talented Education Act. It was encouraging to hear from professionals across the county who were all providing constructive suggestions for legislative improvement in these Acts.

It has been along time since I have returned from a conference so stimulated and encouraged to have seen so many exemplary presentations pertaining specifically to minority students in special education. For those of you who have not enjoyed the experience of attending this annual event, make your plans early to attend this fall conference next year.

If you are interested in being placed on the mailing list for next year's topical conference on Culturally and Linguistically Diverse Exceptional Children or if you would like to join the growing CEC division addressing the needs of the minority handicapped, contact The Council for Exceptional Children at 1920 Association Drive, Reston, Virginia 22091, or-telephone them at 1-703-620-3660. I hope to see even more familiar faces next year!

Kathleen Yourofsky Storchan is co-chair of NABE's Special Education Special Interest Group. <NABE>

ASST OR ASSOCIATE PROFESSOR OF BILINGUAL EDUCATION

The Dept of Elementary Education seeks applications for a position as Asst or Associate Professor of Bilingual Education beginning 9/1/93 subject to budgetary approval. Candidates must have a doctorate in an area relevant to Bilingual Education and be fluent bilinguals in English and either Spanish, Haitian or Chinese. Within Bilingual Education, specialization in Second Language Acquisition and/or Reading is desirable.

Salary $28,630 - $55,179, depending on training and experience. Send application, postmarked by February 15, 1993, along with CV, and the names of at least three (3) references to: Professor Ricardo Otheguy, School of Education,

CITY COLLEGE
OF NEW YORK
Convent Avenue at
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New York, NY 10031
AA/EO Employer M/F

Latino National Political Survey

Findings Indicate Diversity Among Latinos

Despite widespread perception that Latinos are a social and political homogeneous group, a recent study indicates that the nation's fast-growing Latino population encompasses a broad range of opinions and interests. That conclusion is the core finding of the *Latino National Political Survey*, the largest-ever survey of the nation's Mexican, Puerto Rican, and Cuban populations.

Directed by Rodolfo O. de la Garza, professor of government at the University of Texas at Austin, the *Latino National Political Survey* sought to offset some of the stereotypes that depict Latinos as adhering to narrow political and social beliefs. "Our findings should quiet those Latino advocates and critics who claim that Latinos are united by an ethnic bond that distinguishes their policy preferences from those of other Americans," said de la Garza, who discussed some of the preliminary findings last month during a forum at Loyola Marymount University, California.

Among some of the diverse findings:

* The majority of Latinos surveyed agreed that there are too many immigrants coming to the United States. Respondents of Mexican and Puerto Rican backgrounds expressed greater dissatisfaction with the numbers all immigrants than non-Latino Whites who were also interviewed.

* On the contentious issue of abortion, more than one-third of people of Mexican and Cuban background said the procedure should "always" be permitted--an unexpected finding, especially considering the prevalence of Roman Catholic ideology throughout Latin America. Among those of Puerto Rican ancestry, 28 percent said abortion should "always" be allowed.

* More than one-third of each group said women would be "better off" if they took careers and jobs—a seeming rejection of the stereotype of *machismo* in Latino culture. Only about one-quarter of non-Latino whites responded affirmatively when asked the same question.

* At least 40 percent of Latinos interviewed agreed that English should be the official language. Almost 80 percent of non-Latino whites concurred.

Other findings of the survey tend to confirm long-held assumptions: for example, most people of Cuban ancestry consider themselves conservative, but Mexican-Americans and Puerto Ricans generally view themselves as moderate. ***More than 80 percent of all interviewed back bilingual education.***

The study involved interviews with more than 2,800 people in dozens of communities nationwide. The three groups represent the great majority of Latinos living in the United States. Those queried were selected as being representative of the broad economic and social makeup of their communities. The survey also included almost 500 non-Latino whites to provide a comparison.

The Latino population, bolstered by continued immigration and high birthrates, is growing rapidly. Census data from 1990 found that more than 25 percent of California's population was Latino, compared to about 19 percent a decade earlier. Nationwide, the proportion grew from 6.4 to 9 percent during the 10-year span.

The final results of the study were released December 15 in Washington, D.C. <NABE>

INDIAN, *from page 7*

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Renew Your NABE Membership Now!

RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting Saturday, February 27th, 1993 during the 22nd Annual International Bilingual/Multicultural Education Conference in Houston, Texas, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Sender of the proposed resolution must be NABE members in good standing." The 1993 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing" will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either send them by February 1, 1993 or bring them to the NABE Conference Office in the George R. Brown Convention Center by Tuesday, February, 24, 1993.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

1993 Resolutions

Mr. Chairman, I/we wish to submit the following resolution:

Whereas: ______________________________

Be it resolved that: ______________________________

Rationale: ______________________________

Submitted by: ____________________ Seconded by: ____________________

If other than individual, submitted by: ____________________ (Name of Group)

Person to be contacted regarding resolution: ____________________

Name: ____________________ Phone: ____________________

Address: ____________________

City: ____________________ State: __________ Zip: __________

Note: Copies of this form are to be brought to the NABE Conference Office in the George R. Brown Convention Center by February 24, 1993 or mailed postmarked no later than February 1, 1993 to:

José Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
NABE Executive Director
1220 L Street, Suite 605
Washington, D.C. 20005

(FOR NABE OFFICIAL USE ONLY)

Resolution No. __________ Approved __________ Disapproved __________

Reason for Disapproval ____________________

Amendment for Re-editing Needed 1649 Yes __________ No

NABE Membership Action: ______ Carried ______ Failed ________ Date

Census Revises Population Figures for 21st Century

Hispanics, Blacks, Asians, Native Americans Will Comprise Half of U.S. Population

An increase in births among American women coupled with massive immigration will add more people to the nation's population during the 1990s than any time since the baby boom decade of the 1950's, the Census Bureau projected in a report released today.

The new population projections also underscore the nation's rapidly changing ethnic profile: By the middle of the next century, virtually half of the population will be made up of Blacks, Hispanics, Asians and American Indians and our terminology of "majority" and "minority" will become meaningless.

The Census Bureau, in revising its projections from those released in the late 1980s was forced to take into account recent and far-reaching changes in society: Fertility rates are higher among American women than they were in the early '80s, illegal immigration remains high and new legislation will allow more legal immigrants into the country.

Together, these factors led the agency to forecast much higher population growth over the coming decades than previously assume.

In the late 1980s, the bureau projected that the population would peak around 2038 and decline to about 300 million by 2050. But the revised figures add another 80 million to that figure and assume that population will not peak, but continue to grow into the late 21st century.

"When you look at 80 million more people by 2050, that's quite a bit," said Carl Haub, a demographer at the Population Reference Bureau. "That's not small change."

The bureau, which for the first time broke out population changes by race and ethnic group, projects that the number of Hispanics will surpass that of Blacks in tow to three decades. And by the middle of the next century, the number of Hispanics will nearly quadruple to 81 million, or more than a fifth of the population.

Asians, including Pacific Islanders, will remain the fastest growing racial group, increasing from their current number of 9 million to 41-million by 2050. Over the same period, the number of black Americans will nearly double to 62 million, or 16 percent of the population.

And non-Hispanic whites will grow slowly in number but decrease rapidly as a fraction of the population, from three quarters now to just about half in the mid 21st century.

"We would have a much smaller proportion who are of European descent and what we will be calling majority or minority at that point is anybody's guess," said Jeffrey Passel, a demographer with the Urban Institute.

Overall, the American population is expected to grow by about 50 percent from its current level of 255 million. And while some of that increase is driven by higher fertility rates, the overwhelming engine of growth is immigration.

The projections, which in the last decade assumed about 500,000 immigrants into the country each year, now include 880,000 a year. <NABE>

Teachers College,
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Bilingual/Bicultural Education

Assistant/associate professor. Tenure track appointment in the Department of Languages, Literature and Social Studies. Available Fall '93 or later. Salary open. Candidates must have a strong commitment to the education of language-minority children in the U.S. as evidenced by prior professional experience.

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Teachers College, Columbia University is one of the largest graduate schools of education in the world. The Department also offers graduate programs in ESL, applied linguistics, reading and language education. Candidates should have research interests in one or more of these fields or in the social sciences. Teaching, program development and graduate student advisement will be core assignment. Appointee will also be involved in creation of new doctoral program.

Send application letter, three references and CV to Bilingual Education Search; Teachers College, Columbia Univ., Campus Box 96-B; NY, NY 10027.

Teachers College is committed to cultural diversity in its faculty; minority and women scholars at all levels are encouraged to apply.

EMPOWERMENT, *from page 1*

tive monitoring, and metacognitive skills (Jones et al., 1987.). The goal is to prepare independent and metacognitively aware students. Examples of learning strategies include teaching various text structures (i.e., stories and reports) through frames and graphic organizers. *Frames* are sets of questions that help students understand a given topic. Readers monitor their understanding of a text by asking questions, making predictions, and testing their predictions as they read. Before reading, frames serve as an advance organizer to activate prior knowledge and facilitate understanding. Frames can be used by the reader during reading to monitor self-learning. They can also be used after a reading lesson to summarize and integrate newly acquired information.

Graphic organizers are visual maps that represent text structures and organizational patterns used in texts and in student writing. Ideally, graphic organizers reflect both the content and text structure. Graphic organizers include semantic maps, chains, and concept hierarchies and assist the student to visualize the rhetorical structure of the text. Jones et al. (1987) explain that frames and graphic organizers can be "powerful tools to help the student locate, select, sequence, integrate and restructure information-both from the perspective of understanding and from the perspective of producing information in written responses" (p. 38).

Although much of the research on strategic teaching focuses on English monolingual mainstream students, recent efforts to study bilingual and limited-English-proficient linguistic minority students' use of these strategies show similar success. This literature shows that strategic teaching improved students' reading comprehension and conscious use of effective Teaming strategies in the native language (Avelar-La Salle, 1991; Chamot, 1983; Hernández, 1991; O'Malley & Chamot, 1990; Reyes, 1987). Furthermore, these studies show that students, despite limited English proficiency, are able to transfer or apply their knowledge of specific learning strategies and text structure to English reading texts. For example, Hernández (1990) reports that sixth-grade limited English proficient students learned in the native language (Spanish) to generate hypotheses, summarize, and make predictions about readings. He reports:

> Students were able to demonstrate use of comprehension strategies even when they could not decode the English text aloud. When asked in Spanish about English texts, the students were able to generate questions, summarize stories, and predict future events in Spanish. (p. 101)

Avelar-La Salle's (1991) study of third- and fourth-grade bilingual students shows that strategic teaching in the native language of three expository text structures commonly found in elementary social studies and science texts (topical net, matrix, and ,hierarchy) improved comprehension of these types of texts in both Spanish and English.

Such explicit and strategic teaching is most important in the upper elementary grades, when bilingual students are expected to focus on English literacy skills development. Beginning at about third grade, students also face literacy demands distinct from those encountered in earlier grades. Chall (1983) describes the change in literacy demands in terms of stages of readings. She explains that at a stage three of reading, students cease to "learn to read" and begin "reading to learn." Students in third and fourth grade are introduced to content area subjects such as social studies, science, and health. In addition, students are introduced to expository texts (reports). This change in texts, text structures and in the functions of reading (reading for information) calls for teaching strategies that wail prepare students to comprehend various expository texts (e.g., cause/effect, compare/contrast) utilized across the curriculum.

Strategic teaching holds great promise for preparing linguistic minority students to face the new literacy challenges in the upper grades. As mentioned earlier, - the primary goal of strategic instruction is to foster learner independence. This goal in and of itself is laudable. However, the characteristics of strategic instruction that I find most promising grow out of the premise that teachers and students must actively interact and negotiate meaning in order to reach a goal. To assist students in becoming independent, reflective, and empowered learners, Jones, Palincsar, Ogle, and Carr (1987) recommend that teachers follow this instructional sequence:

1. Teachers access and assess current student knowledge about pertinent content and learning strategies via thinkaloud and other prereading brainstorming activities. During this phase of instruction, teachers learn about their students' existing knowledge bases as well as students' questions and concerns regarding their own learning.

2. As a result of the above informal assessment, teachers explicitly explain the new content and strategies to students. After considering students' existing knowledge bases and questions, the teacher and student link the new content and strategies with prior knowledge and skills. The teacher and students identify and discuss the target strategy or strategies (declarative knowledge), how they should employ the strategy or strategies (procedural information), and in what context they should employ the strategy (conditional information).

Continued on page 29

EMPOWERMENT, *from page 28*

3. Teachers model the new strategy or strategies so that students have the opportunity to witness the thought processes and behaviors involved in the employment of the strategy. For example, in reciprocal teaching, teachers initially model for students the process of formulating questions that will assist students to monitor their own learning during reading.

4. Teachers scaffold the instruction and provide students the time to practice and demonstrate their use of the strategy or strategies. Scaffolding is "a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which is beyond his unassisted efforts" (Wood, Bruner & Ross in Jones et al., 1987, p. 55).

5. The teacher apprentices students and provides extensive support of their efforts. This support is temporary; teachers gradually reduce their support so that students assume sole responsibility and become independent learners.

6. Teachers relate strategy instruction to motivation so students recognize the significant role they play in their own learning and academic success. By providing students with experiences in which they see the successful results of strategic learning, it is possible to change students' expectations for success and failure and help them sustain strategy use (modified from Jones et al., 1987).

Throughout the strategic learning process, students are empowered in learning contexts in which teachers allow them to speak from their own vantage points. Before teachers attempt to instruct students in new content or learning strategies, efforts are made to access prior knowledge so as to link it with new information. In allowing students to present and discuss their prior knowledge and experiences, the teacher legitimizes and treats as valuable student language and cultural experiences usually ignored in classrooms. If students are allowed to speak on what they know best, then they are, in a sense, treated as experts—experts who are expected to refine their knowledge bases with the additional new content and strategy information presented by the teacher.

Teachers empower themselves in the process. To carry out this recommended sequence of instruction, teachers must be knowledgeable in both the subject area and the necessary learning strategies for successful learning to occur within that particular subject area or discipline. O'Malley & Chamot (1990) describe teacher empowerment in this type of teaching:

> Teaching becomes an active and decision-making process in which the teacher is constantly assessing what students already know, what they need to know, and how to provide for successful learning. This requires that teachers not only be good managers but also have an extensive knowledge base about their subject and about teaching learning strategies.... Teachers act as models and demonstrate mental processes and learning strategies by thinking aloud to their students. (p. 188)

Teachers are often empowered in the process of implementing strategic instruction because they must become experts in the subject areas they teach as well as in the key learning strategies that will facilitate students' acquisition of the subject matter. In addition, teachers must constantly monitor their students' existing knowledge bases as well as their growing mastery of the new content and learning strategy knowledge.

Furthermore, teachers play a significant role in creating learning contexts in which students are able to empower themselves. Teachers act as cultural brokers of sorts when they introduce students not only to the culture of the classroom but to particular subjects and also prepare students to behave as "insiders" in the particular subject or discipline. Gee (1989) reminds us of the social nature of teaching and learning. He contends that for students to do well in school, they must undergo an apprenticeship into the subject's or discipline's discourse. That apprenticeship includes acquisition of particular content matter, ways of organizing content, and ways of using language (oral and written). Gee adds that these discourses are not mastered solely through teacher-centered and directed instruction but by "enculturation" or apprenticeship into social practices through scaffolded and supported interaction with people who have already mastered the discourse" (p. 7).

Models of instruction such as strategic teaching can promote such an apprenticeship. In the process of apprenticing linguistic minority students, teachers must interact in meaningful ways with students. This human interaction often familiarizes individuals from different SES and race/ethnic groups and creates mutual respect instead of the antagonism that so frequently occurs between teachers and their students from subordinate groups. In this learning environment, teachers and students learn from each other. The strategies serve, then, not to fix the student but to humanize the learning environment. Teachers are forced to challenge implicitly or explicitly held deficit attitudes and beliefs about their students and the cultural groups to which they belong.

Dr. Bartolomé is Assistant Professor of Education at the Harvard Graduate School of Education in Teaching Curriculum and Learning Environments, and Human Development and Psychology. <NABE>

PRES. MES., *from page 1*

a) The smallest grant would be for a project to enhance an existing bilingual or special alternative instructional programs.

b) Grants to develop and implement school-wide programs for LEP students.

c) The largest scale grants would be for the development and implementation of system-wide programs.

5) NABE recommends that Part B of Title VII be amended to create a Center for the Application of Technology for the Education of LEP students.

6) NABE recommends of Part C of Title VII be amended to restrict funding of training programs to only those programs which prepare individual to teach in bilingual education programs or which assist individuals in securing the requisite progressional credentials for teaching LEP students.

These are highlights of the recommendations that are being refined and have been submitted by James Lyons, NABE Executive Director.

I hope you will join us at NABE '93 in Houston, February 24-27, 1993, so that you may give your input into needed changes in Title VII and Chapter 1 programs. The NABE conference in Houston is the time and place where each of you can make a difference and where voices will be heard!

See you there!

Próspero Año Nuevo. <NABE>

DEAN
SCHOOL OF EDUCATION

◆

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Screening of applications will begin January 31 1993, and will continue until the position is filled. Nominations are encouraged. Letters of application and curricula vitae should be sent to: **Dr. Suzanne Falco, Chair, Search and Screen Committee, Cunningham 691, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, Wisconsin 53201.** Telephone: (414) 229-5459.

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ADMINISTRATORS, *from page 9*

bilingual education, how might this opposition effect Chinese/Asian LEP students?

First, not being able to progress academically, some Chinese/Asian LEP students are perceived as "non-verbal" or "unable to express themselves." Therefore, they tend to elect courses and extra-curricular activities that are not linguistically demanding, such as math, computers, and some science courses. Second, some schools also discourage Chinese/Asian LEP students from participating in talent programs, student organizations, debate teams, and drama classes.

Although high school students are required by the school to learn a second language, Chinese/Asian LEP students' bilingual skills are often neglected in our schools. There appears to be a dichotomy in the way bilingual education is implemented among Chinese/Asian LEP students: on the one hand, schools emphasize the importance of learning a second language; on the other, bilingual education for Chinese/Asian LEP students is not being implemented as it should.

As an advocate of Chinese/Asian LEP students, I strongly urge Chinese/Asian parents to become involved in the education of their students. Chinese/Asian parents should encourage their children to actively participate in school activities. A positive learning environment is critical to students' educational success and bilingual development.

ReChiang Amy Chiang is a doctoral student in Bilingual Education at New York University. Presently, she is working for the Chinese/Asian Bilingual Education Technical Assistance Center (CABETAC), New York City Public Schools. Anyone interested in obtaining more information on Chinese/Asian students, should feel free to contact her at (212) 226-6493. The CABETAC center is located at 40 Division Street, 220A, New York, N.Y. 10002. <NABE>

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NABE NEWS

February 15, 1993 National Association for Bilingual Education Volume 16 Number 4

The View From Washington: English-Only Extremism

by James J. Lyons, NABE Executive Director

On February 2, 1993 nine Republican and one Democratic Congressmen introduced the most drastic language-restrictionist bill yet developed by the English-only lobby. While the bill, H.R. 739 has virtually no possibility of passage, it reveals the extremes to which some politicians would go to restrict the civil rights and life opportunities of non-English-speaking Americans.

The legislation (see side-bar text) begins by declaring English the "official language of the Government of the United States" and the "preferred language of communication among citizens of the United States." In addition to repealing the Bilingual Education Act, H.R. 739 would repeal the bilingual provisions of the Voting Rights Act which were reauthorized by Congress last year. The legislation calls for the development and administration of written and oral English proficiency tests which immigrants would need to pass to acquire citizenship. H.R. 739 also requires that "communications by officers and employees of the Government of the United States with United States citizens shall be in English." The only exceptions to the law permitting the use of a non-English language by government are restricted to "religious purposes" or "training in foreign languages for international communication." The bill would not allow use of non-English languages for health, safety, or public welfare purposes.

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Quality Bilingual Education: The Movie

A new video explaining the benefits of bilingual education through the stories of individual Latino, Vietnamese, Haitian, and Portuguese students of different ages will be shown at the NABE '93 conference. *"Quality Bilingual Education: Portraits of Success"* is a nine-minute video produced for a public information campaign by the Massachusetts Coalition for Bilingual Education. Narrated by a successful graduate of a Spanish bilingual program, the video shows how quality bilingual programs teach academics and English, and prepare students to succeed in and contribute to all facets of American society. It was designed to be used as a springboard for dialogue with policy makers, educators, and the general public. Thus far, newspaper editors, members of state legislatures, school faculties, parent groups, and bilingual teachers have responded favorably.

NABE conference participants will have two opportunities to view *"Quality Bilingual Education: Portraits of Success"* on Friday, February 26. It will be shown at 3:30 p.m. as part of a panel session called "Influencing Public Policy and Public Opinion: What We've Learned and What We're Up Against." And it will also be shown to the guests at the Annual Awards Banquet on Friday evening. The co-producer of the video, Massachusetts Association for Bilingual Education

Continued on page 18

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Volume 16 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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Issue 2, 11/15/92	Issue 6, 5/15/93
Issue 3, 01/01/93	Issue 7, 7/01/93
Issue 4, 02/15/93	Issue 8, 8/15/93

All advertising and copy material must be received in the NABE office ***one month prior to publication date*** to be considered for inclusion.

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1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
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PHONE (202) 898-1829
FAX (202) 789-2866

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NABE '94 CONFERENCE

The 23nd Annual International Bilingual/Multicultural Education Conference--NABE '94--will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

Conference updates, contest an-announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message From the President

by Dr. Marlene Kamm

On behalf of the National Association for Bilingual Education and its Executive Board and Headquarters Staff, I would like to extend a warm and enthusiastic greeting to all of you. Whether you are attending NABE's 22nd Annual Bilingual-Multicultural Education Conference or are in your local schools and communities, NABE '93 is an important event for all who work with language-minority students.

The theme of NABE '93 -- Bilingual Education: America's Heritage, America's Future -- embraces our times. NABE '93 marks the 25th anniversary of the American Bilingual Education Act. This landmark legislation was originated and supported by Texas Senator Ralph Yarborough and California Congressman Edward Roybal, both of whom will be honored at NABE '93 for their visionary leadership. NABE '93 offers us an opportunity to celebrate the accomplishments and to assess the shortcomings of a revolutionary federal education program. Coinciding with the legislative reauthorization of the Elementary and Secondary Education Act, NABE '93 provides us with the opportunity to fashion a new federal Bilingual Education Act and to help redesign all federal education programs so that our schools prepare all American students to meet the challenges and to embrace the opportunities of our times and of their future. NABE has already submitted general recommendations for the reauthorization of the Bilingual Education Act and will submit legislative language to Congress soon.

In tandem with the reauthorization process, NABE has produced several publications on bilingual education. Specifically, NABE has published the *Bilingual Research Journal (Volume 16, Numbers 1 & 2)*, which highlights David Ramírez's *Final Report: Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children.* Additionally, NABE has published the *Annual Conference Journal '90 - '91*, and the *Professional Standards for the Preparation of Bilingual/Multicultural Teachers.*

> *"NABE '93 will host over 7,000 people from all over America and from around the world who will participate in more than 300 meetings, workshops, training sessions, intensive institutes, and school visits..."*

As you know, NABE '93 will host over 7,000 people from all over America and from around the world who will participate in more than 300 meetings, workshops, training sessions, intensive institutes, and school visits to learn and to share their expertise in bilingual education. The subjects that will be addressed at the conference are many and diverse and reflect the complexities of education and the diversity of our schools and communities.

Whether you are at the annual conference or in your local schools or communities, I hope that you can share in some way the quality and breadth of NABE '93! I am confident that conference participants will leave NABE '93 revitalized, inspired, and more able to help non-English-language-background students and their families.

<NABE>

Assistant Professor of History
Bilingual: English/Spanish

◆

Tenure track position in Ancient History/Classical Studies available September 1, 1993. Ability to teach bilingually, English - Spanish and Ph.D. or all requirements by starting date. Publications desirable. Salary dependent upon qualifications and experience. Send C.V. to Professor Jacob Judd, Chair, Department of History, Lehman College, CUNY, Bronx, NY 10468-1589.

Lehman College is an AA/EOE Employer

Upcoming Events

March 4-6, 1993 - *Washington Association for Bilingual Education (WABE) Annual State Conference: "Bridge-in Collaboration."* Red Lion at the Quay, 100 Columbia Street, Vancouver, Washington. Contact: Nga Duong, President Elect, (206) 596-1158 or (206) 771-2095.

March 12-13, 1993 - *17th Annual Portuguese-American Conference on Education: "Education, Business, and Community Partnership."* Holiday Inn Plaza Park, 9000 Airport Drive, Visalia, California 93277 Tel: (209) 651-5000. Contact: Luso-American Education Foundation, P.O. Box 1768, Oakland, CA 94604.

March 19-21, 1993 - *New York State Association for Bilingual Education (SABE) 16th Annual Conference. "Bilingual Education: Affirming a New Generation of Global Leaders."* Concord Resort Hotel, Kiamesha Lake, NY. Contact: Noemi Carrera, New York City Division of Bilingual Education, 131 Livingston Street, Rm. 514, Brooklyn, NY 11201 Tel. (212) 328-5716; Fax (718) 935-5115.

March 25-28, 1993 - *Central States Conference on the Teaching of Foreign Languages. "A Celebration of Growth: Dreams Become Reality."* Des Moines, Iowa. Contact: Jody Thrush, CSC Executive Director, 3550 Anderson, WI 53704 (608) 246-6573.

April 1-3, 1993 - *"Beyond Standardized Testing: Authentic Assessment Models."* A three-day institute designed for educators who challenge traditional views for measuring and evaluating learning. Contact: The Principals' Center, Harvard Graduate School of Education, 336 Gutman Library, 6 Appian Way, Cambridge, MA 02138 (617) 495-1825.

April 2, 1993 - *Colloquium on Foreign Language Teaching: "Language and Literature in the Foreign Language Classroom."* Sponsored by the George Washington University and The University of Maryland. George Washington University, Academic Center (801) 22nd Street, N.W., Washington, D.C.. Contact: Irene Thompson, Co-Chair at (202) 994-6335 or Roberta Lavine (301) 405-6451.

April 13-17, 1993 - *Teachers of English to Speakers of Other Languages (TESOL) Convention: "Designing Our World."* Atlanta Hilton, Atlanta, Georgia. Contact: TESOL, 1600 ST., Suite 300, Alexandria, VA 22314 Tel. (703) 836-0774; Fax (703) 836-7864.

April 22-24, 1993 - *Michigan's Sixteenth Annual Bilingual and Migrant Education Programs Conference: "Many Cultures - One Future."* Valley Plaza Inn, Midland, Michigan. Contact: Dr. Raúl Río, Saginaw Schools, (517) 759-2282.

June 9-12, 1993 - *The International Society for Intercultural Education, Training and Research: "Honoring Diversity Through Multicultural Action."* Omni Shoreham Hotel, Washington, D.C. Contact: Celeste Emmens at SIETAR International Secretariat, (202) 466-7883. <NABE>

NABE '94 CONFERENCE

February 15-19, 1994
Los Angeles Convention Center
Los Angeles, California

Mark your calendars now!

Nominations for NABE Executive Board

In June of 1992, NABE began to phase in a new governance structure for the organization which provides for two-year staggered terms for Board members. In the second year of transition (June 1, 1993 -May 31, 1994), the Executive Board will be constituted as follows:

Board Member-at-Large	Filled by current President Marlene Kamm for 1-year term
Board Member-at-Large	Second year of 1992-1994 term of Richard Littlebear
Board Member-at-Large	Second year of 1992-1994 term of Kathy Escamilla
Board Member-at-Large	First year of 1993-1995 term of new member
Board Member-at-Large	First year of 1993-1995 term of new member
Parent Representative	Second year of 1992-1994 term of Susan García
Eastern Regional Representative	First year of 1993-1995 term of new member
Central Regional Representative	Second year of 1992-1994 term of Olga Valcourt-Schwartz
Western Regional Representative	First year of 1993-1995 term of new member

At the NABE Nominating Committee meeting on Thursday, Feburary 25, 1993, nominations will be made for the following 2-year positions on the NABE Executive Board:

TWO BOARD MEMBER-AT-LARGE POSITIONS
EASTERN REGIONAL REPRESENTATIVE
WESTERN REGIONAL REPRESENTATIVE

How Does One Get Nominated for a Position on the NABE Board?

Candidates for positions on the NABE Executive Board are selected by the Nominating Committee, which meets during the Annual NABE Conference. The Nominating Commitee is composed of one delegate from each NABE Affiliate in good standing. The delegate, who must be a NABE member in good standing, is appointed by the Affiliate President.

If you are interested in running for a position on the NABE Board, you should contact your Affiliate President to find out who will be representing the affiliate at the Nominating Committee Meeting. Then contact that person to express your interest in being nominated. A candidate information sheet, listing your qualifications for the position, should be filled out and then taken to the Nominating Committee Meeting by an official delegate. Before the meeting, the delegate should check the NABE membership records to verify that each candidate has been a NABE member for two consecutive years (1991-92 and 1992-93).

Since each nomination must be made and seconded, you should contact other affiliates to inform them of your interest in running for the Executive Board. Many states informally caucus prior to the Nominating Committee meeting, so it is important to let people know you are interested.

The Nominating Committee meeting will take place on Thursday, February 25, 1993 from 3:30 pm - 5:30 pm. Only official delegates can attend the meeting. Candidate information forms and/or certification of NABE membership may be obtained at the *NABE Booth* in the Exhibit Hall of the George R. Brown Convention Center.

René C. González Appointed Acting OBEMLA Director

The U.S. Department of Education recently announced the appointment of René C. González as acting director of the Office of Bilingual Education and Minority Languages Affairs. He assumed the post in January of 1993.

Dr. González has a Ph.D. in Philosophy/Education from the University of California, Berkeley, a M.A. in Sociology from the same school, a M.A. in Microbiology from San Francisco State University, and a B.A. in Chemistry/Biology from the University of Texas. In addition, he holds a California State Lifetime Teaching Credential and has taught chemistry, biology, and French for ten years at the secondary and college levels. He is currently working as a senior research analyst in Office of Research (OR) Division of Schools and School Professionals. He serves as liaison to the Center for Research an Cultural Diversity and Second Language Learning at the University of California, Santa Cruz.

As acting OBEMLA director, Dr. González will oversee a $225 million effort to help children of limited English proficiency learn English and advance their academic skills. This year, the department's bilingual programs are serving more than 370,000 students through grants to local school districts and higher education institutions.

Dr. González worked at the National Institute of Education (NIE), where he served as Team Leader for the Effective Schools and Instructional Practices Team in the Division of Teaching and Learning. From 1985 to 1987, he was Chairman of the American Educational Research Association (AERA) Standing Committee on the Role of Minorities in Educational Research. Dr. González has published monographs and articles on effective schools research and effective teaching of bilingual education. In 1983, he developed and produced *Reaching for Excellence: An Effective Schools Sourcebook*, U.S. GPO, 1983 (reprinted 1986).

Acting OBEMLA Director
René C. González

In 1990, under direct assignment by OERI's Assistant Secretary, Christopher Cross, he served as the agency's Designated Official to ED's Task Force on Hispanics. In this capacity, he researched, organized, and wrote a major section of a paper on the status of Hispanics in the U.S., which he presented to the Secretary's Task Force on Hispanics. At the Undersecretary's request, he also participated in drafting the Task Force's report to the President's Domestic Policy Council. The latter resulted in the first presidential executive order on improving education for Hispanics.

Dr. González continues to serve on the White House Initiative on Hispanics. In this capacity, he is currently a member of the senior staff committee organized by the Director of Research, Dr. Simich-Dudgeon, at OBEMLA, in order to plan and convene the yearly National Research Symposium on bilingual education. As a member of this planning team, Dr. González is responsible for integrating the work of the OERI National Research Center on Cultural Diversity and Second Language Learning at the University of California/Santa Cruz into the yearly symposium held in Washington, D.C.

In October 1992, he was asked to serve as one of two representatives to the ED Inter-Departmental Council on Bilingual Education Research. Comprised of ED senior staff, this council is charged with developing, writing, and presenting a plan to the Secretary for the management of all the Department's bilingual education research. <NABE>

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Meet the NABE Staff

In the months prior to the annual conference, the National Headquarters Staff worked vigorously to ensure that NABE '93 is responsive to the challenges and needs facing individuals involved in the education of language-minority children. In light of their professionalism and dedication to bilingual education, and to help conference attendees better identify them, the NABE Headquarters Staff is featured here.

From left to right:
Jim Lyons, Mina Cousins, Tony Ruiz, Carolyn Riddick, Celia Torres, Nancy Zelasko, Mimi Ahn, Ernesto León

Carolyn L. Riddick

As the most senior NABE staffperson, Carolyn has experienced firsthand the evolution of NABE from an all-volunteer organization into a strong national association. During her first five years with the association, Carolyn managed the entire office by herself, as she was the only employee at the office at that time. Since coming to NABE in 1981, Carolyn has seen the association outgrow its subleased space at the National Council of La Raza (NCLR) and move into its new suite of offices in downtown Washington. Additionally, she has seen NABE go through technological evolutions at the office, such as the use of both Macintosh and MS DOS computers, the installation of a new telephone voice mail system, and the implementation of a new registration processing system.

As Office Manager, Carolyn's responsibilities are accounting, bookeeping, payroll, processing membership and conference registration materials, and making sure that things run smoothly and effectively in the office. Additionally, Carolyn manages a cafeteria benefits program for the NABE staff.

Interestingly, Carolyn's grandson, Derek, is a first grade student at Oyster Bilingual Elementary School in Washington, D.C.. Oyster is a nationally-recognized school with an exemplary history in implementing two-way bilingual (English/Spanish) programs. Carolyn is proud that Derek attends Oyster, and that he has the opportunity to become bilingual. Describing her grandson, Carolyn says: "Derek is highly motivated and enjoys learning in two languages with children from a variety of cultures."

James J. (Jim) Lyons

Jim Lyons is a Washington, D.C. attorney with more than 20 years of experience in federal legislative and policy analysis and advocacy, principally in the areas of education and civil rights. On working in the area of education and equity for language-minority children, Jim says: "I'm the luckiest person in the world to have spent the last 11 years in the challenging and rewarding field of bilingual education."

A native of Omaha, Nebraska, Jim received his B.A. in American Thought and Civilization from the George Washington University in Washington, D.C. He also pursued graduate studies in American Thought and Civilization there on a National Endowment for the Humanities Fellowship.

During undergraduate and graduate school, Jim directed a computerized bibliography of historical social reform and black periodical literature published by Negro Universities Press. He also worked for a Member of the U.S. House of Representatives.

Following graduate school, Jim joined the eminent social psychologist Dr. Kenneth B. Clark at the non-profit Metropolitan Applied Research Center (MARC). He moved from MARC to the U.S. Commission on Civil Rights first authoring school desegregation studies and subsequently directing the Commission's Congressional Liaison Unit where his work encompassed the full spectrum of civil rights policies. During his tenure at the Commission, Jim attended night classes at the George Washington University Law School. In 1979, he received his J.D. degree and was admitted to the District of Columbia Bar.

In 1980, Jim was appointed by the White House as Executive Assistant to the Assistant Secretary for Legislation in the new Department of Education. In 1981, he moved to the Education Department's Office for Civil Rights where he developed policies to protect the civil rights of language-minority students.

In 1982, Jim left government to establish a private law practice. Between 1982 and 1989 he served as Legislative and Policy Counsel to the National Association for Bilingual Education. In that capacity, Jim authored the 1984 and 1988 legislation reauthorizing the federal Bilingual Education Act. While in private prac-

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NABE STAFF, *from page 8*

tice he also served as the Washington Representative of the University of Puerto Rico, Rio Piedras and as a consultant to the National Council of La Raza, the National Puerto Rican Coalition, and various universities, state education agencies and local school districts.

Throughout his personal and professional life, Jim has received valuable insights and steadfast support from Linda, his wife of 25 years. In addition, Jim feels fortunate to have collaborated with the NABE staff, Board of Directors, and state affiliates.

In June, 1989, Jim was named NABE's Executive Director. He also serves as the Association's Legislative and Policy Counsel. As reauthorization of the Bilingual Education Act nears, Jim is confident that 1993 will be a monumental year in terms of what NABE can and must accomplish for language-minority children. Jim explains: "Reauthorization of the Bilingual Education Act affords us the opportunity to bring about systemic change in our nation's schools that can help connect our schools with families and children -- many of whom are from non-English-language-backgrounds."

Nancy F. Zelasko

When Nancy was finishing her master's degree in Sociolinguistics at Georgetown University, and becoming anxious about what she was going to do for a living in a month, a friend of hers mentioned that a representative from the District of Columbia Public Schools had spoken to the Ph.D. candidates about the need for linguists in education. So she boldly made an appointment with the Associate Superintendent for Research. When he asked why she had come to see him, she said, "Well, I heard you needed linguists in education. I'm a linguist and I need a job." Two days later she was hired to write a position paper for the school district on multilingual/multicultural education. Unfortunately the Superintendent left the school system before the paper was published, but she stayed and went to work in the Division of Bilingual Education as a Research Associate. During her six years at DCPS, she worked her way up to Acting Administrative Officer and the director of a Title VII Teacher Training grant. She also devised and implemented the first system-wide survey to determine the language backgrounds of the students.

While at DCPS, Nancy first became involved in NABE, attending her first conference in New Orleans in 1977. Since NABE didn't have a national office at that time, those people in Washington, DC often helped the NABE Board with regard to the Office of Bilingual Education and Congress. In 1979, NABE President Carmen Pérez asked Nancy to organize the first meeting of NABE affiliate presidents, an activity which she repeated the next year at the request of NABE President Ricardo Fernández.

In 1980, Nancy left the DCPS to become the Assistant Director of the Georgetown University Bilingual Education Service Center, a Title VII-funded training and technical assistance center which served nine states in the Mid-Atlantic region. Since her boss at the GU-BESC was 1981-82 NABE President Ramón Santiago, needless to say her involvement in NABE increased significantly. In 1981 she became editor of *NABE NEWS*, serving in that position for the next six years. Nancy was a co-chairperson of the 1983 NABE Conference in Washington, DC. Over the years she also served as chairperson of NABE's standing committee on Rules, preparing the first update since 1979 of the *NABE Manual of Operational Procedures.* Nancy served as Secretary of the NABE Board for 1984-85 and as Treasurer for 1985-86.

While working at Georgetown, Nancy also completed her studies for her Ph.D. in Sociolinguistics. Her dissertation, *The Bilingual Double Standard: Mainstream American's Attitudes Toward Bilingualism*, compares the attitudes toward foreign language study and bilingual education throughout the history of the United States and offers some suggestions regarding the language ideology of mainstream Americans.

In 1989, when the contract for the center at Georgetown University was not renewed, NABE Executive Director Jim Lyons asked Nancy to come work at NABE. "I couldn't imagine a better change of jobs," she says. As NABE Assistant Director, Conference Coordinator, and Editor-in-Chief of *NABE NEWS*, Nancy's days are quite busy. But she says, "It is so gratifying to see how NABE has changed in the last three years and I hope I can contribute to doing even more to better meet the needs of our members and the children we serve."

Tony Ruiz

A native of Nicaragua, Tony relocated by himself to the U.S. during the Sandinista revolution in the late 1970's. After settling in Miami, Florida, Tony attended the Art Institute of Fort Lauderdale where he discovered his talent for interior design and later attended Miami Dade Community College, where he studied Architectural Technology. As a non-English-language-background student in the U.S., Tony says he wished he could have had more bilingual teachers that could have helped him acclimate into U.S. society. "Having teachers who are bilingual in the language(s) of non-English-language-background students helps them feel less anxious and allows them to express what they already know in their native tongue(s)," says Tony. Upon arrival of the rest of his family to the U.S., Tony moved to Washington, D.C. area.

In 1991, Tony started working at NABE as Administrative Assistant and now serves as Information Specialist. He is also the primary liaison between NABE and the advertising and job fair sponsors. Tony says that he enjoys talking with potential sponsors because he was "born to sell bilingual education and NABE -- something I believe in, something that works!"

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NABE STAFF, *from page 9*

In his free time, Tony enjoys painting and cooking. Having participated in last year's conference, Tony is excited about the upcoming conference and encourages all participants to recruit at least one new member for this new year.

Celia Torres

Born in Panama City, Panama, Celia immigrated to Washington, D.C. in 1979 with her mother and sister. Comparing her educational experience in Panama and the U.S., Celia says that classes in Panama were more rigorous and teachers more strict. "Surprisingly, classes in the U.S. weren't challenging," says Celia, "and I was often made to feel that being bilingual was an academic deficiency that needed fixing." Since that time, Celia has come to appreciate her bilingualism as a valuable personal and professional resource to be utilized and developed.

Currently, Celia is the Secretary at the National Office. Her responsibilities include responding to conference inquiries, processing and mailing registration forms, and organizing and filing important documents.

In her spare time, Celia enjoys being with her four children and loves the outdoors. "I'm excited about going to the NABE conference in Houston," says Celia, "and I look forward to meeting everyone there."

Ernesto León

A native of East Los Angeles, Ernesto's parents immigrated to the U.S. from Sinaloa, México in 1962. After graduating from Roosevelt High School, Ernesto earned his B.A. in English Literature from Occidental College, his Bilingual Elementary Teaching Credential from California State University, Los Angeles, and recently completed a M.A. in Bilingual Education and Literacy Development at the Harvard Graduate School of Education. Since coming to Washington, D.C., Ernesto has served as Research Analyst and Managing Editor of the *NABE NEWS*. Additionally, he is assisting Jim in the reauthorization of the federal Bilingual Education Act and Nancy with the conference.

As a college senior eager to earn more than the minimum wage, Ernesto worked part-time as a bilingual teacher assistant in a fourth grade classroom. The profound satisfaction he derived from this experience sparked his interest in bilingual education as a potentially powerful tool for enabling all students to achieve their personal and academic best.

In 1987, Ernesto became a bilingual education teacher with the Los Angeles Unified School District and taught first, fourth, fifth and sixth grade students in North Hollywood and Highland Park -- two areas with high concentrations of linguistic-minority students. As a teacher, Ernesto enjoyed teaching the language arts and coordinated his school's participation in the *Young Author's Competition*, a districtwide festival highlighting the creative and academic writings of students from throughout Los Angeles. Through these experiences, Ernesto became intensely interested in the second language writing processes of linguistic-minority students, and integrated this research interest in his graduate studies at Harvard.

As a new member of the National Office Staff, Ernesto is excited about providing insightful strategies on the education of linguistic-minority students through critical and informative articles in the newsletter. "Bilingual education can make a profound and positive difference in the lives of all children," says Ernesto, "and I look forward to contributing to this process."

Wilhemina (Mina) Cousins

Born in Jamaica, Mina moved to the U.S. with her family at the age of 10 and spent the following years in New Haven, Connecticut. Before moving to Washington, D.C., she was a full-time student at Wichita State University in Kansas, where she was working on her B.A. in Health Care and Administration.

Mina is the Receptionist at NABE. In this capacity, she answers all incoming calls and handles all incoming mail. Additionally, Mina is responsible for managing the telephone voice mail system.

Mina is the proud mother of two children and enjoys spending quality time with them. In her spare time, she likes listening to a variety of music and enjoys all types of physical exercise. Describing her experience at NABE, Mina says: "Although everyone at the office has their official duties, we all work together as part of a team in order to improve educational opportunities for all children."

Kyung Mi (Mimi) Ahn

Born in Seoul, Korea, Mimi immigrated to Los Angeles with her family in 1976. After participating in ESL and bilingual (Korean/English) programs from 6th to 8th grade in the Los Angeles Unified School District, Mimi earned her B.A. in Fine Arts from Occidental College in 1987, and later attended the Art Center College of Design in Pasadena, California.

Before coming to Washington, D.C., Mimi worked as a graphic designer in Beverly Hills, California and later as a senior graphic designer at the Museum of Fine Arts, in Boston, Massachusetts. In addition to working as a Graphic Designer, Mimi is also a talented painter, and has displayed and sold several of her works.

Currently, Mimi is a Graphic Design consultant at NABE. In this capacity, she serves as desktop publisher for the *NABE NEWS* and has designed the covers for several recent NABE publications, including the *Bilingual Research Journal*, the *Annual Conference Journal '90 - '91*, and the *Professional Standards for the Preparation of Bilingual/Multicultural Teachers*. Additionally, Mimi helped design the awards for the annual conference and created the new NABE logo.

Bilingual in English and Korean, Mimi is also developing her Spanish language skills. "Being multilingual is an enormous advantage," says Mimi, "and increases one's options for personal and educational fulfillment."

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Resources for Bilingual Educators

Appropriating Scientific Discourse: Findings from Language-Minority Classrooms - and educational practice report (#3) by A.S. Rosebery, B. Warren, and F.R. Conant, describes and analyzes a collaborative inquiry approach to science that emphasizes the involvement of language-minority students in "doing science" like practicing scientists. $4.00. Center for Applied Linguistics/National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, N.W., Washington, D.C. 20037.

ESL/Bilingual Software - materials of interest include: *Bilingual Reading Comprehension*, a collection of illustrated stories in English and Spanish that offer critical questions at the end of each story; *The Bilingual Writing Center*, a program that offers English/Spanish menu selection, spell checker, thesaurus, dictionary, and illustrations to facilitate writing; and *Math Facts Spanish*, a tool for pretesting and placing students that allows for varied response times. Reading Comprehension $159.95; Writing Center $183.20; $150.00. The Reading and Computing Place, 14752 Beach Blvd., #200, La Mirada, CA 90638 Tel. (714) 523-9000 or FAX (714) 523-1020.

False Choices: Why School Vouchers Threaten our Children's Future - a collection of essays and interviews on the threat school "choice" poses to our schools and to our democratic vision for our society. $3.00 plus $2.00 shipping and handling. Rethinking Schools, 1001 East Keefe Ave., Milwaukee, WI 53212 (414) 964-9646 or fax 964-7220.

Flecha al Sol/Arrow to the Sun - written by Gerald McDermott, Flecha al Sol is a Caldecott Award-winning story of a boy's transformation into an arrow that journeys between the sun and the earth. $15.95. Bilingual Educational Services, Inc. 2514 South Grand Avenue, Los Angeles, CA 90007. Tel. (213) 749-6213.

Helping ESL Students Cope with Content-Based Texts - a research article that discusses the importance of using clear visual aids and schema theory as a reading strategy for ESL students. (Article #EJ 4217 211) ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037.

Make the Right Call - a campaign kit that contains a variety public education materials designed to raise awareness about the role of the Emergency Medical Services (EMS) and when and how to access the EMS system. For a free write to: EMS PIER Campaign c/o 1901 L Street, N.W., Suite 300, Washington, D.C. 20036.

Redescubriendo América/Rediscovering America - a collection of bilingual folktales, short stories, poetry, songs and teaching ideas for elementary and secondary level students. The book includes writing by Nobel Prize recipient Rigoberta Menchú, Pedro Albizu Campos, Ernesto Cardenal, Rubén Darío, Gabriel García Márquez and Pablo Neruda. $5.00 plus $3.00 shipping and handling. NECA 1118 22nd Street, N.W., Washington, D.C. 20037 Tel. (202) 429-0137 or fax (202) 429-9766.

Salsa: Writing Assistant for Spanish - an IBM instructional software program that offers a new approach to organizing foreign language reference material. *Salsa* enhances accuracy, productivity, and self-expression in writing for ESL students at the secondary and college level. $175.00 per copy. Interlex Associates, Inc. P.O. Box 252 Ithaca, NY 14851. Tel.(607) 387-9688.

Take Pride in America with Mark Trail - a coloring book published by the U.S. Fish and Wildlife Service that seeks to encourage personal awareness and stewardship of U.S. lands and resources. Contact: Mary Joyce H. Williams, U.S. Department of the Interior, U.S. Fish and Wildlife Service, MS 322 Arlington Square, 4401 North Fairfax Drive, Arlington, VA 22203. Tel. (703) 358-2156.

TESOL Resource Packet: Is Your School Helping Its Language-Minority Students Meet the National Education Goals? - a collection of reprinted articles from past TESOL publications designed to support programs of instruction for language-minority students in grades K-12. Contact: TESOL, 1600 St., Suite 300, Alexandria, VA 22314. Tel. (703) 836-0774 or fax (703) 836-7864.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. <NABE>

Bilingual Education in South Africa and Nambia: Learning and Research Opportunities

by George Wilcox,
English Language Programs Office -- U.S. Information Agency

The education of racial groups in South Africa and Namibia has been historically segregated. Because black Africans make up approximately 75 percent of the population in these two countries, they have indigenous African languages as their mother tongues. However, because both South Africa and Namibia have at different points declared English and Afrikans as official languages, educators in the two countries have by necessity been involved in bilingual education both formally and more often than not, informally and illegally. However, with the sociopolitical changes underway in the last few years, the need for multilingual and multicultural education in these two countries has become even more pressing.

During the past three years, 1989-1992, while serving as the Regional English Language Officer with the United States Information Service in South Africa, I had the opportunity to learn firsthand what South African and Namibian educators are doing to overcome their language and cross-cultural related problems, and in the process make contact with many educators involved in multilingual/multicultural education.

Because of the interesting language complexities of South Africa and Namibia and the similarities between the situations in those countries and the U.S. , second language educators and researchers have a valuable opportunity to learn about different bilingual education methods and programs.

At the NABE conference in Houston, I am presiding over a session focussing on my experiences in bilingual education in Southern Africa. I strongly encourage conference participants to take advantage of all the work and research being conducted in South Africa and Namibia in the field of bilingual education. Additionally, this session will provide U.S. educators an excellent opportunity to correspond with South African bilingual educators and share each other's experience, ideas, and energy regarding bilingual and multicultural education. I look forward to seeing you at the session! *<NABE>*

The Need For AIDS Education in the Bilingual Program

by Henry Lesnick, Hostos Community College, New York

At the General Membership Meeting at the NABE National Conference in 1990, a resolution was passed resolving, "that NABE encourage that all LEP students receive linguistically and culturally appropriate instruction in AIDS awareness and preventive strategies," and "that these educational efforts be extended to parents and other adults of the target community." Recently published reports underscore the need for further implementation of this resolution, particularly among Latino students. These reports reveal an unfavorable trend in the acquisition of knowledge of AIDS risk factors and risk reduction behaviors accompanied by increasing rates of new HIV infection among Latinos.

The U.S. Centers for Disease Control (CDC) reported in its recent *"AIDS Update" (Morbidity and Mortality Weekly Report, July 3, 1992)* that Latinos led all groups in the U.S. in rate of increase in new AIDS cases from 1990 to 1991. The rate of increase for Latinos in the past year was 11.5% , compared to a rate of increase for all groups of 5.0% and a decline of .5% for Whites.

These rates of increase in new cases of HIV/AIDS are reflective in some degree of the levels of understanding of risk factors and effective risk-reduction behaviors. Several reports on Americans' AIDS knowledge and attitudes based on the *National Health Interview Survey* published over

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A CALL FOR PAPERS AND PRESENTATIONS

The 23rd Annual Conference of the National Association for Bilingual Education will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California. In addition to inviting nationally- and internationally-known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION

Models, methods and materials for teaching students using their native languages and English throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION

Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education programs

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS

Site-Based Management, Program Evaluation and Student Assessment, Competency-Based Curriculum, Effective Schools, Total Quality Management, Accelerated Learning

BILINGUAL EDUCATION PERSONNEL

Demand for, pre- and in-service training, certification, and recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION

Adult Literacy, Parents as Partners in Education, Home-School Language Use and Development, Early Childhood Education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS

Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LANGUAGE-MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS

Special Education, Chapter I, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Indian Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC-MINORITY AMERICANS

Demographic Trends, Dropouts, English-Only/English-Plus Movements, Health, Social and Economic Issues, International Perspectives, Immigrant and Refugee Policies, School Finance

1669

PROPOSAL PREPARATION GUIDELINES

1. PROPOSAL FORM (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in the program.

2. ABSTRACT: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should include the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. At the top of the page, state the title/topic of the presentation and the type of session.

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any presenter is not a current NABE member, attach a sheet of paper containing their name(s) and mailing address(es).

5. POSTCARD: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '94 PROGRAM COMMITTEE

NABE National Office
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 15, 1993.

Notification of acceptance or rejection will be sent by October 15, 1993.

TYPES OF PRESENTATIONS

PAPERS (45 Minutes)

A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes)

Show a specific teaching or testing technique. After a brief description of the underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

WORKSHOPS (2 Hours)

Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

SYMPOSIA (2 Hours)

Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large-group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The organizer should plan on providing sufficient time for presentation and discussion.

GENERAL POLICIES

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '94 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registrations for presenters nor will any honorarium be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '94 Exhibitors or Sponsors in order to be considered for inclusion on the program.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to video-tape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE '94 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 15, 1993

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ______________________________
(limited to 15 words)

B. NAME(S) AND AFFILIATION(S) OF PRESENTER(S):

	NAME	AFFILIATION	
1.	______	______	NABE Member? ____
2.	______	______	NABE Member? ____
3.	______	______	NABE Member? ____
4.	______	______	NABE Member? ____
5.	______	______	NABE Member? ____

C. DESCRIPTION - 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:
(DESCRIPTIONS EXCEEDING 50 WORDS WILL BE EDITED.)

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D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED
(REFER TO TYPES OF PRESENTATIONS)

[ ] DEMONSTRATION (45 minutes) [ ] PAPER (45 minutes)

[ ] SYMPOSIUM (2 hours) [ ] WORKSHOP (2 hours)

E. LANGUAGE(S) OF PRESENTATION: ______________________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

[ ] All Language Groups

[ ] Some Language Groups (specify): ______________________________

[ ] One Language Group (specify): ______________________________

(Complete Second Page)

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NABE '94 PRESENTATION PROPOSAL FORM

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic-Minority Students

☐ Bilingual Education Personnel

☐ Linguistic-Minority Families and Education

☐ Technology and Linguistic-Minority Students

☐ Linguistic-Minority Students and Other Education Programs

☐ Policies and Issues Affecting Bilingual Education and Linguistic-Minority Americans

☐ Other (specify): ______________________________

____

H. SESSION SPONSOR (Check if any apply):

☐ NABE SIG
(Name of SIG and Chairperson): ______________________________

☐ NABE '94 Exhibitor
(Name of Company and Contact Person): ______________________________

☐ NABE '94 Sponsor
(Name of Company and Contact Person): ______________________________

I. AUDIO-VISUAL EQUIPMENT ORDER: (All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 15, 1992 cannot be guaranteed and will be charged at a higher rate.)

☐ VHS Cassette Videotape Player/Monitor ($25) ☐ Slide Projector ($10)
☐ Audio Cassette Player ($5)
☐ Microcomputer with LCD Projection to Screen (Price will be included with acceptance letter)
Type of computer needed: _____ IBM Compatible _____ Apple/Macintosh
Model and configuration: ______________________________
☐ Other: (Specify - Information on price will be included with acceptance letter):

____

J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent):

Name: ______________________________

Affiliation: ______________________________

Street: ______________________________

City: ____________________ State: __________ Zip: __________

Telephone: Work ( ) ____________________ Home ( ) ____________________

FAX: ( ) ____________________

Remember to attach a list of names and addresses of presenters if they are not NABE members.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 15, 1993 TO:
1220 L Street, N.W. - Suite 605, WASHINGTON, DC 20005-4018

AIDS, *from page 12*

the last two and one half years by the CDC indicate a decline over this period in the understanding among Latinos of the value of condom use from 73% to 71% *(Advance Data, #166, 4/11/89; #207, 10/17/91, National Center for Health Statistics).*

Similarly suggestive of the lack of information among Latinos are the data over the last three years for new HIV/AIDS cases for men who have sex with men. Largely as a result of massive educational efforts initiated in the gay community resulting in increased condom use and safer sex practices *(America Living With AIDS, Report of the National Commission on AIDS, 1991)*, the overall cumulative rate of HIV/AIDS cases for men who have sex with men has been declining, from 61.8% to 58.3% of all cases over the last three years, while the rate for Latino men in this category has increased over the same period from 10.3% to 11.2% of all cases *(HIV/AIDS Surveillance, Year-End Editions, CDC, January, 1989; January, 1992).*

Despite the fact that Latinos of all risk categories are experiencing increasing rates of new HIV infection and are not acquiring the understanding of behavior which could reduce the risk of HIV infection, they remain linguistically and economically more removed from mainstream AIDS education programs than the population at large *(Monitor, American Psychological Association, February, 1991).* A review of the CDC AIDS School Health Education Database citations and abstracts reveals that only six of a total of more than two hundred teaching guides and AIDS education curricula are designed for the instruction of language-minority students in their native languages; three of these are in Spanish.

The scarcity of curricula in LEP students' native languages reflects the limited degree to which AIDS education is an integral part of their instructional program. Having recognized this problem, however, the bilingual educator can help alleviate it. There are numerous printed materials and videos available, often in bulk quantities at little or no cost, in LEP students' native languages from local and state health departments and from the National AIDS Clearinghouse (800-458-5231). The NAC also provides free data base searches of educational resources and materials available in different languages from sources throughout the country.

> *"Latinos of all risk categories are experiencing increasing rates of new HIV infection and are not acquiring the understanding of behavior which could reduce the risk of HIV infection..."*

The use of AIDS education materials in language instruction classes creates the opportunity for content-rich instruction, which can enhance students' acquisition of basic literacy skills. An effective AIDS education program draws on and develops the critical thinking, reading, and writing skills at the core of every sound language instruction program.

The data cited here reveal the very limited access LEP students have to AIDS education and demonstrate the need for the bilingual educator to take the initiative in helping to provide this instruction. Introducing AIDS education in the language learning classroom can help develop students' literacy as it helps preserve their health. Adolescent and adult students, in particular, develop literacy to the extent that their instruction addresses problems of immediate social concern and empowers them to understand and alter their world *(Freire, 1970, Pedagogy of the Oppressed).* Language teachers can play an important role in the work of AIDS education.

Note: Anyone interested in acquiring AIDS information should write to:

The Colorado Department of Health, 4210 East 11th Avenue, Denver, CO 80220, (303) 320-8333, has produced a 26 page teaching guide and curriculum for Hispanic secondary school students.

The Boston Public Schools, Curriculum and Staff Development, 26 Court Street, 8th Floor, Boston, MA 02108, has developed two-lesson AIDS curriculum guides for 7th and 8th, 9th and 10th, and 11th and 12th grade students whose primary language is Spanish, French, or Chinese.

Villarreal Analytic Management Services has produced a 345 page, bilingual, English-Spanish, AIDS curriculum for migrant students, grades 6-12 with the National Coalition of Advocates for Students, 100 Boylston St. Suite 737, Boston, MA (617) 357-8507. <NABE>

Ms. Jan Peterson of the National Coalition of Advocates for Students will be discussing AIDS education and the migrant student curriculum at the NABE '93 Conference.

BE MOVIE, *from page 1*

(MABE) President-Elect Virginia Vogel Zanger, will be a panelist. She will discuss the development of the video in the context of a grassroots public education campaign.

The video will be available for purchase at the NABE booth in the exhibition hall at the conference for a special conference rate of $30. The regular cost is $40 (including shipping). Order from HOPE Inc./ Coalition Video/ 165 Brookside Ave. Extension, Jamaica Plain, MA 02130. Checks and purchase orders should be made payable to MABE. The producers of the video are currently working on a Spanish dub of the tape, with plans to translate it into other languages as well.

The NABE affiliate in Massachusetts, MABE, is an active member of the Coalition. NABE contributed to video production costs, along with sponsorship from Digital Equipment Corporation, the Boston Teachers Union, and Santillana and Heinle & Heinle publishing companies. *<NABE>*

PUBLISHERS AND EDUCATIONAL MATERIAL DEVELOPERS

Do you have a new product that you would like NABE members to know about?

Send a sample of your new material to the Editor at NABE

New materials received will be listed free of charge in the Resources Column

Cinema Course University of Barcelona, Spain

. . . .

July 26-August 6,1993.

Contact: Media Arts Program, University of New Mexico, Albuquerque, NM 87131

(505) 277-6262 or

(505) 281-9815.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
ASSISTANT/ASSOCIATE PROFESSOR IN BILINGUAL/BICULTURAL EDUCATION

Assistant/associate professor. Tenure track appointment in the Department of Languages, Literature and Social Studies. Available Fall '93 or later. Salary open. Candidates must have a strong commitment to the education of language-minority children in the U.S. as evidenced by prior professional experience.

Strong background in socio-linguistics and teacher education required. Should be interested in pursuing tenure as evidenced by commitment to teaching, research and scholarship. Hands-on involvement in schools is extremely important. Earned doctorate in a cognate field or in teacher education preferred. Must be fluent in one or more of these languages: Chinese, Greek, Haitian Kreyol, Russian or Spanish.

Teachers College, Columbia University is one of the largest graduate schools of education in the world. The Department also offers graduate programs in ESL, applied linguistics, reading and language education. Candidates should have research interests in one or more of these fields or in the social sciences. Teaching, program development and graduate student advisement will be core assignments. Appointee will also be involved in creation of new doctoral program.

Send application letter, three references and CV to Bilingual Education Search; Teachers College, Columbia Univ., Campus Box 96-B; NY, NY 10027.

Teachers College is committed to cultural diversity in its faculty; minority and women scholars at all levels are encouraged to apply.

Meet the NABE Board

Anna M. López,
NABE Vice President

> *"Being a NABE board member has been one of the highlights of [my] career."*

NABE NEWS is pleased to introduce Anna M. López, NABE Vice President. Anna has been in the field of education for thirty-two years. She has worked as a teacher of the handicapped, a general program teacher, and as a bilingual and ESL teacher. Her administrative career began in New Brunswick, New Jersey as the District Administrator for Bilingual and ESL Education, K-12.

In 1976, Anna left the school district to begin her tenure at the New Jersey Department of Education (NJDOE). She began as the Bilingual Curriculum Coordinator and, after four years, was appointed NJDOE Director for Bilingual Education, a position she held for almost eight years. Anna then left NJDOE and returned to Perth Amboy School District, New Jersey as the Director for Bilingual Education and Foreign Languages, K-12. This move allowed Anna to use the knowledge and expertise she had gained while at the state. It also allowed her to become more active in professional organizations such as NJTESOL-BE (as a board member), ASCD, Phi Delta Kappa, Association for Teachers of the Learning Disabled and, of course, NABE.

Anna has been on the NABE Board as the Eastern Regional Representative for two one-year terms and currently serves as Vice President. Anna says that being a NABE board member is rewarding, but that it is also a great deal of work.

Regional representatives must keep in contact with the affiliates in their regions and be able and willing to meet and work with them as needed. Many of these meetings take place on weekends, during school breaks, or vacation time. At times it is necessary to take personal or vacation time from work.

Often, affiliates request NABE board members to attend their conferences and to present a workshop or give a keynote address. It is rewarding to do this, but again can be time-consuming. Anna has been fortunate to work for a school district that has allowed her to take the time off to meet her duties as a board member. Attendance at board meetings usually means at least one day out of work plus the weekend. The time dedicated to NABE board meetings and other related responsibilities can be as much as 250-300 hours a year.

Anna says that in spite of all the work and all the hours involved, being a NABE board member has been one of the highlights of her professional career. It is an area in which she will remain active when she retires at the end of 1993. In fact, Anna hopes to devote more time to NABE and the education of the language-minority students. <NABE>

ANNOUNCEMENT

Dr. Judith Rosenthal of Kean College of New Jersey is writing a book for the Advancement of Science Press on teaching science to LEP undergraduates. She is looking for information about model courses or programs designed to improve science instruction -- particularly biology, chemistry, and physics -- for this population. Possibilities might include training science professors to more effectively teach LEP undergraduates, science instruction in the native language, as adjunct, tutorial, sheltered, and bridge models. If you are involved with or know about such an activity at your college/university, please contact Dr. Rosenthal in the Department of Biological Sciences, Kean College of New Jersey, Morris Ave., Union, NJ 07083. Phone (908) 527-2469 and FAX (908) 355-5143.

ENGLISH-ONLY, *from page 1*

H.R. 739 includes a "preemption" clause which would overturn or preempt any inconsistent State or Federal law. Citing the inclusion of the federal "preemption" clause in H.R. 739, English First, one of two national language-restrictionist lobby groups, hailed the bill as the "first offensive piece of legislation." Ironically, virtually all of the bill's sponsors (see sidebar text) are opponents of what might be termed an activist role for the federal government. Yet, the legislation would cause the federal government to actively repress state programs and services which involve a language other than English.

Two of the bill's sponsors were quoted in the *Washington Times* news story on their motivation and intent. Toby Roth (R-WI) declared that because of the bond of the English language, America has "avoided the problems of Quebec of Yugoslavia." He told the *Washington Times* that he had been motivated to introduce the bill by letters from language-minority people across the country who "disapprove of bilingual education because they want to be assimilated." Co-sponsor Richard K. Armey (R-TX), chairman of the House Republican Conference and member of the House Education and Labor Committee, declared that "bilingual education programs only make it more difficult for immigrants and their children to be assimilated."

With less than 2 percent of House Members sponsoring the legislation, it is virtually inconceivable that the bill could ever be enacted. Taking the form of a legislative bill rather than a proposed constitutional amendment, the bill would be open to constitutional challenge if it were ever enacted into law. *<NABE>*

Co-sponsors of H.R. 739

CALIFORNIA
Rep. Wally Herger (R-CA)
Rep. Ronald C. Packard (R-CA)
Rep. Dana Rohrabacher (R-CA)

ILLINOIS
Rep. Philip M. Crane (R-IL)
Rep. Henry J. Hyde (R-IL)

LOUISIANA
Rep. Richard Hugh Baker (R-LA)

NEW JERSEY
Rep. H. James Saxton (R-NJ)

OHIO
Rep. Michael G. Oxley (R-OH)

TEXAS
Rep. Richard K. (Dick) Armey (R-TX)

VIRGINIA
Rep. Norman Sisisky (D-VA)

Synopsis of H.R. 739

SECTION 1. SHORT TITLE.
This Act may be cited as the "Declaration of Official Language Act of 1993".

SEC. 2. ENGLISH AS OFFICIAL LANGUAGE.
(a) In General.—Title 4, United States Code, is amended by adding at the end the following new chapter:

"CHAPTER 6—LANGUAGE OF THE GOVERNMENT
"Sec.
"161. Declaration of official language.
"162. Preferred language of communication.
"163. Preserving and enhancing the role of the official language.
"164. Duties of citizenship.
"165. Reform of naturalization requirement.
"166. Exceptions.
"167. Preemption.
"168. Construction.

"Sec. 161. Declaration of official language
"English is the official language of the Government of the United States.

"Sec. 162. Preferred language of communication
"English is the preferred language of communication among citizens of
the United States.

"Sec. 163. Preserving and enhancing the role of the official language
"The Government of the United States shall promote and support the use of English for communications among United States citizens. Communications by officers and employees of the Government of the United States with United States citizens shall be in English.

"Sec. 164. Duties of citizenship
"All United States citizens should be able to read, write, and speak English to the extent of their physical and mental abilities.
"Sec. 165. Reform of naturalization requirements
"The Immigration and Naturalization Service shall—
"(1) establish an English language proficiency standard for all applicants for United States citizenship, and
"(2) establish a written and oral examination to test for the achievement of such standard by such applicants.

"Sec. 166. Exceptions
"This chapter does not apply to the use of a language other than English for—
"(1) religious purposes, or
"(2) training in foreign languages for international communication.

"Sec. 167. Preemption
"This chapter preempts any State or Federal law which is inconsistent with this chapter.

"Sec. 168. Construction
"This Act is not intended to affect programs in schools designed to encourage students to learn foreign languages.".
(b) Clerical Amendment.—The table of chapters for title 4, United States Code, is amended by adding at the end the following new item:
"6. Language of the Government...............161".
(c) Repeals.—
(1) Bilingual education.—Title VII of the Elementary and Secondary Education Act of 1965 is repealed.
(2) Bilingual ballot.—Section 203 of the Voting Rights Act of 1965(42 U.S.C. 1973aa-1a) is repealed.

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Literacy Development of Bilingual and LEP Children in Whole Language Classrooms

by Dr. Barbara Flores,
California State University, San Bernardino

Within the last decade our knowledge about how children "come to know" written language has revolutionized our thinking. The research paradigms that have been pivotal are primarily the sociopsycholinguistic (Goodman and Goodman, 1976, 1978, 1981; Goodman, Goodman, & Flores, 1979; Goodman, Y. & Altwerger, 1981; Goodman, Y., 1980, 1984, 1985, 1986; Halliday, 1975, 1978; and Smith, 1982, 1983, 1985); sociocultural (Vygotsky 1962, 1978; Díaz, Moll, & Mehan, 1984; Moll & Díaz, 1981; Cole & Scribner, 1980); psychogenesis (Ferreiro & Tebarosky, 1979, 1982; Farreiro, et al, 1982; Ferreiro, 1984, 1986); and sociopolitical (Freire, 1970, 1973, 1987; Giroux, 1983; 1988) paradigms. These four intellectual traditions have given Whole Language advocates (teachers, researchers, administrators, policy-makers, and parents) the knowledge to reevaluate status quo pedagogy for bilingual and LEP students and develop a holistic pedagogy that is organized to successfully promote language and literacy acquisition in L1 and L2.

During the last ten years we have participated in evolving our understanding and shifting our paradigms about how bilingual, LEP, and "mainstream" students "come to know" written language based on the Goodman's' sociopsycholinguistic theory of literacy development and proficiency; Halliday's social semiotic theory of first and second language development; Vygotsky's sociocultural theory of the social construction of knowledge and literacy; and Ferreiro and Teberosky's evolving and grounded psychogenesis theory about childrens' individual construction of literacy as a cultural object of knowledge. Most importantly, Freire's (1970) social political philosophy of learning and teaching has advanced the reorganization and paradigm shift of language and literacy instruction from a mere "transfer of knowledge" pedagogy to a more "empowering" pedagogy of knowing, specifically for bilingual and LEP students.

> ***"The teacher's pedagogical knowlede about how children "come to know" literacy and biliteracy across different social contexts is perhaps one of the most important aspects in the success or failure of our children's literacy aquisition..."***

The praxis of these theories-in-action and actions guided-by-theories has significant pedagogical implications for the learning and teaching of literacy and biliteracy for bilingual and LEP students across grade levels and proficiencies. In our nation, English literacy proficiency is the yardstick that is used to measure academic achievement. For bilingual and LEP students the most significant issue is the acquisition of literacy, both in L1 and L2.

The article will present: 1) a theoretical discussion of the importance of authentic social interactions between teacher and students that organize the potential for the social construction of knowledge; 2) the deliberate sharing and guidance of knowledge; 3) the importance organizing the social contexts that promote the acquisition of literacy in L1 or L2; and 4) the pedagogical implications of whole language for bilingual and LEP students In the acquisition of literacy in L1 and/or L2.

Theoretical Understanding: The Teacher's Responsibility

The transaction of theory and practice underlies Whole Language pedagogy and provides the interpretant the basis for understanding how students "come to know" literacy as a cultural object. This understanding further guides the reader in reexamining his or her previous held knowledge, both theory and practice, and, thus, structures the potential to change. The teacher's pedagogical knowledge about how children "come to know" literacy and biliteracy across different social contexts is perhaps one of the most important aspects in the success or failure of our children's literacy acquisition in L1 and L2. The social construction of knowledge is at the heart of the learning and teaching act. How the teacher deliberately organizes, guides, mediates, monitors, and assesses the children's development and learning is based on this pedagogical knowledge.

The social organization and contexts for the learning and teaching of literacy and biliteracy is the most crucial underpinning for facilitating students' "coming to know" the alphabetic writing system in English and/or Spanish. Without this understanding and sociopolitical praxis, literary teaching would remain

Continued on page 23

LIT. DEVELOPMENT, *from page 22*

the same "transfer of knowledge" pedagogy (Freire, 1987) that is the status quo throughout the United States and its territories. By status quo, I mean the teaching of literacy and biliteracy (reading and writing in L1 and/or L2) in isolated, meaningless bits and parts. The basic tradition guiding mainstream literacy education is exactly what our LEP student get, i.e., teaching the student to learn to read and write from a part-plus-part equals whole perspective. Freire (1970) calls this status quo tradition, "banking education": that is, the teacher or program is the holder of all knowledge and the students must receive, memorize, and regurgitate "the" knowledge as passive receptacles. Our current literacy pedagogy for LEP students and programmatic curriculum needs to be reexamined in light of our current knowledge about how students "come to know" literacy and acquire proficiency using a Whole Language pedagogy.

Social Contexts

In Whole Language bilingual classrooms, oral and written language in L1 and L2 is used for authentic communication (Freire, 1970; Flores & García, 1984; Stanton, 1984; Edelsky & Draper, 1986; Edelsky, 1986) within meaningful social contexts. It is through using language in situations that engage students in authentic purposes and intents that causes literacy to develop as a social construction of knowledge. In *Whole Language: What's the Difference?*, Edelsky, Altwerger, and Flores (1990) state that "Whole Language theory contends that students are best served by an education that accounts for at least three ideas: 1) that the context for learning should take advantage of people's propensity to do, think, and know more when they are part of learning communities; 2) that planning for learning and teaching has to account for the social relationships in which the learning and teaching will be embedded; and 3) that what is learning should have some sensible and imminent connection to what it is learned for" (p. 24). The social contexts that are developed in a Whole Language classroom are not "activities" nor are they just "methodologies." The potential authenticity of the social engagement by all participants is the goal. For example, reading literature for pleasure, for specific information, etc. has the potential to be an authentic encounter especially when the students choose their own texts for their own purposes. The teacher's role is to deliberately structure the social context and guide, facilitate, monitor, and document the student's development, learning, and achievements. This collaborative teaching and learning situation differs from the "transfer of knowledge" pedagogy in that the teacher does not always control the selection of texts nor the interpretations; instead, the Whole Language teacher not only deliberately sets up the potential for students' to transact with the text, peers, and teacher in order to co-construct knowledge in a collaborative way, but also deliberately guides and mediates the children's transactions through the use of multiple sign systems. By the use of multiple sign systems I mean that, as human beings, we have developed many ways (symbolic systems) to mean, to create meaning, to share meaning, and to use other meaning systems to "come to know" other unknown or developing sign systems, e.g., children will use play/talk/imagination to construct meanings or, in another social context, such as interactive dialogue journals they use art/talk/imagination and their version of the writing system to construct and interpret their own meaning.

> *"It is through using language in situations that engage students in authentic purposes and intents that causes literacy to develop..."*

There are many social contexts that have been created, redefined, and integrated within Whole Language Pedagogy -- e.g. interactive dialogue journals, reading predictable books, wordless picture books, story telling, literature studies, theme cycles, learning logs, reading/writing partners, writer's workshop, math diaries, collaborative narrative/expository text construction, etc. (In the subsequent articles by the author these social contexts will be developed and shared with the *NABE NEWS* readership.) These social contexts are integral to facilitating and restructuring schooling for bilingual and LEP students.

Pedagogical Implications

There are several pedagogical implications that will significantly impact the way teachers teach and organize literacy learning for our nation's bilingual and LEP students. The following implications also challenge basic local, state, and federal policies governing literacy instruction and testing for linguistic and culturally diverse students. They are as follows:

1. The most salient deals with the teacher's pedagogical knowledge about how children "come to know" written language by using the theoretical understandings from the four research and intellectual paradigms (sociopsycholingistic, sociocultral, sociopsychogenesis, and sociopolitical philosophy of learning and teaching) governing Whole Language Pedagogy.

2. These knowledge bases give

Continued on page 24

LIT. DEVELOPMENT, *from page 23*

the teacher the necessary understanding to restructure the social organization of the learning and teaching of literacy and biliteracy through mutually constructed social contexts, (such as is interactive dialogue journals, pen pal letters, predictable books, wordless picture books, collaborative narrative and expository writing, learning logs, reading for pleasure, literature studies, theme cycles, scientific observations, etc.).

3. This new knowledge challenges the status quo literacy and biliteracy curriculum, instruction, and testing and forces teachers, administrators, policy makers, parents, and publishers to reevaluate their perceptions, beliefs, attitudes, assumptions, and practices regarding the traditional ways of teaching and assessing literacy (reading and writing in LI) and biliteracy (reading and writing in L2) to bilingual and LEP students.

4. Students "come to know" written language through meaningful social interactions with more capable peers and adults. Using multiple sign systems to mean enhances students' potential to develop, acquire, and become proficient users across social contexts and languages.

5. By demonstrating how written language is used in the social context of authentic dialogue (Freire, 1970) the students' acquisition of literacy in their first and/or second languages will be facilitated and not impeded. The teacher is incidentally deliberate in the social organization and social interactions of the use of language(s) and literacy uses within the classroom by the types of social contexts her or she organizes for the students.

6. By democratizing the learning and teaching of reading and writing, we shift the sociopolitical status of the students -- that is, all children can begin to have equal access to literacy and knowledge. Respect for the learner's "coming to know" shifts the teacher's assessment of the student from one of labeling to one of understanding the child's point of development. A developmental perspective also eliminates penalizing the student for his or her interpretation of the reading and writing process. In other words, the child is no longer labeled or penalized based on the adult's perception's of how literacy "should be taught," but based on how children actually learn and develop.

7. We no longer unknowingly participate in the structured subordination and humiliation of bilingual and LEP students' academic achievement on out-dated knowledge pedagogical practices, and assessments.

> ***"The Whole Language teacher...deliberately sets up the potential for students to transact with the text, peers, and teacher in order to co-construct knowledge in a collaborative way.."***

8. By abandoning traditional, status quo beliefs, practices and low expectations of bilingual and LEP students', then these students can have the necessary tools for success which encompass new pedagogical knowledge, a shift from a deficit to an enrichment paradigm, and a developmental perspective of how children "come to know."

All children deserve quality and equitable education and we must struggle together in order to plan for the generations of students to come. Policy makers, educators, publishers, and parents must be educated and made partners in students' educational development. The social, political, and professional responsibility is ours.

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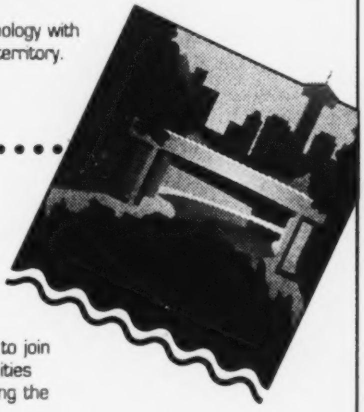

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for making NABE '93 a resounding success!

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NABE NEWS

April 1, 1993 National Association for Bilingual Education Volume 16 Number 5

NABE '93 Sets All Records

NABE's 22nd Annual Conference held in Houston, Texas, February 24-27, was the largest NABE conference ever -- NABE '93 set records for number of attendees, number of exhibit booths, and number of sessions! More than 6,000 conference delegates visited more than 175 exhibit and job fair booths; attended the more than 200 workshops, symposia, papers and demonstrations; participated in eight day-long Institutes, and visited model schools in metropolitan Houston school districts. In addition, there were dynamic keynote and major speakers, moving awards presentations, continuous student entertainment, wonderful student artwork displays, and an incredibly long line to get an official NABE '93 poster autographed by the artist, Amado Peña!

The Opening Ceremonies for NABE's 22nd Annual Conference included welcoming remarks from NABE President Marlene Kamm and Acting OBEMLA Director René González. Keynote speaker Frank Petruzielo, Houston Independent School District Superintendent, used his own school district -- fifth largest in the nation -- as an example of how school districts across the country must begin to prepare students for a changing economy and world. He noted that bilingual skills are becoming a pre-requisite for success both for individuals and businesses.

The highlight of the Opening Ceremonies was the presentation of the *Pioneer Awards in Bilingual Education* to ten Texans. IDRA, the Intercultural Development Research Association of San Antonio, produced a moving video of the pioneers in which Ralph Yarborough, Albar Peña, Joe Bernal, Gloria Zamora, Carlos Truán, Elisa Gutiérrez, Josué González, Angel Noé González, José Cárdenas, and Blandina

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The View From Washington

by James J. Lyons, Esquire
NABE Executive Director & Legislative and Policy Counsel

NABE '93

Months before the start of NABE '93 in Houston, I was convinced that the conference would be extremely important for the future of national policy respecting the education of language-minority students. My presentiments were based on the fact that NABE '93 would coincide with both the 25th Anniversary of the Bilingual Education Act and initiation of the legislative process for reauthorizing all federal elementary and secondary education programs in the 103rd Congress. They also took into account the national policy-makers who would be honored and who would speak at NABE '93, including retired Senator Ralph Yarborough, retired Representative Edward R. Roybal, Representative Xavier Becerra, and Representative Gene Green. And finally, my presentiments took into account the fact that thousands of bilingual educators and child advocates would be coming together in Houston to develop a shared vision of educational change which builds upon the strengths of our growing multilingual student populations.

NABE '93 satisfied all my hopes, and then some. The conference afforded more than 6,000 bilingual educators and child

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PUBLICATION SCHEDULE

Volume 16 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

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FAX (202) 789-2866

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NABE '93 CONFERENCE

The 23rd Annual International Bilingual/Bicultural Education Conference -- NABE '94 -- will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

Dr. Marlene Kamm

Greetings! I hope you all had a pleasant spring holiday and are revitalized for the end of the school year. NABE is extremely busy both following up on the tremendous conference participation in Houston and gearing up our efforts for reauthorization activities. Houston was our best and biggest conference to-date, with some 6,000 participants coming from all over the world!

On behalf of the NABE Executive Board, I extend my sincerest thanks to the hundreds of volunteers from the Houston area who made NABE '93 such a successful experience for all of us. The leadership efforts and guidance of Mónica Sandoval, Jaime de la Isla, and Angel Noé González certainly provided us with a world class conference.

At NABE '93 we were able to preliminarily address some issues regarding the reauthorization of federal elementary and secondary education programs and provide you with a forum for sharing concerns regarding the Stanford Working Group's Draft report. We appreciate all the input which was given and want you to know that we have responded to the Stanford Group and the new report incorporates some positive changes, although it does not represent 100 percent of our views, and we do not endorse its total contents. However, NABE is actively working with the Congressional Hispanic Caucus and members of the House Elementary, Secondary and Vocational Education Subcommittee to introduce NABE's legislative recommendations for the reauthorization of Title VII.

NABE President Marlene Kamm at the NABE '93 Conference

NABE's recommendations, as outlined in Executive Director Jim Lyons' article beginning on page 1 of this issue, represent a bold new vision for Title VII -- a paradigm shift from compensatory, remedial education to one of educational excellence for all students. It moves beyond ad hoc projects which, however helpful, are insufficient to leverage the fundamental reforms which must be carried out if language-minority and LEP students and their families are to receive the educational services required for success in these changing and challenging times. I encourage you to read Jim's article carefully and become actively involved in the re-authorization process. Let your Congressmen know that you support these recommendations.

NABE is striving to meet the needs in the field which many of you expressed at the conference. I hope you continue to play an active role by communicating with NABE Executive Board members and staff to let them know what your concerns are and respond to our advocacy needs regarding the reauthorization process.

Stay in touch!

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NABE/*Coca-Cola* Nationwide Writing Contest for Bilingual Students 1993 Winning Essays

Why Bilingual Education is Important to Me

by Ana Huaringa
Sylvester Elementary School
Berren Springs, MI

I am happy and very grateful to God and to my parents that I have the chance to live in this country where I have learned a new language, new songs, made new friends, eaten new foods, and learned new customs and traditions.

When I came from Argentina, I felt lonely and embarrassed. I was happy to know there was someone who could understand me and help in school.

My teachers tried their best. But for me, bilingual education made the difference in my life. I do not feel lost anymore.

On one of my down days my dad told me something I will always remember. He said I had a treasure that many people did not have. I had two worlds that I could enjoy. I could have anything I wanted or needed from these two worlds to make my life happier and richer.

When I grow up I will remember how much fun I had in bilingual education. But the most important thing I have learned is what a special person I am. There are many ways I can give of myself to help others and make the world a better place to live in.

Why Bilingual Education is Important to Me

by Janet Flores
Chaparral Middle School
Chaparral, New Mexico

Bilingual education is very important to me because we can learn English and Spanish. It is excellent because it gives us many opportunities. For me, opportunity is having special English classes because at my level that is very important.

Bilingual teachers are better prepared for teaching us. We do have problems. Regular English classes are too hard for me because I am not prepared for regular classes. I am getting prepared every day in bilingual education. I am studying and doing it for myself because I like the classes and enjoy school. Our bilingual classes are an important part of the school.

The best thing about the bilingual teachers is that they don't force you. Our teacher helps when we can't do something in English. This makes us like learning English.

While the English language is very important, the Spanish language is also important for us. Both languages are valuable because there are so many Hispanics. It is true that almost seventy percent of the population here on the border is Hispanic. Both languages are important.

Most of the Hispanics, I think, should be students in bilingual education. Even if they speak English the should not miss the chance to learn the language and the culture of their Hispanic ancestors.

I remember my first week in school I could say nothing in English. Thanks to bilingual education I am being prepared by this program and today I am saying a lot in English. Last year was my first year and I learned as much as I could. This year I have promised to give my best to master English and go into regular classes next year.

In the future I want to study to be a bilingual teacher. I would like to teach Hispanics in bilingual education. For that I need to learn all the English I possibly can.

To Bilingual Education I say, "Thank you for everything you have helped me learn. Please always be there for all the Hispanics that need you."

Why Bilingual Education is Important to Me

by Patricia A. Flores
West Las Vegas High School
La Loma, New Mexico

Soy Hispana, Americana, y con mucho orgullo, Nuevo Mexicana! Being bilingual means to me that I celebrate life in who it is that I am, where I've come from, and who it is that I want to be. I come from a valley decorated with abundant juniper trees, where the sky is the mirror of the bluest ocean where there are star studded nights, . . . where one can see the most spectacular awakenings of a brand new day and also hear the last whispers of a juniper tree amidst the backdrop of a kaleidoscope-like sunset, . . . where the snowflakes glisten like the most beautiful diamonds of the world. I make my home where the prairie meets the rugged mesa.

When I was little I would cry when my step-uncles told me that I was a little black girl. They would tell me that there was no possible way that I could belong to my mother because I was a "negrita". My mother is fair skinned. As I grew older, I came to know that their teasing was a "cariño", a loving gesture. I realize that when I look at the dark color of my skin, hair, and eyes, that they are that of my father's father, and that the red highlights in my hair probably came from my Grandpa McClough. Genetics has vested me with the physical traits of my Irish, Mexican, Indian, and Spanish ancestors. Genealogy has unraveled the eclectic manner in which I've experienced life. I am the child, the youth that has experienced the world through the eyes that have seen those snowflakes, nights, and sunsets. Experiencing such awesomeness is a constant which is often neglected. The customs of my religion have helped mold my heritage and way of life. It is within this awesomeness that I have been initiated into ancient customs which have enabled me to experience many cultural traditions, customs which have been passed down from my great grand-parents. Like them, I have seen and played a part in the "posadas", "semana santa", bodas, Quinceañeras and nuances of life. The richness of these celebrations can never be divorced from the Spanish dialect of my people. To some it is archaic, improper, but to us it is a way of life.

Bilingual education has molded the person I am today as well as the person that I aspire to be. Learning my language and living my culture have united me and created a special bond with my people. It has also shaped my individual value system. Like so many great people before me, I want to be somebody. My dreams are to one day become a medical doctor. I want to give back to my people as much as I've been given. In the eyes, minds, and the hearts of my people I want to be known as a role model and inspiration. My bilingual education hasn't been confined to the classroom walls of the public schools. To me, bilingual education is my life.

PATRICIA FLORES 2,500
TWENTY FIVE HUNDRED

Patricia Flores receives her award from Bonnie García from Coca-Cola and Jaime de la Isla from the Houston Independent School District.

Resources for Bilingual Educators

American Highlights: United States History in Notable Works of Art (Los Estados Unidos: Grandes Momentos en su Historia a través de Prominentes Obras de Arte), by Edith Pavese, Foreword by Roger G. Kennedy. American Highlights explores the sweeping panorama of American history through works of art, and accompanying text in both English and Spanish. For additional information contact Harry N. Abrams, Inc., 100 Fifth Avenue, New York, NY 10011 Tel. (212) 206-7715.

The Chicana Studies Index: Twenty Years of Gender Research, 1971-1991 - Compiled and edited by Lillian Castillo-Speed. The index covers traditional areas such as immigration, fertility, and sex roles, but also documents groundbreaking studies on sexuality, AIDS, mental health, medical care, political activity, and feminist literary criticism. The Chicana Index is available for $90.00 from the Chicano Studies Library Publications Unit, 3404 Dwinelle Hall, University of California, Berkeley, CA 94720. For information contact: Christine DiBerardino, (510) 642-3859.

Cultural Diversity and the Schools - Edited by James Lynch, Dr. Celia Modgil, and Dr. Sohan Modgil. This four volume set advocates new approaches and novel policies. Volume 1: Education for Cultural Diversity; Volume 2: Prejudice, Polemic or Progress?; Volume 3: Equity or Excellence?; Volume 4: Human Rights, Education and Global Responsibilities. From Falmer Press, for further information call toll free: 1-800-821-8312.

Curious and Creative, Creative Thinking and Language Development - by Nancy Sokol Green. A resource book filled with pick and choose activities designed to stimulate creative thinking. Students of all proficiency levels engage in activities using the Natural Approach. Content Areas include Science, Math, Social Studies, Music, Art, Social Studies and Language Arts. $24.00. Addison-Wesley, Order Dept. 1-800-552-2259.

European Models of Bilingual Education - Edited by Hugo Baetens Beardsmore. This collection describes well-established, state-funded bilingual education experiences in various countries in Western Europe as alternative models to classical immersion. Areas covered include bilingual education for majorities and minorities, for threatened and stable communities, border areas, immigrants and "European Schools". $29.50 (softcover), $80.00 (hardcover). For further information contact Multilingual Matters, c/o Taylor & Francis, toll free: 1-800-821-8312.

Introducing Chinese into High Schools: The Dodge Initiative - by Sarah Jane Moore. A study that stresses the difficulty of institutionalizing instruction in a less commonly taught language at the high school level. The report contains information from additional surveys of the fifty state foreign language supervisors, university Chinese professors, and 105 other high school Chinese programs. To order, send prepayment ($7.50 + 1.50 shipping) to: National Foreign Language Center, Publications Department, 1619 Massachusetts Avenue, NW, Washington, DC 20036.

Life in Language Immersion Classrooms - Edited by Elizabeth B. Bernhardt. The book chronicles a project that involved the staff and principals of two immersion schools in the midwestern United States, in collaboration with a team of educational researchers. Its chapters include studies of immersion teachers, analyses of the use of children's literature, and discussions of staff preparation and maintenance for immersion classes. $21.00 (softcover), $60.00 (hardcover). For further information contact: Multilingual Matters, c/o Taylor & Francis, toll free: 1-800-821-8312.

Linguistics and Communicative Competence: Topics in ESL - by Christina Bratt Paulston. An anthology of articles on teaching English to speakers of other languages, this book is a must for those involved with ESL teaching theory and methods. Emphasis is on practical concerns of classroom procedures and on the crosscultural aspects of teaching English around the world. $23.00 (softcover), $70.00 (hardcover). For further information contact Multilingual Matters, c/o Taylor & Francis, toll free: 1-800-821-8312.

Native American Directory - This comprehensive directory includes dates of Pow Wows and Celebrations, National Indian Conventions, and Arts and Crafts Shows. It has lists of National Indian Organizations, Libraries, Major Indian Colleges, Museums, Cultural Centers and Galleries. The book also includes Native American Media: Television, Radio, Periodicals, Newsletters and Newspapers. $44.95 each copy plus $3.00 shipping and handling per order. Write to: Native American Directory, P.O. Box 1030, San Carlos, AZ.

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What It Feels Like to be the NABE Bilingual Instructional Assistant of the Year

by Bounthavy "Vee" Kiatoukaysy

There is a question in my family that has been handed down for many generations before me, "To which country do my people belong?" This question does not need to be asked any more. It was answered when I was named the Bilingual Instructional Assistant of the Year for the nation. I was fortunate to be the first in my family to achieve the dream that my ancestors have been searching for so long. I believe that in the many generations before me, no one has received a gift like I have received from this nation. It is very difficult for my family to think of all the suffering that our ancestors have been through. Because I have realized their dream, I feel a special love for them. They never had a place where they belonged, but I do.

I met many people at the National Association for Bilingual Education conference in Houston, Texas. It feels so good to really see the world that I can fit into and people who have the same interests as me. I can feel the love of these people in my heart. Each of these people has a special gift that can make a big difference in those lives they touch.

This year my life has been stronger and richer than ever before. I know that education is the way to reach my goal, but I have not been able to realize the possibilities of doing so. Now, what I have received and seen has helped motivate me to think more about education. I feel very strongly that if other people can do it, I can too.

For me, seeing how fast this modern world changes, I worry about losing our culture and language. To see the thousands of bilingual educators at the NABE conference relieved my concern because I now know that I am not alone anymore. Because of all these educators, I have a hope that our children will grow up in this country bilingual and bicultural and enjoy a life with a good future.

"I now know that I am not alone anymore"

I believe that our bilingual children must know their first culture and language in order to become culturally whole adults. I learned through our Hmong students that they are becoming young adults who live between two cultures without belonging to either. They do not fit into the American culture because American values are not the same as the Hmong values. Their families also discourage them from becoming totally American. They do not fit into the Hmong culture because they are ignorant of the Hmong ways. The new culture is too close and the old culture is too distant. It is a time of not belonging. In my life, I have been struggling with not belonging for so long, and I believe that many children in our country are still suffering and struggling for the same purpose.

Bilingual students are going to need continued support. We as educators are able to teach these children about the importance of being bilingual and bicultural. For children who can use the best from both cultures, life will become richer for them, their families, their communities, and their country.

Bounthavy Kiatoukaysy receives her award from Jesús Cervantes of Macmillan/McGraw-Hill.

When I share my story with high school and grade school students, I meet students who are still facing the same problems of not belonging that I had while growing up. I am glad to see their appreciation of knowing that someone like me understands their situation. They have seen my tears because I care about them. For the bilingual children to know I have suffered through very tough times and have succeeded sets a role model for them. I hope that my story will help decrease the hostile behavior of some American students so they may become more aware of other cultures and understand how little it takes to damage a person's life.

Being the NABE Bilingual Instructional Assistant of the Year has given me many opportunities to deliver the message about the importance of bilingual education. I talked to the School Board in my District and to my Superintendent, and they sincerely appreciate what I have done. I was invited to speak at the Interface Multifunctional Resource Center, Region XI, in Portland, Oregon about how my language and culture reaffirm who I am. Recently, I was invited to go to Denver, Colorado and give a speech for the Migrant Education Program Coordination Center.

Continued on page 12

1692

What It Is Like to be the NABE Bilingual Teacher of the Year

by Sylvia Lojero

I received a *Woman's Day Today* Engagement Calendar as a gift from one of my friends for Christmas. I thought at the time that, since I was on maternity leave for a year, I would use it only to read the beautiful quotes featured daily on each page by famous women around the world. Was I wrong! I use it daily and have not had time to read the quotes.

Since I came back from the NABE Conference in Houston, I have received numerous invitations that continue to fill my calendar. In it you can find dinners given by my friends to celebrate my award; a Board of Education meeting where I was recognized; engagements with TV Education Specialists for news purposes; interviews with newspaper reporters; requests to do presentations at Education Expos and University classes; calls from council members and invitations to the City and County Building to a meeting where a resolution was passed by the City Council in my name; requests to write articles such as this one; and a lunch given by the Mexican Consulate in Denver where we celebrated with excellent Mexican food, live music, and good friends. In my calendar, you can also find notes reminding me to write thank you notes to all these people and maybe one appointment to take my baby to receive his first shot. My dining room table is full of plaques, recognitions, official resolutions, and proclamations in my name.

Yes, being the NABE Bilingual Teacher of the Year is an overwhelming recognition and an unforgettable and valuable learning experience. When I think back to those years of the struggle, I remember how tired and alone I felt at times. There was a lack of support for bilingual education. Society had low expectations for my students. There were very few Spanish materials available. Because of the budget, my paraprofessional's time with me was cut in half. Overcoming this obstacle was not easy but it was possible. I learned that patience is truly a virtue, when the number of parents attending our school meetings grew from only two or three to about thirty because of our efforts to validate their language and culture.

I also learned from this award that when one works hard and does it from the heart, without expecting something in return, the rewards received are greater. NABE and all the people who supported my nomination reminded me that it is all worth it. Now, my commitment is to honor NABE by finding teachers who can join us and engage in a campaign to impact legislation to support Bilingual Education. There are many of us who care about culturally diverse students and together we can make a difference in their lives.

< NABE >

Candidates for 1993-94 NABE Executive Board

The NABE Nominating Committee, composed of a delegate from each NABE affiliate in good standing, met at the 1993 Annual Conference in Houston, Texas. The following persons were nominated to fill positions on the 1993-94 NABE Executive Board.

MEMBER-AT-LARGE
(Two to be elected)

Lydia Enríquez (IL)

Mildred Falagán-Girona (LA)

Mary Jew (CA)

Anna López (NJ)

José Agustín Ruiz-Escalante (TX)

EASTERN REGIONAL REPRESENTATIVE

Ruth Thomas (NJ)

Marisol Rodríguez (PR)

María Valverde (NY)

WESTERN REGIONAL REPRESENTATIVE

Verma Pastor (AZ)

Janice Jones Schroeder (AK)

Jerilynn Smith (CA)

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Resolutions Passed by NABE Membership

At the NABE General Membership Meeting held on February 27, 1993 at the Annual Conference in Houston, Texas, Resolutions Committee Chairperson José Delgado presented 12 resolutions for the consideration of the membership. Eleven of the twelve were approved and are printed in final form below.

RESOLUTION NUMBER 1

Whereas, the Parent Special Interest Group desires to enhance the participation of parents who are not employed as professionals in future NABE annual conferences, and

Whereas, the Parent Special Interest Group recognizes the importance of including parents in the planning of future NABE sponsored Parent Institutes, and

Whereas, the Parent Special Interest Group recognizes the financial limitations of both parents and local parent advocacy organizations and agencies, therefore be it

Resolved, that the Parent Institute begin on the convention's first day with a one-day introduction, with subsequent sessions held throughout the conference, ending with a summary on the last day of the convention, be it further

Resolved, that the Parent SIG Chairperson, Co-Chair and the NABE Board Parent Representative be included in the planning of the Institute, be it further

Resolved, that sessions be held, if viable, in languages represented by attendees, be it further

Resolved, that registration fees for parents be substantially lowered so that more parents will be able to attend the full conference.

RESOLUTION NUMBER 2

Whereas, Oyster Bilingual School is the only bilingual school in the District of Columbia, and

Whereas, Oyster Bilingual School serves the Hispanic community with a program that enhances English acquisition while continuing to develop the students' Spanish native language skills, and

Whereas, Oyster Bilingual School also offers all children, regardless of their linguistic/cultural background, an opportunity to become bilingual and serves to unite the community's diverse groups, and

Whereas, Oyster Bilingual School serves as a national model of a successful two-way bilingual program, therefore be it

Resolved, that NABE encourage the District of Columbia Board of Education to continue funding of Oyster Bilingual School, be it further

Resolved, that the NABE Board/staff forward this resolution, with an appropriate cover letter, to the District of Columbia Board of Education.

RESOLUTION NUMBER 3

Whereas, there is an increased need for the expansion of special education programs, and

Whereas, there are few Federal or state mandates ensuring equal educational opportunities for linguistically diverse special education children, and

Whereas, there are few Federal or state regulations regarding the need for native language instruction in special education programs, and

Whereas, when children lose proficiency in their home language there is a loss of material resources for this country, and

Whereas, research has indicated the loss of the home language is detrimental to cultural family values, and

Whereas, family involvement is an integral component of quality special education programs, therefore be it

Resolved, that NABE take an active advocacy role for Federal legislation requiring home language special education, be it further

Resolved, that NABE encourage state affiliates lobby their respective legislators for passage of laws advocating bilingual/bicultural special education programs, be it further

Resolved, that a copy of this resolution, with an appropriate cover letter, be sent to all affiliate presidents.

RESOLUTION NUMBER 4

Whereas, there is an increasing need for the expansion of early childhood programs, and

Whereas, there are no Federal or state mandates ensuring

Continued on page 10

RESOLUTIONS, *from page 9*

equal educational opportunities for linguistically diverse children, and

Whereas, there is a need to amend Federal and state guidelines in Early Childhood Programs related to the stringent income scale as one of the eligibility components, and

Whereas, there are no Federal or state mandates for the assessment process and procedures in Early Childhood Education to be inclusive of the home language of children served, and

Whereas, when children lose proficiency in their home language there is a loss of material resources for this country, and

Whereas, research has indicated that the loss of the home language is detrimental to cultural family values, and

Whereas, family involvement is an integral component of quality early childhood programs, therefore be it

Resolved, that NABE take an active advocacy role for Federal legislation requiring home language early childhood programs, be it further

Resolved, that state affiliates lobby their respective legislators for passage of laws advocating bilingual/bicultural early childhood programs, be it further

Resolved, that NABE take an active role for Federal and state legislation requiring home language use in the administration and development of culturally and linguistically appropriate procedures in early childhood education programs, be it further

Resolved, that a copy of this resolution, with an appropriate cover letter, be sent to all state affiliate Presidents.

RESOLUTION NUMBER 6

Whereas, non-bilingual educators and parents, as well as other school personnel, also serve the educational needs of LEP students, and

Whereas, these individuals often provide LEP students with invaluable educational services, and

Whereas, the commitment of these individuals to the welfare of LEP students advances the mission of NABE, and

Whereas, NABE has always endeavored to recognize meritorious services to our students, therefore be it

Resolved, that the NABE Board/staff study the viability of annually honoring a parent and nonbilingual educator who have excelled in promoting academic excellence, achievement and the rights of LEP students.

RESOLUTION NUMBER 7

Whereas, the *Chronicle of Higher Education* recently reported the alarming trend among states to designate college level English as a Second language courses as remedial, and

Whereas, this trend appears to be motivated primarily by financial rather than academic considerations, and

Whereas, said designation could seriously compromise the college aspirations of economically hard-pressed language minority students, and

Whereas, the remediation versus second language courses controversy takes on added significance given the current scarcity of financial resources for low-income students, and

Whereas, this development reflects a basic misunderstanding of the role that ESL plays in second language acquisition process, and

Whereas, this would create invidious comparisons between ESL and foreign language learning in those institutions that may designate ESL courses as remedial while awarding full credit status to foreign language courses, therefore be it

Resolved, that NABE strongly oppose this discriminatory policy and urge all other educational organizations to do likewise, be it further

Resolved, that the NABE Board/staff, using their discretion, forward this resolution with an accompanying cover memo, to educational organizations.

RESOLUTION NUMBER 8

Whereas, the National Education Goals, adopted in February, 1990, do not acknowledge or address the needs and strengths of minority languages and cultures, and

Whereas, this results in denied access to full consideration in fiscal and curricular planning, and

Whereas, the culturally and linguistically diverse population of the United States is increasing, and

Whereas, the development and preservation of language

Continued on page 11

RESOLUTIONS, *from page 10*

and cultural diversity is in the nation's economic, political, as well as social interest, therefore be it

Resolved, that NABE officially endorse the revision of the objectives to address the specific inclusion of multilingual/multicultural concerns, be it further

Resolved, that this resolution, with an appropriate cover letter, be forwarded to President William Jefferson Clinton and Secretary of Education Richard W. Riley, as well as other educational entities.

RESOLUTION NUMBER 9

Whereas, the Bethlehem Area School District has had a very successful K-12 transitional bilingual education program for more than 20 years, and

Whereas, the Bethlehem Area School District Latino community, parents and students have repeatedly expressed their support for the existing bilingual program, and

Whereas, the Pennsylvania School Code of 1949, section 1512, requires that school districts develop programs to meet the special needs of their pupils, and

Whereas, the Bethlehem Area School District Board of Directors eliminated native language instruction, disbanded the bilingual program, replacing it with an English Immersion program, and

Whereas, newspapers articles have quoted the superintendent as saying that they (the children) should be thrown into the pool and allowed to swim, and

Whereas, that action will effectively deny students access to comprehensible content area instruction and appropriate development of cognitive skills, therefore be it

Resolved, that NABE express its solidarity with the community and extend its support to their efforts to reverse this unfortunate decision, be it further

Resolved, that the NABE Board of Directors forward a copy of this resolution and cover letter expressing the deep concern that this membership feels for the well-being of the children affected, be it further

Resolved, that NABE extend any and all assistance that it can to assist the community's efforts to defend the educational rights of its children, be it further

Resolved, that our solidarity be demonstrated by sending a representative of the Board to the PABE Spring Conference to officially present this resolution.

RESOLUTION NUMBER 10

Whereas, Illinois has had a very successful K-12 transitional bilingual education program for more than 20 years, and

Whereas, Illinois' students, parents, as well as educators, have repeatedly expressed their support for the existing bilingual program, and

Whereas, Illinois' School Code, Section 14C, requires that school districts develop bilingual programs to meet the needs of linguistically diverse students, and

Whereas, the President of the Illinois State Senate has expressed opposition to native language instruction, and

Whereas, the expressed views of the Senate President, if implemented, will effectively deny LEP students access to comprehensible content area instruction and appropriate development of cognitive skills, therefore be it

Resolved, that NABE express its solidarity with the community and extend its support for continuation of bilingual education programs for the children of Illinois, be it further

Resolved, that the NABE Board of Directors forward a copy of this resolution, with an appropriate cover letter to the legislative leadership of Illinois, be it further

Resolved, that NABE extend any and all assistance, should it become necessary, to the citizens of Illinois in support of their efforts to defend the educational rights of their children.

RESOLUTION NUMBER 12

Whereas, it is estimated that there are 2.4 million LEP students in the United States, and

Whereas, historically, since the inception of Title VII, not more than seven (7) percent of eligible LEP students have been served, and

Whereas, most of the 2.4 million LEP students would be eligible for Chapter 1 services which are specifically earmarked for those students who experience the consequences of poverty, and

Whereas, 2.4 million LEP students generate Chapter 1 funds for LEAS, yet only 800,000 of these students receive services from Chapter 1 programs, and

Continued on page 14

Upcoming Events

April 12-13, 1993 - Northeast Conference on the Teaching of Foreign Languages. New York, NY; Contact: Northeast Conference, Box 623, Middleburg, VT 05753.

April 13-17, 1993 - 27th Annual TESOL Convention: "Designing our World." Atlanta, GA. Inquiries: TESOL '93 Convention Department, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Tel. (703) 836-0774; Fax (703) 836-7864.

April 16-19, 1993 - Annual Meeting of American Association of Applied Linguistics. Atlanta, GA. Inquiries: AAAL, P.O. Box 24083, Oklahoma City, OK 73124.

April 26-30, 1993 - International Reading Association 38th Annual Convention, "Literacy in Any Language;" San Antonio; Contact: International Reading Association, Convention Pre-registration, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139.

May 5-8, 1993 - Research Conference on Undercounted Ethnic Population. Washington, DC. Sponsored by the U.S. Bureau of Census. Contact Maxine Anderson Brown, Conference Coordinator, Office of the Director, Bureau of the Census, Washington, DC 20233.

May 5-9, 1993 - National Association for Asian and Pacific American Education: "Asian and Pacific American Education: Leadership and Empowerment." New York Vista Hotel, New York, NY. Contact Katherine Sid, (212) 673-8896 or (212) 387-9384; Fax (212) 387-9383.

May 6, 1993 - 3rd Annual Latino LEP/FEP Immigrant Conference. Pasadena Center, Pasadena, California. For further information call: (619) 594-5193.

May 6-7, 1993 - Statewide LEP Conference, "Weavers of a New Tapestry," St. Cloud, MN; contact: Karon Hergenhahn, MN Dept. of Ed., 801 Capital Square Bldg., 550 Ceder St., St. Paul, MN 55101.

June 9-12, 1993 - The International Society for Intercultural Education, Training and Research: "Honoring Diversity Through Multicultural Action." Omni Shoreham Hotel, Washington, D.C. Contact: Celeste Emmens at SIETAR International Secretariat, (202) 466-7883.

June 25 - August 23, 1993 - The American Indian Summer Institute in Computer Science, University of California at Irvine; For more information, contact Essie Lev, Administrative Director, (714) 856-4840 or 856-7550, FAX (714) 856-4056 or write: American Indian Summer Institute in Computer Science, Information & Computer Science, University of California, Irvine, CA 92717-3425.

NABE '94
Feb. 15-19, 1994
Los Angeles

Call for Papers
Deadline:
June 15, 1993

See You There!

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INSTRUCTIONAL ASSISTANT,
from page 7

I am very grateful for the gift that I received from NABE. It opened my eyes to see the field of bilingual education and helped promote my self-esteem. It is because of all the people who love me, praise me, and encourage me that I am the person I am today. I am very thankful that the American people let me be a part of their lives.

I would like to tell all bilingual students across America that NABE cares about your future life and dreams, and that you should be proud to be who you are.

< NABE >

Arlington Independent School District
1203 W. Pioneer Parkway
Arlington, Texas 76013

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Meet the NABE Board

Susan García, Parent Representative

> *The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it, and the glow that fire can trully light the world.*
>
> *John F. Kennedy*

My name is Susan García and I hold the position of Parent Representative on the NABE Board of Directors. I am a single parent raising a little boy by the name of "Michael." I am employed by a fabric and window covering company and have been fortunate enough to find time for volunteering.

My involvement with NABE started a few years back but has grown to be as important part of my life. Not being in the field of education I have grown to respect and admire the dedication of our teachers, given the everyday trials and tribulations they must go through in order to provide us with our future leaders.

This past year I had an opportunity to meet and work with a group of parents right here at home who taught me and made me realize that we still have far to go. I met them at last year's Colorado's Statewide Parent Coalition meeting. This group of parents from the Denver Public School System were at our conference because they needed help with problems they were facing at their school; bilingual education was one of the issues of their concern. A few monolingual parents and the others decided it was time to voice their concerns. Not knowing how to impact the system themselves, they would find a friend who believed in them and was willing to guide and help them. Their friend and our "NABE Bilingual Teacher of the Year," Sylvia Lojero, made the commitment to help the parents of her students. We joined as an organization to support this group of parents and Ms. Lojero. The process was slow and the results dissapointing because their committed leader, Sylvia Lojero, had to move to another school. The parents thought that when they had finally learned the system and requested change, the system would do what was best for their children. But once again the system failed them.

This group of parents, with the help of Dr. Shelia Shannon and their community, put together Ms. Lojero's nomination for "NABE's Bilingual Teacher of Year." You cannot imagine the excitement we all shared when we learned that Sylvia was selected as the Bilingual Teacher of Year. It was such an honor for Denver and for Colorado. Although the parents felt that they had lost one battle at home earlier, the honor of having their teacher recognized nationally was a victory they all shared.

Although dissappointed that they couldn't impact the system, NABE reinforced their involvement and belief that "Parents are important and we listen to what they are saying." This group of parents, along with Dr. Shelia Shannon, was the excited cheering group sitting at the front tables on banquet night. Their tears and smiles made them glow as their teacher dedicated her award to them. The dedication and commitment of these parents to education and their support of their teachers can teach us all a lesson. This group made it to NABE '93 in Houston on their own. Thanks to NABE for contributing their registration fees and to the few that helped with lodging. If these parents could come on their own to support education and teachers, what are we doing for them? This is just one of story of the many dedicated teachers in our organization. These parents and their children are in your classroom. They admire and respect what you do for them. They can and will go to great lengths to support your efforts. Corporate America understands but is slow to learn the powers of parents. The private sector is still ignorant and unwilling to understand the benefits they are losing. The NABE Parent Institute is one of the most important activities we offer at the NABE Conference. The most important and yet we can't find a sponsor to help our parents. Let's finally show our parents that we respect them by providing them with a quality institute and by having CABE (the Colorado Association for Bilingual Education) help us lead the way. Parents are the ones that can make change and impact our schools at levels only they can reach with little or no retaliation for their actions. We believe in what you are doing for our children, but we need your continued efforts in realizing our powers and abilities to help you mold our future leaders.

To our government officials that supported NABE '93 -- US Representatives Xavier Becerra and Gene Green, Acting OBEMLA Director René González, retired Congressman Edward R. Roybal, US Secretary of Transportation Federico Peña and Denver's Mayor Wellington Webb -- I say thank you for believing that teaching and learning begins at home with family and for being great role models for our children. To the group of of Denver parents -- Ceasar, Ana, Rosa, Gilbert, Carol, Mary and

Continued on page 27

RESOLUTIONS, *from page 11*

Whereas, these LEP students may not be provided instruction by Chapter 1 personnel because they are not trained and are not certified as bilingual teachers, therefore be it

Resolved, that NABE establish as its first priority during the ESEA reauthorization of Chapter 1 by the U.S. Congress, that:

(1) Chapter 1 monies be provided to all eligible students, including all LEP students who meet the poverty definition used by Chapter 1,

(2) These monies be earmarked at the source of funding for both Chapter 1/LEP students,

(3) Through the use of such Chapter 1/LEP monies, funds be directed for bilingual education services for LEP students; purchase of equipment, supplies and materials; as well as to provide training for professional and para-professional personnel and parents through existing bilingual program mechanisms at the state level.

RESOLUTION NUMBER 13

Whereas, there exists an unmet need to provide bilingual education programs for gifted and talented students, and

Whereas, there are no specific federal and state mandates to ensure the educational opportunities for gifted and talented students who are not English proficient, and

Whereas, the failure to recognize the linguistic needs of these students is a loss to this country of a valuable human resource, therefore be it

Resolved, that NABE take an active advocacy role for Federal legislation requiring bilingual education services for LEP gifted and talented students, be it further

Resolved, that state affiliates lobby their respective legislators for passage of laws advocating bilingual/bicultural programs for gifted and talented students, be it further

Resolved, that a copy of this resolution, with an appropriate cover letter, be sent to all state affiliate presidents.

< NABE >

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Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology and health services, the College is committed to providing expanding employment opportunities to

American Indian Bilingual Education:

Culturally Appropriate "Full Inclusion"

by John M. Dodd, Eastern Montana College; J. Ron Nelson,
Eastern Washington University; Robin Richter, Billings Public Schools

Recently special educators have been deeply involved in discussions of what has become to be known as the Regular Education Initiative (REI), although persons in "regular education" have rarely been involved. Much of the discussion began with a publication by Will (1986) entitled "Educating children with problems: A shared responsibility." She described services in special education resource rooms as "pullout programs" that inadvertently created barriers to the successful education of the children they were designed to serve, and she found the terminology of special education full of words of separation, fragmentation, and removal.

While the REI has been controversial among special educators, changes have started to occur. Educational personnel are beginning to use the language of "full inclusion," which typically means that all youngsters are to remain in a regular classroom. However, some children may still require specialized services, or general education teachers may require help from specially trained teachers. Indeed, the National Association for State Boards of Education has endorsed full inclusion (Viadero, 1992).

In addition to talking and writing about full inclusion, some schools are demonstrating how full inclusion can be carried out. One such demonstration is at Garfield School in Billings, Montana, where American Indians are the state's largest minority group. A system of full inclusion is culturally relevant for American Indian people who traditionally have not excluded family members or community members from groups because of differences. Rather, youngsters were encouraged to work cooperatively, and there were no sharp demarcations between people or other living beings. Respect for all things in nature was practiced and demonstrated to children.

Learning was based on a system of readiness, with elders watching for signs of interest and readiness (Voget, 1984). When a child seemed ready, the materials were supplied along with a loose system of supervision. If one child took longer or needed more time or assistance it was provided without the necessity of competition among children.

Similarly, in a classroom at Garfield School that practices full inclusion of all youngsters regardless of level of intellectual functioning or other differences, youngsters participate at their own levels of functioning as they are interested and engaged in culturally relevant activities. For example, beading, which is usually of interest and cultural relevance to Plains Indian children, is employed to make mathematics utilitarian.

Colored cubes are employed to create designs. Next, the design is transferred to graph paper by shading in squares to indicate the space for each bead, and then colors are selected for the design. Math is learned and employed to count the required number of beads of each color. They are added to find the total number of beads needed to complete the design. Rows can be counted and then multiplied to determine the number of certain colors of beads.

The designs, and consequently the mathematics required, can range from very simple to very complex. Nevertheless, all youngsters participate in the same activity, beading and mathematics, at their own level. Everybody is included without necessity for excluding any students. The activity is cooperative, and youngsters who are not American Indian have the additional opportunity to respect and learn about other cultures. These same beading projects became story problems written by the children. Students were taught in cooperative groups to develop writing skills and problem solving ability.

Similarly, in this multicultural third grade classroom with full inclusion, American Indian trickster stories are employed to teach oral and written language skills. First, because receptive language typically precedes expressive language, the teacher read trickster stories from many different tribes. Each time a new story was read the story was discussed including the characters, setting, and plot, while it was pointed out that the trickster was himself tricked.

Then within cooperative small groups, the youngsters talked about (in the language of their choice) the characters who would be in the story they were going to create. Each youngster's ideas were accepted and included or altered to create a story cooperatively. Each child could participate and contribute at his/her level of language functioning. Later the children drew pictures and wrote sentences about the story they had cooperatively created. The children who could not write dictated their sentences while youngsters with greater language facility expressed themselves ranging from simple sentences to complex paragraphs. When children did not know how to spell words, they wrote the beginning letter and waited for a teacher or better speller to come along and supply the missing letters.

In time, the rough drafts became final drafts and the illustrations and sentences were arranged

Continued on page 24

RESOURCES, *from page 6*

85550-1030.

Parents and Schools: Success Through Partnership - An outreach program developed by The Alexandria City, VA, Public Schools to increase Hispanic parent participation in their children's education. Two program kits, a 14-minute video and discussion guides are available in Spanish and English. Preview copies are available for $10.00. For more information about these and other programs of interest to minority parents, contact Kenneth T. Firling, Guidance Resource Center, Alexandria City Public Schools, 3350 King Street, Alexandria, VA 22302, (703) 824-6821.

The Power of Sheltered Instruction: a training video shows teachers how to provide sheltered instruction in the content areas for language minority students. It includes videotapes of actual classrooms using research-based methodologies that support academic excellence and literacy for bilingual students. Also included is a viewer's guide and a resource manual of lesson ideas and theoretical information. For more information contact Sandy Goldstein, Orange County Department of Education, 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4320.

Resource Center for Language Minority Students: New Jersey's Department of Higher Education and Kean College of New Jersey have joined forces and funds to establish a new resource center for language minority students at Kean College in Union, New Jersey. The center is designed to support teachers, administrators and other professionals who work with Limited English Proficiency students in all the state's two and four year colleges, public and private. For more information call: Elaine Coburn or Jessie Reppy at (908) 527-3075.

Tales of Courage, Tales of Dreams - by John Mundahl. A collection of 35 multicultural stories and poems. The author relates original stories of immigrants and refugees in a way makes you care, understand, and feel empathy for their experiences. $8.67. To order write to Addison-Wesley, Order Department, 1 Jacob Way, Reading, MA 01867, or call: 1-800-552-2259.

Two-Way Bilingual Programs in the United States, 1991-1992 Directory - compiled by D. Christian and C. Mahrer. The directory provides information on 76 two-way bilingual programs in more than 120 schools from 13 states. $15.00. All orders must be prepaid, send check or purchase order to: Center for Applied Linguistics/NCRCDSLL, 1118 22nd Street, NW, Washington, DC 20037, or call (202) 429-9292.

Two-Way Bilingual Programs in the United States 1992-1993 Supplement - compiled by D. Christian and C. Mahrer. A supplement of the 1991-1992 Directory, profiles 29 additional two-way bilingual education programs in 37 schools (future supplements will update the directory on an annual basis to document the development of existing programs as well as the implementation of new programs). $8.00. All orders must be prepaid, send check or purchase order to: Center for Applied Linguistics/NCRDSLL, 1118 22nd Street, NW, Washington, DC 20037, or call (202) 429-9292.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

< NABE >

PBS to Broadcast *La Carpa*

Film Depicts Day in the Life of a Carpa Troupe

On June 16, 1993, PBS will air *La Carpa*, a dramatic account of a day in the life of a *carpa* troupe as it stops in Florencia, a small town in rural Southern California. In the first half of this century, carpa troupes roamed the Southwest of the U.S., stopping in small towns to perform vaudeville acts for Mexican and Chicano laborers and their families. The family-run carpas offered colorful entertainment along with traditional songs and poetry, weaving these together around the *pelado* character, a Chicano/Mexican everyman similar to Charlie Chaplin's tramp.

The carpas provided a unique medium for exploring the political and social problems experienced by the local community. The carpas crafted a bicultural, bilingual sensibility that celebrated the ethnic diversity of the U.S. Southwest. Written and directed by Carlos Avila, *La Carpa* serves as a bridge between the past and the present, recreating the carpa period for the first time ever. Set in 1938, the film explores racial tensions in the southwest, while it reveals the mediating role of the carpa. The story develops through a close attention to language and class barriers, rather than through an explicit "message." Avila adapts the carpa's insightful use of word play and comic misunderstandings of language. In the film's final confrontation, however, a resolution is reached through a tentative, nearly unspoken understanding rather than through words.

La Carpa will air June 16. Check your local PBS listings.

< NABE >

A CALL FOR PAPERS AND PRESENTATIONS

The 23rd Annual Conference of the National Association for Bilingual Education will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California. In addition to inviting nationally- and internationally-known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION

Models, methods and materials for teaching students using their native languages and English throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION

Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education programs

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS

Site-Based Management, Program Evaluation and Student Assessment, Competency-Based Curriculum, Effective Schools, Total Quality Management, Accelerated Learning

BILINGUAL EDUCATION PERSONNEL

Demand for, pre- and in-service training, certification, and recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION

Adult Literacy, Parents as Partners in Education, Home-School Language Use and Development, Early Childhood Education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS

Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LANGUAGE-MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS

Special Education, Chapter I, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Indian Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC-MINORITY AMERICANS

Demographic Trends, Dropouts, English-Only/English-Plus Movements, Health, Social and Economic Issues, International Perspectives, Immigrant and Refugee Policies, School Finance

PROPOSAL PREPARATION GUIDELINES

1. PROPOSAL FORM (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in the program.

2. ABSTRACT: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should include the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. At the top of the page, state the title/topic of the presentation and the type of session.
NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any presenter is not a current NABE member, attach a sheet of paper containing their name(s) and mailing address(es).

5. POSTCARD: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '94 PROGRAM COMMITTEE
NABE National Office
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 15, 1993.

Notification of acceptance or rejection will be sent by October 15, 1993.

TYPES OF PRESENTATIONS

PAPERS (45 Minutes)

A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes)

Show a specific teaching or testing technique. After a brief description of the underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

WORKSHOPS (2 Hours)

Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

SYMPOSIA (2 Hours)

Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. The topic is identified in the program. Symposia allow for large-group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The organizer should plan on providing sufficient time for presentation and discussion.

GENERAL POLICIES

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '94 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registrations for presenters nor will any honorarium be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '94 Exhibitors or Sponsors in order to be considered for inclusion on the program.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to video-tape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE '94 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 15, 1993

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ______________________________

(limited to 15 words)

B. NAME(S) AND AFFILIATION(S) OF PRESENTER(S):

	NAME	AFFILIATION	
1.	________	________	NABE Member? ____
2.	________	________	NABE Member? ____
3.	________	________	NABE Member? ____
4.	________	________	NABE Member? ____
5.	________	________	NABE Member? ____

C. DESCRIPTION - 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:
(DESCRIPTIONS EXCEEDING 50 WORDS WILL BE EDITED.)

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D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED
(REFER TO TYPES OF PRESENTATIONS)

[ ] DEMONSTRATION (45 minutes)

[ ] PAPER (45 minutes)

[ ] SYMPOSIUM (2 hours)

[ ] WORKSHOP (2 hours)

E. LANGUAGE(S) OF PRESENTATION: ______________________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

[ ] All Language Groups

[ ] Some Language Groups (specify): ______________________________

[ ] One Language Group (specify): ______________________________

(Complete Second Page)

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NABE '94 PRESENTATION PROPOSAL FORM

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

[ ] Pedagogical Practices in Bilingual Education

[ ] Pedagogical Practices in Teaching ESL

[ ] Developmental Bilingual Education

[ ] Educational Reform and Linguistic-Minority Students

[ ] Bilingual Education Personnel

[ ] Linguistic-Minority Families and Education

[ ] Technology and Linguistic-Minority Students

[ ] Linguistic-Minority Students and Other Education Programs

[ ] Policies and Issues Affecting Bilingual Education and Linguistic-Minority Americans

[ ] Other (specify): ______________________

____

H. SESSION SPONSOR (Check if any apply):

[ ] NABE SIG
(Name of SIG and Chairperson): ______________________

[ ] NABE '94 Exhibitor
(Name of Company and Contact Person): ______________________

[ ] NABE '94 Sponsor
(Name of Company and Contact Person): ______________________

I. AUDIO-VISUAL EQUIPMENT ORDER: (All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 15, 1992 cannot be guaranteed and will be charged at a higher rate.)

[ ] VHS Cassette Videotape Player/Monitor ($25) [ ] Slide Projector ($10)
[ ] Audio Cassette Player ($5)
[ ] Microcomputer with LCD Projection to Screen (Price will be included with acceptance letter)
Type of computer needed: _____ IBM Compatible _____ Apple/Macintosh
Model and configuration: ______________________
[ ] Other: (Specify - Information on price will be included with acceptance letter):

____

J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent):

Name: ______________________

Affiliation: ______________________

Street: ______________________

City: ______________________ State: ____________ Zip: ____________

Telephone: Work (   ) ______________________ Home (   ) ______________________

FAX: (   ) ______________________

Remember to attach a list of names and addresses of presenters if they are not NABE members.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 15, 1993 TO:
1220 L Street, N.W. - Suite 605, WASHINGTON, DC 20005-4018

1993 NABE Pioneers in Bilingual Education from the State of Texas

Cárdenas Ramírez recounted the "early" days of bilingual education in Texas and in the nation.

Apple Computer, Inc., sponsor of a special two-day hands-on pre-conference institute, previewed a forthcoming video entitled "Connections" at the Second General Session which highlights the effectiveness of instructional technology for linguistic-minority students. The keynote speaker, Protase Woodford, former researcher and administrator from the Educational Testing Service both entertained and educated the audience with his examination of the history of language teaching throughout the world.

Newly-elected Congressman Xavier Becerra (D-CA) addressed the conference at the Third General Session. He was introduced by Congressman Gene Green from Houston. Congressman Becerra spoke of the up-coming reauthorization of the Bilingual Education Act, Cahpter 1, and other federal elementary and secondary education programs and the need for all those programs to better serve language-minority students.

The Closing General Session featured Jonathan Kozol, author of *Savage Inequalities*. Mr. Kozol noted that schools in America are still more separate and more unequal than 25 years ago, noting "So many years, so many lives, so little change." He recounted the horrors of the squalid, overcrowded, underfunded schools in the South Bronx, East St. Louis, Camden and other urban centers, in comparison to their neighboring middle and upper socio-economic class schools. Mr. Kozol poignantly described plight of students, primarily Black and Latino, and teachers in these urban schools, concluding, "This is absolute evil. A just society would not permit it...It must be changed." Mr. Kozol indicated his intention to write specifically about bilingual education in the future.

Congressman Xavier Becerra and Congressman Gene Green

NABE '93 major speakers included Spencer Kagan on Cooperative Learning, Tove Skutnabb Kangas and Robert Phillipson on Language Rights, Edward De Avila on the assessment of language minority students; Jim Crawford on the English-Only movement, Joan First and Laurie Olsen on the topic of immigrant students, María Robledo Montecel on school success, and Catherine Snow on the development of bilingualism.

Eight different day-long institutes were conducted as a special feature of the NABE Conference. These Institutes gave participants the opportunity to examine issues in-depth regarding Special Education, Early Childhood Education, Research, Native American Education, Asian and Pacific American Education, Instructional Technology, Cooperative Learning, and Parental Involvement. Ten half-day intensive sessions were conducted on Cooperative Learning, Grant Proposal Writing, Developmental Bilingual Education, Instructional Techniques for Mainstream Teachers, and Staff Development.

For the fourth consecutive year, a special National Management Training Institute, sponsored by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education, was conducted in conjunction with the NABE Conference. The Institute provided more than 1,000 federal project directors, teachers, principals, school superintendents, school board members, and university faculty the opportunity to improve their skills in federal project administration, implementation and evaluation.

The full NABE '93 exhibit hall reflected the increased involvement of publishers, school districts, and corporate America in the education of linguistic minority students. Special recognition and appreciation is due to the Platinum

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Jonathan Kozol

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NABE '93, *from page 21*

NABE '93 Exhibit Hall immediately prior to opening

- Sponsors of the conference: *Coca-Cola USA*, sponsor of the 1993 Nationwide Writing Contest for Bilingual Students; Silver Burdett Ginn; Jostens Learning Corporation; and Apple Computer, Inc., who so generously provided the equipment and technical expertise for on-site registration and the Technology Institute.

NABE '93 Gold Sponsors included Macmillan/McGraw-Hill School Division, sponsor of both the Bilingual Teacher of the Year and the Bilingual Instructional Assistant of the Year Competitions; Scott Foresman; DDL Books, which graciously provided the canvas tote bags for registration; Harcourt, Brace, Jovanovich; and Houghton Mifflin, sponsor of the official NABE '93 conference poster. Silver sponsors were Nestlé USA; Miller Brewing Company, sponsor of the Post-Banquet Dance; the Education Office of the Embassy of Spain, which provided a full scholarship to the Summer Institute on Children's Literature in Spanish for the Bilingual Teacher of the Year; Riverside Publishing Company; and Coors Brewing Company, sponsor of the President's Reception Dance.

NABE also appreciates our Conference Supporters: Addison-Wesley Publishing Company, Ballard & Tighe, Inc., Scholastic, the National Education Association, Southwestern Bell Telephone Company, and Hampton-Brown Books. In addition, the National Center for Research on Cultural Diversity and Second Language Learning contributed to the Outstanding Dissertations Competition and Stephan L. Jackson Associates sponsored one of the major speakers. These organizations support NABE and they deserve your support!

In addition to the winners of the various NABE competitions who are highlighted elsewhere in this issue, NABE honored three individuals at its Annual Banquet. NABE's Citizen of the Year Award was presented to former Congressman Edward R. Roybal in recognition of a life-time of service to language-minority students and their families. Congressman Roybal recounted how President Johnson had suggested to him and Senator Ralph Yarborough that legislation ought to be introduced making it mandatory for students to be taught in their native language, which they both did in 1967. Congressman Roybal also encouraged the audience to become more active, asking why, when there are so many advocates of bilingual education, are so few letters ever received by the President and Congress supporting bilingual education?

Student Entertainment from Houston-Area Schools

NABE's President's Award Recipient for 1993 was Rodolfo L. Chávez. Dr. Chávez served an unprecedented two-year term as NABE President, during which time he revitalized the organization. In accepting the award, Dr. Chávez noted that the greatest honor was to be able to look out at the nearly 4,000 NABE conference participants attending the banquet. He concluded by saying, "In matters of principal, we should stand like a rock. I, as your representative, will always continue to put language-minority students first."

NABE Honoree for 1993 was noted linguist and researcher Lily Wong Fillmore. Dr. Fillmore conceived of and conducted the NABE No-Cost Study, an examination of the detrimental effects of English-only instruction in early childhood education. Dr. Fillmore said that the honor was especially meaningful to her because of what NABE stands for. She went on to express her appreciation for the support and encouragement NABE had given her over the years by providing both collegial support and a forum to talk about her research. "This recognition is not just for me," she noted, "it is for everyone of you involved

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NABE Honoree Lily Wong Fillmore

English Only and the Politics of Fear:

A Review of James Crawford's *Hold Your Tongue: Bilingualism and the Politics of "English Only* and *Language Loyalties: A Sourcebook on the Official English Controversy*

by Jon Reyhner, Eastern Montana College

Last year James Crawford brought out two new books on the movement to make English our official language. *Hold Your Tongue*, published by Addison Wesley, relates the history of the "English Only" movement in the 1980s and tells of the "apocalyptic nature" of the fears of its supporters and of their simplistic belief that an amendment to the U.S. Constitution can solve the many problems facing our society today. Crawford finds that "myths, not facts, are generating strong feelings about bilingualism today," that English Only is our modern Know Nothing movement, and that efforts to make English an official language can be compared to the pre-Civil War ("compulsory ignorance") laws making it illegal to educate slaves.

Language Loyalties, published by the University of Chicago, includes copies of original documents from colonial times to today on language policy and contributions by experts on the various aspects of language diversity in the United States. In other words, it provides further evidence to support the conclusions of *Hold Your Tongue*. I highly recommend both books for anyone wanting to learn more about the movement to make English our official language.

Both books build on Crawford's earlier work, *Bilingual Education: History, Politics, Theory, and Practice* (Crane), that appeared in 1989. This earlier book described various types of bilingual programs and the educational theories that undergird them and profiles some model programs. His new books focus on the political battles surrounding the effort to make English our official language.

Hold Your Tongue is the more readable of the two books. It starts with the interesting story of how the non-Asian residents of Monterey Park, California, reacted to their city rapidly becoming 51% Asian in the 1980s. The new non-Asian minority reacted to the change by banning Chinese language books from their public library and adopting other xenophobic measures. While S.I. Hayakawa and U.S. English portrayed the problem as linguistic, the problem was really uncontrolled growth and racially motivated fears. These fears were and are fed by stories of gang violence, urban riots, and the like, but attacking minority languages leads to familial and societal breakdown as Lily Wong Fillmore has argued, rather than combatting it. Crawford cites the work of Joshua Fishman to support the fact that minority languages in the United States, not English, are threatened and that only continued immigration keeps them alive.

From Monterey Park, Crawford moves to Fillmore, California, and then on to the general story of California's Proposition 63. Then he crosses the continent to explore Hispanophobia in Miami, Florida, and anti-immigrant feelings in Lowell, Massachusetts. He goes into the history of U.S. English and its founder John Tanton, who he describes as a liberal, and Linda Chavez, who bailed out of U.S. English when Crawford, then Washington editor for *Education Week*, uncovered a memo documenting the racist tinge to Tanton's views. Crawford then returns west to Arizona and Proposition 106 that was declared unconstitutional on First Amendment grounds, and finally he discusses the situation in Puerto Rico.

He concludes from this trip back and forth across America following the efforts to solve our problems through forcing people to speak English that unity cannot be coerced. All the evidence shows that minorities are freely learning English, but he asks: Why must this be at the expense of their cultural and linguistic heritages?

Given all this, why do many Hispanics and other minorities vote for official English laws and amendments? Crawford describes how we tend to blame minority victims and train the colonized to colonize themselves and to internalize the dominant culture's point of view. He quotes José Cárdenas to the effect, "It's the crowning touch when society gets the victimized population to agree to their guilt for having been victimized."

Language Loyalties is an outgrowth of a 1988 California conference on language rights and public policy. In six sectional introductions, Crawford summarizes some of the material in *Hold Your Tongue* and then he gives a sampling of readings to allow the readers to draw their own conclusions. The first section concentrates on history. Selections by Benjamin Franklin, John Adams, Noah Webster, and Theodore Roosevelt, along with some summarizing articles, including a short paper I wrote on the repression of American Indian languages, prove that anti-immigrant sentiment is not new in the United States.

Section two is on the debate over official English. It includes selections by S.I. Hayakawa and others, newspaper editorials, and he Native American Languages Act of 1990. The third section is on the symbolic implications of language

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CRAWFORD, *from page 23*

conflict. In this section Joshua Fishman describes English Only as a "classic nativist movement" that diverts the public's attention from real social problems. It is a panacea to get back to the good old days of WASP supremacy and is a reaction to loss of political power. It is okay for dishwashers, maids, and farm laborers to speak Spanish, but it is not okay for bankers, brokers, and businessmen to speak Spanish. An article by Crawford shows the real fears and agenda of the at-large supporters of official English through an examination of letters sent to Secretary of Education William Bennett.

The fourth section is on minority language rights. Here Crawford includes the texts of important court decisions such as *Meyer v. Nebraska* and *Lau v. Nichols*. The fifth section includes material about language diversity and education. Crawford documents how public support for bilingual education has declined and includes selections from William Bennett, Richard Rodriguez, and Lily Wong Fillmore.

The last section opens the book out from the United States to the international scene. Einar Haugen describes how "language is not a problem unless it is used for discrimination." He sees the need for bilingualism, including the learning of English in the United States by non-speakers and a concurrent need for the inculcation in all people of a respect for minority languages. Official English is viewed as a license to discriminate based on language by Geoffrey Nonberg, who further asserts that the English Only movement embodies the nativistic idea that foreign languages and democracy are antithetical. He criticizes as linguistic nonsense the ethno-centric thinking of English Only supporters that makes English a special "chosen language."

As I watch the Soviet Union and Eastern Europe coming apart, I am forced to think about what keeps any nation together. One should not dismiss the very real fears of U.S. English and English First supporters; we, however, need to show them that their concentration on the language issue distracts them from our real problems. The English Only forces argue that English is the glue that holds our country together, but Crawford documents that the efforts of the English Only forces only divert our attention from the real problems of ignorance, poverty, social upheaval, and racism that divide us.

My own experiences tend to make me think that minority cultures in the United States are conservative force that can help provide stability to our society if we let them. They often have an exaggerated belief in what education can accomplish, they want to do what it takes to rise out of poverty (including learning English), they tend to be conservative, and they can overcome their own racist views. My informal cross-cultural observations of familial values show a wide range of agreement on what constitutes the good life. These family values tend to be opposite from the egotistical, materialistic, and hedonistic values that minority children tend to imbibe from our popular mass-media culture.

If it becomes public policy to eradicate minority languages and cultures through English Only laws then the result will be more social disarray, not less. We need to be careful in this country in our passion for democracy to remember that freedom is an essential component of democracy, and linguistic and cultural freedoms are among the most basic freedoms we need to protect.

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INDIAN B.E., *from page15*

around the walls of the room where the stories could be both read and displayed. Then literature groups within the class read and discussed each story. They also kept personal journals in which they made entries. The children were also encouraged to extend selections individually, in pairs, or in groups if they wish to do so.

Finally each group presented their story and fielded questions as the panel of experts about their story. Later the youngsters read and reread the stories learning all the words. Children previously in fulltime special education classes participated along with all of the other youngsters, contributing and being respected for their contributions just like all the other children.

These children are learning cooperatively, without excluding youngsters because of ability or other differences. Both the Old Man Coyote stories of the Crows and Wohio stories of the Northern Cheyennes were used with awe and respect as children who were not tribal members learned about those local tribal cultures. Both the stories and beading provided opportunities to participate on multiple levels from the very concrete through the very abstract. Students are not singled out and made uncomfortable as might be done in more competitive classrooms while cultural diversity is respected and shared.

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advocates from all parts of the nation with opportunities to better understand the origins of federal bilingual education policies and programs in the late 1960's, to review the accomplishments and short-comings of programs, including Title VII and Chapter 1, which serve limited-English-proficient children, and to plan a new generation of federal education programs which enable all children to meet national education goals and the challenges of the future.

NABE '93 provided an opportunity for conference attendees to meet and talk with two members of the House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education -- Representatives Xavier Becerra and Gene Green. Both Representatives Becerra and Green are vitally interested in the education available to limited-English-proficient students and their families, and have put to good use the knowledge they gained at NABE '93 in subsequent subcommittee hearings on elementary and secondary programs.

NABE '93 also provided conference attendees with an opportunity to react to a draft report of the Stanford Working Group on Federal Education Programs for Limited-English-Proficient Students, a project funded by the Carnegie Foundation. As a member of the Stanford Working Group who agreed with many but also disagreed with some of the draft report's findings and recommendations, I especially appreciated the cogent sentiments expressed by many of the conferees who spoke at the Stanford Working Group session. I am sure that Dr. Hakuta, chair of the Stanford Working Group, and his colleague in the Working Group members present benefitted from the feedback provided by the session.

NABE Executive Director James J. Lyons sports the hat given to him by the Houston Local Planning Committee

NABE's Draft Legislative Proposals to Reauthorize the Bilingual Education Act

By the time this article reaches you, NABE will have transmitted to the House members who requested it, draft legislation to amend and reauthorize the Bilingual Education Act. As you know, the Executive Board of Directors and I began working on reauthorization legislation late last Summer, and I reported on its development in the January 1, 1993 issue of the *NABE News*. In February, NABE was able to hire a temporary legislative consultant, Jeff Rodamar, a six-year veteran staff person for a former member of the House Elementary, Secondary, and Vocational Education Subcommittee. Jeff attended NABE '93 where he was able to discuss NABE's evolving legislative recommendations with people from across the country. Since NABE '93, Jeff Rodamar and I have continued these consultations with NABE members in the field, Department of Education and OBEMLA staff, representatives of Washington-based national education and advocacy organizations, and with members of Congress and their staff.

NABE's draft reauthorization bill continues the Bilingual Education Act as a discretionary, competitive, capacity-building program. The four-part superstructure of the current law is retained; Part A authorizes program grants to schools and education agencies, Part B authorizes a national network of support activities, Part C authorizes training programs, and Part D governs the administration of Title VII.

As reported to you in January, NABE's draft bill is designed to promote systemic change and reform. While the draft bill does not change the current capped ceiling on expenditures for English-monolingual instructional programs, it does give preference to grant applications for programs which are designed to produce bilingual, biliterate students, and removes the current time limitation on a student's enrollment in Title VII-funded programs. The bill also grants preference to grant applications for preschool and secondary school bilingual education programs. The draft bill emphasizes: the development of family education programs; coordination of all federal, state, and local resources available for the education of limited-English-proficient students and their families; staff development; the application of instructional technology; and improved research, program evaluation, and information dissemination.

In place of the six program specific types of grants currently authorized under **Part A** of Title VII, NABE's draft legislation calls for four types of Part A grants which differ in terms of their scope and function. The smallest grants, for **Program Enhancement Projects**, would assist schools expand or enhance existing bilingual education and special alternative instructional programs for LEP students by providing grants of up to $100,000 for locally-designed

Continued on page 26

projects over the course of two years. Next up the scale are **Program Development and Implementation Grants**, of up to $100,000 annually for five years, to develop and implement within schools comprehensive, coherent, and successful bilingual education or special alternative instructional programs. The third grant type is 5-year **Whole-School Program Grants**, of up to $100,000 for the first year and up to $25,000 for the subsequent four years, which are designed to assist review, restructuring, and upgrading of all elements of a school's operation so as to ensure that all limited-English-proficient and language-minority students have access to educationally excellent programs and services. The bill gives preference to applicant schools which enroll a large proportion of limited-English-proficient students. The fourth and final grant type is that of **System-Wide Improvement Grants** to assist local or state education agencies "improve, reform and upgrade all relevant programs and operations of an entire education agency to fulfill the comprehensive educational needs of all limited-English-proficient students and their families." Like Whole-School Program Grants, System-Wide Improvement Grants, which run for 5 years at up to $5 million per year, are targeted on education agencies which enroll a large proportion of limited-English-proficient students.

Part B of NABE's draft Title VII reauthorization bill combines functions and entities currently authorized under Part B (grants for research, grants for State data collection and dissemination and capacity building, the national clearinghouse, and Evaluation Assistance Centers) with the Multifunctional Resource Centers currently authorized under Part C into a more collaborative and integrated national bilingual education network. Funding for Multifunctional Resource Centers (MRCs) would be shifted from contracts to grants to enable MRCs to respond to the changing needs of the education agencies they serve. Part B of NABE's draft bill requires the Secretary of Education to incorporate reliable data on language-minority and limited-English-proficient students into all data systems maintained by the Education Department, and to ensure that the needs and strengths of LEP students are incorporated into all research conducted by the Department and that exemplary bilingual education programs are included in all Department national dissemination programs. In addition to outlining an agenda to guide OBEMLA and the Department in conducting bilingual education research, the draft legislation authorizes field-initiated research projects tied to Part A program grants. Part B calls upon the Secretary to establish a common definition of "limited English proficiency" for the purposes of national data collection. NABE's draft legislation, in Part B, also authorizes the development, publication and dissemination of high quality instructional materials for conservation of Native American languages and for bilingual instruction in the less commonly taught languages.

Part C of NABE's draft reauthorization legislation, like the current law, authorizes training programs. As with the changes to Part A of the current law, the changes to Part C in NABE's draft bill seek to systematically improve the quality and quantity of training available to educational personnel serving limited-English-proficient students and their families. In the NABE draft bill, four types of training grants are authorized under Part C. The first type of grant, **Training for All Teachers Grants**, are designed to foster the incorporation of courses and curricula on the effective education of language-minority and LEP students into general preparation programs for all education personnel. The second type of grant, **Bilingual Teachers and Personnel Grants**, continues support for the development and expansion of postsecondary programs to train bilingual teachers and other education personnel. The third type of grant, **Bilingual Career Ladder Program Grants**, are designed to upgrade the qualifications and skills of existing educational personnel to meet high professional standards for bilingual and multicultural teachers, and to recruit bilingual secondary school students into the field of bilingual education. Finally, the authorization for **Graduate Fellowships in Bilingual Education** under NABE's draft of Part C would be retained and expanded. All applications for training grants must involve collaboration between Institutions of High Education and state and local education agencies, and under NABE's draft bill applicants for training grants would receive preference if they utilize tenured faculty in bilingual education and provide additional resources for such training from other sources. Except for the Training for All Teachers Grants, applications for programs that require participants to demonstrate proficiency in English and a second language upon completing the program will be given special consideration.

Part D of NABE's draft reauthorization bill makes a number of important changes in the administration of the Bilingual Education Act. First, it elevates the Director of OBEMLA to the rank of Assistant Secretary. Second, it expands and clarifies the content of the Secretary's annual report on the Condition of Bilingual Education in the Nation. Third, it calls upon the Secretary to prepare a preliminary report in two years and a final report before the next reauthorization on issues relating to education in border communities. Fourth, the NABE draft bill authorizes OBEMLA to hire on a temporary basis without civil service

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WASHINGTON, *from page 26*

restrictions, up to seven experts. Fifth, the bill calls upon the Department to set up a stable system of application peer review and reading which would draw upon the Title VII network for readers who would be trained and who would serve as grant readers for a staggered three year term. Sixth, the bill clarifies that use of Title VII funds to pay for release time for staff training, the incorporation of educational technology, and the conduct of language and cultural institutes are permissible uses of Title VII funds. Seventh, Part C sets out a legal process through which the Secretary can withhold grant funds when the recipient fails to keep assurances or conditions required to be met under the grant. Eight, and finally, Part C of NABE's reauthorization bill contains a "hold-harmless" clause to govern the transition between the current law and the new law. The transition clause provides that grantees prior to the signing of the reauthorization bill be allowed to complete the term of the original award in accordance with the conditions of the original award, and that contractors continue work under existing contracts through applicable option years.

NABE's draft bill is currently being reviewed by the Members who requested it and by House legislative attorneys. The legislation is likely to be introduced in mid-May, and will be the subject of continuing coverage in the *NABE News*.

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SUSAN GARCIA, *from page 13*

Delores -- thanks for your commitment and for allowing me to represent you. To the NABE Staff and Board of Directors, thanks for all you do and your belief in me it is greatly appreciated. Finally, to the rest of you who support bilingual education, "Think big - Life is too short to be little". *Disraeli*

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Snap Shots at NABE '93

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SIGS Meet at NABE '93

Special Interest Groups Select Leaders and Plan for the Coming Year

NABE Special Interest Groups (SIGs) provide members the opportunity to network with other bilingual educators who share their interest in a particular aspect of the education of linguistic minority students. Special Interest Groups hold annual business meetings during the NABE Conference, at which they identify goals for the coming year. The following are summaries of some of the SIG meetings which took place in Houston. Summaries of other SIG meetings will appear in future issues of *NABE NEWS*.

ASIAN/PACIFIC ISLANDER

Acting Chairperson Mitzie Tanouchi led a discussion regarding reauthorization of federal Elementary and Secondary Education Programs. The group expressed two concerns regarding Title VII and Chapter 1. The first concern was the need for federal support of materials development for low-incident language groups. Commerical textbooks and related teaching materials are not available for language groups with small numbers of students because it is not profitable. The group would like to see materials development which includes culturally-sensitive assessment instruments in these low-incidence languages. With regard to Chapter 1, the SIG members identified a potential problem if eligibility is determined by the level of family income. They believe many deserving Asian LEP students could be excluded because their parents would choose not to admit their income is below a certain level.

As of June 1, 1993, the Asian/Pacific Islander SIG will be chaired by Janet Lu at ARC Associates, Inc., 1218 Broadway, Fourth Floor, Oakland, CA 94607 (510) 834-9455.

INSTRUCTIONAL TECHNOLOGY

The Instructional Technology SIG members expressed their pleasure with the Technology Institute and the number of workshops at NABE '93 which dealt with the topic. In fact, there were so many presentations that some had to be scheduled at the same time, causing problems for those who wanted to attend them all. A suggestion was made to have more "sharework" sessions for practitioners. Another suggestion was to explore the possibility of having participants receive credit for participation in the sessions. Plans were made to share information among the SIG members by means of technology or a newsletter. The participants were very eager to share information regarding computer programs available for middle and high school students in the areas of science and math. Finally the members of the SIG were very excited about the interest and action taken by Apple and IBM in developing appropriate and good materials for LEP students.

LANGUAGE AND CULTURAL RETENTION

NABE Board Member-at-Large Richard Littlebear was elected Chaiperson of the Language and Cultural Retention SIG. The group selected a committee who will work with him to coordinate the Native American Institute at the NABE '94 conference in Los Angeles. Gerry Raining Bird will maintain contact with members of the SIG and will work on increasing attendance at next year's Institute and SIG meeting. Dale Fleming will head the entertainment committee; Piligia Bordeaux and Melvina Everett will be responsible for selecting the topics and issues for the Institute. It should be noted that this meeting of the Language and Cultural Retention SIG had the largest attendance in recent years.

The group discussed possible topics for the L.A. Institute including Native American language planning in an Indian setting; Native American language rescue strategies; Native American languages as substitutes for the foreign language requirement in college; Native American language policies; Native American certification in Native American languages; Native American linguists' need to know employment options and available resources; native American curriculum materials development and working with publishers; Native American film festival; NABE support for the Native American Institute.

SIG Chairperson Richard Littlebear can be contacted at the Alaska MRC, 4155 Tudor Centre Dr., #103, Anchorage, AK 99508 (907) 563-7787.

LANGUAGE POLICY

NABE President Marlene Kamm led the meeting of the Language Policy SIG. The group developed a resolution regarding the National Goals and standards which ignore language-minority students. They also discussed issues related to reauthorization.

Effective June 1, 1993, the Language Policy SIG will be co-chaired by Marie Schroeder, Comunity School District 29, 1 Cross Island Plaza, Rosedale, NY 11422 (718-978-5900) and April Haulman, University of Central Oklahoma, Edmond, OK 73034-0127 (405-341-2980 ext 5139).

PARENT AND COMMUNITY

The Parent and Community SIG, led by Chairperson Norma Saavedra and NABE Parent Representative Susan García, had a discussion which covered a broad range of topics. The group discussed the importance of having a parent representative on the Executive Boards of NABE affiliates. They would also like to have state

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SIG's, *from page 28*

affiliates send parents to the conference who may not be involved in the educational system. With regard to the Parent Institute, the group developed a resolution requesting that the NABE Parent Representative and the Parent and Community SIG Chairperson be part of the planning committee for this annual institute. They suggested that the Institute begin at the same time as the conference and continue throughout the entire conference; that there be a parent information booth at the conference with translators; that there be sessions offered in different languages at the Parent Institute; and that there be a reduced registration fee for parents. The SIG members would like to secure sponsorship from corporate America and NABE affiliates for parents to attend the NABE conference. They would also like to see line items in Chapter 1 and Title VII budgets for parent participation in the conference.

Effective June 1, 1993, the SIG will be chaired by Lilian Amaya (1513 W. Victoria, Chicago, IL 60660) and the Co-Chairperson will be Felipa Martínez (2221 Houma Blvd., #106, Metairie, LA 70001).

POLICY MAKERS

SIG Chairperson Rosa Castro Feinberg began the meeting by reviewing the goals of the SIG. She explained the difficulty of accomplishing the SIG's goals with a constantly shifting SIG membership, which of necessity is a characteristic of a group which includes elected and appointed officials. She asked the group whether the SIG should be eliminated and the group decided the SIG should continue to exist. The members suggested that the goals of the SIG be expanded to include 1) providing a forum for input from NABE conference participants to elected and appointed policy makers and 2) maintaining liaison with related organizations such as the National Association of Latino Elected Officials, the National Association of State and Federal Program Administrators, the National School Board Association, and the Council of Chief State School Officers.

The SIG members also recommended that it be responsible for the following: 1) serving as the successor to NABE's legislative committee by serving as a clearinghouse on legislative initiatives in general; by soliciting input from the affiliates on reauthorization issues; and by disseminating reauthorization information to other organizations and 2) assisting in preparing congressional and legislative committee witnesses. The SIG members also requested that the NABE Board consider the following requests and recommendations: 1) support and information related to Illinois SB 7 regarding home language for preschool programs; 2) reauthorization proposals to include funding for the development of standardized tests in various home languages for language arts and for content areas, beginning at the third grade level (the participants discussed testing issues and while closure was not reached on the issue, a preference for expanding testing programs to include alternative assessment rather than replacing standardized testing with alternative forms of assessment was expressed).

A second reauthorization proposal was to expand basic programs to include funding for programs for children 0 to 8 years of age and for their parents. The SIG participants recommended that Title VII funds be used to serve families as a whole unit, with attention to infants including cocaine babies. The participants suggested that the NABE Board find ways to increase collaboration with family-serving agencies such as the Administration for Children, Youth and Families in HHS.

Policy Makers SIG Chairperson Rosa Castro Feinberg was reelected for 1993-94. She can be contacted at Dade County Public Schools Board of Education, 1450 N.E. 2nd Ave., Miami, FL 33132 (305) 995-1334.

SECONDARY EDUCATION

SIG Chairperson Delia Nevarez led members in a discussion covering the topics of the role, responsibilities and expectations of the SIG. They also discussed the need for secondary level native language content materials and for assessment/placement instruments and guidelines for the secondary level. The group requested more information regarding reauthorization.

Effective June 1, 1993, the Secondary Education SIG will be co-chaired by Julie Hodson, Spring Branch Education Center, 9016 Westview Avenue, Houston, TX 77055 (713-935-0113) and Clarissa Plair, Killeen Independent School District, P.O. Box 10372, Killeen, TX 76547 (817-526-2199).

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NABE '93, *from page 22*

in the NABE No-Cost Study…this was *OUR* study! We came out as champions for families."

The success of NABE '93 would not have been possible without the support and cooperation of the many educational agencies and organizations throughout the state of Texas. NABE's Texas affiliate, led by president Mary Esther Bernal; the Texas Education Agency and its regional service centers; the Houston Independent School District and surrounding districts of Aldine, Goose Creek, Pasadena, and Spring Branch; and many universities contributed greatly to the conference. A special thank you goes to Local Conference Committee Chairperson Mónica Sandoval, Nationwide Writing Contest Chairperson Jaime de la Isla, local conference consultant Angel Noé González, and the hundreds of volunteers who spent countless hours for the past year working to ensure the success of the conference.

NABE '93 was great! NABE '94 will be even better. We hope to see every NABE member and every bilingual educator from all across the country in Los Angeles, February 15-19, 1994!

< NABE >

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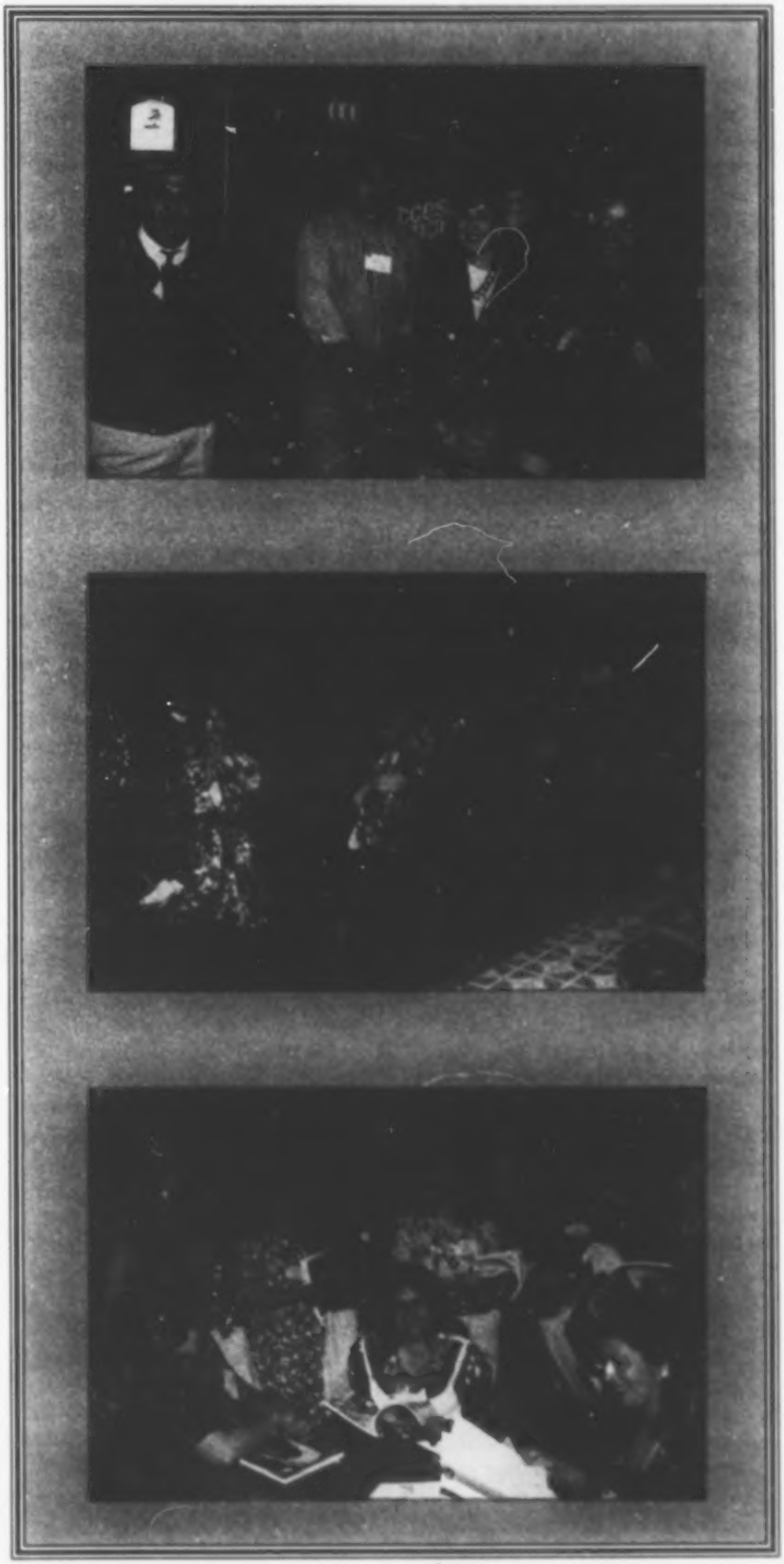

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- ☐ Language /Culture Retention
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A1 or V1 – OPENING CEREMONIES

THURSDAY, 2-25-1993

A32 – A LITERACY CONNECTION BETWEEN THE HOME AND THE SCHOOL: TEACHERS, PARENTS AND STUDENTS AS AUTHORS
A65 – A PRACTICAL GUIDE TO USING THE NEW OXFORD PICTURE DICTIONARY
A4 – A STUDY OF OUTCOME VARIABLES IN ADDITION TO ACHIEVEMENT DATA FOR THE EVALUATION OF BILINGUAL AND ESL PROGRAMS
A5 – A TEACHER RESEARCH INVESTIGATION BY EDUCATORS FROM NEW YORK CITY AND PUERTO RICO ON "CIRCULAR MIGRATION"
A66 – ADULT LITERACY IN PARENT TRAINING
A34 – ALL LEP'S ARE NOT CREATED EQUAL: USING LAS FOR IDENTIFICATION OF ORAL SKILLS AND READING/WRITING
A6 – AMONG DIVERSE WORLDS: PUNJABI-SPEAKING PAKISTANI CHILDREN BECOMING LITERATE IN A BRITISH MULTIETHNIC PRIMARY CLASSROOM
A67 – APPROPRIATE SPECIAL EDUCATION REFERRAL OF CHINESE/ASIAN LEP STUDENTS: A GUIDELINE FOR SCREENING AND ASSESSMENT
A68 – ASSESSING SCIENCE LITERACY IN ENGLISH FOR BILINGUAL CHILDREN
A35 – BICULTURAL, BILINGUAL, AND BILITERATE DEVELOPMENTAL BILINGUAL EDUCATION: THE EDGEWOOD EXPERIENCE
A7 – BILINGUAL EDUCATION IN SOUTH AFRICA/NAMIBIA AND ITS RELEVANCE FOR THE UNITED STATES
A8 – BILINGUAL STUDENT PUBLICATIONS: STRATEGIES FOR IMPLEMENTATION
A36 – CELEBREMOS LA LITERATURA
A9 – COMMUNITY COLLEGE AND UNIVERSITY COLLABORATION
A37 – CONTENT BASED LANGUAGE DEVELOPMENT: A COOPERATIVE LEARNING APPROACH
A29 or V29– COOPERATIVE LEARNING TOOLS FOR BILINGUAL EDUCATION - Spencer Kagan
A69 – CREATING A CULTURAL TEACHING MODULE ON MEXICAN FOLK BELIEFS AND MEDICINE: 'CURANDERISMO' Y 'YERBAS MEDICINALES'
A70 – DESCUBRIENDO LA LECTURA: AN APPLICATION OF READING RECOVERY IN SPANISH-A RESEARCH UPDATE
A71 – DUAL LANGUAGE OPPORTUNITIES IN PRIMARY LEARNING COMMUNITIES
A72 – EFFECTIVE BILINGUAL AND ESL CLASSROOMS:TEACHERS' CHARACTERISTICS AND LANGUAGE PROFICIENCY ACHIEVEMENT OF LEP STUDENTS
A40 – EFFECTIVE ENGLISH LANGUAGE DEVELOPMENT IN BILINGUAL CONTEXTS
A12 – EL USO DE LA COMPUTADORA COMO MEDIO PARA DESARROLLAR FLUEDEZ DE LENGUAJE, CREATIVIDAD Y LECTURA
A41 – EN LA CASA Y EN LA ESCUELA: COMO AYUDARLE A SUS HIJOS A OBTENER EXITO
A42 – ESEA REAUTHORIZATION ISSUES: SUMMARY RECOMMENDATIONS FROM THE STANFORD WORKING GROUP AND AN OPPORTUNITY FOR DISCUSSION
A13 – ESL AND CONTENT AREA INTEGRATION
A43 – ETS INITIATIVES SPECIFIC TO LANGUAGE-MINORITY LEARNERS
A14 – FINDINGS OF THE DESCRIPTIVE STUDY OF SERVICES FOR LEP STUDENTS
A16 – FROM THE BOARDROOM TO THE CHALKBOARD: ESTABLISHING AN EFFECTIVE BILINGUAL PROGRAM
A44 – GIFTED PROGRAMS FOR LANGUAGE-MINORITY
A17 – HISTORY IS A STORY WELL TOLD: SHELTERED SOCIAL STUDIES FOR THE LEP STUDENT
A45 – HYPING WRITING SKILLS WITH HYPERCARD ON A MACINTOSH COMPUTER
A46 – IMPLICATIONS OF THE NEW MATHEMATICS STANDARDS FOR THE EDUCATION OF THE LEP STUDENT
A47 – INCLUDING TECHNOLOGY IN AN INTERDISCIPLINARY APPROACH TO SCIENCE IN A MULTICULTURAL CLASSROOM
A30 or V30– LANGUAGE POLICY IN THE CLINTON ERA: PROSPECTS FOR "REINVENTING" TITLE VII AND REJECTING ENGLISH-ONLY - Jim Crawford
A49 – LEARNING STYLES FOR A MULTICULTURAL SCHOOL SETTING
A75 – LEARNING TOGETHER: PARENTS, STUDENTS, TEACHER
A50 – MACINTOSH TECHNOLOGY FOR THE BILINGUAL CLASSROOM
A51 – MEXICAN FOLKLORIC DANCING
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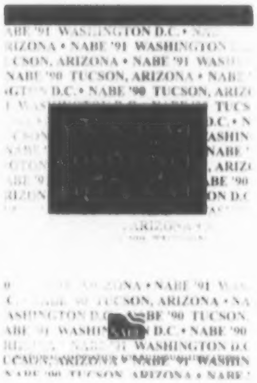
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NABE NEWS

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Census Reports Sharp Increase in Number of Non-English Language Speaking Americans

More than 31.8 million people --14 percent of the nation's population aged 5 and over -- said that they spoke a language other than English in 1990, compared with 23.1 million (11 percent) a decade earlier, according to the Census Bureau.

Spanish is the most common non-English language spoken in the United States with 17,339,172 speakers, representing 54% of the language-minority population. Since 1980, the Spanish-speaking population has increased by 6.2 million. Spanish is spoken ten times more frequently than any other language and is the most frequently spoken non-English language in each of the four regions of the country. Spanish was the prevailing non-English language in 39 states and the District of Columbia.

Four other language groups have more than one million speakers: French (1,702,176), German (1,547,099), Italian (1,308,648), and Chinese (1,249,213). Their frequency of use varied by region: Italian and German being prominent in the Northeast and Midwest and French and Chinese in the South and West. French was most used in Louisiana, Maine, New Hampshire, and Vermont. German was most frequently spoken in Montana, Minnesota, and North and South Dakota. In Rhode Island, Portuguese was first; in Alaska, it was Yupik; and in Hawaii, Japanese was the language of most non-English language speakers.

The reported English speaking ability of non-English speakers provides significant information on those language groups most in need of bilingual education. Of the 50 most frequently spoken language groups, the following report having

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Linguistic Diversity and National Standards

by Eugene E. García, Ph.D.
Co-Director, National Center for Research on Cultural Diversity and Second Language Learning

The latest rage in educational policy making, following the assault of the National Goals, is the pursuit of national standards. These activities are moving at a rapid pace as governmental, private foundation, and professional organizations launch significant resources to ascertain and develop strategies for these national standards.

I am quite pessimistic that such activity will enhance the educational outcomes and/or educational service delivery for "English Learners. That does not mean that I am against the pursuits of such enhancements; I can only note that any initiative which has addressed standards and assessment in the past two decades for this population of students has not been particularly productive, intellectually or educationally. I understand the great challenge which has been undertaken to address equity and "standards."

This is quite a challenge indeed, since we are far from meeting the most minimum of educational equity "standards."

Having indicated my more

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PHONE (202) 898-1829
FAX (202) 789-2866

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NABE '93 CONFERENCE

The 23rd Annual International Bilingual/Bicultural Education Conference -- NABE '94 -- will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

Dr. Marlene Kamm

For the past several years, it has been my personal and professional honor to serve on the NABE Executive Board and as NABE President this year. Although I will continue on the Board for one more year as a Member-at-Large, I would like to dedicate this, my last *Message from the President,* to the NABE members, the Executive Board members, and the NABE Headquarters staff who have shared and supported my efforts over time.

It is hard for me to believe that a year ago at this time I was planning my first Executive Board meeting with the newly-elected officers and figuring out if we could hold it in Chicago due to my surprise but blissful "baby on the way." At that June Executive Board meeting, the Board determined crucial goals to move NABE forward into the 21st Century. They included: the establishment of an influential role in the reauthorization efforts of ESEA legislation; the development of professional teaching standards for the field; the development of standards for evaluation and assessment purposes; the strengthening of NABE's relationship to its state affiliates; and the development of collaborative relationships with other organizations which are striving to address the needs of language-minority children and families. As I prepare to leave office, I feel much has been accomplished -- a reflection of the dedication and efforts of those who served with the NABE staff and me.

We have made significant progress in legislative efforts for ESEA reauthorization. We received meaningful input from the field which has made substantial improvements that will have crucial impact on our ability to serve students in the coming years.

1992-1993 NABE President Marlene Kamm

New collaborative relationships have been forged with TESOL, ACTFL, NAEYC, and NABE for joint endeavors on behalf of language-minority students throughout the country. The excellent communication developed with the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs by my predecessors continues to grow with a new administration in place.

The publication of the *Professional Standards for the Preparation of Bilingual/Multicultural Education Teachers* represented three years of research and development regarding the critical guidelines sorely needed in the field. The upgrading of the national headquarters facilities, newsletter, conference proceedings and reinstatement of the *Bilingual Research Journal* have enabled us to move closer to our publication goals.

The annual conference in Houston this year established record attendance and NABE has significantly increased its membership! Corporate partnerships with companies such as *Coca-Cola USA* and Apple Computer have allowed us to bring our message nationwide through both the media of video and the written word.

NABE welcomed North Dakota as a new state affiliate this year and held a Delegate Assembly at the Texas Association for Bilingual Education's conference in San Antonio which many state affiliate presidents were able to attend. I hope that in the future NABE will be able to strengthen and support state affiliate efforts by providing professional assistance in the areas of leadership and organizational development.

The NABE Board has made every effort to participate in state affiliate conferences and workshops this year. We have appreciated the opportunities and the hospitality extended to all of us! I am sad to be saying goodbye to those members finishing their board terms, as they have been strong and vital leaders committed to the goals of the organization.

I leave office with a strong sense of accomplishment, collaboration and a shared vision of the future. I am confident that the new NABE Executive Board leadership will continue to be a credible and influential force in meeting the needs of language-minority children and families throughout the nation. I pledge my commitment as a contributing member to this endeavor.

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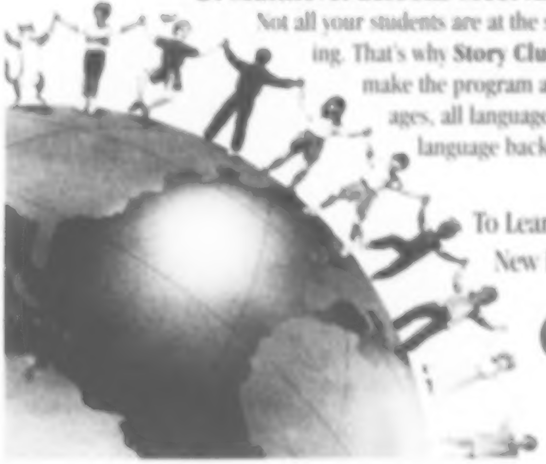

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He works in a

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Davidson.
Teaching Tools from Teachers

The View From Washington

by James J. Lyons, Esquire
NABE Executive Director and Legislative Policy Counsel

NABE's policy-related activities have been more hectic and intense during the last couple of months than at any time during my decade-plus tenure with the Association. In addition to the annual routine matters like appropriations for the Bilingual Education Act and other programs serving language-minority Americans, this is also the year for reauthorizing the numerous federal programs, including the Bilingual Education Act, which are part of the Elementary and Secondary Education Act (ESEA). The Executive Branch Transition has occasioned substantial activity, both with respect to personnel and policy, including new national educational standards legislation. Thankfully, in these and the other matters, I have had the benefit of expert analysis and collaborative assistance by Jeff Rodamar, the former House of Representatives staff member who the Executive Board approved as a temporary legislative consultant.

ESEA Reauthorization

Last month, NABE submitted, to the Members of Congress who requested it, draft legislation reauthorizing the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. The draft legislation, described in the April 1, 1993 issue of the *NABE News*, together with draft legislative amendments to Chapter 1 authored by the Mexican American Legal Defense and Education Fund (MALDEF), provides a bold new federal framework for building on the strengths and meeting the needs of America's growing language-minority and limited-English-proficient populations.

Initial reaction to the NABE and MALDEF legislative proposals has been extremely positive. Most of the congressional staff, education interest groups, and organizations representing language-minority Americans with whom Jeff and I have been meeting have praised the legislation as both visionary and practical. Within the next two months, the House Subcommittee on Elementary, Secondary, and Vocational Education will hold a hearing on bilingual education and the education of limited-English-proficient students.

Fiscal Year 1994 Appropriations

The Fiscal Year 1994 appropriations request for education in the proposed federal budget, which President Clinton sent to Congress in early April, strongly resembles the Fiscal Year 1993 budget request submitted a year earlier by President Bush. Education Secretary Richard W. Riley explained that the 5.6 percent hike in the Education Department's budget reflected current fiscal constraints and the Administration's inclination to push new educational standards and frameworks rather than the expansion of existing federal programs.

> *In real, inflation-adjusted terms, Title VII funding declined by more than 50% during the last 12 years.*

Under the Clinton Administration budget, funding for most elementary and secondary programs is held to current levels. The administration has proposed zero-funding for approximately two dozen programs including: Ellender Fellowships (currently funded at $4.2 million), Education for Native Hawaiians (currently funded at $6.4 million), Foreign Language Assistance (currently funded at $10.9 million), Bilingual Vocational Education (currently funded at $2.9 million), Consumer and Homemaking Education (currently funded at $34.7 million), National Writing Project (currently funded at $3.2 million), Foreign Language Library Materials (currently funded at $968 thousand), Library Literacy Program (currently funded at $8.1 million), and Research Libraries (currently funded at $5.8 million).

Relatively large funding increases are requested for Chapter 1 ($374 million increase over current funding of $6.12 billion), Special Education and Rehabilitative Services ($228 million over current funding of $2.97 billion) and Educational Research and Improvement ($41.1 million above current funding of $426.2 million).

Funding for Bilingual Education would increase by $6.5 million from $196.3 to $202.8 million, enough to cover inflation. Of the additional funds, slightly more than $4 million would go to Part A Grants, $1.5 million would go for Part B Support Services, and just less than $1 million would be directed to Part C Training programs. The Clinton Administration has proposed level-funding the Immigrant Education program at $29.5 million for FY 1994.

NABE has been working with select Congressional staff to develop support for a larger increase in Title VII appropriations than the Clinton Administration has requested and to preserve funding for the Bilingual Vocational Education program. The justification for doing so is great. In real, inflation-adjusted terms, Title VII funding declined by more than 50 percent during the last 12 years.

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WASHINGTON, *from page 5*

During this same period, the LEP student population has grown dramatically.

Goals 2000: The Educate America Act

Congress is now considering the "Goals 2000: The Educate America Act" legislation. It codifies the national educational goals identified by the President and governors at the Charlottesville "Education Summit, and seeks to provide a framework for educational reform, shifting the focus of Federal policy from assisting disadvantaged students to changing the entire educational system to improve education for every child. It seeks to do this by establishing national content standards, opportunity-to-learn standards and student performance standards. A National Educational Goals Panel (NEGP) and a National Educational Standards and Improvement Council (NESIC) are established to oversee the development, certification and implementation of these standards. To encourage these changes, grants are made to states and localities to develop and implement state standards and assessments that are compatible with the federal standards and assessments. It also establishes a National Skills Standards Board to work with business and the broader community to establish a voluntary national system of skills standards and certification to serve as a cornerstone of the national strategy to enhance workforce skills.

In principle, state participation in this framework is entirely voluntary. And since it will take several years to develop and certify the standards and assessments, immediate impact will be limited. However, in the intermediate term this legislation would provide the framework for reauthorization of other federal education programs (including the Bilingual Education Act, later this Congress). In the longer term, competition among states, litigation by advocacy groups, and the keying of Federal education programs to these standards would make it exceedingly difficult for states or localities to chose not to participate.

As a result, a decade from now this legislation is likely to be seen as a major landmark in the nationalization of education policy in America. This creates both opportunities and risks for limited-English proficient students.

On the plus side, by requiring challenging curriculum and content for all students, the proposed legislation, as introduced, can help transform programs for disadvantaged children from a remedial, pull-out emphasis to a system of high expectations and high quality instruction for all children. It includes knowledge of both English and foreign languages among the national goals to be achieved. The creation of national and state opportunity-to-learn standards can help drive improvements in school finance and other equal educational opportunity issues.

> *National standards risks creating one-size-fits-all standards that fail to recognize that LEP and disadvantaged students may need supplementary resources to close the achievement gap with other students.*

There are, however, risks. First, NEGP and NESIC (which have responsibility for overseeing development and implementation of standards) are not required to include experts in second language education and assessment -- increasing the risk that the final standards and assessments will be invalid, unreliable, and/or unfair for measuring achievement of LEP students. Moreover, there is little to ensure the accountability of this "accountability system" by requiring that assessments and standards be used in ways that improve educational practice rather than simply "blaming the victim".

Second, national standards (and certification of state standards) risks creating one-size-fits-all standards that fail to recognize that LEP and disadvantaged students may need supplementary resources to close the achievement gap with other students. In addition, national content standards could be developed in ways that make it difficult or impossible for teachers to utilize materials relevant to a student's cultural and linguistic background to help motivate achievement.

Third, the legislation's emphasis on measurement-driven-instruction and the inclusion of all students in those measures can undermine authentic educational achievement. Experience with standardized testing required under Chapter I and with placement and exit testing for LEP students illustrate some of the problems this may create for LEP students and their teachers in promoting practices which can undermine long term educational achievement.

Fourth, the legislation pays little attention to out-of-school youth--effectively ignoring large numbers of limited-English proficient youths. Since schools could be tempted to raise their assessment scores by reducing the number of low-scoring students in school, this gap undermines the validity of the assessment system created by the bill and creates unintended incentives for policies which undermine real educational reform. The failure to include "school-based measures" such as retention in grade, suspensions, tracking, dropout data and outcomes after leaving school as part of the assessment systems that the wide differences in concentration of limited-English proficient risks promoting high stakes assess-

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Resources for Bilingual Educators

Abuela's Weave - by Omar S. Castañeda. A Guatemalan story about intergenerational trust, love, and independence. This story of personal growth and family pride is illustrated with paintings of Guatemalan scenery. $14.95, Publishers Group West (800) 788-3123.

Chocolate, Chipmunks, and Canoes - An American Indian words coloring book, by Juan Alvarez. In this second book of a series, author Juan Alvarez continues to provide an entertaining way for children to gain a basic understanding of English words and their origin. A Native American linguistic groups map is provided at the back of the book. $3.95 paper, 32 pages, 9" x 12". Red Crane Books, 826 Camino de Monte Rey, Santa Fe, NM, 87501, (800) 922-3392.

Culture and Education of Young Children - A video showing a discussion with Carol Phillips on how programs can show respect for our cultural diversity and use this richness to enhance children's learning. 16 mins., #803, $39.00. To order, contact the National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC, 20036-1426. Phone (800) 424-2460.

Curriculum Guidelines for Multicultural Education - A position statement of National Council for the Social Studies. These guidelines are divided into four sections: A Rationale for Ethnic Pluralism and Multicultural Education, The Multicultural Education Program Evaluation Checklist, plus a section of references. The guidelines describe goals that each educational institution can strive to achieve to clarify the meaning of the guideline and to facilitate the assessment of educational environments. Copies of these guidelines are available from National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016, (202) 966-7840.

A Demographic Profile of Puerto Ricans in the United States - by Jeffrey Passell. This is a statistical analysis of the U.S. Puerto Rican population based on 1990 census data. $7.50/members; $10/nonmembers. To obtain copies of this publication, or to receive a complete listing of NPRC's publications, contact Noelle Gautier at (202) 223-3915, Ext. 19.

Grantseeking: How to Find a Funder and Write a Winning Proposal - by Larry E. Decker and Virginia A. Decker. This publication provides a road map of the sequential activities followed by successful grantseekers. It contains models and examples of proposals, from generating ideas through identifying the right grantmaker and writing a winning proposal. 1993; 96 pages, paperback. Single copy list price $15.00. Order from the American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988, (703) 841-1543.

Improving Math and Science Teaching - Published by U.S. Department of Education's Office of Educational Research and Improvement (OERI). This book summarizes a conference the Department held in October 1992 that focused on ways to improve professional development for mathematics and science teachers and instructional materials for the classroom. Copies of *Improving Math and Science Teaching* are available for $1.75 from the Superintendent of Documents, U.S. Government Printing Office, P.O. Box 371954, Pittsburgh, PA 15250-7954. Ask for stock #065-000-00553-1.

Jacaranda Designs - Children's books written by African authors, illustrated by African artists, and produced entirely in Kenya. Designed to help preserve Africa's rich oral culture, to provide African children with stories from their own culture, and to bring authentic African stories to children in other countries. U.S. Office: 2701 E. Warren Avenue, Denver, CO 80210, Fax (303) 691-0156.

Kids Count Data Book: State Profiles of Child Well-Being - An evaluation of the condition of children nationwide and state-by-state using ten measures of child well-being. Prepared by the Center for the Social Policy and funded by the Annie E. Casey Foundation as part of a joint effort to build a national commitment to improve the lives of vulnerable children and their families. *Kids Count* projects in 37 states also produce annual and local profiles of the status of children and families. For more information contact: Rena Daly at (202) 544-6906

Multicultural Practices in Rural Schools - This 96-page document explores ethnic diversity in rural communities, five case studies of multicultural reform in rural schools, multicultural practices used in rural schools, and resources and contacts. $12.00. Contact: Rural Clearinghouse, 111 College Court Building, Kansas State University, Manhattan, KS 66506-6001. Phone (913) 532-5560, Fax (913)532-5637.

Rigoberta Menchú: The Prize that Broke the Silence - a multicultural activity-based resource packet designed for grades 7 through adult, which honors indigenous Guatemalan leader Rigoberta Menchú, recipient of the 1992 Nobel Peace Prize. Focusing on the work and life of Rigoberta Menchú, this packet examines relationships between indigenous and non-indigenous peoples of the Western Hemisphere. Available in English and Spanish versions for $7.00 plus $2.00 postage and hand-

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Upcoming Events

May 25-29, 1993 - 21st National Training Conference and Convention of the National Image Incorporation (NII). Henry B. González Convention Center, San Antonio, Texas. Contact: Ophelia Talamantes-Santiago at (210) 222-0053.

June 9-12, 1993 - The International Society for Intercultural Education, Training and Research: "Honoring Diversity Through Multicultural Action." Omni Shoreham Hotel, Washington, D.C. Contact: Celeste Emmens at SIETAR International Secretariat, (202) 466-7883.

June 21-25; July 19-23; August 9-13, 1993 - Summer Workshops of the Center of Books in Spanish for Children and Adolescents & College of Education, California State University, San Marcos. Contact: Isabel Schon (619) 752-4070, or write to: Center for the Study of Books in Spanish for Children and Adolescents, California State University, San Marcos, CA 92096-0001.

June 25 - August 23, 1993 - The American Indian Summer Institute in Computer Science, University of California at Irvine. Contact: Essie Lev, Administrative Director, (714) 856-4840 or 856-7550, FAX (714) 856-4056 or write: American Indian Summer Institute in Computer Science, Information & Computer Science, University of California, Irvine, CA 92717-3425.

June 28 - July 9, 1993 - Session I, TESOL Summer Institute Classes for ESL instructors, K-12 teachers, program administrators, adult educators. Contact: Office of Extended Education, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407-2397.

July 14-23, 1993 - The East-West Center Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: the East-West Center, Program on Cultural Studies, 1777 East-West Rd., Honolulu, HI 96848; Tel. (808) 944-7666, Fax (808) 944-7970.

July 18-22, 1993 - National Council of La Raza (NCLR) 1993 Annual Conference, Silver Anniversary, Detroit, MI. Contact: NCLR, Conference & Special Events, 810 First Street, NE, Suite 300, Washington, DC, 20002-4205; (202) 289-1380.

July 20-24, 1993 - 20th Annual Forum, Linguistics Association of Canada and the United States (LACUS). University of Illinois at Chicago. Contact: Ruth M. Brend, 3363 Burbank Dr., Ann Arbor, MI 48105, (313) 665-2787.

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Feb. 15-19, 1994

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See You There!

RESOURCES, *from page 7*

ling. For more information contact the Resource Center of The Americas, 317- 17th Avenue Southeast, Minneapolis, MN 55414-2077, or call (612) 627-9450, Fax (612) 627-9450.

Understanding the Multicultural Experience in Early Childhood Education - O.N. Saracho & B. Spodek. Celebrate the unique contributions of each cultural group while fostering children's competence and flexibility. $5.50. ISBN 0-912674-84-9, National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426. Phone (800) 424-2460.

Working with Foreign Languages and Characters in WordPerfect - by Peter Kahrel. A practical resource for linguists using WordPerfect for their language work. The book illustrates how to type 1,893 characters in WP using the compose key; how to display foreign characters (also phonetic) on the screen and how to print them; all about hyphenation, dictionaries, fonts, printers and much more. A disk is included, which contains all the clever macros and keyboard definitions described in the book. $29.95, for more information call John Benjamins N.A., Inc., at (215) 836-1200 or Fax (215) 836-1204.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. < NABE >

Multicultural Education:

The Latest Dimensions

by Dr. Gil García, Acting Deputy Director, OBEMLA, U.S. Dept. of Education

Multicultural education in schools can take different shapes for a number of reasons. One reason might be the enrollment of students from various linguistic backgrounds and the school's efforts to treat all of them as equal contributors to the curriculum. Another might be that particular schools deem it important to teach about ethnic/racial groups which are not necessarily represented on their campus, but which are part of the community or the nation and its history. Thus, all students receive an expanded curriculum tailored to the school's objectives. A third influencing factor might be the result of the school staff's adeptness at incorporating cultural material into the curriculum. In the latter case, the staff's insights and skills might be reflected in a recognition of the contributions of various groups to the historical record or the beliefs that a group holds toward particular holidays. The common thread across the different approaches to multi-cultural education is the schools' efforts to teach students and staff about similarities and differences among people and to teach tolerance for the differences. The curriculum is maximally inclusive without being all-inclusive.

But, recent developments appear to have added a new and growing dimension to the term, "multicultural education". Under the guise of accommodating a broad spectrum of the public's sentiments and beliefs, for example, schools have begun to redefine some holidays into non-sectarian events which will not offend students who do not share the beliefs associated with a particular holiday.

Let's take Christmas as a case in point. In many local schools, "Christmas"is no longer overtly celebrated as a time for christians to remember the birth of Jesus or a special time set aside for giving to less fortunate others. Instead, it is subsumed under what is called a "Winter Festival" that recognizes the season, but not the significant events that some people celebrate on and around December 25th. Schools apparently are free to display snow flakes, but not Christmas trees or even the word "Christmas". The shift to all-purpose activities distantly related to their original intents appears to be a response by school personnel to isolated, but increasing, complaints from parents who do not celebrate particular holidays such as Christmas or who see no reason why christmas-related symbols should be discussed, much less displayed, in the classroom.

Comments of support or objections from parents are an important gauge of community interest in what and how schools are doing, no doubt about it. But, it is paradoxical that the social and educational climate that promoted the need for and utility of multicultural education for all students should also be the climate that now denies the recognition of particular historical, cultural and linguistic facts, beliefs, and traditions. Other holidays that have been "changed" are Easter, Halloween, and Hanukkah. Unless the meaning of these acts escapes reasonable readers, multicultural education appears to mean that in order not to offend anybody, nobody's culture is to be recognized in school. This is not an easy feat!

The solutions forged by an increasing number of school personnel are rather strange, but not completely unexpected. Educators have a knack for expedient actions and for retreating from real and imagined conflict with the public. In the wake of increasing parental wrath, it appears to be far easier for schools to erase from the curriculum the vestiges of a group's potentially offending characteristics and replace them with generic and seemingly harmless events; this, even if the school includes students who are from homes that celebrate Christmas.

No doubt some parents hold strong beliefs that Christmas, in this case, has no place in the school and that it should be restricted to the home. Further, they probably believe that their children should not be subjected to such an emphasis in school and that the school should simply "educate" them. On the constructive side, these attitudes introduce yet another dimension to the issue. That is, schools have a dual responsibility to target parents in the multicultural education programs they offer. It is difficult, but worthwhile, to reason with parents who are skeptical about the significance and effects of particular program content. School personnel need to assure them that the act of recognizing different values does not necessarily subject their children to harmful thoughts or assaults on their beliefs. To shirk this responsibility is to deny students, parents and teachers many opportunities to acquire important information about different groups, to understand why people behave as they do, and to value what each believes.

Winter Festivals that feature snow flakes and snow-persons are fine, but not when they are the result of a school's weak efforts to strike a tenuous medium among diverse groups and their unique social features. The pernicious result of the endless deletions and accommodations is intolerance for all cultures.

NABE >

NABE'S 1994 BILINGUAL EDUCATION OUTSTANDING DISSERTATIONS COMPETITION

ELIGIBILITY: The competition is open to those who have completed doctoral dissertations in the field of bilingual education between 1 June, 1990 and 1 August, 1993.

Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION: Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos, Jr.,
Chair, NABE Outstanding Dissertations Competition - 1994
Maricopa Community Colleges
2411 West 14th Street
Tempe, AZ 85281-6941
(602) 731-8101

RECOGNITION: In effect, there will be two types of winners:

(a) the semifinalists -- the writers of the top seven to ten abstracts from which the three finalists will be selected, and

(b) the three finalists -- writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will be presented at the 23rd Annual International Bilingual-Multicultural Education Conference of the National Association for Bilingual Education in Los Angeles, California, 15-19 February, 1994. The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE: Six copies of the dissertations abstract prepared as directed in the guidelines must be received by 12 October, 1993. Send them to the competition chair at the above address.

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To Apply: Send a letter of interest, CV, and three references to María Torres-Guzmán, Ph.D., and Josué González, Ed.D., Co-chairs, Bilingual Education Search, Box 104-B, 525 West 120 St., Teachers College, Columbia University, New York, NY 10027. Review of applications will begin immediately and continue until the search is successfully concluded.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of employment. In offering higher education in the discipline areas of education, psychology and health services, the College is committed to providing expanding employment opportunities to minorities, in its own activities and in society. Candidates whose qualifications and experience are directly relevant to complementary College priorities (e.g. urban and minority concerns) may be considered for a higher rank than advertised.

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American Indian Bilingual Education:
Resistance and Empowerment

by Jon Reyhner, Eastern Montana College

Educators are currently debating why some minority groups experience relative school success and others do not (Ledlow, 1992). Some examine the differences between dominated minorities who resist "colonial" education and voluntary minorities that view education as a path to economic success. Others focus on cultural differences between home and school. A recent book by Mick Fedullo (1992), a poet who has worked as an artist in residence in dozens of Indian schools since 1979, sheds some light on this debate. *Light of the Feather: Pathways Through Contemporary Indian America* is an account of Fedullo's experiences on Indian reservations helping students to write poetry.

Fedullo gives good examples of both American Indian resistance and intercultural differences. Quoting an Apache elder, he writes,

> [The students' parents] had been to school in their day, and what that usually meant was a bad BIA [Bureau of Indian Affairs] boarding school. And all they remember about school is that there were all these Anglos [white people] trying to make them forget they were Apaches; trying to make them turn against their parents, telling them that Indian ways were evil.
>
> Well, a lot of those kids came to believe that their teachers were the evil ones, and so anything that had to do with "education" was also evil -- like books. Those kids came back to the reservation, got married, and had their own kids. And now they don't want anything to do with the white man's education. The only reason they send their kids to school is because it's the law. But they tell their kids not to take school seriously (p. 117).

In his chapter on "Teachers" Fedullo shows from his own experiences at Red Mesa Public School in Arizona that assimilationist teachers and direct student resistance to their efforts still exist. In another passage about a counselor at Fort Wingate Boarding School, Fedullo describes how cultural differences alone can lead to educators and students not connecting.

Before teachers can be successful with many Indian students, they must both overcome their students' resistance to education and master the art of intercultural communication. Jim Cummins (1992) lists four factors that need to be addressed to allow Indian students to identify with schooling and create the conditions for empowerment: cultural and linguistic incorporation, community involvement, experiential and interactive teaching methods, and testing programs that emphasize student advocacy. Cummins advocates a move from a subtractive assimilationist approach to education to an additive bilingual "English Plus" approach. Fedullo writes how

> For over a hundred years, the missionary and BIA schools had sought to reach the core of Indian inner life and destroy that which made it ethnically and culturally unique. Somehow many Indians had managed to steal away into the center of a complex maze of minimal outward adaptation and maximal inward adherence to their particular vision of the world. (p. 55)

He finds that successful Indian educators,

> demonstrate their belief in the move toward Indian self-determination, while the worst are full of the passionate intensity of the old assimilationists. The best go about learning as much as they can about the tribe they work for and attempt to become culturally sensitive, respecting tribal customs and beliefs. The worst fiercely adhere to the paternal idea that Indians must be "civilized." They approach education as though it embodied their own personal mission to convert Indians to thinking that the only way to happiness is the "White Way." (p. 184)

To help overcome the resistance of Indian students and to establish good rapport and intercultural communication, Fedullo advocates an expressive language curriculum. He has described this approach in his teaching guide *It's Like My Heart Pounding: Imaginative Writing for American Indian Students* (1990). In the guide's introduction, NABE executive board member Richard Littlebear tells how expressive language instruction is a way of both retrieving traditional Indian story-songs and giving students samples of those story-songs. Littlebear gives personal testimonial as to the affect this culturally relevant writing

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STANDARDS, *from page 1*

pessimistic view, allow me to make several suggestions which might assist in meeting the standards activities *vis a* vis "English Learners:"

First, since most 'standards' initiatives are arguing that assessment and teaching are intricately linked and that assessment can drive curriculum and teaching, I am deeply concerned that the development of a performance examination (a smarter test) will have a very negative effect, no matter how ingenious it is, on the teaching of "English Learners.' Such performance assessment tools have been historically a-. problem because we have been unable to make appropriate linguistic and psychometric decisions regarding the language of the assessment(s) and the language(s) of the student(s).

More specifically, should the assessment and/or selected items be given in English, Spanish, Chinese, etc.?; in what linguistic variant of Spanish, Chinese, etc.?; and how do we determine the proficiency of the students to ensure that the administration in that language is matched with the student's linguistic expertise? As the quantity and quality of student linguistic diversity increases in this country, much as it already has in California, this problem will become even more difficult to address. Moreover, these assessments will drive instruction and, more specifically, language(s) of instruction.

Recent research suggests that we should leave these instructional decisions to local sites where diversity can best be addressed reasonably. What I am suggesting is that any standards initiative consider only the development and use of the cumulative accomplishment components for this diverse cadre of students. We do not now have the intellectual knowledge base nor the technological expertise to develop an equitable, reliable, or valid set of performance examinations. However, we can develop and implement an exemplary set of cumulative accomplishments with some time and effective use of educational talent.

At a minimum, "standards' professional task forces, working groups, and staff should be alerted to the complexity of developing exam. nabon tasks that take seriously the linguistic diversity which exists in our, country's schools. If they do not, they will not address the issue of educational enhancement for all students.

Secondly, I am particularly concerned that English language arts "standards' have already been launched. I am deeply concerned that an emphasis on English Language Arts Standards, much like the Education Goals, misses the educational program reality for many "English Learners These students are in transitional and/or dual language programs which may have them in native language instruction through the middle school years. These programs embrace recent instructional strategies which place a premium on native language development before, or along With, the development of English. An assessment which only embraces English language arts is in direct opposition to these initiatives.

Lastly, I am disturbed by the standards" activity in the traditional domains of math, science, and English language arts which disregard the assessment of integrated knowledge. This approach seems very compartmentalized by content domain instead of reaching out to integrate these content domains. If the assessments remain compartmentalized, the instruction and curriculum which they are meant to affect are also likely to remain compartmentalized. The Alliance for Curriculum Reform has spoken directly to this issue.

As you can see, there are many "red flags" to be raised with regard to this rush for national standards when it comes to meeting the articulated educational needs of a growing linguistically and culturally divers student body. Doesn't anyone realize that in the next quarter century, linguistically and culturally diverse populations will emerge as the majority of students in U.S. schools? The obvious question which present national standards initiatives are not asking is:

How will national standards developed today respond to the substantial diverse student population of today and the emerging majority of such students of the future?

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Bilingual vs. Foreign Language Education:
Biases in the Press

by Susan J. Dicker, Hostos Community College, CUNY

Much has been discussed about the conservative leadership of our country in the last twelve years, and the effect it has had on minorities. It was no surprise that support for bilingual education and other programs for empowering minorities was largely absent during this period. However, it is overly optimistic to think that the new administration in Washington will turn public attitudes and policies around radically. We need to be aware that the press has for a long time treated bilingual education for language-minority children in a biased fashion; the 90s have shown that this bias continues, and its effect on the general public cannot be ignored.

An example of this bias was found in the reporting of the government-sponsored study by Ramírez et al. (1991), which compared immersion, quick-exit bilingual, and late-exit bilingual programs. Ramírez found that the students in all the programs improved in the areas measured; however, late-exit bilingual programs using a substantial amount of Spanish were more effective than those programs using less Spanish, and the three years allotted to the immersion and quick-exit programs were not sufficient for preparing students for regular classes. Relying on the press release written by the Bush administration, Cooper (1991) reported that "Spanish-speaking pupils learn at about the same rate, regardless of how much English instruction as its reference point.

Cooper refers to all three programs as "bilingual", further obscuring the difference between the treatments. In her reporting of the study, Toth (1991) states erroneously that "the English-only programs seem just as effective as those that provided a great many classes in Spanish," and calls immersion the preferred method to date for educating language-minority children.

In addition, recent books, magazines and journals continue to spew out unsubstantiated accusations against bilingual learning for language-minority children. Porter (1991, p.207) writes that "pushing home-language-maintenance bilingual education as a means of making disadvantaged, limited-English students "balanced bilinguals" draws classroom time and resources away from the more urgent needs of these children," despite years of evidence to the contrary. Schlesinger (1992, p. 108), using Porter as his only source of information, claims that bilingualism "shuts doors [and] nourishes self-ghettoization" and that bilingual education "retards rather than expedites the movement of Hispanic children into the English-speaking world." *National Review* (1990, pp. 15-16) contends that bilingual educators "prefer to trap the children in their native languages" as they "[press] harder to keep English from taking root." Wildavsky (1992, p. 311) calls bilingualism "symptomatic of a number of elemental conflicts...that constitute running sores in American public life," and proposes to end this problem by substituting bilingual education with a universal second language requirement.

> *There is an inherent contradiction in Wildavsky's argument: if he advocates second language learning, how can he call bilingualism a "problem"?*

There is an inherent contradiction in Wildavsky's argument: if he advocates second language learning, how can he call bilingualism a "problem"? For Wildavsky, as well as many others, bilingualism is only a problem when it refers to language-minorities. Indications are that second language education is receiving renewed interest; bilingualism for English-dominant speakers is an asset. Wells (1986) writes of the growing enrollment of young children in language schools. Chinese and Japanese are two popular languages; the mother of one child says that she wants her son to be able "to communicate with the largest nationality in the world." Wells warns, however, that some children may reject a language other than English, citing the example of a Hispanic boy who stopped speaking Spanish at the age of six because "he didn't want to be different." It is apparent, however, that the two situations are not the same; the first boy is being supported in learning a second language; the second is obviously receiving little encouragement outside his home for maintaining and developing his own native language.

The press also reports "innovations" in foreign language education. Aikman (1992) writes about the promising results of partial immersion programs, in which English-dominant students take several academic courses in a second language.

He fails to acknowledge that dual-language teaching has been the basis of instruction for language-minorities for years. Aikman mentions that the immersion method is also used to teach English as

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1993 NABE Elections Results

NABE Elections Committee Chairperson, Dr. Harold Chu of George Mason University, submitted the following report on the results of the elections for the four positions available on the NABE Executive Board. The winners, whose names are printed in blue boldface italics, will serve for two years, beginning June 1, 1993.

Position: Member-at-Large
(Two Positions Available)

26%	***José Agustín Ruiz-Escalante (TX)***
25%	***Mary Jew (CA)***
18%	Lyda Enríquez (IL)
14%	Anna López (NJ)
9%	Mildred Falagán-Girona (LA)
7%	Write-Ins

Position: Eastern Regional Representative

50%	***Marisol Rodríguez (PR)***
33%	María Valverde (NY)
17%	Ruth Thomas (NJ)

Position: Western Regional Representative

40%	Janice Jones Schroeder (AK)*
40%	Jerilynn Smith (CA)*
20%	Verma Pastor (AZ)

* A run-off election is being conducted to determine the winner for Western Regional Representative.

The additional members of the NABE Executive Board who will be serving the second year of their two year terms during 1993-1994 are: Marlene Kamm who was elected President for 1992-93 by the membership in the 1991 election and who will now serve as a Member-at-Large, Member-at-Large Richard Littlebear, current Secretary/Treasurer Kathy Escamilla, Parent Representative Susan García and Central Regional Representative Olga Valcourt Schwartz.

< NABE >

News from NABE's Eastern Region

by María Valverde,
Eastern Regional Representative

On February 24, 1993 at the NABE Conference in Houston, the following affiliates presidents or representatives met with María E. Valverde NABE Eastern Regional Representative: Myrella Lara, Connecticut Association for Bilingual Education; Sofía Santiesteban, Florida Association for Bilingual Education; Barbara Tedesco, New Jersey TESOL/Bilingual Education; Mary Ramírez, Pennsylvania Association for Bilingual Education; Lino Muñiz, Puerto Rico Association for Bilingual Education and Harold Chu, Virginia Association for Bilingual Education.

The status of bilingual education in each of the states was discussed at length. The most prevalent regional problem is the trend set by state education departments to adopt reorganizational patterns that eliminate divisions or bureaus of bilingual education and switch the responsibility of servicing the language minority students to the LEAs.

We were all gratified to learn that the state associations for bilingual education are assuming the leadership role in organizing campaigns to reverse the SEDs decisions.

A common project will keep the associations and their delegates busy for most of the summer. Given the need for prospective and present bilingual educators to obtain information about state approved bilingual education programs at institutions of higher education in the Eastern Region, it was decided that research will be done and information collected to publish and disseminate a directory of programs available at colleges and universities throughout the Eastern Region.

Lino Muñiz from PRABE invited all Eastern Regional delegates to attend the forthcoming 1993 PRABE conference to be held in Palmas de Mar, Puerto Rico on May 14-16. There was an enthusiastic response to PRABE's invitation and many affiliates are planning to participate in a panel presentation to be held on Saturday, May 15.

On March 19-21, 1993, New York State Association for Bilingual Education held a very successful 16th Annual Conference. Attendance surpassed that of previous years with over 2,000 educators, parents and students participating in workshops, presentations, lectures, et al. Three nationally recognized keynote speakers addressed this year's conference theme: Bilingual Education: Affirming a new Generation of Global Leaders. NABE Executive Director Jim Lyons attended the conference. Florida and New Jersey Associations for Bilingual Education will hold their annual conferences in May 11.

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Multicultural Perspectives:
An Imperative in Teacher Education Programs

by Dr. Johanna Nel, University of Wyoming

The need for colleges of teacher education to internationalize their curricula and to insure that programs include multicultural, bilingualism and biliteracy perspectives is widely recognized. To build and strengthen positive relationships between people colleges of education have an important role to play in helping prospective teachers acquire an understanding of world cultures in general and the diversity within our own country specifically. The newly developed professional standards for the preparation of bilingual, multicultural teachers provide valuable guidance to colleges of education who are interested in developing programs that contain bilingualism, biliteracy and multicultural perspectives.

Teacher preparation can be considered as one of the most serious multicultural needs of today (Mitchell, 1987). The push for excellence in schools requires that teachers have the skills and knowledge to ensure that all students, including the linguistic-minorityand the culturally-different student, are able to succeed. Increasing pre-service teacher understanding of diversity and commitment to bilingual/multicultural education have become major challenges faced by today's colleges of education. Successful teaching in pluralistic classrooms requires not only cultural sensitivity, and empathy, (Banks, 1987; Campbell & Farrell, 1985; Cruickshank, 1986; Gollnick & Chinn, 1986; Sleeter & Grant, 1988) but also a commitment to change (Gay, 1983). In essence, multicultural education is a democratic approach to teaching (Bennett, Niggle & Stage, 1990) which requires an understanding of equity and social justice.

The Social Science Education Consortium, a non-profit corporation with offices in Boulder, Colorado has to be commended on the work it has done to focus attention on cultural diversity. Through its Rocky Mountain Region Japan Project, funded by the United States/Japan Foundation, it has made a significant contribution to the development of teacher programs and curricula for the enhancement of international and multicultural awareness. As part of their Pre-Service Teacher Education Program they are assisting teacher training institutions in the Rocky Mountain Region to develop adaptable models for infusing cross cultural and international content, methodology and resources into the theoretical and practical training of elementary and secondary teachers. Over a period of three and a half years a total of ten teacher training institutions in Arizona, Colorado, Idaho, New Mexico, South Dakota, Utah and Wyoming were selected to participate in their program. Conducted in 18 month cycles, the first team completed their study in August 1991.

> *The push for excellence in schools requires that teachers have the skills and knowledge to ensure that all students, including the linguistic-minority and the culturally-different student, are able to succeed.*

Cycle Two, which represents teams from New Mexico, Colorado, South Dakota and Wyoming, began their work in 1992. This group, of which the author is a member, has completed two intensive weekend training sessions as well as a highly successful 18-day seminar in Japan. During this study tour nineteen faculty members had an opportunity to gain first hand experience of a different culture in a variety of settings. They observed classes in elementary, junior high, senior high and cram schools and visited with both students and teachers at these institutions. Individual home stays with both rural and urban families and opportunities to visit on a one to one basis with people from widely different back grounds were highlights in terms of improving mutual understanding.

Valuable insight into minority and bilingual educational issues in Japan was gained during a visit to a Korean school and an interview with officials representing the Burakumin, a group who traditionally suffered severe discrimination. Team members also had a very interesting and informative visit with the director of a cross-cultural school program in Yamagata City. This provided another perspective to the degree of Japanese interest in cultural diversity.

During the fall semester team members began to implement what they have learned and experienced by way of a variety of individual projects and programs. The hope is that several adaptable models for the infusion of cross cultural understanding into the curricula of teacher training programs will be developed and be made available for dissemination to other colleges of education.

Selected References

Banks, J. A. (1987). Multiethnic education. Boston: Allyn and Bacon.

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WASHINGTON, *from page 6*

ment that undermines real educational achievement through practices that may raise test scores by eliminating students who are expected to score poorly.

Fifth, the bill allows waivers of the requirements of several national educational programs. Although the Bilingual Education Act is not currently included in the list, without clear standards and vigorous oversight, this creates a risk that LEP and other students with special needs will not be effectively served. Adequate protection of civil rights remains an important issue in this legislation.

Sixth, the creation of national skills standards seeks to address the serious need to improve school to work transition and to upgrade America's workforce skills. However, as introduced, these provisions raise serious concerns that the resulting standards may not provide for appropriate assessment of limited-English proficient individuals. In addition, it could have the effect of undermining our nation's civil right's laws by creating a new standard for employment that need not reflect an individual's ability to perform in any particular job. Together, the provisions for national skills standards could seriously reduce employment and training opportunities for limited-English proficient individuals.

Finally, the creation of national standards could have the mixed blessing of spurring short-term change while building new barriers to on-going improvement. Winning change at the local and state levels is tough enough. Enactment of this legislation would mean that increasingly, one would have to convince Washington policymakers, rather than state or local policymakers, that policy change is needed. Moving policy to the national level sometimes results in making it less sensitive to local needs. Problems in funding SLIAG and other Federal programs for limited-English proficient Americans reminds us students makes this a potential concern. In addition, as the stake of various groups in this new "status-quo" grows, winning the battle for future innovations will become increasingly difficult. This can make it increasingly difficult to ensure that policy reflects the diverse educational needs of limited English proficient and other students.

NABE has been working with Congressional and Education Department staff and organizations who advocate on behalf of racial and ethnic minority students to develop amendments to overcome some of the potential problems in the legislation identified above. Your input -- directed to both NABE and your congressional representatives -- can help determine whether this legislation promotes educational improvement or just movement, whether it spurs or stalls positive educational change for limited-English-proficient and all students.

The English-Only Lobby

Both of the national language-restrictionist organizations, *U.S. English* and *English First* have stepped up their campaigns to secure enactment of official-English/English-only legislation. The *U.S. English* promoted bill -- H.R. 123 by Representative Bill Emerson (R-MO) -- currently has 67 cosponsors, 10 of whom are Democrats. The *English First* promoted bill -- H.R. 739 by Representative Toby Roth -- has 41 cosponsors, 5 of whom are Democrats. H.R. 739, which was covered in the February 15, 1993 edition of *NABE News*, is by far the more extreme of the two measures. While neither bill has secured enough cosponsors to enjoy a realistic chance of passage, NABE members should communicate their opposition to the bills to their elected representatives in Washington.

The California-based anti-bilingual education group *LEAD* (Learning English Advocates Drive) chose May 5, *Cinco de Mayo*, to host what they promoted as National Conference on Bilingual Education in Washington, DC. The conference, entitled *Why José Can't Read: Bilingual Education: A Legacy of Failure* attracted no more than two dozen participants to the morning session staged at the National Press Club and the afternoon session conducted in the Capitol Building. The major speakers at the event were *LEAD* founder & kindergarten teacher Sally Peterson, Linda Chavez, Christine Rossell, Robert Rosier, Carole Nevarez, Donna Campbell, Barbara Blumenfeld, and Fernando De La Peña.

As I listened to the LEAD speakers during the morning session, I was flabbergasted by the often repeated sentiment that the "original" and only legitimate purpose of bilingual education was to teach LEP students English as "quickly as possible." Never mind content instruction, never mind socialization, never mind all of objectives of a comprehensive education. For LEP students, the only goal that matters according to *LEAD* advocates is learning English. When Dr. Christine Rossell preached that English is the sure key to success in America, I wondered how she would account for the continued poverty and deprivation of American Indians many of whom lost their native languages and acquired English in government-sponsored English-only boarding schools. Certainly the mastery of English by American Indians has not unlocked the magic door to economic, social, or political equality! Finally, I was struck by *LEAD*'s contradictory stance on language learning. Many of *LEAD*'s leaders are California teachers who after seven years have yet to master their student's language. Yet these same teachers insist that LEP children master English within a year or two. How can a society expect children to master a skill -- bilingualism -- that few teachers have mastered?

< NABE >

Multicultural Children's Literature:

An Invaluable Tool in the Reduction of Prejudice and the Expansion of Acceptance

by Wendy Ayala, Arizona State University

My husband Carlos and I sat quietly in a dimly lit movie theater, stuffed our faces with warm, buttery popcorn and waited for the movie to begin. I leaned toward him, stuffed a few more kernels in my mouth and ignorantly asked, "Carlos, do they have popcorn in Mexico?" I frequently asked him questions about his life in Mexico and frequently the questions demonstrated how truly uneducated I was about people and cultures of other parts of the world or even in my own neighborhood.

Carlos then replied to my question as he frequently responded to the many ignorant questions that escaped my lips, "Do they have popcorn in Mexico?" He mimicked sarcastically and rolled his eyes. "We have many kinds of popcorn and we eat it with many different spices and flavors! C'mon Wendy, what kind of a..." At that moment, the lights dimmed and I had the chance to interrupt him. I was spared from the long humiliating speech that often accompanied my frequent and naive questions about Carlos' heritage.

This situation exemplifies my general ignorance of people and places of various races and cultures. In the back of my mind I pictured the whole of Mexico as a poor developing country without many of the simple pleasures of life like eating popcorn in a movie theater. I didn't stop to think about the fact that corn is a primary staple of food for most Mexican people and that we (North Americans) probably got corn originally from the Mexicans themselves. The uneducated presumptions that I have made are a direct result of growing up in an environment composed of only white middle-class families and not having the financial means to travel. It is all to common for people, especially those belonging to the majority, to make stereotypical presumptions about others that they know little about. It is this form of prejudice that I have chosen to focus on because it is one form that can be reduced if caught early enough in a person's life.

In order to reduce prejudicial views in society that cloud our decisions and hinder our opportunities, something must be done to influence the lives and views of children and young people. By starting with children, the positive influences toward acceptance, respect and equality can become a part of their original thought processes rather than trying to change later what has already been formed. Because most younger American children spend a great deal of their time in school, educators have tremendous opportunity to influence children either positively or negatively. This makes the tools and materials that educators use valuable assets as well in influencing children to behave or think in particular ways. If the main goals of educators are to help children learn about others who are different races and classes, then educators must search for educational tools that support such goals. One of the best tools to assist in this process is to supplement the curriculum with the use of multicultural children's literature. The use of multicultural children's literature as an educational tool encourages children of all races and cultures to make efforts themselves to reach out and experience people of other racial backgrounds. Those children then have the opportunity to reduce the prejudice and discrimination that hinders all of us from reaching our personal potentials.

> *The use of multicultural children's literature as an educational tool encourages children of all races and cultures to reach out and experience people of other racial backgrounds.*

First of all we must take a look at multicultural children's literature and see what makes it different from the traditional stories that have been most easily available to children, parents and educators. There are the traditional fairy tales like Cinderella and Snow White and the popular other classics like Winnie-the-Pooh and Dr. Seuss. All these stories portray society from strictly middle upper-class Anglo point of view. Could it be just coincidence that all the characters in these classics are lily-white? It is possible that it was not intentional to leave out other ethnic groups, however, unintentional or deliberate, the neglect of other minority Americans cultures in popular literature gives Anglos in the U.S. one more opportunity to oppress the minority. By not seeing themselves in the stories, children develop conscious as well as subconscious feelings of inadequacy. As Hymowitz states in her essay, *Self-Esteem and Multiculturalism in the Public Schools*, " Americans whose ancestry is not European [who] are

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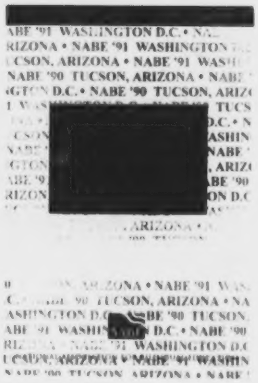

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A65 -- A PRACTICAL GUIDE TO USING THE NEW OXFORD PICTURE DICTIONARY
A4 -- A STUDY OF OUTCOME VARIABLES IN ADDITION TO ACHIEVEMENT DATA FOR THE EVALUATION OF BILINGUAL AND ESL PROGRAMS
A5 -- A TEACHER RESEARCH INVESTIGATION BY EDUCATORS FROM NEW YORK CITY AND PUERTO RICO ON "CIRCULAR MIGRATION"
A66 -- ADULT LITERACY IN PARENT TRAINING
A34 -- ALL LEP'S ARE NOT CREATED EQUAL: USING LAS FOR IDENTIFICATION OF ORAL SKILLS AND READING/WRITING
A6 -- AMONG DIVERSE WORLDS: PUNJABI-SPEAKING PAKISTANI CHILDREN BECOMING LITERATE IN A BRITISH MULTIETHNIC PRIMARY CLASSROOM
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ignored and denigrated by the dominant culture and as a result suffer from a poor self-image that impedes their motivation." (24). Educators then, whose goals are to improve the educational opportunities for all of their students regardless of race of class, must use educational tools that include rather than exclude all students.

Multicultural children's literature gives those cultures, who have been ignored in previous popular literature, the opportunity to see themselves positively and realistically portrayed. This form of literature is written about the daily life and cultural practices of characters of various ethnic backgrounds. It conveys messages to the children who read it about their heritage and culture, as well as exposing them to that of others. These messages are very important in a child's development process; it is through these messages that a child forms his or her perceptions of the world and his or her role within it. Bruno Bettelheim, who has written much about the effect of fairy tales on children psychologically, states that fairy tales offer children an opportunity to add new dimensions to their imaginations that they would otherwise be incapable to add on their own. He goes on to say that not only do they add these dimensions, but they actually, "suggest images to the child by which he can structure his daydreams and with them give better direction to his life," (7). This statement clearly shows how children's literature can be used negatively or positively to influence children's thoughts and actions.

Because children's literature is such a powerful tool in influencing children's' thoughts and the purpose of educators is to teach children how to use their potential, then educators would want to use the tools that can best motivate their students. By seeing themselves in the books that they read, children are able to take "pride in [their] heritage as children identify with achievers from the past as well as the present" in addition to learning about others whom they might not be able to come in contact with themselves (Nortons, 103). These assets alone make multicultural children's literature an invaluable tool in the step towards a more positive and effective education for children of all ethic backgrounds.

There are, however, may obstacles to overcome before multicultural children's literature can become a primary addition to the curriculum of the current educational system. In fact, the main obstacle comes from the fact that there is a very small percentage of multicultural titles currently being published. Multicultural children's books account for a mere 10% of all literature that is currently being published for children (Jones, 64). This lack of children's multicultural literacy publications is not simply because publishers are not publishing them, but also because there is a lack of them being written in the firs place. Phyllis Fogelman, publisher of Dial Books for Young Readers, states that recently in has been difficult to find new African American writers. She goes on to say, "Our commitment to publishing them has not changed... The manuscripts are just not coming in." (Maughan 40). If African Americans, who incidentally make up the largest percentage of minorities in the U.S., are not submitting manuscripts for publication then how much more can the even smaller minority groups be represented in the highly competitive world of publishing?

> *Unless educators begin to use the influence that they have with publishers concerning the kinds of books they need for their young students, the wide-spread use of multicultural literature as an integral part of the curriculum will be a long time coming.*

In addition, some of the other causes for the lack of multicultural titles that are available are similarly simply speculative. It is probable that African American writers, like many others writers in today's economy, have pursued other careers that are most secure and lucrative. Ellen Creager, a reporter for the Washington Post states that the problem of getting books about black or minority children is much more a problem of discrimination by white publishers against black or minority writers and their characters. She writes, "Critics say publishers are likely to work with new white authors and help them develop, but [are] unlikely to do that for black authors." She continues by stating that publishers think minority children would by books about white children, but white children would not buy books about minority children. Also, in previous years, books about minority cultures have been too serious and have failed to focus on the everyday life in a minority culture. This turns of many educators and parents who look to children's literature primarily as a form of entertainment for themselves and their children.

Unless educators begin to use the influence that they have with publishers concerning the kinds of books they need for their young students, the wide-spread use of multicultural children's literature as an integral part of the curriculum will be a long time coming. Their influence and that of other consum-

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Special Voices

by Virginia Gonzalez, Ph.D.
Assistant Professor, The University of Arizona

The present reality is that bilingual students are misdiagnosed and misplaced in bilingual special education classes due to: (a) lack of valid and reliable assessment models and instruments; (b) lack of a prereferral procedure for solving learning problems created by the external educational environment at the mainstream education level; and (c) the need for advocates who are aware of the theoretical, practical, and legal problems that we face today when conducting an evaluation and participating in diagnostic and placement committees. The special voice that NABE's Special Interest Group (SIG) on Bilingual Special Education raises is that at the core of this problem is the need to become aware of the influence of the attitudes of school personnel involved in the assessment and placement process of bilingual students.

The mission of NABE members interested in Bilingual Special Education is to raise the levels of awareness of our responsibility to nurture school personnel serving bilingual students so that we can become advocates for our children. A key factor for becoming an advocate is to reflect on our own attitudes toward culturally and linguistically diverse students. It is important to nurture school personnel involved in the evaluation of bilingual students because we are facing a paradigm shift between standardized instruments derived from the medical model and qualitative methods of assessment derived from developmental and multicultural approaches. As a result, school personnel involved in the evaluation of bilingual students are facing two opposite perspectives producing contradictory diagnoses. This is the reason why having a supporting professional group can assist the evaluator to reflect critically on his/her cultural attitudes and to become a committed advocate for our bilingual students.

Presently, given the state of the art of the assessment models and instruments that are being used with bilingual students, evaluators can come to opposite conclusions depending upon which philosophies, attitudes, beliefs, and theories they think are more appropriate for bilingual students. As a result, we can not claim anymore that the complex decision making process of reaching a differential diagnosis between genuine handicapping conditions or disabilities and the normal process of learning English as a second language is an objective process. Consequently, the belief in using standardized instruments for reaching "objective" diagnostic decisions is a fallacy. The process of constructing instruments begins with the selection of models or theories underlying the operational definitions of the constructs that we want to measure "objectively". Then, we can claim that this process probably shows the "subjective agreement of experts" and, thus, this is a "collection of objective intersubjectivities".

> *The belief in using standardized instruments for reaching "objective" diagnostic decisions is a fallacy.*

Another important point in the psychometric characteristics of standardized tests is that any given instrument is normed only for the particular characteristics of the sample that participated in the norming process. In a different linguistic and cultural context this standardization process is meaningless and, therefore, any interpretations and the information derived from these standardized tests for diagnostic decisions is biased due to lack of validity and reliability. Another major point is that these standardized instruments lack construct validity; that is simply that the theories or conceptual understanding of how intelligence and language develop have major differences when monolinguals are compared with bilinguals. We can not assume that translations of standardized instruments developed for monolingual mainstream students are meaningful and harmless for culturally and linguistically diverse children. What needs to be done is to reconstruct the standardized instrument from the beginning by first redefining what we think about the cognitive and language development of a language-minority child living in the U.S.

The former psychometric problems of current standardized tests that lack validity and reliability when used with language-minority children are just some examples of the many myths that need to be broken in our professional field of bilingual special education. The change needed to dispel these myths is primarily an attitudinal one on the part of the school personnel conducting the evaluation of bilingual students. Moreover, this attitudinal change is difficult to achieve because these myths result in the creation of internal barriers that prevent individuals from being aware of their personal responsibility. Thus, an attitudinal change is needed because we have to remember that our personality is the major tool for assessment that includes, just to name a few areas, our own (a) ethnic-cultural-linguistic identity; (b) personal and professional

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ers is the only thing that will change the trends in what is published in children's literature. Because of the close relationship between educators and publishers and writers to respond to the increased demand. If the price that publishers are willing to pay for multicultural themes and their characters rises with the increased demand, then it is likely that a change will be sooner than not.

As educators are able to offer their students and prejudice that are formed as a result of ignorance. The urgency of possible solutions for the racial tensions in our society is growing by the day. The L.A. riots exemplified the racial tensions that remain a large problem in the U.S. today and what many fail to acknowledge is that the end of the riots did not mean an end to the tensions. There are many causes for prejudice and racial discrimination other than ignorance, but each cause has its own solution. By reacting quickly to the causes by teaching children from young ages to appreciate each other's differences we may work together toward becoming the land of equal opportunity that the U.S. was meant to be. The use of multicultural children's literature is a long-term solution because it begins with our future in mind rather that offering quick fix solutions that only cover the festering wounds. We will all benefit by the use of multicultural children's literature but exactly how much, only time will tell.

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curriculum has on the self esteem of Indian students and emphasizes the ownership the students feel for the poetry they create, how these poems are **"the products of Indian students' own experiences and imaginations,"** how the lessons develop students' writing skills, and how these lessons make writing fun (p. iv, emphasis in original). The guide contains two introductory chapters describing Fedullo's teaching methods and 18 lessons and is now available from the Montana Office of Public Instruction (Phone 406 - 444 2423).

I highly recommend *Light of the Feather* to anyone wanting an introduction to reservation education and *It's Like My Heart Pounding* to any teachers wanting to lower the resistance to education of their students, to provide the classroom environment for student empowerment, and to help develop both the self confidence and the creative writing abilities of their students.

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a second language, claiming that programs for Asians in their own countries and upon arrival in the United States. However, while English-immersion programs in other countries do not threaten maintenance of the native language, English-immersion programs in this country lead to loss of the native language. As the focus shifts from the education of English-dominant students to the education of minority students, the goal of bilingualism disappears.

Press bias against bilingualism and bilingual education for language-minorities has serious consequences. The more the public is exposed to this bias, the more difficult it will be to secure support for language diversity in all its forms. Advocates for language diversity must enter into the public discourse on this matter with knowledgeable, convincing responses.

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more than 25% whose English speaking ability is either "not well" or "not at all": Hmong (46.3%), Cambodian (42.9%), Korean (30.1%), Chinese (29.9%), Thai/Laotian (28.1%), Russian (27%), Armenian (25.9%), and Spanish (25.9%) .

Last fall, the Census Bureau released data on the school-age population of non-English speakers (ages 5-17), reporting that 6.3 million children, or 14% of the total school-age population do not speak English at home. This represents a 38% increase over the past ten years. For more information on the school-age population, see *NABE NEWS*, Vol. 16, No.2, November 15, 1992, page 14.

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commitments to specific schools of thought that defend different assessment models and instruments; (c) beliefs and theories about how bilingual children learn and develop; and (d) personal backgrounds and experiences with language-minority students. This attitudinal change in our professional field of bilingual special education will only happen with the necessary peer support for becoming advocates for bilingual children.

We think that it is our own responsibility as NABE members to be the leaders in this movement for assuming advocacy roles and to dispel the professional myths of helplessness. As NABE members we can also lead a movement for joining efforts among other professional associations, such as the Council for Exceptional Children (CEC), the American Psychological Association (APA), the American Educational Research Association (AERA), and the American Speech and Hearing Association (ASHA). This effort would lead us to join multidisciplinary professional fields for helping our bilingual students.

There are several products resulting from the myths we currently face in the area of the assessment of bilingual students. For instance, we assume that when a minority child is proficient in English, according to standardized language assessment scales, we can then accurately diagnose this child using standardized tests in other developmental areas (e.g., intelligence). This is a misconception for several reasons, including: (a) standardized language scales mostly reflect functional but not academic language proficiency; and (b) being "proficient" in English according to the standardized scales does not mean that the child has the same educational experiences and prior cultural knowledge in comparison to a mainstream child. Another popular myth or misconception among school personnel is that gual language proficiency levels reflect intellectual development in a bilingual child. This popular belief is far from the true potential of the language-minority child as has been demonstrated by González (in press). She found that non-verbal cognitive development of kindergarten and first grade bilingual Spanish/English children was above normal levels when assessed with qualitative methods. In contrast, language and intelligence standardized tests, even non-verbal intelligence tests, underestimated the true verbal and non-verbal potentials of bilingual children.

In sum, the differential diagnosis between genuine handicapping conditions and disabilities (e.g., learning disabilities, language disorders, mental retardation) and the normal developmental process in bilingual children learning English as a second language is a very complex problem that, given our current theories and assessment instruments, is far from being an "objective process". We need to become aware of the subjectivity involved in a diagnostic decision and placement of a bilingual child in a regular bilingual or a bilingual special education classroom. The current problem of the over representation of bilingual students in special education classes and their under-representation in gifted classes is just a reflection of the subjectivity involved in the diagnostic process. Our voices are yelling for gaining professional awareness of the importance of reflecting on our own attitudes and levels of commitment for becoming advocates for our bilingual students. We need to remember that our special voices come from our bilingual hearts and brains and cultural and linguistic identities; that is our own bilingual subjectivity. Our own special voices come from our unique and enriched bilingual personalities, the result of the interface between our bilingual and special professional identities, which are our most important instrument for evaluating bilingual students. This special voice can be illustrated through the "special" adaptation of a saying in Spanish: "Dime quien eres y the diré cual es tu diagnóstico" ("Tell me who you are and I will tell you what is your diagnosis").

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Ed. Note: This article was submitted by NABE's Bilingual Special Education SIG. Chairperson: Awilda Ramos, 400 First Avenue, Room 60, New York, NY 10010 (212) 779-7200.

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Announcements

Pioneers Video Available

The IDRA/NABE video telling the stories of the 10 Pioneers in Bilingual Education honored by NABE at its 1993 Conference in Houston, TX is now available for purchase.

"Ten Who Dared" highlights the early development of bilingual education in the U.S. and Texas and the contributions of Joe Bernal, Blandina Cárdenas Ramírez, José A. Cárdenas, Angel Noé González, Josué González, Elisa de León Gutiérrez, Albar Peña, Carlos F. Truán, Ralph Yarborough, and Gloria Zamora.

To order, send prepayment of $14.95 per copy to: Intercultural Development Research Association (IDRA), 5835 Callaghan Road, Suite 350, San Antonio, TX, 78228-1190.

NABE '94 Call for Papers

Deadline: June 15, 1993

Next Issue:

NABE 1994 Contest Announcements

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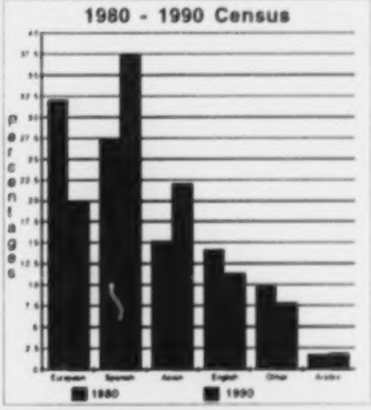
NABE NEWS

July 1, 1993 National Association for Bilingual Education Volume 16, Number 7

1990 Census Shows Dramatic Change in the Foreign-Born Population in the US

By Dorothy Waggoner, Ph.D., Editor, NUMBERS AND NEEDS

Spanish-speaking countries and Asian countries have replaced English-speaking countries and countries in which other European languages are spoken as the countries of birth of the largest proportion of the U.S. foreign-born population, as shown below.



This recently released information from the sample of the 1990 census reveals the origins of many of the home speakers of non-English languages in the United States. It shows that, while the total foreign-born population grew by 40% between 1980 and 1990, the numbers of people born in Spanish-speaking countries increased by 93% and the numbers born in countries speaking Asian languages more than doubled.

The numbers of people born in countries speaking European languages other than English and Spanish, the traditional origins of speakers of non-English languages in the United States, decreased between 1980 and 1990.

While not affecting multilingualism, the origins of people born in English-speaking countries also shifted during the eighties. People born in the United Kingdom, Ireland, and Canada were fewer while there were more people born in the West Indies, Guyana, and Belize. The net increase was 12%.

The changes in the composition of the foreign-born population between 1980 and 1990 continue long-standing trends. Their result is a dramatic shift in the origins of foreign-born people compared with the origins of immigrants at the high point of immigration in the early years of this century. In 1900, four out of five foreign-born people in the United States were born in European countries. Today, only one in five is of European origin.

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The View From Washington

by James J. Lyons, Esquire
NABE Executive Director and Legislative Policy Counsel

Last week, the House Appropriations Committee approved H.R. 2518, the fiscal year 1994 funding bill for the Departments of Labor, Health and Human Services, and Education and related agencies. Of the nearly $260 billion appropriations contained in the bill, more than 72% are for entitlement programs, exempt from the appropriations process, including unemployment compensation, social security, Medicare, and railroad retirement trust funds. The legislation appropriates $28.6 billion for programs administered by the Department of Education, almost $1 billion more than for the current fiscal year.

Because of the stringent fiscal ceilings on appropriations set by the fiscal year 1994 Budget Resolution, H.R. 2518 funds few new federal program

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NABE NEWS

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Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 17 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/93
Issue 2, 11/1/93
Issue 3, 12/15/93
Issue 4, 2/1/94
Issue 5, 3/15/94
Issue 6, 5/1/94
Issue 7, 6/15/94
Issue 8, 8/1/94

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

ADVERTISING RATES

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(303) 492-5416

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Suite 103
Anchorage, AK 99508
(907) 563-7787

Parent Representative
Susan García
18094 E. Ohio, #102
Aurora, CO 80012
(303) 745-7116

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The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Asst. Director
Carolyn Riddick, Office Manager
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NABE '94 CONFERENCE

The 23rd Annual International Bilingual/Multicultural Education Conference -- NABE '94 -- will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Message from the President

by Dr. Kathy Escamilla

Hello and happy summer! For those of you who don't remember voting for me for President, I want to start this message by reminding you that this is the first year that the NABE President has been elected by the members of the Board rather than by the membership at large. Therefore, I am honored to report that I was elected by the Board at our meeting June 4-5 in Washington. I am also pleased to report that Mary Jew was elected Vice President and Dick Littlebear was elected Secretary/Treasurer for 1993-94.

This will be my second year on the NABE board and I have truly enjoyed the work, the board members, and the executive office staff. I look forward to being your President this year.

After the election, I thought a little about all of the people who have previously served as NABE Presidents during our 18 year history. I was awed to recall that many of these people have been my mentors, role models, friends and colleagues, and their caliber, commitment, and vision to NABE has made it the strong and vibrant organization that it is today. I promise to try to continue this outstanding legacy during my tenure as President.

Our recent Board meeting in Washington was both stimulating and productive. The 92-93 Board members, as well as the 93-94 Board, were in attendance and collectively we reviewed our organizational mission and approved goals and objectives for 1993-1994. Simply stated, our mission reflects the vision that was created when the organization was founded. That vision is to work for quality educational opportunities and experiences for all language minority peoples in the United States. To work toward this vision, the Board, together with the executive staff, agreed on three broad goals.

1993-1994 NABE President
Kathy Escamilla

The first goal is to continue to build a strong infrastructure at the national office and with our state affiliates through continued organizational development. Many activities are currently underway to address this goal and will be continued through the next year. They include diversifying fund-raising efforts, utilizing state-of-the-art technology to maximize the efficiency of the staff at the national office, and creating stronger bonds with state affiliates. A special focus of this year's activities in this area, will be to study the state affiliate relationships and structure with the hope of both increasing communication with our affiliates and, when possible, providing technical assistance to them.

The second goal is to continue our work as the premier advocacy organization for language minority peoples and those who serve them. As most of you know, the Elementary and Secondary Act (ESEA) will be reauthorized this year. This includes both Title VII and Chapter 1. Both of these pieces of Federal legislation are critical to ensure quality educational opportunities for language minority children. NABE's leadership, advocacy, and perseverance in 1984 and 1988 ensured the passage and continuation of Title VII, and our continued leadership and involvement is even more important this year. Toward this end, NABE has written draft Title VII legislation and we will advocate for the adoption of the NABE Title VII legislation in the reauthorization of ESEA. In addition, NABE has collaborated with MALDEF to create amendments to Chapter 1 which are designed to make Chapter 1 services more accessible to and appropriate for language minority children. At appropriate times during this reauthorization process, we will solicit your support for both these bills. I want to acknowledge the work of NABE Executive Director Jim Lyons and his staff for their efforts in this most important area.

As an advocacy organization, our objectives for this year will also include advocating for increased services to language-minority populations in the reauthorization of the Office of Educational Research and Improvement (OERI); for bilingual Head Start programs; accountability for language-minority students in federal education bills such as Goals 2000 and National Service. We will continue past efforts to fight the English-Only Movement and will continue to collaborate with other groups who oppose this movement.

Our third goal is to continue our work as a professional organization by continuing to encourage the professionalization of the field of bilingual education and to ensure that issues related to the education of language minority children are included in discussions and decisions in all fields of education. Activities in this area include continuing annual conference activities related to the selection of an outstanding bilingual teacher and bilingual instructional assistant, as well as an outstanding bilingual dissertation. Publication of the *Bilingual Research Journal* and the

Continued on page 22

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Low-Literacy Immigrant Students Pose New Challenges

by Vivian W. Lee, NCAS National Center for Immigrant Students

As the demographics continue to change rapidly in the U.S., an increasing number of school districts face the challenge of "low-literacy" immigrant students.

"Low-literacy" students, according to Dr. Catherine Walsh, of the New England Multifunctional Resource Center at the University of Massachusetts, are defined for assessment and placement purposes as students between 9 and 21 years of age who are three years or more below their age-appropriate grade level.

Many factors contribute to low literacy among immigrant students. War and postwar poverty have barred many children from formal schooling in their native countries. Some immigrant students come from poor rural areas where education is not readily available, and others have not used print in their native language.

Another factor, observes Dr. Walsh, is that many linguistic minorities are "miseducated" in the U.S. due to interrupted schooling or sink-or-swim English-only instruction. These students are often conversant in English and/or their native language, but are fluent in neither. Some cannot read or write in either language.

Due to a lack of culturally and low literacy linguistically appropriate assessment instruments, compounded by the absence of legal mandates to develop alternative approaches to meet their needs, many of these students at best float along in a bilingual classroom or an ESL pull-out program until they turn 21 years of age.

At worst, these students are placed in special education programs where their social, cultural, and literacy development are not addressed. Many drop out when they reach the age of sixteen, an age when students in some states are no longer required by law to attend school.

For low-literacy students who are older time is precious. Hence, secondary schools serving low literacy immigrant students must begin by knowing their low-literacy students well, including students' needs and aspirations. Schools should then establish a clear set of goals and objectives to serve these students. If schools lack the financial means to create a comprehensive program, they must creatively adapt current programs or restructure existing bilingual or ESL programs.

Schools, in many cases, may need to reconfigure space; reallocate staff resources to support different curriculum strategies; provide training to sensitize teachers to student needs; introduce appropriate forms of collaborative teaching; and coordinate services necessary to meet student needs.

Based on research and work with these student populations and their teachers, Dr. Walsh urges schools to ensure that programs serving these students provide some of the following:

* Voluntary student enrollment based on an informed understanding of the school's goals, programmatic design, and focus. This may include student contracts.

* An ungraded program structure and a class size limitation of 15 students, allowing students to learn at their own pace without the stigma associated with overage grade placements.

* Individualized learning plans where teachers and students set goals detailing a plan of study that leads to either a regular or alternative high school diploma.

* Full credit towards diploma requirements granted for successful completion of literacy and content area classes.

* Alternative ways of gaining credit or competencies, e.g. independent studies, community-based projects, internships, etc.

* Formalized arrangements with a youth or adult GED program for overage students (18+ years). Students may transition into the GED program and be awarded a high school diploma of general studies.

* Possibility of an eventual transfer to bilingual or mainstream classes whenever possible.

* Voluntary rather than arbitrary teacher assignment.

* Native language classes (e.g. literacy, math, social studies, science) offered by the same teacher in order to maintain consistency and flexibility, allowing for more intensive instruction, and facilitating an interdisciplinary and thematic instructional approach.

* ESL assignment and scheduling by language group to facilitate a direct relation between the thematic content and skill

Continued on page 6

NABE NEWS COLUMN EDITORS WANTED

***NABE NEWS* is seeking persons to serve as editors of regular columns. Three new columns are to be introduced in Volume 17 of the newsletter: one on bilingual classroom practices; one on instructional technology for language-minority students; and one on parental involvement in bilingual education. Additional columns will be considered if proposed.**

Column editors are responsible for securing an article for each of the eight yearly issues of the newsletter; editing the article as necessary; and submitting the article in a timely fashion to the NABE Office in Washington, DC. All articles need not be written by the editor; however, the editor should possess the ability to write an original article whenever necessary.

Persons interested in becoming column editors should send a letter of interest, indicating the topic of the column they wish to edit, along with a sample of their writing to Dr. Nancy F. Zelasko, Editor, *NABE NEWS*, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018 no later than August 15, 1993.

LOW-LITERACY, *from page 5*

development in native language and ESL instruction. ESL should be programmed for a double period back-to-back.

* A designated literacy program classroom (for each language group) where instructional and support materials can be displayed and stored, and students' work can be exhibited.

* A common planning period for bilingual and ESL teachers involved in the program.,

* Comprehensive support services that address the affective as well as intellectual aspects of students' overall development.

* An occupational, career awareness, vocational component that offers functional, hands-on experience and job readiness skills, in addition to promoting linguistic and cognitive growth.

* For students over the age of 16, the promotion of vocational and/or work-related experiences along with intensive literacy development. A program design that permits academic study in the morning and vocational education, job training, or supervised work/study in the afternoon. Other forms of flexible scheduling, e.g. varied day shifts and night classes.

* A summer component of the program to help promote the linguistic, cognitive, and social development of students in a less structured and more individualized environment.

Given that serving older, low-literacy immigrant students poses unique challenges, schools will benefit from collaborating with community-based organizations to strategize, pool resources, and coordinate holistically such services as adult literacy/GED, vocational training, and counseling for these students, along with other important kinds of support.

With creative school practices, programs, and policies, and collaboration between schools and local communities, the new challenges posed by low-literacy students present not tough problems, but novel opportunities.

----

1. Walsh, C. (1991). Literacy and School Success: Considerations for Programming and Instruction. In *Literacy Development for Bilingual Students* edited by Catherine Walsh and Hana Prashker. Boston, MA: New England Multifunctional Resource Center for Language and Culture in Education.

Reprinted from New Voices, Vol. 3, No. 1, published by the National Center for Immigrant Students, National Coalition of Advocates for Students.

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NABE '94

February 15-19

Los Angeles

See You There!

Equitable Assessment Guidelines Developed

Endorsed by NABE and 90 Other Educational Organizations/Individuals

The following guidelines were developed by the Diversity and Equity in Assessment Network, a project of FairTest of Cambridge, Massachusetts.

The administration of over 100 million multiple-choice, norm-referenced, standardized tests in U.S. classrooms each year for accountability and other purposes has led to educational practices that are harmful to many students. Whether they be readiness, achievement, I.Q., aptitude or college admissions exams, these tests often fail to accurately measure the depth and range of students' knowledge, problem-solving abilities, critical thinking and other skills. The use of these exams by schools, districts, states, and the federal government has served to narrow and limit classroom curricula.

The widespread use of multiple-choice standardized tests has been especially harmful to those who have not been served well by our nation's schools -- students of color and language minority, low-income, and female students. Generations of children have been and continue to be denied access to educational resources and excluded from appropriate instruction as a result of flawed tests. The tracking and labeling, limiting of access, and narrowing of curricula which have resulted from using these tests have disproportionately hurt students who already face barriers due to their family income, race, gender, ethnicity, language, and physical differences.

Since testing influences so many aspects of schooling, profound changes in assessment must be a fundamental part of educational reform. High quality assessments from which all children will benefit must be designed and implemented along with other comprehensive restructuring efforts which dismantle the barriers to effective schooling. Failure to address issues of equity, access and due process, as well as the linguistic, class, and cultural diversity of students relative to assessment, will only accelerate the downward spiral of our schools' effectiveness.

We the undersigned believe that the main purpose of educational assessment must be to advance learning, for **all** students, and that particular attention must be paid to the needs of those who have been historically excluded.

Traditional concerns of reliability and validity must be addressed, but alone they will not ensure fair and beneficial assessment practices. And while new forms of assessment are needed, they will only be helpful to the extent that they are unbiased, measure what they purport to measure, are appropriately used and are connected with high quality curricula. We therefore call on policymakers to use the following guidelines for testing and assessment programs and practices:

Appropriate Assessment

Strive to ensure that assessments are appropriate to the purposes for which they are being used and are sensitive to a diverse student population.

Inclusion

Ensure that those involved in decision-making about educational goals, assessments, usage of assessment measures, and setting of standards reflect and are responsive to the diversity of our nation's students by involving people of color, parents, and advocates for historically-excluded groups.

Authentic Assessment

Support the design and implementation at the school and district levels of authentic performance assessments (integrated with curriculum and instruction, based on students' actual work, and resembling real--life situations) that foster teaching and learning. Such assessments should encourage student self-reflection and decision-making, emphasize students' strengths, and be adaptable to diverse student populations.

Instruction and Resources

Ensure that students are provided the instruction and resources that enable them to perform well. It is unfair to hold students accountable for their performances on tests while there is no requirement for the systems that administer the test to provide students with the means and educational resources to perform well.

Staff Training

Ensure adequate staff training so that curriculum developers and teachers are able to prepare and use culturally- and developmentally-appropriate classroom-based assessment. Such training should be done both before and during the implementation of new assessments. Parents and other representatives of the local community should be used as resources in designing and implementing this training. By involving such representatives, (particularly where there are great differences in background between the teaching staff and the student population), issues which significantly affect the educational process, including language, ethnicity, class, race, gender, and culture, can begin to be addressed.

Students with Disabilities

Include students with disabilities in the performance assessment process so that they are given the opportunities to be evaluated with assessments that enable them to accurately demonstrate their achievement.

Language-Minority Students

Incorporate into the design and implementation of performance assessments those elements and characteristics that enable language-

Continued on page 8

ASSESSMENT, ***from page 7***

minority students to benefit from instructional practices and assessment outcomes. This includes providing opportunities for students to be assessed in their primary language.

External Tests

Limit the use of external, "on-demand" tests or assessments that are not part of daily classroom practice. When such assessments are used, they should model good curriculum and instruction and serve to enhance rather than impede learning. The need for district or state accountability information must be balanced with the need to prevent excessive testing of students and to limit potential narrowing of curricula and instruction.

Use of Tests

Ensure that no single test/assessment or limited set of assessments is ever used as the sole basis for important educational decisions. This includes eliminating the use of cut-off scores (test scores at or above which one passes, below which one fails). Important educational decisions include screening, school entry, placement, tracking or reclassification, retention, promotion, graduation, teacher evaluation, awarding of scholarships, and college admissions. The limited scope and accuracy of information obtained by relying on a single test score often results in the misassessment of students' skills and abilities. Relying solely on test scores also creates situations in which qualified students are unfairly denied access to educational opportunities, resulting in harmful, lifelong consequences. Instead, schools, districts, and states should utilize information gathered over time in a variety of contexts from different kinds of indicators, such as teacher observations, performance-based exams, portfolios, or projects. Students should be allowed to pursue multiple paths to demonstrate comparable levels and degrees of achievement.

Test-Takers' Rights

Establish a Test-Takers' Bill of Rights which provides "due process" protections for students and their parents/guardians. It must assure, for example:

> -the right to appeal important educational decisions made on the basis of assessment results;
>
> -the right to multiple indicators of achievement/knowledge when important decisions are made;
>
> -equal opportunity for language minority students;
>
> -assessment findings and due process information in the first language of the parent/guardian;
>
> -access to assessment instruments and procedures so that students understand what is expected of them and the standards by which they will be evaluated.

Assessment System Criteria

Utilize the eight *"Criteria for Evaluation of Student Assessment Systems"* developed by the National Forum on Assessment. The National Forum *"Criteria,"* which has been endorsed by over 100 organizations nationally, provides guidelines for developing assessment system practices which will help to ensure that all students benefit from assessment policies.

Assessment Accountability

Investigate and establish ways to independently monitor and hold assessment systems accountable. One example is the Educational Impact Statement for Assessments developed by FairTest.

Chapter 1

Amend the testing requirement of the federal Chapter 1 program to allow for use of authentic performance-based assessment approaches which benefit all students for whom the program is intended. The current law, which requires only annual norm-referenced standardized testing, has been a major factor in the perpetuation of unsound assessment practices.

National Exams

Congress should not legislate the creation of a national exam/examination system. National exams, even if voluntary, will likely compound the already existing problems associated with testing. Moreover, simply administering new tests and expecting them to address other historic problems is not the answer. Students of color, language-minority students, young women, and students from low-income families will yet again be disproportionately represented among those who fail due to inequitable treatment.

In conclusion, policymakers, educators, parents, community organizations, and businesses must make it an educational priority to help correct current harmful educational testing practices and to support new, educationally-beneficial assessments which meet the guidelines listed above.

Assessment must be equitable for all if education is to be excellent for all.

< NABE >

Jon Reyhner, editor of *NABE NEWS's* "American Indian Bilingual Education" column, is taking a well-deserved summer vacation. Jon's column will appear in the next issue.

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NABE 1994
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition* five years ago. This year, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1994 Bilingual Teacher of the Year competition will receive a $2,500 scholarship. In addition, the winner will be flown to the 1994 NABE Conference in Los Angeles, California, to receive his/her award on Friday, February 18, 1994.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only bilingual classroom teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

Presentation of Materials

As part of its nomination the affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. The following materials must be submitted:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.
2. **Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.
3. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in program.
4. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
5. **Professional Development** - a description of the candidate's participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc. Recommendations or statements from organizations will be accepted.
6. **Community Service** - a description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community. A sample of letters from appropriate persons will be accepted.

DEADLINE: All nominations must be **RECEIVED** by December 1, 1993 at the address listed below. The winner will be notified by January 15, 1994. For additional information, contact:

Dr. Nancy F. Zelasko
Assistant Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, N.W. - Suite 605
Washington, DC 20005

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NABE 1994
BILINGUAL TEACHER OF THE YEAR/ BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR
DATA SHEET

Indicate Competition: _____ Teacher of the Year _____ Instructional Assistant of the Year

Name: ______________________ Home Telephone Number: ______________

Home Address: ______________________________

Name and Address of School: ______________________________

Name of School Principal: ______________________________

School Telephone Number: ______________________ Grade Level(s): ________

Position/Title: ______________________ Years in Present Position: ______

Previous Work Experience: ______________________________

____

Academic Training:

Dates	Institution Name and Address	Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the NABE Bilingual Teacher of the Year/Bilingual Instructional Assistant of the Year Award may be shared with persons involved in promoting this award.

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NABE 1994
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1994 Bilingual Instructional Assistant of the Year competition will receive a $2,500 scholarship to further his/her education. In addition, the winner will be flown to the 1993 NABE Conference in Los Angeles, California, to receive his/her award on Friday, February 18, 1994.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate one candidate.

QUALIFICATIONS: Only instructional assistants who work half-time or more with students qualify. Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to learn.

Presentation of Materials

As part of its nomination, the affiliate organization is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials should be part of the portfolio:

1. **Background Information** - use the attached Data Sheet to provide basic information about the candidate.

2. **Biographical Sketch** - a narrative prepared by the candidate describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double-spaced, and no more than 4 pages in length.

3. **Philosophy of Education** - a statement by the candidate reflecting his/her commitment to the profession, including a description of the candidate's educational values and belief in the effectiveness of bilingual education.

4. **Professional Development** - a statement of the candidate's plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences. Recommendations or statements from organizations will be accepted.

5. **Community Service** - a description of the candidate's participation in civic organizations as well as personal efforts to improve education and social conditions of the community. Letters from appropriate persons will be accepted.

6. **Photograph** - a photograph (preferably 5" x 7" glossy black and white) should be submitted for publication in the program.

DEADLINE: All nominations must be RECEIVED by December 1, 1993 at the address listed below. The winner will be notified by January 15, 1994. For additional information, contact:

Dr. Nancy F. Zelasko
Assistant Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, NW - Suite 605
Washington, DC 20005

NABE Activity Highlights

LEGISLATIVE & POLICY

- Drafted Title VII Reauthorization Legislation.
- Collaborated with MALDEF in drafting Chapter 1 Reauthorization Legislation.
- Developed amendments to Goals 2000 legislation and participated in numerous meetings with Education Department officials, congressional staff, and members of the Hispanic Education Coalition and members of the Campaign for Genuine Accountability in Education.
- Participated in meetings with Clinton Administration/Transition Team on Education.
- Developed legislative package for Rep. Serrano and Congressional Hispanic Caucus for increased FY '94 funding for Title VII and Immigrant Education programs.
- Active participant in EPIC coalition activities against language-restrictionist legislation.
- Attended LEAD "conference on bilingual education" and worked press in attendance (*USA Today* and Medill News Service).
- Responded to requests for information from Congress and the Executive Branch, the press, and general public.

CONFERENCES

- Planned and conducted highly successful national conference in Houston, Texas, including OBEMLA Management Institute.
- Successfully negotiated contracts with Los Angeles Convention Center and surrounding hotels for NABE '94 Conference.
- Inspected possible sites for NABE '95 and NABE '96 Conferences.
- Negotiated a contract with VIP Meetings and Conventions to provide housing services for 1994 and 1995 conferences.
- Secured agreement from the National Association for the Education of Young Children to co-sponsor the Early Childhood Education Institute at NABE '94.

PUBLICATIONS

- Published *Standards for the Preparation of Bilingual/Multicultural Education Teachers.*
- Designed new format for *NABE NEWS* and published eight issues.
- Published 1991-92 *Annual Conference Journal* with newly designed cover.
- Resumed publication of the *Bilingual Research Journal* (formerly the *NABE JOURNAL)*, with newly designed cover.
- Participated in the production of Apple video on "Language, Learning, and Technology."

MEMBERSHIP

- Designed and printed membership cards to be distributed during 1993-94.
- Increased membership by 1,000 members.

June 1, 1992 - May 31, 1993

AFFILIATES

- Held a Delegate Assembly in conjunction with the Texas Association for Bilingual Education conference in San Antonio.
- Attended numerous affiliate conferences.
- Responded to requests for technical assistance from affiliates, including TABE, NYSABE, CABE, and PABE.

NETWORKING

- Participated in TESOL Task Force on the Education of LEP Students, Grades K-12.
- Participated with ACTFL, TESOL, NCRCDSSL, and NNELL in conducting sessions at ACTFL, TESOL and NABE on collaboration among language organizations; published article *The Other Language Classroom Down the Hall* in language organizations' newsletters.
- Participated in JNCL Annual Delegate Meeting.
- Participated in Center for Applied Linguistics Symposium on Goal 3 of the National Education Goals.
- Submitted an article for the National Committee for Citizens in Education newsletter.
- Worked with the press - numerous interviews, quoted in *New York Times, Hispanic Link, USA Today*, etc.
- Actively participated in National Hispanic Leadership Agenda.
- Maintained extensive on-going contacts with Council of Great City Schools, NEA, and other non-ethnic education organizations.
- Met with officials of the Learning Disabilities Association.
- Participated in National Hispanic Corporate Council meeting on the education of Hispanic Americans.
- Met (post NABE '93 conference) with Coca-Cola, Apple Computer Company, Jostens, Computer Curriculum Corporation, National Captioning Institute, Macmillan/McGraw-Hill, Galaxy Classroom, and DDL Books.
- Met with Deans of the Schools of Education at Arizona State University and George Washington University.

GENERAL

- Secured new office space at a lower rental rate and moved National Headquarters office.
- Selected, purchased, and installed voice mail system
- Installed computer Local Area Network.
- Developed specifications for membership/conference registration/correspondence software; selected, purchased, customized and installed IMIS software.
- Had new NABE logo designed and incorporated into NABE documents & publications.
- Developed long-term Association goals and short term objectives and activities.

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Detroit Board of Education of Detroit Public Schools seeks a

SUPERVISOR OF BILINGUAL EDUCATION

Minimum Requirements: Master's degree from an accredited institution, Michigan Administrator certification or the ability to qualify for the same, and satisfy the legal requirements necessary for teaching in the state of Michigan. Applicants must also possess a bilingual endorsement in Arabic, Chaldean, Hmong or Spanish and present evidence of at least five (5) years contractual experience as a self-contained elementary/middle/secondary classroom bilingual teacher.

Salary: Minimum $50,433, maximum $62,575. Successful candidate with sufficient preparation beyond master's degree may be elegible for the advanced salary differential.

To apply, submit a letter of application and documented evidence of the requirements to: Detroit Public School, Office of Administrative/Instructional Personnel. Attention: Application, Room 454, 5057 Woodward Avenue, Detroit, MI 48202. Closing date for letters of application: July 16, 1993.

Detroit Board of Education of Detroit Public Schools is seeking

BILINGUAL ELEMENTARY AND/OR SECONDARY TEACHERS

(Spanish, Arabic, Chaldean, Hmong)

Minimum Requirements: Candidates must be able to satisfy the legal requirements for teaching in the state of Michigan, possess at least a Bachelors Degree from an accredited institution, and have bilingual education endoresement in either Spanish, Arabic, Chaldean, or Hmong. Preference will be given to those who have had satisfactory teaching experience in bilingual education.

Salary and Benefits: $27,132 - $50,229. Fully paid health, dental, and vision insurance for all employees and dependents. Paid holidays. Ten paid sick days the first year and 15 each additional year. Salary is based on experience and advanced degrees. Fully paid retirement program. Ten-month school year.

To apply, submit a letter of application to: Detroit Public Schools, Office of Administrative/Instructional Personnel, Attention: Marlene Burdette, Room 440, 5057 Woodward Avenue, Detroit, MI 48202.

Upcoming Events

July 7-11, 1993 - Foundations of Intercultural Relations, Bethesda, MD. Contact: SIETAR International, 808 17th Street, NW, Suite 200, Washington, DC, 20006. Tel. (202) 466-7883 FAX (202) 223-9569.

July 8-11, 1993 - Quest Conference, American Federation of Teachers (AFT) - Washington Hilton Hotel, Washington, D.C. Contact: Sally Muravchik, Director of Conventions and Meetings, (202) 879-4400.

July 9-11, 1993 - Amerasian Conference, San Diego, CA. Contact: Anita L. Menghitti, AMERASIAN UPDATE, 122 C Street NW, Suite 300, Washington, DC 20001. Tel. (202) 783-7509.

July 14-17, 1993 - Ninth National Reading Styles Conference, "Implementing Literacy for All," Chicago, IL. For more information call 1-800-331-3117, in NY call (516) 248-8002.

July 14-23, 1993 - East-West Annual "Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities." For more information, contact the East-West Center, Program on Cultural Studies, 1777 East-West Road, Honolulu, HI 96848. Tel. (808) 944-7666, FAX (808)944-7970.

July 18-22, 1993 - National Council of La Raza (NCLR), 1993 Annual Conference, Silver Anniversary - Detroit, MI. Contact: NCLR, Conference & Special Events, 810 First Street, NE, Suite 300, Washington, DC, 20002-4205. Tel. (202) 289-1380.

July 20-24, 1993 - Linguistics Association of Canada and the United States (LACUS) 20th Annual Forum, Chicago, IL. Contact: Ruth M. Brend, 3363 Burbank Drive, Ann Arbor, MI 48105. Tel. (313) 665-2787.

July 30 - August 1, 1993 - National Association of State Boards of Education (NASBE), Eastern Area Policy Forum, Boston Park Plaza Hotel, Boston, Massachusetts. Contact: NASBE, 1012 Cameron Street, Alexandria, VA 22314. (703) 684-4000.

August 3-5, 1993 - Project Tele-Tech - Harnessing the Power: Technology for the ESL Classroom, Summer Training Institute - Ramada Inn, 1480 Nicholson Drive, Baton Rouge, LA 70821. For more information contact: Gladys White, Bilingual Division, EBR Parish School Board, P.O. Box 2950, Baton Rouge, LA 70821. Tel. (504) 922-5513, FAX (504) 922-5557.

August 4-6, 1993 - BUENO Center for Multicultural Education, Bilingual Special Education Training of Trainer Institute, Boulder, CO. Contact: Eleanor Baca, BUENO Center for Multicultural Education, Campus Box 249, University of Colorado, Boulder, CO. 80309-0249. Tel. (303) 492-5416.

August 8-14, 1993 - Children's Literature New England, Inc., "Swords and Ploughshares," Harvard University, Cambridge, MA. Contact: Martha Walke, 2111 N. Brandywine Street, Arlington, VA 22207. Tel. (703) 713-8050.

August 9-13, 1993 - The Second Annual Workshop for the Development of Expertise in Cultural Diversity, Honolulu, HI. Contact: Dr. Richard Brislin, East-West Center, Program on Cultural Studies, Honolulu, HI 96848. FAX (808) 944-7670.

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Resources for Bilingual Educators

101 Ideas to Help Your Child Learn to Read and Write - by Mary and Richard Behm. A bilingual collection of parent involvement material for the Hispanic-American community. This book offers 101 practical suggestions for parents to help their children develop reading and writing skills in different situations. $8.95. To order, contact: ERIC/RCS, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698. 1-800-759-4723, FAX (812) 855-7901.

Beyond the Monitor Model - Comments on Current Theory and Practice in 2nd Language Acquisition - Ronald M. Barasch, C. Vaughan James. This collection of articles from US and European linguists examines the impact of Stephen Krashen's model on second language teaching and acquisition. Features: balanced presentation of pros and cons, representative selection of European and American experts' opinions, and critiques of theoretical and practical aspects of Krashen's comprehensive theory of second language acquisition. Heinle & Heinle, $24.50 plus $2.00 handling, ISBN #3967-5. To order call customer service: 1-800-354-9706.

Bilingual Education: Politics, Practice, Research - ed. by M. Beatriz Arias & Ursula Casanova. Essays on the political and policy issues surrounding bilingual education and what light current research sheds on these. The book's emphasis is on Hispanic students. 267 pp., $24.95. University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628.

Bilingualism and Testing: A Special Case of Bias - Guadalupe Valdés and Richard Figueroa. This book is directly concerned with the reasons underlying bilingual children's poor performance on standardized tests. The book brings together two different areas of research and practice: existing scholarship on bilingualism and bilingual individuals, and existing knowledge about the field of standardized testing. Paper: 0-89391-775-3/$27.50 (tentative). Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648. (201) 767-8450, FAX (201) 767-6717.

Cooperative Learning: A Response to Linguistic and Cultural Diversity - Daniel D. Holt, Editor. This book provides teacher trainers with the theoretical rationale and practical strategies for creating successful group activities for students from diverse language backgrounds. It brings together two fields, cooperative learning and applied linguistics, to create optimal schooling experiences for all students. 208 pp., $18.95. Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030.

English as a Second Language: Curriculum Resource Handbook - Contains current information for lesson and program development, including statewide curriculum guidelines and how to contact curriculum resource suppliers. 374 pp., $19.95. Kraus International Publications, 358 Saw Mill River Road, Millwood, NY 10546-1035.

E.S.L/Bilingual Education: Policies, Programs, and Pedagogy - by Thomas Grundy. Suggests policies for improving English as a second language programs and for assessing and monitoring E.S.L. students; examines districtwide and statewide E.S.L. policies in Oregon. 42 pp., $7.00 plus $3.00 shipping. Oregon School Study Council, 1787 Agate Street, College of Education, University of Oregon, Eugene, OR 97403-5207.

The Ethics of Multicultural and Bilingual Education - by Barry L. Bull, Royal T. Fruehling, & Virgie Chattergy. Introduces some of the ethical conflicts arising from cultural and linguistic differences among students, educators, and parents. Shows how liberal, democratic and communitarian theories of political morality can be used to resolve conflicts. 197 pp., $18.95. Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027.

Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom - by Christian Faltis. Joinfostering refers to ways of organizing and implementing classroom conditions to promote two-way communication and social integration within mainstream classrooms containing ESL and native English-speaking students. This book contains a variety of strategies for integrating language acquisition principles with content learning, for facilitating communication in small group work, and for working with non-English-speaking parents. Available from Merrill/-Macmillan Publishers, 445 Hutchinson Avenue, Columbus, OH 43235. $16.00 softcover.

Journal of Second Language Writing - Editors: Ilona Leki, Tony Silva. A tri-annual publication devoted to publishing theoretically-grounded reports of research and discussions of central issues in second and foreign language writing instruction. It provides educators, researchers, and all L2 professionals with pertinent and timely articles on vital areas of interest, including L2 writers' composing processes, features of L2 writers' texts, personal characteristics and attitudes of L2 writers, readers' responses to L2 writing, assessment/evaluation of L2 writing, and other topics clearly relevant to L2 writing and writing instruction. Annual subscription rates for Volume 2 (1993): $80.00/Institutional and $40.00/Individual. Ablex

Continued on page 16

RESOURCES, ***from page 15***

Publishing Corporation, 355 Chesnut Street, Norwood, NJ 07648

Meeting the Challenge: How Communities and Schools Can Improve Education for Immigrant Students - This manual examines key areas of concern for young immigrants in U.S. public schools, including school admission, parent participation, student placement and assessment, multicultural curriculum, teacher training, student support services, and school climate. Each chapter also offers a discussion of specific action steps to achieve progress, and a listing of organizations and publications to serve as resources. The manual also contains a state-by-state directory of community-based immigrant advocacy groups. 100 pp., $10.00. For more information, contact Judy Johnson, NCAS Publication Specialist, at (617) 357-8507.

Methods that Work, Ideas for Literacy and Language Teachers, Second Edition - John W. Oller, Jr. This collection of methods includes rich selections on classic and current methods and shows how to deal with the changing languages and cultures of the 21st century. These are some of the features: immersion, bilingual education, and content-based instruction; teaching languages and language skills to students with special needs; literacy in multicultural settings, schema theory, grammar teaching, cooperative learning, peer teaching, teacher training, and computer assisted language instruction. Heinle & Heinle, $30.50, plus $2.00 handling, ISBN #4271-4. To order call customer service: 1-800-354-9706.

Profile of Preschool Children's Child Care and Early Education Program Participation - This survey was designed in part to answer the need for timely, comprehensive information about the nonparental care and education of children prior to entering school. This publication provides information on the experiences of children nationwide at a critical stage of their development. Published by U.S. Department of Education's National Center for Education Statistics. Copies are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. Stock number: 065-000-00554-9, $3.25.

The Rights of Limited English Proficient Students: A Handbook for Parents and Community Activists - An advocacy manual that contains comprehensive information on the legal requirements of education programs serving students who are not proficient in English. 55 pp., $2.00. Available in English, Spanish, Vietnamese, Cantonese. National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116-4610. (617) 357-8507

Teaching Language in Context - Proficiency-Oriented Instruction, Second Edition - Alice C. Omaggio-Hadley. Reviews past and current language acquisition theories, examines various recent trends that have influenced teaching practice, and the most relevant elements to the construction of viable teaching models. Features: discussion of the nature of language proficiency, examination of how adult learners develop proficiency in a second language, teacher training video, and analysis of how changing technology is affecting language learning. Heinle & Heinle, $33.75 plus $2.00 handling, ISBN #4067-3. To order call customer service: 1-800-354-9706.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services - designed to help communities improve and coordinate their education, health and social service programs for at-risk children and families. This publication has practical suggestions and examples of ways community leaders can effectively restructure and link services. The report is available for $11.00 by writing (specify stock #065-000-00563-8) Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA. 15250-7954.

Whole Language and the Bilingual Learner - Editors: Angela Carrasquillo and Carolyn Hedley. This book shows how one would learn using an integrated and literacy-based approach to language acquisition and development. Contents: Context for Whole Language Bilingual Learning, Teaching Strategies and Assessment for Whole Language Bilingual Learners, Bilingual, Whole Language Instruction: Policies and Blueprints for Teachers, Epilogue: Challenges and Caveats. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648. (201) 767-8450, FAX (201) 767-6717.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. < NABE >

NJ Based Company Seeks Managing Editor for Multicultural Newsletter

NJ based company seeks managing editor to develop monthly Multicultural Newsletter for schools. This is steady, long-term freelance work. Work one day a week our office and the balance at your location. Position requires: background in education, newsletter and desktop publishing and extensive multicultural experience and vision. Send resume to: Peoples Publishing Group, P.O. Box 70, Rochelle Park, NJ 07662

Attitudes Still Need to Change

Survey Shows Many Teachers Still Support English-Only Instruction

Almost two-thirds (64%) of the teachers surveyed in *The Metropolitan Life Survey of the American Teacher, 1993: Teachers Respond to President Clinton's Education Proposals* support having a policy mandate requiring substantive subjects be taught in English as opposed to the child's native language. The survey, conducted among a nationally representative sample of 1,000 public school teachers, from kindergarten through grade 12, was carried out by Louis Harris and Associates. The focus of the survey was teachers' response to President Clinton's proposals for public education as defined during his campaign for the presidency, although no reference was made to the President before or during the actual interview.

The survey summarizes teachers' opinions on whether government can play a significant role in improving public education, what should be the priorities for the federal government, and what level(s) of government should have authority in the education decision-making process.

Bilingual education was identified as one aspect of the education plan put forth by the Clinton-Gore campaign. The specific survey question and the responses were as follow:

There has been some controversy about educational methods for students whose native language is not English. Do you think government policy should promote bilingual education programs that teach English and teach other substantive subjects in a child's native language, or should policy mandate that substantive subjects be taught in English?

	TOTAL	ELEM. SCHOOL	JUNIOR/ MIDDLE	HIGH SCHOOL
Number of Respondents	1,000	438	220	319
Government should promote teaching substantive subjects in native language	34%	37%	38%	28%
Substantive subjects should be taught in English.	64%	61%	61%	69%
Not Sure	2%	2%	1%	3%

It should be noted that, of the 1,000 respondents, only 29 were Hispanic; 6 were Asian; and 58 were Black (the remaining 914 were White). Even when the numbers were weighted, "to the latest, best available parameter for race," non-Whites accounted for only 12.4% of all respondents. Only 228 of those surveyed (23.7%) worked in either inner city or urban schools. The report did not say which states the respondents came from or how many of the teachers actually had LEP students in their classes. Finally, the question on bilingual education was the only question related to any educational program or approach that referred to a "controversy."

It is disheartening, however, to think that so many teachers still do not understand that it is much easier to learn content material when the student understands the language of instruction.

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CENSUS, *from page 1*

In 1990, there were about 7.4 million people in the United States who were born in Spanish-speaking countries; this was some 3.6 million more than in 1980.

The numbers of people born in countries in which Asian languages are spoken increased from an estimated 2.1 million in 1980 to an estimated 4.3 million in 1990. There were also about 358,000 people born in Arabic--speaking countries, up from an estimated 236,000 in 1980.

The numbers of people born in English-speaking countries increased by fewer than a quarter of a million and the numbers born in countries in which European languages, other than Spanish and English, are spoken decreased from an estimated 4.5 million to an estimated 3.9 million. These changes are shown in Table 1.

There were two exceptions to the decrease in the numbers of people born in countries speaking European languages other than English and Spanish, as shown in Table 2. The numbers of people born in Haiti, where French and Haitian Creole are spoken, increased by 144% between 1980 and 1990. The number of people born in Portugal--the largest proportion of people from the two Portuguese-speaking countries--stayed about the same between 1980 and 1990, but the number of people born in Brazil doubled--from about 41,000 to about 82,000.

The largest increases in the numbers of people born in Spanish speaking countries occurred among people born in El Salvador, Nicaragua, and Guatemala, as shown in Table 3. The numbers of those born in Honduras, Peru, and the Dominican Republic also more than doubled.

The numbers of Cambodian-born people in the United States increased nearly five-fold between 1980 and 1990, as shown in Table 4. The numbers born in Laos more than tripled and those born in Vietnam, India, and Chinese-speaking countries more than doubled.

As shown in Table 5, the largest increase in the numbers of people born in English-speaking countries occurred with those from Guyana. The numbers of people born in Trinidad and Tobago, Jamaica, and other West Indian island countries also increased in the 1980s.

The foreign-born population is highly concentrated by language of country of birth. The largest proportions of people born in Spanish-speaking, Asian and Pacific Islander language-speaking, and Arabic speaking countries live in California. New York is home to the largest proportions of people born in English-speaking countries, especially West Indians, and countries speaking European languages other than English or Spanish.

New York City, with about 2 million, has the largest population of foreign-born people in any city in the United States. It is followed by Los Angeles, with an estimated 1.3 million, and Chicago, with just under half a million.

The distribution of the foreign-born population by language of country of birth in the seven states with at least half a million members of this population in 1990 is shown in Table 6.

About one in six households in the United States answered the long form (the sample form) of the 1990 census questionnaire which contained the nativity and language questions. Estimates from a sample vary from the numbers which would be obtained if every household were surveyed. The sampling error for the total number of foreign-born people in 1990, 19,767,000, is +/-20,000 and the "true" number, between 19,727,000 and 19,807,000 with 95% certainty. For the number of people born in Western Samoa, Fiji, Tonga, Micronesia and other areas in which Pacific Islander languages are spoken--28,700--the sampling error is +/-795 and the "true" number between 27,100 and 30,300.

Other factors, such as the undercount which differentially affected minorities, also make the census numbers less than precise. They affect numbers from the 100% count as well as those from the sample.

Editor's Note: A somewhat different version of this article appeared in the May 1993 issue of NUMBERS AND NEEDS, a newsletter on ethnic and linguistic minorities in the United States. The newsletter appears every other month and subscriptions are $15.00 per year. For information write to Dorothy Waggoner, NUMBERS AND NEEDS, 3900 Watson Place, N.W., Washington, D.C. 20016.

< NABE >

New Free Products

Digests

- Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs
- Developing Tomorrow's Teachers of World Languages
- Dialogue Journals: Interactive Writing to Develop Language and Literacy
- English Plus
- Myths and Misconception About Second Language Learning
- Spanish for U.S. Hispanic Bilinguals in Higher Education
- Technology and Second Language Learning
- Translating and Interpreting Programs: A Scottish Example
- What is Linguistics?

Minibibs

- Computer-Assisted Language

ERIC Digests are two-page (one sheet front and back) reports that highlight a topic of current interest in the field of language education.

ERIC Minibibs are one-sheet annotated bibliographies that include approximately 12 citations of recent journal articles and documents in the ERIC database.

To order any of these materials please contact: User ***Services, ERIC/CLL, 1118 22nd Street, NW, Washington, DC 20037. Telephone (202) 429-9292.***

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Table 1.–ESTIMATED NUMBERS OF FOREIGN-BORN PEOPLE BY LANGUAGE OF COUNTRY OF BIRTH IN 1980 AND 1990 AND PERCENTAGE CHANGE BY LANGUAGE GROUP

Language of country of birth	1980	1990	Percent change
Total	14,080,000	19,767,000	+40.4
English	1,988,000	2,232,000	+12.3
Spanish	3,824,000	7,395,000	+92.9
Other Eur. languages	4,526,000	3,899,000	-13.8
Asian languages	2,128,000	4,339,000	+103.9
Pac. Islander languages	29,000	46,000	+61.9
Arabic	236,000	358,000	+51.9
Other languages	1,341,000	1,498,000	+11.7

Table 2.–ESTIMATED NUMBERS OF PEOPLE BORN IN COUNTRIES IN WHICH EUROPEAN LANGUAGES[1] ARE SPOKEN IN 1980 AND 1990 AND PERCENTAGE CHANGE BY COUNTRY OF BIRTH

Country of birth	1980	1990	Percent change
Total	4,526,000	3,899,000	-13.8
Germany and Austria	995,000	750,000	-24.7
Italy	832,000	581,000	-30.2
Poland	418,000	388,000	-7.1
Soviet Union	406,000	334,000	-17.8
Portugal and Brazil	253,000	293,000	+15.9
Haiti	92,000	225,000	+143.9
Greece	211,000	177,000	-15.9
Canada[2]	173,000	153,000	-11.6
Yugoslavia	153,000	142,000	-7.5
France	120,000	119,000	-0.8
Hungary	144,000	110,000	-23.6
Other countries	728,000	628,000	-13.8

[1] Except English and Spanish. [2] Number estimated to speak a language other than English at home, based on 1980 proportion.

Table 3.–ESTIMATED NUMBERS OF PEOPLE BORN IN SPANISH-SPEAKING COUNTRIES IN 1980 AND 1990 AND PERCENTAGE CHANGE BY COUNTRY OF BIRTH

Country of birth	1980	1990	Percent change
Total	3,834,000	7,395,000	+92.9
Mexico	2,199,000	4,298,000	+95.4
Cuba	608,000	737,000	+21.2
El Salvador	94,000	465,000	+392.8
Dominican Republic	169,000	348,000	+105.7
Colombia	144,000	286,000	+99.4
Guatemala	63,000	226,000	+257.9
Nicaragua	44,000	169,000	+281.9
Peru	55,000	144,000	+159.8
Ecuador	86,000	143,000	+66.4
Honduras	39,000	109,000	+178.2
Other	332,000	469,000	+41.4

Table 4.–ESTIMATED NUMBERS OF PEOPLE BORN IN COUNTRIES IN WHICH ASIAN LANGUAGES ARE SPOKEN IN 1980 AND 1990 AND PERCENTAGE CHANGE BY COUNTRY OF BIRTH

Country of birth	1980	1990	Percent change
Total	2,129,000	4,339,000	+103.8
China, Hong Kong, and Taiwan	442,000	921,000	+108.5
Philippines	501,000	913,000	+82.0
Korea	290,000	568,000	+96.1
Vietnam	231,000	543,000	+135.1
India	206,000	450,000	+118.6
Japan	222,000	290,000	+30.8
Laos	55,000	172,000	+212.6
Cambodia	20,000	119,000	+489.0
Thailand	55,000	107,000	+95.1
Other countries	107,000	256,000	+138.5

Table 5.–ESTIMATED NUMBERS OF PEOPLE BORN IN ENGLISH-SPEAKING COUNTRIES IN 1980 AND 1990 AND PERCENTAGE CHANGE BY COUNTRY OF BIRTH

Country of birth	1980	1990	Percent change
Total	1,988,000	2,232,000	+12.3
United Kingdom	669,000	640,000	-4.3
Canada[1]	670,000	592,000	-11.6
Jamaica	197,000	334,000	+69.8
Ireland	198,000	170,000	-14.1
Guyana	49,000	121,000	+148.3
Trinidad and Tobago	66,000	116,000	+75.6
Other West Indian islands	68,000	164,000	+142.8
Other countries	72,000	96,000	+32.0

[1] Number estimated to speak English, based on 1980 proportion.

Table 6.–ESTIMATED NUMBERS OF FOREIGN-BORN PEOPLE BY LANGUAGE OF COUNTRY OF BIRTH AND SELECTED STATE: 1990 (Numbers in thousands)

Language of country of birth	Total, all states	CA	FL	IL	MA	NJ	NY	TX
Total	19,767	6,459	1,663	952	574	967	2,852	1,524
English	2,232	332	258	59	114	109	558	66
Spanish	7,395	3,216	868	343	66	261	695	1,040
Other Eur. languages	3,899	551	329	282	242	314	825	86
Asian languages	4,339	1,761	94	194	98	187	475	221
Pac. Islander languages	46	30	1	*	*	*	1	1
Arabic	358	100	16	22	13	33	69	16
Other languages	1,498	469	98	51	40	62	228	94

*Fewer than an estimated 1,000 people.

VIEW FROM WASHINGTON, *from page 1*

initiatives. In the area of education, the bill appropriates $100 million for Goals 2000, the Clinton Administration's education reform initiative which is still pending in Congress. The White House had sought $420 million for the Goals 2000 initiative.

Chapter 1 of the Elementary and Secondary Education Act (ESEA) received $6.87 billion in appropriations, $162.2 million more than current fiscal year appropriations but $239 million less than requested by the White House. Citing "a series of recent evaluations and studies which question both the effectiveness and the quality of Federally funded Chapter 1 programs," the Appropriations Committee concluded that "further growth in the program cannot be justified at this time." The Committee also expressed concern about the significant losses in allocations to States and school districts that occurred under the Chapter 1 program in the current fiscal year as a result of the use of 1990 census data. While noting that "States and counties which gained funding under the new data are deserving of the increases due to the growth in their poverty populations since 1980," the Appropriations Committee urged the Department to work with Congress during the ESEA reauthorization process "to ensure that more current data are used in the allocation of funds so that (1) disruptive shifts in funding among States do not continue to occur each decade; and (2) the allocation of Chapter 1 assistance can better reflect ongoing shifts in the distribution of eligible students." The Chapter 1 Migrant Education program was level funded at $302.7 million, $8.2 million less than the Clinton Administration had requested.

The Appropriations Committee approved nearly $197 million in cuts in the School Improvement programs authorized under Chapter 2 of the ESEA, reducing FY 1994 Chapter 2 funding to $1.34 billion. Most of the cuts were in the State block grants for school improvement and State grants for Drug-free schools and communities. The Appropriations Committee accepted the White House recommendation to zero-fund the Chapter 2 Foreign Languages Assistance program which had received a $10.9 million appropriation in FY 1993. Noting that "the average grant size, barely over $200,000 per State, is insufficient to contribute significantly to program goals," the Appropriations Committee concurred with the Administration's assessment that the Foreign Languages Assistance program "is poorly structured to reach an otherwise sound objective of the advancement of instruction of foreign languages."

The Appropriations Committee increased funding for Bilingual and Immigrant Education by $17 million. The increase reflects the Committee's agreement with the White House that ESEA title VII funding should be increased by $6.5 million, with $4 million in new money for Part A programs, $1.5 million additional funding for Part B Support services, and a $964,000 increase for Part C training grants. The Committee also included a $10.5 million increase for the Immigrant Education program which the Clinton Administration had not asked for. The Committee report directed the Department to emphasize developmental bilingual education and teacher training in awarding Part A program grants. "The Committee expects the department to give high priority to expansion of developmental bilingual education programs that provide high levels of proficiency in English and a second language for all students while developing knowledge in content areas. Because the shortage of trained bilingual teachers seriously hampers the development of quality bilingual education programming, the Committee urges that teacher training also be made a priority."

The House Appropriations Committee boosted funding for Special Education by nearly $74 million to $3.04 billion, $85.5 million less than the Clinton Administration had requested. At the same time, the Committee agreed with the Administration's request to boost Education Department spending for Rehabilitation Services and Disability Research by $68.3 million to $2.25 billion.

Vocational and Adult Education were "level-funded" at current fiscal year levels in the House Appropriations Committee-approved FY94 spending bill. The Administration had sought to cut funding for Vocational and Adult Education by nearly $27 million. One of the Vocational Education programs spared by the Committee's level-funding decision was Bilingual Vocational Training (funded at $2.95 million in FY 1993 and 1994), which together with the $34.7 million Consumer and Homemaking Education program, the Clinton Administration sought to eliminate on the grounds that they were duplicative of other programs administered by the Department of Education.

Under H.R. 2518 as approved by the House Appropriations Committee, spending for Higher Education Student Financial Assistance will increase by $574 million in FY 1994 to $8.12 billion, nearly $1.4 billion less than requested by the Clinton Administration. The Committee noted that Federal appropriations for Pell grants had increased from $2.4 to $6 billion, or nearly 150%, between 1983 and 1993. Nevertheless, the Pell grant program is facing an accumulated shortfall in 1994 of between $1.7 and $2 billion -- an amount which must be financed out of 1994 through 1996 education funding. In its report on the appropriations bill, the Committee wrote: "The Committee notes with alarm that these trends cannot continue and urges the authorizing committees to make modifications to the Pell grant

Continued on page 21

VIEW FROM WASHINGTON, *from page 20*

statute to lower cost and provide more flexibility to the Department to set eligibility and payment levels. The Committee believes that such legislative changes must reflect the reality of the current budget deficit which is likely to limit funding for the foreseeable future not only for student aid but for domestic programs broadly.

The Teacher Opportunity Corps, a program created last year as the result of enactment of legislation sponsored by the Congressional Hispanic Caucus, was one of the few new education programs funded by the House Appropriations Committee. With a FY 1994 appropriation of $2.5 million, the new program is designed to increase the supply of minority teachers and teachers from economically disadvantaged backgrounds who want to teach students and disabilities and student who require bilingual education.

The House Appropriations Committee ignored the Clinton Administration's request to increase spending for Educational Research, Statistics, and Improvement by nearly $72 million. Instead, the Committee cut funding by $2.9 million to $277.2 million. Similarly, the Committee rejected the Administration's proposal to slash funding for Library programs by nearly $30 million, level-funding all Library programs at $145.1 million except the $968,000 Foreign Language Materials program which was eliminated.

What's Ahead

By the time this newsletter reaches you it is expected that the House will have passed H.R. 2518, the Labor, HHS, and Education appropriations bill. The next step, of course, will be for the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education to take up the House-passed bill. While the Senate Subcommittee will be working under the same fiscal constraints as the House labored under, the dynamics of the educational appropriations in the Senate, especially relative to bilingual education and programs for language-minority students, are quite different.

For as many years as I can recall, the Senate Appropriations Subcommittee has approved smaller amounts for bilingual education than those approved by the House. When the House and Senate-passed bills are reconciled in conference committee, the two bodies have usually "split" the difference in bilingual education funding.

Accordingly, those of you who are interested in preserving the modest but important increases in FY 1994 funding for ESEA Title VII and Immigrant Education contained in the House bill or in preserving continued funding for the Bilingual Vocational Education program or the new first-year funding for the Teacher Opportunity Corps would be well advised to write the Senators from your state as well as the members of the Senate Appropriations Subcommittee. For your information, the members of the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies are as follow:

Tom Harkin (D-IA), Chairman
Robert C. Byrd (D-WV)
Ernest F. Hollings (D-SC)
Daniel K. Inouye (D-HI)
Dale Bumpers (D-AR)
Harry Reid (D-NV)
Herbert Kohl (D-WI)
Patty Murray (D-WA)
Arlen Specter (R-PA)
Mark O. Hatfield (R-OR)
Ted Stevens (R-AK)
Thad Cochran (R-MS)
Slade Gorton (R-WA)
Connie Mack, III (R-FL)
Christopher Bond (R-MO)

Letters should be addressed to:
Honorable ____________________
United States Senate
Washington, DC 20510

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MESSAGE, ***from page 1***

NABE NEWS will also be continued as vital activities related to this goal.

At the same time, however, several new activities will be undertaken by the Board, and the executive office staff to expand our role as a professional organization. It is appropriate to list these activities and to acknowledge the Board members who have undertaken the responsibility for implementing and completing these tasks. Former NABE President Paul Martínez and his staff at EAC West will be writing an issue paper on assessment and language minority students which will be published by NABE. This paper is both timely and crucial to ensure that the needs of language minority students are considered as the field of assessment changes and evolves and becomes a growing part of the national dialogue about educational reform. NABE board member José Agustín Ruiz-Escalante will be working with NABE Assistant Director Nancy Zelasko to publish and disseminate a booklet on "What is Bilingual Education". NABE Vice President Mary Jew will be working with the National Association of Science Teachers as they write professional standards for the teaching of science and I will continue my work with the National Association of Social Studies as they finalize their standards. In addition, we will continue to disseminate and revise our own standards document titled, *Professional Standards for the Preparation of Bilingual/Multicultural Teachers.*" We will also work this year to finalize plans for Summer Institute for Bilingual Educators to be held in New York in 1994.

NABE has always provided the leadership and direction in the field of bilingual education both as a professional organization and as an advocate for language- minority Americans. From the goals and activities I have described above, you can see that it is clearly the intent of this year's NABE Board and staff to continue and expand this leadership role.

One final note, this year's NABE Conference will be held in Los Angeles from February 15-19, 1994. Make plans to attend NOW - we hope to make this the biggest and best NABE conference ever! As your new President, I look forward to a busy and productive year and ask for your support to achieve the very ambitious goals we have set out for ourselves. I also look forward to visiting and participating in local and state bilingual education conferences and hope to make many new friends and colleagues.

< NABE >

COLLABORATION AMONG BILINGUAL, ESL, AND FOREIGN LANGUAGE TEACHERS

As part of its on-going effort to collaborate with the American Council on the Teaching of Foreign Languages (ACTFL), TESOL, and other members of the language teaching profession, NABE is collecting information on successful methods of collaboration among bilingual, ESL and foreign language teachers. We are seeking descriptions of specific strategies and techniques used to promote language learning by working collaboratively with other teachers and their classes. For example, a foreign language teacher and a bilingual teacher might pair their students so that they serve as models of native speakers for each other.

Descriptions will be compiled and shared with the memberships of the various language teaching organizations.

Send information on successful collaborative techniques to Dr. Nancy F. Zelasko, NABE Assistant Director, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018 no later than September 30, 1993.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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Announcements

Pioneers Video Available

The IDRA/NABE video telling the stories of the 10 Pioneers in Bilingual Education honored by NABE at its 1993 Conference in Houston, TX is now available for purchase.

"Ten Who Dared" highlights the early development of bilingual education in the U.S. and Texas and the contributions of Joe Bernal, Blandina Cárdenas Ramírez, José A. Cárdenas, Angel Noé González, Josué González, Elisa de León Gutiérrez, Albar Peña, Carlos F. Truán, Ralph Yarborough, and Gloria Zamora.

To order, send prepayment of $14.95 per copy to: Intercultural Development Research Association (IDRA), 5835 Callaghan Road, Suite 350, San Antonio, TX, 78228-1190.

NABE Publications Available

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NABE NEWS

August 15, 1993 | National Association for Bilingual Education | Volume 16, Number 8

Eugene E. García Named Director of OBEMLA

Dr. Eugene E. García has been named by the White House as Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. Dr. García is Dean of the Division of Social Sciences and Professor of Education and Psychology at the University of California, Santa Cruz. He presently serves as Co-Director of the National Center for Research on Cultural Diversity and Second Language Learning funded by the U.S. Department of Education and has conducted research in the areas of effective schooling for linguistically and culturally diverse student populations. He received his B.A. from the University of Utah in Psychology and his Ph.D. in Human Development from the University of Kansas. He has served as a Post-Doctoral Fellow in Human Development at Harvard University and as a National Research Council Fellow. He has been a recipient of a three year National Kellogg Fellowship and received numerous academic and public honors.

Dr. García served as a faculty member at the University of Utah, the University of California, Santa Barbara, and Arizona State University before joining the faculty at the University of California, Santa Cruz. He has served as a research center director and an academic department chair. Dr. García is involved in various community activities and has served as an elected member of a board of education. He has published extensively in the area of language teaching and bilingual development authoring and/or co-authoring over 100 articles and book chapters and seven book-length volumes. He holds leadership positions in professional organizations and continues to serve in an editorial capacity for psychological, linguistic and educational journals and serves regularly as a proposal panel reviewer for federal, state and foundation agencies. Dr. García served as editor of the *NABE JOURNAL* from 1982 to 1985.

NABE welcomes Dr. García and looks forward to working with him. *< NABE >*

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NABE Mourns Passing of Dr. Albar A. Peña

It is with deepest sadness that NABE announces the death of Dr. Albar A. Peña on July 27, 1993. In his more than 35 years of involvement in education, Dr. Peña consistently demonstrated initiative, innovation, and leadership. His career as a teacher, administrator, speaker and author was distinguished by firsts – *first Director of OBEMLA and founder and first President of NABE.*

In 1969, Dr. Peña became the first director of the Bilingual Education Program (now OBEMLA) of the U.S. Office of Education. In his four and one-half years in that office, he oversaw the development, funding, implementation, and continuation of more than 200 Title VII Bilingual Education projects in 24 different languages, ranging from early childhood to high school

Continued on page 8

NABE NEWS
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Editor and Desktop Publishing:
Nancy F. Zelasko

PUBLICATION SCHEDULE

Volume 17 of the NABE News will be published in 8 issues. Issue publication dates are as follow:

Issue 1, 9/15/93	Issue 5, 3/15/94
Issue 2, 11/1/93	Issue 6, 5/1/94
Issue 3, 12/15/93	Issue 7, 6/15/94
Issue 4, 2/1/94	Issue 8, 8/1/94

All advertising and copy material must be received in the NABE office one month prior to publication date to be considered for inclusion.

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FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Asst. Director
Carolyn Riddick, Office Manager
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NABE '94 CONFERENCE

The 23rd Annual International Bilingual/Multicultural Education Conference -- NABE '94 -- will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

Conference updates, contest announcements, and registration information will be automatically mailed to current NABE members.

For information on the conference, including registration packets, and exhibits and conference sponsorship opportunities, contact the NABE National Office in Washington, DC.

Myths and Misconceptions About Second Language Learning

This Digest is based on a report by the National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz: "Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn," by Barry McLaughlin. Copies of the full report are available for $4.00 from the Center for Applied Linguistics, NCRDSLL, 1118 22nd Street, NW, Washington, DC 20037.

As the school-aged population changes, teachers all over the country are challenged with instructing more children with limited English skills. Thus, all teachers need to know something about how children learn a second language (L2). Intuitive assumptions are often mistaken, and children can be harmed if teachers have unrealistic expectations of the process of L2 learning and its relationship to the acquisition of other academic skills and knowledge.

As any adult who has tried to learn another language can verify, second language learning can be a frustrating experience. This is no less the case for children, although there is a widespread belief that children are facile second language learners. This digest discusses commonly held myths and misconceptions about children and second language learning and the implications for classroom teachers.

Myth 1: Children learn second languages quickly and easily.

Typically, people who assert the superiority of child learners claim that children's brains are more flexible (e.g., Lenneberg, 1967). Current research challenges this biological imperative, arguing that different rates of L2 acquisition may reflect psychological and social factors that favor child learners (Newport, 1990). Research comparing children to adults has consistently demonstrated that adolescents and adults perform better than young children under controlled conditions (e.g., Snow & Hoefnagel-Hoehle, 1978). One exception is pronunciation, although even here some studies show better results for older learners.

> *Although it appears that the child learns more quickly than the adult, research results typically indicate that adult and adolescent learners perform better.*

Nonetheless, people continue to believe that children learn languages faster than adults. Is this superiority illusory? Let us consider the criteria of language proficiency for a child and an adult. A child does not have to learn as much as an adult to achieve communicative competence. A child's constructions are shorter and simpler, and vocabulary is smaller. Hence, although it appears that the child learns more quickly than the adult, research results typically indicate that adult and adolescent learners perform better.

Teachers should not expect miraculous results from children learning English as a second language (ESL) in the classroom. At the very least, they should anticipate that learning a second language is as difficult for a child as it is for an adult. It may be even more difficult, since young children do not have access to the memory techniques and other strategies that more experienced learners use in acquiring vocabulary and in learning grammatical rules.

Nor should it be assumed that children have fewer inhibitions than adults when they make mistakes in an L2. Children are more likely to be shy and embarrassed around peers than are adults. Children from some cultural backgrounds are extremely anxious when singled out to perform in a language they are in the process of learning. Teachers should not assume that, because children supposedly learn second languages quickly, such discomfort will readily pass.

Myth 2: The younger the child, the more skilled in acquiring an L2.

Some researchers argue that the earlier children begin to learn a second language, the better (e.g., Krashen, Long, & Scarcella, 1979). However, research does not support this conclusion in school settings. For example, a study of British children learning French in a school context concluded that, after 5 years of exposure, older children were better L2 learners (Stem, Burstall, & Harley, 1975). Similar results have been found in other European studies (e.g., Florander & Jansen, 1968).

These findings may reflect the mode of language instruction used in Europe, where emphasis has traditionally been placed on formal grammatical analysis. Older children are more skilled in dealing with this approach and hence might do better. However, this argument does not explain findings from studies of French immersion programs in Canada, where little emphasis is placed on the formal aspects of grammar. On tests of French language proficiency, Canadian English-speaking children in late immersion programs (where the L2 is introduced in Grade 7 or 8) have performed as well or better than children who began immersion in kindergarten or Grade 1 (Genesee, 1987). Pronunciation is

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The View From Washington

by James J. Lyons, Esquire
Executive Director & Legislative and Policy Counsel

As part of its series of hearings on the reauthorization of the Elementary and Secondary Education Act, the House Subcommittee on Elementary, Secondary, and Vocational Education devoted its July 22nd hearing to the subject of bilingual education. The most striking feature of the hearing was the divergent goals pro- and anti-bilingual education witnesses presented for the education of limited-English-proficient (LEP) students. The anti-bilingual education witnesses focused almost exclusively on LEP students learning English quickly, while the pro-bilingual education witnesses emphasized LEP students' timely achievement of high, comprehensive academic performance standards.

The Subcommittee heard testimony from two panels of witnesses, a congressional panel and an expert panel. Two House Members testified on the congressional panel: Rep. José Serrano (D-NY), former Education and Labor Committee member and current Chair of the Congressional Hispanic Caucus and Rep. Toby Roth (R-WI), chief sponsor of the English-only bill H.R. 739.

Early in his testimony, Rep. Serrano spoke to the purpose of the hearing: "*We are not here today to talk about immigration policy. We are not here today to debate language policy. We are here today to help the students in our schools. We are here to build national education policy on the basis of what works in education.*" Congressman Serrano stated that "*Helping Latino, Asian and other language-minority children to meet and exceed high achievement standards in all curricular areas while learning English is good for kids and good for our country. Research has proven conclusively that sink-or-swim English language immersion has never succeeded in effectively educating our children.*" According to Rep. Serrano, research demonstrates that bilingual education is "*the best way to teach kids English in ways that allow them also to learn the math, science and other skills they need without falling behind.*"

> *School reform legislation that leaves out our Nation's language-minority students is not serious reform.*

Declaring that "*school reform legislation that leaves out our Nation's language-minority students is not serious reform,*" Congressman Serrano announced that the Congressional Hispanic Caucus would introduce legislation to "*encourage a new generation of bilingual programs moving from often isolated programs to building the capacity of our nation's schools to serve all language-minority students.*" In addition to strengthening the Bilingual Education Act, the Caucus bill will amend Chapter 1 to provide for the inclusion of LEP students. Rep. Serrano concluded his testimony by calling upon the Subcommittee to recognize the value of the native language resources LEP students bring to school. "*The U.S. spends millions of dollars a year to teach new languages to English speaking Americans. Ironically, through English-only classrooms, we spend millions more teaching language minorities to forget their native language as they learn to speak English. In today's economy, English only is not enough.*"

Rep. Roth began his testimony by explaining how he became interested in bilingual education: "*The reason I got interested in this issue is because I am concerned with what is happening to America culturally. As I see America, we are people from every corner of the globe, from every linguistic and cultural background, but we are all Americans. Why? Because we have a wonderful commonality called the English language, and I feel we are losing that today.*" Citing a research study by Christine Rossell and Michael Ross, Congressman Roth declared, "*the time has come to admit that transitional bilingual education does not work...[it] is a dismal failure in doing what Congress specifically asked it to accomplish; that is, to teach English.*" Rep. Roth quoted several Latino and Chinese Americans who have expressed opposition to bilingual education, and cited the 1992 Latino National Political Survey which showed that Hispanics overwhelmingly subscribe to the importance of learning English.

Congressman Roth told the Subcommittee that his opposition to bilingual education was one of the reasons why he had introduced H.R. 739, the "Declaration of Official Language Act" which would terminate both the Bilingual Education Act and the provisions of the Voting Right Act which protect language-minority Americans against discrimination in the electoral process. "*You see,*" he said, "*I don't think that we should be voting in seven different languages in L.A. I don't think that we should be fractionalizing America into different linguistic groups. I feel we are all Americans and there is no need for hyphenated Americans. A key part of this bill is the elimination of the failed bilingual education programs...Programs such as bilingual education which actually inhibit the learning of English must be eliminated.*"

Continued on page 6

WASHINGTON, ***from page 5***

Subcommittee members were generally diplomatic in their responses to the testimony of the congressional witnesses. Chairman Kildee emphasized that the purpose of the Bilingual Education Act is *"to ensure that students achieve proficiency in English and to use the native language to make sure that they do not fall behind in their [grade] promotion and graduation standards."* Chairman Kildee also shared his belief that it would be a "plus" if the students were to become bilingual. Ranking minority member William Goodling (R-PA) emphasized the importance of "flexibility" in bilingual education programming, especially where multiple language groups are present in a school district. He also expressed his hope that "family literacy would be a focal point" of bilingual education. Rep. Xavier Becerra (D-CA) disagreed with Rep. Roth that we "must be alarmed and feel that English is being threatened in this country." Rep. Tim Roemer (D-IN) stressed that in addition to mastery of English, bilingual education should encourage students to become bilingual or multilingual, a sentiment also expressed by Reps. Becerra and Carlos Romero-Barceló (D-PR). Rep. Gene Green (D-TX) spoke of the academic suffering of Hispanic students in Texas prior to bilingual education, and dismissed Rep. Roth's allusions to linguistic strife in Canada as inapplicable to the United States where "we value and build upon diversity." Prefacing her remarks by saying that "my style is always to stand up and be counted," Rep. Lynn Woolsey (D-CA) bluntly told Representative Roth, *"you can count me as one of the people who supports bilingual education."* Rep. Woolsey continued, *"we don't ask these children to give up their native tongue because that is going to be their benefit in the long run and the closer we become as a Nation to being monolingual, the less competitive we will be in the industrial world."*

NABE President Kathy Escamilla was the lead-off witness on the second witness panel. Dr. Escamilla recounted the accomplishments of the Bilingual Education Act in developing the capacity of our nation's schools to serve LEP students and emphasized the need for expanded, systemic capacity-building to respond to on-going growth of the LEP student population. Dr. Escamilla stressed the importance of establishing high academic performance standards for LEP students: *"For too long in too many places, LEP students have been victimized by low educational expectations and limited opportunities to learn. One manifestation of these low expectations is the belief that the only objective in educating LEP students is the acquisition of English. Quality educational experiences for LEP students must, of course, include English acquisition, but also must include a rigorous instructional program that allows LEP students to master subject matter content while learning English. I also believe that bilingual education should produce bilingual students who are literate in both English and a second language."*

> *For too long in too many places, LEP students have been victimized by low educational expectations and limited opportunities to learn.*

Dr. Escamilla emphasized that learning English quickly was not as important as learning English well noting that "in language learning as in driving, speed kills." She concluded her testimony by summarizing the principal improvements in the Bilingual Education Act which are included in the draft Title VII reauthorization legislation NABE developed for the Congressional Hispanic Caucus.

Sally Peterson, a Los Angeles kindergarten teacher and President of the anti-bilingual education organization Learning English Advocates Drive (LEAD), testified that *"bilingual education as we have known it for the last 25 years is an abject, total failure."* Like Rep. Roth, Ms. Peterson told the Subcommittee that the *"goal of bilingual education is to teach children English. We want all children to learn English as effectively and efficiently as possible and in the quickest fashion. LEAD is seeking reform of a program that has lost all credibility as an academic approach. We want to empower all student by teaching them English."* Ms. Peterson charged that *"Native-language based bilingual is a human tragedy of national proportions...Bilingual education advocates claim children need to be taught in their native language because of self esteem. but there is no evidence that bilingual education has an impact of a student's self worth..."* Ms. Peterson characterized the proponents of bilingual education as *"a powerful lobby that can sustain itself only so long as its group is alienated from the rest of society."*

Ms. Peterson summarized her case against the pedagogy of bilingual education as follows: *"Regardless of all the theories espoused I now know that language learning, like all learning, boils down to input versus output. To teach a language, you must give extensive input in the target language. The more time a teacher spends teaching English, the more English a child will learn. Bilingual education mandates Spanish input and allows the public to believe the output is English. It is a fraud. You do not learn to play tennis on the golf course, and you*

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TESOL Standards:
Ensuring Access to Quality Educational Experiences for Language-Minority Students

Editor's Note: The National Association for Bilingual Education was a member of the TESOL Task Force which developed the following set of guidelines for the education of language-minority students.

Language-minority students are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans. They may come to school with extensive formal education or they may be academically delayed or illiterate in their first language. Such students arrive at school with varying degrees of English proficiency. Some may not speak English at all; others may speak English, but need assistance in reading or writing English.

Whatever the case, it is clear that schools that hope to help these students meet the National Education Goals must provide special assistance to them. While the type of special assistance may vary from one district or school to another, all special assistance programs must give language-minority students full access to the learning environment, the curriculum, special services and assessment in a meaningful way.

Teachers of English to Speakers of Other Languages (TESOL) offers the following standards of access to help schools judge the degree to which programs of special assistance are helping language-minority students to meet the National Education Goals. The standards have been developed by the TESOL Task Force on the Education of Language-minority Students, K-12, in the US. They are based on the most current research on language learning in academic settings.

Access to a Positive Learning Environment

1. Are the schools attended by language-minority students safe, attractive, and free of prejudice?

2. Is there evidence of a positive whole-school environment whose administrative and instructional policies and practices create a climate that is characterized by high expectations as well as linguistically and culturally appropriate learning experiences for language-minority students?

3. Are teachers, administrators, and other staff specifically prepared to tailor instructional and other services to the needs of language-minority students?

4. Does the school environment welcome and encourage parents of language-minority students as at-home primary teachers of their children and as partners in the life of the school? Does the school inform and educate parents and others concerned with the education of language-minority students? Does the school systematically and regularly seek input from parents on information and decisions that affect all critical aspects of the education of language-minority students, their schools and school districts?

Access to Appropriate Curriculum

5. Do language-minority students have access to special instructional programs that support the second language development necessary to participate in the full range of instructional services offered to majority students?

6. Does the core curriculum designed for all students include those aspects that promote (a) the sharing, valuing, and development of both first and second languages and cultures among all students and (b) the higher order thinking skills required for learning across the curriculum?

7. Do language-minority students have access to the instructional programs and related services that identify, conduct and support programs for special populations in a district? Such programs include, but are not limited to, early childhood programs, special education programs, and gifted and talented programs, as well as programs for students with handicapping conditions or disabilities, migrant education programs, programs for recent immigrants, and programs designed for students with low levels of literacy or mathematical skills, such as Chapter 1.

Access to Full Delivery of Services

8. Are the teaching strategies and instructional practices used with language-minority students developmentally appropriate, attuned to students' language proficiencies and cognitive levels, and culturally supportive and relevant?

9. Do students have opportunities to develop and use their first language to promote academic and social development?

10. Are non-classroom services

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PEÑA, *from page 1*

Dr. Albar A. Peña

levels.

In 1973, Dr. Peña returned to the University of Texas at San Antonio to establish the Division of Bicultural-Bilingual Studies of the College of Multidisciplinary Studies, which he directed until 1978. He continued as a Professor in that Division until his death.

Dr. Peña was a nationally-known author, guest lecturer, speaker and consultant in the fields of bilingual/bicultural education and English as a second language. He participated in the White House Conference on Bilingual Education; was an United States representative to the International Colloquium in Bilingualism and Biculturalism held in Paris, France; and was listed in *Who's Who International, Who's Who in Bilingual Education, and Who's Who in America.*

In 1975, Dr. Peña became the first President of the National Association for Bilingual Education. He was featured as one of the ten Texas pioneers in bilingual education recognized at the NABE '93 Conference in Houston, Texas earlier this year.

It is due in great part to Dr. Peña's vision, determination, dedication and leadership that NABE and the field of bilingual education exist today. He will be sorely missed by all of us.

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Upcoming Events

September 8-10, 1993 - North Dakota Association for Bilingual Education Conference, "Building Support for Bilingual Education", Doublewood Inn, Bismarck, North Dakota. Contact: Marc Bluestone, (701) 627-4048, or Mari Rasmussen, (701) 224-2958.

September 22-25, 1993 - International Reading Association (IRA), 21st Plains Regional Conference, Sioux Falls. Contact: Mahylen Niles, Summit Drive, Chamberlain, SD 57325. Tel. (605) 734-5474.

October 4-6, 1993 - 7th Annual Hispanic Association of College and Universities, San Antonio, Texas. Contact: HACU's Advancement Office (210) 692-3805.

October 6, 1993 - "Assessment 2000: An Exhibition," sponsored by The National Center for Research in Vocational Education, University of California, Berkeley. The teleconference will be broadcast from Virginia Tech on October 6, 1993, from 1:30 to 3:00 p.m. EDT. To register for the teleconference, contact the Virginia Tech Office of the National Center for Research in Vocational Education, 332 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061-0254 or call (703) 231-5847 or FAX (703) 231-3292.

October 8-10, 1993 - University of Wisconsin-Milwaukee 22nd Linguistics Symposium, "Second Language Acquisition Theory and Pedagogy," Milwaukee, WI. Contact: Linguistics Symposium Committee, Department of Linguistics, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Tel. (414) 229-4285. FAX (414) 229-6258.

October 8-11, 1993 - University of Texas at San Antonio and the Institute of Texan Culture Conference, "The Languages of U.S. Hispanics: Challenging Policies and Paradigms," Houston, Texas. Contact: MaryEllen García, Chair, EEUU 14 Committee, Division of Foreign Languages, University of Texas at San Antonio, San Antonio, TX 78249. Tel. (210) 691-5223 or Robert Bayley, Co-Chair, (210) 691-5577.

October 14-17, 1993 - National MultiCultural Institute, "Building Personal and Professional Competence in a Multicultural Society," Los Angeles, CA. Contact: National MultiCultural Institute, 3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2556. Tel. (202) 483-0700; FAX (202) 483-5233.

October 15-17, 1993 - Alliance for Curriculum Reform Conference, "Curriculum Integration and the Disciplines: Problems, Possibilities, Practices," ***Chicago, IL.*** Contact: Jim Chesebro, Chair, Department of Communication, Indiana State University, Terre Haute, IN 47809. Tel. (812) 237-3245.

October 20-22, 1993 - The Fourth Annual Refugee Information Exchange Conference, "Sharing for Success," ***Anaheim, CA.*** Contact: Thuan Nguyen, (916) 323-5846.

October 27-30, 1993 - Texas Association for Bilingual Education Conference, "BilingualEducation: The Global Connection", at the Holiday Inn and Midland College in Midland, Texas. Contact: TABE, 6323 Sovereign Drive, (410 Place NW), Building 3 #181, San Antonio, TX 78229. (210) 979-6390; FAX (210) 979-6485.

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American Indian Bilingual Education:
Native American Literary Encounters

by Jon Reyhner, Eastern Montana College

The Montana Association for Bilingual Education (MABE) held their twelfth annual conference in Bozeman on June 24-26. The theme of the conference was Native American literature. Various workshops and keynote speeches touched on both children's classics, like Laura Ingalls Wilder's *Little House on the Prairie* that perpetuate damaging stereotypes about Indians and problems with current popular works that purport to portray American Indian beliefs, including recent best selling books like *Brother Eagle, Sister Sky* (Dial, 1991).

American Indian authors Joseph Bruchac, Simon Ortiz, and Luci Tapahonso told stories, read from their works, and discussed the current state of American Indian literature. Joseph Bruchac particularly recommended for children Bernelda Wheeler's *I Can't Have Bannock, But the Beaver Has a Dam* and Michael Lacapa's *Antelope Woman, an Apache Folk Tale*. Simon Ortiz noted how American Indian literature focuses on concerns for land, culture, and community. Together, the speeches and workshops at this year's MABE conference helped get the word out to Montana's teachers about today's Indian writers and their books.

Over the years there has been compelling evidence from both researchers and casual observers that students learn to read by reading and to write by writing -- and by being in an environment where reading and writing are valued. Frank Smith in his book *Joining the Literacy Club* (Heinemann, 1988) is one of the writers that has put forward this argument most eloquently. One obstacle for American Indians and other minorities to joining the "literacy club" in the past is that in reading textbooks the children used to be different. They were all white middle class. Even today, with minority characters in textbooks, stories with American Indian and other minority group characters often reflect a generic Indian/minority child from an indeterminate location rather a child from a specific tribe and locality. In addition, these stories about minorities are often written by majority group authors who too often have a superficial, at best, understanding of the group they are writing about.

Having culturally authentic stories for minority students to read is very important. Cultural authenticity includes using traditional narrative structures as well as real children in real settings. If teachers use stories in their reading instruction that have a narrative structure familiar to the students and to which students can relate their prior experiences, the students will understand better what they read and have more academic success. This conclusion is documented by research reported in both the second edition of John W. Oller, Jr.'s *Methods that Work: Ideas for Literacy and Language Teachers* (Heinle & Heinle, 1993) and Kathryn Au's *Literacy Instruction in Multicultural Settings* (Harcourt, Brace, Jovanovich, 1993). Developing students' ability to comprehend written material is central to the academic language proficiency that Jim Cummins and others describe as key to the success of language minority students.

While no one suggested at this year's MABE conference burning or banning popular books -- such as Lynne Reid Bank's *The Indian in the Cupboard* -- that perpetuate damaging stereotypes about Indians, it is clear that educators have a responsibility to correct stereotypes in such books and to provide well-written alternatives that accurately portray minorities. Teachers need to point out how American Indians and other minorities are often used as out-group villains, such as "Injun Joe" in Mark Twain's *Tom Sawyer*. This is only because they are outsiders rather than because of any traits that a particular minority group has.

One source of better books are the ones being written by the rapidly increasing number of minority authors. The Native American Authors Distribution Project has been attempting since 1980 to make literature by Native American authors more accessible. According to the Project's brochure, "The project offers 360 different titles from over 80 different publishers. The publications range from novels and books of poetry, to children's literature, journals and newspapers, how-to books and history -- all by authors of Native American ancestry." Recently they have added audio cassette tapes of American Indian storytelling. A book list can be obtained by sending a stamped ($.29) self-addressed envelope to the Native American Authors Distribution Project, c/o The Greenfield Review Press, 20 Middle Grove Road, P.O. Box 308, Greenfield Center, N.Y. 12833. The project handles only retail sales; quantity buyers are advised to buy directly from publishers.

< NABE >

NABE President Kathy Escamilla is on a well-deserved vacation. Her "Message from the President" column will return in the next issue.

New Report Focuses On America's Teachers

America's educational system functions by the hard work of teachers actively involved with their students. In the fall of 1987, there were 2.6 million full-time teachers employed in America's schools. What are their qualifications, instructional practices, and opinions of their field? How do they compare in compensation from state to state?

A new report from the U.S. Department of Education's National Center for Education Statistics, *America's Teachers: Profile of a Profession*, answers these questions and explores the multiple components of being a teacher. During the 1987-88 school year, the National Center for Education Statistics conducted six studies that collected national data, and this new report brings them together and fully analyzes them. Each study concentrated on different characteristics of the American educational system providing reliable, yet unique, information. The book is organized into chapters dealing with specific topics. Charts and tables graphically present each point in the chapter. The last chapter cites trends and future projections for the teacher workforce by the year 2000.

Some highlights from the report include:

- About one-half of all teachers earned an advanced degree.
- Fifty percent of public school administrators reported no difficulty in filling vacancies.
- A majority of National Education Longitudinal Study of 1988 eighth graders had mathematics and science teachers who reported assigning from one to less than three hours of homework per week.
- About 32 percent of newly qualified teachers who were teaching in 1987 reported that they became teachers because they enjoyed working with children; 30 percent because they found teaching satisfying; and 28 percent because they had always wanted to be a teacher.
- The average annual base salary for 1988 was $24,435 for full-time elementary school teachers and $26,080 for secondary school teachers.
- Private school teachers were more likely than public school teachers to find their superiors and fellow teachers extremely helpful in giving instructional advice and solving classroom management problems.
- Between 1987-88 and 1988-89, eight percent of all teachers moved to different schools, and six percent left teaching.
- Among those who left teaching between 1987-88 and 1988-89, nearly 18 percent of former public school teachers and about 12 percent of former private school teachers expected to return to teaching in 1989-90.

Copies of the report, *America's Teachers: Profile of a Profession*, are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. The stock number is 065-000-00567-1 and the price is $13. Call the GPO Desk at 202-783-3238 for additional information or to place your order by telephone.

< NABE >

Pioneers Video Available

The IDRA/NABE video telling the stories of the ten Pioneers in Bilingual Education honored by NABE at its 1993 Conference in Houston, Texas is available for purchase.

Ten Who Dared highlights the early development of bilingual education in the US and Texas and the contributions of Joe Bernal, Blandina Cárdenas Ramírez, José A. Cárdenas, Angel Noé González, Josué González, Elisa de León Gutíerrez, Albar Peña, Carlos F. Truán, Ralph Yarborough, and Gloria Zamora.

To order, send prepayment of $14.95 per copy to IDRA, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228-1190.

NABE '93 Tapes Available

Videotapes of keynote and major sessions and audiotapes of concurrent sessions from the NABE '93 Conference in Houston, Texas are available. For a listing and prices, contact AVW Audio Visual, 3620 Willowbend Blvd., Suite 1118, Houston, TX 77054-1114 (713) 660-9000.

Bilingual Education

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Sponsored by Coca-Cola, USA

TOPIC: *Why Bilingual Education is Important to Me*

The National Association for Bilingual Education (NABE) is proud to announce the 1994 Nationwide Writing Contest for Bilingual Students, sponsored by *Coca-Cola, USA*. This is the 13th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic: *Why Bilingual Education is Important to Me*. Each nationwide first place winner, together with his/her parents and bilingual teacher, will win an expense paid trip to the 23rd Annual NABE Conference in Los Angeles, California, February 15-19, to include round-trip airfare and two days per diem.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 1993.

PRIZES/AWARDS:

Prizes will be awarded as follow:

National First Place Winner in Each Category: **$5,000 scholarship and a Macintosh Color Classic computer.** The winner, with his/her parents and bilingual teacher, will be flown to the NABE Conference in Los Angeles, California, where they will be honored at the 13th Annual Student Essay Contest Awards Luncheon on Saturday, February 19, 1994.

National Second Place Winner in Each Category: **$2,500 scholarship.**

National Third Place Winner in Each Category: **$1,000 scholarship.**

ELIGIBILITY:

Participation is limited to native speakers of languages other than English who are currently enrolled in a bilingual education program where content instruction is provided in both English and the student's native language.

CRITERIA:

Each essay will be judged on (1) development of the theme. (2) originality, (3) content and clarity of expression and (4) grammar and mechanics.

RULES:

1. All essays must be written in English. However, all First Place winners must be prepared to present their essays bilingually at the Awards Ceremony.
2. All essays must address the theme, *Why Bilingual Education is Important to Me*, to be eligible for consideration.
3. Previous winners are not eligible to participate.
4. The length of the essay MUST be:

Elementary, Grades 3-5:	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12:	350-500 Words

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(Teachers, please note: The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 19, 1993), which will be counted as one word. Essays without the number of words recorded will not be read.)

5. The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.

6. An application form, containing the name of the contestant, his/her native language, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

JUDGING:

Individual schools are encouraged to judge and submit the best essay from each grade category. However, all essay entries will be accepted for judging. A Panel of Judges selected by the Houston Independent School District will determine the first, second, and third place national winners in each grade category. Send essays to:

NABE '94 Writing Contest
Houston Independent School District
Bureau of Community Affairs & Administrative Services
3830 Richmond Avenue, Houston, Texas 77027
(713) 892-6298

DATES TO REMEMBER:

1. Entries must be postmarked no later than November 1, 1993.
2. Winners will be notified no later than January 15, 1994.

For further information, contact:

Coca-Cola Consumer Affairs
1-800-GET COKE

OBEMLA Announces Closing Dates for Grant Applications

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education has published closing date announcements for proposals for programs funded under the Bilingual Education Act. For applications and information, contact the person identified below.

Special Populations Programs	Due October 20, 1993	Contact Barbara Wells (202) 205-8840
Short-Term Training Program	Due November 5, 1993	Contact Petraine Johnson (202) 205-8722
Family English Literacy Program	Due November 12, 1993	Contact Mary Mahony (202) 205-8722
Special Alternative Instructional Program	Due November 19, 1993	Contact Robert Trifiletti (202) 205-9700
Developmental Bilingual Education Program	Due November 19, 1993	Contact Alex Stein (202) 205-9700
Transitional Bilingual Education Program	Due November 19, 1993	Contact Luis Catarineau (202) 205-9700
Fellowship Program	Due January 12, 1994	Contact Joyce Brown (202) 205-9727
Educational Personnel Training Program	Due January 27, 1994	Contact Cynthia Ryan (202) 205-8722
Academic Excellence Program	Due January 28, 1994	Contact Mary Mahony (202) 205-8722

< NABE >

Meet the NABE Board

Mary F. Jew

NABE Vice-President

Greetings and welcome to a new school year! I hope that all of you had a restful summer. Thank you for your support and confidence in electing me as one of your Members-at-Large. I truly enjoyed my first NABE board meeting and am very happy to serve as your Vice-President for 1993-94.

I had a very busy but exciting summer returning to the classroom and at the same time trying to maintain the work load at the San Francisco Unified School District's Bilingual Education Department. I had the opportunity to teach in a Chinese Two-Way Immersion class and feel that the strategies used can be beneficial to *all* bilingual programs.

Although I have been involved with NABE for over ten years and have chaired some committees during two conferences in California, this is my first term as a Board member. I have been a very active member of the California Association for Bilingual Education (CABE), serving on its Board for eight years and as Conference Co-Chair for the last decade in San Francisco. I am also an active member of the National Association for Asian and Pacific American Education (NAAPAE).

The NABE Board has appointed me representative to the National Research Council's Science Standards Committee as well as liaison to the National Science Teacher Association. This is a very important step for all of us, especially for our language-minority students. I welcome your input or assistance in providing our students with a better opportunity in the field of science. As an adviser to the NABE staff on the 1994 Conference, I look forward to your involvement in NABE '94 in Los Angeles. If you are from the Los Angeles area and interested in volunteering, please give me a call or a fax as soon as possible and I will pass on the information to the appropriate person.

Having worked as a teacher and as an administrator in bilingual education for many years in both Chinese and Spanish bilingual programs, I continue to advocate for bilingual education for students at all levels. Currently, our department deals with more than eighty different language groups. Although NABE has been successful in the inclusion of all minority groups, one of the goals is to encourage increased involvement in order for the organization to remain truly multilingual and multicultural. Your assistance in recruiting new members is greatly appreciated.

With the ever-increasing anti-bilingual sentiments, such as the recent report prepared by California's Little Hoover Commission, a commission appointed by Governor Pete Wilson, it is apparent that we have a struggle ahead of us. Although the report studied the effect of bilingual programs in California, it was not research-based. The report concluded "the result of the Department's (State of California, Department of Education) single-minded pursuit of the method known as native-language instruction has been divisive, wasteful and unproductive. Students, trapped in the middle of a political and academic tug-of-war, have suffered the brunt of this failed policy direction..." Yet, many research studies, such as the Ramírez Report, indicate that if bilingual programs are implemented correctly, the students perform *as well as or better than* the students in English-only classes.

As our new president, Dr. Kathy Escamilla, stated in the last issue of *NABE NEWS*, we have an important task ahead with the reauthorization of ESEA Title VII and Chapter 1 legislation. It has been twenty years since the passage of the Supreme Court Case of *Lau V. Nichols* and we still have a long way to go in meeting the needs of a world that is continuously being brought closer together due to the advancements in information management and telecommunications. Your leadership and involvement are vital in ensuring that our students become successful, productive, contributing members of this global society.

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NABE Memorabilia Wanted

The NABE Headquarters Office in Washington, DC is looking for posters from NABE conferences prior to the 1981 conference in Boston.

If you have a conference poster and would like to donate it to the NABE headquarters, please send it to 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018.

Your contribution will be greatfully appreciated!

Content-ESL Study Announces Preliminary Findings

by Dorothy Kauffman, Ph.D., Center for Applied Linguistics

In 1991, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) contracted with the Center for Applied Linguistics (CAL) to conduct a study to describe the nature and scope of content-ESL programs and classroom practices for LEP students. Preliminary findings from 1,700 Identification Questionnaires are now available.

- About half of the programs use the students' primary home language for instruction in content-ESL classes.
- Most content-ESL programs are offered in grades 1-3.
- Most content-ESL programs serve students whose primary home language is Spanish.
- A majority of the programs serve students from low-income homes.
- A large majority (80%) of the teachers have received pre- or in-service training in content-ESL.
- Slightly more than half of the programs use specific curricula for the content-ESL classes.
- About half of the programs use portfolio assessment and/or progress checklists to monitor students' achievement.
- Primary schools use a whole language approach or a thematic structure approach more than do secondary schools.

In the spring of 1993, 750 sets of Information Questionnaires for Administrators and Teachers were mailed to schools across the country. Data from many returned questionnaires is already entered into the database; information will be added as additional questionnaires are returned.

If you received a questionnaire and returned it, *Thank You!*

If you haven't returned it, please do so in September.

If you got one but misplaced it, please contact the Content-ESL Research Project (phone: 202-429-9292; fax: 202-429-9766) for another one.

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COLLABORATION AMONG BILINGUAL, ESL, AND FOREIGN LANGUAGE TEACHERS

As part of its on-going effort to collaborate with the American Council on the Teaching of Foreign Languages (ACTFL), TESOL, and other members of the language teaching profession, NABE is collecting information on successful methods of collaboration among bilingual, ESL and foreign language teachers. We are seeking descriptions of specific strategies and techniques used to promote language learning by working collaboratively with other teachers and their classes. For example, a foreign language teacher and a bilingual teacher might pair their students so that they serve as models of native speakers for each other.

Descriptions will be compiled and shared with the memberships of the various language teaching organizations.

Send information on successful collaborative techniques to Dr. Nancy F. Zelasko, NABE Assistant Director, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018 no later than September 30, 1993.

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one area where the younger-is-better assumption may have validity. Research (e.g., Oyama, 1976) has found that the earlier a learner begins a second language, the more native-like the accent he or she develops.

The research cited above does not suggest, however, that early exposure to an L2 is detrimental. An early start for *foreign* language learners, for example, makes a long sequence of instruction leading to potential communicative proficiency possible and enables children to view second language learning and related cultural insights as normal and integral. Nonetheless, ESL instruction in the United States is different from foreign language instruction. Language minority children in U.S. schools need to master English as quickly as possible while learning subject-matter content. This suggests that early exposure to English is called for. However, because L2 acquisition takes time children continue to need the support of their first language, where this is possible, to avoid falling behind in content area learning.

Teachers should have realistic expectations of their ESL learners. Research suggests that older students will show quicker gains, though younger children may have an advantage in pronunciation. Certainly beginning language instruction in Grade 1 gives children more exposure to the language than beginning in Grade 6, but exposure in itself does not predict language acquisition.

Myth 3: The more time students spend in a second language context the quicker they learn the language.

Many educators believe children from non-English-speaking backgrounds will learn English best through structured immersion, where they have ESL classes and content-based instruction in English. These programs provide more time on task in English than bilingual classes.

Research, however, indicates that this increased exposure to English does not necessarily speed the acquisition of English. Over the length of the program, children in bilingual classes, with exposure to the home language and to English, acquire English language skills equivalent to those acquired by children who have been in English only programs (Cummins, 1981; Ramírez, Yuen, & Ramey, 1991). This would not be expected if time on task were the most important factor in language learning.

> *But exposure in itself does not predict language acquisition.*

Researchers also caution against withdrawing home language support too soon and suggest that although oral communication skills in a second language may be acquired within 2 or 3 years, it may take 4 to 6 years to acquire the level of proficiency needed for understanding the language in its academic uses (Collier, 1989; Cummins, 1981).

Teachers should be aware that giving language minority children support in the home language is beneficial. The use of the home language in bilingual classrooms enables children to maintain grade level school work, reinforces the bond between the home and the school, and allows them to participate more effectively in school activities. Furthermore, if the children acquire literacy skills in the first language, as adults they may be functionally bilingual, with an advantage in technical or professional careers.

Myth 4: Children have acquired an L2 once they can speak it.

Some teachers assume that children who can converse comfortably in English are in full control of the language. Yet for school-aged children, proficiency in face-to-face communication does not imply proficiency in the more complex academic language needed to engage in many classroom activities. Cummins (1980) cites evidence from a study of 1,210 immigrant children in Canada who required much longer (approximately 5 to 7 years) to master the disembedded cognitive language required for the regular English curriculum than to master oral communicative skills.

Educators need to be cautious in exiting children from programs where they have the support of their home language. If children who are not ready for the all-English classroom are mainstreamed, their academic success may be hindered. Teachers should realize that mainstreaming children on the basis of oral language assessment is inappropriate.

All teachers need to be aware that children who are learning in a second language may have language problems in reading and writing that are not apparent if their oral abilities are used to gauge their English proficiency. These problems in academic reading and writing at the middle and high school levels may stem from limitations in vocabulary and syntactic knowledge. Even children who are skilled orally can have such gaps.

Myth 5: All children learn an L2 in the same way.

Most teachers would probably not admit that they think all children learn an L2 in the same way or at the same rate. Yet, this assumption seems to underlie a great deal of practice. Cultural anthropologists have shown that mainstream U.S. families and families from minority cultural backgrounds have different ways of talking (Heath, 1983). Mainstream children are accustomed to a deductive, analytic style of talking,

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whereas many culturally diverse children are accustomed to an inductive style. U.S. schools emphasize language functions and styles that predominate in mainstream families. Language is used to communicate meaning, convey information, control social behavior, and solve problems, and children are rewarded for clear and logical thinking. Children who use language in a different manner often experience frustration.

Social class also influences learning styles. In urban, literate, and technologically advanced societies, middle-class parents teach their children through language. Traditionally, most teaching in less technologically advanced, nonurbanized cultures is carried out nonverbally, through observation, supervised participation, and self-initiated repetition (Rogoff, 1990). There is none of the information testing through questions that characterizes the teaching-learning process in urban and suburban middle-class homes.

In addition, some children are more accustomed to learning from peers than from adults. Cared for and taught by older siblings or cousins, they learn to be quiet in the presence of adults and have little interaction with them. In school, they are likely to pay more attention to what their peers are doing than to what the teacher is saying.

Individual children also react to school and learn differently within groups. Some children are outgoing and sociable and learn the second language quickly. They do not worry about mistakes, but use limited resources to generate input from native speakers. Other children are shy and quiet. They learn by listening and watching. They say little, for fear of making a mistake. Nonetheless, research shows that both types of learners can be successful second language learners.

In a school environment, behaviors such as paying attention and persisting at tasks are valued. Because of cultural differences, some children may find the interpersonal setting of the school culture difficult. If the teacher is unaware of such cultural differences, their expectations and interactions with these children may be influenced.

Second language learning by school-aged children takes longer, is harder, and involves more effort than many teachers realize.

Effective instruction for children from culturally diverse backgrounds requires varied instructional activities that consider the children's diversity of experience. Many important educational innovations in current practice have resulted from teachers adapting instruction for children from culturally diverse backgrounds. Teachers need to recognize that experiences in the home and home culture affect children's values, patterns of language use, and interpersonal style. Children are likely to be more responsive to a teacher who affirms the values of the home culture.

Conclusion

Research on second language learning has shown that many misconceptions exist about how children learn languages. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Second language learning by school-aged children takes longer, is harder, and involves more effort than many teachers realize.

We should focus on the opportunity that cultural and linguistic diversity provides. Diverse children enrich our schools and our understanding of education in general. In fact, although the research of the National Center for Research on Cultural Diversity and Second Language Learning has been directed at children from culturally and linguistically diverse backgrounds, much of it applies equally well to mainstream students.

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Resources for Bilingual Educators

All Things to All People - Donald N. Flemming, Lucie C. Germer, Chyristiane Kelley. Teacher educators as well as teachers new to the ESOL field may find in this book an illuminating description of what it is like to be responsible for the education of primary-and secondary-level (K-12) language minority students in the US. The book contains topics such as up-to-date methods and techniques, the importance of teachers to the development of language minority students' language skills, the relation between ESL programs to mainstream curricula, the toughest battles ESL teachers have with administrators, reasons why ESL teachers must have frequent contact with their students' parents, and the role of culture in an ESL program. 1993. 236 pp. ISBN 0-939791-44-7. $17.95. TESOL Publications, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. (703) 836-0774.

English as a Second Language Curriculum Resource Handbook: A Practical Guide for K-12 ESL Programs - Recommended for teachers, administrators, curriculum specialists, and teacher educators. The handbook is divided in three parts. Part I includes articles on curriculum development in subject areas. Part II recommends curriculum guides and supplementary materials. Part III offers guidance on textbooks, classroom materials, and other resources. 1993. 374 pp. ISBN 0-527-20808-6. $19.95. TESOL Publications, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. (703) 836-0774.

Guidelines for Working with At-Risk Students & Their Families - developed by the Institute for At-Risk Infants, Children & Youth and their Families, with direct participation from representatives of 25 of the nation's major education-related organizations. These guidelines provide users with a to-do list that research experts and practitioners agree work with at-risk students. The supporting software allows users to select: the setting, the educational role, the use, area(s) to be investigated; and based on these selections, to print out customized forms for use in hiring, needs assessment, or evaluations. Guidelines Book or Software available at $15.95. Learning Publications, P.O. Box 1338, Holmes Beach, FL 34218-1338. 1-800-222-1525.

How to Deal with Community Criticism of School Change - by Marjorie Ledell and Arleen Arnsparger. This guide contains communications strategy to help the community understand, support, and participate in the school restructuring process. Also included is advice on how to: identify opinion leaders and cultivate third party advocates; talk plainly about restructuring by clearly defining "red flag" terms that tend to incite opposition; communicate effectively in face-to-face conversations, memos, and public relations materials; and defend your program from the most common tactics used by school restructuring opponents. 1993. 39pp. Stock #611-93012Z96. $6.95. ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

How to Organize a School-Based Staff Development Program - by Fred Wood, Joyce Killian, Frank McQuarrie, and Steven Thompson. This basic guide to school-based staff development contains the new school-based approaches to educational reform. Drawing on research into what really works in schools, the author explains why a successful staff development program consists of more than just workshops and conferences. The guide has strategies for how to: develop ownership and commitment throughout your staff and community; help faculty become aware of what exists and what is possible in your school; create inservice training that is consistent with how adults learn; ensure that what is learned during training becomes part of your school's daily activities. 1993. 67pp. Stock #611-93146Z96. $6.95. ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

Preparando A Sus Hijos Para La Universidad - Preparing Your Child for College - A Spanish version released by the US Department of Education. This book contains information on how to apply for financial aid and lists other sources of information. 53 pp. To obtain a free copy, contact: Office of Policy and Planning, US Department of Education, 400 Maryland Avenue, SW, Room 3127, Washington, DC 20202. (202) 791-0590.

Resource Guide for Asian and Pacific American Students, K-12 - compiled by Janet Lu. This updated edition of NAAPAE's Resource Guide includes bibliographies for Chinese, Japanese, Korean, Pacific Island and Southeast Asian Students, literature for children and young adults, journals and newsletters, films and videos, school programs, resource agencies, and bookstores. 78 pp. $9.95 plus tax. To order, call Pacific Asia Press, (800) 282-0582 or (818) 859-3133.

Smithsonian Resource Guide for Teachers - A catalog of Smithsonian educational materials available to educators nationwide. The items listed are from the Smithsonian and several organizations affiliated with the institution including the National Science Resources Center, the National Gallery of Art, the John F. Kennedy Center for the Performing Arts and Reading is Fundamental. Most of the educational material is free or inexpensive.

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RESOURCES, *from page 17*

Materials are separated into four main categories: the arts, language arts, science, and social studies/history. Indexed by titles, subjects and media, the items range from posters to booklets and audio- and video-tapes. Also included in the guide are catalogs, visitor guides and periodicals for teachers, available from the Smithsonian. Copies are free to individuals. Guides are $2 each when requesting more than nine copies in an order. For more information, or to order copies, contact the Office of Elementary and Secondary Education, Arts and Industries Building, Room 1163, MRC 402, Smithsonian Institution, Washington, DC 20560. (202) 357-2425; FAX (202) 357-2116.

Stepping into the Future: Hispanics in Science and Engineering - by Estrella M. Triana, Anne Abbruzzese, and Marsh Lakes Matyas. A booklet featuring 14 sketches, in English and Spanish, of Hispanic scientists, mathematicians, and engineers. Each sketch has a picture of the role model; traces how he/she became a scientist; describes the people that influenced him/her to pursue science; and describes the science work they do. 40pp. Softcover. ISBN #0-87168-448-7. $11.95. American Association for the Advancement of Science, Dept. A68, P.O. Box 753, Waldorf, MD 20604. (301) 645-5643.

Teaching for Change - This magazine focuses on teaching writing to elementary and secondary English as a Second Language students. 29pp. $1.00. NECA, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-0137.

Using the Newspaper to Teach ESL Learners - by Rafael A. Olivares. This publication introduces teachers to current theory in second language acquisition and draws connections between research and practice. Practical strategies and numerous classroom activities are outlined for teaching language arts and the content areas, including mathematics, science, and social studies. Classroom activities range from searching the newspaper for letter sounds and numerals to dramatizing job interviews using the classified ads. Activities are divided into two groups -- beginning and intermediate/advanced -- that teachers can modify to meet their students' needs. Throughout the book the value of the cooperative learning approach for ESL and LEP students is stressed. The appendix provides information on other resources for using newspapers in education. Softcover, 104 pp. $9.00 ($6.00 for IRA members). To order contact: IRA, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139. 1-800-336-READ, ext 266.

Valuing Diversity: The Primary Years - by Jan McCraken. This book provides primary grade teachers the necessary assistance to integrate cultural diversity into each of the subjects of an established curriculum. The following are some of the topics covered: teaching strategies to build children's pride and self-esteem; curriculum ideas, including learning activities and appropriate topics; ideas for preparing a diverse environment, including guidance in selecting and making good use of textbooks, computer programs, audiovisual materials, games, puzzles, music, and artistic products. $5.00. Order #238. National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426. (202) 232-8777 or (800) 424-2460.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly. < NABE

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don't pay for violin lessons when you want to learn the trumpet." Ms. Peterson closed her testimony with a series of recommendations including changing the title of the Bilingual Education Act to the English Language Development Act; changing the designation of "limited-English-proficient" students to "English Learner(s);" limiting a student's enrollment in bilingual education to a 2-3 year maximum; and removing completely the 25 percent cap on Title VII funding for English-only instructional programs.

Dr. Kenji Hakuta of Stanford University, the third witness on the panel, testified as Chair of the Carnegie Corporation-funded Stanford Working Group on Federal Education Programs for Limited English Proficient Students (SWG). Dr. Hakuta began his statement by setting forth the two overarching principles which guided the SWG: *"One, language-minority students must be provided with an equal opportunity to learn the same challenging content and high level skills that school reform movements advocate for all students. Two, proficiency in two or more languages should be promoted for all American students. Bilingualism enhances cognitive and social growth, competitiveness in a global marketplace, national security and understanding of diverse peoples and cultures."* Dr. Hakuta noted, *"These principles represent a marked departure from common practice. Currently the educational opportunities and outcome for a large portion of the approximately 3.3 million LEP students in the United States are not good.... Languishing in school programs with low academic expectations and lack of attention to higher order thinking skills, many language-minority students are behind their peers in content areas at a time when performance standards are being raised throughout the Nation. This situation is exacerbated by a fixation on teaching English as quickly as possible, which distracts from instruction in other subject areas. Finally, most bilingual programs do not offer students the opportunity to fully develop their capacity in two languages at a time when the Nation critically needs a multilingual workforce."*

Substituting English-only approaches for bilingual education does not necessarily expedite the process of acquiring English.

Regarding the "time-on-task" argument propounded by Ms. Peterson, Dr. Hakuta stated, *"recent research refutes the common assumption that the amount of time spent learning a second language in school is the most important influence on learning it. Substituting English-only approaches for bilingual education does not necessarily expedite the process of acquiring English."*

The fourth witness was Ms. Marcia Kile, ESL program consultant for the Lincoln, Pennsylvania Intermediate Unit No. 12, in Rep. Goodling's congressional district. Ms. Kile testified about the growth of Pennsylvania's LEP student population and the lack of success rural school districts in the state have had in obtaining competitive Title VII grants. Ms. Kile criticized the state's lack of certification requirements for teachers providing bilingual or ESL instruction. Ms. Kile asked the subcommittee to consider in the reauthorization of the Bilingual Education Act that the *"funding process be changed from the current competitive grants system to a formula program structure.* She also recommended *that the states be required to set standards of certification for bilingual and ESL teachers and that monies be made available for intensive language programs during the summer months."*

The fifth witness was Dr. Sylvia Peña, Associate Professor of Curriculum and Instruction at the University of Houston. Dr. Peña cited the recent large-scale federally-funded study comparing immersion, early-exit, and late-exit bilingual education programs conducted by Dr. David Ramírez as demonstrating that bilingual education programs succeed in teaching students English. She also noted the study's finding that *"parents were better able to help their children with homework in the late-exit programs because they shared a common language."* Dr. Peña also noted the finding generalized from other studies that *"bilingualism is associated positively with greater cognitive flexibility and awareness of language."* Dr. Peña testified to the need for expanded Federal assistance to expand school capacity to serve LEP students, especially in teacher training and curriculum development.

The final witness was Dr. Roberto Feliz, the Boston anesthesiologist featured in the MABE/NABE video on bilingual education, who testified as a bilingual education program alumnus. Dr. Feliz's story was, in many respects, the highlight of the hearing. Dr. Feliz was born in the Dominican Republic and came to the US at the age of 10. He shared with the Subcommittee the total frustration he experienced when he was placed in an English-only classroom in the Boston Public Schools. He described the agony of not being able to learn in the language he did not know and the pain of not being able to communicate to his monolingual-English teacher and fellow students the knowledge he already possessed. A straight-A student in the Dominican Republic, he failed his exams in Boston; considered a "brain" in his Santo Domingo school, he was called "dumb" and

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"stupid" in his Boston school. He told the Subcommittee that the bilingual teacher who rescued him from the English-only class, Ms. Malavé, *"to me was like God because she gave me a second chance for my education."*

> *You ask here, where is the proof bilingual education works? I am the proof!*

Dr. Feliz testified that his enrollment in a bilingual education program, from the sixth through the tenth grade, made the difference between "life and death" in his ability to learn. He explained to the Subcommittee the difference between conversational English and knowing English well enough to succeed in a high school class on Shakespeare. Dr. Feliz told the Subcommittee that his five years of bilingual education prepared him to succeed in the all-English high school honors program he transferred into in the eleventh grade.

Dr. Feliz, who is in his 12th year of post-secondary education (four years of undergraduate study on a scholarship at Boston University, four years to earn his M.D. from Dartmouth Medical School, and four more years of specialization in anesthesiology at Harvard), told the Subcommittee that he would have dropped out of school long before high school graduation if he had not been able to enroll in a bilingual education program.

Dr. Feliz included in his testimony examples of how his bilingualism has made him a better, more effective physician. *"In medicine, as in schooling, bilingualism can mean the difference between life and death."* Dr. Feliz concluded his testimony by saying that he took personal offense to some of the remarks made by other witnesses that bilingual education is a failure. *"You ask here, where is the proof bilingual education works? I am the proof!"*

What's Ahead

Congress returns from its summer recess at the end of the first week of September. The Congressional Hispanic Caucus plans to introduce its ESEA reauthorization bill in mid-September, about the same time that the Clinton Administration is scheduled to transmit its reauthorization proposals to Congress. Subcommittee, full Committee and floor action on ESEA reauthorization is likely to occur in the House of Representatives in October. The Senate is not likely to act on ESEA reauthorization until after the completion of action by the House. < NABE >

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and support services (such as counseling, career guidance, and transportation) available to language-minority students?

11. Do language-minority students have equal access to computers, computer classes and other technologically and culturally advanced instructional assistance?

12. Does the school have institutional policies and procedures that are linguistically and culturally sensitive to the particular needs of language-minority students and their communities?

13. Does the school offer regular, non-stereotypical opportunities for native English-speaking students and language-minority students to share and value one another's languages and cultures?

Access to Equitable Assessment

14. Do language-minority students have access to broadly based methods of assessing language and academic achievement in the content areas that are appropriate to students' developmental level, age, and level of oral and written language proficiency in the first and second languages? Are these measures non-biased and relevant? Are the results of such assessments explained to the community from which the student comes in the language which that community uses?

15. Do language-minority students have access to broadly based methods of assessing special needs? Again, access is further defined by using measures that are non-biased and relevant, the results of which are explained to the community from which the student comes and in the language which that community uses.

Members of the Task Force include Nancy Cloud, Quan Cao, Ginger Collier, Terry Dale, Dan Doorn, Michele Hewlet-Gómez, Frederick Jenks, Beti Leone, Denise McKeon, Denise Murray, Diamond Navarro, Linda New Levine, Jean Ramírez, Rebecca Scarborough, Ron Schwartz, Jim Stack, Carlyn Syvanen, Dennis Terdy, Dick Tucker, Jane Yedlin, Nancy Zelasko.

TESOL has developed a Resource Packet which provides more in-depth information -- including articles and policy statements -- on the education of language-minority students and teacher preparation. 125 pp., spiral bound, 11" x 8½", $17.95 for 1-9 copies. Bulk discounts available. For copies contact the TESOL Central Office at (703) 836-0774, or write TESOL at 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751.

Reprinted from TESOL Matters, Vol. 3, No. 1, February/March 1993. < NABE >

Head Start Advisory Panel Appointed

HHS Secretary Donna E. Sfialala recently announced the formation of the Advisory Committee on Head Start Quality and Expansion. "This committee is being formed to help carry out this administration's commitment to strengthen the quality and effectiveness of the program as we expand it," said Secretary Shalala. "We want to ensure that more children reach school ready to learn. And we want every Head Start center to offer the comprehensive family services and high quality early childhood experience that are the core of the Head Start vision."

"The work of the committee will lead to an even stronger Head Start program able to respond to the needs of today's families and promote quality services in every community," she said.

The advisory committee will conduct an in-depth study of Head Start and use the results to make recommendations on how to ensure that all Head Start programs provide high quality services. "The advisory committee will carry out a top-to-bottom look at a program which has already demonstrated real success in improving the lives of our nation's children," Secretary Shalala said. "The committee report will help us improve the quality of Head Start programs, provide support for today's working families and reach more children."

The advisory committee reflects diverse backgrounds and perspectives and includes representatives from the Head Start community, Congress, state government, the private sector, and experts in children's health, education and development. The advisory committee, created under the rules governing the Federal Advisory Committee Act, will have a charter and all meetings of the full committee will be public.

The committee members are as follow:

Kenneth S. Apfel, Assistant Secretary for Management and Budget, Department of Health and Human Services

Assistant Secretary, Administration for Children and Families, Department of Health and Human Services

Assistant Secretary for Elementary and Secondary Education, Department of Education

Kimberly Barnes-O'Connor, Children's Policy Coordinator, Minority Staff, Senate Labor and Human Resources Committee

Douglas J. Besharov, J.D., LL.M., Resident Scholar, American Enterprise Institute, Washington, DC, and Visiting Professor, University of Maryland School of Public Affairs

Helen Blank, Director of Child Care, Children's Defense Fund, Washington, DC

Joanne P. Brady, Ed.D., Director, Programs for Children and Families, Education Development Center, Newton, MA

Patricia Cole, Professional Staff Member, Subcommittee on Children, Family, Drugs and Alcoholism, Senate Labor and Human Resources Committee

Commissioner, Administration on Children, Youth and Families, Department of Health and Human Services

Lee Cowen, J.D., Professional Staff Member, Minority Staff, House Education and Labor Committee

Dwayne A. Crompton, Executive Director, KCMC Child Development Corp., Kansas City, MO

Ada Deer, Senior Lecturer, School of Social Work and American Indian Studies Program, University of Wisconsin, Madison

David T. Ellwood, Ph.D., Assistant Secretary for Planning and Evaluation, Department of Health and Human Services

Harley M. Frankel, (former Director, Head Start Program), Executive Vice President, Los Angeles Clippers, Los Angeles, CA

William A. Galston, Ph.D., Deputy Assistant to the President for Domestic Policy

Yolanda García, Director, Children's Services Department, Santa Clara County Office of Education, San Jose, CA

Kelly Reali, Head Start parent, Utica, NY

James Renier, Ph.D., Chairman, Executive Committee, Honeywell, Inc., Minneapolis, MN

Julius B. Richmond, M.D., Professor of Health Policy, Emeritus, Harvard Medical School, Boston, MA

Shirley Sagawa, J.D., Special Assistant to the President for Domestic Policy

Isabel Sawhill, Ph.D., Associate Director for Human Resources, Office of Management and Budget

Lisbeth B. Schorr, Director, Harvard University Project on Effective Services, Washington, DC

Thomas W. Schultz, Ed.D., Director of Early Childhood Services, National Association of State Boards of Education, Alexandria, VA

Diana T. Slaughter-Defoe, Ph.D., Professor of Education and Social

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HEAD START, *from page 21*

Policy, Northwestern University, Evanston, IL

Marshall S. Smith, Ed.D., Under Secretary, Department of Education

Patricia F. Sullivan, Senior Policy Analyst, Committee on Human Resources, National Governors' Association, Washington, DC

Lester Sweeting, Staff Director, Subcommittee on Human Resources, House Education and Labor Committee

Richard Tarplin, Principal Deputy Assistant Secretary for Legislation, Department of Health and Human Services

Helen H. Taylor, Executive Director, National Child Day Care Association, Inc., Washington, DC

Valora Washington, Ph.D., Vice-President for Programs, W.K. Kellogg Foundation, Battle Creek, MI

Sheldon H. White, Ph.D., Professor of Psychology, Harvard University, Cambridge, MA

Barbara A. Willer, Ph.D., Director of Public Affairs, National Association for the Education of Young Children, Washington, DC

Edward Zigler, Ph.D., Sterling Professor of Psychology, Director of the Bush Center in Child Development and Social Policy, Yale University, New Haven, CT

CHARGE TO THE ADVISORY COMMITTEE ON HEAD START QUALITY AND EXPANSION

The Secretary of Health and Human Services has formed the Advisory Committee on Head Start Quality and Expansion to conduct an in-depth review of the Head Start program. The Committee will advise the Secretary on how best to fulfill President Clinton's commitment to expand Head Start while strengthening and improving its quality and effectiveness.

The committee's members bring diverse backgrounds and perspectives and include experts in children's health, education and development, members of the Head Start community, federal agencies, the private sector, and bipartisan representation from both Houses of Congress.

The Secretary has asked the Committee to:

Examine the quality of the Head Start program and propose a plan to strengthen and improve service quality over both the short and the long term.

Consider and make recommendations on the priorities and pace for Head Start expansion, including the number of children served as well as the range of program models, settings, and services to family needs.

Examine and make recommendations on the role of Head Start in meeting the current and emerging needs on low-income children and families and in ensuring that all children reach school ready to learn.

Serve as a source of ideas for the reauthorization of Head Start legislation.

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NABE NEWS

September 15, 1993 National Association for Bilingual Education Volume 17, Number 1

Clinton Administration's ESEA Reauthorization Proposal Sent To Hill

Positive Policy Directions, Troubling Details

by James J. Lyons, Esquire

NABE Executive Director and Legislative & Policy Counsel

This week Congress finally received the Clinton Administration's proposed legislation for reauthorization of the Elementary and Secondary Education Act (ESEA). The proposed legislation, promised to Congress months ago, is set out in a 400-page draft bill entitled "The Improving America's Schools Act of 1993."

Having received a copy of the bill just two days ago, I cannot provide you with a comprehensive analysis. Accordingly, I will endeavor in this column to highlight the relationship between some of the Administration's reauthorization proposals and those of NABE, especially in the areas of Chapter 1 and Title VII. Subsequent issues of the *NABE News* will provide additional details and analyses.

Before considering the substance of the Administration's reauthorization proposals, three observations about the reauthorization context are critical.

Reauthorization Context

First, the Clinton Administration remains adamant that Congress pass its "Goals 2000: Educate America Act" bill prior to acting on ESEA reauthorization. The Administration wants to use Goals 2000 as the structural and programmatic framework for ESEA reauthorization.

House and Senate education committees have reported out different versions of the Goals 2000 bill, but neither body has passed the measure. The current Senate version of Goals 2000 follows the Administration's

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Quality Education for Hispanic Students: Lessons Learned

The following is an excerpt of testimony presented to the Massachusetts Hispanic American Commission by Dr. Virginia Vogel Zanger, president of MABE, on June 10, 1993.

The membership of the Massachusetts Association for Bilingual Education has thousands of years of collective experience in educating Hispanic students in schools in our Commonwealth and in Latin America. In those thousands of years of experience we have not only taught many lessons, we have also learned many. My testimony outlines four key lessons that we have learned as educators of Spanish-speaking students, based on both our successes and failures, as well as the latest in educational research on the academic achievement of Hispanic youth.

With a growth rate of 104%, Hispanics have become the largest minority in Massachusetts. These rapidly changing demographics have had a major impact on schools throughout the Commonwealth. In fact, in districts such as Holyoke and Chelsea, Hispanic students are now the majority. This shift demands not only that schools address the educational needs of the state's Latino students, but also that educational leaders rethink policies, programs, and curriculum *for the entire student population*. Perhaps the most important lesson that we have learned is that attempts to improve the education of Latino students cannot succeed in isolation. We cannot achieve quality education for Spanish-speaking children without considering the broader educational context, the school community as a whole. Quality education for all children must be our goal.

Continued on page 9

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Asst. Director
Carolyn Riddick, Office Manager
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Message From The President

NABE: Leaders in the Field

by Dr. Kathy Escamilla

In the early 1970's Bilingual Education was experiencing a long awaited and much needed renaissance in this country. At that time, many of us, who were new to the field, were both excited and concerned about this renaissance. We were, after all, venturing into the unknown and did not have all the "answers" about how to create quality bilingual programs. In the midst of the excitement and confusion that surrounded those early days of the rejuvenation of bilingual education, we were fortunate to have a leader who knew that having a vision was more important than having answers and who was willing to devote himself completely to the field. That leader was Dr. Albar Peña. Dr. Peña was the first President of NABE and the first Director of the Office of Bilingual Education and Language Minority Affairs (OBEMLA). More than being the "first", however, he was someone who stayed involved, interested, and active in the field of bilingual education over the years. Sadly, Dr. Peña passed away in July. He will be greatly missed, however, we are fortunate to have known him and to have had his vision and leadership.

We are equally fortunate to have seen our field grow and mature over the years and to have witnessed the development of many leaders. These include teachers, principals, school superintendents, college and university professors and policy makers. As we pay tribute to Dr. Peña and his leadership in this column, it seems to me appropriate to also recognize the outstanding leaders that we currently have in our Executive Office in Washington, D.C.

1993-1994 NABE President
Kathy Escamilla

Since becoming a member of the NABE Executive Board in 1992, I have had the opportunity to travel to many states and cities to visit NABE colleagues and friends. Throughout these travels, I have seen a new enthusiasm for NABE among our members and a newfound respect for NABE from educators in other fields. During the last three years NABE has increased its visibility and credibility with the corporate world, the field of education, and our state and national legislators and policy makers. Because of the hard work and dedication of our Washington-based staff, we have built the capacity to communicate regularly with more than 1,000 corporations, with every school district with a bilingual / ESL program in the country, with hundreds of colleges and universities, with state departments of education, and with law makers. Most importantly, perhaps, we now have an improved means of communicating with our members and state affiliates.

Lest you think that we have a staff of hundreds carrying out these tasks in Washington, it is important to point out that the work of NABE is being carried out by staff of only seven, that's right, **seven** people. While we have been able to increase the size of the NABE staff in recent years, thanks to increased revenues, our staff is still small in comparison to similar professional organizations. For example, NCLR (the National Council of La Raza) has a staff of 60; and TESOL (Teachers of English to Speakers of Other Languages), has a staff of 18.

My point is not to make unfair comparisons, but to recognize and to give a heartfelt THANK-YOU to our National Office Staff who give so much of themselves to NABE. Their dedication often requires long work days as well as working evenings, weekends and holidays. This hard work and commitment has helped to produce the new NABE enthusiasm. Thank you Jim, Nancy, Carolyn, Tony, Jeff, Mina, and Celia!

As this message is dedicated to leaders in our field, it seems appropriate to congratulate another person who has recently assumed a very important leadership role in the field. That person is Dr. Eugene García, who has been appointed to be the Director of OBEMLA. We wish Gene the best luck in his new position and we are committed to working together to expand and improve educational opportunities for language minority students.

As I mentioned in my last column, this year's NABE Board, together with the National Office Staff, has exercised leadership in the form of some very ambitious goals. One of these goals is to work towards better communication with our state affiliates. Toward that end, we would like to have at least one Board Member represent NABE at each state conference this year. We look forward to participating in your conferences and we thank the affiliate presidents for their hard work in their local organizations.

Finally, make plans now to attend NABE '94 in Los Angeles. We have set a goal to have 10,000 people at this conference and we feel if we all work hard, we can indeed make this goal a reality. Imagine the energy and enthuasiam that will be created by having 10,000 bilingual educators gathered together in one place.

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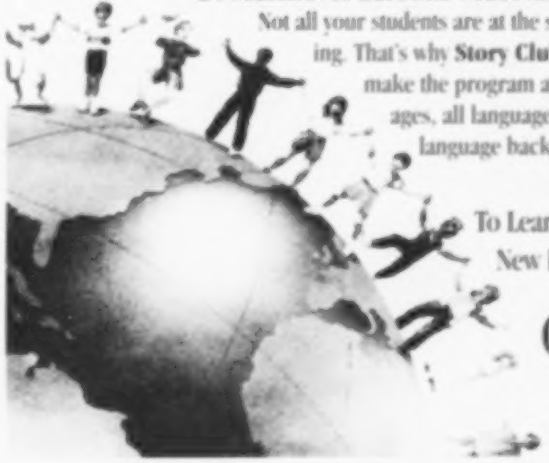

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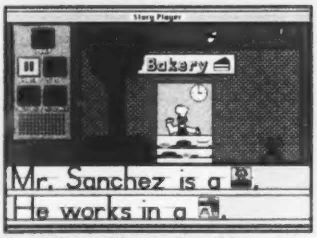

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American Indian Bilingual Education

Tuba City's Two-Way Bilingual Program

by Jon Reyhner, Eastern Montana College

Tuba City Public Schools in Arizona recently instituted a Two-Way Navajo-English bilingual program. The program is a response to a 1986 mandate by the Navajo Tribe that all schools within the Navajo Nation teach Navajo and to a recent mandate by the Arizona State Board of Education that all students be able to speak and understand English plus a second language by the completion of eighth grade.

Arizona's model 21 semester credit bilingual teaching endorsement has also aided the establishment of Tuba City's program. The endorsement requires bilingual teachers to have courses in linguistics, bilingual methods (taught in the children's first language, in this case Navajo), community involvement, and the foundations of bilingual education. In response, Arizona universities are now offering the courses needed so that Tuba City and other school districts can staff their programs.

Tuba City's Two-Way program started for first grade students in 1992-93 and includes 1/2 day immersed in a Navajo Language classroom and 1/2 day immersed in an English language classroom. This year both first and second graders have 1/2 day of Navajo instruction and 1/2 day of English instruction, while third grade students in 1994-95 will have a mixture of 1/5 Navajo and 4/5 English. Emphasis is on language development with whole language activities including thematic units that integrate listening, speaking, reading, and writing in both languages.

First grade thematic units include family, food, clothing, seasons, animals, plants, and so forth. Students write booklets, do language immersion activities, and practice informal language use. Preliminary results show that student English writing skills are better that when they had all-day English. The enriched curriculum of Tuba City's Two-Way Bilingual Program costs about the same as the old monolingual curriculum. Additional in-service teacher training in various aspects of bilingual education is the only extra cost as the overall pupil-teacher ratio remains the same.

That is not to say that past supplemental Title VII funding was wasted. Today's Two-Way Program at Tuba City is an out-growth of an older bilingual program based on a transitional model. Planning started in 1977 for a Title VII-supported program that would allow students to learn academic concepts and reading in Navajo and then to apply this knowledge as they learned English.

The curriculum planners believe that bilingual instruction will build bridges between home and school, will maintain positive attitudes towards family, and will set the stage for learning English better. In addition, over the years, the district has established a model cultural center and a model bilingual center. The cultural center has exhibits and an extensive library of American Indian, Navajo, and Hopi books.

The training and experience of past Title VII projects helped lay the groundwork for the present program. However, the new Two-Way Program represents a departure from the old transitional philosophy. Now clearly it is important that non-Navajo speaking children in Tuba City learn Navajo as well as that non-English speaking students learn English.

Whether the need is to speak to non-English speaking grandparents or just play with one's peers, bilingualism in Tuba City is an asset for any child. It is for the future to tell if some subjects will be taught in Navajo right through high school as recommended by Stephen Krashen and others. However, the fact that Tuba City High School presently is one of the few high schools with a Native American Studies requirement for graduation indicates K-12 commitment to bilingual and bicultural education.

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Global Education Concerns

by Kevin Mann

NABE Global Education Special Interest Group Chairperson

Global education is the study of the social and cultural interaction between people and places. It can be a formal structured course entitled *World Cultures* or *Global Awareness* or it can be part of any curriculum such as a language or environmental science class. We live in a multicultural world and having students see "the big picture" is vital. With our planet's continuing technological explosion amid plummeting international trade barriers, a global educational focus assists students to achieve geographic literacy in our ever-changing world.

Global educators searching for supplemental periodicals and visuals need to heed their sources. ESL instructors in this country are aware that the English language has included with it an array of American cultural values. Thus, they are sensitive to the potential of "cultural imperialism" in the classroom. Likewise, global educators need to recognize publications whose narrow approach subtly validates "the modern way of life" as opposed to traditional lifestyles around the world. As an example, let us take a close look at the *National Geographic Magazine*. Initially, it would strike one as a most acceptable addition to the classroom. The *National Geographic* is a readily available and popular journal that portrays the world in vivid photographs and reader friendly text. Is it, however, a valuable teaching tool for the global educator? Before you pass out copies of this highly respected publication in preparation for your class'

Continued on page 8

Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs

by Sandra H. Fradd, University of Miami

Learning to work cooperatively and collaboratively with others to address the needs of specific students is not easy. Few educators have training in this area. Although collaborative cross-disciplinary programs are beginning to appear in schools, few school personnel have had training in applying multicultural concepts to addressing the needs of learners with disabilities and limited proficiency in English.

Collaboration across disciplines and grade levels cannot occur without an organizational structure that promotes interaction and communication. The local school level is the arena where collaboration can have an immediate impact on students. Although there is a strong movement toward collaboration, there are still many obstacles to be overcome in assisting special needs students with limited proficiency in English. This digest will discuss the development of collaboration at the school level to meet the needs of these students.

Barriers to Collaboration

Some barriers to collaboration have grown out of federal and state funding policies and practices. Territorial and political perceptions, as well as legal realities like weighted funding categories and requirements for program participation, stand in the way of promoting effective integrated programs. While the services to be provided through special programs were designed to assist students, supplemental and resource programs have had the effect of fragmenting instruction and promoting competition among funding recipients.

Changing Perceptions of Collaboration

Changes in educators' orientation toward collaboration have grown out of changes in the ways that effective instruction and school organization are perceived. The evolution of indicators for effective schools has occurred through research and practice founded on a belief in the importance of success for all students, not just for those who are academically talented (Fradd & Weismantel, 1989). An important aspect of the emergence of collaboration is the shift from a perception of the principal and teachers as solely responsible for educational outcomes to the perception of education as a process that includes teachers, parents, and students throughout (Stedman, 1987). The evaluation of the ways that schools involve the people who work and learn there continues as the press for multicultural equity and equality becomes more widespread and insistent.

> **Collaboration across disciplines and grade levels cannot occur without an organizational structure that promotes interaction and communication.**

Promoting Collaboration

Teachers, parents, and community members can encourage collaboration through informal as well as more formal interactions. Volunteering to assist others and sharing perspectives are means of promoting collaboration. Teachers and parents can influence administrators and policy makers by asking the kinds of questions that focus on process as well as on results; however, schoolwide collaboration and program integration are difficult without administrative support (Heron & Harris, 1987). Effective collaboration models exist (see, e.g., Allington & Broikou, 1988), but few of these models include the cultural and linguistic diversity that often complicate the collaborative process (Baca & Cervantes, 1989; Corma, 1989).

Collaboration Among Teachers

Collaboration can occur through informal interpersonal interaction and through structured formal interactions. Both are important and can provide positive outcomes. But collaboration across multicultural populations poses particular problems. At the informal level, collaborators gravitate toward those with whom they feel comfortable and compatible--often people with similar values and perspectives. However, this tendency to select persons with similar ideas and cultural backgrounds usually promotes the status quo. When people with different values enter the collaborative process, their ideas may be misunderstood and rejected unless the collaborators are prepared to deal with different ways of thinking and communicating (Fradd, 1991; in press).

One of the first steps in initiating formal collaboration across disciplines is the identification of the specific areas of interest, need, or expertise in each discipline that affect instruction. Each educator has strengths and limitations. For example, few regular education teachers are able to communicate in languages other than English; special education personnel may fail to comprehend the complexities of working with culturally diverse students and families; bilingual educators may lack an understanding of regular or special education requirements or curricula.

On the other hand, bilingual and ESOL teachers usually know about the development of students' English skills

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ESEA, ***from page 1***

legislative proposal. The Goals 2000 bill approved by the House Education and Labor Committee made a number of significant changes in the Administration's proposal, including placing equal emphasis on "opportunities to learn" standards as on "curriculum content" and "student performance" standards. Other changes in the Administration's Goals 2000 bill approved by the House Committee made the measure more sensitive to the condition and needs of LEP students. The White House and the National Governors Association continue to oppose the House changes to Goals 2000. Final approval and content of Goals 2000 legislation remain unknown.

Second, Congress has already accomplished much on ESEA reauthorization. For more than a year now, Congress has been holding hearings on the reauthorization of individual programs, such as the July 22nd House hearing on bilingual education programs reported on in the last issue of the ***NABE News***. During the hearings and in countless meetings, Members and staff of the House and Senate education subcommittees have reviewed reams of legislative recommendations and proposals from individuals and groups who are involved in or concerned about federal elementary and secondary education programs.

Some Senators and Representatives have already introduced reauthorization legislation pertaining to one or more ESEA programs, and others intend to do so soon. The Congressional Hispanic Caucus plans to introduce, later this month, a reauthorization bill covering Chapter 1 and the Bilingual Education Act, ESEA Title VII. The Caucus bill will include the Chapter 1 reauthorization provisions drafted by the Mexican American Legal Defense and Education Fund (MALDEF) and the Title VII provisions drafted by NABE and reported on in prior issues of the ***NABE News***.

While the general direction of the Administration's Title VII proposal is on target, the proposed legislation lacks critical details, is potentially confusing, and proposes changes which would "hollow-out" Title VII.

Third, the reauthorization process is likely to quicken now that the Clinton Administration has sent Congress its draft reauthorization bill. Members and staff of the House and Senate education committees are beginning to sift through and compare the Administration's recommendations with the provisions of bills already introduced as well as the multitude of other reauthorization recommendations already "on the table."

The House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education has scheduled a hearing on the Administration's proposals for September 23rd to receive testimony from Education Secretary Riley. The subcommittee is expected to use most of the month of October to weigh competing proposals to develop a bill for mark-up in late October. House staff are hopeful that the House can pass an ESEA reauthorization bill prior to adjournment.

In the Senate, ESEA reauthorization is on a different time track, and subcommittee action may not occur until the second session of Congress next year.

Your views on the practical impact of competing proposals will be critical to Members of Congress and their staff in the weeks and months ahead.

For that reason, I encourage you to share your views on the Administration's reauthorization proposals with the people who are responsible for fashioning the ESEA. In addition to writing to your Representative, you should also write to the Chairman of the House Subcommittee on Elementary, Secondary, and Vocational Education, Dale E. Kildee (D-MI), and the members of the Subcommittee listed below. You should also write to Secretary of Education Richard Riley. I ask that you share a copy of your correspondence with the NABE office. (For further instructions, see the adjacent address listing.)

Continued on page 19

House Education Subcommittee: Address Listing

Mail to your member of the House of Representatives may be addressed:

Honorable ________ ________
U.S. House of Representatives
Washington, DC 20515

Mail to the members of the House Subcommittee on Elementary, Secondary, and Vocational Education, listed below by party and seniority, may be addresed:

Honorable ________ ________
House Subcommittee on Elementary, Secondary, and Vocational Education
B-346A RHOB
Washington, DC 20515

Dale E. Kildee, Chairman (D-MI)
George Miller (D-CA)
Tom Sawyer (D-OH)
Major R. Owens (D-NY)
Jolene Unsoeld (D-WA)
Jack Reed (D-RI)
Tim Roemer (D-IN)
Patsy T. Mink (D-HI)
Eliot L. Engel (D-NY)
Xavier Becerra (D-CA)
Gene Green (D-TX)
Lynn Woolsey (D-CA)
Karan English (D-AZ)
Ted Strickland (D-OH)
Donald M. Payne (D-NJ)
Carlos Romero-Barcelo (D-PR)
William F. Goodling, Ranking Minority Member (R-PA)
Steve Gunderson (R-WI)
Howard P. (Buck) McKeon (R-CA)
Thomas E. Petri (R-WI)
Susan Molinari (R-NY)
Randy (Duke) Cunningham (R-CA)
Dan Miller (R-FL)
Marge Roukema (R-NJ)
John A. Boehner (R-OH)

Mail to the Secretary of Education may be addressed:

Honorable Richard Riley
Secretary of Education
Room 4181, FOB 6
Washington, DC 20202

« NABE »

GLOBAL, *from page 5*

next project, you might want to consider where the context is in the articles. Are any questions being asked? Is any analysis offered? In an article about country X, does the author ask why there is high unemployment? In the same article, if it says that the infant mortality rate is high, is it suggested that this could be connected to the economy? In an article about Island Y, are we told the meaning of the costumes and dance or is this a "voyage" to an exotic land as seen through rose-colored glasses?

Does a particular science article really get into the reasons why species Z is disappearing? Does the text lead students to formulate opinions about what is wrong and who is to blame? Beautifully illustrated articles about ecological issues that suggest that the world environment will be just fine with a little tinkering are part of the problem and have little to do with a solution. It is necessary to teach children to reduce, recycle and reuse, but it is far from sufficient. These are simple, surface solutions to environmental problems. They will not carry our children over the long haul.

Does the *National Geographic* article offer any vision of how we might guide ourselves out of the world's present problem? The answer is "no." This response could probably be used to answer all previous investigatory questions.

Global educators need to recognize publications whose narrow approach subtly validates "the modern way of life" as opposed to traditional lifestyles around the world.

The best material we can offer our children is an education that teaches not only the horrors of pollution (or other forms of poverty like strife, drugs, terrorism, AIDS or famine) but also how it became this way. What motivated the people who built that society and where they went wrong are themes that lead to global awareness. Armed with that understanding, our students' generation may be able to find a new road where resources provide prosperity without pollution, migration or war.

If your selected articles seem toothless in this regard, the reason is historical. In 1915, *National Geographic's* central guiding principle stated, "Only what is of a kindly nature is printed about any country or people, everything unpleasant or unduly critical being avoided."

That is why if you check back issues from the thirties you will find little reference to the Depression. Issues from the forties downplay the U.S.S.R., as was the war in Vietnam and social problems in the U.S. during the sixties and seventies. The editorial policy of this powerful magazine with its 40 million readers does not allow for a more news-oriented focus. It is not part of their agenda.

Space does not permit discussing all the resources that would answer "yes" to the questions raised in this article. If you want more than predictable travelogues and value real discussion on global affairs, I can recommend the following journals:

The New Internationalist is a spirited monthly that contains several international articles addressing a certain theme. It is overflowing with graphics and charts beneficial to the educator.

Cultural Survival is a comprehensive quarterly publication uninhibited in its reporting of indigenous peoples and ethnic minorities encounters with industrial society. Future topics include Indians in the United States, Religion and Human Rights and Southern Africa.

While the never ending drama of the give-and-take between humankind and the planet evolves, American

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**BILINGUAL EDUCATION/ESL DIRECTOR
DALLAS INDEPENDENT SCHOOL DISTRICT**

The DISD invites applications for the position of Bilingual Education/ESL Director. The District has over 135,000 students of whom approximately 30,000 are limited English proficient. The Director provides overall leadership, administrative guidance to and technical support for districtwide services targeting limited English proficient students and their families, including Bilingual Education, English as a Second Language, Migrant Education, American Indian Education and the Home Instruction Program for Preschool Youngsters. Salary range $42,999 - $71, 207.

For additional information call:
(214) 824-1620 ext. 710.

Send letters of interest to:
Dallas Independent School District
RS-DISD
3807 Ross Avenue
Dallas, Texas 75204

Resumes must be received by September 30, 1993.

1809

QUALITY, *from page 1*

We frequently hear this buzzword in debates about our schools, but what does quality education really mean? Reviewing the latest educational research, we find that quality education for any child includes the following characteristics. Quality education focuses on the development of literacy, builds on the knowledge that students already have, fosters active participation, challenges students intellectually, draws on higher order thinking skills and teaches problem-solving skills. Quality education prepares students with the necessary skills and self-confidence to contribute to society, and empowers students to become full, participating members of a democratic, multicultural society. Finally, quality education respects students' individual differences and cultural values.

How does this generic definition of quality education translate into providing quality education for students from Spanish-speaking homes? If literacy development is key, we must ensure that both Spanish and English language skills be developed so that students can become highly literate and able to function in an academic context. We must also ensure that students master English in order to prepare them with the skills and self-confidence necessary to become contributing citizens in our society. If quality education builds on the knowledge that students already have, fosters active participation, and respects students individual differences and cultural values, then we must ensure that all aspects of school life reflect the backgrounds, languages, and contributions of all students in order to empower Hispanic students, their parents and teachers.

Using this framework, what have we learned about providing quality education to Hispanic students as we have tried to implement transitional bilingual programs in the state over the past twenty-two years? The key lesson which we have learned is that Hispanic children flourish academically when they have challenging, interactive programs which build on the knowledge and language which they bring to the classroom and nourish them in a supportive emotional atmosphere. We have learned that those programs which are the most successful have three characteristics: they support dual language development and learning over time; they afford numerous, ongoing opportunities for Hispanic and non-Hispanic children to learn with and from one another; and they provide Hispanic students with teachers, administrators, and guidance counselors who both support them and have high expectations of them.

A third lesson which we have learned is that from its inception in 1971, bilingual education in Massachusetts has been saddled with an unfortunate status as a remedial program. Chapter 71A is the law which provides for transitional bilingual education programs for language minority students not able to function successfully in an all-English classroom. This legislation was passed in response to the demands of a newly emerging Hispanic community in the late sixties, which fought for a Civil Rights provision to guarantee the right to education previously denied. The law was formulated according to the prevailing but now outmoded educational philosophy that sought to compensate for students' supposed educational disadvantage of knowing another language. We are still paying the educational price for that erroneous analysis, for at present, many still wrongly view transitional bilingual education programs as "compensatory", whose major aim should be to teach English as quickly as possible so that the students can be mainstreamed. Within this view a program is considered "good" if it mainstreams students quickly and "bad" if it "keeps students too long."

We challenge the educational legitimacy of this view, as do the many Anglo parents currently on waiting lists to get their children into two-way, or developmental programs, where the development and maintenance of proficiency in both languages is the goal. Although we in the Massachusetts Association for Bilingual Education believe that education for Spanish-speaking children must include the learning of English, this should not be the *only* goal of the bilingual education program. We wish to reaffirm the *three* goals of bilingual education programs as stated in the law: the development of students' native languages (including literacy), the development of English language and literacy skills, and the learning of academic subjects in an understandable way.

The view that the only, or even the main, mission of transitional bilingual education is the teaching of English is contrary to the definition of quality education summarized just now. My own research among Hispanic adolescents in Boston schools suggests that students who perceive that school demands that they choose between Spanish and English — with all that choice implies for the development of positive identity and self-esteem — suffer both emotionally and academically.

Continued on page 17

FIVE COLLEGE
FELLOWSHIP PROGRAM
FOR MINORITY SCHOLARS

Located in western Massachusetts, the Five College Consortium is comprised of Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts.

The Five College Fellowship Program brings to the five colleges minority graduate students who have completed all requirements for the Ph.D. except the dissertation. The program's purposes are to: provide a supportive environment for the Fellow to complete the dissertation; encourage interest in teaching as a career; acquaint the Fellow with the five colleges. Each Fellow will be hosted within a particular department or program at one of the campuses. *(Fellows at Smith College will hold a Mendenhall Fellowship.)*

The one-year fellowship includes a stipend, office space, library privileges and housing assistance. Emphasis is on completion of the dissertation, although most Fellows do a limited amount of teaching, but no more than a single one-semester course at the hosting institution.

Date of Fellowship:
September 1, 1994-May 31, 1995 (non-renewable)
Stipend: $22,500
Application deadline: January 15, 1994
Awards will be announced by May 1, 1994

For further information and application materials contact:
Carol Angus
Five College Fellowship Program Committee
Five Colleges, Incorporated
PO Box 740, Amherst, MA 01004
(413) 256-8316

Seven Back-to-School Resolutions for Parents

Recent research shows that participation of parents in the education of their child results in greater academic achievement by the student and also in the improvement of the school the child attends. These reports say that parent involvement is more effective when it is well planned and continuous over many years.

The start of a new school year is the best time for parents to plan ways to become more involved in their child's education, in order to ensure academic success. Padres a la escuela (PAE), a program of the National Committee for Citizens in Education (NCCE) to promote the involvement of Hispanic families in the public schools, recommends the following activities to lay the groundwork for constructive collaboration with the school, and to enable parents to act quickly and effectively if problems arise.

1. **Establish and maintain communication with the school.** Meet your child's teacher and principal at the very beginning of the school year. Let them know that you want to be active and involved in the education of your child. Ask about the school's parental involvement program and the ways in which you may participate.

2. **Join parent groups in your child's school.** If none exists, explore the possibility of organizing your own parent support group to help other parents become more involved in the school (NCCE's *Parents Organizing* handbook and brochure can help you).

3. **Plan a time to visit your child's classroom.** This will give you a better idea of the teacher's style, the composition of the class, your child's curriculum, the daily schedule, and the possible ways for you to volunteer in the classroom (an NCCE parent involvement brochure is available).

4. **Be well prepared for the parent/teacher conferences.** Parents as well as teachers need to make the most of the scheduled time for the conference. Prepare a list of topics and questions you would like to cover. You may request a translator, if necessary, or bring your own (NCCE's Annual Education *Checkup Card* and the *Parent/Teacher Conference* brochure provide suggestions and sample questions for an effective P/T conference).

5. **Examine your child's school records at least once during the year.** This will give you an opportunity to review any new documents which are in the file and locate any inaccuracies which should be corrected (NCCE's brochure, *Access to School Records*, outlines your rights).

6. **If your child encounters learning problems, be prepared to act.** Ask for extra help from the school for difficulties in reading, writing, or math; in the case of a continuing problem, ask for testing to determine if your child has a learning disability and needs a special educational program (call **1-800-LE AYUDA** for more information on learning disabilities).

7. **Learn about school policies** on discipline, curriculum, teaching practices, parental involvement and special programs like English as a second language, bilingual education, gifted and talented, or Chapter 1. Be sure that your child is placed in any of those programs when necessary.

To further support your child's success in school, you as a parent need to provide home support as well: see that homework is completed; provide the necessary materials and the proper time and place to do school work; insist on plenty of rest, and provide good nutrition.

If you have any questions or concerns regarding your rights and/or your child's progress and achievement in school, please call the bilingual Help Line **1-800 LE AYUDA** (532-9832) Monday through Friday, 9:00 am. to 5:00 p.m. Eastern Time.

Reprinted from the NCCE News, published by the National Committee for Citizens in Education.

< NABE >

De Regreso a la Escuela:
7 Resoluciones para los Padres de Familia

Investigaciones hechas reciente-mente señalan que la participación de los padres en la educación de sus hijos trae como resultado un mayor logro académico por parte de los niños y a su vez las escuelas se mejoran. Aseguran estos reportes, que dicha participación de los padres, es mucho más efectiva cuando ésta es bien planeada.

El comienzo del año escolar es la mejor época para que los padres planeen sus actividades para participar activa y eficazmente en la educación de sus hijos, con el propósito de asegurar una experiencia exitosa para ellos. Padres a la escuela (PAE), un programa del Comité Nacional para Ciudadanos en la Educación (NCCE) para promover la participación de la familia latina en la educación de sus hijos, recomienda las siguientes actividades como la base para establecer una estrecha colabora-ción con la escuela y para que le ayuden a actuar rápida y efectivamente en caso de que se presenten problemas.

1. **Establezca y mantenga comunicación con la escuela.** Conozca al maestro de su hijo y al director al comienzo del año escolar y dígales que usted tiene intensiones de participar activamente en la educación de su hijo. Averigüe acerca de los programas de participación de los padres que tiene la escuela y de las formas en que usted puede participar.

2. **Participe en grupos de padres de familia de la escuela de su hijo.** Si éstos no existen, investigue la posibilidad de organizar un grupo de apoyo para ayudar a otros padres a involucrarse más en la escuela. (El folleto informativo, *Los padres se organizan*, le puede ayudar).

3. **Visite el salón de clase de su hijo.** Esto le dará una mejor idea del estilo del profesor, la composición de la clase, el currículo, el horario diario de su niño y de las posibles áreas en que usted puede participar como padre voluntario en el salón de clase. (El folleto de NCCE sobre la participación de los padres le ayudará.)

4. **Prepárese para las reuniones con los maestros.** De esta manera, tanto usted como el maestro pueden aprovechar de la mejor forma posible el tiempo designado para cada reunión. Prepare una lista de los temas y las preguntas que le gustaría cubrir en la reunion. Si es necesario usted puede solicitar un traductor o puede traer un amigo o familiar bilingüe para que le ayude. (La tarjeta de NCCE *Examen anual sobre educación escolar* y el folleto *Reunión con el maestro* le ofrecen sugerencias y ejemplos de preguntas para ayudarle a tener una reunión efectiva.)

5. **Revise los expedientes de su niño por lo menos una vez al año.** Esto le dará la oportunidad de revisar cualquier documento nuevo que esté en el archivo y detecter si hay algo inexacto que se debe corregir. (El folleto de información de NCCE *"Acceso al expediente escolar"* le dice cuáles son sus derechos).

6. **Prepárese para actuar si su hijo presenta problemas de aprendizaje durante el año.** Pida ayuda adicional de la escuela si su hijo tiene dificultades con la lectura, escritura o matemáticas. En el caso de que haya un problema constante, solicite una evaluación para determinar si su niño tiene un problema de aprendizaje y necesita un programa de educación especial. (Llame al 1-800-LE AYUDA para conseguir más información acerca de problemas de aprendizaje).

7. **Obtenga información sobre los reglamentos de la escuela** acerca de disciplina, currículo, métodos de enseñanza, participación de los padres y programas especiales tales como inglés como segundo idioma, educación bilingue, Capitulo 1 y programas para niños con talentos especiales. Asegúrese de que su hijo sea ubicado en cualquiera de estos programas cuando sea necesario.

Para asegurarse de que su hijo tenga éxito en la escuela, usted también debe dar su apoyo en el hogar: provea a su hijo con los materiales, el tiempo y un lugar adecuado para hacer las tareas; así mismo asegúrese de que las termine; insista en que descanse lo suficiente y tenga una dieta balanceada.

Si usted tiene preguntas o preocupaciones acerca de los derechos y/o el progreso de su hijo en la escuela, llame a la Línea de Ayuda Bilingüe de NCCE, 1-800 LE AYUDA (532-9832), de lunes a viernes de 9:00 a.m. a 5:00 p.m. hora del este.

Reprinted from the NCCE News, published by the National Committee for Citizens in Education.

Rural Alliance Meeting Report

by Ken Ericksen, Kansas State Department of Education

Far from the imagined flat, homogeneous heartland, small cities in our region are becoming multilingual almost overnight. Large meat processing factories processing poultry in Arkansas and Missouri, pork and beef in Nebraska and Iowa, and beef in Kansas, are bringing new prosperity and new immigrants to small cities in the Midwest.

At the NABE Conference in Houston, and again in July in Kansas City, a group of about 30 educators, teacher educators, researchers, and state education agency officials met with NABE's help to discuss what schools in the region can do. Guyman, Oklahoma, Lexington, Nebraska, Columbus Junction, Iowa, Joplin, Missouri, Springdale, Arkansas, and Garden City, Kansas were among the communities represented.

Rather than worry about which "method" is best, most schools in the region are interested in the basics: providing support for the students' first language, finding interpreters, and finding ways to effectively work with both newcomers and established residents. The group came up with specific suggestions. These included recommendations for the Title VII reauthorization to make schools with a high percentage increase in bilingual students a special focus; a desire for incentives to encourage cross-district cooperation; and an interest in distance learning. The group was interested in school community links and learned of successful efforts in Lexington, Nebraska, where early planning for a new factory helped both the established residents and newcomers.

The group developed a set of priorities for future work including school/community links, especially social services for newcomers; legislative and federal program funding issues in smaller communities; and future communication needs of the group. There are some communities in which the schools seem overwhelmed, ignoring the needs of non-English speaking students. Other schools are developing new ways to reach children and families and are changing themselves in the process. Newcomers to small towns, we learned, may be catalysts for education reform and for healthier communities.

For more information, contact Ken Ericksen at the Kansas State Department of Education, at (913) 296-6066.

< NABE >

DIRECTOR OF BILINGUAL EDUCATION
READING SCHOOL DISTRICT, READING, PA

The Reading School District is currently searching for a Director of Bilingual Education. Candidates possessing or eligible for PA Principal or Supervisory certificate or Assistant Superintendent's Letter of Eligibility and who have a thorough understanding of research and current practices in bilingual education, ESL, and second language acquisition are encouraged to apply. Masters degree in bilingual/bicultural studies, second language acquisition or related fields is required; in addition, successful candidate must have 10 years experience in educational supervision and/or teaching experience in ESL or bilingual programs. Fluency in English and Spanish required.

Candidates wishing to apply should submit a resume, copy of PA certificate, Act 34 or FBI child abuse clearance form and two page statement of candidates' philosophy regarding bilingual education and candidates' vision of a successful bilingual program. This written document must be submitted in both English and Spanish. Salary commensurate with experience, starting date negotiable. Interested candidates are encouraged to call (215) 371-5685. Written materials should be submitted to:

Judith Malick, Director of Personnel
Reading School District
800 Washington Street
Reading, PA 19601-3691

E.O.E.

1813

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1814

COLLABORATION, *from page 6*

and how particular students compare with others of the same age from the same language background. They know how to integrate language development information with subject matter instruction and how to reduce the language demands of the task while maintaining a focus on the content of the lesson. These teachers usually are in close contact with parents, siblings, and the ethnic communities. They may be able to serve as cultural informants to help teachers and administrators address cultural as well as subject matter requirements of the students (Fradd & Weismantel, 1989).

Regular classroom teachers can compare the performance of individual special needs students with that of mainstream students. They observe the students interacting with peers and know the students with whom the target students prefer to interact. These teachers also notice the types of activities that motivate students and are aware of the ways in which particular students approach or avoid tasks (Baca & Cervantes, 1989)

Special education teachers are experienced at developing effective behavior management programs, breaking the learning process into specific steps, and instructing students in useful strategies for approaching and mastering academic content. They observe behaviors and record and monitor learning. These facts can be useful in developing effective plans and programs.

Unfortunately, teachers are often unaware of the types of information available from their potential collaborators; thus they may not ask each other for specific information or request advice in developing instructional plans. In an informal collaborative setting, contributions from those of varying backgrounds may be neglected. The establishment of formal collaborative procedures can facilitate the exchange of information and ideas among different teachers and help foster the development of a collaborative and cooperative atmosphere that may lead to informal collaboration in the future.

Cooperative Planning

Strategies have been developed for establishing and maintaining collaboration to assist LEP students with mild disabilities. One such strategy is referred to as "cooperative planning" (Hudson & Fradd, 1990). An important feature of this strategy is that none of the personnel involved is recognized as more of an authority than the others. All are considered equals within their areas of expertise and all have areas in which they can develop new skills for working with LEP students. The steps in cooperative planning listed below can be implemented through formal planned procedures or through informal interactions among colleagues.

- Establish meeting times
- Establish and maintain rapport
- Discuss demands of each instructional setting
- Target the students
- Specify and summarize data
- Discuss student information

Continued on page 21

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
DEPARTMENT OF LANGUAGES, LITERATURE, AND SOCIAL STUDIES
PROGRAM IN BILINGUAL/BICULTURAL EDUCATION
ASSISTANT/ASSOCIATE PROFESSOR, TENURE TRACK

Teachers College seeks a person with a demonstrated commitment to the education of language minority children in the U.S.

Responsibilities: Offer graduate courses; advise masters and doctoral students; participate in funded research; join in leading and developing the program.
Qualifications: Earned doctorate; expertise in bilingual/bicultural education and a related discipline (e.g. socio-linguistics, early childhood, curriculum and instruction, etc.); proficiency in English and another language (e.g. Chinese, Haitian Kreyol, Spanish); established record or strong potential for research and publication; experience in teacher education and involvement in schools (e.g. teaching K-12, staff development, collaborative research, etc.)
Rank: Tenure track position with initial two-year appointment at the Assistant/Associate Professor level.
To apply: Send letter of interest, CV, and three references to Maria Torres-Guzmán, Ph.D. and Josué González, Ed.D., Co-chairs, Bilingual Education Search, Box 96-B. Review of applications will begin January 10 and continue until the search is successfully concluded.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology, and health services, the College is committed to providing expanding employment opportunities to minorities, in its own activities and in society. Candidates whose qualifications and experience are directly relevant to complementary College priorities (e.g. urban and minority concerns) may be considered for a higher rank than advertised.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th Street
New York, NY 10027

1815

The Academic Achievement of Limited English Proficient Students

by Vickie W. Lewelling, ERIC Clearinghouse on Languages and Linguistics

The academic achievement of limited-English-proficient (LEP) students has long been a major national educational concern. Much debate centers around how to help students gain English proficiency while ensuring that they also make advances in their academic subjects.

LEP students often become proficient in communication skills within a short time after their arrival in the United States. As a result of their communicative competence, they are sometimes mainstreamed too quickly into the regular classroom. They then encounter difficulties understanding and completing schoolwork in the more cognitively demanding language needed for successful performance in academic subjects.

Chamot and O'Malley (1987) suggest that before LEP students are confronted with achieving in the regular classroom, they should be able to use English as a tool for learning subject matter. Basic proficiency is not adequate, since language-minority students lack exposure to, or understanding of, the vocabulary and context-specific language needed to perform the more demanding tasks required in academic courses (Short & Spanos, 1989).

Factors that Promote or Inhibit Achievement in a Second Language

Research has shown that the following factors affect achievement in a second language:

Cognitive development and first language proficiency

The level of proficiency in the first language has a direct influence on the development of proficiency in the second language (Saville-Troike, 1984; Hakuta, 1990). The lack of continuing first language development has been found, in some cases, to inhibit the levels of second language proficiency and cognitive academic growth.

Age

Snow and Hoefnagel-Hohle (1977) suggest older students are better second language learners because they have achieved a higher level of cognitive maturity in their first language. In contrast, Long (1990) concludes that there are maturational constraints on language learning, and that rate and level of attainment are contingent upon the age at which learning begins. He suggests that a sensitive period occurs in language learning. Learning that takes place during this period is successful and learning taking place later is limited. Collier (1989) maintains that for academic achievement, it does not matter when second language learning begins, as long as cognitive development continues at least through age 12.

Uninterrupted academic development

It is important not to limit the academic development of LEP students while they are learning English. Instruction focusing only on communication skills for 2 to 3 years will leave LEP students 2 to 3 years behind their English-speaking peers in school subjects (Collier & Thomas, 1989).

Attitude and individual differences

Oxford (1989) maintains that "language learning styles and strategies appear to be among the most important variables influencing performance in a second language." Saville-Troike (1984) found that students who had active and competitive coping styles and positive attitudes toward learning English achieved better in school.

Length of Time Needed To Achieve at Comparable Levels With Native-English-Speaking Peers

Age of arrival appears to have a great effect on the length of time it takes LEP students to begin achieving at the level of native speakers. Studying children who had received instruction exclusively in English since their arrival, Collier (1987) and Collier and Thomas (1988) found that those who were under 12 when they arrived, and who had had at least 2 years of schooling in their native country, reached the 50th percentile on standardized achievement tests in reading, language arts, science, and social studies 5 to 7 years after arrival. Students who arrived between ages 4 and 6 had received little or no schooling in their native language, had not reached the 50th percentile after 6 years, and were not expected to reach it after 7 to 10 years. Adolescent arrivals needed 7 to 10 years to achieve on par with native peers, and, if unable to study academic subjects while learning English, would not have enough time left in school to make up lost years of academic instruction.

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February 15-19, 1994

Bilingual Education

NABE '94

World Class Schooling

Los Angeles, California

Resources for Bilingual Educators

The CALLA Handbook - by Anna Uhl Chamot and J. Michael O'Malley. This resource, featuring the Cognitive Academic Language Approach (CALLA), is recommended for administrators and teachers of sheltered content classes in science, math, social studies, literature, and composition. It helps teachers understand CALLA background and rationale and shows them how to implement learning strategies, assess Cognitive Academic Language Proficiency (CALP), and plan hands-on CALLA lessons in content areas. $27.48. 0-201-53963-2. Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030. (800) 323-8270, or (815) 36-DELTA.

Globe Mosaic of American History - This is a series of texts that focuses on the struggles and accomplishments of several cultural groups during a particular period in U.S. history. Hispanic America to 1776 tells the story of early Spanish explores and settlers in the Caribbean, Mexico, and the lands that became Florida, California, and the southwestern United States. Chinese and the Building of the U.S. West tells about the immigration of Chinese from the time of the California Gold Rush though the growth of policies to limit that immigration in the late 1800s and early 1900s. Native Americans: The Struggle for the Plains details the desperate struggle of Native Americans of the Great Plains to hold onto their lands and cultures during the 1800s. Teacher's Resource Manuals with chapter lesson plans and tests also available. Texts $7.45. Resource Manuals $4.95. Globe Book Company, 4350 Equity Drive, P.O. Box 2649, Columbus, OH 43216. (800) 848-9500.

Grammarchants - by Carolyn Graham. A collection of chants for secondary and adult students. Jazz chanting is the technique that uses rhythms of jazz to teach conversational American English. *Grammarchants* emphasizes grammatical structures. Each unit opens with a grammar chant about the grammar in the unit, followed by five jazz chants that practice specific questions, statements, verb tenses, and other grammatical forms. Discounted prices on *Grammarchants Book* ($10.50), and Cassette ($13.50) are available through promotion E681. For more information contact: Oxford University Press, ESL Department, 200 Madison Avenue, New York, NY 10016. (800) 451-7556.

More Index Card Games - by Raymond C. Clark. This is basically a manual with instructions describing how to make games using 3x5 index cards, how to play them, and various ways of using them. It also supplies a few sample games, at various language proficiency levels, to get started. Sample games can be copied, cut and pasted on card stock, then laminated. The games do more than provide practice with grammar forms and functional language. They have an important effect on the class' learning readiness. $12.50. Pro Lingua Associates, 15 Elm Street, Brattleboro, VT 05301 (800) 366-4775.

Second Language English Newsworld, The Newspaper for Speakers of Second Language English - This full-colored national newspaper covers a variety of subjects and real-world problems at a comfortable level of comprehension. All articles are written in sheltered or simplified English. Difficult constructions and vocabulary are avoided while the degree of difficulty in each article is graduated from simple to more complex structures. This means that the reader is unconsciously reading more difficult material in a natural way and thus expanding his or her reading ability. $15 (12 issues). For subscription information call (213) 385-0238, or write to: SLE Newsworld, 3010 Wilshire Boulevard, Suite 231, Los Angeles, CA 90010.

Second Language Instruction/Acquisition Abstracts (SLIA) - A collection of nonevaluative abstracts and dissertations entries which reflects the world's literature in language instruction and areas of related interest. Each issue of SLIA contains the following: Selection and Coverage, Classification Scheme (selection codes), Accession Number, Author Entries, Author Affiliation Entries, Serial Imprint Data, Document Types, Cross-reference Formats, Abstract Sources, and Indexing Practices. SLIA is published biannually in July and December. Individual subscription $55.00 (two issues). SLIA, P.O. Box 22206, San Diego, California 92192-0206. (619) 695-8803, FAX (619)695-0416.

Sunshine At Home - A reading program designed to bring parents, children, and books together in the home. The program presents 40 new Sunshine Extensions books at the emergent level. Each 24-page book includes three complete stories. The stories are based on a high-frequency word list that reinforces basic words and introduces new interest words, while still retaining the natural language, and repetitive or rhyming writing structures. Teachers can send home a different book with each child each week of the school year. The Teacher Guide includes reproducible activity sheets in both English and in Spanish for each book, with simple games, art ideas, and discussion questions for the parent and child to use at home. Also included in the Teacher Guide are ideas for program organization, parent meetings, and sample posters and letters to send home. Teacher Guide $19.95. 40 Pupil

Books $190.00. The Wright Group, 19201 120th Avenue, NE, Bothell, Washington 98011-9512. (800) 345-6073.

Tapestry: A Multicultural Anthology - A softcover anthology of U.S. literature featuring the work of authors from many different ethnic backgrounds. Integrated together in each unit are poems, short stories and excerpts from novels, plays, and nonfiction selections that support and develop a unit theme. Selections present various points of view and cultural values, yet demonstrate the similarities among groups. The book enables teachers to present a variety of cultural values and to provide students with perspectives on American literature that are relevant to their own lives. $14.95. Globe Book Company, 4350 Equity Drive, P.O. Box 2649, Columbus, OH 43216. (800) 848-9500.

The Tapestry of Language Learning - by Robin Scarcella and Rebecca Oxford. This text details the theory and methodology behind the holistic and comprehensive communicative approach to teaching English as a Second Language. The authors discuss how to link student learning styles and strategies with content-based learning so that a communicative classroom will result in effective ESL instruction. $18.95. 0-8384-2359-0. Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030. (800) 323-8270, or (815) 36-DELTA.

Title VI Bibliography - A cumulative bibliography of completed research and instructional materials funded by the U.S. Department of Education's International Research and Studies Program, under Title VI of the Higher Education Act (formerly NDEA). This bibliography should be useful to scholars, curriculum specialists, and all faculty and teachers in the foreign language education fields as well as to institutions and organizations concerned with a wide variety of research and training programs in international studies. Recommended for institutions wishing to start new language programs or expanding other programs. Free copies may be acquired by writing to the International Research and Studies Program Center for International Education, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Two-Way Bilingual Education: A Progress Report on the Amigos Program - by Mary Cazabon, Wallace E. Lambert, and Geoff Hall. This research report describes a two-way (developmental) bilingual program that has operated in the Cambridge, MA school system since 1986 and currently includes almost 250 students. The researchers evaluated the program over two years, looking at students' attitudes toward bilingualism and biculturalism, teachers' judgment of students' academic competence and self-esteem, and socio-interactional patterns among program participants from different ethic backgrounds. 1993. 31pp. National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292.

Our World - A Troll Multicultural Program. This program is designed to stimulate cultural awareness and promote an understanding of our multicultural heritage. It helps students gain a new appreciation of our similarities and differences, develop respect for others, and achieve a sense of self-awareness and self-pride. The program is made up of four theme units: African-American Heritage, Native-American Heritage, Hispanic-American Heritage, and Asian-American Heritage. They are arranged in two collections, K-3 or 4-6 reading level. Each program consists of 40 paperbacks, teacher's guide, and poster. About $150. For more information contact: Troll Associates, Troll Multicultural Program, 100 Corporate Drive, Mahwah, NJ 07498-0025. (800) 526-5289, Ext. 1118.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

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QUALITY, *from page 9*

A fourth lesson that we have learned is that it is a mistake to structure schools in such a way that bilingual programs are delegated exclusive responsibility for educating the Spanish-dominant students, in a separate educational context from the rest of the student body. In schools where this is the case, we have found that bilingual program students are isolated and stigmatized. In these situations, no matter how excellent the quality of bilingual instruction, the disastrous academic and social consequences for students of being relegated to second class status are hard to overcome. Thus, from our failures as well as our successes, we call upon schools to restructure themselves to abolish the false distinction between "mainstream" and "special groups" of students and to acknowledge instead the reality of a diversity of students with a diversity of needs. Based on our experiences, we urge the Commission to adopt the following recommendations in its final report to the governor.

Based on these lessons from our experiences as educators, we recommend that schools responsible for educating Hispanic students:

1) include both Spanish and English in transmitting curriculum and socializing students;

2) provide and promote opportunities to utilize students' Spanish language and Hispanic culture in the entire school and not only within the bilingual program;

3) consider bilingual education sound educational practice and not a "compensatory program" (as was unfortunately stated in Chapter 71A);

4) support staff development which improves the ability of all staff to meet the educational needs of Spanish-speaking students and which helps monolingual and bilingual teachers collaborate;

5) support and encourage family and community participation; and

6) coordinate the work of bilingual and monolingual components of the school program so that these may both serve Hispanic students through out their schooling.

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Upcoming Events

September 22, 1993 - The National Center for Research in Vocational Education is sponsoring "Breaking the Mold: Education Policy," a national satellite teleconference on Education Policy. Broadcast live from Washington, DC, on September 22, 1993, from 2:00 p.m. to 3:00 p.m. EDST. To register for the teleconference, contact the Professional Development Program of the National Center for Research in Vocational Education, 332 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061-0254, or call (703) 231-5847 or (703) 231-7337 or FAX (703) 231-3292.

September 23-25, 1993 - Mississippi Council of Teachers of English: "Celebrating Diversity." at the Edison Walthall Hotel, Jackson, MS. For further information, contact: Jean Moore, P.O. Box 157, Coldwater, MS 38618.

October 20-24, 1993 - National Conference on Multicultural Education (NCME). Perdido Beach Resort, Orange Beach, AL. For further information, contact: Anne Eldridge at (800) 264-6711.

October 21-22, 1993 - Louisiana Association for Bilingual Education Annual Conference "Bilingualism: Education for Lifelong Learning." Ramada Inn Hotel, Baton Rouge, LA. For further information, contact: Gary G. Aspiazu at (504) 443-4229, or (504) 349-7705.

October 22-23, 1993 - Colorado Association for Bilingual Education Annual Conference, "Understanding the Educational and Societal Issues Facing Linguistically and Culturally Diverse Students." Holiday Inn, Northglenn, Colorado. For information, call (303) 289-7687.

October 27-30, 1993 - Texas Association for Bilingual Education Annual Conference "Bilingual Education: The Global Connection," at the Holiday Inn and Midland College in Midland, Texas. For more information, contact: TABE, 6323 Sovereign Drive, (410 Place NW), Building 3 #181, San Antonio, TX 78229. (210) 979-6390, FAX (210) 979-6485.

November 6-12, 1993 - National Indian Education Association, Convention Center, Mobile, Alabama. For further information, contact: Jane Weeks, Alabama Indian Commission, 669 South Lawrence, Montgomery, AL 36104. (205) 242-2831.

November 10-13, 1993 - National Association for the Education of Young Children (NAEYC). Anaheim Convention Center, Anaheim, California. For further information, call: (800) 424-2460, or (202) 232-8777.

November 17-20, 1993 - The Association of Mexican American Educators 28th Annual State Conference. Marriot Hotel, Burlingame, CA. For information, contact: Tony M. Gonzales at (510) 471-9622.

November 18-20, 1993 - Arizona Association for Bilingual Education Annual Conference, "We All Win-Todos Ganamos," Tucson Convention Center. For further information, contact: Gloria V. Barnett at (602) 881-8372.

November 20-22, 1993 - American Council of the Teaching of Foreign Languages (ACTFL), San Antonio, Texas. For more information, contact: Louise Patierno, ACTFL, 6 Executive Plaza, Yonkers, NY 10701. (914) 963-8830.

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GLOBAL, *from page 8*

students still rank among the last in their ability to identify locations on the world map. They perceive themselves to be in the center of the world and so the periphery is not important to know or understand, global educators are challenged to select thoughtful classroom material that contain context and meaningful analysis. Publications like *Cultural Survival* and *The New Internationalist* will help us change the way our students look at the earth and their future as its caretakers.

Suggested reading:

The New Internationalist, 35 Riviera Drive, Unit 17, Markham, Ontario, Canada, L3R 8N4.

Cultural Survival, 215 First St., Cambridge, MA, 02142.

Kevin Mann is an ESL and French instructor who includes global education in his courses at Angelina College, Lufkin, Texas. He is chairperson of the Global Education SIG. He can be contacted at Angelina College, Box 1768, Lufkin, TX 75902.

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NABE '93 Tapes Available

Videotapes of keynote and major sessions, and audiotapes of concurrent sessions, from the NABE '93 Conference in Houston, Texas are still available.

For a complete listing, including prices, write to AVW Audio Visual, 3620 Willowbend Boulevard, Suite 1118, Houston, Texas, 77054-1114, or call (713) 660-9000.

ESEA, *from page 7*

Administration's Proposed ESEA Reauthorization Bill
Chapter 1

The Administration's Chapter 1 proposals embody most of the basic recommendations put forward by MALDEF and NABE. The Administration's bill seeks to shift the focus of Chapter 1 from remedial to enriched, accelerated instruction premised upon high expectations and student performance standards. The Administration's bill eliminates "educational deprivation" as an eligibility criteria in favor of a single criteria – poverty, and repeals the existing statutory barriers which restrict LEP student participation in all Chapter 1 programs. The Administration's bill emphasizes: the implementation of school-wide Chapter 1 programs; the coordination of Chapter 1 programs and services with other educational, health, and social services programs and services; and the targeting of Chapter 1 monies to where the needs are greatest and in amounts sufficient to make a difference. Intensive and sustained professional development under Chapter 1 is called for in the Administration's bill. The Administration also accords priority to increasing parent involvement in Chapter 1 programs.

While the Administration's Chapter 1 proposals correspond positively with most of the major recommendations made by MALDEF and NABE, the draft legislation is lean on programmatic guidance. This may be attributable, in part, to the Administration's emphasis on "flexibility" in federal education programming. It is also a reflection of the fact that the Administration's ESEA proposals are tied to Goals 2000; to receive Chapter 1 funds, State and local education agencies must have in place, or be developing, a Goals 2000 plan. Whether the still undetermined requirements of Goals 2000 are adequate to guide Chapter 1 programming remains to be determined.

Title VII

The Administration's proposed Title VII reauthorization legislation accords with NABE's fundamental recommendation that Title VII remain a free-standing, competitive, discretionary grant program focused on building the capacity of American schools to better serve limited-English-proficient students and their families. In so doing, the Administration did not heed the call of the Council of Chief State School Officers (CCSSO) to consolidate Title VII with Chapter 1 or to otherwise convert Title VII to a formula-funded type program.

While the general direction of the Administration's Title VII proposal is on target, the proposed legislation lacks critical details, is potentially confusing, and proposes changes which would "hollow-out" Title VII.

Some of the definitions set out in the beginning of the bill seem defective. The definition proposed for "bilingual education program," arguably the most important term in the Bilingual Education Act, suffers several defects.

First, the definition seems to subordinate academic content mastery to English language development. Section 7003 (1)(A)(i) provides:

> [The term 'bilingual education program' --] means a program of instruction designed specifically for children and youth of limited English proficiency at any grade level, including the preschool, elementary, or secondary school levels, that is intended to help them develop proficiency in the English and, *to the extent possible, the native language and achieve to high academic standards in all courses of study.* (emphasis added)

The subordination of academic content mastery to English language development would constitute a major change in the Bilingual Education Act with potentially catastrophic consequences for LEP students.

The second defect in the definition of a "bilingual education program" is that it clearly includes monolingual instructional programs. Section 7003 (1)(B)(i) states:

> A bilingual education program may be conducted in English, the native language, or both languages, except that all bilingual education programs must develop proficiency in the English language.

The third defect in the definition of a "bilingual education program" is the way it addresses the participation of English proficient students. Section 7003(1)(C) states:

> Children and youth proficient in English may participate in a bilingual education program so long as the primary purpose of the program is to benefit children and youth of limited English proficiency.

Consider an alternative formulation, such as that which will be included in the Congressional Hispanic Caucus bill:

> English proficient students may participate in bilingual education programs if the programs are designed to enable all enrolled students to become proficient in English and a second language.

It doesn't make sense for English proficient students to be in a bilingual education program unless the program is meant to help them, as well as their LEP classmates, become bilingual in English and the native language of the LEP students.

The Administration's proposed bill does not specify a target level for Title VII funding, employing the statutory authorization of appropriations in "such sums as may be necessary" rather than a specified amount. Moreover, the Administration

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ESEA, *from page 19*

legislative proposal does not indicate how Title VII appropriations are to be divided among the major parts of the law.

Three Part-A Grant Categories

The Administration's bill replaces the six current grant categories in part A to three, which the draft bill terms Enhancement Grants, Comprehensive School Grants, and Comprehensive District Grants. This corresponds with NABE's original recommendations on reauthorization made to Congress last year. NABE subsequently modified our recommendation in favor of establishing four grant categories, keeping the School- and District-wide grant categories and splitting the Enhancement Grant category into two: Project Grants to Enhance Existing Programs, and Program Development and Implementation Grants to start new bilingual education programs. The practical difficulty with NABE's original recommendation and the Administration's proposed bill relates to the authorized length of grant. While the two years specified as the length of the Administration's Enhancement Grants is sufficient to carry out enhancement projects for existing programs, it is far too short to effectively develop and implement new bilingual education programs.

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The Department's legislative proposal does not implement NABE's recommendation to tap the language resources in language-minority communities by permitting community-based and tribally-sanctioned non-profit organizations to apply for Title VII assistance to develop and implement early childhood education or family education programs or to conduct an instructional program which supplements the educational services provided by a local educational agency.

Part A of the Administration's proposed bill provides sparse guidance to the field, or for that matter, Department of Education staff. The Administration's proposed legislation does not specify the maximum grant amount for any of the part A programs. Nor does the legislation identify a meaningful set of activities -- like instructional program development, staff development, and family education programming -- which NABE believes should be required of all Title VII program grant recipients.

No Title VII Funding Without SEA Review

The Administration's bill would require all part A program grant and part C training grant applicants to submit their application to the State education agency (SEA). Under the Administration's legislative proposal, no Title VII application could be considered by the Department unless the SEA had reviewed and provided written comments on the application and its relationship to the State's Goals 2000 and/or Chapter 1 education improvement plans. The operational practicality of this requirement is highly suspect. The requirement could effectively choke-off Title VII assistance to local educational agencies and institutions of higher education in States that either lacked the capacity or the commitment to fulfill the responsibilities set out in the Administration's legislative proposal.

MRCs and EACs Eliminated

The Administration's proposed Title VII reauthorization legislation eliminates the existing 16 Multifunctional Resource Centers (MRCs) and two Evaluation and Assistance Centers (EACs). These 18 centers, whose current total funding is less than $13 million, provide crucial technical assistance to nearly 1,000 Title VII programs funded at nearly $150 million.

The elimination of the MRCs and EACs from Title VII is part of the Administration's plan to reorganize all technical assistance provided under the ESEA. The Administration has proposed eliminating all 49 technical assistance providers currently authorized under the ESEA, including the MRCs and EACs authorized under Title VII. In place of the existing technical assistance entities, the Administration would create ten comprehensive centers, one in each Federal region, "to provide 'one-stop shopping' for states and districts seeking help in implementing federal program authorized under ESEA -- particularly as they support state and local efforts toward achieving the National Education Goals."

NABE believes that the EACs and MRCs must be maintained. The ten proposed regional "one-stop" technical assistance centers will not be able to provide Title VII grantees with the intensive and diverse technical assistance they need to successfully develop new programs and capacity for serving LEP students. The amount of money saved by eliminating the MRCs and EACs is small compared with the price to be paid through reduced success of $150 million worth of part A programs, a price ultimately paid by the children.

Grants to State Education Agencies under part B would double from the current maximum five percent of prior-year part A grants within the State to ten percent. Although a data collection plan is required, the Administration's proposed bill does not require the States to submit annual reports as required under part B of current law. The loss of these reports would seriously hamper our knowledge about the LEP population and the educational services available to LEP students and their families.

To receive a State grant under part B of the Administration's legislative proposal, a State would have to demonstrate that it has in place a plan, developed pursuant to Goals 2000 or Chapter 1, that provides for the education of LEP students. Additionally, the State would be required to establish a State advisory panel to develop and recommend to the SEA guidelines for commenting on parts A and C applications.

Part C of the Education Department's Title VII legislative proposal essentially continues current training programs. There is an authorization for national professional development institutes, but no details on how the institutes would operate. Similarly, the Department's draft legislation would continue the current fellowship programs, but does not specify the number of fellowships to be provided.

Drastic Change in the Emergency Immigrant Education Program

The Administration's legislative proposal moves the provisions regarding administration of Title VII from part D of current law to part E, making part D available for a drastically revised Emergency Immigrant Education (EIE) Program. For starters, the bill converts the EIE from a formula funded program, which provides relatively unrestricted aid to local educational agencies (LEAs) to defray some of the costs associated with significant immigrant student enrollments, to a competitive discretionary grant program focused on instructional programs. The bill also increases the minimum number of immigrant students who must be enrolled in order for a LEA to qualify for a grant from a minimum of 500 students or three percent of total student enrollment to 1000 students or ten percent of total school enrollment. The third change is that the bill redefines "immigrant students" as those students, "aged three through twenty-one who were not born in any State and have not been attending one or more schools in any one or more States for more than 12 months." This contrasts with the current requirement that immigrant students include all students not born in any States and who have been attending schools in any or more States for less than three complete academic years. Aside from the dubious policy proposition that LEAs should receive aid only for the first year immigrant students are enrolled in American schools, the less than one-year qualification would appear to wreak havoc with the operation of the proposed competitive grant program. Under the Department's proposal, a LEA applying for an EIE Program grant would have to submit an application that describes "the need for the proposed program, including data on the number of immigrant children and youth in the districts to be served and their characteristics ..." In all likelihood, the less-than-one-year-of-schooling immigrants identified in an application would no longer be deemed "immigrants" by the time the Department of Education made the grant and the LEA program was implemented. The new part E of the Depart-ment's proposed Title VII legislation, pertaining to the administration of Title VII does not, contrary to NABE's recommendation, elevate the position of Director of OBEMLA to the Assistant Secretary level.

Finally, the Department's proposed Title VII legislation includes a new part F which states that no current grant recipient shall be eligible for fourth- and fifth-year renewal awards provided under current law. Part F contains no other transition provisions regarding multi-year grants and contracts under Title VII.

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COLLABORATION, *from page 14*

- Determine discrepancies between student skills and teacher expectations
- Plan instruction intervention and monitoring system
- Implement the plan and follow up as needed

Collaborative skills can be developed by meeting regularly to discuss student needs and to monitor student progress. This process can also allow educators to determine the specific interventions that lead toward success (Damico & Nye, 1991).

Collaboration with Parents

Once teachers have begun successful cooperation among themselves, they may also want to involve the students' families. The school experience for LEP students, and probably for many others, is likely to be viewed from different perspectives by the many people involved--the most extreme differences usually occurring between family members and school personnel (Casanova, 1990). Recognition of these potential differences was acknowledged in federal legislation that requires that parents be included in the planning process when students are placed in special education programs (Casanova, 1990). Without information from the parents, many assumptions may be made about the students that do not reflect the parents' perspective. Parents can provide important information about the student's status and behavior in the family and in the community, as well as information about family and community norms.

In addition to parent programs that promote a general understanding of the school system, specific programs for fostering understanding and collaboration between families and the school can be developed (FIRST, 1991). Means of assessing the family's

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COLLABORATION, *from page 21*

present circumstances in order to provide understanding and support include obtaining information on the family's resources, their interactional styles, and the ways family members participate in the community (Correa, 1989). Learning about the family's experiences prior to and since their arrival in the United States, their religious beliefs and practices, parenting practices, and roles ascribed to family members and close friends can also help the school plan collaborative programs and activities with family members (Correa, 1989).

Involving family members in the teaching process can benefit students, families, and the school community in general. Interaction between families and schools can enhance understanding of school practices and school culture in addition to promoting learning activities in the home. Instructional programs using the home language as well as English provide the greatest opportunities for family participation as this type of collaboration is fostered through direct communication between the home and school in the language that is most comfortable for the family members. A number of books and programs are available for encouraging parent involvement in bilingual literacy development (see, e.g., Saunders, 1986). Suggestions for involving parents in school programs include the following:

* cultural events and activities that involve students and families;
* displays of student art and other products that families can enjoy;
* written and oral communication in the language of the home;
* designated school personnel from whom families can obtain information about school events, student achievement, and concerns;
* trained interpreters and translators to serve as informants and communicators in working with families and school personnel;
* handbooks and written forms available in the languages of the families represented in the school; and
* trained personnel to discuss student performance and school culture with families.

Conclusion

In an era of decreasing resources and rapidly increasing student diversity, collaboration is an essential strategy for enhancing resource utilization and program cost effectiveness. Collaboration can also provide the means to meet the educational needs of many students in mainstream and special education settings. As administrators, teachers, and parents learn to collaborate, they increase learning opportunities for themselves and for their children.

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NABE NEWS

November 1, 1993 National Association for Bilingual Education Volume 17, Number 2

House Subcommittee to Mark Up ESEA Reauthorization Bill : Title VII Content to be Determined

The View From Washington

by James J. Lyons, Esquire
NABE Executive Director & Legislative and Policy Counsel

The Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor is expected to "mark-up" an Elementary and Secondary Education Act (ESEA) reauthorization bill during the second week of November.

As communicated in a mailing to all NABE members in October, reauthorization of the Bilingual Education Act (ESEA Title VII) is addressed in two competing bills. The bills are: 1) H.R. 3130, the Clinton Administration's "Improving America's Schools Act of 1993" and 2) H.R. 3229, the "Equal Access To Education Act of 1993", sponsored by the bipartisan Congressional Hispanic Caucus and developed by NABE and the Mexican American Legal Defense and Education Fund.

Although there are many similarities between the two bills, there are many differences as well. While some people might view the differences between the two bills as only a matter of details, NABE believes the details are critical for two reasons. First, the experience of the last 25 years under the Bilingual Education Act should inform and direct our future efforts on behalf of limited-English-proficient (LEP) and language-minority students. Given the limited funding available for Bilingual Education Act programs, Title VII should be "optimized" to embody our understanding of best educational practices. Second, as we learned during the administration of Education Secretary William J. Bennett, legislative details can be an effective defense against the subversion of a program. If Title VII had not been as detailed as it was, Secretary Bennett could have succeeded in transforming Title VII into an English-only program.

Twenty-one areas of difference respecting Title VII between the two bills are identified beginning on page 18 of this newsletter. If after you have reviewed the differences, you agree that

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(814) 867-9614

Central Regional Representative
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Milwaukee Public Schools
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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Asst. Director
Carolyn Riddick, Office Manager
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Message From The President

NABE '94 Sneak Preview - "An Energizing Success"

by Dr. Kathy Escamilla

NABE President Kathy Escamilla speaks at the Capitol Hill press conference about H.R. 3229, the Congressional Hispanic Caucus' ESEA Reauthorization bill.

As I write this message, I finish my fourth month as NABE President. I knew from the onset that this would be a busy and challenging year. What I did not know, but now realize, is how stimulating the experience would be. I have had opportunities over the past four months to meet and work with state affiliate officers in New York, California, Texas and Colorado. I have been truly inspired by the dedication of the professional educators in all of these states to our field, to the students we serve, and to each other as colleagues. In New York, plans are well underway for the first ever NABE Summer Institute in 1994, an event that promises to be a first class opportunity for professional development. More on this event will unfold in the months ahead.

In Texas and Colorado I had the opportunity to attend and participate in state affiliate conferences. State bilingual conferences are unique educational conferences in that they are not just for teachers or administrators. Rather, they bring together parents, paraprofessionals, teachers, administrators and community people and provide a forum for true communication among various groups of people for the benefit of language-minority peoples. The atmosphere at state bilingual conferences is truly one of "una reunión de familia" (a family reunion). Experiencing a state bilingual conference with any of our affiliates is a unique opportunity, and I look forward to attending other state conferences during this year. Congratulations to NABE Board Members José Ruiz-Escalante of Texas, Susan García of Colorado, and Olga Valcourt-Schwartz of Wisconsin for their leadership roles as organizers of conferences in their respective states.

On October 15 and 16, in conjunction with our regular board meeting in Los Angeles, the entire NABE Board had the opportunity to participate in two very special events. On October 15th, we had dinner with board members from the California Association for Bilingual Education (CABE). It was one of those rare opportunities that professional bilingual educators, with many varied interests, and with very hectic schedules, have to sit down together and share ideas and information in an unhurried, albeit brief, manner. There was a camaraderie and sense of shared purpose as we talked and interacted that evening which filled all of us with a sense of optimism about the future of bilingual education and about the potentials of our state and national organizations. I came away from this meeting with renewed energy and optimism and I look forward to attending CABE '94 in San Jose, and to meeting the thousands of California bilingual educators and community members who will be attending NABE '94 in Los Angeles.

On October 16, both the NABE and CABE boards once again had the opportunity to meet at the "NABE '94 Sneak Preview." This event, the first ever of its kind, was a truly memorable day which provided a glimpse of our upcoming conference. The event was attended by NABE friends from throughout Southern California and included educators from local school districts, universities, research and development organizations, former NABE Board members, and the corporate community. We toured and were awed by the new LA Convention Center, received greetings and messages from Leticia Quezada, President of the Board of Education of the Los Angeles Unified School District, and from Congressman Xavier Becerra of Los Angeles. We were treated to videotaped presentations about the Coca-Cola-sponsored NABE Student Writing Contest, and the use of Apple Computers in bilingual/ESL classrooms. We got a taste of some of the topics making up NABE '94 when Dr. María Ott gave us a presentation concerning the Latino Teacher Education Project at the University of Southern California. Finally, we had the opportunity to meet some of the many people who have so graciously volunteered to work on the local committees for NABE '94. The enthusiasm for our upcoming conference was overwhelming and energizing. Our goal is to have **10,000** people at this conference - **MAKE PLANS TO ATTEND NOW.** It promises to be the largest gathering of bilingual educators anywhere in the world!!!

Continued on page 6

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From The NABE NEWS Editor

New NABE NEWS Feature Columns

by Nancy F. Zelasko, PhD

In this issue of *NABE NEWS*, we introduce seven new regular feature columns. This represents the largest expansion of the newsletter in its history and reflects the Association's efforts to increase the scope of information provided to our members.

I am pleased to introduce you to our new column editors.

Dennis Sayers is the director of Bilingual Education Programs at New York University. Since 1985 he has coordinated *Orillas*, a long-distance learning network that utilizes computers to establish multilingual and multinational team-teaching partnerships between pairs of classes. He is co-author, with Jim Cummins, of a forth-coming book entitled *Brave New Schools: Challenging Cultural Illiteracy through Intercultural Learning Networks*. Dr. Sayers will be editing a column on ***Technology and Language-Minority Students***.

Virginia González is an Assistant Professor in the Department of Educational Psychology at The University of Arizona. A former winner of NABE's Outstanding Dissertation Competition, Dr. González has produced a new qualitative assessment method that has been successfully used in the Tucson Unified School District for the past year. She will edit a regular column on ***Assessment of Language-Minority Students***.

Connie Contreras-Polk is presently a third grade Spanish bilingual teacher at the Webster Academy in the Oakland Unified School District in California. Among her extracurricular activities she conducts weekly *Matematica para la familia* classes and other parenting/counseling classes. Ms. Contreras-Polk's column covers the topic of ***Parental Involvement in Bilingual Education***.

Vivian Wai-Fun Lee is the Director of the National Center for Immigrant Students at the National Coalition of Advocates for Students in Boston, MA. She edits NCAS' newsletter, *New Voices*. Ms. Lee will edit a column on ***Immigrant Students***, a topic about which she has written extensively.

Jaime A. Castellano is the Title VII Director in Addison SD #4 in Illinois and a Professor at National-Louis University. He has developed, coordinated and supervised programs at all levels, from K-12. Dr. Castellano's column will focus on issues in the ***Administration of Bilingual Education Programs***.

Two new columns will address instructional practices. Olga Hudecek, who works at the ELS in Washington, D.C., will edit ***In the Bilingual Classroom*** and Magdalena Ruz González, the Bilingual District Special Needs Program Specialist in the Fontana Unified School District in California, will edit ***Classroom Practices in Bilingual Education***. These two practitioners will examine methodologies, strategies, and techniques that have led to academic success for language-minority students.

These seven editors join Jon Rehyner of Eastern Montana University, who has so graciously and capably edited a column on ***American Indian Bilingual Education*** for the past several years. *NABE NEWS* greatly appreciates the significant contribution each of these column editors is making to our Association. The editor's address appears at the end of each column. On behalf of each editor, I encourage you to contribute to these new columns and share your expertise with your colleagues.

« NABE »

Meet the NABE Board

Marisol Rodríguez Rodríguez

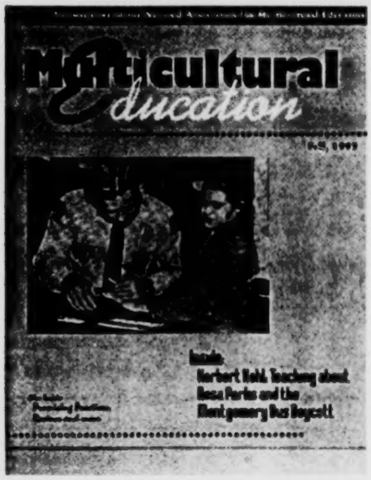
Eastern Regional Representative

Hello! My name is Marisol Rodriguez Rodriguez, and I am the Eastern Regional Representative for the next year and a half. I am pleased to introduce myself to you during this month of November, since it is a special month to me for two reasons: it marks both my birthday, and Puerto Rico's quincentennial celebration of the encounter of cultures.

Yes, you read the first paragraph correctly, Rodriguez is intentionally written twice. I'm from Cagüas, Puerto Rico, where we use both parents' surnames. I was born in Puerto Rico, but at the age of ten months my family moved to the state of Kansas. While I was growing up, due to the fact that my father was in the army, we never stayed more than two years in any particular state.

In 1971, when my father was assigned to Vietnam for the second time, my parents decided to move back to Puerto Rico -- permanently. It was quite a shock that my siblings and I had to go through, in the process of adapting to everything new - country, language, friends, school... It seemed to me like that I'd been jumping around all my life. I envied my newly met friends because they were settled. They had friends they'd lived with all their lives. They knew all their relatives. I barely knew most of mine.

Continued on page 24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PRESIDENT, *from page 3*

It has been very rewarding for me during these past four months to learn that our "extended family" of persons committed to bilingual education is not limited to educators and community people, but extends to our policy makers and legislators as well. On October 1, I had the opportunity to attend a press conference in Washington, D.C. At this conference, the Congressional Hispanic Caucus introduced HR. 3229 - *The Equal Access to Education Act of 1993.* This bill would reauthorize Title VII and Chapter 1 of the Elementary and Secondary Education Act (ESEA). It was a thrill and an honor for me to be there and to know that we have the support of the Congressional Hispanic Caucus during this reauthorization. The Congressional Hispanic Caucus is bipartisan in its composition and represents a collective interest in quality education for all children, as well as a special interest in quality educational opportunities for language-minority students. Present at the press conference were Representatives José Serrano of New York, who is chairperson of the Caucus, and Xavier Becerra of California, who is a member of the House Education and Labor Subcommittee on Elementary, Secondary and Vocational Education.

As many of you know, NABE has collaborated with the Caucus for over a year to create a reauthorization bill that incorporates all of the lessons we have learned during the past 25 years in bilingual education. In addition to collaborating with the Congressional Hispanic Caucus, NABE has also worked closely with national Native American associations, with the National Association for Asian and Pacific American Education, and with the Mexican American Legal Defense and Education Fund and other Hispanic organizations to create a bill which is inclusive and focused on the needs of all language minority peoples in the U.S. The Congressional Hispanic Caucus proposal for the reauthorization of Title VII incorporates the current "best thinking" about bilingual education program implementation and practice. It builds on the extensive knowledge and research base that has been created in the field over the past quarter century, and proposes specific directions to improve bilingual education. Perhaps the most noteworthy aspect of the bill is the overall vision that bilingual education should **not** be compensatory and remedial in its design and implementation, but rather should develop individuals who are **bilingual and biliterate**.

NABE is very appreciative of the Congressional Hispanic Caucus and its unwavering support of bilingual education and stands ready to support their efforts to secure the reauthorization of Title VII. It is reassuring to me to know that everywhere in the country and at many different levels of society, we have so many talented and committed individuals who are working to move the field of bilingual education ahead into the 21st century.

« NABE »

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Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Entry and Exit Criteria - A Nightmare for Many School Districts

by Dr. Jaime A. Castellano

For many school districts across the United States establishing entry and exit criteria for their Transitional Bilingual Education (TBE) Programs and Transitional Programs of Instruction (TPI) can be interpreted as a nightmare. There are as many reasons as there are school districts as to why this is the case. Typically, reasons include: 1) central office administrators with no knowledge base in bilingual education, 2) mistaking what Jim Cummins calls **Basic Interpersonal Communication Skills (BICS)**, listening and speaking, as sufficient enough English to exit a program, 3) poor leadership which produces a lack of direction, 4) poor, or no identification criteria, and 5) inadequate assessment procedures, among others.

The Federal Bilingual Education Act requires that districts receiving Title VII funds provide limited English proficient students with more than oral English skills. Instruction must involve total academic language development. Districts using Title VII funds must establish procedures for determining students' dominant languages. However, this requirement does not address the needs of comparably limited students or students with limited proficiency who are not enrolled in such programs (Fradd and Tikunoff, 1987).

A national survey conducted in 1984 found that the three main sources of information used for establishing entry and exit criteria for bilingual programs were: oral proficiency in English, judgment of school or district personnel, and literacy skills in reading and writing English. Usually districts used a combination of two or more sources. Of all the districts surveyed, only 2% used information about students' non-English language proficiency in determining special language service eligibility (Development Associates, Inc, and Research Triangle Institute, 1984), yet measures of students' non-English languages are, in most cases, strong predictions of potential in English (Cummins, 1984; Fradd, 1984).

In spite of the high percentage of districts using the three criteria, there is no common operational definition for program participation or termination. Criteria differ among school districts and, in many cases, even among schools in the same district. Issues related to the assessment and placement of students with comparable limited proficiency also raise concerns for the placement of limited English proficient students in special education programs (Fradd and Tikunoff, 1987).

In Illinois, the State Board of Education has assumed a proactive position in its attempts to assist local school districts in identifying limited English proficient students. Identification of eligible students lays the foundation for building entry and exit criteria. In the state of Illinois every school district must administer a home language survey to all students entering the district's schools for the first time, for the purpose of identifying students of non-English background. The survey must include **at least** the following questions: 1) Whether a language other than English is spoken in the student's home and, if so, which language; and 2) Whether the student speaks a language other than English and, if so,which language.

For purposes of accountability and documentation the home language survey must be administered in English and, if feasible, in the student's home language. It also has space for the signature of the parent or legal guardian. The completed home language survey form is to be placed into the student's temporary record as defined in 23 Illinois Administrative Code 375 (Student Records).

In Illinois, it is the duty of each school district conducting home language surveys to use its best efforts in seeking out children believed to be of limited English proficiency who are residents within such district but are not enrolled in a private school within the district. With regard to assessment, each district must administer an individual language proficiency assessment to each student identified through the home language survey as having a non-English background. The assessment must take place within four weeks of the student's enrollment in the district, for the purpose of determining the student's eligibility for bilingual education services. In many districts, however, assessments are completed within a 5-10 day period following identification.

Individual language proficiency assessments must be conducted in accordance with the following list of requirements:

1) A nationally normed test of English-language proficiency must be administered to each student who is old enough to take such a test. Each such test must include measures of oral language skills (listening and speaking). Each test to be administered to a student in grade 2 or above must also include measures of reading and writing proficiency. Each student who scores below the 50th percentile on such a test (or, where test results are not expressed as percentile scores, below the proficiency level comparable to the 50th percentile) is considered as having limited English proficiency and shall be eligible for bilingual education services.

2) In cases where no nationally normed English proficiency measure can be administered, and for all students of non-English language background who score at or above the 50th percentile or the equivalent on the nationally normed test used, the school district must also consider other indicators such as the results of criterion-

Continued on page 16

ERIC Clearinghouses Funded

The US Department of Education's Office of Educational Research and Improvement has awarded new five-year contracts totaling $40 million to operate Educational Resources Information Center (ERIC) Clearinghouses. They will have a key role in disseminating education materials through the Internet, a world-wide computer network in which thousands of teachers already participate. The new clearinghouses are:

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Assessment and Evaluation, Catholic University, Washington, DC

Community Colleges, University of California at Los Angeles

Counseling and Student Services, University of North Carolina, Greensboro

Disabilities and Gifted Children, Council for Exceptional Children, Reston, VA

Educational Management, University of Oregon, Eugene

Elementary and Early Childhood Education, University of Illinois, Urbana

Higher Education, George Washington University, Washington, DC

Information and Technology, Syracuse University, Syracuse, NY

Languages and Linguistics, Center for Applied Linguistics, Washington, DC

Reading and Communication Skills, Indiana University, Bloomington

Rural Education and Small Schools, Appalachia Educational Laboratory, Charleston, WV

Science, Mathematics, and Environmental Education, Ohio State University, Columbus

Social Studies/Social Science Education, Indiana University, Bloomington

Teaching and Teacher Education, American Association of Colleges for Teacher Education, Washington, DC

Urban Education, Teachers College, Columbia University, New York, NY

For further information about the clearinghouses, contact the ERIC program at (202) 219-2289.

• NABE •

1834

Assessment of Language-Minority Students

Column Editor : Dr. Virginia González, University of Arizona

Assessment - An "Awakening Experience"

by Dr. Virginia González

Welcome to a new column on the state-of-the-art in the theory and practice of the *Assessment of Language Minority Students*. Dr. Nancy Zelasko, Editor of *NABE NEWS*, has given me a wonderful opportunity to serve the NABE community. I appreciate being able to be the editor of this regular column on *Assessment of Language Minority Students.* This first article provides an overview of what will be the tone and spirit of the column. In addition, it will address why the *Assessment of Language-Minority Students* necessarily involves an ***awakening experience*** in relation to educating school personnel.

This column is very timely because we are currently living through a wonderful period of change for the better. Some of these improvements are: (a) a restructuring period in our schools as reflected in new assessment models; (b) changes in theories and philosophies underlying instruments; and (c) diagnostic and placement decisions based on interdisciplinary committees leading to linking assessment with instruction. I believe that real change will only happen if all educators realize that the most important tool for assessment is our own personality. To come to this realization many of us need to undergo an ***awakening experience*** through which we can open our minds and reflect on our own attitudes, philosophies, and beliefs underlying our diagnostic decisions. Much has been written and said about biases in standardized assessment instruments that lack validity and reliability. However, we are just beginning to realize the enormously pernicious power of biases in the evaluators' attitudes, beliefs, misconceptions, and lack of conceptual understanding of how language-minority children learn and develop at normal or above-normal levels surrounded by a diverse sociocultural and linguistic environment that is different from the mainstream.

Leaders who are proposing and implementing solutions for our old problems and needs in the area of the *Assessment of Language-Minority Students* will be invited to participate in this column. These educators, scholars and practitioners are committed to making a difference and modeling change. They will let us know that where there is a will and a positive attitude, and when we accept the challenging responsibility of accurately assessing and diagnosing language-minority students, an ***awakening experience*** starts in which we realize that **SI SE PUEDE!! (Yes, we can make it!!).** I am very optimistic that this column will help a large number of readers as there is a major need for assessment models, instruments, theories, and philosophies which will lead us to restructure how we educate teachers and evaluators of language-minority students.

Finally, I envision this column on the *Assessment of Language-Minority Students* as (a) a window for communicating to NABE members the latest advances in the area; (b) a forum to discuss the current problems encountered in the academic, research, and applied areas so as to learn from the possible solutions that educators are proposing and implementing; and (c) a springboard to open new questions, to formulate new ideas, and to envision our future as we face the need for better assessment models, philosophies, and instruments. This column can serve as a forum to bring people together such as educators in academia and research with professional educators who are in "the trenches" making diagnostic decisions every day for a diverse group of language-minority students (e.g. different age and cultural-ethnic groups). It has been my own experience that wearing three different hats has enhanced my vision and helped me to go beyond one view of the problem. It is my intent in this column to bring together that interface of three related dimensions of the problem of the *Assessment of Language-Minority Students*: (a) doing heuristic research for generating new models and procedures for assessment, (b) teaching courses on the assessment of language-minorities or relating general courses for pre- and in-service educators to important language-minority assessment issues, and (c) participating as evaluators and consultants for improving current assessment procedures, and committee members in assessment teams in school districts.

Continued on page 10

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
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ASSESSMENT, *from page 9*

The *Assessment of Language-Minority Students* is an ***awakening experience*** that involves multidimensional perspectives related to how to best educate school personnel. The first perspective is my belief that educators are professionals (and not technicians), and as such need to have a conceptual understanding of the theoretical principles and assumptions of different assessment models. That is, educators as professionals need to know the "why's" (i.e., conceptual knowledge of theories and philosophies) and not only the "what's" and "how's" (e.g., what materials to use and how to develop lessons and use instructional methods). The latter are important, but the former gives the educator the ability to generate new knowledge based on unexpected needs and prior experiences. For instance, we need to have conceptual knowledge of the philosophies and theories underlying traditional assessment models, such as the psychometric model; and more contemporary assessment models, such as the developmental model. We need to understand that the psychometric model assumes the presence of innate abilities and traits that are inherited genetically and are related to maturational and neurological factors which are measured quantitatively. In contrast, the developmental model assumes that individuals have potentials that can be actualized or expressed differently in various sociocultural environments which can only be appreciated in the uniqueness of each individual through qualitative descriptors. However, these potentials cannot be compared across individuals as is the interest of the psychometric model. The issue of whether internal or external factors affect development is still a dilemma. It may be that both internal and external factors interact as causes for explaining learning or emotional problems at school (e.g., a mismatch between the child's unique cognitive, linguistic, and cultural characteristics and needs, the educational program, and the teacher's sociocultural belief systems and attitudes).

The basic philosophical and theoretical differences between these two models will also be present in the resulting different instruments. Standardized instruments based on the psychometric model will highlight the importance of following strict instructions and administration procedures so that individual scores can be compared with group norms. That is, emphasis is placed on the product based on the number of incorrect/correct responses when standardized tests are used. In contrast, qualitative assessment methods based on the developmental model focus on the process, giving importance to follow the train of thought of students. Educators need to value the unique characteristics of each individual, to differentiate potential (i.e., the ability to learn) from learning (i.e., information that has been transformed into conceptual knowledge), and to respect the individual's idiosyncrasies such as cultural and linguistic differences.

Once we understand the differences in basic assumption that these two opposite models have, it does not take long to understand that the contradictory diagnoses resulting when using standardized and qualitative assessment methods are just overt expressions of major covert philosophical and theoretical differences. Moreover, educators can realize that if the psychometric model is used then learning or emotional problems are considered internal. In addition, standardized tests follow the discrete point approach that artificially divides the intimate interrelationships between cognitive-linguistic processes into unnatural areas. In contrast, qualitative measures have a "wholistic" approach in which the interrelation among different developmental domains are taken into consideration. Moreover, qualitative measures consider that the expression of the individual's personalities are the product of intricate combinations of unique internal characteristics with external sociocultural environments.

Furthermore, the differences in basic philosophical and theoretical assumptions of these two models are also expressed in their views of the diagnostic process. For the developmental model, diagnosis differentiates between genuine handicapping conditions or disabilities and normal second language learning and cognitive-emotional development in language-minority students. That is, according to the developmental model, differential diagnosis is a decision making process and an art because evaluators put together multidimensional pieces of information in order to include a multicultural perspective. Presently, we are still influenced by the traditional view of the psychometric model that carries the assumption that the diagnostic process is an "objective" technique that can be mastered by evaluators, or that they can be trained to follow standardized administration procedures without interference from their own sociocultural attitudinal belief systems and philosophical biases. I believe that given the state-of-the-art of developmental and standardized assessment instruments available for language-minority students, we need to develop cultural sensitivity and awareness of our own attitudinal biases when reaching diagnostic decisions.

By sharing a common conceptual understanding of assessment models, instruments, and resulting diagnosis, improved communication among educators can be achieved. Today, assessment and diagnosis need to be based on a battery of measures collected by a multidisciplinary team in which educational diagnosticians, school psychologists, administrators, teachers, and parents need to collaborate closely. If educators are stimulated to think and examine their attitudes and personal backgrounds then they will hopefully learn how to communicate better with their colleagues.

Moreover, if educators have a deep conceptual understanding of assessment models and instruments, then they can use the information obtained in the diagnostic process for instruction. In fact, qualitative information collected when using developmental assessment methods can be directly applied by educators for developing individualized educational programs.

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In the Bilingual Classroom

Column Editor : Olga Hudecek, ELS, Washington, DC

A Concert of Languages

by Olga Hudecek

Today's world is truly a "concert of languages." Just walking down a busy street in any large city in the United States, one can truly appreciate the varied heritage of its people. For many years educators have been aware of this internationalism in their classrooms. The diversity of customs, traditions and ideas that children bring to any learning situation continues to inspire educators to seek greater challenges to their professional growth. As a result, more bilingual and multilingual classrooms are encouraging young people to strive for excellence in our global society.

Bilingual programs present a particular challenge for both students and teachers. Their aim focuses on providing quality and proficiency in academic areas while maintaining a high interest in the culture of the second language country. How can teachers in these programs meet the criteria? Research tells us that the most effective programs incorporate strategies such as dramatic arts, cooperative learning and the use of adult volunteers.

Dramatic arts serves as a vehicle for the practice of language expressions and patterns. Children gain confidence in the target language when they can interpret a story sequence for their peers. The art of dramatizing brings immediate success which is then continued through the whole language process into the areas of reading and writing. Younger children enjoy working with puppets as they can "hide" behind the scenery while their puppet boldly performs out front. Older children not only prefer open interpretation but also immerse themselves in language action and sensitivity through body movement. Junior high and high school students take the language concept further by writing original scripts and doing "take offs" on certain studied scripts. Teachers can use dramatic scripts as a culminating activity for any thematic study to enhance students' understanding of the concepts. These concepts will then have greater impact for the learners as their dramatization will serve as a vehicle for better retention.

Drama is an integral part of the ESL program because it uses contextual clues to clarify the meaning of language. An ESL teacher models correct, natural language while he/she focuses on communication rather than grammatical form. It is important that these students have ample opportunities to hear and use meaningful language in a real context. Bear in mind that language minority students differ from one another in interests, motivation, personality and proficiency levels. Therefore, acting may not be as natural and spontaneous for all of them.

Another successful strategy used in bilingual programs is cooperative learning. All teachers are aware of the social and academic benefits that students derive from working together, but many find it difficult to manage a cooperative situation without getting a migraine. Students enjoy working in a cooperative classroom but difficulties arise when they begin to argue and refuse to cooperate. Often their work is presented in a careless, hurried manner just so that they can go on to the next task at hand.

The teacher needs to consider several personality factors in the classroom. Some students prefer to work alone, others can't seem to get along, and still others are just not motivated enough to profit from a cooperative assignment. Find out the students' interests and hobbies by using a simple questionaire. Students can interview each other and find partners with the same interests. These students can then create activity cards, simple games and crossword puzzles for others in the class. As a teacher, you have created a role that allows each child to be an "expert in the field." Keeping cooperative tasks simple helps students achieve better social skills. It is important to stress the value of social skills and teamwork rather than just the academic accomplishments. Finding the proper partner for each student is crucial to setting a good cooperative relationship. A socially immature child can be teamed up with one who has good social skills as long as their interests are similar. Talking with students about real life situations in which people collaborate with each other helps them to see the importance of "give and take" for the benefit of all. If one of the partners prefers to work alone, agree upon some individual assignment within the overall project to help that student express his/her creativity.

A cooperative classroom is usually a noisy classroom. Reminding students about noise level is a constant task. A good strategy for teachers experimenting with cooperative learning is to record the noise level and play it back for further class discussion. Once your students realize the effect they produce, the noise level will gradually diminish. I used to reward my students with a variety of stickers and duplicated certificates to help remind them about working quietly. Having an area large enough to separate groups, or several areas set aside for group activities is ideal. Teachers whose rooms are attached to a central pod are lucky, as the pod can be shared by several teachers during the day. For classrooms without pods, a library or lunchroom area might be an adequate place, as long as it is properly supervised.

Donna Ogle, chairperson and professor of the language department of the National College of Education, once said that children need to talk, think, read and write so that thay can become even more fluent and flexible

Continued on page 14

Classroom Practices in Bilingual Education

Column Editor : Magdalena Ruz González, Fontana Unified School District, Fontana, CA

The Training Mirror

by Magdalena Ruz González

With this issue, a new column is introduced that focuses on three interrelated components of staff development. These components are training, teaching and self-reflection that determine classroom practices for our linguistically and culturally diverse population. The following piece is an example. NABE readers are encouraged to share their successful experiences.

The Bilingual Preschool Classroom

As I enter the classroom, children are observed choosing either "Jack in the Beanstalk" or "Paquito y su Frijolito". Both adults dramatize, ask prediction questions, and best of all, model enthusiam. Upon completion of the story, children are provided the followup activities (i.e., recall questions, story retelling, dictated stories) IN THEIR PRIMARY LANGUAGE. It is obvious that teacher and bilingual aide have planned for this literary experience.

This district's preschool goals are to enhance language through a literacy approach. As a staff development specialist, I have inserviced the preschool teachers on theory, strategies, and practices that value bilingualism. Reflection and monitoring are part of the pre-observational activities of self-study and planning (role playing scenarios). Without it, teachers are more likely to be anxious about the observation and planning involves mental rehearsal of what they will be doing to produce the desired results.

The teaching scenario posed to the teachers had been: how will you read a story to your class if 50% of the children speak only English and 50% speak only Spanish? Each suggestion generated a reenactment. Teachers' self-reflection provided the linguistic awareness needed to implement a primary language program.

Editor's Note: Contributions to the **Classroom Practices in Bilingual Education** *column should be sent to Magdalena Ruz González at the Fontana Unified School District, 9680 Citrus, Fontana, CA 92335. Phone: (909) 357-5079.*

« NABE »

The Constance E. Clayton Chair in Urban Education
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The Graduate School of Education is a school of some 30 standing faculty organized into four divisions; Psychology in Education, Educational Leadership, Language and Education, and Higher Education. Each division administers up to four of five separate and relatively independent programs. The Constance E. Clayton Chair may be housed in any of these divisions, depending on the research orientation of the individual.

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1838

Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, New York University

Orillas: Long-Distance Team Teaching

by Dr. Dennis Sayers

By way of introduction ... This new column, ***Technology and Language-Minority Students***, will showcase exemplary uses of computers, multi-media and telecommunications networking to promote both bilingual skills development and bicultural competence.

I am Dr. Dennis Sayers, the column's editor, and the director of the Bilingual Education Program at New York University. This program runs in the heart of a city where 15% of the one million public school students have been identified as "limited-English proficient," and where 88% of the more than one thousand schools have bilingual education programs in sixteen languages! I am also co-Director (with Enid Figueroa of the University of Puerto Rico and Kristin Brown of the University of San Francisco) of "*Orillas*", an international educational network which utilizes telecomputing to establish team-teaching partnerships between "sister classes" separated by distance.

Orillas: Long-Distance Team Teaching

We chose "De Orilla a Orilla" (Spanish for "From Shore to Shore", and usually shortened to *Orillas*) as the name for our network to reflect the reality of partnerships that span oceans and continents. In *Orillas*, pairs of teachers make use of **electronic mail** and **computer-based conferencing** to plan and implement joint educational projects between their distant classes, and to "electronically publish" their students' collaborative work. *Orillas* team-teaching partnerships are multilingual (in French, Haitian Creole, English, Japanese, Portuguese, and Spanish) and multinational (with schools in Puerto Rico, Quebec, and the United States, but also in Argentina, English-speaking Canada, Costa Rica, France, Japan, and Mexico).

Everything we do in *Orillas* is based on a "partnership between sister classes" model, similar to the well-known concept of Sister Cities. The idea of *Orillas* is to increase students' bilingual proficiency, their academic achievement, and their intercultural tolerance through "comparative learning projects", which are identical activities completed in both classes and then compared. Such parallel learning projects include dual community surveys, joint math and science investigations, contrastive geography projects, and comparative oral history and folk lore studies.

Orillas has been described as an exemplary curricular project for bilingual education programs (Cummins & Sayers, 1990), parent/child intergenerational bilingual literacy programs (Sayers & Brown, in press), English as a Second Language programs (Cazden, 1985), foreign language programs (Willetts, 1989), and writing programs (Figueroa, 1988; Sayers, 1989). The network was also cited as a noteworthy project for linguistic minority students by the U.S. Congress Office of Technology Assessment (Roberts & staff, 1987). Finally, DeVillar and Faltis in *Computers and Cultural Diversity* (SUNY Press, 1991) judged *Orillas* "certainly one of the more, if not the most, innovative and pedagogically complete computer-supported writing projects involving students across distances" (p. 116).

Keeping the Costs of Telecomputing Down

Orillas has always been concerned to seek low-cost alternatives to electronic networking, thus making telecomputing more accessible to a wider range of teachers whether from urban or rural areas, and regardless of whether their classes are located in industrialized or developing countries. Presently, most *Orillas* teachers pay nothing to send and receive electronic messages to fellow educators in 40 countries, aside from the initial start-up costs of purchasing a modem to connect one of their school's computers to a telephone line. This low-cost approach to intercultural communication is made possible by the linking —underwritten by the National Science Foundation— of two computer networks: FrEdMail (Free Educational Electronic Mail) and the Internet, often termed "the network of networks".

For years, the National Science Foundation (NSF) has advocated that universities should provide K-12 teachers with greater access to campus computers as the nation moves toward building what Vice President Al Gore has nicknamed "The Information Superhighway." To this end, in 1989 NSF awarded a two-year grant toward the development of a mechanism —the NSF FrEdMail/Internet Gateway— for greater access of public school teachers to university computing. To launch this initiative, NSF chose the largest K-12 telecomputing network, FrEdMail, upon which to build its ambitious out reach strategy.

FrEdMail is a confederation of several hundred electronic bulletin board systems (BBSs) in over 150 school districts across the country and in several nations; it is coordinated by Al Rogers, one of ten innovators named by *Electronic Learning* magazine as "Computer Educators of the Decade"). During the day, teachers leave messages for distant colleagues on one of FrEdMail's bulletin boards and at night, when telephone rates are low, the BBS's call one another and pass messages along to their ultimate destinations. The NSF strategy was simple: key regional FrEdMail BBS's were identified that were located close to universities.

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IN CLASSROOM, *from page 11*

with language. How can teachers provide for so much practice during a school year? A lot of help is needed, to be sure. Teachers across the country have devised various ways to deal with the dilemma. One very effective way is the use of adult volunteers.

Making sure that each student's education is individualized is the greatest challenge that today's teachers face. Parent volunteers are a good source of extra help as they have a vested interest in their children's success. They enjoy sharing their hobbies and careers and are willing speakers in the classroom. Volunteers make capable assistants if they are instructed to work on specific tasks with small groups. It is essential to explain that their work does not replace that of the teacher but rather adds to individual enrichment for the student. Volunteers can help supervise cooperative assignments, work at learning centers and rehearse with children for dramatic productions. Younger children need help in dictating original stories and then having them typed and bound into booklets. Teachers need magazines cut up, labels printed, materials photocopied, etc.

Parent volunteers are marvelous project assistants for cooking, handicrafts and woodworking. Their tireless efforts make trips and holiday parties a great success. Bilingual parents are happy to come and show various articles from their countries. Some may even have slides demonstrating the important customs and traditions. It is essential for parents to know that volunteering is a commitment and their presence is an integral part of the teaching-learning partnership.

Whether your students' parents are Spanish, French, Japanese, Russian or from one of the Native American Nations, they can all help their children share in the wonderful concert of languages.

Editor's Note: Contributions to the ***In the Bilingual Classroom*** *column should be sent to Olga M. Hudecek, ELS, 2129 S Street, N.W, Washington, DC 20009. Phone: (202) 462-5510.*

• NABE •

Early Childhood Education Special Interest Group Update

SIG Chair: Lourdes Diaz Soto, Ph.D., Lehigh University, PA

by Lourdes Diaz Soto, Ph. D.

The 1993 Annual Conference of the National Association for the Education of Young Children (NAEYC) is being held in Anaheim, California, from November 10-13. NAEYC is expecting over 20,000 early childhood professionals from around the world this year. I am pleased to report that the willingness of the members of NABE's Early Childhood Education Special Interest Group to reach out to the members of NAEYC has led to positive collaborative activities on behalf of young children.

There are continued opportunities for us to collaborate at NAEYC's Annual Conference. For example, on Wednesday, November 10 from 5:30 - 7:00 p.m. at the One-On-One Dialogue (at the Anaheim Hilton) and on Thursday, November 11 from 5:30 to 7:30 at the Bilingual Caucus (at the Anaheim Hilton). The intent of the Bilingual Caucus this year is to collaborate, network, and pursue avenues for advocacy. Please try to join us at these activities so that we can in turn invite the members to NAEYC to NABE's own Annual Conference. We are currently planning to implement NABE's Early Childhood Institute with the assistance of professionals from both organizations. In addition, NAEYC's Multicultural/Bilingual Panel continues to deliberate on issues of language and culture. We feel strongly that our collaborative efforts can only help to enhance the early childhood education of bilingual/bicultural young children and families.

I would like to take this opportunity to send a special note of thanks to members of both organizations who have been so supportive of these efforts including: Dr. Lily Wong Fillmore, Antonia López, Rebecca Barrera, Dr. Carol Brunson Phillips, Cathy Gutiérrez, Dr. Alice Paul, and Dr. Marilyn Smith.

We hope that you will continue to support our efforts so that together we can "Look toward the future and anticipate the good".

A proverb shared by one of our SIG friends reflects much of our sentiments:

"Si planea para un año,
siembre una semilla;
Si planea para diez años,
plante un arbol;
Si planea para cien años;
eduque a la gente."
("If you are thinking a year ahead,
sow a seed;
If you are thinking a decade ahead,
plant a tree;
If you are thinking a century ahead;
educate the people.")

We send our very best regards as we look forward to seeing you in California!

• NABE •

VIEW, *from page 1*

HR. 3229 is better suited to meet the needs of America's growing population of LEP students, we ask that you **immediately** communicate your views **by fax** to Subcommittee Chairman Dale E. Kildee and the Ranking Minority Member of the Subcommittee, William F. Goodling.

Moreover, if you live in the Congressional District of a Subcommittee Member or personally know a Subcommittee Member, please call them through the Capitol Switchboard Operator (202) 225-3121 to express your preference for H.R. 3229. All Subcommittee Members are listed in the text box on the first page of the newsletter.

• NABE •

1840

Immigrant Students

Column Editor: Vivian W. Lee, National Center for Immigrant Students, Boston, MA

Gender Equity in Schools for Immigrant Girls: Issues to Consider

by Vivian W. Lee and
Rachel N. Sing

***Missing from all definitions of ["at risk"] is the notion that being female may play a role.*[1]**

Janet Earle, Director, Youth Services Program, National Association of State Boards of Education.

Recent research, including the often cited American Association of University Women (AAUW) report, *How Schools Shortchange Girls* (1992), and the *Seventeen* magazine/Wellesley College Center for Research on Women report on sexual harassment (1993), indicates that girls' socialization, schooling, and career preparation in mainstream educational settings reinforce their subordinate status as females, jeopardizing their present and future social, economic, and psychological well being.

All girls face the likelihood of encountering such discriminatory school practices as tracking girls out of math and science; tracking female vocational education students to lower paying "women's work"; rewarding girls for attitude and presentation and boys for content; neglecting girls with special needs due to their "good behavior"; tolerating all forms of sexual harassment; continuing to use curricula that do not adequately represent female experiences and perspectives; and failing to provide nonstereotypical female role models.

Immigrant girls face complex challenges in addition to those of mainstream girls, both in school and at home. At school, they encounter mainstream stereotypes and expectations of females, of immigrants, and of their particular racial/ethnic groups. In their families, they also must cope with powerful stereotypes and expectations of females in their home cultures.

Beyond school and home, many immigrant girls experience isolation and alienation due to limited language proficiency (in English, their home language, or both); cultural differences in roles, expectations, and interaction styles; and the economic struggles of their family. Most immigrant girls encounter barriers as members of a racial/ethnic "minority".

Educators need to understand home issues that concern immigrant girls as they "acculturate" in the U.S. Particularly for girls whose parents/guardians do not speak English, or do not speak it fluently, several issues may arise with implications for girls' school learning and their overall development. School-based educators should be cognizant of these issues.

1) Girls may assume adult-like responsibilities in their families as negotiators with the English-speaking world (e.g. as interpreters for adults in the family, as guardians for younger siblings outside as well as inside the home, as errand runners for family members), while at the same time family elders' maintain traditional expectations of the girls regarding formal education and work outside the home.

Tradition-oriented elders may expect girls to be home/family-based, to follow rather than lead outside the home, and to support the success of males in the family, rather than their own personal success. They may discourage their daughters from pursuing formal or advanced schooling. Traditional expectations frequently are well intentioned, based on a desire to shelter or protect girls from perceived danger. Immigrant adults may believe that "acculturation" involves girls subscribing to "liberal" mainstream moral values that could result in promiscuity, sexually transmitted disease, early pregnancy, and substance abuse, among other spectres which haunt most parents in the U.S. Particularly if language barriers or time constraints (e.g., lack of child care or double shift employment) hinder parents from developing relationships with, and trust in, adults in a daughter's school, parents' tendency is to adhere to familiar traditional values and expectations. Many parents are unaware of the cultural tension and personal dilemmas that their daughters experience.

2) Girls may feel disoriented regarding issues of sexuality if there is a considerable difference between values in their family and values in mainstream society, and a lack of accessible individuals or forums to discuss their personal values and sexuality issues in a culturally sensitive manner.

3) Girls may encounter increasing difficulty in communicating with elders in their family. This may be due to their diminishing fluency in the home language, including a lack of certain vocabulary or cultural concepts in the home language, and increasing sophistication in English. Mutual distrust and misunderstanding between elders and children can result.

Intergenerational communication in families is critical as girls become young women and face an increasing number of choices that have direct implications for their early adult lives. These include choices in personal relationships, in life style and values, and in academic and career pursuits. If communication breaks down or ceases, families may need a mutually trusted facilitator to mediate.

There are a number of issues, often invisible, that influence girls' learning, and may require expert, culturally appropriate professional intervention. Survivors of war and journeys of flight may experience ongoing trauma, including anxiety or depression. Girls who are observers or survivors of physical violence or abuse, including abuse in the home, either before or after arriving in the U.S.,

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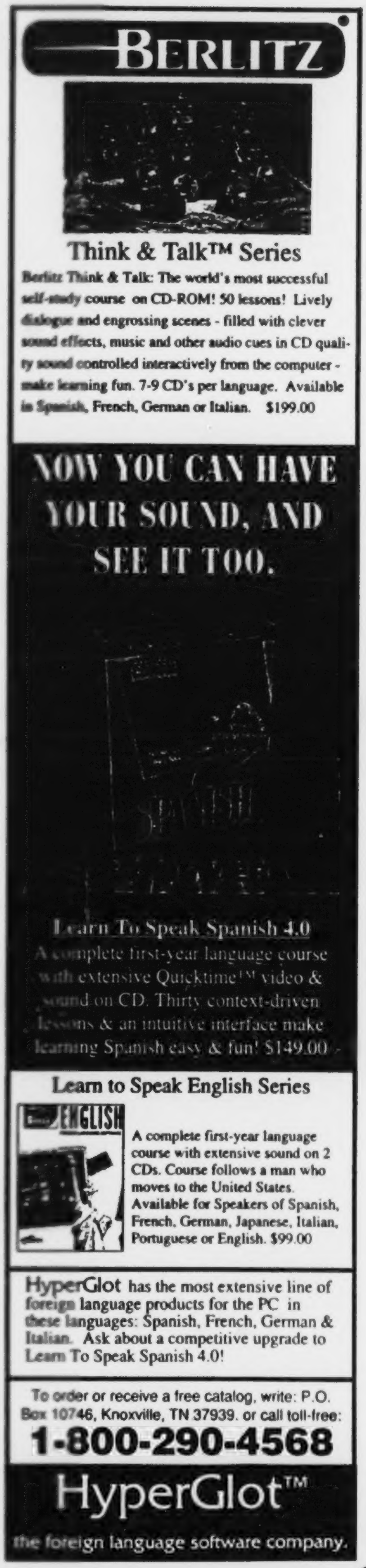
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ADMIN, *from page 7*

referenced or locally developed tests, teachers' evaluations of performance, samples of a student's work, and/or information received from family members and school personnel in identifying limited English proficiency and determining eligibility for bilingual education services.

3) Students who speak two languages and who are judged to be unable to perform successfully in classes where instruction is given only in English or are more than one year behind the average performance of students (of comparable age/grade) in the district in the content areas of reading/writing, math, science, and social studies are considered as having limited English proficiency and shall be eligible for bilingual education services.

Parents/guardians of students who are placed in a state approved bilingual education program must be notified within 10 days of placement. Parents refusing services must inform the school district, in writing, within 30 days of program enrollment (Illinois Administrative Code, 1993).

Establishing identification and entry criteria serves as the cornerstone of a district's bilingual education program. It need not be a tedious endeavor. Through collective intelligence, wisdom, and common sense, a program can be developed that ensures that all children are learning and that all children are being served.

Exiting students prematurely from bilingual education programs has some serious implications for districts with no established exit criteria. Prematurely exiting students results in: lowered academic achievement results in English; an increase in referrals to special education; lowered self-esteem of students; causes frustrations for regular education teachers; creates a negative climate towards bilingual education in general; and essentially, sets the students, their parents, and the program up for failure. To avoid this dilemma exit criteria must be established!

The Illinois State Board of Education has mandated that annual examinations must be administered to students enrolled in bilingual education programs in order to document linguistic and academic growth. This information is then used to determine if students meet the criteria for exiting state-approved programs. Specifically, test(s) may be either the same or different from the one(s) used to identify program-eligible students. When using different instrument(s), the score(s) used for exit must be compared to the 50th percentile or its equivalent on the nationally-normed test used for program eligibility. Students may also be considered for program exiting when scoring at or above the 50th percentile or its equivalent on the nationally-normed English proficiency test for their respective age/grade.

Those Illinois students who have been enrolled in a state-approved bilingual education program, either TBE or TPI, for more then three years are required to participate in the Illinois Goal Assessment Program (IGAP), Illinois' state assessment program. Students, at the minimum, are expected to score at their district average for their age/grade level. This information will also be used to determine if a student is ready to leave the bilingual education program.

Addison School District #4 located in Addison, Illinois, DuPage County has developed its entry and exit criteria through **Project Advance**, which is a federally-funded Title VII program. The criteria as spelled out in Project Advance are comprehensive in nature, apply to both TBE and TPI programs across all age and grade levels, and were developed collaboratively by the project director, program teachers, building principals, and central office administrators. This combined effort turned a potential nightmare into a learning situation where everyone involved contributed and was able to accept the end product as one that would be fair and equitable to bilingual education students of the district.

Students exiting Addison SD #4's TBE and TPI programs will do so having the reading, writing, listening, and speaking skills necessary to function successfully in the traditional curriculum. An important consideration in the evaluation process is the utilization of not only standardized assessment instruments but also a combination of these types of tests with both structured and unstructured assessment techniques. Gathering information from a variety of sources provides a "holistic profile" of the student. Students are exited when they and their teacher are confident in their academic progress.

The following criteria are considered for students who have demonstrated their eligibility to exit the bilingual and/or ESL program. In essence, a portfolio/outcomes based approach is utilized. To exit the TBE or TPI program in Addison School District #4, a student must score at a minimum fluency level on the English component of some type of language assessment instrument and be within the same range of the academic performance in reading and other content areas of the average English-speaking child in his/her grade level. Academic performance in the native language should be compared to English academic performance to determine readiness for program exit. A fluency level of 4 or 5 on the Language Assessment Scale-Oral, for example, identifies the student as a "native like" speaker of the English language. The students must also score as fully English proficient in reading and writing when compared to his/her age group.

More than anyone, the classroom teacher knows his/her students' strengths and weaknesses best. The teacher is the one who has every opportunity to view and measure the actual learning process and the progress of individual students. For this reason the classroom teacher is in a position to provide important input as to whether a student is ready to exit these programs. Teacher recommendation should play an integral role in the decision-making process. Additional information to be considered are individual results from mid year and end of the book grade level tests from the district's English reading series. Students who are eligible for exiting should be reading at or near grade level in the English language. Near grade level is translated to mean six to twelve months above or below their respective grade level.

Students who are exiting the bilingual and/or ESL program should have completed a transitional reading program. Successful or unsuccessful completion of the transitional reading series will be documented by the classroom teacher and will serve as a criterion for determining whether or not to place the student in the mainstream reading program. It is important to remember that once a student is placed in a transitional reading program native language instruction with the Spanish basal reading program should no longer occur. However, native language instruction can continue in the other content areas, if appropriate.

To obtain even more information on the student it is recommended that mainstreaming occur, whenever possible, before they are fully exited. Success or lack of success in mainstream classes should be used as additional criteria for consideration. Mainstreaming also allows for input from a certified teacher outside the bilingual and ESL program.

Structured assessment strategies should also be used in making such an important decision as exiting students from the bilingual and ESL program. Implementing a combination of strategies such as checklists, cloze tests, criterion-referenced tests, rating scales, questionnaires and structured interviews enables us to expand the view of the student and provides a more "holistic" picture. They are also consistent with an outcomes based approach. Unstructured assessment methods frequently are somewhat more difficult to score and evaluate. However, they can provide valuable information about the skills of children, particularly in the area of language proficiency. Furthermore, techniques such as writing samples, homework, logs or journals, games, debates, brainstorming, story retelling, anecdotal notes, and naturalistic observations actively involve students in the assessment process. A student interview, parent interview, and input from the building principal are other "exit" components considered in the Addison plan.

In summary, establishing entry and exit criteria for bilingual education programs is critical. They serve as the foundation for these programs, helping to identify students who are eligible to receive services. They also prevent schools and school districts from prematurely exiting students. This process need not be a nightmare for school districts. Developing policies that have the students' best interests in mind is reflective of a district which is proactive, one that is an advocate of language minority children, and one which promotes equity, success, and stability.

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Editor's Note: Contributions to the ***Administration of Bilingual Education Programs*** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone:* (708) 628-2730.

« NABE »

21 Differences Between H.R. 3229 and H.R. 3130

1. H.R. 3229, the Congressional Hispanic Caucus bill, includes specific appropriations targets for ESEA Title VII, and provides for annual increases in Title VII funding through fiscal year 1997, with a $550 million appropriations limit that year. (In fiscal year 1993, Title VII funding was less than $200 million.) H.R. 3229, the Administration's bill, does not set appropriations targets or specified increases in Title VII funding authority.

2. H.R. 3229, the Congressional Hispanic Caucus bill, provides for a balanced distribution of funding between the three parts of Title VII (60 percent part A - Instructional Programs; 15 percent part B - Research, Development, and Dissemination [Research, Grants to State Education Agencies, Instructional Materials Development, National Clearinghouse, Multifunctional Resource Centers, and Evaluation and Assessment Centers]; and 25 percent part C - Bilingual Education Teacher Training). H.R. 3130, the Administration's bill, does not specify a distribution of funds among the three parts of Title VII. Indeed, the amount of funds devoted to any one part could range from all Title VII appropriations to none.

3. H.R. 3229, the Congressional Hispanic Caucus bill, continues the distinction contained in current law between "bilingual education programs" which provide instruction in both English and a student's native language and "special alternative instructional programs" which do not provide instruction in a student's native language. H.R. 3130, the Administration's bill, eliminates the distinction between these two radically different types of instructional programs by defining "bilingual education programs" to include those which provide only monolingual instruction. Definitions are important, and only programs which provide instruction in both English and a student's native language should be called "bilingual."

4. H.R. 3229, the Congressional Hispanic Caucus bill, specifies four different types of grants under part A to encompass different programming needs: 1) Program Development and Implementation Grants to start new, within school instructional programs; 2) Program Enhancement Projects to expand or enhance existing instructional programs; 3) Whole-School Programs to start new school-wide instructional programs; and 4) System-Wide Improvement Grants to improve the education provided to LEP students throughout an entire educational agency. H.R. 3130, the Administration's bill, specifies only three different types of instructional program grants, collapsing into one category grants to start new within-school programs and grants to expand or enhance existing programs. Enhancing an existing instructional program is not the same task as starting a new instructional program; grant amount, duration, and requirements should be different for these two different tasks.

5. H.R. 3229, the Congressional Hispanic Caucus bill, specifies a fixed grant term of 2 years for Program Enhancement Projects and 5 years for the three other part A grant programs. H.R. 3130, the Administration's bill, provides grants for up to 2 years to develop new bilingual education programs or to enhance existing programs and up to 5 years for Comprehensive School or Comprehensive District grants. The duration of Title VII part A grants should be fixed and not be left to the discretion of Education Department staff.

6. H.R. 3229, the Congressional Hispanic Caucus bill, authorizes the awarding of grants to community-based and tribally-sanctioned non-profit organizations to establish or enhance bilingual preschool programs or programs to supplement the instruction provided to LEP students by local education agencies. H.R. 3130, the Administration's bill, does not authorize grants to community-based or tribally-sanctioned non-profit organizations. NABE believes that Title VII should tap the native language resources available in language-minority communities through grants to non-profit organizations.

7. H.R. 3229, the Congressional Hispanic Caucus bill, makes State educational agencies (SEAs) eligible for System-Wide Improvement Grants, applying individually or in consortia with other SEAs or local educational agencies (LEAs). H.R. 3130, the Administration's bill, does not allow SEAs to apply for any part A grants.

8. H.R. 3229, the Congressional Hispanic Caucus bill, specifies a "core" set of three critical activities which must be part of school-based Title VII program grants – 1) improvement of the instructional program, 2) staff development, and 3) family education. A full range of additional "permissible" activities is also specified. H.R. 3130, the Administration's bill, does not specify a "core" set of critical activities.

9. H.R. 3229, the Congressional Hispanic Caucus bill, specifies certain priorities for the different types of part A grants to focus resources on areas of particular need. Under H.R. 3229, priority for Program Development and Implementation Grants to start new within school instructional programs is accorded to applications for early childhood and secondary education programs; priority for Whole-School Programs to start new school-wide instructional programs is accorded to schools which enroll a large portion of limited-English-proficient students; and priority for System-Wide Improvement grants is accorded to applicants which enroll a large proportion of limited-English-proficient students as well as to consortia of eligible applicants to serve limited-English-proficient students in rural and linguistically isolated settings. H.R. 3130, the Administration's bill, includes no priorities to target grant assistance to areas of particular need.

10. H.R. 3229, the Congressional Hispanic Caucus bill, includes a general priority, applicable to all types of part A grants, "to applications which provide for the development of bilingual proficiency for all participating students." H.R. 3130, the Administration's bill, does not accord priority to programs which develop student bilingual proficiency.

11. H.R. 3229, the Congressional Hispanic Caucus bill, requires all part A grant applicants except for Indian Tribes and non-profit organizations to submit a copy of the application to the relevant State educational agency (SEA) for comment. H.R. 3229 encourages, but does not require, SEAs to comment on all part A applications, and does require the Secretary to take any SEA comments into consideration when funding part A applications. H.R. 3130, the Administration's bill, provides that in order for any eligible applicant to apply for funds under part A, its State educational agency must review the applications and provide comments to the Secretary. In NABE's view, SEA review of applications from Indian tribes and non-profit organizations is not appropriate. Moreover, NABE believes that a SEA's failure to provide the Secretary with timely comments on a part A application should not bar consideration of the application by the Department of Education.

12. H.R. 3229, the Congressional Hispanic Caucus bill, directs the Secretary of Education to conduct research in three critical areas where current research is limited (application of local, State, or Federal educational goals, content, performance and delivery standards to LEP and language-minority students; high quality secondary school programs for LEP students; high quality early childhood development programs for LEP students). H.R. 3229 also authorizes the Secretary to conduct research in other areas including the development of bilingualism; parent involvement; services to LEP children through Chapter 1, special education, foreign language education, and gifted and talented education; effective delivery of bilingual education to rural schools and in the less-commonly-taught languages using educational technology and electronic communications networks; demand for bilingual and multilingual skills in business, commerce, and industry. H.R. 3130, the Administration's bill, simply authorizes the Secretary to conduct research related to improving and maintaining high quality bilingual education programs for LEP persons.

13. H.R. 3229, the Congressional Hispanic Caucus bill, sets aside 5 percent of all research funds for field-initiated research by current or recent recipients of grants under parts A (instructional programs) or C (training programs). H.R. 3130, the Administration's bill, does not provide for field-initiated research related to Title VII-funded programs.

14. H.R. 3229, the Congressional Hispanic Caucus bill, continues the 16 Multifunctional Resource Centers (MRCs) as providers of training and technical assistance. H.R. 3130, the Administration's bill, eliminates the 16 Multifunctional Resource Centers.

15. H.R. 3229, the Congressional Hispanic Caucus bill, expands the role of the 2 Evaluation Assistance Centers (EACs) by authorizing them to work on student assessments and renames them Evaluation and Assessment Centers. H.R. 3130, the Administration's bill, eliminates the 2 EACs.

16. H.R. 3229, the Congressional Hispanic Caucus bill, authorizes grants for the development, publication and dissemination of high quality instructional materials in Native American and other languages for which instructional materials are not readily available. H.R. 3130, the Administration's bill, does not contain a specific authorization for instructional materials development.

17. H.R. 3229, the Congressional Hispanic Caucus bill, provides for four differentiated training programs under part C: 1) Training for All Teachers Program, to assist Institutions of Higher Education (IHEs) incorporate courses on the effective education of LEP and language-minority students into all education personnel preparation programs; 2) Bilingual Education Teachers and Personnel Grants to IHEs for degree programs to prepare new bilingual education teachers and educational personnel; 3) Bilingual Education Career Ladder Programs to establish cooperative IHE-LEA/SEA programs that enable educational paraprofessionals to become fully-certified bilingual education teachers. 4) Graduate Fellowships in Bilingual Education Programs to assist graduate students pursuing a masters or doctorate degree in bilingual education (at least 500 fellowships required in fiscal year 1994 with an increase of at least 50 in each succeeding fiscal year). H.R. 3229 accords preferences for training program grant applications which include tenured faculty in bilingual education; provide addition resources for such training from other sources; and with respect to all programs except the Training of All Teachers Program, ensure that individuals completing such programs demonstrate proficiency in English and a second language. H.R. 3130, the Administration's bill, authorizes the Secretary to provide grants to IHEs, SEAs, and LEAs for pre-service and in-service training, but does not provide a specific grant-program framework. H.R. 3130 also authorizes a Graduate Fellowships, but does not specify a minimum number that must be made available. Finally, H.R. 3130 does not accord any preferences for training grant applications such as those contained in H.R. 3229.

18. H.R. 3229, the Congressional Hispanic Caucus bill, elevates the position of Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to the Assistant Secretary level. H.R. 3130, the Administration's bill, does not do so.

19. H.R. 3229, the Congressional Hispanic Caucus bill, continues the current requirement that the Department of Education submit an annual report to Congress, the President, and the American people on the status of bilingual education and the education of limited-English-proficient students. H.R. 3130, the Administration's bill, only requires the Secretary to publish a report every three years.

20. H.R. 3229, the Congressional Hispanic Caucus bill, requires the Secretary to prepare a preliminary report within two years and a final report by October, 1997 on the status of education, especially for LEP and language-minority students who reside near the United States border with Canada and Mexico, as well as Hawaii, the Commonwealth of Puerto Rico, the territories and freely associated nations. H.R. 3130, the Administration's bill, does not require a report on education in border areas.

21. H.R. 3229, the Congressional Hispanic Caucus bill, clarifies that Title VII funds may be used for: the release time of educational personnel involved in professional development; acquisition or development of education technology to better serve LEP students; and conducting language and cultural institutes, including activities of international cooperation, so that teachers better understand the LEP students they serve. H.R. 3130, the Administration's bill, does not provide such clarification.

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Resources for Bilingual Educators

Department of Education Electronic Bulletin Board: Patrons can access the Department of Education to request grant and contract information, a forecast of contract opportunities, and a database of grant program announcements. Contact George Wagner, (202) 708-7811.

Instructional Assessment, An Integrative Approach to Evaluating Student Performance - Sandra Fradd and Patria Larrinaga McGee with Diane K. Wilen. This book meets the critical need of assessing and making instructional plans for ESL and Bilingual students while giving guidelines for differentiating students with language disorders. Case studies provide teachers and administrators with concrete examples of: Assessing oral language development, differentiating language disorders from limited English, performance-based assessment, effective team planning. Addison-Wesley Publishing, Company Order Code 0-201-53964-0, $28.95 (list), $21.71 (net).

The Little Things Make a Big Difference, developed by NAESP and World Book Educational Products. This "how to" videotape and accompanying booklet show parents how they can help their children succeed in school. *The Little Things Make a Big Difference.* Videotape (includes one free booklet)—member price, $14.95. Non-member price, $19.95. Booklets (pack of 25, specify English or Spanish version)—member price, $10.00. Non-member price, $13.50. Add $3.50 for shipping and handling. Allow 4-6 weeks for delivery. Send check or purchase order to: NAESP Educational Products, 1615 Duke Street, Alexandria, VA 22314-3483.

The National Language Policy, A Position Statement from the Conference on College Composition and Communication - Outlines the CCCC National Language policy, explains how the needs for such a policy arose, and discusses the drawbacks of an "English Only" policy. 1993. No. 04770-1288. Free copies are available by calling Don Robbins, 1-800-369-6283.

Story Club - Davidson & Associates, Inc. This multicultural collection of 15 folktales gives students the confidence they need to become active readers. Based on Davidson and Associates' multimedia program, Story Club consists of two readers with folktales from many cultures. Multicultural, thematic literature extends and enhances reading. Teacher's Guide includes storytelling techniques. Reader 1 class set (10), Order Code 0-201-50837-0, $116.00 (list) $87.00 (net).

Strategies for Teachers to Improve the Performance of Language Minority Students - Sharon Johnson. This booklet offers tested strategies, teaching techniques, and methodologies proven to empower language minority students to function at a level of content mastery in academic coursework. $15.00. SCORE for College, Orange County Department of Education, 200 Kalmus Drive, Costa Mesa, CA 92628-9050, 714/966-4475.

Study Skills for Student Success - Sharon Johnson. This book provides practical and comprehensive collection of techniques, research findings, materials, strategies, and teaching tools to help teachers teach students how to learn; especially language minority students and those at risk of failure. Reproduction masters, in English or Spanish, are provided for handouts and visual aids. It supplements the Study Skills Workbook and Tutor's Guide. $50.00. SCORE for College, Orange County Department of Education, 200 Kalmus Drive, Costa Mesa, CA 92628-9050, 714/966-4475.

Thorough and Fair: Creating Routes to Success for Mexican American Students - by Alicia Sosa. This book describes the shift in bilingual education programs over the past twenty years, highlights practices in successful programs and provides suggestions for school district leadership. The major points of the book are: 1) bilingual education programs work when properly implemented; 2) bilingual education is necessary but insufficient response to the goal of equity in student outcomes; 3) LEP students have rights which are protected by federal laws and statutes; and 4) the responsibility for leadership, advocacy and support for improving educational outcomes for language minority students must include key, top-level administrators. 63 pages, $10.00 (discounts available for large orders, call 1-800/624-9120). ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement by the National Association for Bilingual Education. For more information on any item listed above, contact the publisher directly.

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Eastern Montana College

Constructivist Approaches to Literacy

by Jon Reyhner

BOOK REVIEW

Literacy Instruction in Multicultural Settings, by Kathryn H. Au. NY: Harcourt Brace Jovanovich, 1993.

Intended as a college textbook with suggested activities and reading at the end of each chapter, Au's book is a 208 page comprehensive review of the latest research on literacy instruction. She takes an additive, native language maintenance approach to bilingual education.

One of the things I like best about this book is the frequent use of student-teacher dialogue from various ethnographic studies. These classroom quotes clarify the more abstract ideas put forward in the book through actual classroom practice.

Au advocates constructivist models of instruction. After Vygotsky, she defines instruction as "helping the student to become interested and involved in a meaningful activity, then providing the student with the support needed to complete the activity successfully" (p. 40). In constructivist models:

1. Learners actively construct their own understandings.
2. Teaching proceeds from the whole to the part.
3. Literacy is embedded in social contexts.
4. Students are encouraged to explore the functions of literacy.
5. Instruction is student-centered; individual differences are taken into account.
6. Instruction emphasizes the processes of thinking; recognizes the place of students' life experiences and cultural schemata.
7. Instruction allows for cultural diversity. (p. 48)

These characteristics are opposed to those of the transmission model where students passively absorb knowledge provided by teachers and textbooks. On the basis of the constructivist model, Au advocates throughout her book what is popularly called the Whole Language approach to literacy.

Her first chapter examines various reasons put forward for the poor academic performance of cultural minorities, including structural inequality and resistance, citing the work of James Ogbu and Jim Cummins. The second chapter gives and expanded definition of literacy as the "ability and willingness to use reading and writing" (p. 20). She distinguishes between official (school) literacy and unofficial literacy and sees most literacy activities as socializing students into the dominant culture.

Chapter three explores constructivist models. First she discusses emergent literacy, the literacy experiences that kids bring with them to school from their homes. Au declares that "efforts to read and write should be seen as acts of **successive approximation** (p. 36). In these constructivist models instruction is given in specific skills, "but skills are not taught for their own sake" (p. 43). "Skills are taught in relationship to students' needs and interests" (p.49).

Chapter four looks at both student goals and teacher philosophy. Au takes a student-centered approach that asks the student "What would you like to learn next to become a better reader or writer?" (p. 56). While she maintains students should set their own goals, she makes the important point that the "student's own goals are limited by their previous experiences, so part of the teacher's job is to introduce new literacy experiences [such as poetry] that may lead student to formulate new goals" (p. 61). Thus as the teacher changes roles from exclusively providing students knowledge through direct instruction to becoming a guide and facilitator, it is important to remember that it is the guide, not the student, that has the experience, knows the destination, and has a major responsibility for managing the student's trip.

Chapter five deals with classroom organization and building a sense of community in the classroom. Au cites research organization and building a sense of community in the classroom. Au cites research against pull-out programs and tracking because they hurt the students' sense of classroom community. The next two chapters look at patterns of interaction and classroom gatekeeping. She notes that mainstream parents socialize their children into common classroom practices such as answering questions to which the questioner already knows the answers. She advises teacher to "begin with the assumption that students' actions are inherently logical" and that it is the teacher 's job to search for that logic (p. 103). She advocates a composite classroom culture where both the home and school cultures are valued and used.

Chapters eight and nine are on language differences. Au reviews recent research that indicates native language literacy should be developed before second language literacy. Citing the work of Luis Moll and Stephen Diaz on how students can give more information about a story read in English when questioned in their first language, Au notes how monolingual instructors underestimate the language competencies of bilingual children. Chapter 10 talks about the process approach to writing and describes "writer's work shop" activities.

The last chapter on multiethnic literature is the weakest. It includes only three short paragraphs each on Hispanic and American Indian litera-

Continued on page 29

Upcoming Events

November 7-11, 1993 - National Indian Education Association Annual Convention, "Reflections of the Past, Visions of the Future." Mobile Convention Center, Mobile, Alabama. For further information, contact: Jane Weeks, Alabama Indian Affairs Commission, 669 South Lawrence St., Montgomery, Ala. 36104; (800) 436-8261.

November 10-13, 1993 - National Association for the Education of Young Children (NAEYC). Anaheim Convention Center, Anaheim, California. For further information, call: (800) 424-2460, or (202) 232-8777.

November 11-12, 1993 - 2nd Annual Michigan Department of Education Multicultural Education Conference. "Education in a Multicultural America," Lansing, MI. Contact: Cynthia Theusch or Nancy Wing, Office of Enrichment and Community Services, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909, (517) 373-3260.

November 11-13, 1993 - International Reading Association (IRA), 21st Southwest Regional Conference, Tulsa. Contact: Gwen Humprey, 2552 East 23rd St., Tulsa, OK 74114. (918) 747-4119.

November 13, 1993 - Conference on Books in Spanish for Young Readers. San Diego Convention enter (Upper Level), 111 West Harbor Drive, San Diego, California. For further information, call: (619) 752-4070.

November 17-20, 1993 - The Association of Mexican American Educators 28th Annual State Conference. Marriot Hotel, Burlingame, CA. For information, contact: Tony M. Gonzales at (510) 471-9622.

November 18-20, 1993 - Oklahoma Association for Bilingual Education Annual Conference, "Bilingual Education: A Varied Experience." It will be held at the Shangri-La Resort in Grove, OK. For further information, contact: Sharon Ballew at (918) 457-5996.

November 18-20, 1993 - Arizona Association for Bilingual Education Annual Conference, "We All Win-Todos Ganamos," Tucson Convention Center. For further information, contact: Gloria V. Barnett at (602) 881-8372.

November 20-22, 1993 - American Council of the Teaching of Foreign Languages (ACTFL), San Antonio, Texas. For more information, contact: Louise Patierno, ACTFL, 6 Executive Plaza, Yonkers, NY 10701. (914) 963-8830.

November 27 - December 5, 1993 - Guadalajara International Book Fair (Ferial Internacional del Libro) — FIL '93, "Book, Video, and Communication," Guadalajara, Mexico. Contact: FIL '93, Av. Francia #1747 Col Moderna, AP. 39-130, ZC. 44100, Guadalajara, Jalisco, Mexico. TEL. (52-3) 610-03-74 or (52-3) 610-02-79\92. FAX. (52-3) 610-03-79 or 612-28-41.

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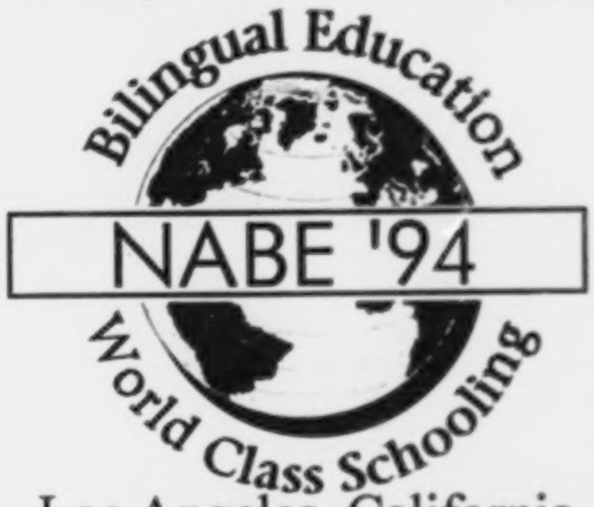

Los Angeles, California

New Study Documents Multi-Ethnic Nature of Childcare Centers

"A tremendous asset... an enormous challenge"

California Tomorrow recently released a new report, *Affirming Children's Roots,* which documents for the first time the multi-ethnic character of childcare centers in San Francisco, Alameda, Merced, Los Angeles, and San Diego counties. California Tomorrow hired Field Research Corporation to conduct the survey of 434 centers which found that 96% of childcare centers serve children from two or more racial groups and 81% serve children from two or more language groups. According to Deborah Jay, president of Field Research, "This research demonstrates that demographic changes are affecting every level of society, and the crucial need for policy makers and educators to engage in serious study and discussions about what constitutes appropriate and healthy early care and education."

Hedy Chang, primary author of the report, reveals , "This diversity is both a tremendous asset and enormous challenge. Diverse settings offer children, parents, and caregivers an invaluable chance to learn about, and benefit from, the strengths of each other's cultures and languages. If we accept the challenge by designing programs and training teachers to positively respond to the racial diversity, then our children will grow up with the ability to work side by side with people different from themselves." Don Ritchey, past president of Lucky Stores, agrees: "The reality is that many different cultures are coming together in the workplace, and yet many entering the workforce are ill-prepared to deal with this diversity. It is essential for our economy and in creating a fully functioning society that our children grow up accepting cultural diversity. We have the potential to be enriched in all phases of our lives."

Combining the survey findings with research describing the importance of culturally and linguistically appropriate care, *Affirming Children's Roots* reveals that today's families and child care centers require the development of new approaches to early care and education. What constitutes appropriate child rearing practice is a reflection of the values and beliefs of families and their communities. How even the most basic acts of care -- feeding, toilet training, comforting, playing -- are carried out reflect the cultural values of the caregiver. Like many other institutions and practices in our society, child care policy and standards have been shaped by the dominant culture. Consequently, policies and practices must be reexamined and modified to be appropriate to families whose lives have been shaped by a different set of cultural beliefs. Hedy Chang writes "Located at the very nexus between home and school, early childhood programs play a critical role in the learning and socialization process. Programs which understand, acknowledge and build upon the socialization that a child has received from family and community have been much more successful at improving intellectual, cognitive and social outcomes for minority children."

The current system of early care and education is currently unprepared to take advantage of the benefits of the multi-ethnic nature of centers, and to provide appropriate care to all children. This situation reflects the lack of training opportunities for child care providers and the need for greater recruitment of minority staff. Although some information about strategies for working with diverse populations is available, it is limited in scope and the absence of a centralized clearinghouse makes it difficult to find. Moreover, fragmentation within the current system of pre-service and in-service staff development means there is no mechanism for assuring that caregivers receive training on these issues. At the same time, the field suffers from a shortage of both language and cultural-minority staff persons who could help increase the awareness and responsiveness of a center to the practices of families from minority communities. For example, more than half of the centers caring for at least one Asian child do not have Asian staff. 43% of the centers caring for at least one African-American child do not have any African-American staff.

The report also includes descriptions of some innovative centers which provide glimpses of appropriate care. *Affirming Children's Roots* ends with a number of key recommendations including training for all child care providers in strategies for working with culturally and linguistically diverse children, the development and support of model programs and training materials, and improved information and training for parents.

California Tomorrow released this report as the first in a series about children, schools, families, and social services in California, in the light of the multi-ethnic demographic portrait of the state. California Tomorrow is a non-profit organization committed to making racial and ethnic diversity work, and to building a society that is fair and open for everyone, especially children.

Copies of this report are available from Hedy Chang at California Tomorrow, Fort Mason Center, Building B, San Francisco, California 94123. Phone: (415) 441-7631.

« NABE »

NABE BOARD, *from page 5*

It wasn't the first time I encountered culture shock. I remember an incident when we lived in Alabama. In Puerto Rico, there's a custom of asking your elder relatives for God's blessing. Instead of greeting an elder by saying "hello", we say *"bendición"*. The elder in turn answers *"Dios te bendiga"* (God bless you). To me this was as familiar and natural as everyday conversation. One day my next door neighbor decided to greet her father with "la bendición." Her father looked at her, surprised, and asked, "What did you say?" My friend answered, "Well, that's the way Mary greets her father."

Those short encounters which I call the "events of cultural differences", settled deep into me, forming within me a serious desire to work with others. I wanted to be a teacher. I wanted to teach English to young pupils. My goal was to guide my students into the wonderful world of learning a different language. I wanted them to understand and communicate with other people. I wanted them to open up their small world. Language can be, and is, a barrier to full understanding between peoples; especially if the opportunity to learn is not provided. This was my goal when I began to work and it still is what drives me to continue working.

I taught English as a Second Language classes for eleven years in Puerto Rico. It wasn't easy all the time. Politics are tied into the teaching of English in Puerto Rico. To help you understand, I will provide you with a little bit of Puerto Rican history. Puerto Rico is a territorial possession of the United States, and has been since the end of the Spanish-American War in 1898. For the past ninety-five years, the teaching of English in the public schools of Puerto Rico has been a very controversial issue. The official policy concerning the language of instruction has varied, from English-only to a combination of both Spanish and English. In 1949, Spanish was decreed to be the official language of instruction, and English was to be taught as a subject. This mode of instruction has prevailed to the present day.

For me bilingualism is a natural fact of life. I see all the advantages of being able to enjoy the best of two worlds. As a professional, that's the message I have tried to convey. During the past four years I worked with a bilingual program, as the disseminator and teacher trainer for project C.E.M.I. (Computer Education for Multilingual Instruction) at the Universidad del Turabo in Puerto Rico. It was during this time that I really became involved with bilingual education and its issues. This job provided me the platform I needed to become an active advocate for bilingual education. At the moment, I am a student again, working towards my doctorate in Bilingual Education at the Pennsylvania State University. Moving to Pennsylvania has helped me: now I'm closer to all those I represent at the national level, and I'm immersed in one of the states currently pleading for bilingual education to be recognized as a solution to their educational needs.

I will not stop being Puerto Rican just because I speak English, or because I may live in a country other than Puerto Rico. Spanish will always be the language I use to praise the Lord. Spanish is very special for me. My thoughts and feelings of love are spoken in Spanish. But I do not prohibit myself from the benefits of learning another language, and of meeting interesting and wonderful people just because I have such a high regard for the Spanish language. I feel at ease among English speakers.

I foresee a future where we will all respect each other, despite the differences there can be between us -- race, language, culture... This doesn't mean that in my crystal ball I see a clear and easy flowing path. No, we still have a long and difficult road to follow until we reach the path of understanding. I am convinced that bilingual education is the only way to improve the quality of the outcomes from our educational system. The minorities who make up a large part of our system are too many to ignore. I can find no way to better state the reason for bilingual education than to echo the words of Leticia Quezada, President of the Board of the Los Angeles Unified School District:

> "We must invest in the education of these students because they are who America is today. They are who America will be tomorrow."

« NABE »

COLLABORATION AMONG BILINGUAL, ESL AND FOREIGN LANGUAGE TEACHERS

As part of its ongoing effort to collaborate with the American Council on the Teaching of Foreign Languages (ACTFL), TESOL, and other members of the language teaching profession, NABE is collecting information on successful methods of collaboration among bilingual, ESL and foreign language teachers. We are seeking descriptions of specific strategies and techniques used to promote language learning by working collaboratively with other teachers and their classes. For example, a foreign languageteacher and a bilingual teacher might pair their students so that they serve as models of native speakers for each other.

Descriptions will be compiled and shared with the memberships of the various language teaching organizations.

Send information about successful collaborative techniques to Dr. Nancy F. Zelasko, NABE Assistant Director, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018 no later than December 31, 1993.

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Reading Styles of Hispanic Students with Learning Disabilities in Elementary Grades

by Isabel Gómez Wilson, Ph.D.

Editor's Note: The following article is an abstract of Dr. Wilson's recent doctoral dissertation.

This empirical study identified the reading styles of learning disabled (LD) Central-American, Cuban-American, and Puerto Rican students in grades three, four, and five. A sample of one hundred twenty-nine students was selected from six elementary schools in Dade County, Florida. The Reading Style Inventory (RSI) was administered to assess five stimuli: perceptual, environmental, emotional, sociological, and physical which contained a total of twenty-nine reading preferences.

Four areas of difference were detected across environmental, sociological, and physical stimuli. Those differences were: (1) environmental differences across the three ethnic groups, (2) sociological differences between Cuban-Americans and Puerto Ricans, (3) sociological differences between students in grades three and five, and (4) physical differences between third and fourth graders.

Notable differences were found in the environmental stimuli preferred by Central-American, Cuban-American, and Puerto Rican LD students. Puerto Rican students demonstrated a much stronger preference for a highly organized environment over Central-American and Cuban-American students.

Strong sociological differences were noted between Puerto Rican students and the other ethnic groups. Central-American and Cuban-American students had a strong preference for reading to a teacher while Puerto Rican students demonstrated a low preference for this activity.

A marked sociological difference was noted between third and fifth graders in their preference to read to a teacher. While third graders strongly preferred to read to a teacher, for fifth graders it was only a moderate preference. Differences in physical preferences between third and fourth grade were found. Third graders strongly preferred to read in the morning. Fourth graders had a low preference for reading in the morning.

A model of the preferred reading style of Hispanic LD students in grades three, four, and five was developed to depict their strong and moderate reading style preferences. The reading style profile of Hispanic LD students indicates these students have strong kinesthetic and tactual styles. Visual and auditory modalities are moderate preferences. They prefer to read in a quiet, cool, organized environment, that is casually furnished with pillows and rugs. They are highly motivated by adults, persistent, and responsible. Self-motivation is moderate as well as their desire to have their work checked often. They have a moderate preference for variety in reading methods and materials and they require moderate amounts of structure during reading activities. These students indicated strong preferences for reading with one peer as well as with a peer group and the teacher. Moderate sociological preferences include reading to a teacher, reading with a peer group, or reading alone. Their preferred time to read is in the early afternoon after lunch. They also indicated a preference for reading in the P.M. They enjoy snacking moderately while reading.

The results of this study indicate Hispanic LD students can identify their preferred reading style. The preference for kinesthetic and tactual reading styles by Hispanic LD students was perceived as a reflection of their difficulty to encode visual and aural information. However, kinesthetic preferences were indicated by gifted Mexican-American middle-grade elementary students in the Chicago area and by Spanish speaking college students in Puerto Rico, suggesting that kinesthetic style may be a strong ethnic/cultural style.

Hispanic LD students preferred a quiet reading environment. Students with attention deficit disorders (ADD) require an environment free from any and all distractions in order to sustain their concentration on the reading activity.

The strong preference for adult-motivation by the Hispanic LD students in this study contrasted with the peer-motivation preferred by low socioeconomic Mexican-American students reported in other studies. This leaves open to question whether the bilingual special services received by the Hispanic LD students in Dade County Public Schools contributed to the emotional stability of the students in their care.

In order to confirm the accuracy of the students' responses when identifying their persistent and responsible style, this researcher contacted the teachers in the six schools participating in this study. Teachers in four of the six schools confirmed the students were indeed persistent and responsible. They based their opinion on the amount of classwork completed and homework turned in. One teacher reported the students were not persistent and responsible when they first entered the program but after receiving counseling to improve their self-esteem and attending workshops to teach them responsibility the students' attitudes had improved notably.

Considering the results of this study, the following recommendations were made:

1. Learning styles of Hispanic students with exceptional needs are just beginning to appear in the literature. Since no one can learn to read in a language foreign to them, reading instruction must be congruent with the learner's linguistic ability. This was a crucial preference not identified in the model for Hispanic LD students, but its implementation must be addressed. Teacher training programs should emphasize the importance of reading and linguistic styles while planning differentiated education for learning disabled students, particularly learning disabled Hispanic students.

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ASSESSMENT, *from page 10*

Then teachers, and educators in general, can own the process of restructuring assessment; and as a result educators can feel empowered, challenged, and energized to make the commitment to change assessment procedures used in the school system from within. That is, educators need to undergo an attitudinal change process that will result from an ***awakening experience***. In contrast, it is very difficult to translate and apply quantitative information resulting from standardized instruments directly to learning activities.

In summary, information derived from developmental assessment instruments can serve as a basis for developing models and principles for guiding teachers in planning successful educational programs for language-minority students in relation to their idiosyncratic linguistic and cultural needs. Qualitative assessment methods can help educators to accurately describe students' first and second language proficiency, intelligence, achievement levels; and to develop educational programs that optimize the cognitive, linguistic, affective, and social development of language-minority students.

The negative social and ethical implications of labeling arise as a consequence of inaccurate standardized instruments used with language-minority children. The result is a misdiagnosis. Mislabeling becomes a powerful tool that negatively affects the expectations and attitudes of educators and parents. In fact, mislabeling occurs from the misuse of standardized instruments that were created based on philosophies and theories developed for monolingual students. In addition, test administration as a technique just for "its own sake" can result in misdiagnosis. Diagnosis is a more complex art in which assessment models and instruments are carefully selected by a knowledgeable educator for meeting the students' idiosyncratic characteristics. In the case of language-minority students, these assessment instruments meet their cultural and linguistic characteristics, and are administered with flexibility in order to follow the students' unique ideas, contents or themes, and developmental level.

In summary, to restructure the current assessment procedures used in the school system with language-minority students, school personnel need to be educated differently. We need to provide educators with an ***awakening experience*** that will help them to overcome their shields that protect their old attitudes. The ***awakening experience*** will open a whole new world of fresh conceptual, cultural, and individually-based understandings and philosophies on the assessment of language-minority students.

*Editor's Note: Contributions to the **Assessment of Language-Minority Students** column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-8725.*

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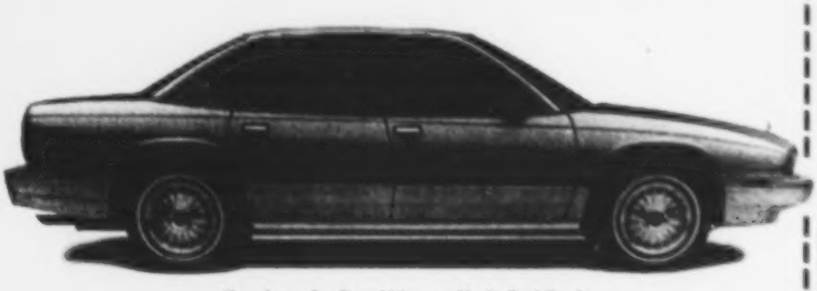

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Asian and Pacific American Special Interest Group Update

SIG Chair: Janet Lu, President, National Association for Asian and Pacific American Education

by Linda Wing, Ph. D.

BOOK REVIEW

The Learning Gap, by Harold W. Stevenson & James W. Stigler. NY: Summit Books, 1992.

I was among the first in line at my local bookstore to buy a copy of *The Learning* Gap when it was published last year. My keen anticipation was not misplaced. Simply put, I believe every educator, parent, and policy maker should read this book.

The authors, Harold W. Stevenson and James W. Stigler, have been engaged in cross-national studies of education in Japan, China, Taiwan, and the United States since the late 1970s. More specifically, their work has focused on the academic achievement of first grade and fifth grade children in Sendai, Japan; Taipei, Taiwan; Beijing, China; Minneapolis, Minnesota; and Chicago, Illinois. The team's data includes the results of individually administered student achievement tests, interviews of parents and teachers, and observations of classroom interactions.

Its title implies that The *Learning Gap* is simply the latest iteration of *A Nation at Risk,* that is, another call to arms to cure the ills of American education lest we lose our competitiveness and leadership among the advanced countries of the world. However, the book is much more than that. While Stevenson and Stigler do document the relative achievement of American and Asian children-and American children do not fare well (although not as badly in reading as in mathematics)-they move on quickly to describe their decade-long exploration of why this is the case and what the implications are for American education. Their analyses are thoughtful and thought-provoking.

Early on in their research, Stevenson and Stigler dealt with cognitive functioning. They found no merit in the hypothesis that American children's achievement is "due to deficiencies in innate intellectual ability." Instead, the team discovered evidence suggesting that the differential achievement of American and Asian children is linked to: 1) the greater likelihood of American mothers and children to attribute success in school to innate ability; and concomitantly, 2) the greater likelihood of Asian mothers and children to attribute success in school to effort. These findings captured my attention in the early 1980s, when Stevenson and Stigler first began to publish the results of their comparative studies. As a true believer in the educability of all children, I was heartened to find a solid underpinning for my constant refrain to students: There is no limit to what you can achieve if you work hard and persist. As a non-believer in claims of the inherent higher intelligence among Asians in America, I was spurred on by Stevenson's and Stigler's research to continue asking contrary questions; about the educational achievement of Asian American students, for example: Do they achieve more simply because they study more?

I expected to find an elaboration of these early findings in *The Learning Gap,* an expectation that prompted me to put the acquisition of the book on my priority list. My expectations were exceeded by far. In addition to describing attitudes and beliefs about achievement, Stevenson and Stigler address, in a manner that is at once easy-to-read and richly illuminating, the learning experiences of Asian children at home and school, their mothers' child-rearing views and behaviors, their mothers' expectations of, and level of satisfaction with, schools, the organization of Asian schools, the status of teaching in Asian countries, and the pedagogy of Asian teachers.

What I find the most provocative among the findings new to me are those that pertain to teachers and teaching. In Japan, teachers learn their craft through an apprentice-type system. By law, they receive at least 20 days of professional development during their first year in the profession. Master teachers on one year leaves of absence supervise the professional development, do classroom observations of the new teachers, and counsel them on their work. New teachers also interact with the head teachers in their schools who organize sessions on teaching techniques and lesson plans.

In China, 1st, 2nd, and 3rd grade teachers are responsible for teaching both reading and math. Teachers of 4th, 5th, and 6th graders specialize in one of these subjects. In both Japan and China, teachers are in the classroom no more than four hours per day, although they are at school for more than nine hours per day, roughly two hours more than American teachers. The non-classroom portion of Asian teachers' time is spent meeting with each other, preparing for future lessons, working with individual students, and attending school meetings.

The lessons of Asian teachers are directed towards helping children to solve problems, not to attain rote mastery. Functioning as 'knowledgeable guides," Asian teachers pose questions to stimulate thought, not to get right answers. One Japanese teacher reported to Stevenson and Stigler that much of the conversation among teachers in her school was "about questions we can pose to the class-which wordings work best to get students involved in thinking and discussing the material. One good question can keep a whole class going for a long time, a bad one produces little more than a simple answer."

Stevenson and Stigler describe Asian teachers as relying upon "stu-

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IMMIGRANT, *from page 15*

require counseling and other expert, systematic forms of school and community support. These issues are not confined to immigrant communities. Violence against women and girls has been on the rise across the U.S., particularly in economically stressed communities. Sexual harassment is widespread. However, due to language, culture, or social alienation, immigrant girls may find sharing these issues and accessing professional and informal support particularly difficult.

Cultural tabus around sexuality, along with a sense of alienation from mainstream U.S. society, may intensify the tendency for girls and women to remain silent as survivors of sexual abuse. Depending on a girl's age, student journals and other writing, as well as art work, sometimes serve as a vehicle for her to share difficult personal experiences with a trusted educator. It is essential for educators to bear in mind that understandings of medical or mental health and healing can vary widely from culture to culture, and both support and interventions must be culturally appropriate in order to be effective.

As immigrant girls enter "adolescence", developmental and cultural issues often become difficult to disentangle. Moreover, researchers identify adolescence as a time when girls' optimism, self-esteem, and confidence sharply decline; personal and societal expectations for girls and boys become more differentiated; and classroom practices increasingly favor students who are competitive, autonomous, and assertive.

Female teen suicide, female gangs, illicit drug commerce and use among girls, early school-leaving, and early pregnancy have increased dramatically, particularly in immigrant communities where females historically have been "well behaved", "responsible", and "stable". While these trends have been sensationalized in the mainstream media, they represent genuine, complex issues. Some of the most successful programs that serve immigrant girls are collaborations between community-based organizations and school-based educators to combine resources and expertise.

Many educators and youth service workers emphasize the need to understand the customary values, attitudes, and behaviors in a given cultural community. Such concepts as "self esteem", "self concept", and "leadership", prominent in discussions about programming for girls, have meaning and implications that can vary with the cultural context. For example, reticence cannot be immediately equated with low self esteem; respect for elders' authority should not be confused with a lack of leadership potential; and reluctance to work autonomously or outshine others should not be attributed to overdependence on others.

School-based educators must encourage immigrant girls to negotiate their way between two (or more) cultures, rather than conforming to one cultural standard or another, viewing their choices as "either or". "Either or" can work for a while, but often results in crises in adolescence due to a girl's sense of "neither nor" disconnection from any cultural community. It is important for girls to receive guidance from adults who have grappled with (gender and ethnicity) identity issues themselves and have found ways to successfully bridge cultures.

For most immigrant girls, learning to navigate successfully among cultures and communities involves examining their roles and relationships, both present and future, and rethinking the choices available to them.

Given that most people who live in poverty are women and their children, gender equity in education is a survival issue for all girls. Educators need to promote gender equity in their schools and provide appropriate sup port to immigrant girls.

Recommendations for school-based educators:

* Collaborate closely with community members who are familiar with issues that concern immigrant girls and young women in their community.

* Address gender bias schoolwide, including program design, curriculum development, and staff training, taking into account how the issues play out for immigrant girls.

* Provide adult support, with mentors and role models from backgrounds similar to the girls, to help girls establish a grounding in their families and home cultures, while exploring nonstereotypical roles and nontraditional life choices.

* Structure programs during the school day. Many immigrant girls have responsibilities after school or at work, or protective parents who expect them to return home immediately after school.

* Involve parents so that they gain access rather than "lose" a daughter. Although parents may not speak English fluently or understand the experiences and choices their daughter encounters in a U.S. school, there is much in the way of life experiences and support that parents can provide. Family support of girls' success is important.

* Support girls' nontraditional academic and recreational pursuits, including math and science studies and athletics, to help girls begin to counter internalized stereotypes about females.

* Design programs for immigrant girls that include frequent opportunities to communicate and collaborate closely with US-born girls, especially with US-born girls of their ethnicities.

We wish to acknowledge the contributions of Anna DeLuna, Alicia Salinas Sosa, and Yoland Garcla of the Intercultural Development Research Association (IDRA), San Antonio, TX; Lillian Galado and Joan Natata of Filipinos for Affirmative Action, Oakland, CA; and Nan Stein of the Wellesley College Center for Research on Women, Wellesley, MA.

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Vivian W. Lee, the column editor, directs the National Center for Immigrant Students which is a project of the National Coalition of Advocates for Students.

Rachel N. Sing is a doctoral student at the Harvard University Graduate School of Education.

Editor's Note: Contributions to the ***Immigrant Students*** *column should be sent to Ms. Vivian W. Lee, NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116. Phone # (617) 357-8507.*

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ture. The book has no real conclusion, but I do not think such a clear review of recent research needs one. This is an excellent book for teachers wishing to update their knowledge about developing children's literacy in multicultural settings.

Central to this book is the idea that many U. S. classrooms today are characterized by the transmission model of instruction in which it is assumed that students already know the importance and uses of literacy. Mainstream students can survive and even prosper in these classrooms because of the education they have received at home in terms of both motivation to succeed and language abilities. However, minority students flounder and often find failure in these transmission oriented classrooms. If classroom cultures are changed in the direction Au advocates, more students, both mainstream and minority, can achieve academic success.

Editor's Note: Contributions to the ***American Indian Bilingual Education*** *column should be sent to Jon A. Rehyner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (406) 657-2293.*

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READING, *from page 25*

2. Studies are needed to investigate the reasons why kinesthetic perception is the preferred learning style of Hispanic students.

3. The identification of reading styles for Hispanic LD students should be conducted in both their native language and second language. Reading instruction should also accommodate their bilingual status.

4. Further research should be conducted examining the reading styles of learning disabled Hispanic students considering socioeconomic levels, generational differences, geographic location, instructional strategies, or exceptionalities.

Editor's Note: This article was contributed by NABE's PolicyMakers Special Interest Group, which is chaired by Rosa Castro-Feinberg, 8380 SW 90th St, Miami, FL 33156. Phone: (305) 995-1334.

• NABE •

1993-94 Teacher Shortage Areas: Loan Deferment Qualifications

The Higher Education Technical Amendments Act of 1987 added a provision in law to allow borrowers to defer their loans on the basis of teaching full-time in a public or non-profit private elementary or secondary school in a teacher-shortage area as defined by the Secretary.

This federal designation of teacher shortage areas enables borrowers to qualify for deferment of loan repayment under the Stafford Loan and Supplemental Loans for Students (SLS) programs and for scholars to qualify for the reduction of teaching obligation under the Paul Douglas Teacher Scholarship Program.

For the 1993-94 school year, the Secretary has designated the following teacher-shortage areas:

- Life Science (7-12)
- Bilingual Education (K-12)
- Special Education (K-12)

Since these areas are designated by subject matter rather than according to geographic location, the Commission has revised its general deferment form (L-50) to more broadly describe the deferment. For more information, contact the office of Post Secondary Education in the U.S Department of Education in Washington, DC.

ASIAN, *from page 27*

dents to generate ideas and evaluate the correctness of ideas." The teachers encourage students to forward different points of view about mathematical ideas and to explain the rationale behind their thinking. "Learning to argue about mathematical ideas is fundamental to understanding mathematics... Chinese and Japanese children begin learning these skills in the first grade; many American elementary school students are never exposed to them," note Stevenson and Stigler.

Asian children are expected to construct their own knowledge. Knowledge is not viewed as a collection of facts to be conveyed by teachers in the form of lectures.

As described by Stevenson and Stigler, through methods such as whole group instruction and specific attention to teaching children how to work together in groups, Asian teachers enable their students to feel a strong identification with each other and with the school. As a result,"[orderliness and discipline come to be imposed on the children by one another.... children learn how to handle themselves in groups ... develop self-direction, good study habits, and motivation to do well in school."

In the U.S., classrooms like those described by Stevenson and Stigler would be touted by educational reformers as indicative of "communities of learners." Teaching like that depicted by Stevenson and Stigler would be lauded by American cognitive psychologists as representativeof what constitutes good teaching. The preparation of teachers and the conditions of teaching like that delineated by Stevenson and Stigler would be praised by the NEA and the AFT as illustrative of the recognition and respect that teachers should be accorded for the complexity and importance of what they do.

The subtitle of *The Learning Gap is Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education.* Ironically, Stevenson and Stigler show us that the answers to these questions lie in our lack of will to do what we say, namely:

All children can learn, and they can learn at high levels;

All teachers can teach, and they can teach at expert levels;

If we as a country place demonstrably high value on learning, on children"s effort to learn, and on those who teach.

Superintendent Deborah McGriff of the Detroit Public Schools and Assistant Secretary of Elementary and Secondary Education-Designate Tom Payzant are just two among the many whose thinking has been influenced by *The Learning Gap.* It's a must read.

Dr. Wing is a project director for recruitment and training of minority administrators at Harvard University.

Editor's Note: NABE Asian and Pacific American SIG chair, Janet Lu, can be contacted at the National Association for Asian and Pacific American Education, 1212 Broadway, Suite 400, Oakland, CA 94612. Phone: (510) 834-9455.

« NABE »

Unity in All Languages

by Susan García, NABE Parent Representative

One night recently, I sat down to catch a glimpse of the news, and as I was flipping through channels I came across a forum on C-Span. The discussion topic was "English as the Official U.S. Language", with the Congressional English Language Task Force. I wasn't sure how much more of this I could continue watching because last week I had a once-in-a-lifetime experience which I shared with the most important person in my life, my son, and it wasn't an "English-only experience".

As we sat at Mile High Stadium in Denver, Colorado among a crowd of over 186,000 young people from all over the world, and as we listened to our Holy Father, the world listened too. I only wish everyone could have been there, as I looked around and watched our future -- their faces radiated love and their smiles were welcoming their neighbors -- somehow, if only for a short while the cultures, colors and languages blended to become one. The crowd became ecstatic, and Denver, Colorado was alive with the promise of tomorrow.

The Pope was such a divine and eloquent speaker, and his message was so powerful, that you could feel his every word deep within. The Pope welcomed the people from many countries and spoke to them with respect in their native languages. The crowd was so loud and excited as this man spoke I was sure the world could hear. Everyone joined hands and we sang and the love and respect poured out and unity stopped the rain and a beautiful rainbow appeared.

The young people who I had the opportunity to speak to thought America was so beautiful and the people were so generous. America is the land of opportunity and technology, however again we missed our chance -- even for a few days -- to understand that this was no "English Only" event. The billboards and screens at the stadium above and behind the Pope must have been on loan from the Congressional English Language Task Force. Thank God the young people who attended understand, respect and value differences.

Our future is strong, and ready to learn what we offer. Our families are available and spiritual; the promise of tomorrow is only a day away. To the many of you who teach and work with our young people, feel proud because it was your students who showed the world that they are truly world class leaders and great ambassadors. Although you don't see it everyday, it was obvious that your every effort is greatly appreciated. Could God really allow such a wonderful event if He believed in "English Only?"

« NABE »

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Empowering Parents through Parent Education

by Connie Contreras-Polk

One of the best ways to empower the bilingual parent is through parenting education. Through parenting education the parent learns the important and crucial role he plays in his child's education. S/he learns his importance as the child's first teacher. S/he learns to guide the child's development through the various stages. S/he learns to meet the academic, social, and emotional needs of the child. The parent learns that how the child feels about him/herself, his/her self esteem, is more important than his/her IQ in determining how well s/he does in school.

The literature on the effects of parental involvement and school achievement continues to grow, pointing to a definite relationship between parent involvement and student achievement. In the introduction to "The Evidence Continues to Grow - Parent Involvement Improves Student Achievement" (National Committee for Citizens in Education, 1987) Ann Henderson states "...now the evidence is beyond dispute: parent involvement improves student achievement. Education literature is now full of references to the importance of involving parents, particularly in early cognitive development." This book lists 49 of the latest studies pointing to the importance of parent involvement in education. It can be ordered from N.C.C.E., 900 Second Street NE, Suite 8, Washington, DC 20002.

Another researcher with 25 years of achievement research behind him, Dr. David McClellan of Harvard, points out the crucial role that parents play as their child's first reference group. He tells us that it is one's reference group (the people with whom we habitually associate, identify with and from whom our role models are derived), in the child's case, the family, which exerts the single most powerful influence on what one becomes.

Still another voice made the following comment: "Unless the parents are involved in the early years, the schools are facing an uphill battle..." (Dr. Milton Goldberg, Director of the Office of Research for the U.S. Department of Education, May 3, 1991).

What follows is a description of a bilingual parent involvement model developed through the San Jose Unified School District, San Jose, California, at Washington Elementary School in 1992 as part of the district's Dropout Prevention Program. The parenting model is called "Helping Parents Help Kids."

The purpose of the "Helping Parents Help Kids" model is to empower Spanish-speaking parents to present to their peers (other parents) a curriculum to enhance their children's academic, social, and emotional growth and development. The program was funded through the Santa Clara Drug Prevention Unit and one of the stipulations was that the team of parent educators complete a drug education and awareness unit.

Selection criteria for the four parent educators included: (1) ability to provide parent training in a language other than English, and (2) experience delivering the core curriculum of a program (e.g., STEP, Los Niños Bién Educados, etc...) at least once in a language other than English. Preference was given to educators who had additional formal or informal training in such areas as child development, group facilitation, conflict resolution, etc.

The four parent educator trainees had to develop a plan for how they would recruit parent trainees and how they would train them once recruited. In addition to this, the parent educators had to develop a minimum of eight sessions. One session had to be dedicated to alcohol and drug prevention. Each session lasted ninety minutes, and averaged twenty-four parents.

The core curriculum utilized in "Helping Parents Help Kids" was Bowdoin 1 (Webster International, Inc., Brentwood (Nashville), TN 37027). Judy Bennett, the program's director, states: "The material had a profound effect upon the four teacher educator trainees as well as the 28 parents. The Bowdoin materials were presented in such a manner that the parents felt successful in just reading them. The simplicity and clarity with which the ideas are presented made implementation at home a win/win effort. Each week parents shared new attitudes, successes, techniques. The success of the Bowdoin 1 curriculum is guaranteed by the non-threatening presentation which fosters for the parents an 'I can' attitude in regard to building their children's self esteem while preparing them for the classroom."

The following comments are feedback from some of the parents who participated in the program: "I learned to treat my children better by listening to them. Thank you for helping me to understand children." "When the program started, I was going through bad moments with my children. Thanks to these classes, I learned how important it is to show our love for our children. This program was really needed. Please have these classes again." "I learned from these classes that we are the first and most important teachers!!! How we love our children helps them be a success."

Readers wishing more information on the program can contact Judie Bennett, Dropout Prevention Counselor, Washington Elementary School, 100 Oak Street, San Jose, CA 95110 (408) 998-6261.

*Editor's Note: Contributions to the **Parental Involvement in Bilingual Education** column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-8259.*

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TECHNOLOGY, *from page 13*

These BBS's were specially configured to serve as gateways, that is, they were programmed to pass teachers' electronic mail messages into the local university's mainframe computer, where the messages could then be delivered for free to any one of thousands of other university computers in dozens of countries, all connected by the Internet. New York University is the site of one such "Gateway System".

Research on *Orillas* Teacher Partnerships

Two studies on *Orillas* teacher partnerships — using qualitative (Sayers, 1991) and quantitative (Sayers, in press) study research designs — have involved bilingual program students of Puerto Rican heritage who used telecomputing to build bilingual literacy skills. Both studies were conducted in a New England urban school district with a long record of advocacy for the educational rights of language minority students. These studies underscored the heterogeneous character of upper-elementary bilingual classes. In this city, the typical composition of a 4th or 5th grade bilingual class is 25% Spanish-dominant new arrivals from Puerto Rico, together with 75% "balanced bilingual" and English-dominant students, many of whom were born in the United States.

The qualitative study revealed that instructional delivery in "bilingual" classrooms at this level was predominantly in English. Spanish was principally used by bilingual teachers for quick summaries and to ask for questions on material previously covered in English. The negative language attitudes of the English-dominant students toward their Spanish-dominant classmates was revealed in direct commands ("Talk English!"), and deprecatory comments ("I can't understand you when you talk that Spanish" and "I wish they wouldn't talk so fast that way"). Negative attitudes toward Puerto Rican culture were exemplified by one US-born Puerto Rican student who was English-dominant; when the topic was raised of "personas ilustres puertorriqueñas" (famous Puerto Rican historical figures) she asked, "What's she talkin' about? We don't got none of those around here" (Sayers, 1988).

A major finding of the qualitative study was that, within the context of exchanges between the New England class and their Puerto Rican partner class conducted entirely in Spanish, the prestige of the Spanish-dominant students in the New England classroom increased, both in their own estimation and in that of their bilingual and English-dominant peers. The Spanish-dominant students became "language and cultural experts" whose skills were much sought after by their English-speaking classmates.

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The quantitative study (Sayers, in press) focused on change in language attitudes among 89 students in four elementary school bilingual program classrooms toward speakers of their home language, Spanish. Once more, the students participated in technology-based long-distance exchanges in partnership with students in Puerto Rico. The research contrasted two instructional approaches, one centering on student-led Small Groupwork and another emphasizing teacher-facilitated Whole Groupwork. The study sought to determine which of these two conditions is associated with increased status and prestige for speakers of the minority language. Students were identified as Spanish-dominant, Bilingual or English-dominant on the basis of holistically-rated translation tasks, teacher assessments, and their performance on reading comprehension tests in both languages, and a measure of the dependent variable — change in language attitude — a "Cross-'Language Dominance Group' Respect Inventory," was developed.

The results confirmed the research hypothesis that improvement in students' language attitudes toward Spanish speakers would occur in all classes, suggesting that technology-mediated exchanges with distant colleagues from the students' "mother culture" indeed constitute an intervention which can produce language attitude changes among young students even over a brief period of five months. Moreover, the results supported the prediction that greater improvement would occur in Small Groupwork classes.

These research studies have important implications for bilingual education programs. *Orillas* team-teaching partnerships help create a learning context which privileged both Spanish language competence and awareness of Puerto Rican culture. The prestige of the Spanish-dominant new arrivals was enhanced in the eyes of their classmates as they became "cultural experts" who were in a particularly advantaged position to help interpret and clarify messages from their Puerto Rican partner class. At the same time, the balanced bilinguals played a special role as translators, in the most profound sense, of linguistic and cultural knowledge, working to mediate communications between English-dominant classmates, on the one hand, and their Spanish-dominant classmates, on the other. In this fashion, *Orillas* provided the students with multiple opportunities to display and share their changing linguistic competencies and varied cultural experiences within their classrooms, thus fostering genuine bilingualism and the creation of authentic "cross-cultural" knowledge between distinct subgroups of Puerto Rican language minority students.

A related implication underscores the importance of **within-class collaborations** in these long-distance partnerships. The quantitative study clearly established that pairs and small groups of students offer more opportunities for the kinds of interactions that can lead to significant attitude change toward classmates. Thus, this research suggests that technology-mediated exchanges like *Orillas* are most effective when wedded with cooperative learning strategies.

Conclusion

Orillas teachers and their students are not exchanging trivial penpal letters; rather, they are engaged in meaningful intercultural learning activities, as in the case of one project, involving scores of schools in a number of countries, in which students asked their parents and relatives to help them collect and analyze proverbs and sayings. These proverbs were then shared with many other classes and eventually compiled in an international, multilingual publication that all participating students received — and could then share with their families.

Bilingual teachers involved in coordinating these types of long-distance collaborations are driven principally by their desire to shape a new pedagogy that better serves students in today's schools and that better prepares these students for the daunting social, cultural, economic and ecological challenges of the world awaiting them when they graduate. One thing is certain: this will be a world where bilingual, bicultural skills — along with technological expertise — will play increasingly important roles. *Orillas* students are learning both at the same time.

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Editor's Note: Contributions to the ***Technology and Language-Minority Students*** *column should be sent to Dr. Dennis M. Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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WEDNESDAY	FEB 16	Registration OBEMLA National Professional Development Institute School Visits	NABE Delegate Assembly	NABE Intensive Training Sessions NABE Delegate Assembly Regional Meetings	Opening Ceremonies & Keynote Speaker Exhibition Grand Opening President's Dance
THURSDAY	FEB 17	Registration School Visits Special Institutes	Papers & Demos Major Speakers Keynote Speaker	Exhibits & Job Fair Papers & Demos Workshops & Symposia	Publishers' Receptions LA Tours
FRIDAY	FEB 18	Registration School Visits Special Institutes	Papers & Demos Major Speakers Keynote Speaker	Exhibits & Job Fair Papers & Demos Workshops & Symposia	Annual Banquet & Dance
SATURDAY	FEB 19	Registration (till noon) Exhibits & Job Fair (11 am - 3 pm) Special Institutes	Papers & Demos Major Speakers Keynote Speaker	Student Essay Awards Luncheon Papers & Demos Workshops & Symposia	

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December 15, 1993 | National Association for Bilingual Education | Volume 17, Number 3

NCLR Awards Initiative Grant to NABE

Collaborative Project with Texas Affiliate for Leadership Training

NABE is one of only eight recipients nationwide to receive a subgrant from the National Council of La Raza (NCLR) as part of its Hispanic Leadership Development Support Initiative, funded by the W.K. Kellogg Foundation. NABE is an affiliate member of the National Council of La Raza. The focus of these subgrants is on creative approaches to leadership development with diverse populations in varied locations, and they emphasize efforts which not only benefit the individual participants but also create an organized constituency to help local organizations improve services and opportunities for their communities.

NABE is collaborating with the Texas Association for Bilingual Education (TABE) to establish a new leadership development program designed to enable local community members to become advocates and spokespersons for bilingual education. The program will operate in three chapters of TABE: Houston, San Antonio, and Odessa.

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A team of participants -- composed of a school system administrator, a school administrator, a bilingual teacher, a bilingual instructional assistant, a parent, a community-based organization (CBO) member, a TABE chapter officer -- will be selected at each site. During the coming year, they will take part in workshops on bilingual education and topics related to leadership skills such as working with the media, organizational governance, and communication skills. Individual participants will also conduct community projects, such as attending school board or CBO board meetings, interviewing local leaders, and becoming active participants in their TABE chapter.

Participants also will make a commitment to serving as trainers in future leadership development projects and to continuing to be active in community-based organizations. NABE Executive Director Jim Lyons cited the subgrant as establishing an important precedent for fulture collaboration between NABE and its state affiliate organizations. "Hopefully, NABE will be able to replicate this project with other affiliates in the future."

Adela Solís, President of TABE, says regarding the grant, "We are excited about this leadership project because leadership skills development for our local chapter officers is precisely the goal of TABE this year. This project will provide an opportunity to bring together educators, community members, and parents not only to develop skills but also to share and plan strategies to increase their grassroots involvement. We look forward to a valuable relationship with NCLR, NABE and other community-based organizations across the country."

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NABE Adds New Staff Member

Director of Multimedia Communications Joins National Office

NABE is pleased to announce the appointment of Marisa Arbona Ruíz as Director of Multimedia Communications. She brings to NABE an array of talents as a producer, director, designer, illustrator, writer, photographer, musician/songwriter and public relations specialist.

From creative concept through production and public/media relations, Arbona Ruíz has developed campaigns and communications materials for print, video, television and radio. For more than five years, she has worked as a health communications specialist, with a foot in both the Latino and Native American communities, for branches of the National Institutes of Health (NIH) and the National Institute of Mental Health (NIMH).

In February 1993, Arbona Ruíz was presented with the *1992 Recognition Award* by the National Cancer Institute for her outstanding contribution to cancer control among Native Americans. "Blending culture and communications has been a rewarding challenge," she says. "Too often, cul-

Continued on page 8

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Issue 4, 2/1/94	Issue 8, 8/1/94

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(907) 563-7787

Parent Representative
Susan Garcia
18094 E. Ohio, #102
Aurora, CO 80012
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Message From The President

NABE - Cause for Celebration

by Dr. Kathy Escamilla

By the time you receive this newsletter, the holiday season for some of you will have already come and gone. So, let me start this message by saying that I hope the holidays, whichever holidays you celebrate, were joyous and happy times for all of you. At NABE there is much to celebrate, but little time to pause and reflect on all that we have to celebrate. I suspect that this is the case with many of you also!

At NABE we continue to celebrate the progress we are making in the process to reauthorize Title VII and the entire Elementary and Secondary Education Act. We celebrate the partnership and collaboration that have been forged between NABE and OBEMLA, and we are working closely together to insure that the best bill possible will become law. Personally, I have had the opportunity to meet and work with our new Director of OBEMLA, Dr. Eugene García, several times during the past few months - most recently at a Forum he conducted in Denver. At each meeting the dialogue has been productive and we look forward to continuing our collaboration during 1994.

NABE was happy to co-host a celebration on Dec. 3 to formally welcome Dr. García as the new OBEMLA Director. The other co-hosts were the Center for Applied Linguistics (CAL), Teachers of English to Speakers of Other Languages (TESOL), and George Washington University. For me it was a wonderful opportunity to officially welcome Gene as well as to see old friends and colleagues, and to make new ones!

We celebrate our current membership, which now numbers around 3,000. It is important for you to know that your membership greatly enhances our effectiveness in achieving all of our goals. However, there is a down side to the current state-of-affairs with regard to membership. As many of you know, NABE is the **only** national organization whose primary mission is to advocate for the educational rights and needs of language minority peoples. Our 3,000 members most likely advocate daily for these same peoples. Therein lies both the joy and the problem. As you know, there are **7 million** language minority people in the United States and about **4 million** limited English proficient students. This makes only **1** NABE member for every **2,334** language minority people in the United States! No matter how effective we are as individual advocates, our collective strength is minimized when we have so few advocates for so many constituents. It is important for us to not only be NABE members, but also to encourage others to become NABE members. The Board has set a goal that each of us would recruit 20 new members during our term, and I would like to request that each of you do the same. Becoming a NABE member not only provides great individual benefits, but enables the Board and national office to be more effective advocates for language minority people.

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1993-1994 NABE Executive Board President, Dr. Kathy Escamilla

As we prepare for the NABE Conference in Los Angeles, I continue to celebrate the caliber of people who work in our field. We indeed have excellent teachers, paraprofessionals, policy makers and researchers and collectively they have moved the field forward over the years. However, for this particular message, I would like to celebrate the classroom teachers who serve our language minority students. Throughout my professional career and especially this year as NABE President, I have had the great fortune to visit many bilingual classrooms. I always come away inspired and encouraged by the commitment and heart that bilingual teachers put into their teaching. As you all know, it is not uncommon to find bilingual teachers teaching in run-down portables, in closets, in classrooms with 30 or more students, in schools with few resources and materials, and sometimes in environments that are less than supportive of the work they do. Even in the most dismal of circumstances, though, I often have bilingual teachers tell me - I wouldn't teach anywhere else - I love the students and know that what I do is important! We all know about the current shortage of bilingual teachers. The Department of Education estimates this shortage to be about **175,000.** Since we have such a critical shortage of teachers, it is even more important for us to **celebrate and appreciate** the bilingual teachers we now have who are so dedicated to our field. No matter what your professional role, during the holiday and post-holiday season, take time to show your appreciation to a bilingual teacher. I take this opportunity, in our newsletter, to say a heartfelt **THANK YOU** to all of our bilingual teachers!

As NABE 94 approaches, I find we have even more to celebrate. This event will bring together 10,000 educators, policy makers, and parents to share ideas, discuss issues, form networks and get renewed energy for carrying on their work. This will, no doubt, be the

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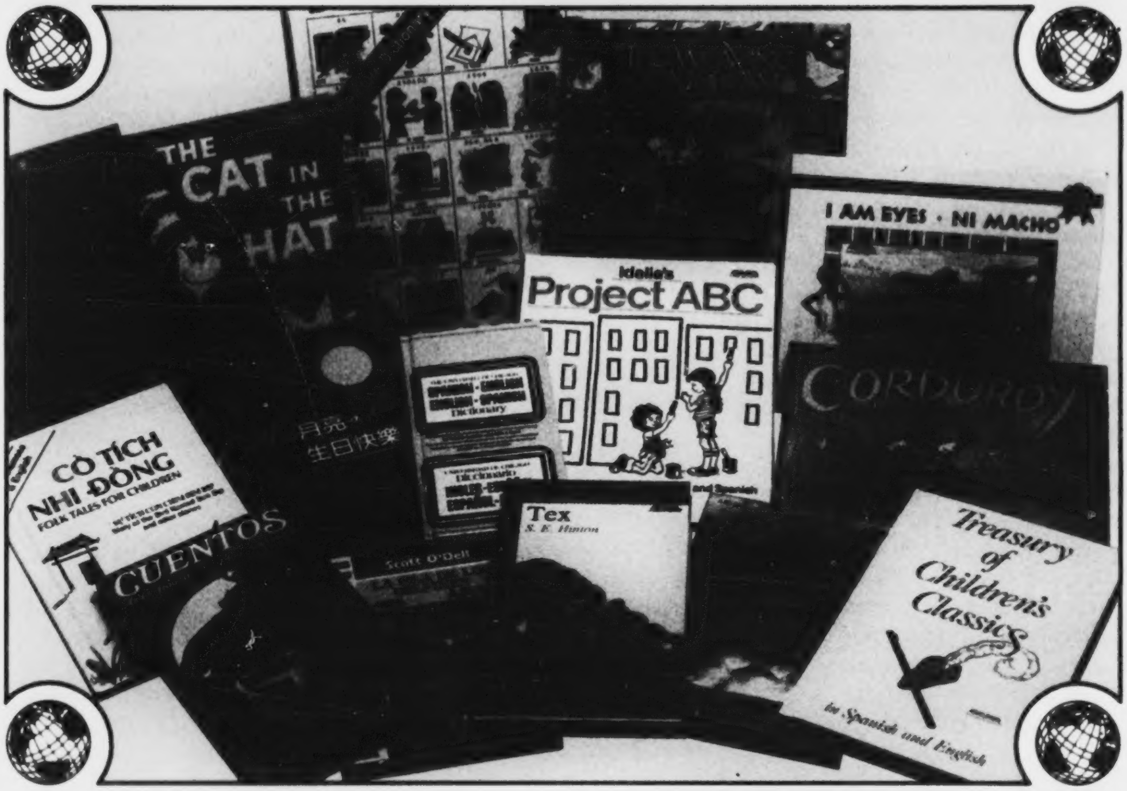
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Meet the NABE Board

Janice Jones Schroeder
Western Regional Representative

Greetings from the North -- Alaska!

First I would like to take this opportunity to publicly express my sincere appreciation and acknowledge those state affiliate presidents that had the faith, confidence, and trust in me to vote for me as the Western Representative to the NABE Board. It's good to be back in the fold, especially at this very important time in bilingual education.

I want to begin by warning you that I find it very difficult to write about myself -- but, over a cocktail or coffee -- now, that is a different story!

I am a Lumbee Indian, from Pembroke, North Carolina, where I spent my formative years raised by my grandparents. During those years, that part of the country was segregated. I am a product of a very strict tri-racial society/environment. There were boundaries imposed on people of color - - namely Indians and Afro-Americans. While the Lumbees were the largest majority population, we were still under the rule of the "white European Americans". How does a nation of people rise above this oppression? By taking control of one's own destiny. The Lumbees did just that. They fought for equal access to all phases of life -- a human right given to all races of people by the creator -- **not one better than -- not less than -- but as good and equal as. It was this cultural pride instilled in me by my grandparents that made me who I am today, someone who is ready to work, and fight if necessary, for equal access and the human rights of all peoples.**

Before I share with you how my journey led me into the field of bilingual education, let me share some personal "stuff" about myself with you.

When I moved to Buffalo, New York, from an all-Indian world, I was still in high school. I recall very vividly the culture shock I experienced. In the South we were not allowed to interact with whites and Afro-Americans. I found myself in schoolroom and classes with all whites and Afro-Americans - - **but no Indians**. I didn't know how to communicate with them -- what to say and what not to say. Miraculously, I graduated. A week later I married, into a race for which I had no tools to effectively understand, or to be understood. Four children later, I divorced. I then started college, with my four very small children, and successfully met one of the greatest challenges of my life, managing to finish my program in four years. I was successful in getting a teaching job, while simultaneously studying toward my Masters degree. After completing this in two years, I began a Ph.D. program, which I later put on hold because there were other courses that I wanted to take. Regretfully, I have never finished my Ph.D.

1993-1994 NABE Executive Board Western Regional Representative, Janice Jones Schroeder

I left teaching after three and one-half years to take a job with the New York State Education Department working with Chapter 1 as manager for Western New York State. During this time I became very concerned with the plight of American Indians in New York state and across the nation.

Later, I left the field of education for a while to work in the area of equal rights/affirmative action/ minority business. It was during this time I started exercising and using the strong voice the creator had given me. Coupled with my position, I was able to draw attention to the bleak conditions of many American Indians -- regarding both education and employment. I was then recruited by the Native American community to direct the newly funded bilingual program. Admittedly, I did not know much about bilingual education, but I did enter the field of bilingual education with the same vengeance that I had brought to the areas of EEO/AA/MBO. It didn't take me long to decide that the right to speak one's heritage language was a human right -- given only by the creator and should only be taken away by the creator. I was immediately nominated and appointed to the New York Bilingual Association as the Native American language delegate, a position I held until I left the state in 1985.

I was very humbled when selected to serve on the National Indian Bilingual Task Force. From this group, I was selected to become part of a team which was sent to Washington, DC in order to draft the documents which set into motion the funding of the National Indian Bilingual Center. I went on to become part of the management team for the Center, as coordinator of the Oklahoma office. It was during this tenure that I was elected to the NABE Board, as secretary. Also, during this time, I was very fortunate to have been chosen as a representative for the United States to a tri-country summit held in Mexico regarding preservation of Canadian, U.S., and Mexican indigenous languages.

In 1987 I moved to Alaska for employment with the new MRC. Six months later the contract was canceled -- awarded to another agency. Desiring to stay in Alaska, I moved to a village town. Here I worked as a staff development/trainer and as an ESL teacher. Three years later when I moved back to Anchorage, I was once again hired by the MRC. I have served on Alaska's

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Grants in the *NEWS*

Project to Improve Education for Immigrant Secondary Students

The Center for Applied Linguistics (CAL) has recently announced an award of $350,000 from The Andrew W. Mellon Foundation for the first year of a five-year project to improve education for immigrant students in secondary schools.

CAL will coordinate a number of demonstration projects in areas of the country with high concentrations of immigrants. The projects will involve collaborations among educational organizations, public schools, teacher training institutions, local companies and community organizations which will develop programs designed to improve: the teaching and learning of English and academic content; the transitions from middle school to high school, and high school to higher education or work; the preparation of teachers of immigrant students; and the assessment of students' progress. CAL will provide technical assistance to these projects and will coordinate training, assessment, research and program evaluation.

As the coordinator of the project, CAL will analyze information generated by the demonstration projects; coordinate working groups; organize conferences for project participants and briefings for education reform leaders; and produce a series of research monographs.

The Mellon Foundation has identified the improvement of immigrant education as a funding priority. The collaboration between the Foundation and CAL will emphasize the development of comprehensive approaches to improve the educational achievement of immigrant high school students and their access to higher education and training opportunities.

Dr. Sara Meléndez, President of the Center for Applied Linguistics, states "High school-aged immigrant students, who are often just a few years away, or less, from the legal age for leaving school, often find that the traditional education program does not meet their needs, and they leave school. With limited proficiency in English and no job skills, they are relegated to dead-end, low-paying jobs. This project will attempt to identify and design strategies to improve the teaching and learning of English and the core content curriculum to these students."

The Center for Applied Linguistics is a Washington, DC based non-profit organization dedicated to research and training in language education, and the applications of linguistics to designing solutions to social and educational problems. For further information about this grant, or any of the programs at CAL, contact Dr. Sara Meléndez at (202) 429-9292 or in writing at The Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037.

« NABE »

OERI Researcher Training Grant Fellowships Now Available

The Southwest Regional Laboratory (SWRL) has recently received the Researcher Training Project Grant Award from the U.S. Department of Education's Office of Educational Research and Improvement (OERI). The Researcher Training Project will provide paid fellowships for graduate students who have completed their course work leading to a doctorate.

The fellowships will provide an opportunity for individuals to work on their dissertations while conducting meaningful research, policy analysis, development and evaluations in a dynamic educational research and development agency along side skilled research and development practitioners.

The Laboratory is currently seeking qualified candidates for these fellowships. It is the priority of the Laboratory to offer the opportunity to racial/ethnic minority candidates; however, the fellowships are open to all graduate students who qualify. Says Edwin C. Myers, SWRL's Executive Director, "SWRL's fellowship program is designed to continue the university environment for students, nurture their scholarship, and facilitate their research work leading to the successful completion of a dissertation."

These exciting and important fellowships are scheduled to begin on September 1, 1994. For further details, application forms, and other information about the fellowships (or any of the programs or projects of the Southwest Regional Laboratory), contact Harriet Doss Willis, the Project Coordinator, at (310) 598-7661, or in writing at the Southwest Regional Laboratory, 4665 Lampson Avenue, Los Alamitos, CA 90720.

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Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

A Practical Approach to the Observation and Evaluation of Bilingual Teachers by Monolingual Administrators

by Dr. Jaime A. Castellano

As a Mexican-American public school administrator observing and evaluating bilingual teachers who instructed in the native language was never a problem. I understood the language, had a command of the curriculum, and realized that I had a responsibility to be as fair and objective as possible. However, the vast majority of administrators who must observe and evaluate bilingual teachers typically do not speak or understand the native language of the students when it is the medium of instruction.

So then, what are they to do when the the purpose of evaluation is to improve performance? Should they only observe ESL lessons when the instruction is in English? If they do, will they ever be sure if the teacher is a competent native language speaker?

Perhaps they can tape the observation and review it with an individual who can serve as a translator. This approach is not advisable due to issues of confidentiality, time, and the unfair burden it places on a third party. The observation and evaluation of bilingual teachers by monolingual administrators need not be a problem. A practical approach to this process will be discussed in the following paragraphs.

Throughout the observation and evaluation process there are some basic assumptions that can be made. On behalf of the organization, there is a common interest in high quality programs. There is also a belief that personnel at all levels of the organization are committed to improving their performance, from the custodian to the superintendent. It is also assumed that evaluation programs will be most effective when processes and procedures are consistent throughout the system and when they are future oriented. However, it is also understood that gradual incremental changes will be most effective in improving performance. Finally, instruments used in the evaluation program should be developed from the evaluation process. On behalf of teachers, we assume that they have a desire to be competent, that their role is complex and multi-dimensional, and that their instructional responsibilities are the most important focus of their work (Bellon and Bellon, 1985).

> *One of the most important things to remember is that one does not need to know the language of the bilingual instructor, but one must have a sensitivity toward, and a respect for, those who have the gift of a second language.*

With this in mind, what evaluation strategies should the monolingual administrator use during the observation when instruction is given in a foreign language? If, during the preconference it is determined that instruction will occur in a language other than English it would be appropriate for the observer to request a list of key vocabulary words which are content and context specific, along with their English equivalent. If the lesson is comprehensible to the students, the observer can focus on the reactions of the students. Bellon (1985) refers to this observer focus as "teacher verbal-student physical."

George Shannon, an elementary principal in School District #4 in Addison, Illinois, is responsible for the observation and evaluation of the seven bilingual teachers in his building as well as other bilingual teachers in other district buildings. According to Shannon, "A lack of understanding Spanish does not necessarily mean that I am completely unaware of everything that is being said. I can catch isolated words and phrases, and this knowledge combined with a view of textbooks, chalkboard, etc., provides ample information as to the instruction taking place."

Strategies which are more effective and provide administrators with the type of documentation that results in a fair and accurate assessment of teacher ability include making anecdotal records of related student behavior during the observation process. In addition, creating a time log of teacher directions and students' action during the instructional process as well as during transition between activities can accumulate the type of data which can assist in the overall evaluation of the individual, maintains Neil Codell, Principal of Addison Trail High School in Addison, Illinois. "These strategies have been extremely effective; they are fair, promote accurate assessment data, and serve as a reflection of the teacher's ability," says Codell.

For monolingual administrators, it can be very difficult to assess if a teacher is using the correct vocabulary when instruction occurs in the students' native language. One idea is to request a list of the vocabulary words pertaining to the lesson in English and in the students' native language. This should take place during the pre-observation conference when the expectations between the observer and observee are made clear to each other. This collabo-

Continued on page 24

PRESIDENT —— *from page 3*

largest celebration of the accomplishments and potential of bilingual education we have ever had and I look forward to seeing you all there. In my own state of Colorado, I have talked to people who are going to fly, ride buses or go by carpool caravans -- but they are determined to get there. I have no doubt that NABE 94 will be worth their efforts and sacrifices. As we all prepare to meet in California, I have one piece of advice -- **REST UP!** NABE 94 promises to be busy, productive, intellectually and emotionally stimulating, and full of fun.

Finally, those of us fortunate enough to be able to attend NABE 94 have a special privilege and responsibility. We must continue the celebration of the accomplishments and issues in our field beyond the conference by bringing them back to our own communities to share with our colleagues who cannot go to Los Angeles, but who nonetheless need to hear these messages. If we all do this, the celebration and pride associated with being a part of this large extended family of bilingual educators will carry on long after this holiday season, and NABE 94, have ended. Again, best wishes for a happy holiday season and the spirit of hope and joy that are a part of it.

• NABE •

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NEW STAFF —— *from page 1*

tural and language issues are overlooked, significantly minimizing the effectiveness of campaigns and education. We are not a homogenous society. We have many different cultures with different views and perceptions of the world around us. How we process and internalize information is influenced by our culture, language and level of assimilation and acculturation to mainstream society."

Arbona Ruiz should know. Her early years in all-Anglo schools on the east coast were painfully riddled with cultural ignorance, racism and alienation by students and teachers alike. "With a poor command of the English language I was always expected to fail and left to figure everything out on my own... I was even told that I would never amount to anything but a barefoot, pregnant teenager. I was often referred to as 'that Mexican', 'el beaner', 'Pocahontas', 'half-breed'... That was all very damaging to my education and self-esteem. It was through my own self-determination and the help of one sympathetic teacher, that I went from being a below-average student to an honor roll student."

"Growing up in shame," she adds, "is a problem for many young bilingual students", noting that the lack of awareness and acceptance for cultures and languages other than the mainstream leads them to feel abnormal and inadequate. "When I tutor Latino immigrant students, one look in their eyes tells me what they're going through. I encourage them to be proud; they are special, knowing their rich heritage and language(s), and are actually smarter because of it."

Arbona Ruiz credits the strong women in her life for influencing her to persevere and follow her visions. One thing her mother, Chayo, also instilled in her was that education and creativity are unlimited and very powerful tools of communication. "Her teachings, and death many years ago, left a mark of empowerment on my life." Other influences are her "adopted" mom, Maisie Shenandoah and daughter Joanne, and friend and herMANA, Elvira Valenzuela Crocker.

In addition to health care, Arbona Ruiz has provided services for the Office of Indian Education, U.S. Dept. of Ed., and is Vice President for Public Relations of the Mexican American Women's National Association (MANA). She also serves as Television Studio Director for a local cable news/public affairs program, bringing Latino perspectives to the show.

Furthermore, as a musician, she is currently collaborating on a project with singer/songwriter Joanne Shenandoah. A collection of their songs will be released in 1994. Although their music is a blend of many styles, it reflects the beauty and struggles of indigenous peoples. A recent performance of theirs was at the American Indian Inaugural Ball.

Bringing culture and diversity to the fore is part of everything Arbona Ruiz does. "I'm very excited about the challenge of working with NABE, and applying my skills and experiences to promote the benefits of bilingual education. I look forward to meeting everyone at the 1994 Conference in Los Angeles."

Executive Director Jim Lyons reports that Association staff are delighted that Marisa is joining the NABE staff team. "Marisa's interests, background, skills, talents and experience are uniquely suited to NABE. We are confident that her work will help promote the Association as a non-profit membership organization and advance NABE's three-fold mission of advocacy, public education, and professional development."

• NABE •

Assessment of Language-Minority Students

Column Editor : Dr. Virginia González, University of Arizona

Linking Assessment and Instruction: Extending the Match

by Thomas D. Yawkey, Ph.D.
and Yi-Jung Juan

As we continue to learn more about assessing language-minority Students (LMS), our learning becomes an "**awakening experience**" (González, 1993). For us, it is an "**awakening experience**" because teachers, administrators, parents and other educators must find, develop, and employ more successful modes of assessing LMS beyond what we are now using. In addition, González (1993) challenges professional educators to view assessment from a model's perspective and come to understand the "whys" of theories and philosophies underlying assessment as well as the "whats" and "hows" of lesson development and teaching. Understanding the "whys," "whats" and "hows" produces multiple roads to assessing LMS. Relatedly, Garcia (1992, p. 76) says that "bilingualism is made up of a number of interlocking linguistic, cognitive and social functions." Gonzalez's (1993) and Garcia's (1992) statements placed in assessment contexts, support a contemporary developmental model with multiple assessments. This assessment model provides a mosaic that shows interrelationships among linguistic, cognitive and social growth domains of LMS.

Going beyond describing a developmental assessment model, it is our intention in this article to link it to instructional settings. As there are multiple measures of development, there are likewise **multiple links between assessment and instruction**. In this article, we view these multiple links as professional educator strategies which "**extend the match**" between assessment and instruction. These strategies include: observation, determining the child's level of development, individualization, developmental language, directed dialogue, and family potential. Each strategy is discussed and illustrative examples, where applicable, are pulled from experiences in the Title VII Academic Excellence Project, P.I.A.G.E.T.

OBSERVATION

Objective observation links effectively assessment with instruction as both provide on-going information about what students understand, how they come to understand concepts about their intrapersonal and interpersonal environments, and how they might use these understandings to solve problems. Observations include anecdotal records, checklists, open-ended recordings of actions in particular settings, and comments concerning students' development across domains (e.g., social, intellectual, motor). Observations can be done daily or weekly as they provide systematic ongoing, formative information that becomes a basis for instruction.

Observations are used in P.I.A.G.E.T. to identify and document strengths, as well as concepts that children are striving to develop (Yawkey, 1992). For example, specific situations can be observed such as the problem-solving actions of a student in a "sink or float" activity or the brainstorming contributions of students within groups. As another example, the teacher may decide to use systematic observational time sampling where a student or groups of students are observed classifying rocks (or other activities or objects). Then, other observations are made in different settings or situations to determine meaningful learning needs and interests. Observations are very useful for planning instruction as additional developmental opportunities are provided to nurture emerging understandings, skills, and attitudes, and changing growth is shown and documented across observations.

Determine Student's Level of Development

The student's developmental level is another important strategy for linking assessment with instruction for LMS. Assessment should involve the consideration of the students' linguistic and cultural background (i.e., age, first language (L1) and second language (L2) proficiencies, social abilities, and parent's attitudes about students' learning). Bilingual staff should be proficient in the students' L1 in order to assess their developmental level accurately. Kent (1982), in interpreting the three levels of representations proposed by Weikart, et al., (1971), integrated them into assessment and instructional processes that included the student's cognitive and language development such as verbal and nonverbal communication. From P.I.A.G.E.T., examples follow of using these three levels: (a) "the index level"— the student uses cues, any part of an object such as an imprint of a hand to identify the object -- i.e., hand, (b) "the symbol level" -- the student pretends, imitates, draws, and sketches to represent objects, and (c) "the sign level" -- the student understands the printed written symbols such as her name. The results can be the beginning of instructional design for LMS, as they may have mastered those levels in their L1 but lack developmental experiences in the new environment. They need time to transfer previous knowledge to English.

INDIVIDUALIZATION

Teachers may consider using portfolio processes to assess the developmental level of LMS because coming from diverse backgrounds, these students need individualized experiences and activities. The advantage of using port-

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MEET THE NABE BOARD

from page 5

Bilingual Association as president and am currently president-elect.

I believe in the power of education, both formal and informal as the answer to not only an individual's success, but the survival of one's cultural. I feel Native Americans get a bum rap, in my opinion we are not the only nations at risk, but all societies are out of control and on a collision course. Native Americans have lived through something so complete in its destructiveness, that our mere presence is a testament to the human will to survive. Some indefinable remnant of ancient people resides in us still and nags at our conscience like a shadow. After centuries of neglect of us as a people, we have begun to listen to those stirring within ourselves, and to instinctively surmise that the message and our survival lie in our own nature.

Native Americans now walk in two worlds. There has been a great forgetting in America. We have been forgotten as nations of peoples and the new modern formal education has trained us to forget too. We've been mascots for sports fans and stereotypes for Hollywood. We have either been misrepresented, over generalized, or trivialized in textbooks. Mostly we've just been omitted. As a result of this omission from classrooms and distortion by the media, most Americans know very little truths about native Americans. The role of contemporary native Americans is to share our culture and **be our own story tellers.** By using the vehicle of story telling by our own elders and permitting them to do so in their heritage language, then and then only can we realize as native Americans the importance of informal education. Reclaiming our past will give us power to not only affirm our present, but the ability to envision and determine our future.

> *Admittedly, (at that time) I did not know much about bilingual education* **but** *I did enter the field with a vengeance... it didn't take me long to decide that the right to speak one's heritage language was a human right -- one which was given by the creator and that should only be taken away by the creator.*

This is where bilingual/bicultural programs play a very vital role. Without continued funding for bilingual/bicultural education, we will not have revenue needed to provide for the modern technologies needed to preserve our languages.

"THE HONOR OF ONE IS THE HONOR OF ALL: THE DAMAGE OF ONE IS THE DAMAGE OF ALL." (UNITY)

• NABE •

The Constance E. Clayton Chair in Urban Education

The Graduate School of Education University of Pennsylvania

The Graduate School of Education is inviting applications and nominations for the Constance E. Clayton Chair in Urban Education. The Graduate School of Education seeks to link its commitment to urban education and to honor Dr. Constance Clayton through the establishment of an endowed Chair in Urban Education. The Chair will serve as the foundation for an expanded engagement with all aspects of urban education. The Chairholder will be responsible for teaching courses in urban education, for continuing and expanding a research program in urban education, for reaching out to local, national and international educational communities, and for participating in all aspects of the Graduate School's expanded engagement in urban public education. An appropriate candidate for the Chair will have the following qualifications: (1) an earned doctorate in education of a related field; (2) currently be, or have been, a Full Professor in a university setting; (3) a superior research and publication record in scholarly journals and professional outlets, with a clear emphasis on urban youth and urban education issues; and (4) first-hand, recent and ongoing experience working with urban educators.

The Graduate School of Education is a school of some 30 standing faculty organized into four divisions; Psychology in Education, Educational Leadership, Language and Education, and Higher Education. Each division administers up to four of five separate and relatively independent programs. The Constance E. Clayton Chair may be housed in any of these divisions, depending on the research orientation of the individual.

To apply, please send a letter of application and resume on or before January 15, 1994 to:

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Co-Chairs, Constance E. Clayton Search Committee, c/o Karen Hamilton
The Graduate School of Education, 3700 Walnut Street, Philadelphia, PA 19104-6216

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In the Bilingual Classroom

Column Editor : Olga Hudecek, ELS, Washington, DC

Project EXCELL: Seward Park High School

by Katherine Sid

During the past two decades, there has been a great increase in the number of immigrant children entering our schools. One of the largest growing groups is the Asian and Pacific Islander group, of which the Chinese is the largest group in most states. This growth has left our school system struggling to serve these students in the most appropriate and equitable manner.

Recently, the Rand Corporation, a California think tank, released a report on immigration. The report advocated that we as a nation focus more attention on the education of these newly arrived immigrant youth. They found that in our schools there is a great lack of services for non-English-speaking youth -- a lack of adequately trained bilingual personnel and also a lack of instructional materials in their languages.

Project EXCELL is a Title VII academic excellence program which seeks to assist U.S. high schools with Chinese bilingual students. Project EXCELL is based on the exemplary features of the Chinese bilingual programs which have been in operation at Seward Park High School in New York City for nearly 20 years. As part of Project EXCELL services to adoption site schools, we carry out a needs assessment, conduct staff development activities, and supply Chinese bilingual curriculum materials. We offer technical assistance and staff training including:

- in-class demonstrations of bilingual methodology
- training to work with a Chinese bilingual paraprofessional
- individual and small group conferences
- staff development workshops

We offer Chinese bilingual materials in the following content areas:

- Mathematics
- Science
- Social Studies
- Career/Technical Education
- Health

In addition to the text books and glossaries mentioned above, we can provide information and resources on:

- issues in bilingual education and bilingual methodology
- the background (cultural and linguistic) of Chinese students
- community resources
- parental involvement activities

Project EXCELL staff can also assist in program evaluation. Adoption of Project EXCELL will result in an improvement in students' English proficiency, higher academic achievement and improved attendance rate.

During the nearly 20 years of service to Chinese bilingual students, staff and administrators of Seward Park High School have gained an understanding of the background of Chinese students and have developed strategies which help teachers reach these students. Let's look at who these students are in terms of their educational background and then see how this background impacts upon what goes on in the classroom. Then we will examine some effective strategies.

China, Taiwan and Hong Kong, although different countries and different political systems, have similar systems of education. In particular, the education in each country places an emphasis on moral education and basic knowledge and skills. In all three countries, national standards are set for all core subjects, with standardized examinations.

In both China and the West, there are many cultural factors which impact upon education. In Chinese culture, harmony is seen as the main guiding principal of the universe. Heaven, man and earth are all integrated and connected and affected by one another. In terms of human relationships, this leads to an emphasis on the harmonious working of the group, on interdependence. At all levels of Chinese society, the group rather than the individual is given importance. The individual exists through his/her place in society. Consequently, it is extremely important to understand one's role within the group and to fulfill the duties inherent in that role. The importance placed on the harmonious working of the group also leads to an emphasis on decorum, form, or "politeness" which may seem like "indirectness" to a westerner.

In sharp contrast to the Chinese paradigm is the Western view of the world in terms of duality or opposing forces -- good vs. evil, man vs. nature, man vs. god, etc. In Western culture, there is an emphasis on the individual such that he or she has rights that are separate from other institutions such as family, community and state. Self-reliance is seen as a virtue and competition is something that is positive and necessary.

In Chinese culture, the past is seen as the repository of truth whereas in western culture, the future is the place where truth is yet to be discovered.

Another characteristic of Chinese values is the importance of education. Historically, one could achieve power through being educated, regardless of economic status. Hence, there is a great respect for education. Teachers are compared to candles -- while giving out light to others they burn themselves out.

These different outlooks "trickle down" into the sphere of day-to-day education and instruction, and result in behaviors and expectations of Chinese

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Classroom Practices in Bilingual Education

Column Editor : Magdalena Ruz González, Fontana Unified School District, Fontana, CA

"I'm Going to College" Project

by Magdalena Ruz González

He eagerly reached out for the large manila envelope but quickly closed his eyes. Is it from Harvard, Stanford or the University of Chicago? His touch did not reveal the sender. Just one peek,... ah, the catalog and admission was from the University of Miami. He made a label and tacked it to the United States map to indicate that he had received the information requested. At recess, he'd be able to look at the catalog. Besides, he was only in the fourth grade -- plenty of time to pick out the best college.

Three years ago, Silverio Haro presented this concept to the California Association for Financial Aid and was granted a small award to implement the "I'm Going to College" project at Palomar Community College with San Marcos Elementary, San Marcos. Faculty at other colleges and universities quickly saw the same vision. Currently, some of these Higher Education -- School District partnerships are in their third year. School districts that chose to participate commit to the three years. Teacher support for the project is maintained by faculty and staff at Palomar Community College, San Marcos; Loyola Marymount, Los Angeles; San Jose State University, San Jose; Fresno Pacific College, Fresno; and the Claremont Colleges, Pomona.

Fourth and fifth grade teachers in the "I'm Going to College Project" continually self-reflect the curricular aspects of the project and provide feedback through the partnership. They receive inservice training by faculty members at the colleges and universities to be able to integrate this college vision into the core curriculum. Values, teacher expectations and cultural information are explored. Information on establishing a "College Corner" is provided that focuses on writing (i.e., asking for information, completing financial aid and application forms), critical thinking (i.e., What are my interests and what skills do I need to learn to get where I want to go? What college has the program I need?), math (i.e., How much financial aid will I need to support me? How can I find these answers?), geography (i.e., How many miles is the college from my home? Should I live at home and commute or board?) and language (i.e., What questions do I need to ask to get the information I need? What do I need to say at interviews?). Teachers plan the project implementation with the individual needs of the students in mind. College faculty visit throughout the year to establish and maintain the project's original vision. Students are provided teacher-developed bilingual "Activity Books" that present student information on college opportunities, careers, and financial aid.

> *He reached out for the envelope but quickly closed his eyes. Was it from Harvard, Stanford, or maybe the University of Chicago? Just one peek... ah, the University of Miami. At recess, he'd be able to look at the catalog. Besides, he was only in the fourth grade - plenty of time to pick out the best college.*

Parents are provided an evening to discuss financial avenues for their children, held at the school with representatives from both the school staff and the college explaining the goals of the project. Parents also participate in the college event and visit the classrooms with their children. A followup parent assembly provides additional information about the district's Adult Education program, instilling in their children good study habits and parent empowering strategies.

Minerva González, director of financial aid at Palomar Community College, says that last week she had fifth grade visitors in her office. Two young boys wearing their "I'm Going to College" t-shirts, who barely spoke English, were ushered into her office. The week before, they had spent the day on Palomar's campus with their classmates as "college students". They stood in financial aid lines to receive their "award letters". And with their "award checks", they were able to "purchase" books (previously chosen by their teacher), a dictionary, a backpack (with the logo, "I'm going to College") and get Palomar student photo IDs. Part of their college tour consisted of a visit to a biology lab where they were able to see their own cheek cells under a microscope and an anatomy class to visit "Mr. Bones". All classes that were visited were conducted by instructors at the college. These two boys remembered the welcoming speech which had invited them back to visit often. The faculty and staff hopes that these partnerships will instill "College Fever" in the children **and** the parents.

For more information about this project, write to: Minerva González, Director of Financial Aid, Palomar Community College, 1140 W. Mission Road, San Marcos, CA 92069-1487.

***Editor's Note**: Contributions to the* **Classroom Practices in Bilingual Education** *column should be sent to Magdalena Ruz González at the Fontana Unified School District, 9680 Citrus, Fontana, CA 92335. Phone: (909) 357-5079.*

• NABE •

Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, New York University

Freire, Freinet and "Distancing": Forerunners of Technology-Mediated Critical Pedagogy

by Dr. Dennis Sayers
and Kristin Brown

This month's column focuses on two path-breaking educators concerned with the link between community-based learning and action for social justice: Paulo Freire (1921-) and Celestin Freinet (1896-1966). As we approach a new era of technology use in bilingual education, it is valuable to examine the work of Freire and Freinet, for sometimes the parade of new technologies tempts us to forget the decades of hard-won achievements by progressive teachers using educational technology.

Different histories, similar concerns

After the military coup of April 1964, the Brazilian popular educator Paulo Freire was arrested, imprisoned, and eventually forced into exile. Government authorities were reacting to Freire's successes in mounting massive literacy campaigns among illiterate adults. Freire's Popular Culture Movement (PCM) had been expanding to include 20,000 "Culture Circles", each serving 25 to 30 peasants and urban slum residents who were working to build both their literacy skills and an awareness of their collective ability to generate change in their communities.

Paulo Freire's writings on adult literacy have influenced educators in countless countries. Less widely known in the English-speaking world —but no less influential— has been the work of another popular educator: Celestin Freinet of France. As Freire himself acknowledged: "I am flattered to have my work associated with that of Celestin Freinet." Freire recognized Freinet as "one of the great contemporaries in education for freedom" (cited in Lee, 1983). Although Freinet remained a rural elementary school teacher all his life, he founded what remains the largest school-to-school network in history —the Modern School Movement (MSM)— developing a teaching approach which has shaped the practice of educators throughout Europe and Latin America and in many African and Asian nations (Sayers 1990). In Freinet's network, partner teachers in faraway communities worked on identical curricular projects in both their classrooms. Their students produced joint newspapers, conducted dual community surveys, collected folklore and oral histories at both sites, or mounted parallel science investigations. Using the national postal service to exchange curricular projects, Freinet established team-teaching partnerships between 10,000 schools. In fact, so many teachers in Freinet's network organized to demand government support for their inter-school exchanges that to this day every French teacher pays *nothing* to use the national postal service for educational projects!

While Freire's work centers on adult literacy education, Freinet was concerned principally with school-age students. Their experiences differ in other ways as well. Freire's literacy projects were initiated in Latin American and African countries, where he elaborated a pedagogy that has had an impact felt in many industrialized countries. Freinet, on the other hand, began his work in France and eventually established team-teaching partnerships in 33 countries on every continent but Antartica. Freire's Culture Circles sought to confront, through *face-to-face* dialogue, the day-to-day concerns confronting urban and peasant communities, while Freinet's team-teaching exchanges over long distances acted as a catalyst for critical thinking and social action at the local level.

Yet there are important affinities in the approaches of Freire and Freinet. Both shared a critical stance toward the threat posed to contemporary education by "mass media" communications technologies, which Freire termed "mass society".

> "In mass society, ways of thinking become as standardized as ways of dressing and tastes in food. Men begin thinking and acting according to the prescriptions they receive daily from the communications media rather than in response to their dialectical relationships with the world." (Freire, 1975, pp. 49-50). [See endnote].

Similarly, Freinet saw "mass media" as the greatest threat to education. Mass media, in Freinet's thinking, was a broad term that referred to *any* reformulation of an experience which attempted to substitute an *interpretation* of the original experience for a direct encounter with the experience itself. For Freinet, mass media was polymorphous, ranging from textbooks and fixed curricula to broadcast media and motion pictures. The danger of mass media was that it caused a profound "psychic disequilibrium" between children and their surroundings. "With our mass media we think we have attained new insight into life that seems to go beyond and make superfluous actual experience" (C. Freinet, 1963/1974, p. 28). Freinet argued that balanced psychological development in children is possible only through interaction, both socially with peers and adults and physically with the environment: "We understand that neither external science, nor verbalisms, nor imagery can replace this necessary engagement" (p. 28). Freinet challenged teachers "to bring children back to the true life of their surroundings, to confront them

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Critical Pedagogy and Bilingual/Bicultural Education
Special Interest Group Update

SIG Chair: Dr. Maria E. Torres-Guzmán, Teachers College, Columbia University

by Dr. Maria E. Torres-Guzmán

Critical pedagogy is education for liberation and for the creation of more democratic societies. Bilingual/bicultural education is a critical pedagogy to the extent that we have advocated for rights of populations to speak their native language "to name their world" (Freire & Macedo, 1987:159). Besides promoting the native language, critical pedagogy also proposes that the educational process engage students in (a) affirming their voice and their cultural being and (b) examining their place in the world and their conditions of living as a way of identifying their relationships to the dominant society. There are many ways in which those of us in bilingual/bicultural education who are believers of critical pedagogy go about approaching what we do. Much depends on the populations and the conditions with which we work. Nonetheless, we do work with some principles. I will treat some principles within.

Education for whom?

One of the questions is about the population. What do we know about those with which we work and how do we get to know more? If you are a teacher or a teacher educator, this question is critical. We don't always have sufficient information about the children we teach. Actually, that is fine. It forces us to see our students and their families as sources of knowledge. And, they are or can be. On our part it requires that we see and listen with our hearts, because as Delpit (1988:297) put it, "we do not really see through our eyes or hear through our ears, but through our beliefs." We must do more. We need to engage the students, and their families when necessary, in reflection of their experiences and the world they live in through everyday events. This reflection should serve to validate them and to break with the social and political structures that keep us in silence.

For the most part, the language minority populations we in bilingual/bicultural education work with come from low socio-economic communities. The two largest populations within bilingual/bicultural education, the Mexican/Chicano and the Puerto Rican are what Ogbu & Matuti-Bianchi (1986) call caste-like minorities. They will reflect in their world view aspects of what Suarez-Orosco (1987) calls the "genre of depreciation." He explains it in the following way:

> People know and are affected by the knowledge that they have been systematically depreciated for generations. Such "remembrances of things past," continued depreciation, and contemporaneous barriers to upward socio-economic mobility permeate how people view their "place" in society and the role of schooling for their future (p. 161).

It is our responsibility as teachers to address the kind of discrimination that has silenced people's voices, to allow for indignation, and to create spaces for those voices to be heard. This we can do if we understand who our student population is and what relationships they told to the broader society. We also need to know and value what they have to say about themselves and the world in the language they choose.

As teachers, if we know this to be true of the children and families with whom we work, then it is necessary that we examine the tensions that arise from reflections on every life with some sensitivity. It is important that we not participate in silencing them, whether in the native language or in the second. It is also important to find ways in which the children and their communities can voice and act against social injustice as a vehicle for recovering self-integrity. The children we work with need to learn both languages; they are both necessary for our children to affirm who they are and to learn how to speak for themselves. As Rigoberta Menchú, the Nobel Prize winner, says:

> "In practice, the compañeros have to learn Spanish (here it is the second language) as I did, have to learn to read and write as I did, and assume all the responsibility for their work as I did. The reason behind this was that we're continually changing our rules, tasks, and our work. Our experience in Guatemala has always been to be told: 'Ah, poor Indians, they can't speak.' And many people have said, 'I'll speak for them.' This hurt us very much. This is a kind of discrimination."(1984:228).

It is our responsibility as teachers to address the kind of discrimination that has silenced people's voices, to allow for indignation (Greene, 1986), and to create spaces for those voices to be heard. This we can do if we under-

CRITICAL PEDAGOGY ——

stand who our student population is and what relationships they told to the broader society. We also need to know and value what they have to say about themselves and the world in the language they choose.

Education for what?

This is an important question because reflection about our lives is not itself the goal. It is true that we need to identify and analyze our cultural ways, that is, how we perceive, believe, evaluate and act (Goodenough, 1971). We also need to understand how much culture influences who we are as individuals and as members of a specific group. It is important to understand our experience and knowledge as they foreground and give meaning to what we do and how we do it. They are what Greenberg (1989) calls the funds of our knowledge. In other words, reflection helps us see the world through our eyes, through our individual psychology and our socio-cultural worldview that comes from socialization and collective consciousness. Voicing who we are, what we represent, and what we see as barriers to real democracy and social justice is important. But equally important are the actions we take to change that which is an obstacle. Both voice and action are important in breaking the oppressive silence that has been imposed on language minority children and their communities.

Summary

We hope that teachers will become involved with their students in reflection about their lives and in social action. Our society needs alternative voices and people who care. We also hope that teachers understand that in reflecting about our children's daily lives, we will be confronted with many tensions and conflicts. Our discomfort as much as that of the children must be addressed. In doing so, we must be willing to promote the feelings that passion for freedom brings and to enable the students to experience the power of speaking and doing for themselves. We can only do this if we value the students' experiences (Torres-Guzmán,

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The View from Washington

by James J. Lyons, Esquire
NABE Executive Director & Legislative and Policy Counsel

House Action on ESEA Reauthorization Postponed Until Next Year

Positive Congressional Response Due to Letters from the Field

In mid-November, the House Education and Labor Committee announced that mark-up of an Elementary and Secondary Education Act (ESEA) reauthorization bill would be rescheduled to the 2nd session of the 103rd Congress.

Prior to the adjournment of the 1st session, House Subcommittee and Committee staff made significant progress in developing the content of a "clean" bill for mark-up. Staff devoted substantial time and energy to reviewing the Title VII reauthorization proposals set out in the Administration's bill, H.R. 3130, and the Congressional Hispanic Caucus bill, H.R. 3229, as well as the correspondence many of you sent to Congress regarding the two measures (see November 1, 1993 issue of *NABE NEWS* for a description of the differences between the two measures). The outlook for Committee adoption of most elements and features of the Congressional Hispanic Caucus measure is quite positive.

Just after Thanksgiving, OBEMLA Director Dr. Eugene García and I spent nearly half a day discussing ESEA reauthorization. Our discussions were, I believe, productive, and should enable OBEMLA and NABE to work together more closely on the ESEA reauthorization as well as on other initiatives to improve the education of limited-English-proficient children.

In politics as in life, nothing should ever be taken for granted. If you have not shared your views on the reauthorization of the Bilingual Education Act, I would urge you to do so by writing your Representative and members of the House Subcommittee on Elementary, Secondary, and Vocational Education (see November 1 issue of *NABE NEWS* for names and addresses of Subcommittee members).

Education-related legislation will see heavy action in the 2nd session, which is scheduled to open January 25th. The Senate is expected to enact Goals 2000 legislation in the opening weeks of the session, clearing the way for a House-Senate conference on the measure which has already passed the House. NABE, together with a coalition of Washington-based organizations who advocate on behalf of language-minority students, was successful in securing House amendments to the Goals 2000 bill that are responsive to the needs of limited-English-proficient students. Our goal in the next session will be to ensure that the House-passed amendments are included in the final legislation sent to President Clinton for signature. NABE is also actively working on School To Work Transition legislation which is expected to be enacted early in 2nd session.

In addition to ESEA Reauthorization, the Administration has announced that it will send Congress next year proposals to amend and reauthorize the Individuals with Disabilities in Education Act (IDEA) and Head Start programs. Beginning at NABE '94 in Los Angeles, we will seek to involve the field in devising amendments to IDEA and Head Start to make both of these important programs more beneficial to language-minority and limited-English-proficient students.

I look forward to seeing you in Los Angeles for NABE '94 and working with you in the year ahead! Have a very safe and happy holiday season.

• NABE •

IN THE BILINGUAL CLASSROOM

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students that may be may be at odds with what American teachers expect.

Now let's look at some of the characteristics of the traditional Chinese learning environment.

Traditional Chinese Learning Environment

1. *Prominent Role of theTeacher*

In Chinese society, the teacher plays a very prominent role. In fact, the teacher is seen as an absolute authority. Children are taught to respect the teacher. The teacher is looked upon as the repository of truth. Consequently, students expect to **receive** knowledge from the teacher by transmission. Also, classrooms are most often teacher-centered and taught through a lecture style. In the US, however, teachers are seen as **facilitators** of knowledge. A good part of their responsibility as teachers is to help students discover for themselves and think for themselves. Teachers in China are also seen as models of moral behavior. Moral education has a prominent place in the curriculum and students are educated to respect authority and to observe correct social behavior. The teacher/student relationship is very formal.

When the Chinese student encounters life in the American classroom, his or her view of the teacher can cause some difficulties and misunderstandings between teacher and student. For example, students may insist on calling the teacher "teacher", instead of using his or her name. Students might also find it odd to be called by their first names as that is normally reserved for friends and family. The informal behavior of many American teachers may also confuse the student. For example, a teacher sitting on the desk, making mistakes in class and being corrected by students, talking about private life, making jokes with students are all very unexpected behavior. Furthermore, students may be reluctant to ask a question for fear of embarrassing the teacher. Asking a question would show that the teacher didn't explain things very well.

2. *Reverence for the Printed Page*

To Chinese students, text is seen as the embodiment of knowledge. In Chinese schools, the curriculum is often based on a book and the text is often the syllabus. Students study it from cover to cover and are then tested. As a result of these practices, students equate print with learning. Learning is equal to mastering a body of knowledge. In the West however, text is treated as a tool for knowledge. The text is seen as a jumping off point for learning and teachers often skip around in a text.

These differences can result in Chinese students feeling as if the teacher is not fulfilling her duty if the entire book is not covered. They may feel that they are missing something. In addition, Chinese students are not accustomed to questioning what is written down in a book or on the blackboard.

3. *Lack of Emphasis on Verbal Ability in the Classroom*

In Chinese educational tradition, intelligence is not necessarily measured by verbal ability. Intelligence is viewed as the ability to retain and reproduce what has been taught by the teacher and what is in the text. Even in language classrooms, oral skills and communication are not emphasized. Quite to the contrary, in the U.S., verbal ability is a sign of intelligence and learning. Expressing oneself well, giving honest opinions, showing that we can use what we've learned independently are all considered positive abilities. Students who participate in classroom discussions are good students.

The lack of emphasis on verbal ability can cause Chinese students to be very reluctant to participate in classroom situations here in the U.S. They do not want to appear to be showing off; nor do they want to risk making an error or not being completely correct. They may be reluctant to "take a guess" because questions are regarded as having right and wrong answers. They would prefer to read an answer than say it in their own words. Chinese students may be reluctant to ask questions during class (although they may ask many questions when class is over).

4. *Emphasis on Rote Memorization and Imitation*

Memorization and recitation are important foundations of educational pedagogy in China. Traditionally, young

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Immigrant Students

Column Editor: Vivian W. Lee, National Center for Immigrant Students, Boston, MA

Family Literacy Programs for Immigrant Populations: Concerns and Recommendations

by Vivian W. Lee and
Neeta Patel

Traditionally programs were developed to come in and fix whatever was wrong. That mind set needs to be changed. The best programs are built on the strengths and skills of individuals and their families -- Sharon Masrour, Trainer, Center for Family Resources, Long Island, NY.

Parents matter, they make a real difference in their children's education -- Richard Riley, U.S. Secretary of Education (public address October 21, 1993).

As the nation grapples with a changing economic landscape, changing immigration and birth patterns, and increasing instability and acts of violence, so do our schools confront these challenges. Issues of developing a literate and skilled labor force, addressing race and interethnic relations, and developing our children to their fullest potential all vie for attention in schools where resources are limited. One strategy for addressing these issues is the development and implementation of family literacy programs.

Recognizing the significance and potential benefit of family literacy programs, federal legislation such as the Adult Education Act (Titles II and III); the Head Start Act; the Family Support Act of 1988 (Title IV-A); and the Elementary and Secondary Education Act (Chapter 1, Even Start; Title VII Bilingual Education; and Title III, Part B, the Family School Partnership Program) have contributed to the growth of the movement. (Nickse, 1991).

Family literacy programs have been developed under the assumption that parents can contribute to their children's language development by making reading and writing a meaningful part of family life, and by playing an active role in their children's education (Weinstein-Shr, 1992; Ranard, 1989). These sentiments have been the impetus behind more than 1,000 family literacy programs that serve families, communities, and schools throughout the nation. This article discusses the distinct needs of immigrant and language minority students and their families with regards to literacy programs, and challenges mainstream assumptions that may not be appropriate in serving these families.

Successful family service programs are comprised of four basic components: Adult basic skills/literacy instruction for parents, quality educational experiences for their children; parent education and support groups; and inter-generational activities where parents and children spend time together (Paull, 1993). Despite their similar underlying components, no two family literacy programs should be alike; each one needs to develop organically depending on the needs and resources of the communities they serve.

Existing family literacy programs are extremely diverse in terms of design, implementation, and the implicit values they represent. For example, programs have been developed that target certain age groups (i.e. pre-school or school-aged children); that emphasize GED for adults; or that teach English to speakers of other languages. Programs can be either school or community based, taking place during school hours or in the evening.

Many family literacy programs follow a "transmission" model which entails training parents to teach their children in a way that replicates school practices. Oftentimes programs incorporate such practices as "teaching parents about the American educational system and philosophy of schooling;... assisting parents to promote `good reading habits';... training parents in how to read to children [in English]...;... teaching parents to make and play games to reinforce skills;... [and] training in `effective parenting'" (Auerbach, 1989).

When programs apply a transmission model to non-mainstream and language minority students, they characterize immigrant and refugee families as "literacy deficient" and fails to acknowledge essential strengths in them, because of the transmission model's underlying assumptions:

- ❖ English literacy development is best supported by the use of English at home;
- ❖ immigrant parents don't read to their children, value reading, or provide an environ ment conducive to learning;
- ❖ existing social and cultural factors in the home are obstacles to developing successful fam ily literacy;
- ❖ learning is a one way process where skills are transmitted from parent to child; and
- ❖ schools function adequately, and literacy development is determined by factors in the home; (Ibid).

These assumptions diminish the many strengths that immigrant and language minority families possess. For example, immigrant parents promote reading and writing in native languages and/or simply support their children in their literacy efforts in either native languages or English. Transmission models also ignore the cultural context in which families live. In order for family literacy programs to be effective, it is precisely this cultural context that must be recognized. Family literacy programs need to acknowledge that literacy is achieved through words

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ASSESSMENT OF LANGUAGE-MINORITY STUDENTS

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folio processes is twofold: teachers can track students' performances at any time from records, and students' real developmental stages can be assessed by collecting information from several sources. Cloud (1991) suggested that portfolio assessment provides students the opportunity to: (a) represent their own individual performance and progress; (b) avoid comparison to the performance of others; (c) apply assessment procedures to any combination of language or patterns; and (d) fade out biased assessment since teachers and students select and are familiar with the products collected. Thus, the portfolio system is a multidimensional assessment model; and it is also an instructional plan based on students' performance. Teachers design the curriculum based on the outcomes of a portfolio that is a way of knowing the student's real ability, and that illustrates on-going curriculum.

Developmental, Holistic Language

Developmental, holistic language and contextualized language programs are powerful tools for linking assessment with instruction. This strategy does not require parallel systems of assessment and instruction because it views students' activities and actions within the context of an entire task rather than as a sequence toward mastering the task. Here, students' learning and growth, as described by Willig and Ortiz (1991, p. 290), " includes a constant shifting of focus between the whole task and its component subskills." For LMS, this constant shifting between whole task and related subconcepts gives context and adaptive anchorage to communicative processes such as reading, writing and spelling. Other advantages for LMS include using their experiences as a basis for discovering interrelations between whole tasks and subconcepts, giving them direct control of these discovery activities (Willig & Ortiz, 1991), and allowing them to contribute to the instructional process. In P.I.A.G.E.T., experiences used by LMS in communicative activities are honored and respected. This increases exponentially student learning through adult guidance and instruction as shown by cooperative learning and using effective communicative problem-solving.

Directive Dialogue

Directive dialogue is another strategy that clearly shows the link between assessment and instruction. It is based on Damico's (1992, p. 159) idea that "language can be analyzed and tested apart from the influence of intrinsic and extrinsic factors." From this perspective, the structure of language consists of several related abilities (i.e., articulation, voice, fluency, phonology, morphology, syntax, semantics, and pragmatics; Damico, 1991, p. 160). In the assessment process, the teacher first uses a "discrete point methodology" (Damico, 1991, p. 160) by examining students' language proficiency and analyzing separate aspects, and then puts individual analyses together. This assessment closure explains students' communication skills and determines their language functioning. Then, the teacher may focus on students' speech (i.e., articulation, voice and fluency) and receptive and expressive language abilities to design individual curricula for students (Damico, 1991). This assessment may also consist of an oral dialogue between teacher and student, or a "dialogue journal" (Willig & Ortiz, 1991, p. 292). The directive dialogue and the dialogue journal are teaching and communicative tools for teachers as they understand problems students encounter, and expressive tools for students as they have regular channels to see their developing progress.

Family Potential

Another effective strategy for linking assessment with instruction is the family potentials. Garcia (1992, p. 79) noted that " the family unit creates opportunities for the child to learn values " such as cooperative (equal) reward patterns, familial interdependence (i.e., family solidarity, attachment, commitment), and status relationships within the family. In addition, the family potential is ideal, as the child's primary teachers, to extend and reinforce in home settings their children's learning and development (assuming training), and to use and implement motivational reward systems congruent with the families of LMS and with the school's work.

In harnessing family potential, parents of LMS are shown through varying effective modes how to work effectively with their children, which exclude sending home print materials or media and telling parents what activities to use. From P.I.A.G.E.T. home programs (Yawkey, 1992), more effective ways of training include demonstrating, modeling, and playing-back through family members imitating various problem-solving actions, routines, and activities that use cooperative patterning with home visitors and their children. In addition, these programs focus on a family member who spends the most amount of time with the child. After appropriate training, family members become effective change agents in which they can reinforce understandings, skills, and attitudes as well as extend them from school to other home settings.

In conclusion, when **multiple dimensional links between assessment and instruction** are created through the six major interrelated strategies presented, we obtain more accurate information about students' developmental stages and nurture sound learning as teacher's instruction fits authentic needs of LMS. Moreover, each of these strategies are proven practices and may present **challenges** to teachers because of the large amounts of information they produce, and the multiple dimension of development and learning that they reflect.

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RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on Friday, February 18, 1994, during the 23rd Annual International Bilingual/Multicultural Education Conference in Los Angeles, California, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that ,"the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1994 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing," will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either send them by January 15, 1994 or bring them to the NABE Conference Office in the Los Angeles Convention Center by Tuesday, February 15, 1994.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION: 1994 RESOLUTIONS

Mr. Chairman, I/we wish to submit the following resolutions:

Whereas: ______________________________

____

____

Be it resolved that: ______________________________

____

____

Rationale: ______________________________

____

____

Submitted by: ____________________ Seconded by: ____________________

If other than individual, submitted by (Name of Group): ______________________________

Person to be contacted regarding resolution: ______________________________

Name: ____________________ Phone: ____________________

Address: ______________________________

City: ____________________ State: __________ Zip: __________

Attention: *Copies of this form are to be brought to the NABE Conference Office in the Los Angeles Convention Center by February 15, 1994, or mailed, postmarked no later than January 15, 1994 to:*

Jose Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
NABE Executive Director
1220 L Street, Suite 605
Washington, D.C. 20005

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Resolution No.: __________ Approved ______ Disapproved ______

Reason for Disapproval: ______________________________

Amendment for Re-editing Needed: Yes __________ No __________

NABE Membership Action: Carried ______ Failed ______ Date __________

NABE '94 CONFERENCE OVERVIEW

The 23rd Annual International Bilingual/Multicultural Education Conference of the National Association for Bilingual Education (NABE) will be held February 15-19, 1994 at the Los Angeles Convention Center in Los Angeles, California.

California is the most linguistically diverse state in the union, with 8.6 million residents reporting in the 1990 Census that they spoke a language other than English at home. One out of three California school students does not speak English at home. There are currently over a million California school students who are classified as limited-English-proficient; close to 600,000 of these students are enrolled in Los Angeles County school districts alone.

The theme of NABE '94 is *Bilingual Education: World-Class Schooling*. In addition to nationally-known keynote and major speakers, there will be more than 200 workshops, papers, demonstrations and symposia on all issues related to the education of language-minority students and their families. The conference will feature day-long Training Institutes, half-day Intensive Sessions, and School Visits to model bilingual education programs. The latest in educational materials and products will be on display in the Exhibit Hall. School districts, colleges and universities, and organizations will be recruiting staff through the Job Fair.

Take time to experience Los Angeles -- a cosmopolitan, international city. The ethnic diversity that influences the city's character spans the globe. The Los Angeles area offers a variety of historic, cultural, dining and entertainment attractions as well as a mild climate, magnificent Pacific coastline, lush valleys and rugged mountains.

Don't miss NABE '94 in Los Angeles!

NABE '94 BUSINESS MEETINGS

The NABE '94 Conference offers an opportunity for our membership as a whole to meet and personally interact with the Executive Board, discuss issues, and make recommendations on the future direction of the organization. NABE needs you! Plan to attend the various business meetings at NABE '94.

Wednesday, February 16

NABE DELEGATE ASSEMBLY
9:00 am - 4:00 pm

NABE Affiliate Presidents meet with the NABE Board

Convention Center Location & Parking

The **Los Angeles Convention Center** is located at **1201 South Figueroa Street**. It can be reached by taking Freeway 110 South and exiting at Olympic Street or by taking Freeway 110 North to 10 West and exiting at Pico Boulevard. **Parking** at the Convention Center costs **$5.00 per day**.

Thursday, February 17

SPECIAL INTEREST GROUP (SIG) MEETINGS
8:30 am - 9:15 am and
1:30 pm - 2:15 pm

NABE GENERAL MEMBERSHIP MEETING - PART 1
2:30 pm - 3:15 pm
Open to all NABE members

NABE RESOLUTIONS COMMITTEE MEETING
3:30 pm - 5:30 pm
Affiliate delegates meet to prepare resolutions to be submitted to the NABE membership

Friday, February 18

NABE NOMINATING COMMITTEE MEETING
8:30 am - 10:30 am
Affiliate delegates meet to select slate of candidates for 1994-95 NABE Executive Board

SPECIAL INTEREST GROUP (SIG) MEETINGS
8:30 am - 9:15 am and
1:30 pm - 2:15 pm

NABE GENERAL MEMBERSHIP MEETING - PART 2
2:30 pm - 3:15 pm
Open to all NABE members

NABE '94 SPEAKERS

Wednesday, February 16

Keynote Speakers

Sid Thompson,
Superintendent, Los Angeles Unified School District
Santiago Rodriguez,
Director of Multicultural Programs, Apple Computer Company

Thursday, February 17

Keynote Speaker

Carlos Fuentes,
World Renowned Author and Lecturer

Major Speakers

Eugene Garcia, Director, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education
Ron Takaki, Professor, University of California - Berkeley, Author of *A Different Mirror**
Ada Deer, Assistant Secretary for Indian Affairs, U.S. Department of the Interior*
Joshua Fishman, Professor Emeritus, Yeshiva University

Car Rentals

ALAMO Rent a Car has been selected as the official car rental company for NABE '94. Special discounted rates have been extended to those attending the NABE Conference. Rates include *unlimited free mileage*. To make reservations, call Alamo at 1-800-732-3232 and request Group ID #86596 and Rate Code 7G. Advanced reservations are required.

Friday, February 18

Keynote Speakers

Jim Dezell,
Senior Corporate Vice President and General Manager, IBM Educational Systems
Jim Cummins,
Researcher, Ontario Institute for Studies in Education

Major Speakers

Gil García, Acting Director, Division of Research, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education
Linda Wing, Professor, Harvard University School of Education*
Norma Cantú, Assistant Secretary, Office for Civil Rights, U.S. Department of Education*
James J. Lyons, Executive Director, NABE

Special Guests

Henry Cisneros, Secretary of Housing and Urban Development*
Xavier Becerra, Member, U.S. House of Representatives
Gloria Molina, Los Angeles County Board of Supervisors

Hotel Reservations

VIP Meetings & Conventions handles all hotel room reservations for NABE '94. By calling 1-800-926-3976, you can make a reservation and receive *immediate* confirmation. Six hotels offer specially discounted rates for NABE '94 attendees. Reservations may be made ONLY through VIP Meetings & Conventions; DO NOT call the hotels directly. NABE will provide shuttle buses between the Convention Center and all hotels. **The cut-off date for hotel reservations is January 17, 1994.**

Saturday, February 19

Keynote Speakers

Edward James Olmos,
Actor*
Marian Wright Edelman,
President, Children's Defense Fund*

Major Speakers

Harry Wong, Education Author & Lecturer
Sonia Nieto, Professor, University of Massachusetts - Amherst, Author of *Affirming Diversity*
Steve Krashen, Linguist, University of Southern California

Special Guests

President & Mrs. Clinton*
Secretary of Education Riley*

Air Travel

World Travel is the official travel agent for the NABE '94 Conference and *American Airlines* is the official conference airline carrier. By calling World Travel at 1-800-424-2896, you can purchase *American Airlines* tickets at specially discounted fares -- 10% off Y26 coach fares and 5% off all other fares. Further restrictions may apply.

For those traveling to Los Angeles from cities served by *Southwest Airlines*, discounts are being offered to NABE attendees. Reservations must be made through the Southwest Airlines Group Desk at 1-800-433-5368 no later than February 1, 1994 using identifier code Y63. Discounts are only available through this telephone number.

JOB OPENING

EDUCATION/CONFERENCE COORDINATOR

POSITION DESCRIPTION

The California Association for Bilingual Education (CABE) is seeking a visionary leader to assume the position of Education/Conference Coordinator.

The main responsibilities are to carry out, manage and monitor educational projects and programs authorized by the Board of Directors and/or the Executive Director. Also to work closely with the Conference Chairperson to carry out the necessary tasks for a successful annual conference.

Within the limits of the Association's bylaws and policies, the duties and responsibilities of the Educational/Conference Coordinator shall be:

- Review educational proposals as they are submitted to CABE
- Coordinating and directing CABE conferences
- Collaborating with other organizations to bring CABE Institutes into their conferences
- Developing programs and writing grant proposals
- Plan, formulate and recommend, for approval by the Executive Director, policies and programs which will further the objectives of the association
- Develop and maintain an external relations program with other associations, industry, government, and public service organizations
- Be a visible, effective advocate with groups on behalf of CABE and the students of California
- Must be committed to the goals and philosophy of bilingual education and possess knowledge of current bilingual education issues, especially legal mandates and credentialing requirements
- Must be able to read and interpret research, and provide leadership for the educational implications of the 1,000,000 plus English Learners in the State of California
- Must be willing to travel

QUALIFICATIONS

- Five years teaching experience (English Learner students desirable)
- Excellent oral and written communication skills
- Ability to address large audiences and represent CABE at educational functions

EDUCATION

- Advanced degree (in bilingual education desirable)

SALARY

- $40,000 - $45,000 plus benefit package

APPLICATION PROCEDURE

- A personal resume which depicts a total profile of your training and experience
- A confidential file forwarded by the respondent's university placement office at his/her request, or a minimum of three letters of recommendation.
- Salary history and requirements.

Please submit all materials prior to April 1, 1994 to:

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)
PERSONNEL DEPARTMENT
320 W. "G" STREET, SUITE 203
ONTARIO, CA 91762

CABE is an Equal Opportunity Employer: *All qualified applicants will receive consideration without regard to race, creed, marital status, color, religion, sex, national origin, age, disability, sexual orientation, personal appearance, family responsibilities, political affiliation or educational enrollment.*

Bilingual Education in the *NEWS*

*Editor's Note: This is the first appearance of what we hope will become a regular feature in the **NABE NEWS**, the* **Bilingual Education in the *NEWS*** *column. We'll use this column to reprint one or more articles from national or local news sources which concern some aspect of bilingual education, as a service to our readers who may have missed them when they appeared in their original publication. We welcome your input for this column as well. If you see an article concerning bilingual education that you think our readership would appreciate, please clip it and send it along to us here at NABE care of NABE NEWS; the address is printed on page 2 of this issue.*

Illinois' Top Teacher Puts Pride First

Reprinted by permission of the Chicago Tribune

As a child in the barrios of Los Angeles, Adela Coronado-Greeley often was punished in elementary school for speaking Spanish. As a teacher in the inner city of Chicago, she's rewarding pupils who demonstrate such pride in the Hispanic culture, whether they are Hispanic or not.

"Children ought to be proud of who they are and respect other cultures," Coronado-Greeley said "And the way you get to know a culture is through their language."

It's a vision that literally has made her one of the best teachers in the state.

The soft-spoken veteran Chicago public school teacher and champion of multicultural education has been named the 1993-94 Illinois Teacher of the Year. She was selected by Illinois Supt. Robert Leininger from among 12 finalists. As such, she is recognized for her excellence in teaching and will compete against educators from across the United States for National Teacher of the Year.

"Without a doubt, Mrs. Coronado-Greeley embodies all that an educator should be," said Inter-American Principal Eva Helwing. "She genuinely cares about and believes in all children and wants them to reach their highest potential in life."

Coronado-Greeley, 59, is a 3rd-grade teacher at Inter-American Magnet School, 919 W. Barry Ave., for children in pre-school through Grade 8. She's also one of its founders.

The daughter of Mexican parents, she worked as a community activist in Chicago from 1960 to 1965. She began teaching in 1971 at Salazar Elementary School on Chicago's West Side, but left two years later on maternity leave.

During that time, she and another young mother, Janet Nolan, had a dream for a bilingual, bicultural public school that would bring English- and Spanish-speaking children together to learn about one another's languages, traditions and histories.

Together they drew up a proposal for the Chicago Public Schools, and in 1975, Inter-American School was founded for Hispanic children. In 1978, with support from Access to Excellence, a program designed to furthur integration, it instituted a policy that created a student population half Spanish-speaking and half English-speaking.

Its curriculum is based on a method called cooperative learning, in which Spanish-speaking children help English-speaking children when Spanish is being taught, and the reverse is true when English is being taught.

The concept is a popular one; in addition to its capacity enrollment of 638 pupils, there is a waiting list of more than 1000 names. And since it was founded, Chicago Public Schools have opened seven other schools with similar philosophies.

The school has had measurable success. Its pupils routinely score above the national average on standardized tests, and although 60 percent of the students are considered impoverished, 60 percent of them eventually go on to college. That is made possible in classrooms like that of Coronado-Greeley.

On Monday, there is a busy hum to this room full of 3rd graders. On this particular day, they were learning about the United States, and several huddled intently at a map looking for Minnesota. The teacher was there, pointing out both with a yardstick. It might have been like any other American classroom except that these pupils, though only in the 3rd grade, speak and read confidently in both Spanish and English whether it is their native language or not. Half of them represent seven different Spanish-speaking countries; the rest are African American, European American or Native American.

In this particular class, they were to speak only Spanish, and those who slipped out of the language lost one of the stars they had received for being good. The pupils also are about to begin a project in which they will present chapters of a book on Incas through costumes, plays, puppet shows and crafts.

If there is any secret to Coronado-Greeley's classroom success, it is, perhaps, encouragement. While teaching ethnic pride, she tries hard to instill individual self-respect in each of her pupils. "Perfecto!" she told several of them after they read aloud. While presenting the lesson, she praised others for paying attention. And those who were in their seats when she asked were rewarded with the much-coveted stars.

"I want each child to believe they are special and what they contribute is worthwhile," Coronado-Greeley said. "I want them to realize they have something special to offer and that they can leave the world better than when they came into it."

Her work has earned her respect from parents and her colleagues: but the teacher's biggest fans by far are her pupils.

"When we have problems, she helps us." said 8-year-old Natalie Cabrera. "She explains it so we can understand." Added an enthusiastic 8-year-old Shemika Dunlap, whose favorite part of school is learning Spanish: "She's the real best teacher!"

• NABE •

NABE '94

FEBRUARY 15-19
1994

LOS ANGELES,
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BILINGUAL
EDUCATION:
WORLD-CLASS
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DON'T MISS IT!

ADMINISTRATION

from page 7

ration and collegiality lend itself toward a more productive and proactive experience. Not knowing the language does not necessarily equate to an unfair evaluation. Though the administrator is at a disadvantage there are other things that can be done. "By recognizing verbal cuing, body language, vocal intonation, and other engaging sensory modalities a determination may be made if the teacher is using the correct vocabulary when instructing in the students' native language" says Codell. Certain teaching behaviors such as planning, preparation, classroom management, questioning techniques, voice control, and classroom appearance are all observable no matter what language is being spoken by the instructional leader of the student, adds Shannon.

Some of the "best practices" used by monolingual administrators in the observation and evaluation of bilingual teachers when instruction occurs in the native language of the students include the writing of anecdotal notes of both student and teacher behavior, the use of a time log to record length of responses during instruction, and documenting questioning patterns. To provide objective feedback to teachers on their instructional techniques major areas of observer focus can include "student physical" and "teacher physical." According to Bellon and Bellon (1985) these focuses would be very appropriate when observing bilingual teachers. Identification of patterns can be documented using these approaches. Patterns which support instruction should be continued in similar appropriate instructional settings. Priorities for change need to be established for those patterns having a negative effect on instruction. Mapping a teacher's walking pattern is another strategy that can aid in the process. Walking patterns help determine whether the teacher follows through with student questions, the number of students able to be served on an individual basis, and whether the students understood the instructions.

In summary, many of the strategies that are effective with regular teachers can be successfully applied to bilingual teachers as well. There need not be any deviation in the process. The goal for evaluation is to improve performance. Administrators do have the tools to conduct a fair and accurate assessment, despite language barriers. According to school principal Neil Codell, one of the most important things to remember is that one does not need to know the language of the bilingual instructor, but must have a sensitivity toward and a respect for those who have the gift of a second language. Embracing what the student brings to our world in his/her native language is essential to the success of the bilingual education program.

References

Bellon, J.J. (1985). The many roles of the skilled evaluator. In W.R. Duckett (Ed.). The competent evaluator of teaching. Bloomington, IN.; Phi Delta Kappa's Center on Evaluation, Development, and Research, p.81-101.

Bellon, J.J. and Bellon, E.C. (1982). Classroom supervision and instructional improvement: A synergetic process. Kendall/Hunt Publishing Company, Dubuque, IA.

Editor's Note: Contributions to the **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

« NABE »

COLLABORATION AMONG BILINGUAL, ESL AND FOREIGN LANGUAGE TEACHERS

As part of its ongoing effort to collaborate with the American Council on the Teaching of Foreign Languages (ACTFL), TESOL, and other members of the language teaching profession, NABE is collecting information on successful methods of collaboration among bilingual, ESL and foreign language teachers. We are seeking descriptions of specific strategies and techniques used to promote language learning by working collaboratively with other teachers and their classes. For example, a foreign language teacher and a bilingual teacher might pair their students so that they serve as models of native speakers for each other.

Descriptions will be compiled and shared with the memberships of the various language teaching organizations.

Send information about successful collaborative techniques to Dr. Nancy F. Zelasko, NABE Assistant Director, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018.

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Eastern Montana College

Second Language Acquisition

by Jon Reyhner

More interest is being shown today in maintaining and renewing tribal languages in schools where previously the government sought to eradicate them. The passage of the Native American Languages Act in 1990, the recommendations of the Indian Nations at Risk Task Force in 1991, and the White House Conference on Indian Education in 1992 have reinforced this interest.

But efforts over the last two decades at native language restoration have sometimes turned out to be token. Tribal elders and others hired to teach the languages taught only numbers, colors, and names of animals because they lacked the professional knowledge needed for classroom teaching.

Based on my own bad high school and college experiences trying to learn Spanish, French, and Navajo, I have previously recommended the "Natural Approach" (Krashen & Terrell, 1983) for developing the communicative competency I think is needed for tribal languages to remain vital (Reyhner 1986, 1992). However, the Natural Approach has received considerable criticism. Much of this criticism is of Krashen's claim to have developed a comprehensive theory of second language acquisition rather than of the specific classroom practices he advocates, but there is also criticism of some of his advice for classroom teachers.

Brandt and Ayoungman's 1989 article, "Language Renewal and Language Maintenance: A Practical Guide", gives some excellent suggestions for teachers that parallel the Natural Approach. The contributors to Ronald M. Barasch and C. Vaughn James's *Beyond the Monitor Model* (1994) detail the criticisms of the Natural Approach and suggest how to improve tribal language programs.

The contributors note, examining especially European sources, that what is good teaching in the Natural Approach is not new with Krashen. Waldemar Marton comments on the "anti-pedagogical" aspects of Krashen's theories. Like the Whole Language Approach, Krashen talks more about creating an "acquisition" environment rather than specific teaching strategies. Wilga Rivers recommends a more "interactive approach" where besides providing comprehensible input in a low anxiety environment, teachers do correct grammar based on the level of the students' understanding.

As Ian Dunlop puts it, "explanations of grammar help as long as those explanations are understandable, do explain and do not confuse, and are at the linguistic level of the student" (1994, p. 217). Without that correction there is evidence that students' errors will "fossilize" with the result that while they will be able to get by in the language they will never achieve near-native fluency. As stated by Carlos Yorio, "What the immersion program evidence shows is that in the best of all possible *acquisition*-oriented classroom situations, comprehensible input and full emphasis on meaning result in fluency but not in accuracy." (1994, p. 132). There is some evidence of this from the Canadian French immersion classrooms.

Teresa Pica, Richard Young, and Catherine Doughty also note the importance of interaction plus "redundancy in input" in second language instruction. Pica notes that "a number of studies have shown that a priori adjustments to input in the form of paraphrase and repetition of linguistic constituents, simpler syntax, and commonly used words have a facilitating effect on L2 comprehension of texts or lecturettes [mini-lessons], compared to their unadjusted counterparts" (p. 183). She also states that students need more "opportunities to initiate interaction, seek clarification [ask questions], or signal for help with comprehension" (p. 185).

Peter af Trampe argues that some of Krashen's dislike of grammars results from their written language bias. The last thing beginning language users can use is a complicated grammar produced by linguists, but they can use a simplified oral language oriented grammar.

I mentioned previously the parallels between Krashen's Natural Approach and the Whole Language Approach to literacy. They both downplay direct instruction in favor of providing a language-rich environment that will motivate students. While this fits in with some of the recent research in cognitive psychology and the constructivist theory of learning, taken to the extreme they severely limit the role of teachers. Basically, teachers would only provide high interest, low anxiety, language-rich environments for students.

The more conservative approach found in Barasch and James's book adds a teaching function to this environment. Similar to the mini-lessons on grammar and other subjects on an as needed basis advocated by some Whole Language proponents, the interactive element of language teaching advocated in *Beyond the Monitor Model* calls for teachers to play a carefully circumscribed role in teaching grammar to students.

References

Barasch, R.M., & James, C.V. (1994). *Beyond the Monitor Model: Comments on Current Theory and Practice in Second Language Acquisition.* Boston: Heinle & Heinle.

Brandt, E.A., & Ayoungman, V. (1989). Language Renewal and Language Maintenance: A Practical Guide.

Continued on page 35

Resources for Bilingual Educators

Foundations of Bilingual Education and Bilingualism - Colin Baker. Academic Consultant: Ofelia García. This new textbook provides a comprehensive introduction to bilingualism and bilingual education. Written as an introductory text from a cross-disciplinary perspective, the book covers individual and societal concepts in minority and majority languages, childhood developmental perspectives, general bilingual education issues, developments in bilingual and second language classrooms, and political and multicultural perspectives. The book's two sections, The Individual and Social Nature of Bilingualism and Bilingualism Education and Bilingual Classroom and 18 chapters consider crucial issues and controversies, such as: Defining who is bilingual, Testing language abilities and language use, Learning a second language, and Types of bilingual education. Multilingual Matters Series No. 95. 1993. 320 pp. $24.50. PB 1-85359-177-7. To order, call toll free (800) 821-8312.

Healing Multicultural American: Mexican Immigrants Rise to Power in Rural California - Henry Trueba. The gravity of problems experienced by minority groups worldwide cannot be underestimated. The authors wrote this book to assist their readers in understanding the politics of education for ethnic minorities. This volume is a historical and anthropological account of a group of Mexican immigrants who managed to understand and use the United States' demographic system to gain access to the "American Dream". It suggests ways in which ethnographic research can help to ensure that the language, culture, and history of a minority community need not decline or disappear in the schools. Falmer Press. 1993. 212 pp. $25.00. PB 0-75070-151-X. To order, call toll free: (800) 821-8312.

Instructional Conversations in Special Education Settings: Issues and Accommodations - Jana Echevarria and Renee McDonough. This educational practice report (EPR 7) presents a case for complementing traditional skill-building with an interactive instructional approach capitalizing on the resources special education children can bring to the learning situation. The report describes the elements of instructional conversations, examples from an 18-month case study, and practical disabilities. 1993. 24pp. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street., NW, Washington, DC 20037. (202) 429-9292.

Moving In and Out of Bilingualism: Investigating Native Language Maintenance and Shift in Mexican-Descent Children - Lucinda Pease-Alvarez. This research report (RR 6) focuses on the English language proficiency and attitudes toward native language maintenance and bilingualism of 64 Mexican-descent children and families. The study reveals that native language dominance seldom lasts past the second or third generation among this immigrant population, and a strong commitment to bilingualism is generally retained. 1993. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292.

Teacher Research on Funds of Knowledge: Learning from Households - Norma González *et al.* This educational practice report (EPR 6) challenges the view that working-class minority students do not come from homes rich in social and intellectual resources. The report describes visits by four teacher-researchers to student homes to gather information about these families, the teachers' insights gained by these visits, and curriculum units developed and taught utilizing these areas of knowledge. 1993. 23pp. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washing ton, DC 20037. (202) 429-9292.

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Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information concerning any item listed in this column, you must contact the item's publisher directly.

• NABE •

Publishers and Educational Materials Developers

Do you have a new product you would like NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018.

Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

Writing as a Language Development Tool in Bilingual Geometry

by P. Martin Williamson, Englewood Public Schools

MATHEMATICS AND LITERACY

Literacy and mathematics have always been viewed as being important. However, they are often not thought of as being important together. This would include thinking that reading and writing skills in a student's dominant language are not important in the development of mathematics skills. Being literate refers to being able to read and write. Being able to do mathematical problems is seldom referred to as being associated with reading and writing.

The association between mathematics ability and literacy is not too far apart. First, we cannot obliterate the role of language in solving any mathematics problem that has even one morpheme, a morpheme being a minimal unit of meaning in grammatical function (Yule, 1985). If a mathematics exercise has even one word or use any syntax then it too has surrendered to the rules of language.

The importance of being literate is overwhelmingly evident as it allows for the development of peripheral skills. Gardner (1983) poses that critical analysis of arguments and procedures can be fostered by the acquisition of some form of literacy.

COMMUNICATION AND DISCOURSE

The National Council of Mathematics (1989;1991) says that communication and discourse are areas on which the teacher of mathematics should focus their teaching practices. Mathematics, unlike other academic areas tend to minimize the amount of time spent on reading, writing and, to add one more aspect, speaking. This becomes particularly crucial in a bilingual setting, mainly because language is the issue. Language is the very component that distinguishes the limited-English-proficient (LEP) student from the student who is supposedly proficient in English.

The child studying in the mathematics bilingual education class is faced with an awesome responsibility. Unlike his/her monolingual English speaking counterparts, he/she is charged with the responsibility of learning advanced mathematics terms and concepts that are germane to his/her first language (L1); continuing to develop and maintain mathematics terms and concepts that are culturally relevant (see Schindler and Davison, 1985, p. 31; Trent and Gilman, 1985); and working toward being able to do mathematics in the target language, including association of English terms with concepts learned in L1. In the process of teaching the content, reading, writing and speaking are understressed, leaving the LEP student at a distinct disadvantage with respect to L1.

The purpose of this article is to offer an approach to maximize language usage in the bilingual mathematics classroom, and continue to encourage and cultivate mathematical and language development in one skill, one domain, but bilingually.

WRITING IN CLASS

Bilingual classroom settings should engage various types of language production activities. There is a natural relationship between writing and mathematics; for this reason, I will focus this discussion on one type of writing activity in geometry. Miller suggests that writing in the content area is a effective approach to expressing one's understanding of mathematics. The connection between geometry and writing is significantly pronounced. Geometry forces students to think in sequence, searching for existing patterns as well as creating situations that may themselves call for the creation of new patterns. The major point here is that it is recognized that geometry allows for creativity. Through writing, procedural and conceptual understanding of mathematics is promoted (Miller, 1992).

WRITING A PROOF

In this section, I will compare the Expository Proof to the Two Column Proof. The traditional way of writing a proof, using the two column method, does not offer much of an opportunity for writing development. Typically, the proof is assigned by the teacher and he/she may direct questions to the student about the procedure. Students may be able to jot down some of the theorems (a theorem is a mathematical statement that can be proved), postulates (an assumption; statement accepted as a starting point) and definitions that are relevant to the proof. They may even be able to order some of the steps in some logical sequence. However, these proofs will not be in complete sentences and, in many cases, there will not be complete words since symbols are used to abbreviate. It seems clear that as we shorten language, we lose concepts; as we limit our language, we impede our perceptions of our world. More visually, the two column proof structurally encourages fragmentation which maims the practice of fluid ideas and creative sentence development.

The Expository proof, as I refer to it, is an expansion of the paragraph proof. The expository proof goes beyond the paragraph proof by explaining the information at hand and writing in explicit terms what is needed to complete the proof. Sentences are used to clarify other sentences. Concepts are learned through the investigation of other concepts. The learning is cyclical, because the investigations are continuous. The student determines when the investigations can stop. He/she can make those determinations when he/she feels that the proof is complete.

In the next section, I will provide examples of the different types of proofs referred to here.

Continued on page 28

BILINGUAL GEOMETRY

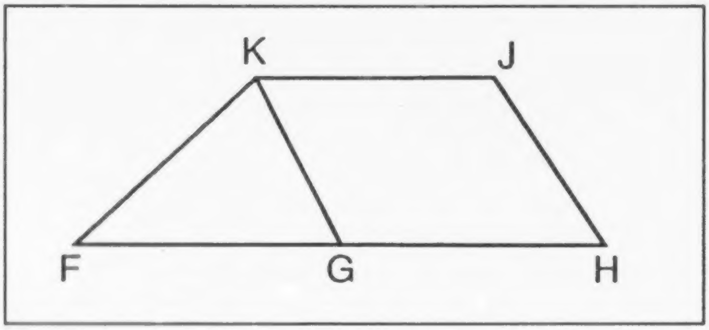
THE TWO COLUMN PROOF

EXAMPLE 1.

GIVEN: $\overline{KG} = \overline{KJ}$

$\overline{GH} \cong \overline{KJ}$

PROVE: $\overline{KG}$ bisects $\overline{FH}$



STATEMENT	REASON
1. $\overline{KG} \cong \overline{KJ}$ $\overline{GH} \cong \overline{KJ}$	GIVEN.
2. $\overline{GH} \cong \overline{KJ}$	IF TWO SEGMENTS ARE CONGRUENT TO THE SAME SEGMENT, THEN THEY ARE CONGRUENT.
3. $\overline{KG}$ bisects $\overline{FH}$	IF A LINE DIVIDES A SEGMENT INTO TWO CONGRUENT PARTS, THEN IT IS A BISECTOR.

1993-94 Teacher Shortage Areas: Loan Deferment Qualifications

The Higher Education Technical Amendments Act of 1987 added a provision in law to allow borrowers to defer their loans on the basis of teaching full-time in a public or non-profit private elementary or secondary school in a teacher-shortage area as defined by the Secretary.

This federal designation of teacher shortage areas enables borrowers to qualify for deferment of loan repayment under the Stafford Loan and Supplemental Loans for Students (SLS) programs and for scholars to qualify for the reduction of teaching obligation under the Paul Douglas Teacher Scholarship Program.

For the 1993-94 school year, the Secretary has designated the following teacher-shortage areas:

- Life Science (7-12)
- Bilingual Education (K-12)
- Special Education (K-12)

Since these areas are designated by subject matter rather than according to geographic location, the Commission has revised its general deferment form (L-50) to more broadly describe the deferment. For more information, contact the office of Post Secondary Education in the U.S Department of Education in Washington, DC.

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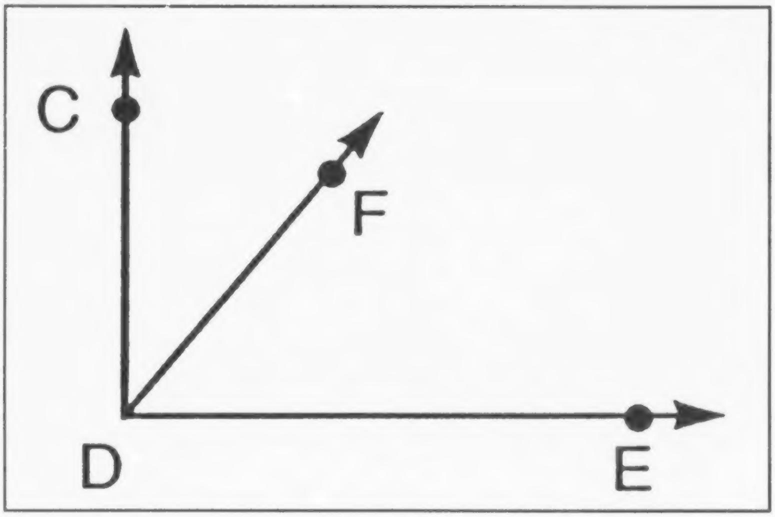
THE EXPOSITORY PROOF

EXAMPLE 2.

GIVEN: $\overline{CD} \perp \overline{DE}$

PROVE: **<CDE** is complimentary to **<FDE**



First, the L1 (Spanish language proof), then the L2 proof.

Nos dicen que rayo CD está perpendicular al rayo DE, entonces podemos decir que el ángulo CDF es un ángulo recto; porque está dividido por el rayo DF que forma dos ángulos complimentarios, los cuales al sumarsen tienen una medida de 90. Con esto nosotros podemos probar que ángulo CDE es complementario al ángulo FDE.

Given that CD is perpendicular to DE, then we can say that angle CDF is a right angle; because it is divided by the ray DF which forms two complimentary angles which added together have a measurement of 90 degrees. With this, we can prove that angle CDF is complimentary to angle FDE.

- -

DISCUSSION

The expository proof is a product of one's innermost feelings. As the author writes, he/she is personalizing each word, for each word is a result of his/her thoughts. There are rules that are followed when writing, i.e., syntax and semantics are usually the objects of criticism and judgement.

The student will naturally start out writing in the first language (L1). As he/she goes through his/her language learning process, he/she will be able to transfer the skills in L1, to L2. Students should be encouraged to at first write in L1. When students basically understand what is being asked of them, and they are able to write the Expository Proof in L1, then they should be encouraged to try and write in L2. Macnamara (1967) determined that one can be considered bilingual if one has the ability to at least produce one of the language skills in L2. By continuing language development by writing in L1, in the mathematics class, the LEP will be able to transfer those skills learned using L1, to writing in L2.

The evaluation of this proof is based on: 1. the logic used by the student; 2. the completeness of the proof and 3; grammar and punctuation. Students should be given the opportunity to revise and rewrite. This process can be lengthy, but the benefits can be exciting.

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CLASSROOM —— *from page 16*

students had to commit to memory classic texts that were beyond their comprehension. It was assumed that they would come to understand them later. Also, the nature of the Chinese writing system itself influences this attitude towards memorization. Because there is no alphabet, many characters must be committed to memory. Imitation is also important. The general rule is "Listen and watch in order to learn". In language education, for example, essay writing is taught through use of a model essay which students analyze, imitate and then learn by "osmosis". The rationale for this is that learning basic skills through imitation gives students a good foundation to eventually work on their own.

This attitude towards memorization and imitation may result in Chinese students attempting to memorize whole sections of a text for a test and then giving back information verbatim. Students may be hesitant to give "their own" answer in "their own" words and they may have difficulty with questions that require inference skills or creative solutions.

5. *Importance placed on Tests and Marks*

In China there is a tradition of learning for the purpose of passing exams. In the past there were civil service exams and presently, students have to pass exams all along their academic career. Passing exams is seen as a duty to self, parents and society. Parents put much pressure on children to do well on exams and get good marks. In terms of Chinese student expectations in American schools, this can result in students resenting having to learn things that won't be on a test. They may view practice, discussions, etc. as "superfluous" to learning. Students may be over-anxious about marks and parents may be unrealistic about what students can achieve and what is reasonable.

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Upcoming Events

January 20-22, 1994 - The National Multicultural Institute, "Building Professional Competence in a Multicultural Society," Washington, DC. Two-day and four-day workshops; Training of Diversity Trainers, Initiating Cross-Cultural Dialogues, Developing Cultural Awareness, Building Cultural Competence, Racism and Ethnic Identity, Cross Cultural Counseling, Multicultural Education and Diversity in the Workplace. Contact: National Multicultural Institute, 3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2556. Tel. (202) 483-0700.

January 22, 1994 - Multifunctional Resource Center (MRC) 5 Regional Conference, "Education for Empowerment: Focus on the Haitian Community." Contact: Elaine Sherr, MRC 5, Florida Atlantic University, College of Education, 1515 W. Commercial Blvd., Suite 303, Fort Lauderdale, FL 33309. Tel. (305) 351-4114 or (800) 328-6721.

February 2-5, 1994 - California Association for Bilingual Education (CABE) Nineteenth Annual Conference, San Jose. Contact: Lucia Vega-Garcia, Tel. (408) 453-6535.

February 4-6, 1994 - The International Reading Association Third North American Conference on Adult and Adolescent Literacy, Washington, DC. Contact Coferences Division, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139. Tel. (302) 731-1600, ext. 231.

February 9-11, 1994 - Alaska Department of Education 20th Annual State Bilingual Multicultural Education/ Equity Conference, "Intergenerational Literacy: Shared Leadership for Multicultural Education," Anchorage. Contact: Department of Education, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894. Tel. (907) 465-8691.

February 14-19, 1994 - In conjunction with NABE '94, the Office of Bilingual Education and Minority Language Affairs (OBEMLA) ESEA, Title VII, National Professional Development Institute, Los Angeles. Contact: Luis Catarineau, (202) 205-5463.

February 23-25, 1994 - Family Literacy Conference: Parents and Children Learning Together, San Francisco. Contacts: American Indian Education, Jane Holzman, (916) 657-3357; Even Start Family Literacy, Sallie Wilson, (916) 657-3825; Family English Literacy, Daniel Holt, (916) 657-3837; Migrant Education Even Start, Adriana Simmons, (916) 666-1977.

March 5-8, 1994 - American Association of Applied Linguistics (AAAL), Annual Conference, Baltimore. Contact: AAAL, PO Box 24083, Oklahoma City, OK 73124. Tel. (405) 843-5113.

March 5-9, 114 - The National Association of Elementary School Principals Annual Conference, "Quality School Leaders for Successful Children," Orlando. Contact: Alan Stephenson (916) 891-3297.

March 8-12, 1994 - (TESOL) Twenty-eighth Annual Convention and Exposition, "Sharing Our Stories," Baltimore. Contact: TESOL, Inc. Conventions Dept., 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Tel. (703) 836-0774.

March 16-19, 1994 - California State Migrant Education Parent Conference, Garden Grove. Contact: Tomas López, (916) 324-6919.

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Ten Tips for Encouraging Parents to Attend Bilingual Advisory Committee Meetings

by Connie Contreras-Polk

California requires any school site with 21 or more limited English proficient students to have a functioning bilingual advisory committee (BAC). The main duties of the BAC are to advise the school site principal and staff in the following areas: (a) development of the school plan for bilingual education submitted to the governing board; (b) conducting the school's needs assessment; (c) administration of the school's language census; and (d) efforts to make parents aware of the importance of regular school attendance.

Membership in BACS is representative of the number of limited-English proficient (LEP) students at the school site. Each BAC has the same percentage of LEP parent members as LEP students. All parents of LEP students can elect BAC members. In districts where there are 31 or more BACS, the school site BAC also has the opportunity to elect at least one member of the bilingual district advisory committee or participate in a proportionate regional representation scheme.

As we can see, the BAC is a very important part of a bilingual education program and every effort should be made to involve as many parents as possible. However, it is not always easy to draw parents to meetings. Many schools find that sometimes extras have to be included during the BAC meeting to encourage attendance. This article points out some of the strategies being used by Oakland Unified School District schools in California to encourage attendance at such meetings. Hopefully some of the ten tips offered here could help other schools increase parental involvement at their bilingual advisory committee meetings.

Among the various things used to increase parental attendance at BAC meetings is the **telephone tree**. Usually it entails getting a parent in each bilingual classroom to assume the responsibility of keeping parents informed about upcoming BAC meetings.

Another motivator for increasing attendance is providing child care for parents. Parents are more apt to attend meetings if they know they can take their children and that they will be cared for during the meeting. Some schools use unpaid volunteers for such child care and others pay someone on the school staff to perform the duty. Whatever method is used to provide the child care, the end result is that the parent is freed to focus on the meeting without having to worry about his/her child.

Some schools find that a break for refreshments -- a simple cup of coffee, glass of juice, cookie or other snack -- is always welcomed by parents. Many parents come straight from work to BAC meetings and are eager for a break to munch on something and exchange words with others.

Other schools have expanded the refreshments to include a potluck dinner as an on-going part of their monthly meetings. Parents are generally provided with a form about a week before the scheduled meeting on which they list what they wish to bring to the dinner. These dinners have been very successful; parents see them as an opportunity to share different dishes as well as time to interact with other parents.

Raffles have also been tried with success. As the parents sign in, they are given a ticket used for a drawing later in during the meeting. Prizes given vary from small trinkets to books. Parents always await the drawing eagerly, hoping to go home with some trinket or toy for their child or perhaps a book for themselves.

Mini-workshops have also proven successful: focused on what to ask at parent-teacher conferences, helping parents with discipline, homework, self-esteem building and other topics. These workshops are often conducted by school staff or outside experts in various areas.

More in-depth, on-going workshops such as FAMILY MATH or FAMILY SCIENCE have also been successful. A family workshop includes children who work alongside the parents; the objective is to show parents how to use everyday home objects to develop subject matter concepts in their children. Most lessons involve the use of manipulatives, things readily found in homes such as beans and other consumables, to get the concepts across. The workshop leader is generally a teacher on staff. Many schools like to present such workshops before the main order of business, usually as the first part of the BAC meeting.

Reading a children's story in both English and the primary language of the parent has also been successfully tried by some schools. Again, the story is generally read at the start of the meeting. The aim is to show parents how they can increase their children's language development through story reading. Parents witness how to ask their children questions about the reading as well as other strategies for getting the children involved in the story.

Another strategy that has been used is inviting teachers to make presentations about class activities. Teachers welcome an opportunity to let parents know what is taking place in their classrooms. They like to have a forum where parents can ask them questions, and discuss the rationale behind various activities. It provides an excellent time for parents and teachers to interact, to share comments, and to ask questions.

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with the elements, to have them experience the elementary laws which govern their relationship with everything in their environment ... so that, strengthened by this firm engagement, they may resist the distortions fostered by the mass media" (pp. 89-90).

However, both Freire and Freinet, while advancing their trenchant critiques, recognized the pedagogical benefits of educational technology. Both argued for teaching approaches that encouraged a special brand of "distancing" by learners from their day-to-day reality, yet at the same time fostering a critical "engagement" with that reality. Let us examine the characteristics of "distancing" in the teaching approaches first of Paulo Freire, and then of Celestin Freinet.

Paulo Freire and "gaining distance"

Literacy instruction in Freire's campaigns was divided into two parts: a pre-literacy phase and a literacy-building phase. In both phases, audiovisual media served to focus the discussion which took place within Culture Circles. In the pre-literacy phase, slides were created that relied entirely on graphic representations, depicting culture as a vital social process in which the community plays an active, determining role. During the literacy-building phase, the slides used both graphic and written representations of key community concerns — called "generative themes"— which literacy workers had identified after research with local residents.

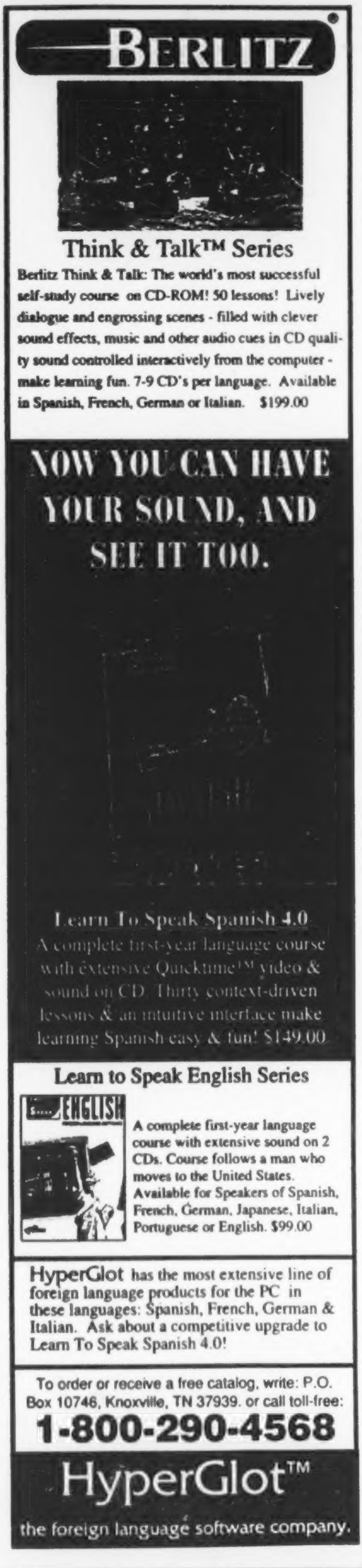
The last slide of Freire's pre-literacy phase illustrates the importance he placed on technology-mediated dialogue. It depicts the group, together with a facilitator, viewing and discussing one of the previous slides. Freire writes:

> This slide represents the working of a Culture Circle. Upon seeing it, the participants easily identify with the process it depicts. They discuss culture as the systematic acquisition of knowledge, but also of the democratization of culture. ... The participants analyze the working of their Culture Circle, its dynamic sense, the creative force of dialogue and of concientization (1969, p. 142).

Every element of this slide, like 9 slides which preceded it, had been carefully arranged to encourage discussion of cultural action for change. Significantly, in this transparency the slide projector itself occupies a central place. Clearly, Freire felt that the audiovisual technology contributed an essential element to the Culture Group's discussion, and played a central role in the democratization of culture by making the slide's image "shareable" among all participants. Indeed, Freire wrote that:

> [when a] representation is projected as a slide, the learners effect an operation basic to the act of knowing: *they gain distance from the knowable object*. This experience is undergone as well by the educators, so that educators and learners together can reflect critically on the knowable object which mediates between them (p. 15).

How then was "distancing" related to literacy development? Each slide was termed a "codification". It depicted a scene composed of elements which had been carefully selected and arranged by literacy workers to raise issues and provoke discussion. In the pre-literacy phase, as adult learners examined and discussed each element of a slide codification, they *decodified* the slide's meaning. Then, after arriving at a group consensus on the multiple possibilities for community action to effectively address the issue depicted in the slide, the adult learners engaged in a process of *recodification*. Next, in the literacy-building phase, the graphic codifications were then supplemented by a single written word summarizing each slide's theme. Using these slides, the *decoding* of a word —a parallel process to earlier decodifications— was introduced. Finally, through *recoding*, learners produced many new words, in this way completing in the realm of phonemes and graphemes a writing process that remains squarely rooted in a reading of the adult learners' world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and of the possibilities for communal social action to transform that world.

For Freire, audiovisual technology played a large role in fostering reflective distancing. Certainly, this point was not lost on the military junta who sought to extirpate his influence. Not surprisingly, they burned all the printed materials from the literacy campaign that they could collect. With this action, the junta merely joined ranks with book burners from reactionary regimes throughout history, frightened by "subversive" ideas contained in published materials. But the military government took a further step which clearly shows they appreciated the dangers in Freire's use of educational technology: they also destroyed the *slide projectors* whose only crime was to display images for thousands of Culture Circles.

Freinet and "distancing ourselves"

In the 1920s Freinet developed three complementary teaching techniques that encouraged students to engage with their classmates, their families and the community, while disengaging from the plethora of pre-digested, "secondhand" imagery generated by the mass media.

The first technique was the "learning walk". Weather permitting, students would join Freinet in exploratory walks through their community. During these walks, impressions were gathered which formed the basis for subsequent classroom activities in reading and writing, social studies, science and math. As a regular follow-up activity to these walks, the students authored what Freinet called "free texts". Soon Freinet introduced his second technique —*classroom printing*— to help students place even more value on their writing by producing hundreds of typeset copies for their families and friends. With Freinet's third technique —long-distance *class-to-class partnerships* — teachers and their students increasingly turned to educational technology as a *cultural amplifier* to "turn up the volume" and compensate for the inevitable distortions introduced as messages crossed time, space and cultures.

For Freinet, school-to-school exchanges were not an end in themselves. Rather, partnerships between faraway classes served as an indispensible precursor to a more profound and active engagement with social realities much closer to home. These long-distance partnerships create a context —we might even say a pretext— for students to collaborate more intensively with people in their *own* classroom and community.

When we live very close to our surroundings and to people, we eventually come not to see them. ... But thanks to the questions sent from our distant colleagues, our eyes are opened. We question, we investigate, we explore more deeply in order to respond with precise verifications to the inexhaustible curiosity of our distant collaborators, based on a natural motivation. This gradually leads to an awareness of our entire geographic, historic, and human environment (Gervilliers et al., 1968/1977, pp. 29-30).

Through this activity, students come to replace an unquestioning view of their world with a more objective, conscious and critical perspective.

> The student, because she needs to describe them, develops an awareness of the conditions of her life, of the life of her town or her neighborhood, even of her province. ... She had been living too close to these conditions and through inter-school exchanges she has distanced herself from them in order to better comprehend the conditions of her life (p. 31).

Yet "distancing" is not the only outcome. Students also discover multiple opportunities for purposeful *engagement* with their day-to-day reality. According to Freinet, reflective distancing leads to social action: "Inter-school networks ... are conducive to a true cultural formation, offering to each individual several possibilities of action over his surroundings, and causing a profound engagement with human beings and with things past, present and future" (p. 15).

Conclusion

For both Freinet and Freire, critical learning involved a two-fold process of *reflective distancing* and *purposeful engagement* with the physical and social world. Educational technology played as central a role in Freinet's inter-school partnerships as it did in Freire's Culture Circles, acting as a catalyst for critical reflection in these two popular pedagogies, each of which linked distancing with social action.

Endnotes

1. Freire's more recent writings reflect his view that the use of terms such as "man" and "mankind" worked against his intention to create an inclusive discourse. He now prefers "men and women".

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Editor's Note: Contributions to the **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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ASSESSMENT

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Disclaimer

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Dr. Thomas D. Yawkey is the Co-Director for Title VII Project P.I.A.G.E.T, and Professor of Education, Department of Curriculum & Instruction, at The University of Pennsylvania; Yi-Jung Juan is a Ph.D. candidate at The University of Pennsylvania.

Editor's Note: Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-8725.*

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CLASSROOM

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Suggestions for Teaching Chinese Bilingual Students

The following strategies can help teachers of Chinese bilingual students:

Teacher Students Roles and Expectations

- make explicit expectations of student behavior and criteria on which grades will be based
- explain that it is good to ask questions during class time and that it is "OK" to question or correct the teacher if it is done in a respectful way
- explain that knowing textbook information will constitute only part of a grade

Active Participation in the Classroom

- call on students by name rather than waiting for them to volunteer
- (if bilingual help is available) allow students to answer using the language with which they feel most comfortable
- take the pressure off of having to "perform" before a whole class by offering a variety of student-centered activities
- have students write journals in which they don't get a "mark" but get "credit" for completing an assignment

Cultivating Skills that Emphasize Creative and Divergent Thinking

- use story journals and other assignments that require students to specifically *write down* questions, opinions, thoughts, etc. about a passage or a topic studied in class
- give exercises which require students to use contextual clues
- use semantic mapping and free-writing exercises to encourage mental associations about a topic

For more information on Project EXCELL, please contact: Katherine Sid, Project EXCELL, Seward Park High School, 350 Grand Street, New York, NY 10002. Phone: (212) 387-9384.

Editor's Note: Contributions to the **In The Bilingual Classroom** *column should be sent to Olga M. Hudecek, ELS, 2129 S Street, NW, Washington, DC 20009. Phone: (202) 462-5510.*

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Higher Education Special Interest Group Update

SIG Chair: Alfredo H. Benavides, Ph.D., Arizona State University

The 1993 NABE Conference in Houston helped to establish the Higher Education Special Interest Group as a body of educators motivated to move the bilingual education agenda in higher education to a more active level. Professor Alfredo H. Benavides of Arizona State University was elected Chair for the second consecutive year. The group discussed the newly printed NABE Professional Standards for the Preparation of Bilingual/Multicultural Teachers. This document will go far in helping educators deal more effectively with the issues of professional preparation. Those involved in the production of this document deserve our gratitude. Thanks to Drs. Kathy Escamilla, Nancy Zelasko, JoAnn Canales, Debby Colley, Hermán García, and José Ruíz Escalante -- we are all indebted to your hard work and perserverance.

Discussion also focused on some of the other inherent problems involved in bilingual higher education. Out of this discussion came a call to begin a serious examination of the issues involved in the preparation of bilingual teachers. This will begin at the 1994 NABE Conference in Los Angeles. The Higher Education SIG will sponsor a symposium entitled: 'Higher Education: Issues and Practices in the Preparation of Bilingual Teachers'. The symposium will be a combination of several short presentations followed by an open discussion by the membership. It is scheduled for February 17, 1994, from 3:30 to 5:30 pm in Room 506. All SIG members as well as other interested NABE members are encouraged to attend. Hopefully this discussion will lead to solutions to some of the problems faced by higher education.

It was suggested that the SIG attempt to meet more often but this has proved easier said than done. If you can think of ways in which we could keep in contact please be prepared to share this with the rest of the SIG membership. Before ending this small note, I would like to publicly thank Dr. Richard López of the University of Arizona for somehow retrieving the minutes of the Houston meeting after I thought I had lost them. Not only did he have an extra copy, but he mailed me a copy almost immediately. With that kind of help, we can't go wrong! Gracias, Professor López.

I urge all of you to look through your NABE program and attend the SIG Business Meeting as well. We will select a new Chair for the group so I also urge all of you to think of who could serve in this capacity. This is an exciting time for bilingual education. We need to continue our dialogue. Hasta Los Angeles!

Editor's Note: *This article was contributed by NABE's Higher Education Special Interest Group (SIG), chaired by Dr. Alfredo H. Benavides, Arizona State University. For more information about the SIG, or this column, contact him at: 3436 E. Winona St., Phoenix, AZ 85044. Phone: (602) 965-3554.*

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PARENTAL INVOLVEMENT

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Many schools have tried class presentations with excellent results. Students have presented skits, musical numbers, dance routines, poetry readings and so on at the various meetings. This gives students a chance to display their talents and for parents to enjoy a bit of entertainment.

Finally, some schools have found that rewarding parents for their attendance at BAC meetings can increase attendance. Such rewards have included certificates of appreciation for those parents who have participated in BAC meetings.

The preceding ten tips for increasing parent attendance at BAC meetings have been successful at many Oakland Unified School District sites. If you are having difficulties getting parents out to BAC meetings, they are certainly worth a try. If you know of any other tips to increase parental involvement at bilingual advisory committee meetings, please let me know. I would be interested in hearing about what other schools are doing to increase the number of parents at BACs.

You may write to me with these hints or any other comments you may have. As the Parent Involvement column editor, I welcome any comments, suggestions, or questions you may have about this article or any future ones.

Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-8259.*

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Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

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CRITICAL PEDAGOGY

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1992); validate the knowledge that comes from such experiences and those of their communities (Greenberg, 1989; Moll, Vélez-Ibáñez, and Rivera, 1990); and work to enable them "to rediscover their own memories and articulate them in the presence of others" (Greene, 1986:441); to dream and imagine another world or what ought to be; to go through the process of emancipation; and to participate in creating a more truly democratic society that includes them.

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Editor's Note: This article was contributed by NABE's Critical Pedagogy Special Interest Group (SIG), which is chaired by Dr. Maria E. Torres-Guzmán, Associate Professor & Director, Columbia University Teachers College. For more information about the SIG, or this column, contact her at: Box 122, New York, NY 10027. Phone: (212) 678-3758

• NABE •

IMMIGRANT STUDENTS

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and themes meaningful to the common experience of those becoming literate, and not through words and themes linked only to the experience of the educator (Freire and Macedo, 1987). Those that acknowledge this process can bridge the gap between home and school and build stronger communities. This bridge, however, needs to be carefully planned, built, and supported by everyone involved.

First, educators must recognize that school in the U.S. entails very different meanings and experiences for immigrant families. In their home countries, school was an institution that was revered and built on a relationship of trust between parents and schools. Parents expected their schools to be good, and entrusted their children to them completely. In the U.S., this relationship is very different. Schools in the U.S., especially urban schools where many immigrant students are enrolled, are complex bureaucracies which parents must learn to negotiate. Here, parents are expected to be advocates for their children, challenging the system.

Whereas accepting this expectation may be difficult for immigrant parents, acting upon it is even more daunting. General unfamiliarity with schools is exacerbated by language and cultural barriers that make it difficult to gain access to the school system. Parents are seldom consulted or informed of what their children are learning in a way that is understandable or meaningful to them. Therefore, the strengths they bring, their personal knowledge of their children, their own literacy, and their language are ignored.

Schools tend to assert their own culture, which is permeated by middle class, Western European values, and distant and different to immigrants of different cultural and socio-economic backgrounds. Oftentimes, for example, schools encourage children to value individualism and independence, and cause conflict with values of interdependence and group responsibility at home. When faced with such mixed signals, children feel forced to choose between two worlds and often adopt the school culture over home culture.

Despite this framework of alienation, immigrant parents do try to support and advocate for their children. In fact, many immigrant parents are eager to support their children in attaining English language literacy because they believe success in school is key to mobility and acceptance within U.S. society (Auerbach, 1989).

Studies show that in homes where parents have not completed high school and where family income is below the poverty level, families use literacy for a wide variety of purposes and direct those efforts towards a variety of audiences (Ibid). Immigrant families exer-

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cise literacy skills in as many creative ways. Many learning experiences occur at home as parents and children go about their daily lives (Taylor, 1992). For example, everyday home activities such as reading food labels, following mechanical instructions, filling out forms, and paying bills foster literacy skills in the home even though they do not resemble school employed methods. Family literacy programs need to complement these efforts instead of denigrating them by asserting one method over another. In so doing, they will support families and their cultures, instead of only assimilating them.

Methods of learning and teaching which are natural to the home environment cannot be disregarded. In fact, communication during family working, eating, worshipping, and recreational activities in the home needs to be recognized as part of the context in which literacy develops (Brice-Heath, 1983). These experiences are interactive and not uni-directional. That is, learning is not simply a one-way process in which parents impart knowledge to their children, but one in which parents and children learn from each other.

This is especially significant in homes where English is not the first language, and where children who learn English in school are required to translate and interpret for their non-English speaking parents. Children may find themselves performing tasks normally reserved for their parents such as correspondence, negotiating with banks, housing offices, and health care facilities and other institutions, as well as filling out tax and social security forms. This resulting role reversal places a large and stressful burden upon children in which they feel as uncomfortable taking responsibility as their parents do in relinquishing it.

When playing these adult roles, children gain power over parents, and parents demonstrate dependence on their children. This relationship does not necessarily have to remain skewed. Parents consciously learning from their children, and children learning how to positively affect their environment with new communication skills could be inspiring and mutually beneficial, instead of negative and debilitating. Successful family literacy programs recognize this potential and take parent-child dynamics into consideration. If negative dynamics exist, staff should work with the family to alleviate this stress.

When serving immigrant families, family literacy programs should incorporate the following:

- setting learning in a context that is meaningful and relevant to the lives of children and their families and that validates and respects learners in terms of their identity, home country, and experiences they bring;
- building on the strengths of families and their culture;
- applying a whole language approach to learning that emphasizes language learning occuring in social environments, including the use of home language materials and family games;
- assisting parents in developing advocacy strategies, and becoming involved in their children's educational process at a level where they are culturally comfortable;
- offering appropriate training for educators that encompasses both childhood education as well as adult education.
- having an integrated and responsive approach achieved through collaboration with, and the input of parents, schools, and community-based agencies.

Programs that are inclusive of culture and alternative styles of learning exist in many parts of the country. One program, *Starting Together*, on Long Island, New York, employs a home visit component in which educators visit the family in order to better understand their needs. *Starting Together* helps the family listen to themselves, and recognize and identify what they already do to promote learning in their homes.

Such a program builds on the strengths and needs of the family, and it also establishes a close relationship between educators and families, bridging the gap between school and home. Programs which acknowledge learning that occurs in the home, also empower parents to be advocates for their children. Parents' sense of belonging, added to their increased participation in their children's learning, enables them to be more effective advocates for their children, and keeps the family involved with the school and educational issues -- to the benefit of both the children and the school.

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Vivian W. Lee directs the NCAS National Center for Immigrant Students in Boston. Neeta Patel, a graduate student at Harvard University's Kennedy School of Government, focuses on education and social policy.

Editor's Note: Contributions to the **Immigrant Students** *column should be sent to Ms. Vivian W. Lee, NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116. Phone: (617) 357-8507.*

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	TUESDAY FEBRUARY 15, 1994	WEDNESDAY FEBRUARY 16, 1994	THURSDAY FEBRUARY 17, 1994	FRIDAY FEBRUARY 18, 1994	SATURDAY FEBRUARY 19, 1994
ALL DAY		REGISTRATION 7:30 am - 7:30 pm SCHOOL VISITS 8:00 am -3:00 pm	REGISTRATION 7:30 am - 5:30 pm SCHOOL VISITS 8:00 am - 3:00 pm EXHIBITS Noon - 6:30 pm JOB FAIR Noon - 6:30 pm OBEMLA PROFESSIONAL DEVELOPMENT SESSIONS 8:30 am - 5:00 pm SPECIAL INSTITUTES 8:30 am - 5:30 pm	REGISTRATION 7:30 am - 3:30 pm SCHOOL VISITS 8:00 am - 3:00 pm EXHIBITS Noon - 6:30 pm JOB FAIR Noon - 6:30 pm OBEMLA PROFESSIONAL DEVELOPMENT SESSIONS 8:30 am - 5:30 pm SPECIAL INSTITUTES 8:30 am - 5:30 pm	REGISTRATION 7:30 am - Noon EXHIBITS 11:00 am - 3:00 pm JOB FAIR 11:00 am - 3:00 pm OBEMLA PROFESSIONAL DEVELOPMENT SESSIONS 8:30 am - 5:30 pm SPECIAL INSTITUTES 8:30 am - 5:30 pm
MORNING	REGISTRATION 7:30 am - 12:00 noon OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 11:00 am - 11:45 am	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 8:30 am - 11:45 am NABE DELEGATE ASSEMBLY 9:00 am - Noon	PAPERS & DEMOS 8:30 am - 9:15 am SIG MEETINGS 8:30 am - 9:15 am MAJOR SPEAKERS 9:30 am - 10:30 am KEYNOTE SPEAKER 10:45 am - Noon	PAPERS & DEMOS 8:30 am - 9:15 am SIG MEETINGS 8:30 am - 9:15 am MAJOR SPEAKERS 9:30 am - 10:30 am KEYNOTE SPEAKER 10:45 am - Noon	PAPERS & DEMOS 8:30 am - 9:15 am KEYNOTE SPEAKER 9:30 am - 10:45 am MAJOR SPEAKERS 11:00 am - Noon
MID-DAY	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE PROGRAM OFFICERS/ PROJECT DIRECTORS LUNCHEON MEETINGS 11:45 am - 12:30 pm	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE LUNCHEON 12:00 pm - 1:30 pm	LUNCH (ON OWN) Noon - 1:15 pm	LUNCH (ON OWN) Noon - 1:15 pm	STUDENT ESSAY AWARDS LUNCHEON 12:15 pm - 2:15 pm
AFTERNOON	REGISTRATION 3:00 pm - 7:30 pm OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 1:00 pm - 4:30 pm	NABE INTENSIVE SESSIONS 12:30 pm - 4:30 pm NABE DELEGATE ASSEMBLY REGIONAL MEETINGS 2:00 pm - 4:00 pm OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 1:45 pm - 5:00 pm	PAPERS & DEMOS 1:30 pm - 2:15 pm SIG MEETINGS 1:30 pm - 2:15 pm NABE GENERAL MEMBERSHIP MEETING - PART I 2:30 pm - 3:15 pm WORKSHOPS AND SYMPOSIA 3:30 pm - 5:30 pm PRODUCT DEMONSTRATIONS 3:30 pm - 5:30 pm EXHIBIT VIEWING 5:30 pm - 6:30 pm	PAPERS & DEMOS 1:30 pm - 2:15 pm SIG MEETINGS 1:30 pm - 2:15 pm NABE GENERAL MEMBERSHIP MEETING - PART II 2:30 pm - 3:15 pm WORKSHOPS AND SYMPOSIA 3:30 pm - 5:30 pm PRODUCT DEMONSTRATIONS 3:30 pm - 5:30 pm EXHIBIT VIEWING 5:30 pm - 6:30 pm	PAPERS & DEMOS 2:30 pm - 3:15 pm WORKSHOPS AND SYMPOSIA 3:30 pm - 5:30 pm PRODUCT DEMONSTRATIONS 3:30 pm - 5:30 pm
EVENING	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE RECEPTION 5:00 pm - 6:30 pm	NABE '94 OPENING CEREMONIES 7:00 pm - 9:00 pm EXHIBIT HALL OPENING 9:00 pm - 10:30 pm PRESIDENT'S DANCE 10:00 pm - 12:00 am	PUBLISHERS' RECEPTIONS LA TOURS	ANNUAL BANQUET AND DANCE 8:00 pm - 1:00 am	OPEN

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February 1, 1994 National Association for Bilingual Education Volume 17, Number 4

Education Reauthorization Bill Approved by House Subcommittee

Terrific Title VII Adopted Without Commotion

by James J. Lyons, Esquire
NABE Executive Director and
Legislative & Policy Counsel

On February 1st, the House Subcommittee on Elementary, Secondary, and Vocational Education approved the Elementary and Secondary Education Act (ESEA) reauthorization bill, H.R. 6, which Subcommittee Chairman Dale E. Kildee assembled during the break between the 1st and 2nd sessions of the 103 Congress. Title VII of the Chairman's bill, which reauthorizes the Bilingual Education Act, is based upon the Equal Access to Education Act of 1993, H.R. 3229, which the Congressional Hispanic Caucus (CHC) introduced last October and which NABE and the Mexican American Legal and Educational Defense Fund (MALDEF) helped develop. The mark-up was the smoothest and least contentious of any of the three reauthorizations I have participated in since 1984.

The smoothness of the Title VII mark-up reflected the cooperative, collaborative spirit of all major participants in the legislative process. Subcommittee Chairman Dale E. Kildee (D-MI) and his excellent subcommittee staff involved interested subcommittee members and staff in detailed discussions about current and future bilingual education programming. Los Angeles Representative Xavier Becerra (D-CA) worked closely with the Chairman, and served as primary spokesperson in the subcommittee on bilingual education. OBEMLA Director Dr. Eugene García and I met on several occasions during the congressional break to discuss and resolve differences between the Administration's reauthorization legislation, H.R. 3130, and NABE's proposals as set out in H.R. 3229. We were able to agree on the resolution of most differences, and our agreement was communicated to House staff.

William F. Goodling (R-PA), the ranking minority member of the subcommittee, offered the only amendment to Title VII considered in subcommittee -- a narrowly-drawn amendment to ensure that the 25 percent limitation on expenditures for monolingual-English Special Alternative Instructional Programs (SAIP) would not prevent an otherwise qualifying school district from receiving a Title VII grant if the district could prove the impracticality of bilingual education due to small numbers of students of a

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LEGISLATIVE SUMMARY

Title VII of H.R. 6 as Approved February 1, 1994 by the House Subcommittee on Elementary, Secondary, and Vocational Education

On February 1, 1994, the House Subcommittee on Elementary, Secondary, and Vocational Education reported to the full Education and Labor Committee, H.R. 6, an omnibus bill to reauthorize Elementary and Secondary Education Act (ESEA) programs. Title VII of H.R. 6 reauthorizes the Bilingual Education Act, ESEA Title VII. Title VII of H.R. 6 incorporates most of the provisions of H.R. 3229, the Equal Access to Education Act of 1993 (EAEA), which the Congressional Hispanic Caucus introduced in the House last October.

Under H.R. 6, Title VII would continue as a discretionary, competitive, capacity-building program with the same superstructure of current law:

Part A authorizes grants for the development and enhancement of educational programs for LEP students and their families;

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Issue 4, 2/1/94	Issue 8, 8/1/94

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Message From The President

World-Class Schooling -- Today and Tomorrow

by Dr. Kathy Escamilla

As you are all well aware, the city of Los Angeles suffered a devastating earthquake on January 17. The epicenter of this earthquake was 25 miles north of downtown Los Angeles. Fortunately, none of the downtown hotels, or the convention center itself, were damaged. Our hearts go out to the many people in Los Angeles who were victimized by this tragedy. We know that many of those who were injured or lost their homes were language-minority peoples as well as our fellow educators. Our sincerest and deepest sympathies are extended to these families. It is our hope that our presence in Los Angeles at NABE '94 can serve to support this great city and its people, as they rebuild and move forward. **Rest assured that NABE '94 will proceed as planned -- it is sure to be a great success.** By the time this column reaches you, many of us will be in Los Angeles (some of you may actually be reading it there), and NABE '94 will be well underway.

Those of you who will be joining us at NABE '94 are in for a treat. There will be over 250 workshops, speakers representing the state-of-the-art in their fields, hundreds of exhibits, and numerous social events. You will also see this year's conference theme, **"World-Class Schooling"**, in action as you visit Los Angeles area schools. It is a tribute to the dedication and commitment of local area educators to see how quickly these schools have reopened, and how rapidly teachers returned to the task of educating the children who will come of age in the 21st century.

Perhaps Amelia McKenna, Associate Superintendent of the Los Angeles Unified School District, stated the need for a vision of "World-Class Schooling" best when she titled her NABE '94 keynote address, "I came to Los Angeles to find America; instead, I found the world." In Los Angeles, we truly see the diversity that will characterize all Americans in the future. Only "World-Class Schooling" will enable us to profit from the enormous potential talent inherent in the diversity contained within our public schools throughout the nation.

1993-1994 NABE Executive Board President, Dr. Kathy Escamilla

Whether you will be reading this newsletter in Los Angeles at NABE '94, or in your home city or town, it is important to keep in mind that there are many schools all over the country who are successfully meeting the challenge of educating language-minority students. However, much work still remains to be done. Over **one-half** of the language-minority students in U.S. schools attend schools that have no structured programs to meet their needs. That's right, **50%** of these students receive no bilingual educational services, no formal ESL -- in short, no specialized instruction. For them, there is in fact little or no opportunity to learn. As we so rightly recognize and acknowledge schools that are creating "World-Class Schooling" opportunities, we must also keep in mind that this is a vision that many schools can not yet embrace and implement. Part of our mission as a professional organization is to involve ourselves in all aspects of the educational process, from preschools to postsecondary, to insure that greater numbers of language-minority students may benefit from "World-Class Schooling" opportunities.

One way that NABE continues to try to improve opportunities for language-minority students to learn is by legislative involvement. As this newsletter goes to print, Congress is working on the reauthorization of the Elementary and Secondary Education Act (ESEA). The ESEA reauthorization provides an opportunity for federal direction and support to create "World-Class Schooling" opportunities over the next decade, and we have a responsibility to insure that this bill, together with any other federal education legislation, continues to place the needs of language-minority students at the forefront of discussion.

This pending legislation will be discussed at length at NABE '94 and elsewhere in this newsletter. Rest assured that NABE will continue to work with the Hispanic Congressional Caucus and all members of Congress in the months to come, to insure that Title VII and all ESEA programs reflect the interests of language-minority students and the educators who serve them. Language-minority students represent the fastest growing population of school-aged children, a population that is growing at a rate **four times greater** than the national average. Congressman Xavier Becerra said recently, "Education legislation and school reform efforts that do not begin with consideration of the needs of language-minority students are not serious reform."

As this and other legislation progresses over the next few months, NABE will continue to keep our membership updated and involved. We encourage all of you to also keep yourselves informed and involved in the process. We thank all of you who have

Continued on page 21

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Immigrant Students

Column Editor: Vivian W. Lee, National Center for Immigrant Students, Boston, MA

Blending In and Getting Lost: Immigrant Students Who Challenge Common Assumptions

by Vivian Wai-Fun Lee
and Jenny Kaplan

Today's immigrant student is typically thought of as non-white and proficient in a language other than English; usually Hispanic from Latin American countries; Asian, particularly from China and Southeast Asia; or, to some extent, Haitian. During the late 1980s and early 1990s, however, there has been a steady increase in immigration from former Soviet Bloc countries, and from other countries where English is commonly spoken. Immigrant children who share physical characteristics with white American students, and immigrants who are English-speaking do not fit the now familiar profile of immigrant students, and face unique challenges. This article discusses these new immigrants in two parts. In this part, part one, we will examine and explore issues pertaining to immigrant students who share physical characteristics with majority white American students. Part two of this article will, in a later issue, discuss the challenges faced by English proficient immigrant students.

Immigrant students who look like white American students come from a diversity of backgrounds and home countries. School and community-based organization (CBO) personnel interviewed from seven states report increasing numbers of immigrants from former Soviet Bloc countries who are Russian Jewish, Soviet Russian, Polish, Kurdish, Ukranian, and Hungarian, and from countries in Western Europe, such as Portugal. In addition, refugees from Bosnia are beginning to arrive in the U.S., and many more are expected.

How do these students fare in our public schools? Do physical similarities between former Soviet/Eastern European immigrants and white American students help or hinder these students?

Although former Soviet and European immigrant students find it easier, according to social service personnel in various communities across the country[1] to be "accepted" by the majority white population, the acculturation process has been -- as it is for most immigrant groups -- difficult. In addition, for these students who share physical characteristics with white majority American students, there are expectations in certain cases that these students behave like U.S. born Americans, and non-immigrant peers tend to expect that they will speak English.

> *As Russian and European immigrant children enter our schools, it is important for educators to realize that, although these new students may look like language and racial majority students, the challenges they face as immigrants are similar to the ones with which all immigrant students must contend.*

Schools in Miami, for example, enroll between 2,000 and 5,000 secondary students, and Russian and Eastern European immigrant students often "... become lost in the crowd," according to Esther Sobrino, Bilingual Coordinator for the Division of Bilingual/Foreign Language Skills in Dade County Public Schools. "However," Ms. Sobrino went on to say, "Dade County Public Schools is addressing the needs of these students through special programs designed to meet their needs." Still, the notion of immigrant students as lost begs the question of whether mainstream classroom teachers recognize these students' unique strengths and needs, and respond appropriately to them.

Jewish Family Services in many communities provides funds for Russian Jewish immigrants to attend private Jewish Day School instead of public elementary school. The Jewish community provides these funds in an effort to help Russian Jews regain a religious and cultural heritage that had been hidden or eradicated under Communism. After students have completed the 8th grade, however, they do move on to public high school, and it is unclear what their needs are at that point, and how those needs are met. As Teri Sogaol from Jewish Family Services in Nashville, points out, "Usually they've made a good adjustment to the school and to the community. If problems arise, however, we wouldn't know about them unless the immigrant student told us."

Personnel at Jewish Family Services and at the Jewish Day School confirm that communication is limited if not non-existent between the public and private schools, and what the teenagers' cultural or linguistic needs are and how they should be addressed are questions often left unasked in both the public and private schools. According to Ms. Sogol, the public schools probably do not know that resettlement services to these elementary school children and their families include paid tuition to a private day school for two years, and therefore: "The (public) elementary schools don't see them."

School and social services personnel in diverse communities remarked in interviews that the former Soviet immigrants are doing well academi-

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Parent and Community Special Interest Group Update

SIG Co-Chair: Lilian Amaya, Chicago IL

Parents' Plea to the Educational System: Please Give Us a Chance!

by Lilian Amaya

As time goes by and the effort of improving education continues, our educational system should recognize that "not all teachers are parents... but all the parents are teachers." In the last several years, educators have been accepting that education is a family affair, and are seriously considering working with parents to improve our children's education. But, what would be the top level that a parent could reach in this education team? How far could they go to fight for their children's rights? Are educators and school administrators supposed (and even decided?) to teach, and at the same time, learn from the parents?

The above questions are very difficult to answer due to "professional common sense", but in my seven years of experience as a parent volunteer for the Chicago Public Schools, I have seen parents play an important role in the improvement of the school system. The parents could start helping with tasks as simple as cleaning up the classroom, to reading or even teaching the students, and go as far as sitting down with legislators, the mayor, Board of Education members and other authorities in education to discuss policies that are affecting education tremendously.

Living in a big city like Chicago, I can confirm that we, as parents, could be a useful resource in the area of education. One of the most relevant experiences (although negative), in my life was when I was appointed by the parents (Chicago Multilingual Parents Council) to represent them in a meeting with one of the higher authorities in Illinois. This legislator said that the state was wasting money on the bilingual programs in schools, and that all children should learn English since they are in America. On the day of the meeting, I can remember that just getting inside his office made me feel awful, but sitting down in front of this official was devastating to me. I remembered the story of "David and Goliath", but with a difference; in the story, Goliath was belittling David because he was a small person, and this legislator was belittling parents and children who were participating in bilingual programs because, according to him, they should be taught in English only in this America of his!

Well, at the end of the meeting some community representatives and I made very clear the fact that we had decided to stand fast and fight for bilingual education. And some days later, the legislator apologized to the parents and students of the bilingual programs.

I'm very thankful to God for giving me the opportunity to tell this official that OUR America is a land of different languages and cultures, and that Americans are "open" to learning about and accepting people from other ethnic groups. Learning about other cultures enriches you as a human being.

This example is only one of the minor ways that parents are accomplishing their ongoing task, of improving bilingual education. I feel very proud of all the parents that are actively involved in schools. I know personally that being involved is not easy. It takes time, effort, and sometimes even money. The sacrifice is worthwhile, considering that we are building a solid foundation for our children's future by participating in the improvement of the schools in our system.

So, why not give parents a chance? I strongly believe that if we want our children to be ready for the 21st century, school administrators and educators must take parents' participation seriously, and should give the parents and opportunity to be leaders in the schools. How? By providing effective training for them, and by discovering different ways of encouraging parents to participate directly in the decision-making process.

As parents we must have the chance to take an active role in our local schools. We can still participate in fund-raising for schools, but we must also be involved in important issues, such as school budgets, development of plans to improve our local schools and school personnel. As parents we should be aware of the quality of teachers and aides that we have in our children's schools. Are the teachers, for example, committed not only to teaching, but also to respecting the diversity and heritage of their students?

Finally, and most importantly, as parents, we must be given the opportunity to demand and implement guidelines for the system as a whole to keep and respect our children's roots, including their native language and culture. Our children must not be treated as second-class citizens simply because of their culture or language. Such treatment is called DISCRIMINATION. Our children can learn, and they will learn, once the system provides them what they are rightly due to receive. Bilingual education is a right!

In conclusion, I'd like to pass on a brief message to both teachers and parents. Teachers: remember that although not all of you are parents, all of the parents are teachers. Parents: this article was written to help you become directly involved with the struggle to improve your children's education. If you see an opportunity, and you are not able to get permission to take it, then fight for that right; the fight is for our children!

• NABE •

American Indian Bilingual Education

Column Editor: Jon Reyhner, Eastern Montana College

Polynesians and Indians Meet in Hilo

by Dr. William Wilson

Two indigenous language conferences were held at the University of Hawai'i at Hilo in May as a joint effort of the University of Hawai'i at Hilo Hawaiian Studies Program, the 'Aha Punana Leo, Inc., the Office of Hawaiian Affairs, the Kamehameha Schools/Bishop Estate, and the Native Hawaiian Culture and the Arts Program.

The Third Annual Polynesian Languages Forum brought together representatives from thirteen Polynesian governments to discuss the status and use of their languages in their countries. Official working languages of the conference were Hawaiian, French, English, and Spanish, with this apparently being the first conference ever in which there was simultaneous interpretation in Hawaiian.

Delegates reported that most languages had experienced a history of being forbidden in schools and not being allowed in government offices. The trend now in Polynesia is to conduct education through the indigenous languages and use the local Polynesian language in public and private life. One of the purposes of the Forum is to provide a means to exchange information on policies relating to language use and how to implement them. Another is to participate in a Polynesia-wide data base of new terms for modern technology and international life to facilitate the use of Polynesian languages in a rapidly changing world.

Much is happening in Polynesia regarding languages. In New Zealand, for example, there were almost no children speaking Maori ten years ago. Today, tens of thousands of children attend school totally in Maori in over 500 preschools similar to the Punana Leo [a Hawaiian language immersion preschool program] and over 50 elementary and high schools similar to the Kaiapuni Hawai'i immersion programs. In Tahiti, it was once illegal to use Tahitian in the legislature. Now the language is not only used in government, but Tahitian as well as French is required for many jobs. Small countries such as Niue, where the local Polynesian languages have never become minority languages, report that renewed emphasis on education through the local language has provided academic as well as social benefits.

The Native American Languages Institute (NALI) Conference followed the Polynesian Forum and illustrated what can happen if languages are not supported. Although several Indian tribes in North America have more members than most Polynesian language groups, all have experienced severe language loss. Several tribes have just a handful of elderly speakers left and one participant came from a tribe whose language is now extinct.

Until recently, it has been both American and Canadian policy to "transition" Indian children from their traditional languages into English. Even now there is little funding available to actually use the Indian languages in schools. Although they have much further to go than Polynesian countries, Indian tribes are beginning to put more emphasis on their languages and lobby for funding to run programs.

Hawai'i is in a central position between typical Polynesian and Native American languages. Hawaiian is more threatened than all other Polynesian languages and more threatened than many Indian languages. There are now only 800 Kupuna and Ni'ihau people left who grew up speaking Hawaiian as a first language. The greatest strengths of Hawaiian are in the revitalization among those who come from homes where the language was lost.

Most Polynesian and Indian languages are not taught in high schools or universities. The 3,000 plus enrollment in Hawaiian at the high school and university level exceeds that of all other Native American languages combined. Hawaiian is also making major strides in revitalization among children at the Punana Leo and Kaiapuni Hawai'i levels. As a result, there have been rapid advances in the development of modern technical vocabulary. Hawai'i already has an advantage in this area because many technical terms were developed for Hawaiian during the Hawaiian Monarchy when other Polynesian peoples were subject to colonial governments.

Both the Polynesian Languages Forum and NALI provided those in Hawaiian language programs an opportunity to expand their knowledge of what is being done outside Hawai'i and to recommit to the effort at hand. It was exciting to meet with people from other parts of the world who were focused on the same goal and to exchange ideas with them. The constant use of the Hawaiian language during both conferences confirmed the progress that we are making and touched many who remember when Hawaiian was hardly heard. It was also a matter of considerable pride for Hawai'i to have our leaders, including Governor Waihe'e, Office of Hawaiian Affairs trustees, legislators, and Kamehameha Schools officials express their support for the Hawaiian language at these conferences.

Reprinted by permission from Ke Kuamo'o, 3(4), 1-2, 1993. A bilingual Hawaiian/English newsletter of the Department of Hawaiian Studies, University of Hawai'i at Hilo.

Editor's Note: Contributions to the **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

– NABE –

Meet the NABE Board

Susan García
Parent Representative

As your Parent Representative on the NABE Board of Directors, I have used my personal experiences as a guide and have learned much from the people I have met. My heart and soul have always been in helping others, particularly children and families, and my belief in equal opportunity and civil rights is evident in my daily life.

This past year presented a number of personal challenges for me. Being your Parent Representative has been a highlight in my life, but I never thought that it would bring such personal changes. Upon my return from last year's NABE conference in Houston, I faced a set back that made me realize how far we still have to go in this country with regard to accepting linguistic and cultural differences.

I am a single parent who works in the private sector. My involvement in bilingual education and my volunteerism has always been in addition to my "regular" job. I always used my vacation time to attend NABE Board meetings and the annual conference. Last year, I returned from Houston energized and inspired. But on my first day back at work, I was advised that I had been demoted and that my salary had been cut because, my employer said, my volunteer activities were affecting my job and my co-workers had complained. You can imagine what a surprise this was, since no one had ever mentioned this to me before. I did receive some telephone calls during working hours that were of a personal nature, and had to do with my volunteer efforts on behalf of language-minority students and parents, but I always returned these calls on my own time, either during my breaks or after work entirely. However, while I was with NABE in Houston, my co-workers had to take messages for me (just as I, and others, took personal messages for other workers when they were absent or couldn't come to the phone). Apparently someone with whom I worked did not like taking phone messages for me from people who were not fluent English-speakers or from people who had an accent, since they complained about my messages; although no one had ever complained about anyone else's messages.

1993-1994 NABE Executive Board Parent Representative, Susan Garcia

Being a single parent with a son to support, I faced a difficult situation. I began to question my volunteerism. Although I witnessed my co-workers receiving numerous personal calls, I asked that no one call me at my office. Although it was difficult to comprehend how by helping other people, one could hurt oneself, I vowed to be a better employee and follow the rules set down by my employer. After six months of this, I realized that nothing was going to change, regardless of what I did, and I resigned my position.

Happily, linguistic and cultural diversity are appreciated at my new place of employment. In fact, I was hired *because I am bilingual.* Smart companies in the private sector realize that a significant portion of their clients speak languages other than English and that they need bilingual employees to succeed in a competitive market. How nice it is to be appreciated!

I want to thank my many NABE friends for their support during a very difficult time. I have emerged with an even stronger commitment to NABE, bilingual education, and my community. I am bilingual; I can only imagine how much more difficult it is for those in our communities who don't speak English very well. We must reach out and not only educate children, but also help families.

I encourage those of you attending the NABE '94 Conference in Los Angeles to take the time to visit with the many parents who will also be there. Parental involvement is critical to educational success. I am pleased that there will be a Parent Institute at the conference and that NABE has facilitated the participation of parents in this event. NABE has always recognized the important role that parents play in the education of language-minority students.

- NABE -

POSITIONS OFFERED

Teach for America/TEACH! seeks a full-time Program Director (25K+) to coordinate and implement a program of professional development for 57 beginning teachers; and a part-time Support Director (17K) to provide guidance and support to 18 beginning teachers thru observations and one-to-one conferencing. Public school teaching exp. required. DCFS exp. preferred. Similar positions available nationwide. Mail letter of intent, resume and a listing of 3 references to: Janet Boudreau, TFA, 655 15th St., NW, Atrium, Washington, DC 20005.

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

"Educational Reform" and Global Learning Networks

by Jim Cummins

This month's column is adapted from a much longer article, "Education 2001: Learning networks and educational reform," which originally appeared in a volume edited by Profs. Chris Faltis & Robert DeVillar. This was a special issue of the journal *Computers and the Schools* entitled *Language minority students and computers* (*Volume 7*, Numbers 1 & 2, pp. 1-29).

The special issue proved such a useful resource that it was also published as a separate book, *Language Minority Students and Computers*, by the Haworth Press, whose address is 10 Alice Street, Binghamton, NY 13904.

Introduction

"Educational Reform" is currently high on the social agenda of most industrialized countries. However, the impetus for this reform has been motivated primarily by an extremely narrow focus on the need to upgrade the educational system so that industry can meet the demands of increasing global competitiveness. We argue that the major directions pursued by the "Educational Reform" movement in North America are fundamentally misguided. This movement reflects only a partial analysis of the future societal realities that students graduating within the next decade will face; the narrow focus on economic realities ignores equally significant social, cultural, scientific and environmental realities within which the next generation will have to function.

We outline an alternative direction for genuine educational reform that, we assert, responds to the fast approaching global realities of an interdependent world in the 21st century. Although not dependent on the new computer-based technologies, this alternative direction fully exploits the power of technology for the creation of global learning networks whose outcomes with respect to skills and knowledge cannot readily be predetermined or controlled by the societal power structure. Consequently, these learning networks pose a potential threat to the hegemony of dominant groups in society. As we hope to demonstrate, their potential for empowerment of *minority* students is especially apparent from the experience which we have documented to date.

The rapidly changing context of education

With respect to *cultural realities* of the 21st century, we are faced with much greater inter-cultural contact and increasing linguistic diversity across North America. For example, the National Coalition of Advocates for Students (NCAS, 1988) has estimated that by the year 2001 minority enrollment levels will range from 70 to 96 per cent in the nation's 15 largest school systems. In California, by that time, minority groups (e.g. Hispanics, Blacks, Asians) will represent a greater proportion of the school population than Anglo students. By the year 2020, Whites in the U.S. will represent 70% of the total population and 30 years later they will have dropped to just 60 per cent. Similar trends are evident in Canada and in many European countries.

With respect to *economic realities*, as sketched above, the technological revolution is in the process of transforming the nature of the workplace. A far higher level of literacy and technical skills will be required of employees in the economy of the 1990's than was the case in the 1970's. The concern in public policy discussions with "functional illiteracy" is the result of these changing economic and employment realities rather than any real decline in literacy. Thus, any school that aims to prepare students to function within the economy of the 21st century must actively engage students in projects that develop both literacy and critical thinking skills in the context of changing technological and economic realities.

With respect to *scientific realities*, schooling for the 21st century should seriously address the implications of the current knowledge explosion. For example, Patricia Cross has pointed out that

> "Between 6,000 and 7,000 scientific articles are written each day, and information doubles every five and a half years. By the time the average physician completes his or her training, half of all the information acquired in medical school is obsolete" (Phi Delta Kappan, 1984, p. 172).

This changing scientific reality implies that schools should focus not on the internalization of socially-neutralized and soon-to-be-obsolete facts but on developing in students skills of accessing, critically interpreting and creatively applying information that is required for completion of particular projects or activities.

With respect to *environmental realities*, a perusal of virtually any newspaper anywhere in the world will quickly show the extent of environmental deterioration and the enormity of the global problems that our generation has created for our children's generation to resolve. Yet, in the majority of schools across the continent, the curriculum has been sanitized such that students rarely have the opportunity to discuss critically, write about or act upon issues that directly affect the society they will form. Still less do they have the opportunity to cooperate with students from different cultural and/or linguistic groups in exploring resolutions to these issues.

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NABE '94 Summer Institute

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The NABE Summer Institute will focus on the development of children's native languages and their use in school and at home. Participants will learn about patterns of language socialization across cultures, and examine ways in which language figures in instruction both at home and at school:

- What role must the family play in children's maintenance and continued development of their native languages?
- What role can the school play in the development of students' native languages?
- Does the school have a responsibility for the maintenance and further development of minority languages, or is it responsible only for the learning and development of the societal language?
- What are the social, cognitive and academic consequences of native language loss or erosion?
- What instructional approaches have been found to be most effective for educating students from families who speak languages other than English?
- How do we make certain that these students receive the education needed to succeed -- economically, socially and politically -- in 21st century America?

Jim Cummins
Ontario Institute for Studies in Education

and

Lily Wong Fillmore
University of California at Berkeley

will be among the featured instructors at this program

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Recognizing Strengths and Needs of All Bilingual Learners: A Bilingual/Multicultural Perspective

by RiChiang Amy Chiang
Chinese/Asian Bilingual Education Technical Assistance Center (CABETAC)

Bilingual education, as currently perceived by American educators and society at large, reflects a serious lack of awareness of the needs and strengths of all bilingual learners. The term "bilingual learner", for example, includes not only the limited-English-proficient (LEP) students learning English as a second language, but it also includes the monolingual students learning a second language other than English. According to Cummins (1993) and Nieto (1993), bilingual education is currently viewed from two opposing socio-political perspectives: cooperative relation of power (additive bilingualism) and coercive relation of power (subtractive bilingualism). The former views it as positive because power is shared by several cultural groups. On the other hand, the latter views it as negative because English is the language of power in our society; anyone who speaks a language other than English is seen as a problem that needs to be solved. However, even though achieving English language proficiency is important, it does not help these students develop dual language proficiency, educational competence, multicultural awareness, and other cross-cultural communication skills and democratic concepts that they need to function effectively in our increasingly global society.

In a transitional model of bilingual education, LEP students learn English to achieve educational competence comparable with their monolingual English peers, but their linguistic and cultural backgrounds are often not recognized as they should be by educational communities, including educators, parents, and other students. However, bilingual students, parents, and teachers are rich cultural and language resources, and their usefulness should be recognized by other American educators and bilingual learners.

Monolingual students, on the other hand, are required by schools to complete one year of education in a second language before their high school graduations (i.e., Spanish, French, Italian and German). In most foreign language programs, students may develop superficial proficiency in a second language (i.e., basic interpersonal communication skills), but they may not achieve educational competence in the second language (i.e., cognitive academic language proficiency). Most programs do not expect students to reach a second language proficiency level that would enable them to read, write, or communicate effectively in that language.

Consequently, these bilingual learners, or second language learners, are less likely to become "truly bilingual". Beyond just speaking and listening skills, achieving an educational competence in a second language involves an understanding of the values and communication style specific to that culture.

If our schools are to provide a better education for all bilingual learners, including LEP and monolingual students, negative perceptions of bilingual education must be overcome. For example, a compensatory model should not be used for educating LEP students. Similarly, foreign language education for monolingual students should not be based on a incompetent model. Rather, an alternative model, based on the bilingual/multicultural framework, should be provided for all students. By focusing on students needs and strengths, a bilingual/multicultural education can do a better job in helping bilingual learners achieve dual language proficiency, multicultural awareness, and educational competence.

Bilingual/Multicultural Framework

The alternative education curriculum, based on the bilingual/multicultural framework, aims to be interdisciplinary, culturally integrative, and intellectually challenging. The curriculum content should be interdisciplinary or thematic, so that it includes students' total educational experience. Reading, language, mathematics, science, music, and arts are interwoven with many cultural and ethnic experiences. This thematic approach presents content that is substantially based on students' daily problems, and is intellectually challenging. It is also inclusive of students' interests and background, qualification of staff, the resources of the school and community, and the geographic location and demographic composition of the local community.

In addition, the content should integrate the cultural concerns of more than one group; tokenism, such as using one black doll amidst many white dolls, and reading about Black history only during Black History Month, should be avoided. Its focus should be relevant, contemporary, and up-to-date; stereotyping, or only using images of the Native Americans from the past, should be avoided. its values should be democratic; trivalizing minority cultures, or organizing activities only around holidays or only around food, and involving parents only for holidays and cooking activities, should be avoided. And the representation of views should be non-biased, and minority groups should not be misrepresented as all poor, school failures, or as foreigners (Nieto, 1992; Derman-Sparks, 1989).

Finally, in teaching bilingual learners, Seelye (1974) believes that it should be purposeful, deliberate, and operational. Teachers should move beyond acquisition and comprehension of new knowledge. Instead, teachers should help students acquire higher order thinking skills, that are necessary for apply-

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Classroom Practices in Bilingual Education

Column Editor : Magdalena Ruz González, Fontana Unified School District, Fontana, CA

Project Adolescent Literacy

by Delfina Briseño

The young man, head bent over his notebook, wrote carefully the words he wanted to express to his new friend. Although they spoke the same language, their experiences were very different. His life in Mexico, in his pueblito, had been very comfortable, safe and warm. Here in the United States, he felt rushed, confused and excited! This is what he wanted to write, the differences in these two worlds. And now he was able to do this because he had just been provided the opportunity to learn to write! This was what rushed through his head. Carefully he chose the words that would say what he felt.

This young man was able to write as a result of Project Adolescent Literacy (PAL) in Santa Ana, California. This Title VII Project was designed to serve recent immigrant arrivals (grades 6 through 9) who are preliterate. These late entrant immigrant students with little formal schooling are academically limited-Spanish-proficient and primarily come from Mexico; some are from Central America. Since they are recent arrivals, they are obviously also limited-English-proficient.

Most school districts would not be able to address the unique needs of this population. At best, they would be provided bilingual/ESL instruction. In the past, these students have not been able to complete their high school education (ERIC, 1990).

PAL emphasizes oral fluency and literacy skills in both languages using the student's primary language as the major vehicle for promoting cognitive growth, academic success, and possibly access to a high school diploma. This is accomplished through individualized and personalized instruction.

During the first twelve weeks, the **Spanish Language Arts-Oral Language Development Component** uses whole language as a vehicle to develop necessary reading readiness skills by focusing on self-esteem activities. Using this approach, students use their own personal experiences and reflections to develop their literacy skills. The second segment of the strand continues the established literacy base and focuses on health and career education, thus introducing career opportunities in the students' new country. Throughout, the language experience approach is emphasized integrating a literature-based program that exposes students to significant works of literature.

The **Social Studies Component** is also divided into segments of twelve weeks. The curriculum begins with school-related survival topics which are necessary since these students have not had much schooling experience. The curriculum then proceeds to larger entities, such as the city, county, state, and country. The last twelve week segment includes an introduction to government, ecology, and current events. In addition, there is a focus on holidays and celebrations in the United States and Mexico-- a binational celebration.

The **Mathematics Component** is aligned with the California State Mathematics Framework and provides students with the opportunity to explore numerical relations involving addition, subtraction, mulitiplication, and division in a student-centered learning environment that incorporates manipulatives, calculators and cooperative learning techniques. Standardized test scores from the S.A.B.E. (Spanish version of the California Test of Basic Skills) reveal that the overwhelming majority of PAL students attain their highest achievement score in math computation.

The **English Language Development Component** is based on the natural approach to second language acquisition. Activities are structured to focus on language use rather than form, strong vocabulary development, individualized and delivered in a low anxiety environment. Students who have developed a strong literacy base transition into an English Development Language (ESL) class.

All PAL teachers are credentialed (Bilingual Certificate of Competency or Language Development Specialist) to serve the LEP students and have received inservices to be able to provide instruction to preliterate middle and secondary students. Rancho Santiago Community College has assisted in the inservices also, with topics ranging from bilingual methodologies, computer technology and instruction for beginning readers, math as a developmental process and Spanish Language Arts.

Weekly staff meetings as well as observations and feedback provide teachers on-going monitoring of newly acquired teaching strategies. The Project Coordinator and Resource Teacher share this responsibility. Demonstration lessons assist teachers by providing immediate modeling. This aspect of the program is crucial according to Briseño, project coordinator. For instance, most teachers needed to be trained in beginning reading in a whole language program. Since they were mostly secondary certified, these teachers needed to learn new strategies to teach basic elementary information and skills.

The PAL program is designed to meet the following goals:

1. To develop reading readiness;
2. To develop oral language skills before the introduction of reading;
3. To integrate the whole language approach in the acquisition of literacy skills;
4. To develop self-esteem through their cultural and linguistic heritage;
5. To prepare students for transition into English literacy;
6. To prepare students to function

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Flawed Question Leads to Teachers' Negative Views Towards Bilingual Education in MetLife Survey

By Frank Tang and Michael Capurso

A study sponsored by the Metropolitan Life Insurance Company has concluded that close to two-thirds (64%) of 1,000 public school teachers support a policy mandate requiring substantive subjects be taught in English, and only one-third say government should promote bilingual education programs. *The Metropolitan Life Survey of the American Teachers, 1993: Teachers Respond to President Clinton's Education Proposals* was conducted by Louis Harris and Associates among a "nationally representative" sample of educators from kindergarten to Grade 12.

A *NABE NEWS* article about the study (*NABE NEWS, Vol.* 7, 1993) calls it "disheartening that so many teachers still do not understand that it is much easier to learn content materials when the student understands the language of instruction," and also notes a number of problems in the survey design:

1. Of the 1,000 respondents, only 29 were Hispanic; 6 were Asian; 58 were Black; and 914 were White. Non-Whites accounted for only 12.4% of all respondents.

2. Only 228 of those surveyed (23.7%) worked in either inner city or urban schools, where most limited-English-proficient (LEP) students are located and where bilingual education is most needed.

3. The report did not say which states the respondents came from or how many of the teachers actually had LEP students in their classes.

The *NABE NEWS* article, however, did not point out another very important factor that may have contributed to the unfavorable response: a seriously flawed survey question. The specific question reads as follows:

There has been some controversy about educational methods for students whose native language is not English. Do you think government policy should promote bilingual education programs that teach English and teach other substantive subjects in a child's native language, or should policy mandate that substantive subjects be taught in English?

Note that the question describes the bilingual education programs as "programs that teach English and teach other substantive subjects in a child's native language", and then three possible responses: (1) Government should promote teaching substantive subjects **in native languages;** (2) Substantive subjects should be taught **in English;** and (3) Not sure. **Both the question and responses fail to present a complete and authentic picture of bilingual education programs, providing only a partial and oversimplified picture to survey respondents.**

A few common misconceptions about bilingual education need to be clarified. First of all, contrary to what is stated in the survey question, bilingual education programs do not use only **a child's native language** in teaching substantive subjects. They use **both English and the child's native language.** In all bilingual education programs, children learn English through ESL while also learning content-area subjects such as math, science, and social studies through a combination of their native language and English. The exact proportion of English and the native language used in a content area class is determined by the level of the students' English proficiency. In transitional bilingual education programs, the ratio alters as the students become more and more proficient in English. In other words, in the beginning when children's English is very limited, more native language will be used in instruction. When gradually their English proficiency improves, more English will be used until eventually only English is used in instruction.

In developmental bilingual education programs, both languages continue to be used for instruction, with the goal of full bilingualism. As noted below, the students in these programs achieve even higher rates of both English language proficiency and academic achievement.

Secondly, in teaching "substantive" subjects to LEP children, which method is more effective: using English only or using both English and the child's native language? Proponents of English only argue that use of the native language will interfere and delay the child's learning of English. Research findings in the past twenty years, however, indicate that students learn better when they have access to comprehensible instructional language and that transitional bilingual education enhances the students' development of English competence as well as their development of content-area knowledge in English through the use of dual languages. This is because the use of students' native language in content-area classes helps them master content knowledge and skills without losing time while simultaneously developing English proficiency. Transitional bilingual classes keep students at grade level while learning a second language and help those below grade level to catch up with their peers through instruction in a language students fully understand. In content-area classes where English is the sole medium of instruction, LEP students' achievement is unfairly limited by the demands of the language used.

A recent major longitudinal study by Ramírez et al. (1992) compared achievement of LEP students involved in three different instructional settings: structured English Immersion (all English with only brief explanatory period in the native language) ; an early-exit short-term transitional bilingual education program, and a longer-term transitional bilingual education program. The study concluded that providing LEP students with substantial instruction in their native language not only does

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Nominations for NABE Executive Board

In June of 1992, NABE began to phase in a new governance structure for the organization which provides for two-year staggered terms for Board members. In the coming year (June 1, 1994 -May 31, 1995), the Executive Board will be constituted as follows:

Board Member-at-Large	First year of 1994-1996 term of new member
Board Member-at-Large	First year of 1994-1996 term of new member
Board Member-at-Large	First year of 1994-1996 term of new member
Board Member-at-Large	Second year of 1993-1995 term of José Ruiz-Escalante
Board Member-at-Large	Second year of 1993-1995 term of Mary Jew
Parent Representative	First year of 1994-1996 term of new member
Eastern Regional Representative	Second year of 1993-1995 term of Marisol Rodríguez
Central Regional Representative	First year of 1994-1996 term of new member
Western Regional Representative	Second year of 1993-1995 term of Janice Jones Schroeder

At the NABE Nominating Committee meeting on Friday, February 18, 1994, nominations will be made for the following 2-year positions on the NABE Executive Board:

THREE BOARD MEMBER-AT-LARGE POSITIONS
CENTRAL REGIONAL REPRESENTATIVE
PARENT REPRESENTATIVE

Nominations: Qualifications, Instructions and Schedules

Candidates for positions on the NABE Executive Board are selected by the Nominating Committee, which meets during the Annual NABE Conference. The Nominating Commitee is composed of one delegate from each NABE Affiliate in good standing. The delegate, who must be a NABE member in good standing, is appointed by the Affiliate President.

If you are interested in running for a position on the NABE Board, you should contact your Affiliate President to find out who will be representing the affiliate at the Nominating Committee Meeting. Then contact that person to express your interest in being nominated. A candidate information sheet, listing your qualifications for the position, should be filled out and then taken to the Nominating Committee Meeting by an official delegate. Before the meeting, the delegate should check the NABE membership records to verify that each candidate has been a NABE member for two consecutive years (1992-93 and 1993-94).

Since each nomination must be made and seconded, you should contact other affiliates to inform them of your interest in running for the Executive Board. Many states informally caucus prior to the Nominating Committee meeting, so it is important to let people know you are interested.

The Nominating Committee meeting will take place on Friday, February 18, 1994 from 8:30 am - 10:30 am. Only official delegates can attend the meeting. Candidate information forms and/or certification of NABE membership may be obtained at the *NABE Booth* in the Exhibit Hall of the Los Angeles Convention Center.

Assessment of Language-Minority Students

Column Editor : Dr. Virginia González, University of Arizona

Challenged Bilinguals

by John W. Oller Jr. , Ph. D.

Many mainstream educators in the U.S., *present company excepted*, suffer greatly from what has been called "monoglottosis" -otherwise known as "terminal monolingualism". Of course, the condition is not limited to people in the United States, but it has reached epidemic proportions here. As a result, U.S. educators are generally susceptible to seduction by the medical models of education that seek, as Cummins (1986) has insightfully observed and as González (1993) has noted in this same column, to explain variations in school achievement and social adjustments in terms of handicaps, deficits, disorders, disabilities, neurological problems, social deprivation, genetic inferiority, mental disorders, brain damage, behavioral disorders, emotional trauma, etc. The premise underlying extreme variants of this way of viewing education is that the child is somehow ultimately responsible for his or her achievement and thus for the success or failure of the whole enterprise of education.

Arthur Jensen's (1969, 1980) idea of "intelligence" -- which he sees as the basis for school achievement and which according to him is largely (about 80%) determined by genetic inheritance rather than by experience -- epitomizes the tendency of the medical models to make the individual child ultimately responsible for essentially all that happens in the schools. On this view, high achievers are genetically superior. They may even be "gifted", i.e., modern superchildren (does the name Nietzsche or the term Nazi ring any bells?) and low achievers are doomed to be consigned to the junk pile of homelessness and poverty (as suggested by Richard Herrnstein's title, *IQ in the Meritocracy*). Good performers are the way they are because they have all their faculties. Gifted ones are those who were born rich. They got a good genetic endowment fund. This would be dandy, except there are also low achievers who were born losers. They got short-changed in their endowment. According to the Jensen/Herrnstein version of the medical models, low achieving social or ethnic groups, likewise, are also just genetically and/or socially inferior.

But the seductive medical models are narrow, monoglottotic, and prove in practice to be inadequate. They over-rate the significance of genetic endowment and under-rate the importance of social and political context. Worse yet, they ignore the role played by language proficiency which is the main thing we can observe and measure in social interactions. Their appeal it turns out is to political motives that are singularly ugly when exposed to daylight. Those political motives dress themselves up as "social responsibility" and "personal achievement" but actually turn out to be excuses on the part of too many educators, legislators, and others to make the little children in our schools responsible for the outcomes of a sociopolitical context over which the children have no control. On the contrary, it is the educators, the law-makers, and the adult participants in the society at large which rightfully bear the greater burden of responsibility. Yet, in the name of such concepts as "individual responsibility" (a seemingly innocent phrase) the children -- who are commonly victims of misunderstanding, monoglottotic ignorance, and other unintentional abuses perpetrated by the adult society -- are themselves accused of being responsible for the crimes that have been committed against them. According to the medical model, it is the victim's condition that produces the symptoms of success or failure in school. We are led to believe by such models, that it is the child's deficit, a certain learning disability, a strange social deprivation in the experience of the child, etc., that has caused this low achievement in school. Or, on the flip-side we find that, according to such a model, it is the child's special giftedness, the child's genetic superiority, that produces the success. Thus it is that the medical models gain support from nearly all of us. The giftedness idea is appealing. The models may thus seem benign in some cases and even benevolent in others. They accord gifts to some children to compensate for the deficits accorded to others. Therefore, they can't be all wrong. And, of course, they aren't all wrong, but they are woefully incomplete as models go.

When prominent educators such as A. Ginsberg, then holding a high ranking federal post linked to the Department of Education, was asked in September 1991 at the OBEMLA meeting in Washington, D. C. why is it that language-minority children are so grossly overrepresented in classes for the mentally retarded, language disordered, learning disabled, etc., he reluctantly admitted that this was so in "some areas of the country", but allowed as how, "We do not know why".

Well, actually, Dr. Ginsberg, we do know why. It's because (as was noted at the OBEMLA meeting and as González has observed in this column) language-minority children are generally tested, diagnosed, and placed in classes for the language disordered, learning disabled, mentally retarded, etc., on the basis of procedures, instruments, and interviews that do not take their own minority languages into consideration. As Hakuta (1986) has amply documented, what is happening in many school contexts in America today, now near the end of the century, is not very different from what used to happen at the beginning of this century. Children whose primary language skills

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reside in some language other than English are quite generally treated to the same diagnostic, screening, and referral procedures that monoglottotic legislators and educators devised for monolingual English-speaking children. The medical models not only fail on account of their narrowness -- that is, their monoglottotic aspect and their failure to take sociopolitical context into consideration -- but also they fail on their own terms. As Näslund (in press) demonstrates, even a paradigm central term such as "dyslexia" has proven extraordinarily intractable (for about 100 years) with respect to a proper psycholinguistic description much less a clear determination of its neurological correlates. And, as depressing as it may seem to the many tens of thousands of trained speech-language pathologists in our schools, the difficulty of pinning down the etiology of dyslexias of various stripes is characteristic of essentially all other deficits, disorders, and disabilities that have constituted the grist for the medical models down through the years.

Clearly, we need to explore other approaches. A whole family of alternative models highly recommended by many critics of the status quo might be called sociopolitical. There is little doubt that these models have the potential of greatly enriching and improving upon the traditional medical models. Typically, the sociopolitical models stress the role of the historical, social, and political context, ethnicity, language background, and sometimes these elements are invoked to "explain" observed levels of "success" or "failure" in the schools. In some cases, advocates of the sociopolitical alternatives argue that neither the child nor the school is responsible for success or failure in education, rather it is the condition of the society at large that is the primary causal factor. Some theoreticians (for example Spolsky, 1989) have gone so far as to suggest that socioeconomic (and to a lesser degree political) conditions -- the environmental circumstances of learning -- are so important that individual differences (factors such as "intellect", "personality", "appearance", and the like) can be relegated to a lesser role, and the place of curriculum, methods of teaching, and the like are given almost no place at all in the theory. Thus, the sociopolitical models can be pushed to extremes that approximate the excesses of the medical models. While the medical model overemphasize the role of individual factors, some sociopolitical models over-emphasize the role of social context. Neither of these can be changed much by us educators and either extreme absolves us of any real responsibility for outcomes in the schools. We cannot, as Krashen observed in a speech in Ottawa in 1989, move all the children to the country on account of the fact that some studies may show rural children become better readers than city dwellers. Nor, can we change genetic endowments of the children that come to our classes. According to Richard F. Walker (cf. Walker et al., 1992), in attempting to explain reading failures in certain Australian schools (especially of certain language-minority Maori children), a widely read newspaper argued that illiteracy seemed likely to have a genetic component on account of the fact that it could be traced back sometimes for five or six generations. Walker noted, however, that the recommended cures for illiteracy stopped short of recommending reading instruction for long-dead but thoroughly illiterate ancestors.

So, we come to two dead-ends. If the medical analogy is pushed to its limits, it ends up in the absurdity that the individual learner is to blame for whatever failures are observed in the school. Individual abilities and disabilities are invoked as the primary causes of failures as well as successes. If the sociopolitical alternative is followed to its extreme limit, the social context itself, as unwieldy and amorphous as it may be, becomes nevertheless the main causal factor in explaining school successes or failures. In fact, according to some exponents it would seem that the sociopolitical context is to blame even for the abilities and disabilities observed in the children themselves. But neither of these approaches makes much sense, What about the role of the educator? What about the curriculum? What about the methods employed by the teachers, clinicians, and what-have-you who work in the schools? Of course it is true that the child brings a great deal to the classroom situation by way of social background, genetic inheritance, personality, and the like, and it is also true that the sociopolitical context of the larger megalopolis of the world communities also plays its inevitable part, but **teaching can make a difference** (cf. Bacon, Schleipman, Baolin, and Goldfield, 1993). Language acquisition can make a huge difference. Enabling children and future educators, law-makers, and citizens of the world to become bilingual and multilingual can make an enormous difference over time (see the philosophy of John Rassias).

In sum, when assessing and educating language-minority children, it makes no sense to test a speaker of Spanish, Hmong, Laotian, or any other language in English. Educators (and legislators) have made enough excuses for such lunacies, and **now it is time to change them. I ask what would be wrong with doing something that has a very good chance of working?**

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Secondary Education Special Interest Group Update

SIG Co-Chair: Julie Hodson, Spring Branch ISD, Houston TX

News From the Front: How One District is Striving for Academic Excellence for Over-Age Immigrant Students

by Julie Hodson

Like many districts, we have immigrant students whose academic ability does not match their chronological age according to our state standards. At a time when some districts remained baffled by these children, it's refreshing to have so many people in our district take on the challenge of educating these youth. In the subsequent paragraphs, examples will be given of some of the solutions that are evolving.

At one middle school, the campus leadership team decided to make serving bilingual students, including those who arrive with little or no prior schooling, their top priority. The team studying the problem includes teachers, principals, an outside consultant and representatives from both the elementary and secondary schools connected with this middle school campus. Meeting together, they found several areas to target for improvement. First of all, immigrant students who are academically behind their peers were found to be entering school at every single grade level; this was a major concern. Secondly, inconsistency in how students were scheduled was also a problem. To attack those issues, team members are instructed to bring two lists to the next meeting; a list of students' needs, and a list of available resources. The overall goal is to devise and implement a program for academic success for these students that will work from Kindergarten through 12th grade.

At the same time, a district high school's campus advisory team has put addressing English as a Second Language (ESL) students' needs on their agenda for short term and long term planning. An ESL task force has been formed -- comprised mostly of teachers -- to pinpoint areas of growth and to make recommendations. The task force is analyzing articles from books such as *The Power of Two Languages* so that their forthcoming recommendations are research-based. Plans include requesting a waiver from the state regarding graduation requirements.

Another middle school in the district has regrouped their beginning, intermediate, and advanced classes. Advanced students are mainstreamed but are supported by classroom aides and a tutoring center. Beginning and Intermediate students are grouped by grade level, approximately ten students to a class. Their teachers use on-grade level textbooks and materials. Instruction is modified, and concurrent staff development is provided to help with the transition.

For the fourth year, a Spanish literacy course entitled *Functional Spanish* shows continual success. It was designed specifically for Hispanic youth, in order to accelerate the acquistion of native language literacy skills. It is based primarily on research of Jim Cummins: "Students with native language literacy skills will acquire second language literacy skills at a faster rate." The course includes six thematic units weaved together with an overall theme of "Choices." The individual themes include a unit on success featuring positive Hispanic role models. Hispanic bilingual aides, acting as further role models, help motivate and tutor students.

The alternative school of the district decided limited-English-proficient students would best be served by hiring more staff trained in modified instruction and assessment. Also, the criteria for each program within the alternative school is being reviewed to ensure equal access regardless of the language(s) spoken.

Principals of various secondary schools have formed a Shared Reading Group in which they read and discuss articles addressing the needs of LEP students. The group's purpose is to provide a forum for adminstrators to exchange ideas, with the goal of becoming as knowledgeable as possible about bilingual education issues.

Realizing the importance of extracurricular activities, teachers and aides have started a variety of clubs. English Club pairs native English with native Spanish speakers for conversational practice. Math Club provides an informal atmosphere for tutoring and for using math computer programs. *Grupo cristiano*, which meets before school, is a Spanish-speaking club for Christian teenagers who want to study the Bible and pray together. *ALAS* (*Amigos latinoamericanos de Spring Woods*) was featured this month in the Houston Chronicle. It pairs American born bilingual Hispanic students with recent immigrants. Club activities are both social and community-service-oriented..

District staff also invites parents to meetings once a month to learn positive family life skills. Recruitment is heaviest for parents of "at-risk" students. The meetings (due to their popularity) are currently being conducted simultaneously in English and Spanish in different rooms within the same building. Supervised activities are provided for students and preschoolers. This curriculum teaches parents how to guide their children into becoming independent and responsible adults. Other topics are also addressed such as Family Violence, Aides, Gangs, and Career Education.

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PRACTICES — *from page 12*

in the world of work;

7. To transition students to appropriate alternative programs; and

8. To prepare students to realize personal fulfillment.

Project PAL is currently in its third year of implementation. Project Coordinator, Delfina Briseño, is seeking state academic excellence recognition for the project. Preliminary project results of students achieving their educational goals have been very positive. For more information contact Delfina Briseño, PAL Project Coordinator, Santa Ana Unified School District, 1405 French Street, Santa Ana, CA 92701.

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Editor's Note: *Contributions to the* **Classroom Practices in Bilingual Education** *column should be sent to Magdalena Ruz González at the Fontana Unified School District, 9680 Citrus, Fontana, CA 92335. Phone: (909) 357-5079.*

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SECONDARY — *from page 17*

Other district efforts to reach the Hispanic community include publishing a "Community Resources Brochure" in Spanish, producing a video in Spanish illustrating district programs and policies, and publishing a study handbook in Spanish.

Our district is addressing the issue of educating overage immigrant students by first empowering parents, teachers and other instructional leaders, enabling them to develop ownership of the problem.

It is proving to be a distinct pleasure to work together towards the common goal of building a stronger community through the education of all young people.

Editor's Note: *This article was contributed by NABE's Secondary Education Special Interest Group (SIG), co-chaired by Julie Hodson. For more information about the SIG, or this column, contact her at: Spring Branch Education Center, 9016 Westview Avenue, Houston, TX 77055. Phone: (713) 935-0113.*

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IMMIGRANT

cally: "Most are very bright. They do well in school. (It's a) well educated population," claimed Ms. Sogol. And Ellen Steingold from Jewish Family Services in Rhode Island added, "As a whole, great importance is put on educational success by the family which increases the stress level for the children. Russian Jewish immigrants' backgrounds in math and science are much stronger than U.S. born Americans'." And an English for speakers of other languages (ESOL) teacher in Minnesota exclaimed, "It's unbelievable!... We move a Russian immigrant student up one level in 8 weeks."

Despite this overall perception of immigrants from Eastern Europe and the former Soviet Union as academically prepared and strong in certain subject areas, school personnel have a tendency to place limited English proficient (LEP) students in lower level classes or tracks. Most students who are limited English proficient are placed in less academically rigorous classes, and this placement is disappointing to recent immigrant students. In some cases, students feel that the classes are below them; they show less effort; and their grades suffer.

Students who did well academically in their home countries often find it difficult if not impossible to accept lower level placement. As one Eastern European student in Rhode Island put it to Ellen Steingold, "I'm never going to get into college because they have me in these lower level classes. I can't stand it." In some cases, these students and their families become so dissatisfied with such tracking that they drop out of school altogether (Gole, 1990).

The majority of school and social services personnel interviewed also found that former Soviet, Eastern European, and Russian Jewish students behave "better" than other students. Immigrants from Russia and Eastern Europe are "much more behaved, more task-oriented, and more serious about school than the Anglos," said Esther Sobrino, "They are coming from a different kind of educational background. It's more structured than here, (and) makes them more disciplined."

ASSESSMENT — *from page 16*

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John W. Oller Jr., Ph. D., is a Professor of Linguistics and Education at The University of New Mexico.

Editor's Note: *In the last issue of NABE NEWS, the* ***Assessment*** *column was authored by Dr. Thomas D. Yawkey and Yi-Jung Juan: affiliated with The Pennsylvania State University, NOT the University of Pennsylvania. NABE NEWS regrets the error.*

Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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Paradoxically, these apparently positive perceptions could easily lead to broader assumptions about these immigrants, much like the "Model Minority Myth" oftentimes associated with Asian students. When educators assume that ethnic or national groups of students exhibit less academic or disciplinary problems, not only do these teachers ignore the needs of individual students; such thinking may also indirectly promote division among groups of students, and create and perpetuate stereotypes.

In states where native populations are more ethnically and linguistically homogeneous, different cultural styles can be considered arrogant and threatening. Many immigrants from the former Soviet Union, for example, are accustomed to questioning rationales behind regulations and policies (Brodsky, 1982; Gold, 1990), and their perception is that U.S. rules are arbitrary. For food stamps, housing laws, and school systems, the rules are often unclear to begin with, and change frequently. This makes acculturation for these immigrants more complicated, and advocating for their children difficult and confusing.

For example, when Russian immigrant parents in South Dakota wanted to enroll their children in public schools outside their neighborhood boundaries or at a level different from that which school personnel had determined appropriate, they found that they couldn't. Angry and confused, they charged the school with discrimination against Russians in their school policy. When these immigrants make demands on the system, they are misunderstood by the local community: "If you know the rules and you obey the rules (you won't have any problems)," according to Barbara Greenlee of Lutheran Social Services of South Dakota/Refugee and Immigration Programs. Misperceptions on the part of both local residents and these new immigrant families are sometimes the roots of tension and friction.

In some large schools in the Midwest, immigrants in general make up only a very small percentage. However, tension between Asian and white immigrants runs high in some communities. Asian immigrants students tend to resent Russian and Polish students' verbal skills and relatively aggressive behavior, and the Russian and Polish students tend to devalue the Asian students for not acquiring English quickly. One teacher in a school outside Minneapolis described how this tension had at one point escalated to a physical confrontation between some Asian and Russian immigrant students in her school.

While former Soviet, Russian Jews, and Eastern European students in this large midwestern school are generally perceived to be outspoken, these children also often resist speaking about their feelings. They may miss their home countries, and for at least the first year, go through a grieving period. While these students move through cultural and emotional transitions, the school, like many schools with new immigrant populations across the country, is not equipped to effectively serve them. It is therefore important that the school reach out to the community.

This strategy is particularly useful not only in providing support services, but in helping the school look to the community to provide needed background information about these new immigrant students. For example, many of these new immigrants are Jewish and connected to the already established local Jewish community. More interaction between the schools and the surrounding Jewish community may lead to better resources and support for these children.

As Russian and European immigrant children enter our schools, it is important for educators to realize that, although these new students may look like language and racial majority students, the challenges they face as immigrants are similar to the challenges all immigrant students must contend with. The grieving period, lower grade placement and tracking, and language and cultural barriers all put great stresses on the immigrant student's academic performance and participation in school life.

As new immigrant groups enter our schools, we, as educators, need to be vigilant in checking and challenging our expectations and assumptions. Are we expecting these children to be model students or burdens? Are we informed about, and respectful of, our students' cultural values? Do we see them as individuals and recognize their strengths and needs? In order to truly serve immigrant children, schools not only have to encourage students to learn about and take pride in their ethnic identities, but also develop and/or strengthen communication/collaboration with community-based organizations; provide both bilingual/ESOL and mainstream teachers with more opportunities to educate themselves about immigrant students and their countries of origin; and ensure that immigrant student' voices are an integral part of the schools' overall curriculum.

Endnotes

[1] Based on telephone and personal interviews in 7 states by NCAS in November 1993.

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Vivian Wai-Fun Lee directs the National Center for Immigrant Students, a program of the National Coalition of Advocates for Students.

Jenny Kaplan, M.Ed., is an ESL instructor and a certified foreign language teacher in Boston, Massachusetts.

Editor's Note: Contributions to the **Immigrant Students** *column should be sent to Ms. Vivian W. Lee, NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116. Phone: (617) 357-8507.*

• NABE •

"Educational reform"

The educational directions implied by this analysis are very different from those currently dominant in American schools. In Cuban's (1984) terms, assembly-line teaching is still the norm and has been reinforced by recent educational reform efforts. The recommendations of *A Nation at Risk* and most subsequent reports distort both the nature of the problems facing our educational systems and also the types of solutions required. These reports have focused narrowly on raising standards and graduation requirements, eliminating the "curriculum smorgasbord" of "soft" subjects in favor of a common core curriculum for all students, and increasing the amount of time that students are expected to spend learning the "New Basics".

The "Reforms", by and large, have assumed the appropriateness of teacher-centered or "banking" approaches to pedagogy which exclude students' experience and allow for little active use of written and oral language by students. By confining students to a linguistically and intellectually passive role within the classroom, these approaches risk creating a generation of compliant consumers devoid of critical thinking and creative problem-solving abilities. These abilities are largely excluded from the curriculum for the simple reason that they are not assessed on standardized tests.

In stark contrast to the frequent rhetoric emphasizing the importance of critical thinking, the effect of the reforms has been to eliminate any kind of critical thinking concerning instruction in "the basics" on the part of either teachers or students and, in fact, to penalize any deviations from rote transmission since such behaviors are "off-task". There is, in fact, little to think critically about in most classrooms since issues of direct concern to students' future and current lives are seldom raised. The lack of emphasis on creative writing, critical thinking, and problem-solving involving real rather than trivial issues contributes directly to lack of interest and motivation on the part of students (and teachers). The proposed reforms exacerbate rather than redress the one-way transmission of information and skills within the classroom. The same perspective has been forcefully argued by Henry Giroux and Stanley Aronowitz (1985) who maintain that the critical thinking skills necessary for meaningful participation in a democratic society are being eroded by our current models of schooling.

There is clearly an enormous gap between the type of educational process that currently exists in the United States and that required for students to function even at a minimally effective level in the cultural, economic, scientific and environmental conditions of the 21st century. The message that schools still convey to minority students is that their culture and language or dialect are inferior and inappropriate in the North American context; there is also minimal incentive in most classrooms for students to engage actively in literacy-related activities since "literacy" is transmitted in a way that is largely irrelevant to their lives; creative problem-solving and critical thinking are subjugated to the rote memorization and mindless drills considered important for standardized test performance; and, in the midst of alarming environmental deterioration headlined every day in the popular media, students are fed a frugal diet of neutralized currriculum content designed to steer them away from topics considered too sensitive for fragile and impressionable young minds.

The *Orillas* computer-mediated global learning network

International trends towards greater population mobility and increased global interdependence, both economically and politically, highlight the need to develop more effective ways of promoting intercultural cooperation and understanding in our education systems. In order to foster interdependence and cooperation we need *global education* programs that will prepare students to function in multilingual/multicultural contexts both nationally and internationally. The best preparation for effective international cooperation in the future is clearly direct experience of cooperative learning activities — ideally involving students from other cultures — in the present. This international cooperation is already underway with students using computer networks to collaborate in joint projects with distant colleagues in "sister classes" around the world.

In 1985, a small group of Mexican, Puerto Rican and U.S. teachers from California and New England established *De Orilla a Orilla* (Spanish for "From Shore to Shore") as an electronic global learning network that acted as a clearinghouse to arrange low-cost "sister class partnerships" between elementary and secondary school teachers. *Orillas* presently includes teachers and their students from the United States, Puerto Rico, Argentina, English- and French-speaking Canada, Japan and Mexico. Basically, *Orillas* Sister Classes are long-distance team-teaching partnerships between two teachers who have been matched according to grade level and/or content-area. The goal of *Orillas* is to increase students' language proficiency, academic achievement, self-esteem and interpersonal skills through their participation in identical cooperative learning projects undertaken in both classes (Sayers, 1993).

Orillas was cited as an exemplary project for linguistic minority students by the U.S. Congress Office of Technology Assessment (OTA). The OTA report (Roberts & staff, 1987) notes:

> [L]ong-distance networking capabilities of computer-based technologies are being used to encourage [these] students to write and communicate more effectively in highly functional contexts, both in their native language and in English. When used in this context, the computer can provide a means for students to break out of the traditional mode of thinking, to enhance their sense of mastery, and to enrich the learning experience by providing access to role models and speakers from

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> their native culture" (Roberts & staff, 1987, p. 96.)

Orillas teachers have conducted far-ranging activities including comparative investigations of water distribution systems in various countries, leading to suggestions for confronting local crises with solutions that have been found effective in other nations; intergenerational investigations of proverbs used in Mexico and Puerto Rico; on-line discussion with expert bilingual journalists offering technical assistance to novice student newspaper writers; and joint projects between Puerto Rican mothers in New York and a group of mothers near Cagüas, Puerto Rico. *Orillas* teachers have explored new areas of considerable importance, especially those related to second language learning, the use of technology with immigrant students to promote both native and second language learning, and the effectiveness of cooperative learning techniques to reduce prejudice against minority children and to promote positive intergroup relations.

An Empowering Pedagogy

We believe that sister class linkages and other forms of telecommunications projects in education can be implemented and sustained successfully only when they focus on empowering students and promote critical analysis of social issues relevant to students' lives. They also require an interactive and experiential approach to pedagogy (Cummins, 1986, 1989) since participation in a learning network implies active generation of knowledge by students and sharing of this knowledge with other network participants. In short, successful networking projects must involve *an interactive process of critical inquiry* focused on issues that are of social significance to all participants.

We have attempted to briefly sketch the beginnings of an approach to computer applications in schools that is rooted in critical pedagogy and is consistent both with social constructionist views of learning processes and whole language or interactive/experiential perspectives on literacy development. Our approach involves constructing a "project of possibility" (Olson, 1986) that elaborates the empowerment potential of certain kinds of applications of the new technology, specifically, computer-mediated global learning networks.

The likely expansion of computer-mediated learning networks offers an unprecedented opportunity for teachers, students, and researchers to work together in the elaboration of an applied theory of critical learning and teaching that is explicitly oppositional to the severe restrictions on learning interactions imposed by the top-down social control orientation of the "Educational Reform" movement. The task for us as parents, educators and students is to learn how to define and shape the techology so that it serves the goals of empowering students and reducing inequities in our increasingly global society.

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Editor's Note: Contributions to the **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

• NABE •

PRESIDENT —— *from page 3*

written letters of support for, and made phone calls to, key legislators during the reauthorization process to date, and we rely on your continued support through the coming months.

Finally, I would like to close this column by giving a formal "thank you" to all of the people who have worked day and night to finalize the preparations for NABE '94. This includes, of course, our Washington staff who have put their hearts and souls into the conference, the local committees in Los Angeles who take such pride in their city and its accomplishments and potential, and all of our honorary conference co-hosts. Members of the NABE board and I have been honored to have the opportunity to get to know all of you, and to work alongside you. Many people have told me that the best part of NABE Conferences are the new friends you make. I couldn't agree more - **thank you, Los Angeles!**

• NABE •

ing, analyzing, comparing, contrasting, synthesizing, evaluating and generalizing information regarding culture across different academic disciplines (Blooms, 1985).

Why Bilingual/Multicultural Education?

The rationales for this bilingual/multicultural framework are provided by various socio-cultural factors that influence second language acquisition and learning. These factors include learning style, acculturation level, language proficiency, communication style, gender role and social class.

Learning Styles Considerations

As mentioned earlier, students learn best when their learning style is matched by the preferred mode of presentation. According to Clark (1967), learning modalities/styles include visual (reading), aural (listening), or physical (doing things) Further, there is some evidence that learning styles are partially determined by ethnicity and culture (Cole, 1971). For example, many Chinese students, whose preferred mode of learning is visual, have difficulty learning in American schools, where instruction is often geared towards auditory and multisensory learners (Chu, 1972). According to Longstreet (1978), learning styles may be evident in the child's manner of participating in activities, the attention she/he gives to activities, the way in which she/he processes information, the manner in which the child presents her/his thoughts to others, the ways in which she or he asks questions, and the kinds of questions the child asks.

Acculturational Considerations

Because of cultural differences, students may think and behave differently (Pusch, 1979). For example, one culture may expect children to be quiet and defer to adults, while another encourages them to express themselves and to be independent. Additionally, one culture reveres the past and venerates ancestors; another may focus on living for the present; and a third may look to and plans for the future realization of its goals. Still, one culture may place great stress on kin, family loyalty and inter-dependence; another on becoming independent from family and self-reliance. Subsequently, when encountering a different culture, students may respond initially by withdrawing from direct contacts with the people from the second culture (i. e. fight and flight stage of cultural shock). During this silent period, forcing students to speak should be avoided; teachers should introduce new cultural concepts based on concepts already learned in the first culture (Krashen, 1982).

Language Proficiency Considerations

Instead of placing students based on their English language ability, or their lack thereof, bilingual students' native language proficiency should also be valued, recognized and developed. Studies show that learning in the second language is influenced significantly, by the development of Cognitive Academic Language Proficiency (CALP) in the first language; compared to other LEP students, LEP students with higher level of native language proficiency performed better in school (Cummins, 1984). Further, second language acquisition is influenced by students' level of acculturation; students who share more values with the target culture acquired the second language faster than others with greater social distance (Beebe, 1988). Instructions in both languages must therefore, reflect these differences. For example, content area subjects and cognitived demanding concepts should be taught in a language that students understand; and reading materials in the second language should be culturally and linguistically appropriate.

Communication Styles Considerations

Each culture has developed its own communication style. A gesture, a smile or touch on the arm, for example, may add emphasis to a message or communicate special meaning, but that emphasis or meaning is not the same for all groups. Some cultures encourage a wide range of tone and volume in speech, others do not. In addition, bodily display varies radically from culture to culture. People from northern climates, for example, tend to display less emotion, speak quickly, and touch less than people from southern climates. Moreover, the distance at which people are comfortable when conversing varies; sometimes with marked effect. Further, languages reflect and/or adapt to communication style. When shifting to a second language, communicative style of the first language may be inappropriate for the second language. In order to develop effective interculture communication skills, students need to understand these differences in possible misunderstandings caused by communication style.

Functional Ability Considerations

The culture of persons with handicapping conditions is one that is most frequently neglected (Drew, 1984). The three major categories of handicapping conditions include: (1) the "learning handicapped" - the mentally retarded, seriously emotionally disturbed, speech impaired, and children with specific learning disabilities; (2) those with sensory and health-related disabilities, such as the hearing impaired, visually impaired, orthopedically impaired and the chronically ill; and (3) the gifted and talented, who perform at above average level of his/her age appropriate group. An "inclusive classroom" for special education students should therefore, include opportunities for disabled and non-disabled children to interact with and learn from each other. For example, students should learn about a variety of disabilities through pictures, books and dolls. Or, they may explore adaptive equipment and devices used by people with disabilities, meet people with varying disabilities to talk about their work, talents and home life. Thus, opportunities are provided for students to counter misconceptions and stereotypes about persons with handicapping conditions (Derma-Sparks, 1989).

Gender Role Values

Socialization of female and male students may be different in many cultures. Most noticeably is the difference in societal expectations. Boys may be expected to do better in schools, get better grades, pursue a higher education and have a better job, while girls

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may not be expected to do as well in mathematics, sciences, or to pursue a higher degree. According to Derman-Sparks (1989), a variety of role models and expectations should be provided to students of both sexes, so that boys as well as girls can become nurses or doctors, teachers or lawyers, or any other professionals traditionally bound by gender.

Social Class Considerations

Finally, stereotypes about poor in this country need to be countered. While many minority students come from working class, immigrant families and broken homes, not all African-Americans are poor. Similarly, stereotypes of Hispanic-Americans as "school drop-outs," and Asian-Americans as "foreigners," should be avoided. In selecting materials, do not do token diversity having only one picture, doll, object, or book about a particular social class; do not substitute images and information about people in other countries for life in the U.S.; and do not show only images of a group from the past, even though they may be easier to find than contemporary images (Derma-Sparks, 1989).

Summary

In order to help all bilingual learners to participate effectively in our democratic and global society, schools must provide educational opportunities for these students to develop the necessary bilingual skills and multicultural awareness. To do so, supports for a bilingual/multicultural curriculum is essential. Unless teachers, administrators, and parents understand and recognize the needs and strengths of all our children, bilingual learners will continue to be precluded from the educational curriculum they need to achieve dual language proficiency, multicultural awareness, and education competence.

This article is written based on a chapter by RiChiang Amy Chiang, "Teaching Social Studies from a Bilingual/Multicultural Perspective," Bilingual/Multicultural Teacher Resource Handbook (Kraus International Publications, 1994). Another publication will appear in Kappa Delta Pi Records (Summer Issue, 1994), "Easing Communication Gap Between Home and School: What Else Can A Bilingual/Multicultural Education Do for Chinese/Asian LEP Students?" She is currently completing her doctoral study in bilingual education at New York University.

For additional information concerning Chinese/Asian LEP students, please contact RiChiang Amy Chiang, CABETAC, Division of Bilingual Education, New York City Public Schools, at 212-226-6493. The CABETAC center is located at 40 Division Street, Room 220A, New York, N.Y. 11104.

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«NABE»

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Families Together: A Family Literacy Project

by Connie Contreras-Polk

Research points out that involved parents make significant contributions to their children's education. They are parents who are interested in what takes place at school, who visit the school, attend meetings, read to their children and monitor or help with homework. All of these activities increase the academic achievement of children.

Unfortunately, many of our immigrant/refugee parents come from low-income, limited English speaking families with little or no formal education. Such family backgrounds can handicap the parent's involvement in education. Not having the literacy skills, they cannot help children with reading, writing, and other things. Often such parents feel uncomfortable visiting the school, classroom, or attending meetings because of their own limited-English-proficiency and so do not become involved in their children's education.

The "FAMILIES TOGETHER" project described here shows how one school in California's Oakland Unified School District is increasing parent involvement by raising the literacy level of its parents.

"FAMILIES TOGETHER" is located at Hawthorne Y.R. Elementary School, Oakland, CA. The project was started by ARC Associates, Inc. in August 1991 under a three year federal grant. Additional funding is currently being sought to continue the project another year until the school district can assume it.

A brief description of Hawthorne School would show a student body of more than 86% Hispanic and Asian/Pacific Islanders. The project primarily serves families whose native languages are Spanish, Mien, Vietnamese, Khmer, and Lao. Over 300 persons have taken part in the program and currently 150 are enrolled, with many more on waiting lists.

The main goal of the project is to improve the educational level of parents to bring about greater parental involvement in their children's education, and in turn increase the academic performance of the students. To reach this goal, the project conducted a needs assessment of its target population, which led to the following curriculum objectives:

* developing English fluency,

* building family unity by enhancing parenting skills (helps with adjustments to American culture by relying on traditional family strengths),

* helping parents understand school and support the educational achievement of their children, and

* developing understandings and appreciation of other cultural groups in the school.

The program's curriculum organizes itself around themes and topics that have been identified and developed by students in the program. Such themes and topics have as their objective the development of practical world knowledge and the incorporation of the participant's experiential background.

Each class session has its own theme, discussion and personal writing project; examples include ancestors, first memories, a scary moment, falling in love, cultural celebrations, marriage, raising a family, coming to the U.S., hopes and dreams for the future and so on. Through discussion of such shared experiences, students gain cross-cultural awareness and understanding of the experiences, customs and literature of others.

The instructional approach used by the program is geared to the population. A sensitive communication style has been developed by teachers and other personnel. The learner is put at ease, increasing the chances of remaining in the program. All focus is on meaningful communication, individual need and self esteem, and not on grammar and rules first as in more traditional approaches. By using the student's own experiences, interests and communication needs as a base for instruction, the natural result is a sensitive communication approach to learning.

One of the many unique features of the program is teaching parents literacy skills via children's literature. ESL classes use children's stories that parents can in turn read to their children. The method is an economical one reaching not only the need of the parent but of the child. The program presents the children's literature as a source of authentic literature. This allows the parents to appreciate the folk wisdom and cultural aspects of the stories while at the same time improving their children's academic achievement and social development.

Another unique feature of the program is the Family Stories class. The class permits parents and their children to share their family history and experiences with their classmates. Also unique is the way children are integrated into classes. For example, parents read aloud to the children, include them in the stories being discussed, written and read, as well as work with them on a computer or a writing project.

Another strategy used to increase English literacy is the use of native language literacy skills. The program uses instructional aides fluent in the native languages of the participants to provide primary language support. Classes provide intense instruction in basic literacy skills, with an emphasis on developing survival skills and creating authentic writing products such as letters, recipes, and books.

The program also develops literacy through such instructional methods and

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A CALL FOR PAPERS AND PRESENTATIONS

The 24th Annual Conference of the National Association for Bilingual Education will be held February 14-18, 1995 at the Phoenix Civic Plaza in Phoenix, Arizona. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION
Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL
Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION
Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
Special Education, Chapter 1, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS
Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

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Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in the program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '95 PROGRAM COMMITTEE
NABE National Office
1220 L Street, N.W., Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1994.

Notification of acceptance or rejection will be sent by November 15, 1994.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Presentations which show a specific teaching or testing technique. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '95 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honorarium be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '95 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to video-tape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE '95 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 1, 1994
PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. **TITLE:** ____
(limited to 15 words)

B. **NAME(S) AND AFFILIATION(S) OF PRESENTER(S):**

1. ____
2. ____
3. ____
4. ____
5. ____

C. **DESCRIPTION - 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:**
(DESCRIPTIONS EXCEEDING 50 WORDS WILL BE EDITED)

____

____

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____

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D. **PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :**

☐ DEMONSTRATION (45 minutes)
☐ SYMPOSIUM (2 hours)
☐ PAPER (45 minutes)
☐ WORKSHOP (2 hours)

E. **LANGUAGE(S) OF PRESENTATION:** ____

F. **LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:**

☐ All Language Groups
☐ Some Language Groups (specify): ____
☐ One Language Group (specify): ____

G. **PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:**

[ ] Pedagogical Practices in Bilingual Education

[ ] Pedagogical Practices in Teaching ESL

[ ] Developmental Bilingual Education

[ ] Educational Reform and Linguistic Minority Students

[ ] Bilingual Education Personnel

[ ] Linguistic Minority Families and Education

[ ] Technology and Linguistic Minority Students

[ ] Linguistic Minority Students and Other Education Programs

[ ] Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

[ ] Other (specify): ______________________________

____

H. **SESSION SPONSOR (Check if any apply):**

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I. **AUDIO-VISUAL EQUIPMENT ORDER:** All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 1, 1994 cannot be guaranteed and will be charged at a higher rate.

[ ] VHS Cassette Videotape Player/Monitor ($25)
[ ] Slide Projector ($10)
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Type of computer needed: ______ IBM Compatible ______ Apple/Macintosh
Model and configuration: ______________________________
[ ] Other: (Specify - Information on price will be included with acceptance letter):
____

J. **CONTACT PERSON** (Mailing address of presenter to whom all correspondence should be sent):

Lastname: ______________________ First name: ______________________

Affiliation: ______________________________

Street: ______________________________

City: ______________________ State: __________ Zip: __________

Work Telephone: (   ) ______________________ Home Telephone (   ) ______________________

Remember to attach a list of names and adresses of presenters if they are not NABE members

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 1, 1994 TO:

NABE '95 PROGRAM COMMITTEE
1220 L STREET, N.W. , SUITE 605
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Resources for Bilingual Educators

1994 ERIC Calendar of Education-Related Conferences - The ***1994 Calendar*** includes 525 international, and regional events scheduled for the 1994 calendar year. Events are listed chronologically, and each entry provides information such as the site, sponsor, contact person, registration details, hotel rates, estimated attendance, topics covered, and audience. ACESS ERIC, $20.00. 1-800-LET-ERIC.

A Chorus of Cultures - Developing Literacy Through Multicultural Poetry - Alma Flor Ada, Violet J. Harris, Lee Bennett Hopkins. The complete program includes:

Poetry Anthology-A resource of hundreds of multicultural poems, songs, riddles, and folklore. Includes activity ideas, background information, and extensive indexes for easily selecting poems by specific category.

Poetry Charts-36 multicultural poems from the Anthology in large format with color illustrations. Mounted on flip-chart easel.

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Hampton-Brown Books, $185.00 (complete program) + 10% shipping and handling. Individual components of this program can also be purchased. To order, call 1-800-333-3510.

Longman Dictionary of English Language and Culture - Intermediate-Advanced. This dictionary is based on analysis of real language from a wide range of news and entertainment sources. It combines detailed linguistic information with full explanations of the cultural allusions and connotations needed by advanced students to achieve fluency in English. The dictionary contains easy-to-follow grammar codes and helpful usage notes explain difficult language points; over 500 black and white illustrations and photographs; and IPA pronunciation system. Longman, Order Code 79796, $29.95. To order, call 1-800-5522259.

Raise the Issues - An Integrated Approach to Critical Thinking - Carol Numrich with National Public Radio. An advanced text integrating all four language skills helps students gain insights into American attitudes and values while encouraging them to develop critical thinking skills. Combining original commentary from National Public Radio broadcasts and editorials, *Raise the Issues* asks students to compare and contrast viewpoints on temporary and controversial topics and identify and reevaluate their own assumptions. Using a thematic approach, *Raise the Issues* helps students: increase listening and reading skill as they interpret meaning and synthesize different viewpoints; develop speaking skills as they engage in problem-solving activities and propose solutions to actual case studies; practice sophisticated writing style techniques and grammatical forms as they prepare to write argumentative essays. Order Code 79319, $19.95. To order, call 1-800-552-2259.

Ready-To-Use ESL Activities for Every Month of the School Year - by Carol A. Josel. Based on a Natural Language Approach, this resource provides a collection of hands-on experiences to help elementary ESL students of all ability levels learn and practice English. Included are over 200 illustrated ESL activity sheets organized into ten monthly sections - September through June - ready for immediate use to teach new vocabulary and skills in listening, speaking, reading, and writing. And to heighten student interest and understanding, the activities incorporate the seasons, holidays, and other special events each month. Prentice Hall C&PD, 272 pages, $27.95. To order, call: 1-800-223-1360.

With Different Eyes - Insights into Teaching Language Minority Students - Faye Peitzman & George Gadda. This book offers teachers across the discipline insights into teaching language minority students to succeed in the demanding academic curricula at today's secondary schools. Looking at these linguistically and culturally diverse students with different eyes, experienced teachers provide practical strategies for how to: help students succeed with sophisticated content across the disciplines; integrate writing across the disciplines to increase students' understanding of course content and command of English; create activities to help students deal with difficult texts through analytical reading and critical thinking; and prepare students for success in post-secondary study and beyond. Addison-Wesley - Longman ESL Publishing Group, Order Code 79920, Price TBA. To order, call: 1-800-552-2259.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information concerning any item listed in this column, you must contact the item's publisher directly.

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Publishers and Educational Materials Developers

Do you have a new product you would like NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018.

Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

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strategies as: Literature Study, Circles, Total Physical Response, Reader's Theater, Interactive Journals, Foxfire and Natural Approach. A visit to this program classroom finds: an instructor directing students in vocabulary building; students engaged in student-centered activities, preparing nutritional meals, or gathering information about employment. It finds students discussing their work and using it as a basis for a language experience approach story. The program sees as the goal of all instruction a meaningful product such as a play, magazine/newsletter, or individual letters, articles, stories or books.

Other subjects used as a basis for English literacy development are drug/alcohol abuse workshops, ways to scholastically motivate children, ways to resolve family conflicts, discipline for self esteem, and gang prevention. The goal is for parents to receive information, as well as the necessary literacy skills, in order to make it in America.

Other ways in which the target population's needs are met is through such services as a drop-in center where participants can receive help with paperwork, banking, the post office, and referrals to various service agencies. By providing child care and relaxing the punctuality rules, the program has been able to increase the number of participants who might otherwise have not have taken part.

In a nutshell, the "FAMILIES TOGETHER" project is a unique one, based on the needs of the target population. It is a program which promotes cross-cultural understanding in a setting that emphasizes useful communication skills. Its goal is to increase the educational level of the parents, thereby increasing their involvement in their children's education, and the academic level of these.

Teachers whose children's parents have taken part in the program state that they have seen positive changes in the children of such parent participants. Such comments should provide other schools with the incentive to try similar approaches to increase parental involvement in education among low-income, immigrant/refugee, limited English speaking populations of diverse nationalities.

"FAMILIES TOGETHER" seeks to become a model for others to follow and wants anyone interested in what they are doing to contact them for more information on their project. Write to them care of: ARC Associations, Inc., Hawthorne Y.R. Elementary School, 1700 28th Avenue, Oakland, CA. The contact person is Nancy Asher. The telephone number is (510) 533-8362.

Editor's Note: Contributions to the **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

-NABE-

The Constance E. Clayton Chair in Urban Education
The Graduate School of Education University of Pennsylvania

The Graduate School of Education is inviting applications and nominations for the Constance E. Clayton Chair in Urban Education. The Graduate School of Education seeks to link its commitment to urban education and to honor Dr. Constance Clayton through the establishment of an endowed Chair in Urban Education. The Chair will serve as the foundation for an expanded engagement with all aspects of urban education. The Chairholder will be responsible for teaching courses in urban education, for continuing and expanding a research program in urban education, for reaching out to local, national and international educational communities, and for participating in all aspects of the Graduate School's expanded engagement in urban public education. An appropriate candidate for the Chair will have the following qualifications: (1) an earned doctorate in education of a related field; (2) currently be, or have been, a Full Professor in a university setting; (3) a superior research and publication record in scholarly journals and professional outlets, with a clear emphasis on urban youth and urban education issues; and (4) first-hand, recent and ongoing experience working with urban educators.

The Graduate School of Education is a school of some 30 standing faculty organized into four divisions; Psychology in Education, Educational Leadership, Language and Education, and Higher Education. Each division administers up to four of five separate and relatively independent programs. The Constance E. Clayton Chair may be housed in any of these divisions, depending on the research orientation of the individual.

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Writing as a Language Development Tool in Bilingual Geometry

by P. Martin Williamson, Englewood Public Schools

MATHEMATICS AND LITERACY

Literacy and mathematics have always been viewed as being important. However, they are often not thought of as being important together. This would include thinking that writing in the content area is not a vital activity. Miller suggests that writing in the content area is an effective approach to expressing one's understanding of mathematics (1991) and through writing, procedural and conceptual understanding of mathematics is promoted (1992).

The purpose of this paper is to offer an approach to maximize language usage in the bilingual mathematics class, and to continue to encourage and cultivate mathematical and language development in one skill, in one domain, but bilingually.

COMMUNICATION AND DISCOURSE

The National Council of Mathematics (1989;1991) expresses that communication and discourse are areas on which the teacher of mathematics should focus their teaching practices. Mathematics, unlike other academic areas tend to minimize the amount of time spent on reading, writing and, to add one more aspect, speaking. The child studying in the mathematics bilingual education class is faced with an awesome responsibility. Unlike his/her monolingual English speaking counterparts, he/she is charged with the responsibility of learning advanced mathematics terms and concepts that are germane to his/her first language (L1); continuing to develop and maintain mathematics terms and concepts that are culturally relevant and work toward being able to do mathematics in the target language; this would include associating terms in English with concepts learned in L1. In the process of teaching the mathematics content, reading, writing and speaking are understressed, leaving the LEP student at a distinct disadvantage with respect to L1.

WRITING IN GEOMETRY

Writing proofs in geometry is an excellent way to develop language skills. I will compare two ways of preparing a proof; however, my preference for one will be apparent.

First, the traditional way of writing a proof, using the Two Column Method, offers some opportunity for writing full and complete sentences. The Two Column proof can, however, encourage fragmented writing, which maims the practice of fluid ideas and creative sentence development.

The Expository proof, as I refer to it, is an expansion of the paragraph proof. The Expository proof goes beyond the paragraph proof by explaining the information at hand and writing in explicit terms what is needed to complete the proof. Words are used to define other words. Sentences are used to clarify other sentences. Concepts are learned through the investigation of other concepts. The learning is cyclical, because the investigations are continuous.

DISCUSSION

The Expository proof is a product of one's innermost feelings. As the author writes, he/she is personalizing each word, for each word is a result of his/her thoughts. There are rules that are followed when writing, i.e., syntax and semantics are usually the objects of criticism and judgement.

The student will naturally start out writing in the first language (L1). As he/she goes through his/her language learning process, he/she will be able to transfer the skills in L1, to L2. Students should be encouraged to at first write in L1. When students basically understand what is being asked of them, and they are able to write the Expository Proof in L1, then they should be encouraged to try and write in L2. Macnamara (1967) determined that one can be considered bilingual if one has the ability to at least produce one of the language skills in L2. By continuing language development by writing in L1, in the mathematics class, the LEP will be able to transfer those skills learned using L1, to writing in L2.

The evaluation of this proof is based on: 1. the logic used by the student; 2. the completeness of the proof and 3; grammar and punctuation. Students should be given the opportunity to revise and rewrite. This process can be lengthy, but the benefits can be exciting.

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Upcoming Events

February 23-25, 1994 - Family Literacy Conference: Parents and Children Learning Together, San Francisco. Contacts: American Indian Education, Jane Holzman, (916) 657-3357; Even Start Family Literacy, Sallie Wilson, (916) 657-3825; Family English Literacy, Daniel Holt, (916) 657-3837; Migrant Education Even Start, Adriana Simmons, (916) 666-1977.

March 4-5, 1994 - 18th Annual Portuguese-American Education Conference, Clarion Bay View Hotel, San Diego, CA. Contact: LUSO-American Education Foundation, PO Box 2967, Dublin, CA 94568. (510) 828-3883.

March 5-9, 1944 - National Association of Elementary School Principals, Orlando Convention Center, Orlando, FL. Contact: Marguerite Leishman, (703) 684-3345.

March 5-8, 1994 - American Association of Applied Linguistics (AAAL), Annual Conference, Baltimore, MD. Contact: AAAL, PO Box 24083, Oklahoma City, OK 73124. Tel. (405) 843-5113, FAX (405) 843-4863.

March 6-9, 1944 - Six Annual National Dropout Prevention Conference, San Jose, CA. Contact: Paul Belamy, Education Options, 1840 Benton Street, Santa Clara, CA 95050, (408) 984-8250.

March 8-12, 1994 - Teachers of English to Speakers of Other Languages (TESOL), 28th Annual Convention and Exposition. The Baltimore Convention Center, MD. Contact: Ellison Loth, Director of Conventions, (703) 836-0774.

March 14-16, 1994 - Calico '94 Annual Symposium, "Human Factors." Hosted by Northern Arizona University at the Woodlands Plaza Hotel in Flagstaff, Arizona. Pre-Conference Workshops: Monday, March 14, 1994. Courseware Fair: Tuesday, March 15, 1994. Regular Sessions: Wednesday, March 16 - Friday, March 18, 1994. For more information, call: CALICO, (916) 660-3180; FAX (916) 660-3183.

March 16-19, 1994 - California State Migrant Education Parent Conference, Garden Grove, CA. Contact: Tomás López, (916) 324-6919.

March 19, 1994 - Tenth Annual Southeast Asian Education Fair, Sacramento, CA. Contact: Lue Vang (916) 635-6815.

March 19, 1994 - The National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) 15th Annual Conference, "NAFEA's Fifteenth Anniversary: Retrospect and Prospect," Chicago. Contact: NAFEA, c/o Refugee Service Center, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 30027.

March 24-25, 1994 - Center for Migration Studies 17th Annual National Legal Conference on mmigration and Refugee Policy, Washington, DC. Contact: Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1199. Tel. (718) 351-8800, FAX (718) 667-4598.

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GEOMETRY

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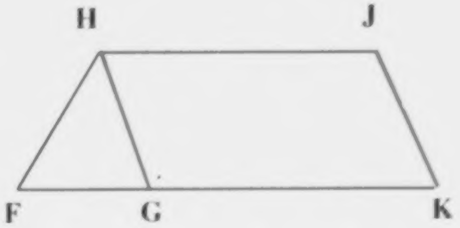
THE TWO COLUMN PROOF



EXAMPLE 1.

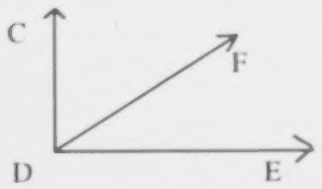
$\overline{FG} = \overline{KJ}$

$\overline{GH} \cong \overline{KJ}$

PROVE: $\overline{KG}$ bisects $\overline{FH}$

STATEMENT	REASON
1. $\overline{FG} \cong \overline{KJ}$ $\overline{GH} \cong \overline{KJ}$	GIVEN.
2. $\overline{FG} \cong \overline{GH}$	IF TWO SEGMENTS ARE CONGRUENT TO THE SAME SEGMENT, THEN THEY ARE CONGRUENT.
3. $\overline{KG}$ bisects $\overline{FH}$	IF A LINE DIVIDES A SEGMENT INTO TWO CONGRUENT PARTS, THEN IT IS A BISECTOR.

THE EXPOSITORY PROOF



EXAMPLE 2.

En lo prueba, Dada: $\overline{CD} \perp \overline{DE}$

Probar: <CDE es complementario a **<FDE**

Maria Elena writes: Nos dicen que la raya CD es perpendicular a la raya DE. Entonces podemos decir que el angulo CDE es un angulo recto, porque lineas perpendiculares forman angulos rectos; El angulo CDE esta dividido por el rayo DF, y forma dos angulos complementario, y los cuales al sumarsen tienen una medida de 90, porque angulos rectos medida 90 grados. Con esto nosotros podemos probar que el angulo CDF es complementario al angulo FDE.

It is stated in the given that line CD is perpendicular to line DE. We can say, then, that angle CDE is a right angle, because perpendicular lines form right angles; right angles measure 90 degrees. Ray DF divides angle CDE into two distinct angles. Therefore, we can prove that angle CDF is complementary to angle FDE, because if the sum of two angles is 90 degrees, they are complementary.

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Editor's Note: Due to errors during the layout and printing process of the last issue of NABE NEWS, portions of Mr. Williamson's article were altered/ presented erroneously. NABE NEWS apologizes to Mr. Williamson and to his students, who contributed to the original article. As a service to our readers, with the gracious assistance of Mr. Williamson, we have reprinted an abridged version of the original article here.

- NABE -

SUMMARY

- ·Part B authorizes support activities;
- ·Part C authorizes training programs;
- ·Part D governs the administration of Title VII; and,
- ·Part E governs the transition between current and new law.

Part A -- Bilingual Education Capacity-Building and Demonstration Grants -- The focus of Part A is broadened to promote on a larger scale, systemic change and reform in the education of language-minority (LM) and limited-English-proficient students (LEP). H.R. 6 emphasizes the development and implementation of comprehensive and coherent instructional programs for students which enable LEP students to meet the same rigorous standards for academic performance expected of all children and youth.

H.R. 6 incorporates the clear definitions contained in H.R. 3229 for bilingual education and monolingual-English special alternative instructional programs. Subject to the narrowly-drawn exception set out in the subcommittee-approved amendment by Rep. Goodling, the legislation continues the current law 25 percent limitation on the amount of funds which may be allocated to special alternative instructional programs. Moreover, H.R. 6 emphasizes bilingualism as an outcome of Title VII, establishing a funding priority for "applications which provide for the development of bilingual proficiency for all participating students."

H.R. 6 also removes the time limitation on a student's enrollment in Title VII-funded programs set out in current law.

For the first time, tribally-sanctioned and community-based non-profit organizations would be eligible to receive grants for the development and implementation of early childhood education programs and programs to supplement the instruction provided by local education agencies. Under H.R. 6, state educational agencies would have the opportunity to review and comment on non-Indian Part A grant applications

H.R. 6 emphasizes staff development, family education, and the intensification of instruction by expanding the educational calendar, applying technology to the instruction of limited-English-proficient students and their families, expanding the use of professional and volunteer aides, and providing supplementary programs and services at times when school is not in session.

H.R. 6 replaces the six program-specific types of grants currently authorized with four types of part A grants which differ in terms of their scope and function. All part A grants must: promote the goals in educational plans for LEP students under Goals 2000 and/or Title I (Chapter 1 of current law); involve parents of the enrolled students; and promote the coordination of services for LEP students and their families.

Program Development and Implementation grants are designed to assist local educational agencies develop and implement new, comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited-English-proficient students, including programs of early childhood education, K-12 education, special education, gifted and talented education, and vocational and applied technology education. H.R. 6 taps the resources of language-minority communities by authorizing, for the first time, grants to tribally-sanctioned and community-based organizations for early childhood education programs or programs to supplement the educational services provided by local educational agencies. All funded programs must include an instructional component and a staff development component. Grant funds may also be used to implement family education programs.

To the extent possible, the Secretary is required to award grants equally between early childhood education, elementary education, and secondary education programs.

Program Development and Implementation grants are up to $100,000 annually for 3 years with 1 additional year upon the Secretary's approval.

Program Enhancement Project grants are designed to assist local educational agencies in carrying out highly-focused, innovative, and locally-designed projects to expand or enhance existing bilingual education and special alternative instructional programs for limited-English-proficient students. Tribally-sanctioned and community-based organizations may also receive grants to enhance existing early childhood, family education, or supplementary education programs.

Program Enhancement Project grants may not exceed a 2-year total of $100,000.

Whole-School Program grants are designed to assist a local education agency reform, restructure and upgrade all elements of an individual school's programs and operations so as to ensure that the comprehensive educational needs of all of a school's limited-English-proficient students and their families are fulfilled. Funded programs must include a staff development component.

Priority is given to schools which enroll a large percentage or number of limited-English-proficient students.

Five-year Whole-School Program grants may not exceed $100,000 for the first year when preparatory activities are given priority or $250,000 for each of the subsequent four years.

System-Wide Improvement Grants are designed to assist local education agencies improve, reform and upgrade relevant programs and operations of an entire education agency to fulfill the comprehensive educational needs of all limited-English-proficient students and their families.

Five-year System-Wide Improvement Grants may not exceed $1 million for the first year of planning or $5 million for each of the subsequent four year.

Priority is given to educational agencies which enroll a large percentage or number of limited-English-proficient students and to consortia of eligible applicants to serve limited-English-proficient students in rural and linguistically-isolated settings.

Part B -- Research and Evaluation -- H.R. 6 authorizes grants, contracts, and cooperative agreements to carry out a broad range of necessary support activities under Title VII. The subcommittee-approved bill authorizes:

Research activities with practical application to teachers, counselors, paraprofessionals, school administrators, parents and others involved in improving the education of limited-English-proficient students and their families. In addition to outlining an agenda to guide those conducting bilingual education research, H.R. 6 requires the Secretary to reserve at least 5 percent of research monies for field-initiated research projects tied to part A and part C grants. The legislation also requires the Secretary of Education to incorporate reliable data on language-minority and limited-

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English-proficient students into data systems maintained by the Education Department.

Academic Excellence Awards to promote the adoption and implementation of bilingual education and special alternative instruction programs that demonstrate great promise of assisting children and youth of limited-English-proficiency to meet challenging State standards.

State Grant Programs which enable State educational agencies to assist local educational agencies in the State with program design, capacity building, assessment of student performance, and program evaluation. State grants also provide for the collection of data on the State's LEP population and the services available to the population. The minimum State Program grant is $100,000 per year; the maximum is 5% of the aggregate amount of part A grants in the State in the preceding fiscal year.

National Clearinghouse on Bilingual Education which is responsible for collecting, analyzing, and disseminating information about bilingual education and related research, policy and programs. H.R. 6 also requires the Clearinghouse to develop a data base management and monitoring system for improving the operation and effectiveness of funded programs.

Instructional Materials Development support which the Secretary may provide for the development, publication, and dissemination of high quality materials in languages for which instructional materials are not readily available. Priority is given to materials development for indigenous languages and material development carried out in collaboration with activities under parts A and C.

Evaluation and Assessment Centers and Multifunctional Resource Centers which are to be continued in their current form through Fiscal Year 1996. Beginning in FY 1997, the comprehensive regional technical assistance centers authorized under Title II of H.R. 6 must provide services which "are at least equal in volume, scope, and quality to those provided by EACs and MRCs." H.R. 6 further requires that the comprehensive technical assistance centers be "established with consideration given to the geographic and linguistic distribution of children and youth of limited-English-proficiency."

Part C -- Bilingual Education Teacher Training -- H.R. 6 establishes the goal of training not less than 50,000 teachers who meet professional preparation and certification standards for bilingual education teachers by the year 2000. As with the changes to part A of the current law, the changes to part C in H.R. 6 seek to systematically improve the quality and quantity of training available to educational personnel serving limited-English-proficient students and their families. Four types of training grants are authorized under part C:

Training for All Teachers Grants are designed to foster the incorporation of courses and curricula on appropriate and effective instructional and assessment methodologies, strategies and resources specific to the education of language-minority and limited-English-proficient students into general preparation programs for all education personnel. 5-year grants are available to IHEs, LEAs, SEAs, or non-profit organizations which have entered into consortia arrangements with one of such institutions, agencies, or organizations. H.R. 6 requires the Secretary to give priority to applications from IHEs which currently operate, with full-time tenured faculty, bilingual education personnel preparation programs or to IHEs which are attempting to start bilingual teacher training programs if such institutions demonstrate a significant commitment in financial and human resources, including cash and in-kind. The Secretary is also directed to give special consideration to programs which provide training for secondary school or early childhood development teachers.

Bilingual Education Teachers and Personnel Grants continues support for the development and expansion of postsecondary programs to train bilingual education teachers, administrators, counselors, and other education personnel to meet high professional standards. Five-year grants are available to IHEs working in consortia with local or State education agencies.

Bilingual Education Career Ladder Program Grants are designed to upgrade the qualifications and skills of existing educational personnel, especially paraprofessionals, to meet high professional standards including certification and licensure as bilingual education teachers and other educational personnel serving limited-English-proficient students. The program is also designed to recruit and train bilingual secondary school students as bilingual education teachers. 5-year grants are available to IHEs applying in consortia with LEAs or SEAs; consortia may include community-based organizations or professional education organizations.

Graduate Fellowships in Bilingual Education under part C of the current law would be retained and expanded by H.R. 6. Under the subcommittee-approved bill, not less than 500 fellowships leading to a masters or doctorate degree would be awarded in FY '94, rising each subsequent year by at least 50.

Except for the Training for All Teachers Grants, the Secretary is required to give special consideration to Part C applications which ensure that individuals completing federally-funded programs demonstrate proficiency in English and a second language.

Part D -- Administration -- H.R. 6 makes a number of important changes in the administration of the Bilingual Education Act:

·It expands and clarifies the content of the Secretary's report on the Condition of Bilingual Education in the Nation which must be sent every two years to Congress, the President, the Governors and the Clearinghouse.

·It requires the Secretary to bring about coordination and cooperation with other programs for LM and LEP students that are administered by the federal government.

·It calls upon the Secretary to prepare a preliminary report in two years and a final report not later than October 21, 1997 on issues relating to education in gateway communities.

·The legislation calls upon the Department to set up a stable system of application peer review and reading which would draw upon the Title VII network for readers who would be trained and who would serve as grant readers for staggered three-year terms. H.R. 6 further specifies that readers of applications for grants involving conservation of indigenous languages shall include individuals with expertise in such programs.

·The legislation clarifies that use of Title VII funds may be used to pay for intensified instruction, release time for staff training, and the incorporation of educational technology.

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EDUCATION BILL

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given language or documented inability to hire instructional staff who are able to communicate in the students' native language. The Goodling amendment was adopted unanimously.

The smoothness of the subcommittee mark-up also reflected the extensive communication subcommittee members received from you, NABE members. The impact of your communications was especially obvious on the issue of technical assistance where the Administration and the CHC bills were in extreme conflict. Readers of this column will recall that the Administration proposed replacing all of the technical assistance entities authorized by the ESEA, including the 16 Title VII Multifunctional Resource Centers (MRCs) and two Title VII Evaluation Assistance Centers (EACs), with ten regional "super centers" which would dispense one-stop technical assistance on all ESEA programs. NABE strongly opposed the consolidation on the grounds that it would destroy the capacity developed under Title VII to deliver relevant, focused technical assistance on the education of limited-English-proficient students.

Subcommittee members received far more information and communication about the importance and uniqueness of bilingual education technical assistance than about any of the other ESEA technical assistance programs. The bill approved by the subcommittee resolved the conflict by mandating continuation of the existing MRCs and EACs for two additional years through FY 1996 and incorporating safeguards to ensure continuity of service. The bill requires the Secretary to ensure that the services provided after FY 1996 by the comprehensive technical assistance centers are "at least equal in volume, scope, and quality to those provided by EACs and MRCs." The bill also requires the Secretary to take into consideration the "geographic and linguistic distribution of children and youth of limited-English-proficiency" when establishing the comprehensive technical assistance centers.

One other factor, involving you, the members of NABE, also contributed to the lack of contentiousness evident in the subcommittee's session. That factor is the documented effectiveness of quality bilingual education. Unlike the 1984 and 1988 reauthorizations, there was no debate about either the need for or merits of bilingual education during the February 1st subcommittee session. The subcommittee's July, 1993 hearing on bilingual education and the instruction of limited-English-proficient students, at which NABE President Kathy Escamilla testified, documented the growing need for and widespread success of quality bilingual education. The public education activities of the Congressional Hispanic Caucus; NABE; MALDEF; Council for Great City Schools; numerous Native American, Asian-American, and Latino advocacy groups; TESOL; and the Stanford University Working Group fortified the public record on the importance of quality bilingual education.

The next action point in the House for the ESEA Reauthorization bill will come on February 8th when the full Committee on Education and Labor will take up H.R.6 for possible further amendments and a final committee vote. Once the bill has been reported out of the full Committee, it will be scheduled for consideration by the entire House of Representatives sometime after the President's Day recess, which is scheduled to end on February 21st. The Senate will begin its formal work on reauthorization later this year, probably after the House has passed H.R. 6.

Your continued communication with your elected representatives is vital to the passage of a strong Title VII by the full House. After you have had an opportunity to review the summary included in this issue of the *NABE NEWS* of the Title VII provisions in the subcommittee-approved H.R. 6, please share your views immediately with your Member of Congress. Believe me, your views really do matter to the people you send to Washington to represent you!

-NABE-

SUMMARY

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Part E -- Transition Provisions -- H.R. 6 sets out a "hold-harmless" clause to govern the transition between current law and new law. The transition clause provides that grants and contracts awarded prior to the signing of the reauthorization bill be shall allowed to complete the term of the original award in accordance with the conditions of the original award but not for a period in excess of 3 years from the date of the grant or contract.

-NABE-

SURVEY

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not interfere with or delay their acquisition of English language skills, but also helps them to catch up to their English-speaking peers in English language arts, reading, and math. In contrast, providing LEP students with almost exclusive instruction in English does not accelerate their acquisition of English language arts, reading or math. The data further suggest that English-only students may actually fall further behind their English-speaking peers by grade six.

It may be well concluded that the MetLife Survey conclusion on bilingual education is obviously the result of an improperly stated survey question, compounded by the three factors noted in the NABE News article. Yet all bilingual education advocates, researchers, and educators should realize that in addition to making bilingual education programs a success, we must also educate the general public, especially teachers, about what bilingual education programs really are and why and how bilingual education programs can help LEP students.

Dr. Frank Tang is Assistant Professor at Baruch College, The City University of New York. He has worked as a bilingual education program evaluator, ESL teacher, project director, and teacher educator; research interests include bilingual/ESL teaching methodology, L2 reading, and learning strategies.

Michael Capurso is the Coordinator of the Bilingual Education Technical Assistance Center (BETAC) at Erie I BOCES, serving Western New York State. He is the Editor of the Book Review Column of NYS TESOL's publication "Idiom".

-NABE-

Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Staff Development Opportunities in Bilingual Education: Do They Make the Grade? The Jury is Still Out

by Dr. Jaime A. Castellano

A common frustration that I share with other advocates of bilingual education in the state of Illinois, and across the nation, is the realization that the staff development needs of bilingual education personnel are not necessarily a priority for those schools which house such programs, the school district, the county, and in some areas of the United States, the state department of education itself. What does this mean for bilingual education? The underlying message is sometimes obvious, while at other times covert. If the bilingual education curriculum is to mirror that of the regular program in regards to content area goals and objectives; and if teachers are to instruct in two languages as they transition students from native language speakers to speakers who are orally and academically fluent in the English language; and when there is often a lack of instructional materials that teachers are faced with, the need for staff development opportunities becomes apparent.

In bilingual education, the goal is the same as it is for anyone else; to improve instruction which in turn promotes student achievement. Though the goal is the same the target population changes. Who are we trying to reach? Bilingual education personnel, administrators, parents, mainstream teachers, first year teachers, content specialists, the special education department, the gifted education teachers, or special area teachers such as in art, music, and P.E. We have a responsibility to educate as many school related personnel as possible. Staff development, in-service, institutes, and on the job training, are all vehicles which promote the means to this end.

While reviewing the literature on staff development I came across an article written by Richard C. Wallace, Jr., et el. titled: Lessons Learned from Staff Development in Pittsburgh. Briefly, the Pittsburgh Public Schools began its staff development program in 1981 based on specific priorities established by the Board of Education. The program evolved throughout the 1980s based on the initial long-range plan. Over the course of the decade, as the focus of staff development has changed, the program has evolved into a carefully constructed "master plan," with all initiatives built on previous ones. Thus, a coherent program has provided for the continuing professional development of teachers and administrators in Pittsburgh.(p.6).

Upon reflecting on the staff development process, Wallace (1993), states that there were some lessons that were learned in Pittsburgh. He lists nine. The one that immediately struck me was the lesson which spoke of vision. It is the same vision shared by countless bilingual teachers and administrators who attempt to promote staff development as it pertains to the often unique needs of bilingual education personnel. Bilingual staff development professionals, advocates, and teachers and administrators need to continually promote their programs in order to convince other decision-makers of the importance of staff development for this subpopulation of teachers. We need to show the rest of our colleagues how we are engaged to the rest of the whole. We must convince them and make them understand how the training we need and desire contributes to the attainment of the district's vision. Constantly promoting the program's mission builds continuity and confidence. Teachers and administrators must not believe that they are victims. Rather, constant reference to the vision ensures they are engaged in a long-term process to enhance their own professional development and to improve the quality of work life for themselves, their colleagues, and their students.

In Illinois, every public school is mandated to develop a school improvement plan based on two fundamental questions; Are all children learning? and, Are all children being served? This translates to mean that schools and school districts with a Transitional Bilingual Education Program and a Transitional Program of Instruction will have to account for the linguistic and academic growth of this subpopulation of students. Directly related to academic achievement and instruction is staff development. With the assistance of the Bilingual Branch of the Illinois State Board of Education and the Advisory Council for Bilingual Education "probe" type questions are being developed for the quality review teams to use as they visit schools throughout the state. With bilingual education, the probes will most probably address issues of achievement,curriculum, assessment, and staff development. Many of us in Illinois believe that as a result of the new state mandates opportunities for staff development and training will be enhanced.

Another method used by numerous TBE and TPI programs across Illinois and the United States is to write specific staff development activities into the state level grants awarded to local schools and/or districts. For example, teachers in Addison School District #4 in Addison, Illinois, will be attending the state bilingual conference as a staff development activity because it was written into the grant and signed by the superintendent. At the conference, they

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will be able to attend those sessions which will have the greatest facility for personal and professional growth and which meets the needs of the school, its improvement plan, and the district's mission. For some school districts, this may be the only opportunity for staff development in bilingual education.

The Multifunctional Resource Centers funded by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) play an invaluable role to schools and/or school districts. One of their primary functions is to provide staff development in any area of bilingual education, free of charge. To business managers and curriculum directors who typically administer the staff development budget, this is music to their ears. To ensure staff development dates with the MRCs it is important to plan the dates well in advance, as their services are widely known and their calendar fills quickly. Hence, the benefits of long range strategic planning. For a school or district to be fully effective in its strategic planning, the needs of specific subpopulations of students need to be taken into consideration and planned for accordingly. Employing a proactive position validates the educational process for the district, but more importantly, for the teachers and their students.

County wide institutes provide yet another avenue for staff development opportunities in bilingual education. In Illinois, the regional superintendents sponsor a number of institutes on these days and invite schools and their staffs to attend, if they so choose. One of the advantages of county institutes, for example, is that districts with small numbers of Limited English Proficient (LEP) students can take advantage of the knowledge base and experiences of districts with larger programs. The Illinois Resource Center is a state funded program similar to that of the MRCs. They sponsor additional programs in bilingual education tailored to the specific needs of any school district in Illinois, in addition to providing staff development. The Illinois Resource Center is easily accessible to any school district in Illinois who desires, or requires, its services.

If staff development opportunities in bilingual education remain unavailable and are not a priority of the school or district, common planning time is another alternative to explore. Providing common planning time for bilingual personnel does not tax the budget and provides time, on a daily basis, to work on areas which will positively impact the effectiveness of the program. Meetings before and after school may serve as the only method employed by some schools and districts to offer staff development for bilingual education personnel. However, this is the least preferred because of the obvious constraints of time. It also leads to a fragmentation of the knowledge obtained and, in some cases, tests the limits of the negotiated contract, causing a political split among the staff themselves.

Opportunities for personal and professional growth in bilingual education through staff development are typically reflected in schools and districts where students enrolled in such programs are in fact achieving. The correlation to staff development is no accident. Whether a district has a bilingual education staff of one, one hundred, or one thousand, for that matter, providing opportunities for growth is essential.

In summary, the jury is still out. I give staff development in bilingual education a grade of "C." There is no doubt that we have come a long way since the implementation and onset of Title VII, OBEMLA, NABE, and a host of other advocates of bilingual education. Individual schools and districts can no doubt document such opportunities. However, the fact remains that more staff development is needed as millions of immigrants continue to find their way to the United States and impact the local level.

Rural schools, who were once immune, are now being impacted. Suburban schools are having an especially difficult time as their schools are becoming less white. Private parochial schools are also feeling the impact. Staff development opportunities in bilingual education can heighten awareness for these groups, foster the education of program students, promote and increase academic achievement, change attitudes, make people aware, and assist with school improvement. Long term success of bilingual education dictates that its unique needs become part of any school's or district's strategic staff development plan.

References

Murphy, C., Gann, J., and Wallace, R. (1993). The district perspectives of long-range planning. Journal of Staff Development, V14, N2, 2-6.

Editor's Note: Contributions to the **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

• NABE •

COLLABORATION AMONG BILINGUAL, ESL AND FOREIGN LANGUAGE TEACHERS

As part of its ongoing effort to collaborate with the American Council on the Teaching of Foreign Languages (ACTFL), TESOL, and other members of the language teaching profession, NABE is collecting information on successful methods of collaboration among bilingual, ESL and foreign language teachers. We are seeking descriptions of specific strategies and techniques used to promote language learning by working collaboratively with other teachers and their classes. For example, a foreign languageteacher and a bilingual teacher might pair their students so that they serve as models of native speakers for each other.

Descriptions will be compiled and shared with the memberships of the various language teaching organizations.

Send information about successful collaborative techniques to Dr. Nancy F. Zelasko, NABE Assistant Director, 1220 L Street, N.W., Suite 605, Washington, DC 20005-4018.

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NABE NEWS

March 15, 1994 **National Association for Bilingual Education** **Volume 17, Number 5**

NABE '94: Positively World-Class!

Breaks All Records for Third Consecutive Year

by Nancy F. Zelasko, Ph.D.
NABE Assistant Director
and Conference Coordinator

NABE held its annual conference in Southern California for the first time in over a decade, and neither ice storms on the East Coast nor the earthquake on the West Coast could keep bilingual and English as a second language educators from NABE '94. The Association's 23rd Annual Conference, entitled "Bilingual Education: World-Class Schooling" and held in Los Angeles from February 15-19, once again shattered all previous conference records in terms of number of attendees, number of exhibit and job fair booths, and number of sessions. More than 7,000 conference participants visited the 350-plus booths in the exhibition hall; attended more than 250 workshops, symposia, papers and demonstrations; participated in ten full-day special Institutes; and visited 45 model schools in the Los Angeles metropolitan area. The conference included nationally and internationally-renowned keynote and major speakers; award presentations to pioneers and leaders in the field; outstanding student entertainment from a variety of ethnic backgrounds; and a multicultural tapestry of student artwork.

Dr. Kathy Escamilla, NABE Executive Board President, addresses the thousands of Conference attendees during the Opening Ceremonies of NABE '94, which also included keynote addresses by both Santiago Rodriguez and Amelia McKenna.

The NABE '94 Opening Ceremonies, emceed by the local Telemundo affiliate's General Manager José Ronstadt, began with welcoming remarks from NABE President Kathy Escamilla. Dr. Escamilla noted how appropriate it was for NABE to be in Los Angeles where the tremendous linguistic and cultural diversity makes it "truly American." Of the 640,000 students in the Los Angeles Unified School District, 44% are limited English proficient. There are more native speakers of Spanish in the school system than there are native English-speakers. Dr. Escamilla emphasized NABE's belief that native languages are resources to be developed and noted that the pending Bilingual Education Act reauthorization legislation developed by NABE and introduced by the Congressional Hispanic Caucus reflects this paradigm shift from a remedial, compensatory education program to an enrichment model for bilingual education.

After a video tribute to the late César Chávez, the new president of the United Farm Workers, Arturo Rodríguez, addressed the attendees. Mr. Rodriguez noted that César Chávez had always supported bilingual education and quoted from a speech Mr. Chávez had given when a bilingual school had been named after him four years ago: *"Preservation of one's own culture does not require contempt or disrespect for other cultures..."* Mr. Rodriguez discussed tasks facing the United Farm Workers and thanked the bilingual education community for its support.

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1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

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Nancy F. Zelasko, Asst. Director
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Message From The President

Cross-Cultural Communication: a Promise and a Commitment

by Dr. Kathy Escamilla

As I write this message from Denver, there are signs of spring all around. Trees are beginning to leaf, the grass is turning green once again, and the bright sunshine lifts my spirits. I am reminded that the color green, one of the colors of spring, also symbolizes hope. During the past month, I have had many NABE experiences which have both lifted my spirits and filled me with hope. A recent special issue of *Time Magazine (Fall 1993)*, devoted to diversity, proclaimed the United States as the "World's First Truly Multicultural Society." *Time* took a generally positive view, but cautioned that the ultimate success of a "multicultural society" was mutual respect that can only be created through cross-cultural communication and understanding. As bilingual educators, we have been working toward this goal for over 25 years!

I am more convinced than ever that bilingual education programs provide the optimum learning environments for the creation of cross-cultural communication opportunities, for both children and adults, that will enable the U.S. to create a truly multicultural society. Those of you who joined us at **NABE '94** in Los Angeles experienced cross-cultural communication opportunities first hand. For a week, 7,000 people from a wide range of linguistic, cultural, and educational backgrounds gathered to teach and learn from each other. While their backgrounds were diverse, their goal was a common one - the improvement of educational opportunities for all children. Detailed reports are available elsewhere in this issue; however, it is important to note that NABE state and national conferences are unique in providing one of the only forums for parents, teachers, administrators, legislators, and policy makers to engage in authentic cross-cultural communication events.

1993-1994 NABE Executive Board President, Dr. Kathy Escamilla

Experiencing **NABE '94** filled me with hope for many others reasons. People in our field, whether they are paraprofessionals, teachers or policy makers do not consider the work we do to be a "job" or even a "career". Ours is a commitment that extends far beyond that of a vocation, and is a labor of love.

Consequently, experiencing **NABE '94** meant talking with people who are full-time elementary teachers, but who also teach evening adult ESL classes, or who are paraprofessionals but who also coordinate food banks in their communities, or who are policy makers and also volunteer in local schools regularly. This commitment to education that extends beyond the school and into the community is characteristic of bilingual educators and is one that will surely create cross-cultural respect and communication.

As members of NABE, you should know that this degree of commitment to our mission also exists in our executive office in Washington. Before, during and after **NABE '94**, our Washington staff worked day and night to finalize the details of the conference. When I say day and night, I mean that very literally. Their hard work paid off, resulting in our most successful conference ever. It has been a pleasure to work with all of them -- they lift my spirits -- and I would like to again offer a **THANK YOU** for their hard work, personal sacrifice, and dedication to NABE.

During February, I attended state conferences in both Alaska and California. These experiences were wonderful learning opportunities and I feel honored to have been asked to participate. The Alaska state conference is fondly referred to as a "family reunion" and involves over 700 educators. Cross-cultural understanding is annually encouraged and addressed via attention to cultural traditions which are centuries old. Great attention is also paid to the restoration of the many endangered indigenous languages in the state, as well as the teaching of English to recently arrived immigrant groups. In Alaska, cross-cultural concepts extend to the composition of the board of the state association whose members include and official elder. It was an honor to learn from her during my short stay there.

In California, at the CABE Conference, the sheer size of the language-minority population is overwhelming; channeling of the collective energy and potential of all that diversity could never be accomplished without cross-cultural respect and understanding. The CABE Conference represents for me the best of California - educators and policy makers with a **positive** agenda to develop the state's diverse human potential. I thank CABE for the invitation to participate.

This newsletter also includes an extensive update on H.R. 6, the omnibus bill that would reauthorize Title VII and all of the Elementary and Secondary Education Act Programs. As we have reported in the past, H.R. 6 is a futuristic bill that would change federal direction in Title VII and bilingual education to give priority to programs that create opportunities for students to become bilingual and biliterate. H.R. 6 and its focus on the development of bilingualism as a goal of Title VII programs is the most promising education initiative to create cross-cultural communication and respect, and we need

Continued on page 40

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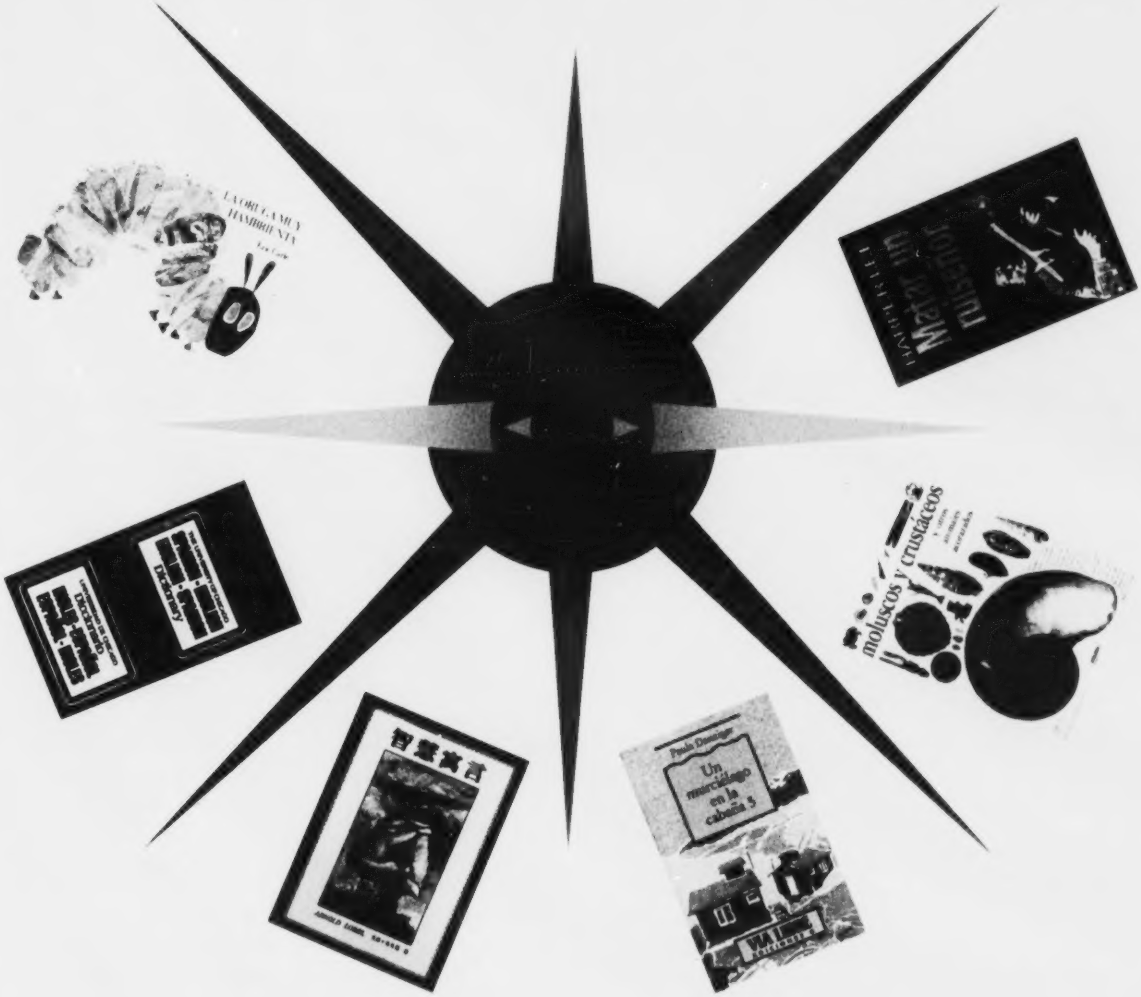

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The View from Washington

By James J. Lyons, Esquire
NABE Executive Director & Legislative and Policy Counsel

Amendments Threaten Language-Minority Students and Families

Initial Amendment Defeated, But Only After Passionate Debate

I confess that I generally experience an energy "let-down" after a NABE Conference. For months, NABE's small staff operates in an intense, high-energy mode preparing for the conference. Then, for almost a week, thousands of conference participants generate and transmit to one another, as if gathered in a giant super-collider, the radiant energy of ideas and commitment. And then, after the last conference participant has returned home and the office freight has been shipped back to Washington, I usually experience my energy "let-down."

This year has been different. Post-conference events in Washington have both generated and consumed intense energy during my traditional post-conference energy "slump."

President Clinton Signs New Executive Order on Educational Excellence for Hispanic Americans

The day I flew back from Los Angeles, President Clinton signed a new Executive Order on Educational Excellence for Hispanic Americans (EEHA), replacing an Executive Order issued by President Bush in 1990. President Clinton's Executive Order (see text page 18) more closely follows the initial Executive Order proposed by the National Council of La Raza (NCLR) in 1989. At the signing ceremony, President Clinton acknowledged NCLR, NABE and the other organizations who helped to shape the new Executive Order.

President Clinton's issuance of the Executive Order on Educational Excellence for Hispanic Americans marks another victory in NABE's ongoing efforts to expand and improve the educational opportunities available to language-minority Americans. Like the Native American Languages Act which NABE successfully promoted, the Executive Order on Educational Excellence for Hispanic Americans creates another vehicle for improving the education available to language-minority people.

ESEA Reauthorization on House Floor

On February 24th, the House of Representatives took up H.R. 6, the Elementary and Secondary Education Act reauthorization bill. H.R. 6 (see February 1 issue of the *NABE NEWS* for details on the bill's provisions) represents the most language-minority-student-sensitive Elementary and Secondary Education Act in history. The Rules Committee granted an "open" rule for H.R. 6 permitting virtually any amendment filed in advance of debate. Rep. Dana Rohrabacher (R-CA) filed two amendments respecting student and family immigration status, and Rep. Toby Roth (R-WI) filed two amendments respecting bilingual education. Because the Rohrabacher and Roth Amendments pose a threat to language-minority students and their families, they have been the focus of NABE attention.

A variety of factors have slowed the pace of House deliberations on H.R. 6. As of March 15th, title-by-title discussion of the bill and amendments had progressed only through title V, and only Rohrabacher Amendment #1 had been voted upon.

On March 3rd, the House took up Rohrabacher Amendment #1. Under that amendment, school districts would be required to report to the Department of Education annually: "the total number of students enrolled in its school system, the number of students enrolled who are not lawfully in the United States, the number of students who are lawfully in the United States who do not have at least 1 parent or legal guardian who is lawfully in the United States, and the average per pupil expenditure of the local educational agency."

The two and one-half hours of debate on Rohrabacher Amendment #1 produced some of the most impassioned oratory I have witnessed recently in the House. The Congressional Hispanic Caucus worked closely with the Democratic Leadership and individual Republicans in choreographing the debate. In addition to Rep. Rohrabacher, five Representatives spoke in favor of the amendment. They were: Dan Burton (R-IN), Bill Baker (R-CA), Elton Gallegly (R-CA), Robert Walker (R-PA), and Ron Packard (R-CA). Twenty-one Representatives spoke against the Rohrabacher Amendment, and five more filed written statements in opposition to the amendment. They were: Education and Labor Committee Chairman William D. Ford (D-MI), George Miller (D-CA), Majority Leader Richard A. Gephardt (D-MO), Ileana Ros-Lehtinen (R-FL), Constance A. Morella (R-MD), Bill Richardson (D-NM), William F. Goodling (R-PA), John Lewis (D-GA), Neil Abercrombie (D-HI), Gene Taylor (D-MS), José Serrano (D-NY),

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NABE '94
Summer Institute

LONG ISLAND UNIVERSITY
C.W. POST CAMPUS
JULY 9 - 16, 1994

The NABE Summer Institute will focus on the development of children's native languages and their use in school and at home. Participants will learn about patterns of language socialization across cultures, and examine ways in which language figures in instruction both at home and at school:

- What role must the family play in children's maintenance and continued development of their native languages?
- What role can the school play in the development of students' native languages?
- Does the school have a responsibility for the maintenance and further development of minority languages, or is it responsible only for the learning and development of the societal language?
- What are the social, cognitive and academic consequences of native language loss or erosion?
- What instructional approaches have been found to be most effective for educating students from families who speak languages other than English?
- How do we make certain that these students receive the education needed to succeed -- economically, socially and politically -- in 21st century America?

Jim Cummins
Ontario Institute for Studies in Education
and
Lily Wong Fillmore
University of California at Berkeley
will be among the featured instructors at this program

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Assessment of Language-Minority Students

Column Editor : Dr. Virginia González, University of Arizona

Linking Theories of Representation with Assessment

by John W. Oller Jr. , Ph. D., and Virginia González, Ph. D.

This article expands on ideas both of us have discussed earlier in this column relative to the assessment and teaching of language-minority students. We have especially considered models previously characterized as medical, sociopolitical (sociolinguistic), or developmental (psycholinguistic). In fact, we contend that all such models can be improved upon by a more comprehensive approach that integrates elements from each of them and yet transcends them. We recommend a certain variety of semiotic theory along the lines of Charles S. Pierce as shown partially in the work of people like Piaget, Vygotsky, and others (cf. González & Schallert, in progress).

Human representations include sensations, voluntary bodily movements (especially gestures, facial expressions, vocal inflections, speech, painting, etc.), and all of our abstract conceptual abilities including linguistic and derived symbolic forms (e.g., numbers, equations, written notations, complex diagrams, maps, etc.). Our theory incorporates the genetic character of the individual learner (as stressed in medical models), as well as all aspects of environmental context (as stressed in sociopolitical models), but without neglecting the critical experiences of the learner (as stressed in developmental models). At present, it is clear that the most commonly used diagnostic tools and educational measurement procedures applied to language-minority students are tied to medical models that inadvertently make the student out to be ultimately responsible for what happens in the schools. Also, because the medical approaches generally aim to explain diseases, they tend to focus on failures rather than on successes.

According to medical models, whenever successes are encountered, they are apt to be attributed to "giftedness" while failures are attributed to "deficits", "disabilities", "disorders", "deprivations" and the like. However, as often observed (Cummins, 1986; Hamayan, and Damico, 1991), the traditional approaches to testing language proficiency and related semiotic abilities are generally inadequate to assess the holistic richness of those representational systems even in monolinguals much less in multilinguals. Additionally, medical models tend to neglect teaching methods as well as the sociocultural context in which learning takes place. Some sociopolitical models, by contrast, have gone to the other extreme, arguing that the environment is accountable for everything. But, as González has contended in this column and elsewhere (e.g., see González & Yawkey, in press), a more comprehensive approach is needed. More particularly, what happens in classrooms --the aspect of the educational process over which we educators have greater control and for which we have greater responsibility-- has generally been slighted both by deficit-orientations grounded in medical models and by those who have made sociocultural and environmental factors all-important (cf. Spolsky, 1989). But *Methods That Work* (cf. Oller, 1993) can transform failure into success even when all of the medical diagnostics and sociopolitical indicators predict only failure.

Proof that methods of teaching (including curriculum, testing, and diagnosis) can make a difference is best seen in cases where success is achieved against all odds. On the sociopolitical side, consider situations where the context is as contrary as it could be. Consider cases where the historical data shows that the vast majority of the children from a certain minority language and cultural background have failed to become literate or even to acquire the language of instruction. This has long been true, for example, of Aborigines of Australia and the Hill Tribes of Thailand. In fact, the degree of exclusion to which these peoples have been subjected, rivals that of the world's most oppressed minorities. Or, from a medical diagnostic point of view, we might consider cases of individual learners diagnosed as genetically or neurologically hopeless, e.g., a dyslexic girl of age 11 who, according to the medical experts, would "never learn to read". If social and individual cases such as these could be dealt with by educators in such a way as to reverse the picture from one of nearly complete failure to one of nearly complete success, wouldn't you agree that methods can make a crucial difference? Wouldn't such evidence show that neither social context nor individual deficits are sufficient causal factors to explain success or failure in education?

In fact, the research evidence shows (cf. Walker, et al., 1992; Oller, 1993) that nearly 100% of the children who attend school regularly in the extremely difficult sociopolitical contexts described in the previous paragraph do become literate and begin to communicate effectively in a new language in relatively short order (a matter of six to ten weeks) provided more appropriate methods are employed. Similarly, children who have been diagnosed as suffering from severe deficits can often overcome or compensate for the special challenges they face provided a suffi-

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ASSESSMENT

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ciently rich variety of informed methods are applied (see Damico & Damico, 1993).

To escape the errors of the medical and sociopolitical models pushed to unreasonable extremes, it is essential to consider the struggle of ordinary human experience in the light of our capacity to adapt intellectually, socially, and emotionally. Humans use a wider variety of representational processes than any other species (languages, for example) and we are capable of acquiring new means of representing and thus of coping with our world. The loss of a sensory modality, as in deafness, does eliminate one avenue of processing, but need not prevent the full and rich development of an alternative visual-manual means of linguistic representation. Proof is found in the signed-language (specialized and extended gestural) systems observed in deaf communities all over the world. Even if blindness is added to deafness, rich linguistic communication can still survive through the sense of touch. The point is that very large and substantial losses of representational abilities can be circumvented.

The means by which such adaptations are achieved are worth examining closely. Upon closer scrutiny, we discover that all ordinary learning processes are dependent upon strategic inferential connections that involve the bridging of gaps in experience. To this extent all normal learning is inherently indistinguishable (logically, psychologically, and neurologically) from the special kinds of adaptations that occur normally when one path is closed off and when we find another route to our objective.

In fact, the most common and least obvious gap that humans leap across by virtue of representational abilities is the sort that exists between the material world that we experience through our senses and the abstract realm of concepts, propositions, and discourse. The mystery of how we make the leap from the physical world to the abstract realms of concepts, fictions, and fantasies can hardly be over-rated. It is the essence of our distinctiveness as human beings.

Among the unique aspects of our linguistic capacity is its abstractness. This is essential if we are going to apply language to all possible arrangements of experience. González (1991) has shown, for instance, that young bilingual children rely on the same underlying (and apparently universal) system of abstract concepts for both of their languages wherever the linguistic and cultural elements of their experience in the two systems are sufficiently similar. However, when the linguistic and/or cultural elements differ across the two systems, the meanings (semantic values) associated with the forms of the two language will correspondingly diverge owing to the cultural experience.

> *Since individual cases can be reversed from nearly complete failure to nearly complete success, wouldn't you agree that methods can make a crucial difference? That neither social context nor individual deficits are sufficient causal factors to explain failure in education? In fact, research shows that nearly 100% of the children who attend school regularly in extremely difficult sociopolitical contexts do begin to communicate effectively in a new language in only six to ten weeks, provided* ***more appropriate methods are employed.***
> *(emphasis added)*

Thus, we see another of the distinctive aspects of the linguistic capacity, its discursive character. The most ordinary manifestation of this aspect has been called "episodic organization". It turns out that all actions and experiences have a narrative structure. All ordinary experience in any cultural context whatever is like a story where one thing leads to another in a sequential and logically constrained manner. Further, just that sort of structure is universally involved in the organization of information in our memories. Episodic organization critically facilitates both the storage of acquired knowledge and the recovery of abstract concepts relative to all aspects of ordinary sensory-motor experience. Logical proof that all meanings depend on true narrative cases where abstract representations are correctly fitted to experience is given by Oller (1993) in *Methods that Work*. Also, empirical evidence for the importance of episodic organization is given there.

Not only is the story-like organization of experience important to ordinary learning and to language acquisition, but it is the only basis for correct generalization of what is learned (e.g., in a new language or culture, or a new anything), to contexts of discourse and experience that have never been encountered before. Taira (1993) provides empirical evidence that a narrative arrangement of conversational vignettes in a computer-assisted approach to second language learning not only enhances the acquisition of the material studied, but that the advantage gained from the study of the narrative generalizes to materials not studied. In fact, the theory shows that Taira's results are a necessary consequence of the very logic of experience itself. However, without the semiotic theory in question, the results would not likely have even been predicted much less obtained.

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In the Bilingual Classroom

Column Editor : Olga Hudecek, ELS, Washington, DC

Project Maine: A National Model Career Awareness Program

by Jeff Smith

Title VII Project MAINE (Maine Assists Innovators in Nurturing Excellence) is a career awareness and native language technical assistance program for limited-English-proficient secondary school students. Its staff conduct awareness presentations and provide staff training, follow-up monitoring, and technical assistance to adopting school districts throughout the nation. The project advances the **National Goals for Education** concerning high school completion, student achievement, and adult literacy.

Background

In the early 1980's, refugees arrived in Portland, Maine in significant numbers. Portland High School experienced a substantial and rapid influx of newcomer limited-English-proficient students. Students enrolled in the high school and attending elective vocational courses at the Portland Regional Vocational Technical Center experienced a nearly 100% dropout rate. In response, Portland initiated a program to provide native language facilitators (i.e., specially trained bilingual aides) in content area and vocational subjects for students whose native languages were Khmer, Vietnamese, Lao, Dari, and Tagalog. These students also received regular instruction in career awareness. Within a short time, these services proved fruitful.

Portland's limited-English-proficient high school students made statistically significant gains in English language skills and in career awareness. Their dropout rate was reversed and significantly reduced. Consequently, Portland absorbed this highly effective program in its school budget. The district continues to operate its exemplary program at Portland High School, its model site.

Goals

Project MAINE has several goals. In brief, these are: (1) to develop materials to inform local and state educational agencies and other providers of technical assistance to programs serving LEP students about the project; (2) to develop materials to use for training of adoption site staff; (3) to inform potential adoption sites and interested school districts about the assistance it is funded to provide; (4) to assist districts in adopting the model program by providing training and technical assistance to educators in preparing, implementing, and evaluating the exemplary program; (5) to assess the effectiveness of the project in achieving its objectives; and (6) to monitor and evaluate adoption of the program at other educational sites.

Adoption

Use of its career awareness curriculum with technical assistance from native language staff is the minimum requirement for adopting Project MAINE. Adopters must have a way to identify the LEP students for participation in the project and must be able to release staff for Project MAINE training. Implementing the career awareness program requires no special facilities and no special additional staff. Adopters may use existing staff (e.g., guidance counselors) to provide career awareness counseling. They may provide native language support using either paraprofessional aides or professional teachers depending on their own staffing considerations. Adoption sites serving low incidence populations of diverse limited-English-proficient students often employ paraprofessionals. Other sites serving substantial numbers of students from one or more language groups often employ professional bilingual teachers. Native language support enables adopters to use Project MAINE's native language materials or to produce their own native language materials using Project MAINE's English language materials as points of departure.

Project MAINE is part of a national dissemination effort. Consequently, it has trained and assisted 102 adoption sites in Maine, Massachusetts, Connecticut, New York, Florida, Alabama, Mississippi, Oklahoma, California, and Oregon. These sites serve over 5,000 culturally and linguistically diverse LEP students whose native languages include Spanish, Polish, Vietnamese, Khmer, Lao, Russian, Haitian, Cherokee, and Choctaw among others. Project MAINE has reported test data from various adoption sites which indicate limited-English-proficient students at these sites also have made statistically significant gains in English language skills and career awareness and have experienced significant reductions in their dropout rates.

Training

Staff and consultants provide customized, comprehensive training to Project MAINE's adoption sites. To date, project staff have trained over 325 adoption site personnel. Specific training activities are tailored to the needs of each adopting school. The initial staff training workshops introduces adoption site personnel to Project MAINE, its extensive career awareness curricula, and its several handbooks; examines methods of integrating cultural awareness and the content areas with career awareness; and explores parents, the community,

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Santiago Rodriguez, Director of Multicultural Programs at Apple Computer, Inc., addressed the conference attendees on *The Educational Challenge of Diversity: Deriving Advantage from Difference.* Dr. Rodriguez, a Puerto Rican who grew up in New York, California, and Washington, DC, pointed out five concerns he has about how diversity is discussed today: 1) talking about diversity has become extremely trendy and, therefore, is considered a fad without substance; 2) most people who talk or write about diversity fail to define the term, so people are operating with different understandings about the term; 3) many people are using the term "diversity" as a buzzword for politically-loaded words from the past; 4) much of the diversity debate is confrontational, adversarial, and judgmental rather than inclusive; and 5) all the discussion of diversity will remain an intellectual abstraction unless it is either tied to an educational or business rationale -- if it doesn't affect the bottom line, it will remain an abstraction. Dr. Rodriguez pointed out that *"Diversity is different from equal opportunity in that it assumes people are different and, importantly, that difference is value-added."* He believes that if we know how to harness that difference in education or the workplace, we will have a much better institutional environment. He pointed out that much of society presumes non-competence for people of color and women. As a consequence, minority people who are aware of this presumption tend not to ask for help; are aware of being measured on a non-merit status; and often see themselves as victims. Dr. Rodriguez concluded by asking which societies flourished in the past? The answer: those that valued diversity.

Grandfather's Journey

Amelia McKenna,
LAUSD Associate Superintendent,
displays the NABE '94 conference poster after
her Opening Ceremonies keynote address.

New recipients of the Pioneers in Bilingual Education award,
both B. Roberto Cruz and Edward R. Roybal listen intently
to one of the addresses during the
NABE '94 Opening Ceremonies.

Los Angeles Unified School District Associate Superintendent Amelia McKenna brought words of wisdom from bilingual students in her speech, *"I Came to Los Angeles to Find America, Instead I Found the World."* Quoting essays written by students of various ethnolinguistic backgrounds enrolled in Los Angeles schools, she described their feelings and impressions upon arriving in Los Angeles from their native countries and their amazement that other languages and cultures were recognized as valuable in Los Angeles. The students wrote of their appreciation of their bilingual education programs and the opportunities to learn provided through these programs that they would not have received in all-English classrooms.

During the Opening Ceremonies, awards were presented to 14 Pioneers in Bilingual Education from the state of California. Chuck Acosta, Tomás Arciniega, Pete Chacón, B. Roberto Cruz, Edward De Avila, Lily Wong Fillmore, Stephen Krashen, Guillermo López, Reynaldo Macías, Egla Rangel, Edward R. Roybal, Shelly Speigel-Coleman, Edward Steinman, and L. Ling-Chi Wang were recognized for their efforts, through educational, legal, and community avenues, to improve educational opportunities for language-minority students.

Other keynote speakers brought thought-provoking and inspiring messages to NABE '94. Noted Mexican author and lecturer Carlos Fuentes spoke about *La Frontera Cristal* (The Glass Border) at the Second General Sessions. Mr. Fuentes began his remarks by noting, *"In the highly integrated, instant communication world we live in, bilingual and even multilingual education will soon be a universal necessity for business, for information, for education... The U.S. cannot afford to be left behind in the movement towards bilingualism and multiculturalism... We are heading into the education century. There is no development without education and there is no education without a bilingual and multicultural basis."* Mr. Fuentes traced the history of Mexico, explaining that one cannot understand the present without first understanding the past. He discussed the need for a *glass border* rather than barbed wire between our two countries. Coming to present-day Mexico, he noted: *"Economic reform is not enough. It has to be accompanied by political reform, by democratic reform, or the fruits of the economy will never reach the hands, the mouths, the heads of the majority."* Discussing the current anti-immigrant sentiment in the United States, he cautioned, *"Do not make scapegoats of Mexican workers... Unemployment and deficit in this country are caused by technology, the end of cold war industries, a lack of worker retraining programs, and 12 years of voodoo economics -- not by Mexican labor... Xenophobia leads to the pogrom, racism, and the holocaust. Watch out!"* Mr. Fuentes concluded by saying, *"The Third World has its First World of privilege and exception, but the First World has its own Third World of injustice and misery...How much poverty does democracy stand?"*

Noted author and lecturer Carlos Fuentes meets enthusiastic attendees at the conclusion of his keynote address, "La Frontera Cristal" (The Glass Border), during the Second General Session of NABE '94.

Dr. Jim Cummins, noted researcher from the Modern Language Centre of the Ontario Institute for Studies in Education in Toronto, Canada, addressed the issue of *Global Interdependence and Bilingual Education: Maximizing our Human Resources.* Dr. Cummins focused his remarks on the concept of empowerment, which he views from a more sociological than psychological perspective. Noting that there are two different definitions for the word "power," he explained the difference between collaborative and coercive relations of power. Coercive relations of power exist when one imposes one's power over another. In this view, power is seen as a fixed quantity, so that if one has a large slice of the power pie, there is less for others. Collaborative notions of power, on the other hand, involve the sense of having power within oneself. Power is not a fixed quantity, rather it is infinite because it gets generated through the interactions among people. In collaborative situations, power is additive rather than subtractive. Dr. Cummins pointed out that one can understand the present-day anti-immigrant sentiment if one examines it within the context of the coercive notion of power. He cautioned, however, that maintenance of the status quo (continuing to look at society from the coercive notion of power perspective) will result in disaster. *"Cultural diversity is becoming the norm...We are the mainstream,"* he said, noting that 70% of the school population in Toronto will be from a non-English language background by the year 2000 and that similar situations exist throughout Canada and the U.S. and the enlightened business community is concerned. Dr. Cummins pointed out that 80% of prisoners are high school drop outs. If a large proportion of the population is undereducated or dropping out of school, there are large social and economic costs down the road. *"For every $1 put in a HeadStart program,"* he noted, *"society saves $7 down the road... The choice is to build more jails, or to invest in education."* Students drop out because they feel a sense of alienation from the school culture and look elsewhere to validate their identities. The manner in which schools have historically treated language-minority students and their families has encouraged this alienation. *"We all have to articulate a perspective that overcomes the us-versus-them reality that is being put forward in the debate about immigration and bilingual education...If we are not maximizing the human resources we have in schools (by pushing out language-minorities), we are decimating the pool of talent we have to compete in the international arena."* Dr. Cummins noted that *"Since the mid to late 1980s, at a fairly high intellectual level, the country has discovered a new enemy. Communism is dead. The enemy within is cultural diversity and it has the power to undermine the integrity of the United States far more insidiously than any external enemy ever could."* To illustrate this point he referenced the writings of Hirsch on "Cultural Literacy" and Schlesinger, both of whom encourage maintenance of the status quo with regard to the recognition of other languages and cultures in

> *"There is no development without education and there is no education without a bilingual and multicultural basis," declared keynote speaker and noted author, Carlos Fuentes.*

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ELECTIONS

Candidates for 1994-95 NABE Executive Board

The NABE Nominating Committee, composed of a delegate from each NABE affiliate in good standing, met at the 1994 Annual Conference in Los Angeles, California.

The following persons were nominated to fill positions on the 1994-95 NABE Executive Board.

MEMBER-AT-LARGE
(Three to be elected)

Haroune Alameddine (MI)

David Baez (NY)

Rodolfo Chávez (AZ)
(Has withdrawn from consideration)

Nga Duong (WA)

Lydia Enriquez (IL)

Kathy Escamilla (CO)

Norma Hernández (FL)

Gus Keene, Jr. (NM)

Verma Pastor (AZ)

PARENT REPRESENTATIVE

Minerva Allen (MT)

Lilliam Amaya (IL)

Susan Garcia (CO)

CENTRAL REGIONAL REPRESENTATIVE

Joe Bernal (TX)

Marc Bluestone (ND)

Election ballots will be sent to all those who were NABE members in good standing as of December 31, 1993.

Will the National Education Goals Improve the Progress of English Language Learners?

by Charlene Rivera & Mark LaCelle-Peterson,
Evaluation Assistance Center-East, The George Washington University

In the past decade, concern for the economic vitality and international standing of the United States has fueled a school reform movement focused on improving the quality and outcomes of schooling. This concern led to the establishment of six National Education Goals to be attained by the year 2000. The intent of the first four Goals is to take all students on a voyage to improved educational opportunity and achievements. Although students from many cultures in varying stages of learning English constitute a significant proportion of the school-aged population, none of the Goals addresses English language learners (ELLs) directly. In fact, the National Education Goals Panel (NEGP) reports provide only limited, inferential information regarding ELLs' progress toward meeting the Goals (NEGP, 1991, 1992, 1993). There also is a general lack of national data on the educational needs, competencies, and progress of these students. This Digest examines how instruction and assessment practices must improve if ELLs are to accompany their peers in meeting Goals 1-4.

> *Providing instruction in ELLs' first language appears to produce gains in math and English achievement comparable to the general population. In order for ELLs to fulfill their academic promise and to achieve the national goals, high quality instruction should be provided in students' first language for several years, preferably while they are learning English. Most importantly, they must be provided access to high quality content, including college preparatory coursework.*

Goal 1: School Readiness

Due to a lack of direct indicators measuring progress in Goal 1, "readiness to learn," the National Education Goals Panel recommended in its 1992 report the establishment of an Early Childhood Assessment System that would assess physical well-being and social, emotional, and motor development. In addition, the system would assess: 1) approaches toward learning with attention to "curiosity, creativity, motivation, independence, cooperativeness, interest, and persistence that enable children from all cultures to maximize their learning"; 2) language usage -- "the talking, listening, scribbling, and composing that enable children to communicate effectively and express thoughts, feelings, and experiences"; and 3) cognition and general knowledge, including familiarity with problem-solving strategies, patterns and relationships, and cause and effect.

Children from all cultural backgrounds are indeed endowed with these prerequisites to learning, but those reared in different cultural settings exhibit them in a variety of ways, not all of which are consonant with the expectations of traditional schools. It is crucial that the working group currently grappling with such challenges consult experts knowledgeable about ELLs and their assessment (Prince & Lawrence, 1993).

To enhance ELLs' readiness, schools must train staff to be aware of language acquisition processes and sensitive to children's cultural backgrounds. School must discount the myths that young children "just pick up" languages and that exposure or immersion is all they need (McLaughlin, 1992). Any new assessment system developed for young children must take into account the unique abilities and heritage of all families and document and validate the first language capabilities of all children, so educators in the primary grades can ensure that America's schools are ready for the learners they enroll.

Goal 2:
High School Completion

Goal 2 calls for the high school graduation rate to increase to at least 90%. Though inconsistent definitions blur the picture, national data suggest that for some groups of ELLs, attainment of this goal is far off. The 1993 Goals Report states that 16- to 24-year old Hispanics born outside the United States are more than five times as likely to drop out as non-Hispanics in the same age group. For Hispanics born in the U.S., dropout rates are still double that of non-Hispanic groups. Better data collection systems that take language experience into account are needed, but ELLs appear to be the least well served among secondary students in regard to Goal 2.

U.S. high schools' success in increasing ELLs' graduation rates depends in part on how well they engage

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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

"Computer Literacy" vs. Computer Networking: Equity Issues for Bilingual Education

by Dennis Sayers, Ed.D.

Technology in school settings is largely a twentieth century phenomenon. Larry Cuban has examined the history of a range of educational technologies (audiovisual, motion picture, radio, television and interactive media) which have been promoted for instructional purposes in US schools since 1920 in his book-length study *Teachers and Machines* (1986). Throughout the twentieth century, educational technology has most often been pressed into service by efficiency-minded policy makers to increase "teacher productivity" and to "teacher-proof" the curriculum. As Cuban writes,

> "The periodic surges of interest in introducing video, film, radio, and computers overlap these larger efforts to bureaucratize schooling and rationalize teaching. Promoters believe that these machines give teachers additional tools for enhancing productivity. The unexamined assumption, of course, is that policy makers committed to view instruction as a technical process believe that student learning is mechanical (p. 88)."

Cuban's study of technology in education revealed that for each new media initial and widespread enthusiasm was always accompanied by a pattern of "top down" implementation, access bottlenecks, technical problems and infrequent use. By assuring that teachers, parents and students had little voice in the design and implementation of the new educational technologies, administrators guaranteed that power relations remained just as they had prior to the technical innovation.

In fact, as each technology was introduced into North American schools, the latest innovation has been treated as a clean, "revolutionary" break from educational practice with earlier media. Yet in every case, whatever potential a particular technology had for renovating educational practices was squandered, since technology-mediated instruction was never coordinated with existing curricula, let alone shaped in accordance with community needs. What tended to be stressed, instead, were those aspects of each technology which fostered "transmission" approaches to learning and in which teachers became mere operatives in the dispensing of pre-packaged lessons by machines. Recent developments show that the times have not much changed. In other words, the more educational technologies have changed, the more schools have stayed the same.

Computer literacy has come to mean one thing for upper track students, who, targeted for future elites, are offered opportunites for preparatory practice with the computer as the preeminent technological tool for today's world of work, and quite another for "low exponent" students, who must have their learning "managed by computers", much as their performance will be monitored when they enter the future lower echelons of tomorrow's workforce.

Given the bureaucratic mind set which has prevailed in schools from the latter part of the nineteenth centural to the present, it is hardly surprising that schools mirrored the larger society in their fear of "two-way" or interactive technologies like the telephone or modern telecommunications networks —which have been studiously avoided— in preference toward "one-way" media such as broadcasting or closed-circuit radio and television and film, and more recently, computers, whose interactivity has largely been limited to serving as "surrogate teachers" and dispensing pre-packaged lessons.

Microcomputers represent the first major interactive technology to be introduced into schools. Consequently, there have been differences, as compared with earlier educational technologies, in the process through which computers have found their way into most North American schools. Coupled with the slow top-down approach to implementation which characterized film and broadcasting media in schools, there have also been strong pressures from parents, the community and business to quickly integrate computers in the curriculum. Skills with computers, it is thought, will give students an edge in confronting the challenges awaiting them after graduation, an edge that many middle-class parents increasingly worry that they and their children are rapidly losing (Olson, 1986). Many feel the solution is found in more and better "computer literacy".

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Laotians: "Mien" Cultural Implications for Education and Parent Involvement

by Connie Contreras-Polk

The purpose of this article is to give the reader some understanding of "Mien" culture and its implications for education and parent involvement. Approximately 192,000 Laotians have settled in the United States; several thousand of them belong to the "Mien" ethnic group. In California, both Oakland and Richmond have Mien students: they are also found in sizable numbers in other parts of the country.

In order to educate the "Mien" and other Laotian students and involve their parents, as well as make others aware of the group, we need to know about their country and how they got here. We need to know about: their traditions and values, their views of American society and education, and how a common meeting ground can be found to bridge the gap between the two cultures. We need to know what strategies to use to involve the Mien parent in his/her child's education; how best to approach parents.

A Brief History of Laos

Laos is a small mountainous country roughly the size of the state of Oregon. It has been in the hands of different groups during its existence. Up to the 13th century it belonged to the Kingdom of Cambodia. Next it was taken over by the Thai Kingdom, gaining its independence in the 14th century. Prior to the 19th century, Laos had little contact with the western world. In 1880, it became a French protectorate, and finally gained its independence in 1954.

Over 69 distinct ethnic groups comprise the Laotian population, with the Lao Loum making up about half of the 4 million inhabitants of Laos. The next largest group are the Meo, or "Mien".

The Mien arrived from China in the nineteenth and early twentieth centuries, establishing themselves in mountainous areas; actually on the highest mountain slopes. They were migrant slash and burn farmers who survived only on what they themselves could produce.

In the 1950s Laos became involved in the conflict in Indochina and was a focal point in the struggles between the United States and Russia. Laos became a prime example of the domino theory of Communist expansion throughout Southeast Asia. Mien and other hill tribespeople were recruited by the CIA to fight against the communist forces. When Saigon fell in 1975, many of these people were persecuted or killed as a result of their collaboration with the U.S. military.

With the takeover by Communist forces, many Laotian refugees fled Laos, flooding into Thailand and other surrounding countries. Since 1975 over 350,000 Laotians have left their homeland; some 68,000 have resettled in other countries around the globe including Canada, France, Australia, New Zealand, and the United States. However, some 65,000 Laotians still remain in the refugee camps of Thailand.

Mien, Tribal People

The Mien are made up of 12 tribes. They prefer to live at mountain elevations of over 3,500 feet, where they grow rice, carry on traditional slash and burn farming methods, and raise livestock. Their family structure is an extended patrilineal one; their villages usually contain 30 or so families. A village is headed by a chief, who has absolute control over the villagers. Little if any crime is evident among the Mien, but no one questions the chief's authority to mete out punishment when he feels it is necessary.

The Mien have been successful in maintaining their identity in matters of dress. In many ways they continue their strong linguistic and cultural ties to China, having migrated to Southeast Asia only recently; during the past one or two centuries.

Compared to other hill tribes, the Mien stand out because of their aggressiveness, energy and organizational strength.

Social Customs, Religion, and Education

Mien families can be divided into three groups: adult parents, grandparents and children. The adult first son stays with his parents and supports them in their old age. Married daughters live with their husbands' family. Older people receive a great deal of respect from younger generations. The older generation are the primary educators, and caregivers, of the younger children, until such time as they can go out to work with the parents.

Instruction is not formalized in the villages; children learn from their families as they work alongside them. All information is transmitted orally since no one but the village shaman can read or write. The shaman learns only enough Chinese characters to be able to conduct the religious rituals which make up a great part of the Mien life.

The Mien have a tripartite religious system based on: Taoism, the belief that if they are good, moral, and do their duty, they will someday go to heaven; animism, the belief that all nature is made up of various spirits which have to be invoked or appeased depending on the case; and ancestor worship, the belief that those ancestors who have died live on in a spiritual world similar to this physical one and thus need the same things we need to survive (e.g., food and money).

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The sacrificing of livestock is a major way in which the Mien attempt to meet the needs of those who have passed on to the other world. The Mien believe that their ancestors live right in their homes until they are reborn again.

Medical needs of the Mien are filled by their Medicine Man or Medicine Woman. The village shaman is also occasionally involved, in order to discern whether an evil spirit present in the sufferer is contributing to the illness, and if so, to exorcise it.

Mien in the United States

In the United States the Mien have tried to hold on to their beliefs, values, and customs but are finding out that this is not always easy to do. As with other immigrant groups, parents find that it is difficult to compel their children to maintain their traditional ways in their new setting.

> "The best way of handling social problems is to be strict. You can't let wrongdoers go after they are caught. When you catch a thief or lawbreaker put them in jail with only a little bit of food. That is what shapes everything up. Because then everyone else is afraid to commit a crime.
>
> We have tried to take care of our own problems here, but the government gets upset at us if we do things our way. (For example, we) ...cannot discipline our children because if you hit a child, the government can come and arrest the parents, with the result that the parents are afraid to discipline their children properly. Then the children start running with gangs, with the result that the parents are powerless to do anything about it for fear that the police will be called on a child abuse complaint.
>
> A second problem with the legal systems are the rules of evidence that the police adhere to. (They) ...ask a lot of questions, but then you can't say what you really think or really know. You have to have seen something with your own eyes before the police take you seriously. This is silly, because if you know your own people like we do, then likely you know who stole something even if you didn't see them do it with your own eyes...we are not able to use simple common sense when dealing with our problems. How can you work with a law that doesn't let you use common sense?
>
> The young ones won't pay attention to our traditional councils anymore, because the government doesn't permit them to have any authority over their own. In Laos, they would have had to listen to their elders. Here the government won't let us enforce our decisions. So the kids run wild. They are good students in elementary school and junior high school, and even do better than the Americans; but suddenly the American kids are doing better than ours. Please explain to the government that if we were permitted to handle our own problems, everything would be much better, and our young people would be good citizens and students."[1]

Implications of Mien Culture for Education and Parent Involvement

In order for the Mien child and other ethnic minorities to make it through our educational system, they need positive school experiences. They need to feel that diversity is valued. They need to feel good about their culture and their immigrant experience. The school can develop such feelings by developing curricula which incorporate the Mien experience. Teachers can use Mien children to teach others about their culture. Whenever possible, the teacher can create opportunities for Mien children to write about their immigrant experience. Parents can enter the classroom to teach various things from their culture such as cooking, dances, songs, games, and teaching of their language. The Mien child then sees his culture viewed positively and sees that his parents are contributing to the classroom.

Schools need to recognize that the Mien child needs help in adjusting to the new culture in America, coping with resettlement, bridging the gap between two cultures and, for some, living with the memories of war and trauma. Culturally sensitive and linguistically accessible support is needed by the Mien child and his/her family. Schools need to provide counseling services for Mien children needing it, as well as to provide referrals for parents who need the same support.

Another way in which schools can help Mien children and their parents is to provide orientation materials about the school system. All such materials should be written in the home language. Parents can participate in English classes held at their children's school. At parents' meetings, a translator should be provided; workshops should be included which address the specific needs of Mien parents and their children. Saturday classes whose aim is to preserve the Mien language and culture are also possibilities. Whenever possible, the teacher should visit the Mien home.

Resources

Readers wishing to find children's materials on Mien culture can write to: Claudia's Caravan, P.O. Box 1582, Alameda, CA or call (510) 521-7871, FAX (510) 769-6230. The store stocks both Mien dolls, and the following book titles: New True Books, People of the Golden Triangle and Tales From the Mien.

The following is also a possible resource for anyone desiring more information on the Mien experience: Sarnkung Saephan, ESL Project Director, Oakland USD, Oakland, CA (510) 451-6878.

Endnotes

[1] The following excerpt is taken from "A California Policy Seminar Report: "Laotians in the Criminal Justice System" (Tony Waters, Department of Sociology, University of California, Davis). The title of the article is "A Mien Elder's View On Youth And Crime in Mien Society".

Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

• NABE •

Secondary Education Special Interest Group

SIG Co-Chair: Clarissa Jeanne Plair, Killeen ISD, TX

The Success Station: A Dual Language Program for At-Risk Secondary Students

by Clarissa Jeanne Plair

> *"We cannot*
> *teach language:*
> *We can only create*
> *the conditions under*
> *which it is learned."*
> *Humyoltd*

Recent research indicates that teens and adults are more efficient learners. In immersion programs, students acquired more in one year than elementary children did in three years, from first to third grade (Lessow, 1991). This presents a dilemma: the existent bilingual programs begin at an age when children are not cognitively ready and they are still developing their first language. When children are cognitively ready, successful transfer from L1 to L2 occurs, but this is usually after they have exited the program. Knowledge and skills in content areas, science, social studies and mathematics, as well as language areas, listening, speaking, reading and writing, will not have to be relearned in L1. Simply, it is a process of renaming familiar concepts and grammatical constructions. The most important factor, is a solid base in the L1 skills, because L2 must build on L1 proficiency level.

Traditional language programs for bilingual or LEP students keep students separated during instruction until they have acquired sufficient English speaking skills "to make it" in the regular classroom. Two-way programs employ two languages, one of which is English, for instruction of both sets of students. All students are involved in both languages and the goal is for all students to become bilingual, learning skills through both languages. Language becomes a resource, not a problem, when students can benefit from a second language learning curriculum (Baecher, 1988). LEP students can improve Spanish skills while gaining English ones and vice versa for English speaking students. Language learning is then an enriching experience.

There has been very little research which investigates both types of language learner in the same classroom; however, there are sufficient data that elucidate the idea that similar learning takes place in the second language learner (SLL) and the foreign language learner (FLL). Both sets of students need to master a target language and will acquire it through a progression of listening, speaking, reading, and writing skills. There is diversity, however, in learning styles, in stimuli presented, in linguistic influence from the first language, and in relationships between home and school language communication structures.

Success Station

The Success Station is a proposal offering some ideas which if implemented would, in my opinion, alleviate some of the problems our at-risk secondary students encounter in the course of their education and which sometimes cause them to dropout. This program may help them to find that education is important and relevant. By no means is the program a solution, but it offers some viable innovations about how to move forward from where we are to where we should be in terms of alternative language education. The Success Station is a vision for education commensurate with the rapidly changing needs of society. It is designed to reduce the number of at-risk students, both LEP and non-LEP, thrust into American society unprepared for daily life situations or the workplace.

Because it has been proven that bilingual students do better academically than their monolingual counterpart, the Success Station would strive to help students become highly proficient in two languages (Baecher 1988, Cummings and Swain, 1986). Most Texas bilingual educational programs give most of the language instruction in English. This produces subtractive bilingual students. Subtractive bilingual students allow the second language to replace the first (language. The first language remains undeveloped or is lost. Flores (1993) states that the most effective way for LEP students to develop academic concepts and second language proficiency is through their first language. The Success Station, providing instruction in both languages, would tend to produce additive bilinguals. Additive bilinguals learn a second language in addition to, not in place of , the native language. The result of a two-way language program which uses a combination of language enrichment and maintenance is students who have gained an academic advantage (Baecher, 1988).

The Success Station is a secondary bilingual program which promotes bilingualism in monolingual Spanish-speaking students and at-risk monolingual English-speaking students. The program is designed to give each group communicative skills in the target language at a predetermined level of competence using team teaching, cooperative learning techniques, realia experiences, functional situations which promote life-like conversational situations, and tutorial or small group instruction which addresses a variety of language proficiency levels and cognitive development. A continuum from simple to complex language development can

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EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

On February 22, President Clinton signed a new Executive Order regarding Educational Excellence for Hispanic Americans. The full text of this Executive Order follows.

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or (c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Section 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; (c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Section 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State, and local agencies with their consent, and with or without reimbursement, consistent with applicable law.

To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Section 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for management or program administration, to report directly to the agency head on activity under this Executive order and to serve as liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means of collecting the data.

Section 5. The Secretary, in consultation with the Commission, shall submit to the President and Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans in Federal education programs, and such other aspects of the educational status of Hispanic Americans as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving school districts, presidents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For purposes of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal plan, each Executive department and each designated agency (hereinafter) in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and (c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plan also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, to the extent permitted by law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. (c) The Department of Education shall provide such administrative services for the Commission as may be required.

Section 10. Executive Order No. 12729 is revoked.

WILLIAM J. CLINTON
THE WHITE HOUSE
February 22, 1994

1963

American Indian Bilingual Education

Column Editor: Jon Reyhner, Eastern Montana College

Tribal Colleges are Training a New Generation of Bilingual Educators

by Jon Reyhner

Tribal colleges began with the founding of Navajo Community College in 1968. Since then the number of institutions has grown till in 1993 the American Indian Higher Education Consortium (AIHEC) listed 29 members.

Tribal colleges and universities today serve students who would never have had a chance to go to mainstream colleges because of poverty, family obligations, geographic isolation, and poor academic preparation. And they give a second chance to students who have dropped out of mainstream colleges.

Tribal colleges are needed because of the failure of other institutions to adequately educate the average tribal member. In particular, mainstream colleges and universities have been unable to graduate the large numbers of Native teachers needed to fill teaching positions on Indian reservations, positions that non-Native teachers often avoid because of isolation and cultural differences. As a result, tribal colleges and universities step forward to fill the void.

Sinte Gleska University and Oglala Lakota College in South Dakota, Navajo Community College in Arizona, and Haskell Indian Nations University in Kansas have or are developing four year teacher education programs. In Montana, Salish Kootnai, Little Big Horn, and Stone Child colleges have used Title VII Personnel Training Grants to team up with four year colleges in the state to train teachers.

Long-time Sinte Gleska University president Lionel Bordeaux has stated the major reason for the founding of tribal colleges was "to provide a means for tribal people to strengthen their own tribal nations" (1991, p. 12). In many places a tribe's college is the only place a particular tribe's language is taught at the college level.

In contrast to the old assimilationist approaches to Indian education, tribal colleges are formulating a multicultural/ecological educational approach. Oglala Lakota College's "Philosophical base of the teacher education program" states:

> We believe that by learning a second way of life, without forsaking reverence due to one's primary group, personal understanding between individuals and cross-cultural understanding between groups will be enhanced. This approach to life needs to be integrated into all areas of education that affect Indian students on and near the reservation. (p. 1)

Recently President Tommy Lewis of Navajo Community College told a group of teachers:

> We are developing the teacher education program within the natural education processes of the culture... We believe that the knowledge of Navajo culture, language and S'a' ah Naagh'ai Bik'eh Hozh'o'on is necessary for anyone involved in the Teacher Education Program. We are attempting to set this development programmatically within our knowledge system so that it addresses real issues facing real people through a living curriculum and pedagogy. (1992, pp. 1-2)

The Navajo have used a corn plant metaphor to illustrate their educational philosophy. This natural generative metaphor is in sharp contrast to the static,abstract idea of a knowledge base and the industrial metaphors used in education today.

Currently through a Ford Foundation grant, the Navajo Division of Education and Navajo Community College are working with local universities toward the ambitious goal of training 2,000 Navajo teachers by the year 2000. Ford Scholars major in elementary education and minor in Navajo. For their minor they are required to take courses in Navajo literacy for speakers, Navajo literacy and grammar for speakers, Navajo descriptive and narrative writing, teaching Navajo to the Native speaker, and as a second language.

The tribal college efforts described above are helping achieve the goals set by the U.S. Secretary of Education's Indian Nations at Risk Task Force in 1991 for both increasing the number of well-trained Native teachers and for having tribal languages taught in all schools serving Native students.

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Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

• NABE •

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Computer Literacy

On one level, "computer literacy" can be viewed merely as an attempt to construct a curriculum in elementary and secondary schools that offers students a rudimentary familiarity with the workings of computers. Most often, computer literacy is conceived as a course involving more or less extensive practice with what are called "tool software", that is, programs designed to facilitate writing (word processing), to organize and manipulate information (databases), to perform and continuously update complicated calculations (spreadsheets), perhaps to program simple routines in BASIC or Logo and, most rarely of all, to use computer-based telecommunications to connect to remote information resources and work with distant colleagues. Proponents of computer literacy maintain that by teaching students how to use software similar to what is currently found in the workplace, schools could prepare the future workforce to compete successfully in the job market awaiting their graduates.

Douglas Noble (1984-85) has articulated the ideology of the four-pronged push for computer literacy thusly:

> "1. Consumers must be computer literate in order to function in the computerized marketplace.
> 2. Students must be computer literate in order to cope with the computerized "learning revolution" in schools and colleges.
> 3. Workers must be computer literate in order to survive in the "high technology" work force.
> 4. Citizens must be computer literate in order to vote and take an active part in the "information society" (pp. 64-65).

But as Noble and others have persuasively argued, the seemingly inexorable demand for massive computer literacy remains strong despite clear evidence that detailed knowledge about how computers work will become increasingly superfluous in most domains of society, including education.

Thus, computer literacy represents an ideological movement operating in a much wider social arena that encompasses not only schools but the workplace and the consumer public as well. Moreover, there is nothing universal about this "literacy" movement, for clear disparities persist in access to computer resources and to computer literacy instruction in general, creating a two-tiered system which works to effectively exclude various categories of students from all but the most circumscribed forms of computer-based learning. In her review of recent research on computer equity issues, Delia Neuman discusses not only computers but also "teleconferencing, interactive television, electronic mail, and expanded telecommunications networks" and warns that:

> "despite the promise of emerging technology, it is important to remember that technology and equity are not inevitable partners. ... The literature on computer equity reveals that many students —not only minority, disadvantaged, and inner-city but also female, handicapped, and rural— have been hampered by inequitable access to computers and by widespread patterns of inequitable distribution and use of computers within and across schools" (1991).

Amazingly, and in the face of these inequities, a bandwagon mentality prevails. Computer applications, including networking, tend to conform to the broader pedagogical orientations that prevail within schools. Put another way, schools as they are presently constituted show a remarkable ability to conduct business as usual — with or without computers.

Computer skills, it is thought, will give students an edge... which many parents worry that their children are rapidly losing. Many feel that the solution is more "computer literacy", which unfortunately is often nothing more than an attempt to offer students some familiarity with the workings of computers: although clear evidence exists that detailed knowledge about how computers work will become increasingly superfluous in most domains of society, including education.

The gaps between the haves and have-nots are glaring. While an increasing number of computers are being placed in schools, early surveys reported wealthy districts with a 54:1 student-computer ratio while poor ones had a ratio of 73:1 (Hood, 1985), and more recent surveys show this pattern persisting (Becker 1990). Female students and those from low income and ethnic and linguistic minorities tend not to have the same access to computers as do their male, middle-income, non-minority counterparts (Gerver, 1990). Generally, the more exciting programs are reserved for students in the upper tracks; when lower track and minority students *do* get access, they are much more likely to be assigned to drill and practice rather than to problem-solving activities (Becker, 1987; Mehan et al, 1985).

For immigrant students from minority language backgrounds, access to computers is especially restricted. These historically underserved students are much less likely to learn using computers since "among regular classroom teachers who teach limited English proficient [immigrant] students, 22% use computers ... compared to the proportion of all regular

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Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Testing the Limits in the Assessment of LEP Students: Research on the Perceptions and Applications of Practitioners

by Dr. Jaime A. Castellano and Dr. Virginia González

Editor's Note: *NABE is pleased to support the efforts of two NABE NEWS columnists to collect information on the assessment of language-minority students. We encourage all NABE members to complete and return the survey contained in this issue. Results will be reported in a future issue of NABE NEWS.*

T*esting the Limits* is an assessment technique in which the examiner purposefully changes standardized testing conditions in some way. Testing the limits is a very useful and effective technique for linking assessment with instruction. When using this technique, the examiner explores students' abilities beyond those exhibited during a standard test administration. Five of the most frequently used strategies when testing the limits include:

✧ to provide additional clues or to omit items when considering the students' cultural and linguistic backgrounds, and developmental level;

✧ to change modality (i.e., from written to oral language, from English to the student's first language, from verbal to non-verbal forms, and from different vocabulary to comprehensible input when providing instructions);

✧ to establish methods and processes that the student used for approaching and trying to complete tasks (i.e., strategies, styles, learning);

✧ to eliminate time limits so that the examiner can obtain much-needed information about the student's ability to accomplish specific tasks; and

✧ to ask probing questions so that if a student gave responses the examiner wanted to explore further, but could not while following a standardized testing procedure, he or she could return to those items upon completion of the test.

The authors, in cooperation with the National Association for Bilingual Education, are conducting a resarch project to document the current procedures and practices used by evaluators when administering standardized tests to LEP students. It will also describe the perceptions and applications of practitioners in the fields of bilingual education and English as a second language instruction.

Two research questions form the basis of this study. What are the perceptions of administrators and practitioners about "testing the limits" on standardized tests with LEP students? To what extent do administrators and practitioners use "testing the limits" strategies when assessing LEP students?

Respondents are asked to complete a 29 item survey using either a five point Likert-type scale or by responding yes or no. To obtain demographic data, respondents are also asked to provide some background information. This form of qualitative research is also referred to as descriptive survey research methodology.

It is hoped that the results of this study will clarify what is currently happening in the field; increase the research database in the field of assessment, and benefit the language-minority students in the United States as we attempt to determine the most appropriate testing strategies for this subpopulation.

Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

• NABE •

The survey begins on page 22. When completed, please mail the survey to:

DR. VIRGINIA GONZALEZ
ASSISTANT PROFESSOR, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDUCATION BUILDING; ROOM 602
UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

SURVEY DEADLINE IS APRIL 15, 1994

1966

TESTING THE LIMITS IN THE ASSESSMENT OF LIMITED-ENGLISH-PROFICIENT STUDENTS: PERCEPTIONS AND APPLICATIONS OF PRACTITIONERS

A SURVEY CONDUCTED BY DR. JAIME A. CASTELLANO, NATIONAL-LOUIS UNIVERSITY AND DR. VIRGINIA GONZALEZ, UNIVERSITY OF ARIZONA, IN COOPERATION WITH THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION.

DEMOGRAPHIC INFORMATION

INSTRUCTIONS: Please check the most appropriate response for each item and return with your completed survey.

1. My current position is:
   - TBE Teacher ____
   - Regular Ed. Teacher ____
   - TPI Teacher ____
   - Principal ____
   - Coordinator ____
   - Central Office Admin. ____
   - Director ____
   - Other (Specify) ____

2. My school/school district can best be classified as:
   - Urban ____
   - Suburban ____
   - Rural ____

3. My school/school district is a:
   - Unit School District ____
   - Other (Specify) ____
   - Elementary District ____
   - High School District ____

4. Number of years assessing LEP students:
   - No Experience ____
   - 1-5 Years ____
   - 6-10 Years ____
   - 11-15 Years ____
   - 16 Years Plus ____

5. Number of undergraduate or graduate courses taken in the assessment of LEP students:
   - None ____
   - One ____
   - Two ____
   - Three ____
   - Four or More ____

6. In what part of the United States are you located?
   - Southeast ____
   - South ____
   - East Coast ____
   - Midwest ____
   - Mideast ____
   - West Coast ____
   - Southwest ____
   - Northwest ____

7. Ethnic/Cultural Background
   - Native-American ____
   - African-American ____
   - Hispanic ____
   - Asian-American ____
   - Anglo ____
   - Other (Specify) ____

8. List the language, other than English, with which you have the most experience and knowledge.
   - Spanish ____
   - Italian ____
   - Korean ____
   - French ____
   - Japanese ____
   - Chinese ____
   - Other (Specify) ____

9. Personal familiarity with other cultures:
   - Native-American ____
   - Asian-American ____
   - African-American ____
   - Other (Specify) ____
   - Hispanic ____

Continued on page 27

A CALL FOR PAPERS AND PRESENTATIONS

The 24th Annual Conference of the National Association for Bilingual Education will be held February 14-18, 1995 at the Phoenix Civic Plaza in Phoenix, Arizona. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION
Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL
Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION
Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
Special Education, Chapter 1, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS
Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

NABE 95

Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '95 PROGRAM COMMITTEE
NABE National Office
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1994.

Notification of acceptance or rejection will be sent by November 15, 1994.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical back-ground, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Presentations which show a specific teaching or testing technique. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '95 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honoraria be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '95 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to video-tape, audio-tape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE '95 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 1, 1994
PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. **TITLE:** ______________________________
(limited to 15 words)

B. **NAME(S) AND AFFILIATION(S) OF PRESENTER(S):**

NABE Member?
(check one)

	Yes	No
1. ______________________________		
2. ______________________________		
3. ______________________________		
4. ______________________________		
5. ______________________________		

C. **DESCRIPTION --- 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:**
(DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED)

____

____

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____

____

D. **PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :**

☐ DEMONSTRATION (45 minutes)   ☐ PAPER (45 minutes)
☐ SYMPOSIUM (2 hours)   ☐ WORKSHOP (2 hours)

E. **LANGUAGE(S) OF PRESENTATION:** ______________________________

F. **LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:**

☐ All Language Groups
☐ Some Language Groups (specify): ______________________________
☐ One Language Group (specify): ______________________________

(Over)

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic Minority Students

☐ Bilingual Education Personnel

☐ Linguistic Minority Families and Education

☐ Technology and Linguistic Minority Students

☐ Linguistic Minority Students and Other Education Programs

☐ Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

☐ Other (specify): ____________________

____

H. SESSION SPONSOR (Check if any apply):

☐ NABE SIG
(Name of SIG and Chairperson): ____________________

☐ NABE '95 Exhibitor
(Name of Company and Contact Person): ____________________

☐ NABE '95 Sponsor
(Name of Company and Contact Person): ____________________

I. AUDIO-VISUAL EQUIPMENT ORDER: All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 1, 1994 cannot be guaranteed and will be charged at a higher rate.

☐ VHS Cassette Videotape Player/Monitor ($25)
☐ Slide Projector ($10)
☐ Audio Cassette Player ($5)
☐ Microcomputer/LCD Projection to Screen ($40)
Type of computer needed: ______ IBM Compatible ______ Apple/Macintosh
Model and configuration: ____________________
☐ Other: (Specify - Information on price will be included with acceptance letter):
____

J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent)

Last name: ____________________ First name: ____________________

Affiliation: ____________________

Street: ____________________

City: ____________________ State: ____________ Zip: ____________

Work Telephone: ( ) ____________________ Home Telephone ( ) ____________________

Fax: ( ) ____________________

Remember to attach a list of the names and addresses of presenters if they are *NOT* members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 1, 1994 TO:

NABE '95 PROGRAM COMMITTEE
1220 L STREET, N.W. , SUITE 605
WASHINGTON, DC 20005-4018

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SURVEY QUESTIONNAIRE

TESTING THE LIMITS IN THE ASSESSMENT OF LIMITED-ENGLISH-PROFICIENT STUDENTS: PERCEPTIONS AND APPLICATIONS OF PRACTITIONERS

DEFINITION: "Testing the Limits" is defined as an assessment technique in which the examiner purposefully changes standardized testing conditions in some way.

INSTRUCTIONS: Please respond to the following items regarding Testing the Limits in the Assessment of Limited-English-Proficient Students. Circle your responses.

KEY: SD-Strongly Disagree D-Disagree N-Neutral A-Agree SA-Strongly Agree

1. Testing the limits in the assessment of Limited English Proficient students should be an acceptable practice in bilingual education.

SD D N A SA

2. When assessing LEP students in Spanish, I test the limits.

Yes No

3. Testing the limits with LEP students invalidates their results.

SD D N A SA

4. Vendors account for the needs of LEP students when developing tests for them.

SD D N A SA

5. LEP students are a norming population in the tests used by my school or district.

Yes No

6. Testing the limits should occur in native language assessments.

SD D N A SA

7. Testing the limits should occur in the English language assessments of LEP students.

SD D N A SA

8. When assessing LEP students in English, I test the limits.

Yes No

9. Testing the limits should include rewording instructions when necessary.

SD D N A SA

10. I reword instructions when assessing LEP students.

Yes No

11. Testing the limits should occur when using teacher made tests.

SD D N A SA

12. Testing the limits should occur when using criterion referenced tests.

SD D N A SA

13. Testing the limits should occur when using norm referenced standardized tests.

SD D N A SA

14. Testing the limits with LEP students should not occur in bilingual education.

SD D N A SA

Continued on page 28

from page 27

15. Additional time, beyond that specified in the test manual, should be provided.

SD D N A SA

16. I provide additional time for students to respond.

Yes No

17. The student's answers to dialect should be compared to first language or second language learning features.

SD D N A SA

18. I compare the student's dialect to first language or second language learning features.

Yes No

19. Testing of LEP students should occur over several sessions.

SD D N A SA

20. I test LEP students over several sessions.

Yes No

21. You should omit items you expect the child to miss because of age, language, or culture.

SD D N A SA

22. I have omitted test items in the past.

Yes No

23. You should accept culturally appropriate responses as correct.

SD D N A SA

24. I have accepted culturally appropriate responses as correct.

Yes No

25. Changing the language/vocabulary of test items is appropriate when testing the limits.

SD D N A SA

26. I change the language/vocabulary of test items when testing the limits.

Yes No

27. Repeating the stimuli more than specified in the test manual is appropriate when testing the limits.

SD D N A SA

28. I repeat the stimuli more than specified in the test manual when testing the limits.

Yes No

29. Testing the limits should be an expected practice in standardized assessments.

SD D N A SA

Comments::

____

____

____

____

____

SEND THIS COMPLETED SURVEY TO:

DR. VIRGINIA GONZALEZ
ASSISTANT PROFESSOR
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDUCATION BLDG, ROOM 602
UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

SURVEY DEADLINE IS APRIL 15, 1994

Merengue, Plantains, and Teaching

by Seth Kugel, P.S. 156, New York, NY

When 7 year old Sheyla Escoto entered my classroom last September, all I knew about her was that she had just moved to New York City from the Dominican Republic. In fact, I, like so many other teachers in our school system, knew little about any of my students' family lives. So when Sheyla's parents invited me to spend the summer with them in Santo Domingo, I gladly accepted. They were returning home to visit their family for the first time since they had come to New York; I was hoping to improve my Spanish and break down the barriers between me, a 23-year-old white guy from the Boston suburbs, and my students, 3rd grade Latino kids from the Bronx.

Our differences had created problems for me during my first year in the classroom. For example, when I asked my kids to brainstorm a list of fruits, I had never heard of half the things they suggested. (What the heck is a *guanábana*, I wondered?) When they brought music to our end-of-the year party, I still thought merengue topped lemon pies and salsa went on tortilla chips.

I felt left out. I had so many questions. What kind of life did my kids lead before they came to New York? How do you cook a plantain? Why do so many people who love their country so much leave it in the first place? All year, I had collected kids' stories that began, "When I was in Santo Domingo," read journal entries about "my cousins visiting from Santo Domingo," and listened to kids talk about winning dance contests in Santo Domingo. When we studied China, one boy asked if Beijing was anywhere near Santo Domingo.

The Escoto family and I flew to the Dominican Republic a few days after school ended. When we arrived on a humid July night, I was ready for some warm embraces from a few relatives and some help with the luggage. Instead, Sheyla and her family were engulfed in a frenetic mob of cousins, aunts, uncles, grandmothers, nieces, and nephews, all screaming, hugging, dancing, and practically fainting from the excitement. At least 15 family members had rented a bus to pick us up at the airport at 3 a.m. The closest thing I had ever seen to this loving mayhem was on Family Feud when a family wins $10,000. Sheyla's relatives chanted, sang, and laughed throughout most of the 45-minute bus ride.

When we arrived at their small home, more cousins, aunts, uncles, grandmothers, nieces, and nephews streamed out to begin a second round of screaming embraces. They asked me to make a speech, but I was too overwhelmed by culture shock and too embarrassed about my Spanish to say anything. It occurred to me that this is how Sheyla must have felt last year when I called on her in English class.

They asked me to make a speech, but I was too overwhelmed by culture shock and too embarrassed about my Spanish to say anything. It occurred to me that this is how Sheyla must have felt last year when I called on her in English class.

By midmorning, the relatives had gone home, and I began to settle into what would become my lifestyle for the next month. There were plenty of adjustments to make. I had to get used to sharing a small bedroom with Sheyla's fifth grade brother, suffering through frequent power outages that rendered fans and refrigerators useless in the stifling heat, and eating goat meat without complaining. My difficulties with some Dominican foods helped me understand better how some of my newly arrived students must feel in our school cafeteria in New York. They often stare blankly at sloppy Joes or fish sticks, eating nothing for the entire lunch period.

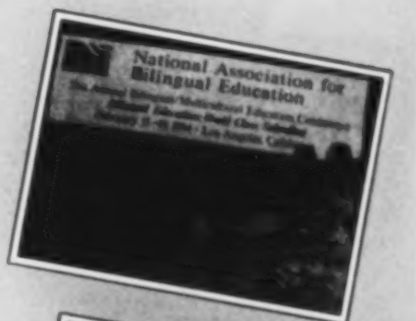
Although I didn't eat everything either, I learned a few culinary terms that have already served me well in the classroom. A word problem I used in math last year -- "If Maria goes to the supermarket with a dollar and buys one turkey sandwich for 89 cents, how much change does she get?" -- this year became, "If Maria goes to the *bodega* with a dollar to buy *yucca* for 89 cents how much change does she bring home to her grandmother?" And, when we studied bar graphs, we counted how many students prefer their plantains boiled mashed, or fried, instead of doing the "favorite kinds of ice cream" exercise suggested in the teacher's guide.

Every evening after dinner, family members moved chairs outside. They talked, listened to music, and sometimes drank beer with neighbors, as the kids played nearby. This became my favorite time of day; it reminded me of the open, friendly atmosphere of a college dorm. The neighborhood was built so that eight families shared what you might call a backyard. There were always plenty of people to talk to and plenty of friends for the kids to play with. It was a far cry from the Bronx, where people such as the Escotos bolt their doors and don't let their kids play outside after dark, if at all. In Santo Domingo, kids as young as three run off with neighbors.

One night, I made an attempt to overcome the greatest cultural obstacle -- my fear of dancing merengue. I already knew by observing my students in New York that most Dominicans are better dancers by age two than I could ever hope to be. In Santo Domingo, someone was always willing to dance with me when music was playing, which, excluding power outages, was all the time. Everyone would stop what they were doing to watch me make a fool of myself. They were also kind enough to point at me and laugh out loud, which was nice and certainly boosted my confidence.

Continued on page 35

NABE '94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World-Class Schooling,

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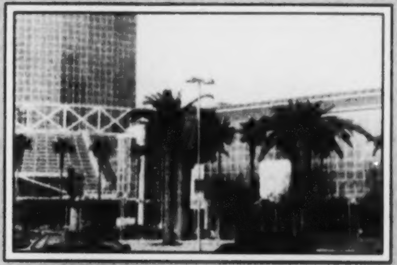

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World-Class Conference!

1976

NABE/Coca-Cola Nationwide Writing Contest for Bilingual Students 1994 Winning Essays

Sponsored by *Coca-Cola USA*

"What Bilingual Education Means to Me"

GRADES 3-5
FIRST PLACE:
MARTIN A. LOZANO
Grade 3
Jensen Elementary School,
Pasadena, Texas
Teacher: Mrs. Aleman
Principal: Edward Chavallier

GRADES 6-8
FIRST PLACE:
JOSIE OLIVARES
Grade 7
Taylor Middle School,
Lovington, New Mexico
Teacher: Joe R. Palomo
Principal: John Connell

GRADES 9-12
FIRST PLACE:
SABINO MOLINAR
Grade 12
Rio Grande High School,
Albuquerque, New Mexico
Teacher: Robert Cisneros
Principal: Verónica García

What Bilingual Education Means to Me

by Martin Lozano

To fly a kite, you need the wind. To learn English, you need bilingual education. That was something my father said when I asked him what he thought of bilingual education. I think bilingual education is very important because it is giving me, and all the Hispanics, a chance to learn a new language. It provides the opportunity to learn and experience a new culture, while staying in touch with your own culture.

Learning two languages is fun. And my bilingual teacher makes it easy, too. I think my bilingual teacher knows just what it takes to make each lesson easy to understand. I feel very lucky and proud that I have bilingual parents. They can help me and guide me when I am in need. They say bilingual education is like having an open door to a better future. And, that being bilingual is a true talent anybody can achieve. I thank my parents, teachers, and God that I have such talent. I am bilingual!

What Bilingual Education Means to Me

by Josie Olivares

Bilingual education is important to me because I was raised as an Hispanic. I come from a family where Spanish is spoken all the time. When I started school it was hard for me to understand English, since I was not used to listening to it. But I was happy that I had a chance of attending a class where the students spoke two languages. It was in these classes where I had good bilingual teachers who taught me little by little and step by step. This is important to me.

Bilingual education is not just learning another language and leaving your old language behind. No, bilingual education is learning and understanding two languages. It is sad that there are people that do not think the way I do and as soon as they learn a new language, they forget the one they grew up with.

You have more opportunities knowing and understanding two or even three languages. A person gets a better job that way.

In class we have studied about family values. I value my language, my music, and the foods I eat. I enjoy all kinds of music. I don't care in what language it is, as long as I understand it. I like hamburgers and pizza but I love Mexican food. I have listened to many stories in both English and Spanish and I still want to hear some more because both languages are so creative.

Cultures invent many things. I am very grateful to the person who invented bilingual education. It has solved a lot of problems.

What Bilingual Education Means to Me

by Sabino Molinar

Bilingual education is important to me because it is my personal belief that it is the method to expand one's horizons in knowledge and human comprehension. Since I have been directly related in one way or another with bilingual education, I understand that my reasons could differ from those of others because personal opinions and experiences are taken into account.

About four and a half years ago, my family and I arrived in Albuquerque, New Mexico looking for a better life and better future. We came from Mexico to this beautiful country with the same dreams every immigrant has when he leaves his native land. What does this have to do with bilingual education: Well, at that time I spoke virtually no English. I was lucky to come into a middle school and later into a high school that had a bilingual education program. My experience with this program helped me to learn English promptly and to maintain good grades in my regular classes. While I was learning English, my instructors kept me working with my native language, however, that helped me not only to retain my Spanish, but fortunately to improve it. Learning bilingually, I did not just learn English, but I saved and improved my pride in being Hispanic. I believe languages are the basic expression of every culture and they should be encouraged to be saved since this is a multicultural country. So important is language in a culture that once language is lost, such culture no longer exists. In other words, bilingual education helped me to save my language, and in effect, my culture, which I inherited from my parents. By adopting a second language and culture, like I did, I have been able to relate, understand, and appreciate both languages instead of discriminating any one of them.

I understand that the more knowledge a person has, the more opportunities that person has to succeed in life. In the near future, bilingualism is going to be a need rather than a luxury. Bilingual education prepares students for such a future. This education should be available to every student in this country since our future will demand a better educated population in order to keep up in a competitive world. I hope I can use my education to help the nation in which I live now and that offers me unlimited opportunities to get the best education possible and of course, the nation in which I was born and raised. With my education, it will be gratifying to help make these two countries the best places in the world in which to live. I'm proud of bilingual education because it has helped me to learn a second language and to appreciate and love my native language and culture. I will always be proud of being bilingual and Hispanic.

SECOND AND THIRD PRIZE WINNERS

GRADES 3-5	GRADES 6-8	GRADES 9-12
SECOND PLACE	SECOND PLACE	SECOND PLACE
NORA DELIA CARDENAS	ZHANNA SHULMAN	DORIS M. CERVANTES
Grade 4	Grade 7	Grade 12
Phoenix Elementary School, Phoenix, Arizona	Rogers School Chicago, Illinois	Sierra Vista High School Baldwin Park, California
Teacher: Arcello Martínez	Teacher: Ms. Neyman	Teacher: Charlene Fried
Principal: Camerino López	Principal: Mr. Storozuk	Principal: Marilyn Ghirelli
THIRD PLACE	THIRD PLACE	THIRD PLACE
ALIDA VERDUZCO	NANCY CASTILLO	MARTIN TORRES
Grade 3	Grade 7	Grade 12
Olive Street School, Porterville, California	Taylor Middle School Lovington, New Mexico	San Diego High School San Diego, California
Teacher: Mr. Rivas	Teacher: Joe Palomo	Teacher: Ms. Walsh
Principal: Mr. Villacan	Principal: John Connell	Principal: Dr. Amparan

NABE salutes the runners-up in each category of the 1994 Contest, and shares in the pride which their teachers and principals must feel in such talented bilingual students; and not just for those who were selected as winners, but for all the participants in this year's contest. Congratulations!

1978

Resources for Bilingual Educators

Across Languages and Cultures - Bernardo M. Ferdman, Rose-Marie Weber, and Arnulfo G. Ramirez, Editors. This book examines the linkage between literacy and linguistic diversity, embedding them in their social and cultural contexts. It illustrates that a more complete understanding of literacy among diverse populations and in multicultural societies requires attention to issues of literacy per se as well as to improving an educational process that has relevance beyond members of majority cultures and linguistic groups. The focus of the book is on the social and cultural contexts in which literacy develops and is enacted, with an emphasis on the North American situation. 352 pages, $17.95 paperback ISBN 0-7914-1815-4. State University of New York Press, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851. (607) 277-2211.

Contemporary Spanish-Speaking Writers and Illustrators for Children and Young Adults, A Biographical Dictionary - Edited by Isabel Schon. A guide to contemporary Spanish-speaking authors and illustrators for young readers. It features personal and professional information on more than 200 contemporary Spanish-speaking authors and illustrators from Argentina, Bolivia, Chile, Costa Rica, Cuba, Mexico, Peru, Spain, the United States, Uruguay, and Venezuela, as well as complete listing of their books written in Spanish for Children and young adults. $49.95. Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881. (203) 226-3571.

The Digest of Education Statistics, 1993. A 496-page book published by the U.S. Department of Education's National Center for Education Statistics (NCES), provides a single source for the latest education data. It contains 412 tables, 34 charts, definitions, a guide to sources, a comprehensive table of contents, and an index. The Digest presents a compilation of statistical information covering American education from kindergarten through graduate school. Some of the tables provide data over time--some beginning as early as 1870--to show trends. Others include differences by state, race/ethnicity, sex, age, parent education, region, income level, etc. Copies of the Digest of Education Statistics, 1993 are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. The stock number is 065-000-00606-5 and the price is $33.00. GPO Order Desk (202) 783-3238.

The "Eye of Awareness": Probing the Hidden Dimension of Bilingual Education - Jim Hickerson, Project Director and Ed Tennant, Project Author. This program is designed for students and teachers in any Native American context. Whereas most bilingual programs deal with language and surface culture, this program explores "the pulse of life beneath the skin of events," the subtle cultural values that determine what we do with language. For teachers new to Native American contexts, the program delivers insights into Native communication values that can enhance results in both the classroom and community. The program builds cultural awareness through an Introduction and 36 colorful bulletins delivered on a weekly basis. The student course explores both human and cultural values in a way that lets students recognize and become comfortable with sharply contrasting cultural values. The author calls the intensive language development that takes place in the course, "language through Total Human Response."

"Eye of Awareness" Teachers Bulletins (Intro & 36 Bulletins, 166pp.): $25.00

"Eye of Awareness" Student Course (Teacher Guide in two parts with student overheads and handouts; 240 pp.): $25.00

"Eye of Awareness" Monograph (research, rationale, results): $4.00

For more information, contact Jim Hickerson, Bering Strait School District, Box 225, Unalakleet, AK 99684. Tel: (907) 624-3611.

From East to West: The Asian American Experience - This program uses historical events to explore the settling of Asian Americans in this country. Key concepts relating to migration, struggles, and assimilation into American mainstream are examined. Also includes Asian contributions to American lifestyles via the arts, music, clothing, cuisine, and architecture. (1992--Color--22 min.) 1 video and teacher's guide. No. RB877 $89.00. Grades 5-8. Knowledge Unlimited, Box 52, Madison, WI 53701-0052. Call Toll-Free 1-800-356-2303.

Hispanic Culture Video Series - This series presents the background and historical development of Spanish influence on history, culture, and society in different parts of the world. Programs are presented in English and Spanish. These are some of the titles:

Bilingual American - Explores the bilingual-bicultural nature of American society. It also presents ethnic festivals of Hispanics, Asians, Italians, and other minority groups. One video, No. VK45485 (Color-25 min), $49.95.

Mexican People and Culture - The program focuses on history, geography, and historical development of Mexico and the role of Mexican-American in the contemporary society. One video, No. VK4537X (Color-25 min), $49.95.

Puerto Rico: History and Culture - A historical survey of Puerto Rico from the 15th century to the present. One video, No. VK45361 (Color-25 min.), $49.95.

To order, call: Knowledge Unlimited, P.O. Box 52, Madison, WI 53701-0052. 1-800-356-2303.

School-to-Work: Opportunity or Barrier? - The ASPIRA Association, Inc. This is the fifth in the ASPIRA Issue Brief series. It provides recommendations to federal and local policy planners wanting to design an equitable quality program. It also provides the information Latino community leaders need to get involved in the debate. Other briefs address national testing, school choice,

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RESOURCES

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school finance equity, and minority scholarships. Copies of all are available for 50 cents each by contacting Publications, ASPIRA Association, Inc. 1112 16th Street, NW, Suite 340, Washington, DC 20036.

Starting Point - A magazine created especially for Limited English Proficient students. *Starting Point* is for adolescents and adults at the beginning to intermediate skill level. It gives students access to information about events that affect their lives and shape their world. Each issue is organized around a central topic. This allows exploration of such subjects as science, history, geography, technology, and math. This content base is the background for language skills development. Reading, writing and oral language opportunities are integrated throughout the magazine. Each issue includes a feature story, related articles, a literature section, a lifeskills section, a picture dictionary, puzzles, games and cartoons. Also included is a special reading section on maps, charts, or graphs. A "Letters by Students" feature appears in each issue, which provides a forum for LEP students to share their opinions, experiences, and feelings. 4 issues per school year $11.95 + 10% shipping and handling charge. To order, call: Rolo Publishing Co., 13255 S.W. 88th Lane, Suite 308, Miami, FL 33186. 1-800-654-4081.

Volando - by Corby's International - A 16 story adventure of "Guita," the little Monarch caterpillar and "Señor Cuervo," the black crow. This Spanish language teaching program is orchestrated to give children and adults the opportunity to learn another language naturally. The approach used is based on the principle that learning is increased when the elements of fun, imagination and emotional involvement exist. The program expands this natural learning process by engaging students in a variety of coordinated activities that, by participation, adapts the material to fit each student's own learning style. Students read along with the story on tape that has sound effects and dramatic music in the background, and mimic the different characters voices. Students practice speaking skills using the paper finger puppets. Understanding and speaking a language is more than just learning new words and their meanings. It also involves recognizing gestures and tone of voice. With this program, students experience the language by listening, watching, playing games and participating in an exciting adventure story. *Volando* (Home Program) $257.00. Corby's International, 3625 Aspen Ct., Boulder, CO 80304. Phone (303) 449-4814.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information concerning any item listed in this column, you must contact the item's publisher directly.

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MERENGUE

from page 29

Still, there was no way to avoid dancing in this merengue-intensive city. By summer's end, I had danced in the morning, afternoon, and evening, in the house, in the street, at parties, at weddings, and on the cousins' porch. I never got to be very good, but I couldn't complain; how could anyone complain about a country where the people love to dance?

So I wondered: If people dance so often here, don't worry much about crime, and get to be with their families, why do so many leave the country and end up in New York?

Before long it became obvious that New York is as much an obsession with Dominicans in Santo Domingo as Santo Domingo is with my Dominican kids in New York. All I had to do was mention the words Nueva York and I would hear: "My father is there." "My sister is there." "My husband is there." And often they would add, "I'm waiting for the papers to come through, so I can join them."

People barely acknowledged the often nightmarish stories their Dominican-American relatives tell them about crime and unemployment and violence in the schools because in their minds the opportunities outweigh the risks.

I got back to New York eager to start the new school year. Last year, my students were mysteries to me. This year, I know more about why they are here and how they feel. I relate better to their parents. I can tell the difference between merengue and salsa. If more families were kind enough to invite teachers into their lives, and more teachers were willing to accept, we would all learn a lot. All in all, I am a better teacher, thanks to the generosity and openness of Sheyla and her family.

Reprinted with permission from Teacher Magazine, Volume 5, #4, January 1994. Seth Kugel is a third-grade teacher at Public School 156 in New York City, and a member of Teach for America.

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classroom teachers (50%) who use computers" (Roberts & staff, US Congress Office of Technology Assessment, 1987, p. 7). The same report points out that only 1% of commercially available software programs are designed for students learning English as their second language.

Many school districts, especially those located in urban areas with high concentrations of minority-language students, have recently witnessed the rapid introduction of expensive "computer-managed instructional systems", the marketing strategies for which have been targeted *specifically* on high-level administrators of school districts with many low-achieving, "at-risk" students (that is, with large numbers of culturally diverse students from immigrant and racial and ethnic minority backgrounds). A central computer (usually located in the principal's office) acts as the "file server" for a school-wide network of computers, typically with 4-25 stations situated in every classroom. The central computer dispenses sequences of computerized lessons on, for example, phonics or reading comprehension to the classroom terminals. As students listen to robot-like voices readiing out their options, they press keys to select from among multiple-choice "answers"; their keystrokes are faithfully recorded by the central computer and form one important basis for each student's grades.

Theoretically, these computerized workbook activities are supposed to help students learn to read and write, although the pupils whose learning they "manage" rarely press any keys other than "a", "b", "c" or "d". But here is the telling point: the central computer is in fact connected by a modem to company headquarters. The same modem could be used to link teachers and students to other classrooms around the world, but it is not. International networking is usually reserved for another group of children than the ones managed by these computer systems.

Thus, computer literacy has come to mean one thing for upper track students who, targeted for future elites, are offered opportunites for preparatory practice with the computer as the preeminent technological tool for today's world of work, and quite another for "low exponent" students, who must have their learning "managed by computers", much as their performance will be monitored when they enter the future lower echelons of tomorrow's workforce. Perhaps it is not surprising that this two-tiered implementation should have prevailed over competing approaches; opportunities within North American society are certainly as determined by class as in any "Old World" nation.

Indeed, the clearest illustration of the hidden flaws in the recent arguments for computer literacy is the patent lack of need for elaborate public "consciousness-raising" as to the inner workings of the microprocessors that have been embedded in consumer products. Obviously, the less that any consumer needs to know about the functioning of a "smart toaster" with a computer chip, the better and more competitive the product. A principal design goal of every manufacturer of consumer items is to make the functionings of the silicon chips which add value to their products as unobtrusive as possible. However, the urgency of the drive for computer literacy among the general citizenry and especially among workers raises more complicated issues.

Most projections of the technological requirements for tomorrow's workforce focus on two trends: first, toward a *deskilling* of job requirements for most workers and second, toward a *globalization* of even starker contrasts between technological "haves" and "have-nots". With regard to the first trend, how can we explain the discrepancy between the contradictory call for upgraded computer literacy skills in schools and the future *deskilling* of most jobs? Certainly, as Rosenberg (1990) notes, the content of all of the various types of computer literacy courses currently in schools are *equally irrelevant* not only for today's but, in a matter of months, for tomorrow's job needs. Douglas Noble is closest to the mark when he suggests that the changing and constantly upgraded definitions of computer literacy simply serve to erect one more "credential barrier" to employment in meaningful work for already disenfranchised minority students.

Computer Networks: A Promising Alternative to Computer Literacy

As argued in previous columns, computer networking — using computers to connect educators around the world in order to work on parallel curriculum projects — represents an alternative to the decontextualized approach of computer literacy.

> "International trends towards greater population mobility and increased global interdependence, both economically and politically, highlight the need to develop more effective ways of promoting intercultural cooperation and understanding in our education systems. In order to foster interdependence and cooperation we need *global education* programs that will prepare students to function in multilingual/multicultural contexts both nationally and internationally. The best preparation for effective international cooperation in the future is clearly direct experience of cooperative learning activities — ideally involving students from other cultures — in the present" (Cummins & Sayers, *NABE NEWS*, v17, n4).

If bilingual educators at every level — elementary, secondary and tertiary — do not seek common cause in the effort to demand equal access to computing resources, we will in fact have squandered whatever potential computers and computer networking may hold for creating, nourishing and sustaining the genuine learning commu-

Continued on page 45

Upcoming Events

March 24-25, 1994 - Center for Migration Studies 17th Annual National Legal Conference on Immigration and Refugee Policy, Washington, DC. Contact: Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1199. Tel. (718) 351-8800. FAX (718) 667-4598.

April 7-9, 1994 - Coca-Cola Valued Youth – National Training Seminar, and Fourth Annual National Conference, San Antonio, TX. For more information call: (210) 684-8180, or Intercultural Development Research Association (IDRA). Tel. (210) 684-5389.

April 13-15, 1994 - New York University Conference, "Brown Plus Forty: The Promise." Contact: Dr. LaRuth Gray, Associate Director, 32 Washington Place, Room 72, New York, NY 10003. Tel. (212) 998-5100. FAX (212) 995-4199.

April 14-16, 1994 - Washington Association for Bilingual Education Annual Conference, "Regional Excellence Through Collaboration". Cavanaugh's Inn at the Park, Spokane, WA, 99201. For more information, contact WABE at (206) 838-9685.

April 15, 1994 - Third Annual Secondary Bilingual and English as a Second Language Conference, "Building Our Strengths," Phoenix. Contact: Virginia Corder, Welcome Center-MetroTech, 1900 West Thomas Road, Phoenix, AZ 85015. Tel. (602) 440-4584.

April 15-17, 1994 - New York State Association for Bilingual Education 17th Annual Conference, "Bilingual Education: From Research to Quality Pedagogy," Uniondale, NY. Contact: NY SABE, Fordham University, 113 W. 60 Street, Room 1025, New York, NY 10023.

April 19, 1994 - Bilingual/ESL Technical Assistance Center (BETAC), "The Whole Child: Assessment and Instruction for Culturally and Linguistically Diverse Students with Special Needs," Rochester. Contact: BETAC, (716) 352-2406.

April 22, 1994 - 18th Annual National Hispanic Women's Conference, Los Angeles Convention Center, Los Angeles, CA. For more information, call: (213) 722-7807.

April 27-30, 1994 - The National Association for Asian and Pacific American Education Annual Conference, "Asia and the Pacific in the 21st Century: Language and Culture," Honolulu. Contact: NAAPAE 1994 Conference, c/o HAAPE, PO Box 5060, Kaneohe, HI 96744. Tel. (808) 734-6364, Emilie Hargrove; (808) 593-8894, Rasalind Mau. FAX: (808) 596-2391.

April 29 - May 2, 1994 - International Parent-to-Parent Conference, "Weaving the Future from the Fabric or our Past," Asheville, NC. Contact: Family Support Network, The University of North Carolina, CB#7340, Chapel Hill, NC 27599.

May 1-3, 1994 - Third Annual National Conference on Family Literacy, "Family Literacy: The Foundation for Strengthening a Nation," Louisville. Contact: National Center for Family Literacy, Waterfront Plaza Suite 200, 325 West Main Street, Louisville, KY 40202-4251.

May 13, 1994 - California State University at Los Angeles will hold a conference on the education of Central American students in North American schools. Contact: Mario Castañeda (818) 966-8331.

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CLASSROOM — *from page 9*

and native language support as resources for career awareness instruction.

Adoption site personnel receive an extensive array of supplementary materials to assist them in implementing their adoptions of Project MAINE. These materials include: (1) handbooks on evaluation, dissemination, parental involvement, staff training, and ESL/bilingual resources; (2) a series of cultural awareness materials; (3) native language versions of selected curricular units; and (4) sets of videotapes and accompanying manuals on parental involvement and on accommodating cultural considerations in career awareness instruction.

Methods

Project MAINE facilitates local systemic educational change and fundamental educational improvement. It fosters interdisciplinary collaboration through integrating both career awareness and cultural awareness across the content areas, including mainstream personnel in training, and utilizing school-based specialists (e.g., guidance counselors). Project MAINE promotes multicultural education by encouraging adopters to include culturally and linguistically diverse guest speakers and mainstream students in classroom instruction. It converts the community into a classroom through encouraging field trips to local job sites and coordination with school-business partnerships and mentoring programs. It also contributes to student's motivation to complete school by coupling acquisition of employability skills with acquisition of language proficiency and by building connections between education and work, course content and careers.

Jeff Smith is the Coordinator of Project MAINE and can be reached at Portland Public Schools by calling (207) 874-8135, or by faxing (207) 874-8130.

__Editor's Note__: Contributions to the **In the Bilingual Classroom** *column should be sent to Olga Hudecek at ELS, 2129 S Street, NW, Washington, DC 20009. Phone: (202) 462-5510.*

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VFW — *from page 5*

Neal Smith (D-IA), Stephen Horn (R-CA), Ed Pastor (D-AZ), Robert Menéndez (D-NJ), Gary L. Ackerman (D-NY), Nancy Pelosi (D-CA), Patsy Mink (D-HI), Michael J. Kopetski (D-OR), Don Edwards (D-CA), Ronald D. Coleman (D-TX), David Bonoir (D-MI), Esteban E. Torres (D-CA), Lucille Roybal-Allard (D-CA), Nydia M. Velázquez (D-NY), David R. Obey (D-WI) and Maxine Waters (D-CA).

By recorded vote (see *Congressional Record* tally on page 39), Rohrabacher Amendment # 1 was defeated by a whopping, bipartisan 329-78 margin.

The House is not expected to complete consideration of H.R. 6 before the week of March 21st. Still ahead are votes on Rohrabacher Amendment # 2 and the Roth Amendments to title VII of the bill which reauthorizes the Bilingual Education Act. Rohrabacher Amendment # 2 bars undocumented aliens from receiving any benefits or services under the ESEA. The first Roth Amendment strikes a series of provisions in Title VII of H.R. 6 respecting native-language instruction, including the critical definition of "bilingual education." The net effect of Roth Amendment #1 would be to narrow the purpose of bilingual education from student mastery of English plus continuous, comprehensive academic progress to English acquisition only. The second Roth Amendment would repeal the Bilingual Education Act altogether!

The Roth and Rohrabacher Amendments have few organizational proponents and many opponents. The Clinton Administration has formally stated its opposition to all four of the Rohrabacher and Roth Amendments. So also have the following education and civil rights entities:

Asian Law Caucus
ASPIRA Association, Inc.
American Association of School Administrators
American Federation of Teachers
Asian-Pacific American Labor Alliance, AFL-CIO
Chinese for Affirmative Action
Council of Chief State School Officers
Council of Great City Schools
California School Boards Association
California State Department of Education
Cuban-American National Council
Hispanic Association of Colleges and Universities
International Reading Association
Japanese American Citizens League
Mexican American Legal Defense and Educational Fund
Multicultural Education, Training and Advocacy
National Association for Bilingual Education
National Association of Elementary School Principals
National Association of Federally Impacted Schools
National Association of State Boards of Education
National Conference of State Legislatures
National Education Association
National HEP-CAMP Association
National Hispanic Leadership Agenda
National School Boards Association
National Council of Educational Opportunity Associations
National Council of La Raza
National Council of Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Parent Teacher Association
National Puerto Rican Coalition
The Navajo Nation
Organization of Chinese Americans
Puerto Rican Legal Defense and Educational Fund
State of New York
Texas Education Agency
U.S. Catholic Conference
U.S. Conference of Mayors

The next issue of the *NABE NEWS* will include an update on H.R. 6 and the votes on the Roth and Rohrabacher Amendments as well as an outlook for Senate action on ESEA Reauthorization.

• NABE •

Rohrabacher Amendment #1 Vote, H.R. 6, March 3, 1994

AYES (78)

Archer
Armey
Baker (CA)
Baker (LA)
Ballenger
Bartlett
Bereuter
Boehner
Bunning
Burton
Buyer
Callahan
Coble
Collins (GA)
Combest
Cox
Crapo
Cunningham
Deal
DeLay
Doolittle
Dornan
Dreier
Duncan
Dunn
Everett
Fawell
Fields (TX)
Fowler
Franks (NJ)
Franks (CT)
Gallegly
Gingrich
Goodlatte
Goss
Grams
Hancock
Hastert
Herger
Hunter
Istook
Johnson, Sam
Kim
Kingston
Linder
McCandless
McCollum
McHugh
McInnis
Meyers
Mica
Michel
Miller (FL)
Molinari
Myers
Oxley
Packard
Paxon
Petri
Pombo
Ravenel
Rogers
Rohrabacher
Roth
Royce
Schaefer
Sensenbrenner
Shaw
Shuster
Smith (OR)
Smith (TX)
Solomon
Spence
Stearns
Stump
Walker
Zeliff
Zimmer

NOES (329)

Abercrombie
Ackerman
Allard
Andrews (ME)
Andrews (NJ)
Bacchus (FL)
Bachus (AL)
Baesler
Barca
Barcia
Barlow
Barrett (NE)
Barrett (WI)
Barton
Becerra
Beilenson
Bentley
Berman
Bevill
Bilbray
Bilirakis
Bishop
Blackwell
Blute
Boehlert
Bonilla
Bonior
Borski
Boucher
Brewster
Brooks
Browder
Brown (FL)
Brown (OH)
Brown (CA)
Bryant
Byrne
Calvert
Camp
Canady
Cantwell
Cardin
Carr
Castle
Chapman
Clay
Clayton
Clement
Clyburn
Coleman
Collins (MI)
Condit
Conyers
Cooper
Coppersmith
Costello
Coyne
Cramer
Crane
Danner
Darden
de Lugo (VI)
DeFazio
DeLauro
Derrick
Deutsch
Diaz-Balart
Dickey
Dingell
Dixon
Dooley
Durbin
Edwards (CA)
Edwards (TX)
Ehlers
Emerson
Engel
English
Eshoo
Evans
Ewing
Faleomavaega (AS)
Farr
Fazio
Fields (LA)
Filner
Fingerhut
Fish
Flake
Foglietta
Ford (TN)
Ford (MI)
Frank (MA)
Frost
Gejdenson
Gekas
Gephardt
Geren
Gibbons
Gilchrest
Gillmor
Gilman
Glickman
Gonzalez
Goodling
Gordon
Gunderson
Gutierrez
Hall (OH)
Hall (TX)
Hamburg
Hamilton
Hansen
Hayes
Hefley
Hefner
Hilliard
Hinchey
Hoagland
Hobson
Hochbrueckner
Hoekstra
Hoke
Holden
Horn
Houghton
Hoyer
Huffington
Hughes
Hutchinson
Hutto
Hyde
Inglis
Inhofe
Inslee
Jacobs
Johnson (SD)
Johnson (GA)
Johnson, E. B.
Johnston
Kanjorski
Kaptur
Kasich
Kennedy
Kennelly
Kildee
King
Kleczka
Klein
Klink
Klug
Knollenberg
Kolbe
Kopetski
Kreidler
Kyl
LaFalce
Lambert
Lancaster
Lantos
LaRocco
Lazio
Leach
Lehman
Levin
Levy
Lewis (GA)
Lewis (CA)
Lewis (FL)
Lightfoot
Lipinski
Livingston
Lloyd
Long
Lowey
Machtley
Maloney
Mann
Manton
Manzullo
Margolies-Mezvinsky
Markey
Martinez
Matsui
Mazzoli
McCloskey
McCrery
McCurdy
McDermott
McHale
McKeon
McKinney
McMillan
Meek
Menendez
Mfume
Mineta
Minge
Mink
Moakley
Mollohan
Montgomery
Moorhead
Moran
Morella
Murphy
Murtha
Nadler
Neal (NC)
Neal (MA)
Norton (DC)
Nussle
Oberstar
Obey
Olver
Ortiz
Orton
Owens
Pallone
Parker
Pastor
Payne (VA)
Payne (NJ)
Pelosi
Penny
Peterson (MN)
Peterson (FL)
Pickett
Pickle
Pomeroy
Porter
Portman
Poshard
Price (NC)
Pryce (OH)
Quinn
Rahall
Ramstad
Rangel
Reed
Regula
Reynolds
Richardson
Ridge
Roberts
Roemer
Romero-Barcelo (PR)
Ros-Lehtinen
Rose
Roukema
Rowland
Roybal-Allard
Rush
Sabo
Sanders
Sangmeister
Santorum
Sarpalius
Sawyer
Saxton
Schenk
Schroeder
Schumer
Scott
Serrano
Sharp
Shays
Shepherd
Sisisky
Skaggs
Skeen
Skelton
Slattery
Slaughter
Smith (NJ)
Smith (IA)
Smith (MI)
Snowe
Spratt
Stark
Stenholm
Stokes
Strickland
Studds
Stupak
Sundquist
Swett
Swift
Synar
Talent
Tanner
Tauzin
Taylor (MS)
Tejeda
Thomas (WY)
Thompson
Thornton
Thurman
Torkildsen
Torres
Torricelli
Towns
Traficant
Tucker
Underwood (GU)
Unsoeld
Upton
Valentine
Velazquez
Vento
Visclosky
Volkmer
Walsh
Waters
Watt
Waxman
Weldon
Wheat
Whitten
Williams
Wilson
Wise
Wolf
Woolsey
Wyden
Wynn
Yates
Young (AK)
Young (FL)

NOT VOTING (31)

Andrews (TX)
Applegate
Bateman
Bliley
Clinger
Collins (IL)
de la Garza
Dellums
Dicks
Furse
Gallo
Grandy
Green
Greenwood
Harman
Hastings
Jefferson
Johnson (CT)
Laughlin
McDade
McNulty
Meehan
Miller (CA)
Natcher
Quillen
Rostenkowski
Schiff
Taylor (NC)
Thomas (CA)
Vucanovich
Washington

CHANGES (5)

Cantwell, Walsh, Chapman, Thomas (WY) "aye" to "no." Miller (FL) "no" to "aye."

PAIRS (2)

Taylor (NC) for, Miller against. Thomas (CA) for, Green, G. (TX) against.

1984

ASSESSMENT

from page 8

Another necessary prediction is that the comprehension of discourse in an second language will be facilitated when the discourse itself is linked to culturally relevant and familiar experiences of the learner, and more importantly, when respect is paid to native experiences of learners. Empirical evidence that this is so is provided by Chihara et al. (1989) and Al-Fallay (1993). More importantly, Al-Fallay has shown that the benefit enjoyed in the comprehension-phase of discourse-processing (owed to accommodating the culturally relevant experience of the learners) generalizes to new material that has not been encountered previously. This result parallels, confirms, and extends the findings by Taira that the benefits received from episodically organized materials generalize to ones not encountered previously. Al-Fallay's results go a step further. They show that even culturally unfamiliar material will be handled with greater comprehension in the long run provided the material studied is deliberately linked to the learners cultural background.

In conclusion, normal language-minority students can be more easily differentiated from language-minority students with genuine "disabilities" or "disorders" if they are assessed in their strongest representational system. It makes no sense to expect deaf children to process audible speech (or to lip-read English) nor does it make sense to test speakers of Spanish, Hmong, Laotian, or any other language in English. Educators and legislators have made enough excuses for such lunacies. It is time to change them.

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(310) 985-5525
AA/EOE/Title IX.

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Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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PRESIDENT

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your continued support to insure that H.R. 6 passes the House, and later the Senate, and eventually becomes law. Please continue to support this reauthorization effort with your calls and letters to our elected officials. When you receive an action alert from NABE, please respond to it -- as quickly as possible -- and if you have **any** questions, call us at the Washington office. H.R. 6 is our hope for the most enlightened federal policy on bilingual education and the education of language-minority students. It will take all of our support to secure its passage. **Please continue to be involved!**

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Immigrant Students

Column Editor : Vivian W. Lee, National Center for Immigrant Students, Boston, MA

Blending In and Getting Lost: Immigrant Students Who Challenge Common Assumptions -- Part Two

by Vivian Wai-Fun Lee
and Jenny Kaplan

Today's immigrant student is typically thought of as non-white and proficient in a language other than English: usually Latino from Latin American countries; Asian, from China and Southeast Asia; or Haitian. In reality, there has been an increase in immigration in recent years from countries where children share physical characteristics with white American students and also from countries where English is commonly spoken. In part one of this article, the authors looked at challenges faced by the former Soviet immigrants who share physical characteristics with white American students. In this part, part two, the authors explore issues pertaining to immigrant students who come to this country already proficient in English.

Many English speaking immigrant students in U.S. schools come from Caribbean islands such as Trinidad and Jamaica, and from South Asian countries such as Pakistan and India. Although these students do not contend with language barriers, they do confront, among other issues, racism and accent discrimination; which both have serious consequences for students' social and cultural development, and for their academic success.

Caribbean Immigrants

For many Caribbean immigrant students, prejudice and discrimination are new experiences (Foner, 1984). According to Merlene Samuels, Racial Equity Coordinator at the New England Desegregation Center in Rhode Island, "In your native country, you are validated. Your teachers look like you... (Here,) children of color clearly don't see themselves in the curriculum, and they often don't see teachers that look like them." John Darrell, a retired assistant principal in Brooklyn, NY, pointed out that frequently Caribbean immigrant children do not feel accepted in U.S. classrooms: "They say, I'm not accepted by the other children, and the teacher doesn't like me because I'm black.' So they immediately lose their identity in the classroom."

Moreover, many Caribbean students experience accent discrimination. "When children speak Jamaican English instead of American English, U.S. born classmates often tease them, making them feel inferior, and eventually causing them to withdraw into silence," said Hazel Reid of the New York City Board of Education. One Boston Public School teacher affirmed, "American kids tend to tease them about their accent. And this is one of the reasons they quickly adopt an American accent." In some instances, teachers shave off excessive points from grades, or inappropriately refer these immigrant children to special education classes because of their accent and "misuse" of American English syntax.

Because these students are English proficient, they generally do not have access to newcomer programs where limited English proficiency is often the key eligibility criterion.

Additionally, many undocumented and/or economically disadvantaged students do not come to this country with complete school records, and are conveniently slotted in lower tracks, lower grade levels, or special education classes. Undocumented parents are not likely to challenge such placement for fear of revealing their immigration status. Not surprisingly, these students may "quickly become 'disenchanted, high risk dropouts' when not placed in appropriate instructional programs" (Clarke/Obebe, 1991).

It is important for educators to bear in mind the diversity among Caribbean immigrants. Families from Jamaica, for example, consider themselves distinct in coming from a specific country, with a specific history and cultural heritage. Unfortunately, many educators interviewed indicated that on a school or institutional level, Caribbean immigrant children are not recognized as coming from diverse cultural, linguistic, and national/ethnic backgrounds; instead, they are subsumed under the umbrella of African American, or simply, black. As a result, they become lost or invisible to the adults in the larger school community.

In the classroom, teachers often fail to see the uniqueness of these students and subsequently do not respond appropriately to their needs, or challenge them. On a personal level, many Caribbean immigrant students develop low self-esteem due to persistent teasing and rejection by their American-born peers and, either consciously or unconsciously, struggle to find acceptance by assimilating rapidly.

Laura Littlefield, ESOL Department Chair for Pompano Beach Middle School in Broward County, Florida believes these students choose assimilation to cope with the rising anti-immigrant sentiment. She reported, "Many of these children will not self-identify as Jamaican or Haitian because they are afraid they will be verbally or physically assaulted by U.S. born children... The attitude of many U.S. born children is, 'if they're from another country, they're no good.'"

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Racial discrimination and social rejection many lead to disruptive behavior or gang formation among these students. Ms. Littlefield explained, "My opinion, from working with children for twenty years, is that generally kids join gangs to feel important, to belong. For immigrant children, there's an additional reason. Once these children are part of a gang, they can say, "Hey, this is an American group, and they accept me.' For some, it's the only way to be accepted.

Pompano Beach Middle School is developing and extending programs that help students to both appreciate their differences and find the more profound ways in which they share commonalities. However, Ms. Littlefield also feels that curricula and support materials that are culturally specific to Caribbean children need to be in place.

In New Jersey, Marc Maurice, Assistant Principal at East Orange High School, echoes this concern. His school provides access to a basic skills program and a structured peer support group for all its students. Caribbean students also form their own informal network of peer support. However, culturally specific academic support does not yet exist. School personnel are presently developing new programs for Caribbean immigrant students.

Some Caribbean students who succeed against all odds in school may find themselves barred from attaining higher education because they are undocumented, and therefore not eligible for state or federal aid to college. The future of undocumented students is a rising concern shared by many immigrant communities.

Dr. George Irish of the state-funded Caribbean Research Center in New York City calls for more research to establish school policies to address the challenges Caribbean immigrant students face. Until now, funding for needed research has been limited. The New York State Board of Regents, however, recently passed a recommendation to the state legislature that $8.25 million be set aside to serve English-speaking Caribbean immigrant students. This, according to Dr. Irish, is the first time the Board of Regents has taken a policy position on English-speaking immigrant students. He believes they finally took action because "this is the only immigrant group that is excluded from receiving federal funds."

Dr. Irish also believes U.S. schools need culturally specific classroom materials and assessment methods. To that end, the Research Center, with the support of City Councilmember Una Clarke and Assemblymen Nick Perry and Ed Griffith, has set up a Transition Institute for Immigrants serving Caribbean immigrant students. The Institute provides family guidance, student support, teacher training, and curriculum and assessment tools development.

South Asian Students

English-speaking South Asian students face many of the same challenges as their Caribbean immigrant counterparts. Also a culturally diverse group, South Asian families may come from India, Pakistan, or Bangladesh. Each country has its own culture, religious customs, and languages besides En-

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glish. In addition, South Asian families might have lived in England or countries in Africa for generations before their entry to the U.S.

South Asian students also face accent discrimination. Indrani Ray, an Indian American community leader from New Jersey, reported that in the classroom, South Asian immigrants "are laughed at and mocked by native-born majority Americans. Usually a person with an accent is silenced. They are made to feel they are not as worthy as the person sitting next to them who has no Asian accent, and grow up feeling this way."

Unlike their Caribbean counterparts, however, South Asian immigrant students do not physically "blend in" with other ethnic or national groups. As their numbers increase, so does their visibility. In many communities across the country, South Asians have had to face increased anti-immigrant sentiment and recent anti-Asian violence. Gang members in New Jersey calling themselves "Dotbusters" (the"dot" in reference to the tika married Indian women wear on their foreheads) have physically attacked South Asians, accusing them "stealing jobs" from "true' Americans" (Prasad, Accent statement of purpose). It is unclear whether this violence spills over into schools, or how this violence affects students' day to day learning.

Additionally, these children contend with a striking dissonance between home and school cultures. In school, according to one Pakistani American elementary school teacher, South Asian children are encouraged to speak out and show independence. At home, parents expect their children to honor traditional cultural values, nd group responsibility is stressed. South Asian children's home culture usually also include different religious practices than most American children.

This dissonance between home and school culture has important implications for the classroom. Many children may be leading "a double life." Neeta Patel, former Program Director at Asian Americans United in Philadelphia, reported that Indian boys are pressured to support their families economically, even if this means sacrificing personal aspirations in order to pursue an education that will channel them into a "lucrative profession." If a young South Asian expresses an interest in human services s a career choice, Ms. Patel added, "his priorities and values are questioned."

These students have little space in school to talk about cultural conflicts because, like the Caribbean immigrants, they have little access to newcomer programs. This is where community-based organizations that provide a youth service component can be critical. They provide a space for students to discuss these issues, support each other, and develop a voice for themselves.

An important key to more completely serving South Asian immigrant students lies in teachers' professional development. Teachers must more fully understand South Asian children's ethnic and national heritage, and their families' cultural values so they may then assist students in developing skills to effectively negotiate between U.S. and home cultures. For instance, many South Asian parents still forbid their daughters from participating in extracurricular activities in school, and arranged marriages are still prevalent in their communities. U.S-born teachers often do not know very much about such marriages, have a strong negative reaction to this institution, or both. When children who adhere to their parents' wishes are confronted by negative assumptions about their home culture, the experience can be traumatic.

Due to common assumptions and the lack of legal mandates in serving newly-arrived English-speaking immigrants, there has been little or no programmatic attention paid to these students. For these students to thrive in school, educators must learn more about these students and recognize them both as individuals and as part of a specific cultural group, and work with immigrant communities to help foster an educational experience that supports the development of the multiple facets of their identity.

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Vivian Wai-Fun Lee directs the National Center for Immigrant Students, a program of the National Coalition of Advocates for Students. Jenny Kaplan, M.Ed., is an ESOL instructor and a certified foreign language teacher.

Editor's Note: *Contributions to the* **Immigrant Students** *column should be sent to Ms. Vivian W. Lee, NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116. Phone: (617) 357-8507.*

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be faciliated through the use of individual and group multisensory activities, a variety of literary genre in both languages, visual aids, and computer assisted instruction.

Students will share cultural experiences and learn about other cultures in a non-threatening environment. The classroom atmosphere will not only be multicultural, but also will allow both sets of students, English speaking and Spanish speaking, to engage in language acquisition through natural situations. The language study will be divided equally into English and Spanish using a variety of ESL and second language training techniques.

As our Hispanic population continues to be recognized as the fastest growing minority and will be the largest minority in the year 2020 (Maciás, 1985; Developing Associates and Research Triangle, 1984) then we must move toward a bilingual biliterate, bicultural society. If our schools are failing our at-risk students now, the future at-risk students will equally be lost so we must diversify some of our instructional methods to meet the needs of society. After all, United States education operates on the premise that education is for all (Ravitch, 1983). Therefore, language teaching must diversify to accommodate those students who are underachievers.

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The basis for the Success Station lies within most states' bilingual education framework. It is a transitional bilingual program aimed at secondary Spanish speaking LEP students; but it also includes at-risk English speaking students. Students will be allowed to remain in the program for three years at the middle school level. Multiple entry points allow a new student to enter the ongoing program, while tutoring is provided in addition to regular language classes. All students, regardless of achievement levels, learning style, race or ethnic origin, socioeconomic status, home language, or future academic goals may begin learning a language early (i.e. at the middle school level) and continue second language training in a well articulated sequenced curriculum (Met and Rhodes, 1990). Upon entering high school, LEP students should not only feel confident in English and have a broader background in Spanish, but non-LEP's should enter the advanced Spanish program after a language proficiency exam and exhibit higher levels of achievement in English on criterion referenced tests. If the program were continued at the high school level, it is expected that both sets of students would be bilingual and biliterate at the time of graduation.

Conclusion

Learning a second language at any age is a challenging task. However, at whatever age one begins, a positive attitude toward the target language is critical. There must be personal identification, appropriate cultural training and acceptance of the culture: not in an assimilation manner, but in a pluralistic one.

Benjamin Bloom (1964) said that learning differences can be greatly reduced with appropriate environmental and learning conditions. Children need a psychologically productive environment to enable them to reach maximum potential. Bilingual immersion and traditional immersion differ in two ways: 1) bilingual immersion is not a sheltered instruction or environment like most traditional programs; and 2) second language learners are not separated from native speakers of the target language but purposefully mixed. Traditional second language programs are for language majority students (English speaking) as foreign language enrichment program, but the bilingual immersion program can serve the needs of both groups, language majority and language minority simultaneously. Thus, both groups of students benefit from the opportunity to enhance and maintain native language while concurrently acquiring a second language. Success Station is a two-way program with the goal of developing bilingual proficiency for all its participants. This program is designed to draw on the natural resources of the school and the diverse culture of the community. Instruction is facilitated with strong teacher support and parental involvement. The success station is the two-way language environment needed to help low achieving Spanish and English speaking students meet the national goals and to help them live, learn and work in a global marketplace.

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Editor's Note: *This article was contributed by NABE's Secondary Education Special Interest Group (SIG), co-chaired by Clarissa Jeanne Plair. For more information about the SIG, or this column, contact her at: P.O. Box 967, Killeen, TX 76540. Phone: (817) 526-8361.*

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TECHNOLOGY

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nities so desperately necessary if we are to confront the social, cultural, economic and ecological challenges of the coming years — that is, the sort of learning communities which have deep local roots in the community *as well as* an extensive global reach. Instead, the "haves" will retain or strengthen their ability to shape technological innovations to their own advantage, and the "have-nots", when not completely excluded from access to technology, will be more often manipulated by computers and computer networking than in control of these powerful technologies.

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Editor's Note: In the last issue of the NABE NEWS (Vol 17, #4), authorship of the article entitled "'Educational Reform' and Global Learning Networks" which appeared in this column was attributed to Jim Cummins. The article was, in fact, co-authored by both Jim Cummins ***and*** *Dennis Sayers (this column's regular editor), and should have been credited as such. NABE NEWS regrets the error.*

Contributions to the **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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NABE '95

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the United States. *"In Europe or Canada,"* Dr. Cummins pointed out, *"for anyone to say that bilingualism shuts doors is absurd; or that monolingual education opens the door to the world ...We are looking at a process of intellectual xenophobia."* He encouraged attendees to tell people to wake up; that other countries are jumping on the multilingual bandwagon. The challenge is to accept the paradigm shift in the concept of power from coercive to collaborative notions of power so that education takes into account the reality of the world.

OBEMLA Director Eugene Garcia addresses the attendees at the OBEMLA National Professional Development Institute, held in conjunction with NABE '94.

The Pleasure Hypothesis was the topic of Dr. Stephen Krashen's keynote address. He began by explaining that activities that are good for language acquisition are typically perceived of as pleasant and, on the other hand, activities that are *not* good for language acquisition are very often perceived to be unpleasant. He noted that comprehensible input is good for language acquisition, both in formal and informal settings, and that there are parallel arguments in the area of reading where comprehensible input is delivered through free voluntary reading. The more free voluntary reading one does, the better the literacy development. Citing numerous research studies, Dr. Krashen pointed out that people who read more typically read better. One study with high school ESL students in particular found that for every week the students read, they made a month gain on standardized tests. Dr. Krashen reviewed the activities he believes hurt language acquisition and the research supporting his views, including forced speech, error correction, and grammar study, noting that one can get very good at language without these three activities. Dr. Krashen then discussed the concept of "flow," the situation when one becomes totally immersed in an activity and loses track of time and self. Reading is the most often mentioned activity of "flow." Bilingual education, he says, takes advantage of what the human brain does well -- language acquisition (as opposed to language learning). He believes, however, that the results could be even better if bilingual education programs were able to take advantage of free reading. He noted that the average number of books in the homes of language minority students (as found in the Ramírez study) was 22 and that the number of school library books in Spanish per child was only one. Dr. Krashen outlined the characteristics of good bilingual education programs -- comprehensible input, subject matter knowledge through the native language, literacy through the native language, and enrichment, continuing bilingual instruction -- and how reading could enhance each of these characteristics. He believes free reading can serve as the bridge between basic interpersonal communications skills and cognative -academic language proficiency. Dr. Krashen pointed out a major problem, however, which is the cost of books. He encouraged publishers to make books less fancy; to use alternatives to paper; and to begin a price war. He also suggested the cut back or even elimination of standardized testing of language, because of its impact on student and teacher behavior (studying and teaching to the tests), and using that money for books. *"Literacy is one problem we can throw money at. Dollars put in school libraries directly relate to literacy achievement."*

> *"For every $1 put in a HeadStart program," he noted, "society saves $7 down the road... The choice is to build more jails, or to invest in education."*

NABE '94 major speakers on Thursday included OBEMLA Director Eugene García on the topic of unity through diversity, Office of Indian Education Programs in the Department of Interior Director John Tippeconnic on language as the key to culture and learning, Sociolinguist Joshua Fishman on ethnolinguistic consciousness, and a panel comprised of Edward De Avila, Paul Martínez, Cecilia Navarrette and Marlene Kamm on the educational assessment of language-minority students. On Friday, Linda Wing, director of the Urban Superintendents' Program at Harvard University addressed language, learning and leadership; Office for Civil Rights Director Norma Cantú discussed civil rights issues and challenges for the 90s; OBEMLA

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Research and Evaluation Division Acting Director Gil García and a panel of bilingual education students talked about the advantages of being bilingual; and the reauthorization of the Elementary and Secondary Education Act was addressed by NABE Executive Director Jim Lyons, MALDEF staff members Arturo Vargas and Theresa Fay-Bustillos, Congressional Hispanic Caucus Staff Director Rick López, and John Fitzpatrick, Legislative Assistant in the Office of Representative Xavier Becerra. Saturday's major speakers included Sonia Nieto from the University of Massachusetts at Amherst on multiculturalism, educator and lecturer Harry Wong on classroom management, and Gregorio Luke, from the Embassy of Mexico, on artist Frida Kahlo.

Ten different day-long Institutes gave participants the opportunity to examine issues in-depth regarding Special Education, Early Childhood Education, Research, Asian and Pacific American Education, Native American Education, Cooperative Learning, Parental Involvement, Secondary Education, Education Policy, and Teaching Multiple Language Groups. Half-day intensive sessions focused on grant proposal writing, developmental bilingual education, cooperative learning, testing, secondary education, and whole language.

A special National Professional Development Institute, sponsored by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education, was conducted in conjunction with the NABE conference, offering Title VII project directors and staff an opportunity to examine issues related to professional development, standards and assessment, and instructional practices.

The largest-ever NABE Exhibition -- with more than 350 exhibit and job fair booths -- reflected the interest of publishers, school districts and corporate America in the education of language-minority students. Special recognition and appreciation goes to the Platinum Sponsors of NABE '94: *Coca-Cola USA*, also the sponsor of the Nationwide Writing Contest for Bilingual Students; Houghton Mifflin, also the sponsor of the official poster for NABE '94; DDL Books, sponsor of the canvas tote bags for registration; Jostens Learning Corporation; Santillana Publishing Company, who brought keynote speaker Carlos Fuentes; and Apple Computer, who so generously also provided the equipment and technical expertise for on-site registration and the technology sessions as well as providing computers for the winners of the Nationwide Writing Contest for Bilingual Students.

Gold Conference Sponsors included Macmillan/McGraw-Hill School Division, also sponsor of the Bilingual Teacher and Bilingual Instructional Assistant of the Year Competitions; and Paramount Publishing Education Group. Silver Sponsors included the Embassy of Spain, which provided scholarships to the Summer Institute on Children's Literature in Spain for the winners of the Teacher of the Year Competition; Galaxy Classroom, which provided satellite dishes for classroom use by NABE's honoree; Harcourt Brace Jovanovich; Nestlé USA; Programa para las Comunidades Mexicanas en el Extranjero, Sre., which provided trips to Mexico for the teachers of the year; the Riverside Publishing Company, Scholastic, Inc., and ScottForesman.

NABE also appreciates the Conference Supporters: Addison-Wesley Publishing Company, Ballard & Tighe Publishers, Carvajal International, Fontana Unified School district, Reifler Associates, Inc., and Sony Educational Systems Division. All of these organizations support NABE and they deserve your support!

NABE honored several individuals at its Annual Banquet, which was emceed by actor and recording artist Cheech Marin. The Citizen of the Year Award was presented on behalf of NABE by U.S. Representative Xavier Becerra to Juana Gutiérrez, founder of Mothers of East Los Angeles. The President's Award was pre-

Registrants and visitors flood the NABE '94 Exhibit Hall at the Los Angeles Convention Center. The Hall, with more than three hundred and fifty exhibit booths, was one of NABE's largest ever -- and certainly was one of NABE's most heavily patronized, including during the opening night ceremonies.

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sented by NABE President Kathy Escamilla and U.S. Representative Ed Pastor to three persons who have made significant contributions in the field of bilingual special education: Leonard Baca, Alba Ortiz, and Phil Chinn. For the first time ever, the NABE honoree was a school district. NABE chose the Calexico Unified School District from California as its honoree in recognition of the total transformation of the school district through the implementation of a district-wide bilingual education program.

NABE also introduced the winners of its annual competitions at the banquet. Julia Guajardo, an elementary bilingual teacher in the Houston Independent School District, and David Mirich, a secondary bilingual teacher from the Denver Public Schools, tied as NABE Bilingual Teachers of the Year for 1994. Cruz Hernández, also from Denver, was awarded the NABE Bilingual Instructional Assistant award for 1994. Closing out the awards were the three winners of NABE's Outstanding Dissertation Competition: first place winner Patricia Prado-Olmos, second place winner Min-Ling Tsai, and third place winner Jacklyn Blake Clayton.

The success of NABE '94 would not have been possible without the dedication of the local conference committee chaired by Jesse Franco and Geraldine Herrera of the Los Angeles Unified School District. A special thank you also to Don Dustin, Lila Silvern, Diana Hernández, Rita Esquivel, John Attinasi, Teresa and LeRoy Lucero, and the hundreds of other volunteers who assisted with the school visits, student entertainment, student artwork, VIPs, and concurrent sessions. NABE also appreciates the support of numerous educational agencies and organizations throughout the state of California and across the country including the California Association for Bilingual Education, the California State Department of Education, California State University at Long Beach, Interface Network, Kagan Cooperative Learning, the Los Angeles County Office of Education, the Mexican-American Legal Defense and Education Fund, National Association of Asian and Pacific American Education, National Association for the Education of Young Children, National Association of Hispanic Superintendents, National Center for Research on Cultural Diversity and Second Language Learning, National Clearinghouse for Bilingual Education, National Council of La Raza, Orange County Office of Education, and the Santa Monica/Malibu Unified School District.

NABE '94 was a memorable conference. We hope to see every NABE member and bilingual educator from the entire country in Phoenix, February 14-18, 1995. Make your plans now!

• NABE •

The 1994 NABE Citizen of the Year, Juana Beatriz Gutiérrez, poses with her award together with the presenter, U.S. Representative Xavier Becerra. Mrs. Gutiérrez, founder of Mothers of East Los Angeles, has been a tireless leader in her community for over three decades.

National Association for Bilingual Education

Actor and recording artist Cheech Marin at the podium during NABE's Annual Awards Banquet on Friday night. Master of Ceremonies for the evening, Cheech Marin recently released a bilingual children's recording, gaining both critical and popular success. The NABE attendees, young and old alike, enjoyed his performance as well.

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students who come to them with rich life experiences, extensive linguistic accomplishments, uneven academic preparation, and limited-but-developing abilities in English. Because use of a language other than English in the home appears to be related to dropping out of school (NEGP, 1993, p.44), educators need to improve their understanding of both the linguistic and cultural dimensions of these students' experiences. Ultimately, to monitor progress toward this Goal, the array of indicators used to monitor school leaving will need to improve.

Goals 3 and 4: Academic Achievement

Goal 3 states that American students should leave Grades 4,8, and 12 having demonstrated competency in challenging subject matter in English, mathematics, science, history, and geography. Goal 4 calls for U.S. students to be first in the world in science and mathematics achievement. Efforts to clarify high standards and develop better ways of assessing students' success in reaching them have been initiated; however, instruction must also be stressed. Merely raising the cross bar will not teach a novice athlete how to pole vault better: If coaching and practice are essential to the development of athletic abilities, certainly instructional and curricular inputs are crucial to student achievement.

NEGP's 1992 report showed that American 9-year-olds compare well with their counterparts in other nations in science and math achievement. As teenagers, however, American students fall behind, and their interest and achievement in math and science never catch up. Math and science achievement for ELLs probably parallels these trends, though definitive data are not available. Some studies suggest that adequate instructional offerings in math and science typically are not open to ELLs (Minicucci & Olsen, 1992). For instance, primary indicators for Goal 4 in the 1992 and 1993 Goals Report include the number of Advanced Placement tests taken and scores on them. Research has shown that programs for many ELLs do not provide access to courses that would prepare them for such tests-in any language (Pennock-Roman, 1992). Providing instruction in ELLs' first language appears to produce gains in math and English achievement comparable to the general population, in addition to developing increasing levels of competence in the first language (Ramirez, 1992). Also, a language learner becomes proficient at social interaction before understanding complex, cognitively challenging, academic language (Cummins, 1989). While there is variation in the rate at which students acquire language, research shows they may need 5 or more years to develop cognitive academic language proficiency (Collier, 1992). In order for ELLs to fulfill their academic promise and to achieve the national goals, high quality instruction should be provided in students' first language for several years, preferably while they are learning English. Most importantly, they must be provided access to high quality content, including college preparatory coursework (Center for Applied Linguistics, 1993). Model programs such as Cheche Konnen (Rosebery, et al., 1992), developed in Cambridge, MA, provide standards against which the quality and success of science programs for ELLs can be measured.

Interestingly, ELLs bring knowledge and abilities to schools that can help the nation achieve two of the five objectives connected to Goal 3: namely, that the percentage of students competent in more than one language will substantially increase, and that all students will be knowledgeable about the diverse cultural heritage of the nation and the world. In the 1992 and 1993 NEGP reports, a main indicator of language learning was completion of high school foreign language courses, which does not recognize the large numbers of youngsters who already know a language other than English. In assessing progress toward Goal 3, we must consider how well the linguistic competencies and wide cultural awareness that ELLs bring to schools are being preserved, enhanced, and shared among all students. Under Goal 3, it would also be appropriate to give ELLs credit for learning a foreign language - English.

Moving ELLs Toward The Education Goals: Implications

Student Demographics

We cannot help all students meet the Goals unless we know who they are, including understanding their linguistic and cultural backgrounds. Demographic trends should affect program design and instruction. It is imperative that systems be put in place to collect adequate information about students' language backgrounds and educational histories, including languages in which they have been taught and the curricula of those courses.

Staff Development

The Goals assume all educators are able to prepare all students to achieve them. Although most teachers will have the privilege of teaching ELLs during their teaching careers, many do not know how to tailor instruction for this population. All educators need professional development opportunities to help them understand the backgrounds and educational needs of ELLs. All teacher preparation programs should include information and experience in teaching ELLs.

Instruction

The same standards must guide the instruction of all students, including ELLs. Studies have documented important instructional features that can help ensure the educational success of ELLs. Whatever program model is chosen, challenging academic programs need to be made available to ELLs at all levels. Research also suggests that attention to the first language is crucial to academic development (Collier, 1992; Ramirez, 1992).

Assessment Systems

While there are many measures of English proficiency that provide initial profiles of ELLs' English language abilities, the availability of appropriate academic achievement

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Early Childhood Special Interest Group

SIG Co-Chair: Lourdes Diaz Soto, Ph.D., Lehigh University, PA

NABE '94: Early Childhood Institute Summary

by Lourdes Diaz Soto, Ph.D.

Extending our hands and our hearts as collaborators in the field of Early Bilingual Education has reaped many rewards, including a newly emerging relationship with the National Association for the Education of Young Children (NAEYC). At the 1994 NABE Conference in Los Angeles, the Early Childhood Education Institute (initiated by our recently honored NABE Pioneer Dr. Lily Wong Fillmore), was co-sponsored by both NABE and NAEYC. The collaborative efforts of members of NABE's Early Childhood Special Interest Group (Antonia Lopez, Alice Paul, Lily Wong Fillmore, Lourdes Diaz Soto) and members of NAEYC's Multicultural/Bilingual Panel (Carol Brunson Phillips, Cathy Gutierrez, Rebecca Barrerra, and Lourdes Diaz Soto) helped to guide the Institute. We counted close to 600 participants who visited the Institute this year.

The Institute was entitled, *"Creating an agenda for change: Preparing ourselves to meet the cultural and linguistic challenges of young children by the 21st century"*. Dr. Eugene Garcia helped to set the tone for the Institute with a keynote address emphasizing the need to view issues of language, culture and cognition as an integral part of child development. Dr. Garcia highlighted three issues the need for high expectations, the need to view linguistic and cultural diversity as a resource, and the view that early childhood educators will have an advantage in the educational reform agenda.

Dr. Carol Brunson Phillips reminded us of the work by Tove Skutnabb-Kangas calling for a policy capable of protecting linguistic human rights. Her passionate and scholarly appeal was well-received by the participants. Dr. Phillips also reminded us of our role as teachers and as agents of social change.

Dr. Guadalupe Valdez relayed examples of "warriors class families". Dr. Valdez pointed to the very positive role families play by providing "consejos" and an ability to educate ("educar") in culturally appropriate ways. Dr. Lily Wong Fillmore spoke about the sociocultural context and its effects on practices, relaying the language loss experienced by African Americans, Native American children, and immigrant groups. The process of becoming a part of the larger society has led to a "wounded spirit". "How can a diverse society reap such intolerance?" she asked. Dr. Fillmore continues to inspire the work of so many.

Antonia Lopez relayed practical ways that early childhood educators can listen and become more sensitive to the implicit and explicit needs of parents. The fears expressed by parents regarding issues of language and culture can be symptoms of very specific and real needs.

Discussions at the working session group (led by Lily Wong Fillmore, Alice Paul, and Lourdes Diaz Soto) helped us to identify ways for creating an agenda for change. The following position statement was presented by the "home language group".

Position on Home Language and Culture in ECE Programs

1. ECE programs for children in a diverse, multicultural society must value, respect, and support the maintenance, continued development, and expanded use of their home languages--whatever they are.
2. Further, they must value, respect, and support the family's cultural beliefs and understandings about child development, and they should recognize and respect the family's child-rearing practices.
3. We recognize that in a diverse but nonetheless unified society not only must the society's institutions be ready to make necessary and appropriate adjustments to accommodate the differences that exists across the group -- but members of different groups may need to make adjustments in their practices in order to take part in the larger society.
4. It is critical that ECE professionals be sensitive to the needs of families and children as they undergo the process of adaptation, and be supportive of them in making positive adjustments.
5. We affirm the value of language development for all children in this society, and support the goal of bilingual or multilingual development for all inhabitants of the 21st century in America.
6. We must respect and protect the rights of groups to choose their own level of participation in the large society.
7. We recognize that it is the right of all groups in the society to maintain their own languages and cultures which are expressions of their histories, experiences, values, and beliefs. It is a human right.

Additional discussions centered on leadership development, school district policies, parent education. The groups requested a replication of the Institute at the 1994 Annual Conference of the NAEYC in Atlanta, Georgia.

In addition to the work of the Institute, we held our yearly Special Interest Group Business Meeting. We are pleased to congratulate Karen Martin and Mary Conti who volun-

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teered to assume new SIG roles as co-chairs of the Early Childhood Special Interest Group. In addition, Amie Beckett will serve as secretary, while many others have volunteered to guide the SIG in a most active manner. It has been extremely heart warming to see the interest that the SIG has generated over the past five years. We have tried to assure that the issue of home language remains at the forefront of discussions capable of impacting the lives of young children and families. It is my hope that the new leadership will continue to emphasize the need for home language maintenance and preservation for our youngest learners. We wish the new SIG leadership well in their new roles as they continue to move the agenda of the SIG.

In the meantime, we plan to continue the work of the Institute in coming years, in order to dialogue and address the more pressing and salient issues impacting young linguistically and culturally diverse children and families. We hope you will continue to participate and support the work of the bilingual-early childhood professionals in NABE. Many thanks to all of the participants and presenters who helped to make the Institute informative and rewarding.

Editor's Note: *This article was contributed by NABE's Early Childhood Education Special Interest Group (SIG), chaired by Lourdes Diaz Soto. For more information about the SIG, or this column, contact her at: Lehigh University, MTC - Iacocca Hall, 111 Research Drive, Allentown, PA 18105. Phone: (215) 758-6097.*

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measures is inadequate. Moreover, fear of low scores too often results in ELLs being exempted from school district testing programs. Better measures of linguistic and academic competencies are needed at the local, state, and national levels (Council of Chief State School Officers, 1991). Assessment systems must be sufficiently flexible to allow students to demonstrate academic knowledge through different linguistic modes, including oral presentations. Testing that does not match the language of instruction often results in underestimation of ELLs' academic achievement. At the local level, such assessment strategies as performance and portfolio assessment need to be carefully scrutinized to ensure that they are not unfair to ELLs. Test data collected for accountability purposes should be disaggregated to show the performance of ELLs as a group. If all students are to achieve the ambitious National Education Goals, assessment systems must be refined so that all students can show what they can do.

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May 1, 1994 National Association for Bilingual Education Volume 17, Number 6

House Passes ESEA Reauthorization Bill

Resounding Defeat of Roth Amendment Signals Strong Support for Bilingual Education; Senate Expected to Act Quickly on ESEA Reauthorization

by James J. Lyons, Esquire
NABE Executive Director and
Legislative & Policy Counsel

Before Congress adjourned for the Easter/Passover holiday recess, the House of Representatives passed, by a vote of 289-128, H.R. 6, the Elementary and Secondary Education Act (ESEA) reauthorization bill. The House-passed legislation (see past issues of the *NABE NEWS* for details on the legislation and its development) represents a major advance in federal education policy, especially as it relates to the education of limited-English-proficient students and their families. With respect to both Title VII, the Bilingual Education Act, and Chapter 1, the largest federal elementary and secondary education program, H.R. 6 incorporates virtually all of the features of H.R. 3229, a bill initially introduced by the bipartisan Congressional Hispanic Caucus, legislation NABE helped to develop.

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Before passing H.R. 6, the House defeated two amendments by Rep. Dana Rohrabacher (R-CA) directed against undocumented students and an amendment by Rep. Toby Roth (R-WI) to strike Title VII from the bill, thereby eliminating the Bilingual Education Act. The decisive defeat of the Rohrabacher and Roth Amendments was the product of an unprecedented collaborative effort involving virtually the entire education community and responsible leaders from both parties in Congress. The defeat of the Rohrabacher and Roth amendments, discussed later in this article, represents the triumph of rational, humane, bipartisan law-making.

Important Features of H.R. 6 for LEP Students – Chapter 1

H.R. 6 redesignates Chapter 1 as Title 1, the name originally given to the 1965 program for economically disadvantaged students. The new Title 1 program is revamped to stress systemic educational improvement rather than remedial services. The new Title 1 program emphasizes high academic standards, school-wide programming, comprehensive child services through the coordination of resources available under different federal programs, parent involvement, authentic assessment of student progress, and on-going staff development. The House did not go along with the Title 1 formula proposed by the Clinton Administration which would have shifted millions of dollars from current Chapter 1 schools to schools with large concentrations on poverty. The House did, however, approve a modified version of the concentrated-poverty formula to guide the distribution of future funds in excess of current appropriations levels.

H.R. 6 removes provisions in existing law which inhibit the participation of limited-English-proficient (LEP) students in Chapter 1 programs. Moreover, the bill mandates the development of Title 1 programs and services which are educationally appropriate for LEP students. Because of the enormous resources available under the Title 1 program (currently more than $7 billion), and the fact that most LEP students meet the poverty eligibility requirements, the reforms of the Title 1 program brought about through H.R. 6 will prove to be of great value to limited-English-proficient students and the educators who serve them.

Important Features of H.R. 6 for LEP Students – Title VII, Part A

The Bilingual Education Act reauthorized through Title VII of H.R. 6 provides a strong foundation for a new generation of bilingual education programs. The House-passed bill continues Title VII as a competitive, capacity-building program focused on local education agency pro-

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NABE NATIONAL OFFICE

1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
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Message From The President

Proud to be a Bilingual Educator

by Dr. Kathy Escamilla

To start this message, I simply want to say that I have always been proud to be a bilingual educator. Having had the opportunity to serve as NABE Executive Board President this year has made me prouder than ever to be a part of this field. Our mission to provide quality educational services to language-minority students and their families is the *most* critical issue in education facing the United States in the 1990's. My experiences this year with people in our field have convinced me that my colleagues in bilingual education have the commitment, skill and knowledge base to meet the challenges that face us.

As you will read in detail elsewhere in this issue of *NABE NEWS*, H.R. 6 was passed out of the U.S. House of Representatives on March 24th, by an overwhelming vote of 289 to 128. Included in H.R. 6 is the Reauthorization of the Bilingual Education Act (Title VII). As you know from NABE's Action Alerts, several amendments to Title VII were proposed. One of these amendments, offered by Representative Toby Roth (R-WI), would have totally eliminated the Bilingual Education Act from H.R. 6. This amendment was defeated soundly, by a vote of 334-58. This margin of victory was so great that Rep. Roth did not offer his second amendment, which would have removed critical references to "native language" from Title VII including in the definition of "bilingual education" itself.

The vote for H.R. 6, including a Bilingual Education Act which promotes bilingualism as a program goal, together with the defeat of the Roth amendments, is a major accomplishment. As such, it represents a strong vote of confidence for bilingual education. This vote of confidence is due in great measure to the hard work of bilingual educators from nursery schools to universities. It is also reflective of the dedication of bilingual educators to keeping our policy makers informed about the critical needs, issues, and successes in our field. Reauthorization of Title VII is now being considered in the Senate, and during the next few months, NABE will continue to be involved in the effort to secure passage of this much-needed legislation. As always, we will count on your letters, faxes, phone calls, and overall support during this entire process.

1993-1994 NABE Executive Board President, Dr. Kathy Escamilla

I also take great pride in being a bilingual educator because people in our field rarely view bilingual education as just a "job". Indeed, bilingual educators, for the most part, are deeply involved in their communities as well as in their state and local bilingual organizations. As an example of this, during the weekend of April 15-16, there are bilingual conferences being held in three states! Members of the NABE Board will attend these conferences, and we offer our best wishes for success to the states of New Mexico, New York and Washington. These conferences, and events like them, offer wonderful opportunities to further share our success stories (as well as our needs) with our colleagues and friends.

In this spirit of sharing, I would like to take this opportunity to share with you some of my concerns. Recently, the Language Minority Research Institute at the University of California released a report documenting the fact that 50% (*one-half*) of the limited-English-proficient students in the United States were receiving their instruction *TOTALLY in English*. In these classrooms, the students do not even have access to ESL instruction. These facts raise concerns for a number of reasons.

If fully one-half of our LEP students are being taught in all-English classrooms, it follows that this majority are being taught by teachers who have no preparation in either bilingual education or teaching English as a second language. This situation is one that often frustrates teachers and students alike. While we work to expand the number of bilingual programs available to these students, we must also share our expertise with the all-English classroom teachers and the other educators who are currently teaching many LEP students.

First, as we all know, LEP students in any type of educational program are most successful if they have *high levels* of proficiency, and *formal education* in their native language. That, of course, is one of the major theoretical underpinnings of bilingual education programs. Sadly, the role that native language proficiency plays in the educational success of LEP students has been widely ignored in educational fields and by educators outside of bilingual education.

As an example, five recent articles published in the *Reading Teacher* dealt specifically with teaching LEP students in all-English classrooms. All five stated that, "No one instructional approach has been found

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Immigrant Students

Column Editor : Vivian W. Lee, National Center for Immigrant Students, Boston, MA

Race/Space Relations In School

by Peter N. Kiang
and Jenny Kaplan

How do race relations affect the experiences of immigrant students as they interact within the space of a school? This article, informed by a larger study[1], shares how Vietnamese immigrant students view racial conflict and contention over space inside their urban high school.

Racial Conflict in School

We have not had confrontations, we have not had tensions.

-- the school's headmaster

I feel like I get stepped on everyday in that school.

-- a Vietnamese senior

At an urban high school, following a racial melee described uniformly by school officials, neighborhood residents, and the media as a black-and-white issue, interviews with Vietnamese students clarified that racial conflicts were daily realities affecting *all* students in the school. These informants – all of whom were immigrants in mainstream classes – described specific examples of confusion, fear, and hatred between themselves and peers of different racial, ethnic, and language backgrounds. With the school context defined in black-and-white terms, however, the complexities of race relations and the realities of these immigrant students' lives were rendered irrelevant or invisible.

As immigrant and refugee students, many referred to typical barriers of language, culture, and social isolation in school. One student, Ky, recalled: *Maybe my accent...or maybe I misuse some words that they couldn't understand, and they makin' fun of it...They don't respect me as a fellow student or, you know, as a person.* But he also complained in very clear racial terms: *They call me names... "You motherf...ing chink!"...How does that feel?*

Each student interviewed in this study recounted instances of witnessing or experiencing racial harassment. Huong observed: *In general, yeah, we don't feel safe, too, because the white kid try to bother the Asians...the white kid always messing with the Asian.* Other students like Nghia, Dung, Huong, Van, and Ngo all claimed to have been bullied by white students while Ky noted: *They are white and they black...I experience problem with black more than any other.* Dung, a ninth-grader, felt that black and Hispanic students *make discrimination* against him. Thuy, Mai and Hong also described experiences of misunderstanding and conflict with Hispanic students, and Thuy identified a Haitian girl at the school who reportedly harassed several Vietnamese girls.

> *Although in mainstream programs, their "integration" did not bring about equality, especially in relation to the school's public space. Students chose to be quiet in class, to rush through the hallways...and to avoid certain areas like the bathrooms where racial conflict was expected. Students like Ky developed specific survival strategies for moving about the school: I try to keep myself very very careful, you know. Is this what we mean by "paying attention in school?"*

When interviews were conducted in 1992-1993, the school's student body was 36% black, 27% white, 24% Latino, 13% Asian/Pacific Islander, and less than 1% Native American. For many years, the school had offered Spanish and Khmer bilingual programs. In response to the rapidly growing number of recently-arrived Vietnamese students in the system, a new Vietnamese bilingual program opened in 1993-1994.

However, these demographic realities and programmatic changes were never discussed in classes or school assemblies. With no school-wide information-sharing or community-building activities, many non-Asian students disregarded the Vietnamese students' ethnic, linguistic, and cultural identities and, instead, assigned them a racial identity under the label of *Chinese* and *Chinks*.

Confusion surrounding the Vietnamese students' presence was evident in the experiences of almost every student interviewed. Ky explained: *"Chink," they say. That's a very common name for Asian...They can't make a difference between Chinese and Vietnamese.* Thuy described similar encounters: *When we pass by them they give you some kind of like a dirty look. I just walk pass by. They say, "Look at that Chinese girl..." and then they call like, "Chinks, go back to where you belong."*

Students suggested that racial conflict in school had roots at many levels, ranging from media bias and unequal power relations between communities in the larger society, to historical baggage from the Vietnam War and ignorance about differences in

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language, culture, and identity, to the ways in which specific conflicts among individuals were handled by school officials.

An additional factor, according to Kieu, was the emergence of some Vietnamese students who were confident and proficient in English. Kieu explained that by asserting themselves as *integrated* and *equal* members of the school community, they constituted a threat to the non-Vietnamese students: *I see other Asian students...after the class change they just go straight to the class or they walk in a whole group...But it seems like we speak more English, and we walk like [we're] a part of the school, like everybody else...That's why the problems started...they want to be power in the school...When I walk in school I feel like I'm equal to anybody else. And I guess that's what they not wanted.* Kieu's analysis suggests the importance of examining relations between space, race, and power within the school.

The Struggle to Share School Space

As they recounted various experiences of racial conflict, students situated each example in a specific setting, including (but not limited to) the classroom, hallway, cafeteria, and gym. In class, Vietnamese students chose typically to be quiet to avoid having their names, faces, and accented English ridiculed by their non-Vietnamese peers. Though they tried to sit next to each other for support, students discouragingly described how even individual seats in the classroom symbolized contention over space which they did not control. Nga, for instance, recalled: *They [non-Vietnamese students] talk so rudely. Like when we sitting in their chair, right, they just should ask like, "This my chair. Can you please move?" They just say, "Get up!"* Van added, *They come and say, "You, sit over there. That's my seat."*

Outside of class, Huong remembered, *At the cafeteria...my sister, the white girl tried to beat her up* and *In the gym, the other girl...that Vietnamese girl got beat up.*

Between class bells, the Vietnamese students learned to walk to and from classes in groups with each other or alone with their heads down. Ky bitterly protested: *I feel like I get stepped on every day in that school...I mean every single day...every single period when I try to get to class...at the stair, at the hallway...they can take advantage of us...because we small, we don't speak English. And because we don't act tough.* He added: *When you going to the bathroom, certain time, it's not safe...They can jump you in there and they know [how to] escape out of the building easily, so you can do nothing about it.*

Kieu confirmed this fear of using the bathrooms with her own harrowing story: *I went to the bathroom and there was a lot of girls sitting there...they just yell out, "there's a Chink girl in the bathroom!"...My instincts told me that there was something wrong about it, but I didn't walk out...And while I was inside, she throw a mop over my head. With all water...I didn't even have a chance to pull up my pants, and they just open the door...one was pushing me, and the other was push me this way, and they try to make fun of me, and they was laughing.*

Although they were all in mainstream programs, their "integration" did not mean or bring about equality, especially in relation to the school's public space. Students chose, therefore, to be quiet in class, to rush through the hallways, to confine themselves to particular tables in the cafeteria, and to avoid certain areas like the bathrooms where racial conflict was expected. Students like Ky developed specific survival strategies for moving about the school: *I try to keep myself very very careful, you know. I think about where I'm going before I'm going there...My eye open...so I can get out some situation quickly as I can.*

These experiences raise important questions, particularly in light of goals and expectations for mainstreaming and integrating bilingual students. Who controls the school's space? Why must Vietnamese immigrant students be so careful wherever they go? Is this what we mean by students "paying attention" in school?

Furthermore, while the struggle to share space involves physical settings, sharing space has meaning beyond the physical. Where in their educational experience can these students make sense of their own multiple identities as refugees, as immigrants, as racial minorities, and as members within the larger school community? Is there any room for them in the governance process to share concerns regarding school climate, the curriculum, or other schoolwide issues?

The Struggle to Create New Space

Two years before the Vietnamese bilingual program opened, three of the students launched a Vietnamese club for the school. They hoped to create a new space for newcomers to integrate more comfortably into their new American culture and to feel more a part of the school. The Vietnamese Student Association was initiated to provide academic and ESL tutoring, advising about cultural expectations in American society, and ways to share Vietnamese language and culture. They organized three well-attended meetings with other Vietnamese students in school, but never gained much backing from the faculty or administration, particularly in terms of having an approved time and place to meet. While some teachers and staff offered help when asked, others discouraged the effort, saying that the club promoted segregation among the student body.

Without space or support, the Vietnamese Student Association dissolved by June 1992, and was not reactivated in 1992-93. Ironically, students' dedicated efforts to create space for themselves to become confident, comfortable members of the school community were perceived, by some, to be separatist, if not threatening.

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The Unfinished Journey: Restructuring Schools in a Diverse Society

A California Tomorrow Publication – 1994

__Editor's Note:__ The following article is excerpted from the Executive Summary of the report.

The Unfinished Journey: Restructuring Schools in a Diverse Society is a major new research and policy report from California Tomorrow. Based upon two years of research in 73 restructuring schools in California, this report addresses the fundamental question: Is restructuring a reform movement that offers a path to a public schooling system that once and for all addresses issues of equity and diversity?

CONCLUSIONS

I. School restructuring is an energetic, hopeful movement that is resulting in an increased focus by educators upon teaching and learning.

II. The impact of the restructuring movement depends upon building the understanding and knowledge base of teachers in how issues of race, language and culture figure in the lives and schooling of their students. There is still an alarming widespread lack of awareness and expertise on these issues.

III. The promise of the restructuring movement to make schools better for all diverse students is dependent upon building broadly inclusive processes. However, often missing from the table are the voices of those people most connected to the communities of the students.

IV. The involvement of parents and caregivers, while oftentimes a goal of restructuring schools, remains one of the most problematic aspects of reform efforts.

V. Restructuring demands new roles, skills and resources for teachers, administrators, parents and others in order to create whole school change, and to ensure a focus upon diversity.

VI. A new, but fragmented, infrastructure of professional development and technical assistance support is being created to address the needs of restructuring schools. This infrastructure must be broadened and strengthened to meet the need. And, it must build its own capacity for helping schools sites address issues of equity and diversity.

VII. To address the basic health and mental health needs of children which affect their participation in school, some schools are building new partnerships with human services agencies. The promise of restructuring to meet diverse children's needs is dependent upon such partnerships.

VIII. Reform efforts are hampered by inadequate and unstable funding and staffing.

IX. Private foundations and public demonstration projects are playing a crucial role in shaping the reform thrust in the field. They are, however, largely missing the opportunity to encourage a focus in restructuring schools upon equity for diverse students.

X. One of the most hopeful aspects of the restructuring movement is that schools more than ever reflect on their practice and strive to improve their programs. While concern about student outcomes is present in most restructuring schools, very few review sub-aggregated student data or consider the experience of groups of students of differing cultures, languages and races.

XI. The school restructuring movement is generally committed to basing reforms on the research on teaching and learning. Few, however, are specifically informed by research about appropriate schooling for the particular student populations and communities that they schools serve.

XII. System-wide reform will not be realized unless there are district and state policy mechanisms to build beyond a first generation of restructuring school., and to adequately support schools in their change efforts.

RECOMMENDATIONS

That the State Legislature:

1. Fund a second round of SB 1274 demonstration sites to allow a new generation of schools to enter the process.
2. Continue funding for the technical assistance components on SB 1274 and SB 620, and also fund efforts to strengthen and coordinate their capacity to infuse an understanding of racial, cultural and linguistic diversity into the field.
3. Pass a strong, comprehensive child-supportive state budget that recognizes the inextricable connection between basic health and human support for children and their families, and support for education.
4. Create and fund a major five-year professional development campaign with the goal of supporting mainstream teachers and administrators to develop the expertise needed to teach in a diverse society.
5. Establish an interdisciplinary task force to assess professional development opportunities for human services staff working with diverse families and develop a plan for ensuring all such staff receive adequate pre-service and inservice professional development opportunities.
6. Establish an interagency task force to investigate the extent to which credentialling policies and practices pose barriers to hiring and involvement of staff with knowledge and expertise of diverse children and families.
7. Invest in the development of a data-driven accountability system that builds upon existing data and management

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information systems and holds schools accountable for both high level standards and equitable student achievement and participation.

8. Protect the cornerstone of our free and universal public schooling system by refusing to exclude any communities of students, including undocumented immigrant children.

That the State Department of Education:

1. Document the work of restructuring schools and make these new models and knowledge available to others through publications, videotapes, conferences and other dissemination mechanisms.
2. Coordinate the infrastructures of support for current state reform initiatives (SB 1274, SB, 620, SB 1882 and SB 1470), the subject matter projects and state curriculum framework implementation.
3. Stop awarding restructuring and reform funds to school sites that do not obtain and use disaggregated data on the differential school experience of their students by specific racial/ethnic groups, gender, and LEP status for program planning and evaluation.
4. Stop funding reform efforts in schools that are out of legal compliance for serving their limited English proficient students, unless addressing that major gap is a central component of the school's reform effort.

That the County Collaboratives:

1. Work with local school districts to develop strategies for linking and coordinating human services reform with school restructuring efforts.
2. Develop strategies to ensure the participation of community based organizations with connections to racial, cultural and linguistic minority communities in the development of school linked services efforts.
3. Help coordinate, assess and improve professional development activities for educators and human service providers to learn to work in interdisciplinary teams and to understand appropriate practice with culturally and linguistically diverse families.
4. Provide sites with technical assistance on strategies for involving parents and families, for reaching out to community based organizations, and for information sharing in the school-linked service process.

That School Districts and School Boards:

1. Build infrastructures supporting reform and ensuring a focus on issues of equity and diversity.
2. Develop a policy and process for involving an expanding circle of schools in restructuring, with an eye to system-wide reform.
3. Establish policies that support the stable tenure of principals in restructuring school sites, and allow for site based principal selection.
4. Enable noncitizen parents to vote in school board elections.
5. Create time for the work of restructuring within the calendar and structure of the school year, as well as find the extra funds necessary to pay for this time.
6. Establish principles about how to allocate fiscal cuts when necessary so as to maintain an infrastructure to help schools fulfill their legal and educational responsibilities to special populations of students.
7. Must not cut professional development resources.

That District Administration and Unions Work Together to:

1. Support measures that highly prioritize the recruitment, hiring and retention of teachers from the backgrounds and communities of the students.
2. Negotiate expanded and more flexible job descriptions for teachers and administrators in restructuring schools that include more paid hours in the school year contract.
3. Create an extended base funding level for restructuring schools.
4. Provide the vision and direction for school reforms to address issues of diversity and equity.

That Restructuring Schools:

1. Develop mechanisms for school personnel to learn about who their students are, their prior schooling experiences and participation.
2. Highly prioritize professional development, particularly schools that do not have credentialed bilingual or language development specialist teachers, or that do not have teachers from the communities of the students.
3. Study and reflect upon the research literature on the educational and social/culture experiences of specific communities of students.
4. Develop --prior to the adoption of new programs or initiatives-- a language impact assessment as to how potential language barriers will be addressed in the new reform plan. This is critical in schools with language minority parent populations and/or LEP/NEP student populations.
5. Hire staff from the communities of the students whenever possible.
6. Adopt policies that ensure multiple perspectives at the formal governance and advisory levels.
7. Make it a specific mandate to address the dimensions of culture, language, ethnically and race within the mission of the school.
8. Seek multiple mechanisms to address students' academic support needs.
9. Implement formal mechanisms to ensure the participation of the parents/family/caregivers of all students-particularly those whose communications with the school are across lines of ethnicity, culture, language and national background.
10. Train all staff in cross-cultural communication for foster in-

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Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, New York University

Technology and Second Language Learning

by Dr. Karen Willetts

The use of technology in teaching second languages has been increasing dramatically over the past few years. University language departments and U.S. government agencies' language training divisions are implementing various technologies into the curriculum on a regular basis. Several school districts across the nation are creating special magnet high schools where technology, international studies, and second languages are emphasized. Technology is becoming a bigger part of both in-class and home study, as the traditional use of audio and films is supplemented by computer-assisted instruction and interactive media technologies.

The Computer as Core

The computer by itself has many capabilities for enhancing language learning but combined with other technologies — such as audio, video, modems and phone lines, and satellite dishes — the possibilities are even greater for the second language learner.

Information retrieval. Many databases, bibliographies, and multilingual dictionaries are now accessible to students for research and language learning purposes. Most information and dictionaries are stored on CD-ROM (Compact-Disc Read Only Memory). With a CD-ROM player (not like one used for music, but one that can be controlled by a computer) attached by a cable to the computer, students can retrieve all kinds of data. By using a modem (a machine that permits one computer to communicate with another off-site via a phone line), students can retrieve information from other databases — even in other countries.

Interactive audio. Computers can be used with an audio source to teach and test active listening skills. With the addition of a computer-controlled tape recorder or a CD-ROM drive, interactive audio lessons are possible. The computer permits fast access to a linear audio tape or instant access to audio stored on a CD-ROM. Visual information or activities, added via an authoring program, appear on the computer screen. Audio stored on computer disks takes too much space, so the storage of audio on CD-ROM, easily accessed by the computer, has greatly increased the use of audio lessons in an interactive environment.

Interactive video. Computers controlling a linear video (VHS) player or a laser videodisc player provide interactive video instruction. As in the case of interactive audio, the computer can provide faster access to videotape segments (without the manual fast forward or reverse), and accompanying written material is provided on the computer screen. Stills or up to 60 minutes of motion video can be stored on a videodisc (a large silver disc resembling a 33 RPM record) instead of a tape. The student has instant access to any of the 54,000 frames per side of the disc. A special videodisc player, hooked up to the computer by a cable, is required for interactive videodisc activities.

Local area networks. Computers linked together (in a classroom, lab, or building) via cables form a Local Area Network (LAN), which allows students to share the same software and peripherals, such as printers. In a lab setting, teachers do not have to load each computer with the software program—it is shared from a single computer (or a file server). In addition, certain LAN setups permit students and teachers to correspond with each other in real time or to conduct collaborative writing activities in the target language.

Long distance networks are computers linked across long distances. With telecommunications software, a computer can communicate with another one thousands of miles away via a modem and phone line. This setup provides an opportunity to communicate directly over a long distance network with other parts of the world — and in other languages.

Satellite broadcasts. Satellites now beam programs from around the world. These can be captured using satellite dish—bringing foreign broadcasting right into the language classroom. A computer controls the position of a satellite dish to pick up the desired programs. These live broadcasts can be videotaped for later classroom viewing. If desired, a computer can generate characters on videotape, providing subtitles in English or in foreign languages for these programs.

Technology and Language Skills Development

One of the first steps in technology-assisted instruction is to decide which technological medium is the most appropriate one for the language skill(s) to be developed during a particular period of time. Some technologies lend themselves better to the acquisition of certain language skills than others.

Computers and computer networks. Computer-assisted instructional (CAI) programs are ideal for fostering reading and writing skills in the target language. CAI can be used by groups or individual students within a classroom or media center, or over local or long-distance computer networks. Students waiting for a message to arrive from another classroom

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or another country are highly motivated to read that message, and in turn, to respond in writing to this real form of communication. With a basic word processing program, students can write short articles and compile and edit a newspaper based on their classroom exchanges.

Interactive audio. With the addition of audio capabilities to personal computers via audio boards (or CD-ROM) with microphones for input and headphones for output, the audio-assisted computer is a virtual mini-media unit. With the hookup of a special tape recorder to the computer, interactive audio provides multiple possibilities to teach and test active listening skills. In computer-assisted audio, the screen comes alive with sound for the acquisition of listening and speaking skills as well as reading and writing skills.

Video. In the case of video, the visual component, which is especially useful for cultural and paralinguistic information, is added to the oral/aural components of other technologies. Regular linear video is most useful in developing listening skills and creating cultural awareness. Video with target language subtitles can also serve to develop reading skills. Video enables students to observe the dress, food, climate, and gestures of the target culture.

Interactive video. When the power of a computer is added to videodiscfor instant access of sound, vision, and text, the resulting interactive videodisc system can provide practice in all of the language skills. Students' skills in listening and reading as well as in writing and speaking can be greatly enhanced when these latter options are available on an interactive videodisc program. (Not all videodisc programs provide student audio input.) Cultural aspects of the video segments can be highlighted using the videodisc program.

Types of Technology-Assisted Activities

Once the specific technology and skill(s) to be developed have been matched as outlined above, the specific courseware and type of activity that are most appropriate must be selected or prepared. Traditional exercises provide various activities for the development of these skills, but technology-assisted activities can also be introduced into standard teaching techniques to enhance language learning.

Speaking. Dialogues can be effectively used in developing speaking skills. Use of an interactive audio program allows students to create dialogues and to practice them with other students. Other task-based speaking activities can also be used effectively with interactive audio programs (Stone, 1991).

Listening. Videotapes or interactive videodisc programs can provide excellent listening comprehension activities, given a good listening guide prepared for the students. Depending on the language level, students listen for just the main idea or gist of a segment, or they listen for specific facts in the video program.

Reading. Reading skills can be substantially developed using computer-assisted instructional programs. Word-level reading skills (word recognition) are enhanced by activities such as cloze activities (every nth word of a text deleted), anagrams, jumbled words, and so on, which are found in many CAI software programs. To practice reading at the sentence level, computer programs provide practice in ordering words within a sentence, text reconstruction, or ordering sentences within a paragraph. Other CAI programs provide extensive (article or story length) reading comprehension passages with accompanying word helps and comprehension questions at the end of the selection.

Writing. Technology-assisted activities such as fill-in-the-blank, multiple-choice, and true/false questions help students to write at the word level. Other types of software, such as databases and spreadsheets, provide students with practice in retrieving information and problem-solving skills. Word processors (in the target language) are ideal for compositions or free writing practice at the discourse level. Some word processors are bilingual and provide on-line assistance with dictionaries, spell checkers, and grammar helps. When technology is interactively used among students, cooperative writing activities are strong motivators to help students develop writing skills.

Culture. Because of the visual component (with nonverbal behavior), video-based activities are well suited for observing cultural differences and similarities in a live context. Both video tape, including satellite broadcasts, and interactive videodisc programs provide ways of developing cultural sensitivity.

Testing. Computer-assisted testing now provides a more comprehensive, fast, and accurate way of testing student language skills (other than speaking skills). Students can also self-test using CAI programs. Teachers can use testing in an instructional way given the right kinds of activities and programs.

Conclusion

With technology-assisted instruction, there are changes in both educator and student roles. Students are given more responsibility for their own learning, while the educator serves as a guide and resource expert who circulates among students, working individually or in small groups with a technology-assisted lesson. Educators observe more of the learning process in action and serve as a guide in that process.

The new technologies offer many possibilities to the second language learner. The effectiveness of these technologies depends on appropriate use by informed educators. Neither textbooks nor technology can replace the live, unprogrammed feedback and interaction of the language teacher.

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Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Optimizing Multiculturalism in Schools, Classrooms & Communities: Blazing New Trails Through Ten Prescriptions

by Dr. Jaime A. Castellano and Dr. Don Grossnickle

Fortunately, there are currently some local school districts and communities that are in a state of readiness to advance the prevailing ambiguities of multiculturalism. These schools have high regard for the academic success for all students. Local leaders are committed to creating the kind of learning environments that motivate each student and furnish expansive instructional strategies which advance optimal learning.

Some schools are ready to overcome the perceived barriers and thereby secure many advantages for everyone in the community. Today's transformational educational leaders have the responsibility of guiding the building of the school learning community of the present, as well as constructing the American society of the future. This building process is largely accomplished by consciously creating local conditions in schools where administrators, faculty, staff, and students learn and practice a shared vision of multiculturalism. This vision is optimized in the context of a community setting.

Optimization is a term which refers to achieving the maximum benefit given the context of local conditions. Optimization of multiculturalism is driven by a spirit of hope for the future of youth and society. Multiculturalism done well promotes healthy discussion and encourages collaboration. Ideally, multiculturalism looks at diversity in language and culture as an "advantage", not a deficit. The educational environment which provides the context for each child's learning can greatly influence how he or she receives and perceives information. The environment viewed by the students as being laden with unfriendly obstacles interferes with attitude and learning experiences. School leaders must be clearly in tune with accepting the responsibility for removing conflicts and send an encouraging message of support to all students, especially those who have difficulty dealing with matters relating to culture and language.

> *Multiculturalism has contributed a significant part of the establishment of the United States as a great nation among the global community. It is frequently said that youth are the greatest natural resource of any great nation. The preparation of today's youth as citizens of tomorrow helps to ensure that the future of the country is in good hands; this preparation is much too important to be left to chance.*

Attitude As A Contributing Barrier

Local ambivalence and apathy are major factors which act as barriers to optimizing multiculturalism. Achieving cultural harmony, mutual respect, and acceptance of diversity is thwarted by less than positive attitudes towards any open discussion about bilingualism or multiculturalism. Each student must, at a very early age, experience an environment where each member of the community optimizes multiculturalism and celebrates diversity.

Glazer (1993) recently has detailed four major barriers complicating the crossroads to multiculturalism which are primarily related to the issue of bilingualism in schools. Attacks against bilingualism in schools must be adequately discussed and, subsequently, barriers must be addressed to ensure progress in each local community's movement to advance multiculturalism.

The first major barrier mentioned by Glazer is the occurrence of a widespread attitude posed by critics which says, "We did it-Why can't you?" This attitude speaks to a much celebrated American trait, rugged individualism. Secondly, criticism and opposition occurs when persons view requirements for bilingualism as "special interest legislation". The third barrier is the belief that formal bilingual requirements discourage new American immigrants from "forgetting their pasts, repudiating any foreign allegiances", to have a united pledge of focus. Critics believe that such permissive attitudes toward maintaining language and culture slows the learning of the English language and could delay the eventuality of economic sufficiency. The fourth reason behind opposition to bilingualism relates to the issue of jobs. Resistance occurs as some believe that bilingualism proliferates jobs for Spanish speakers. Jobs allocated in this manner mean less jobs for "non-Spanish speakers."

Throughout the brief history of the United States, multiculturalism has contributed a unique fiber which

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has woven the nation together forming a strongly knit American societal fabric. Multiculturalism has contributed a significant part of the establishment of the United States as a great nation among the global community. It is frequently said that youth are the greatest natural resource of any great nation. The preparation of today's youth as citizens of tomorrow helps to ensure that the future of the country is in good hands. The socialization and preparation of our youth is much too important to be left to chance. Local school leaders, closely in alliance with community leaders, must establish a comprehensive curricular framework which translates the intention of creating a unified multicultural community and mosaic society into a workable plan.

New prescriptions are needed to help shift the positive forces of change in those local school communities ready to move beyond the barriers in the crossroads leading to the road of multiculturalism. Every member of the school staff can help develop and foster pluralism based on recommended practices. The following prescriptions have the potential to promote positive cultural pluralism.

These prescriptions are organized into ten areas related to the school environment. They are: 1) personnel and human resource strategies, 2) curriculum development, 3) assessment, 4) support services, 5) [illegible] 6) transitional language programs, 7) instructional strategies, 8) staff development/teacher education, 9) point of entry; the main office or the counseling office, and 10) home-school-community relationships.

PRESCRIPTION ONE
Personnel and Human Resource Strategies

School districts whose student population is ethnically diverse might certainly consider hiring employees who reflect the local student diversity. Hiring strategies reflecting ethnic diversity communicate a desire to further the educational progress for these students. Yates (1989) writes that, "the United States is becoming less white." By the year 2000, one out of every three people will be either black, Hispanic, or Asian-American. Providing a school faculty that is ethnically diverse models a desire to celebrate diversity.

Schools and communities may also benefit from hiring employees whose teaching background includes experiences working successfully with children similar to that of the local community. A commitment of understanding and acceptance of racial, ethnic, and linguistic differences is also important. Finally, school personnel need to validate the cultural differences of students at a personal and individual level.

PRESCRIPTION TWO
Curriculum Development

The validation of cultural differences should continue through a multicultural curriculum emphasizing the unique contributions of those ethnic groups particular to a community in all avenues of life and across all content areas. Furthermore, the curriculum director, with support from the superintendent, should provide guidelines for schools and teachers to use "authentic" experiences capitalizing on the diversity which is representative of the children enrolled there. Another way in which administrators can ensure that children are being appropriately serviced is by the creation of a Multicultural Curriculum Committee, whose responsibilities include the ongoing evaluation of the current curriculum to ensure its multicultural focus. This committee should also have the responsibility for planning, organizing, and evaluating multicultural education type activities, workshops, inservices, and other school related activities which reflect both the surface and deep elements of culture.

PRESCRIPTION THREE
Assessment

To validate that culturally diverse students are in fact learning, assessment of students must be outcomes-based. Testing data must be desegregated to identify specific subpopulations of students representative of the school and district. Assessment, as a result, must also be fair regarding cultural, ethnic, racial, linguistic, and gender differences by scrutinizing reliability and validity as well as the norming sample information. The assessment program for all students should also be continuous in nature, implementing both structured and unstructured evaluation strategies. Finally, to determine the effectiveness of a district's assessment plan, there must be longitudinal studies, beginning with the gathering of baseline data for subpopulations of students.

PRESCRIPTION FOUR
Support Services

Demographic variables suggest the possibility that there will be an expansion of groups eligible for special education support services. Recently, the Illinois State Board of Education established a scholarship program to recruit teachers to complete graduate programs in special education. This program acknowledges the impact that culturally diverse students have on current support services. Bilingual speech and language therapists, social workers, psychologists, and nurses are also needed if Illinois schools are to be held accountable for educating all children.

Effective support services emphasize individuality and should be student-focused. The impetus should be on direct student contact as opposed to "paper pushing" and time spent attending various meetings. It is essential that support service staff have a strong knowledge base in multicultural education and that they have access to local and regional social service agencies which are sensitive to the diversity of the community. Furthermore, as required by law, all information must be provided to parents in their native language; especially if they are expected to make important decisions about their child's education. Home and community vis-

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Bilingual Education in the *NEWS*

Speaking Out and Saving Sounds to Keep Native Tongues Alive

By John Schwartz

The Washington Post

When Loren Bommelyn speaks his last words, Tolowa could all but die with him. He's one of a handful of people who speaks the American Indian language fluently. Although there might be 2,000 Tolowa left, the only other native speakers are in their twilight years. Bommelyn recalled looking around as a child and realizing that others his age weren't learning Tolowa. "In my mind I saw a big heavy stone door, and it was closing real slowly," Bommelyn said. "It had only two or three inches to be shut on the language."

Bommelyn taught himself Tolowa. There were no classes, no teachers; he recalled pestering his elders about tenses and vocabulary: "How would you say this? How would you express this thought? I knew that when they left -- it's an oral tradition -- it's gone."

> *Just as many biologists are concerned about the world's biodiversity, linguists are worried about language diversity. Michael Krauss, a linguist at the University of Alaska at Fairbanks, estimates that today there are about 6,000 tongues left. Krauss estimates that the next 100 years will either eliminate or doom to extinction 90 percent of the remainder -- "a global catastrophe of loss of the planet's language diversity."*

Preserving Culture

Bommelyn, now 31, teaches high school in the Northern California town of Crescent City and offers an elective course in Tolowa language. "My goal is not to make (the students) fluent," he said, but to show them the beauty of their language and culture; "If I give them that sense I think I have accomplished something."

Just as many biologists are concerned about maintaining the world's biodiversity, linguists are worried about language diversity. Michael Krauss, a linguist at the University of Alaska at Fairbanks, estimates that about 10,000 years ago there might have been some 15,000 tongues worldwide. Today there are about 6,000 left. The exact number is impossible to ascertain because linguists disagree about what constitutes a separate language as opposed to a dialect.

Krauss estimates that the next 100 years will either eliminate or doom to extinction 90 percent of the remainder -- "a global catastrophe of loss of the planet's language diversity." Languages such as the Alaskan Eyak, American Indian Mandan and Osage are each down to a handful of native speakers. Children are no longer learning 149 of the 187 remaining native languages in the United States -- 80 percent of the total -- according to Krauss.

With the death of each tongue, a measure of the cultural and intellectual richness is lost, Krauss said. "Any language is the supreme achievement of a uniquely human collective genius, as divine and unfathomable a mystery as a living organism," he wrote in a 1992 article in the journal *Earthwatch*.

One of the reasons Indian languages are declining in the United States is that the government planned it that way. In 1868, a federal commission on Indian affairs recommended that "their barbarous dialect should be blotted out and the English language substituted." The reasoning: "Through sameness of language is produced sameness of sentiment, and thought...in process of time the differences producing trouble would have been gradually obliterated." It was a government program that worked.

Congress officially renounced that policy only recently. The largely symbolic Native American Languages Act of 1990 declared that "it is the policy of the United States to preserve, protect and promote the rights and freedom of Native Americans to use, practice and develop Native American Languages." Senator Daniel K. Inouye (D-Hawaii) sponsored a second Native American Languages Act that outlined programs to preserve native languages; funding could soon be provided by the Administration for Native Americans, a unit of the Department of Health and Human Services.

Today, more than 500 linguists in North America are coming to the aid of language preservation: trying to record as much as possible before languages disappear, and teaching what they have learned to the next generation. Paul Chapin, the program director for linguistics at the National Science Foundation, said funding language preservation now takes up about 20 percent of his annual research budget.

A Time-Consuming Process

Preserving a language can be slow, painstaking work. Linguists commonly spend a year or more establishing a rapport with native speakers, sometimes in difficult or even dangerous living conditions, said Mary Hanson, spokes-

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woman for the NSF. Linguists take extensive notes and record the sounds of the language, using the special symbols of the field. They build an analytical description of the language that usually includes a dictionary, a guide to the grammar and basic library of texts that show the language in use.

Chapin said preserving a record of as many different languages as possible is essential for testing the ultimate goal of the discipline: to develop a comprehensive theory of language. Are our brains "hardwired" for language? Is there a universal grammar that will encompass all variants of human language? In order to test such a theory, Chapin said, it would have "to be borne out in any language that exists, ever will exist or ever did exist."

In some cases scholars are teaching indigenous peoples to record their own languages, deputizing them in the battle against language loss. Nora C. England of the University of Iowa won a MacArthur grant to set up such programs in Central America. Collette Craig of the University of Oregon at Eugene works with speakers of the Rama language in Nicaragua to record the language and train new speakers.

Out of the Mainstream

Still, scholars meeting in Washington last fall pointed out that this "applied linguistics" path --recording and even teaching languages-- isn't good for a young linguistics scholar's career. Mainstream linguistics stressed the theoretical, and not language preservation. As Craig put it, "this is definitely not what gets you tenure." Preservation, said linguist Leanne Hinton of the University of California at Berkeley, while growing in importance, "simply isn't in the mainstream of linguistics. But it should be."

Hinton said she fears that although more tribes than ever are trying to save their languages and cultures from death by assimilation, it is perilously late for many: "There's a generation of people who were basically raised to think through schooling and culture that there was something wrong with their culture. Now there's a generation of people who feel there's something great about their culture -- but they don't have it anymore."

Hinton is working on documenting the Yahi language through the words of Ishi, last of the tribe. In August 1911, four years after his sole relative, his mother, died, Ishi's loneliness drove him out of the Northern California woods. Scientists invited Ishi, by then in his forties, to live at Berkeley's Anthropology Museum where noted linguist Edward Sapir recorded and partially translated his stories. Hinton also has produced a children's book, *Ishi's Tale of Lizard*, from her Yahi studies.

Hinton said she is proud of her work, but said her victory against time is somewhat hollow: "What's most important is preserving the language for the community that owns it."

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__Editor's Note:__ The article reprinted above first appeared in the Washington Post, March 14, 1994, on page A3.

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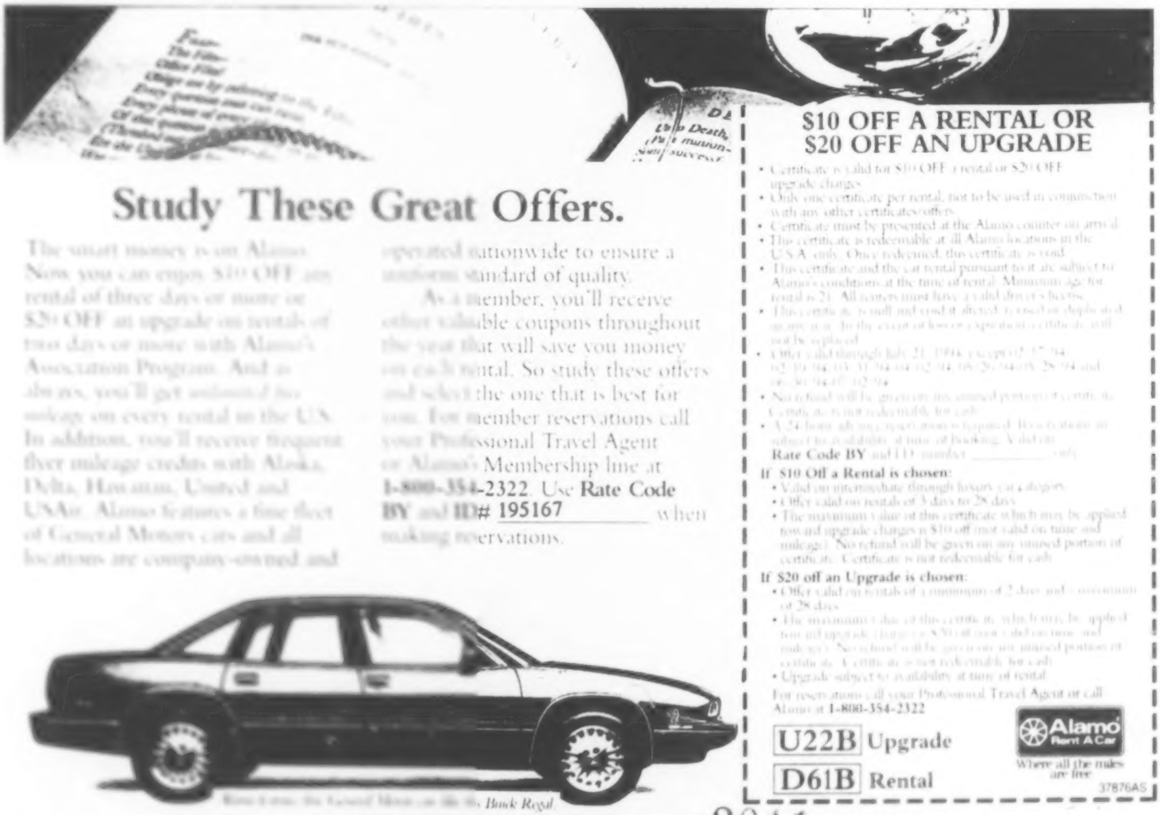

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BICOMP: Incorporating Home Language and Cultures into School Science Curriculum

by Lorie Hammond, Disseminator/Trainer, BICOMP, Sacramento CA

"When my Great-Gramma Anna came to America, she wore the same thick overcoat and big boots she had worn for farm work. The only things she had left of backhome Russia were her dress and the babushka she liked to throw up in the air when she was dancing..." The children sit at rapt attention, listening to Patricia Polacco's own story in her book *The Keeping Quilt*. It is their story too, as immigrants from seven countries. It is also the story of their teacher, Irene Oropeza, an immigrant from Mexico. After each paragraph Ms. Oropeza stops and asks the students to write a question about what they just heard. Each group of four students speaks a different language, and discussions begin in Hindi, Lao, Spanish, Russian, Urdu, Khmer, Hmong and English. Using each other as resources, the students can use their primary languages to discuss the story and to produce thoughtful questions. Then the students most proficient in English in each group report the results to the class, while Ms. Oropeza records them on the board for group discussion. Thoughtful questions, such as "How did Anna feel about her clothes?" or "What did you bring from your country?" are asked, along with informative questions like "What is an overcoat?" Perhaps an overcoat is a foreign concept to a child from the Fiji Islands. When the story is completed, after many rounds of discussion, the students are asked to relate it to their own lives.

A Russian grandmother brings in a scarf, a statue, and a piece of cut glass which she brought from the Old Country. She speaks in Russian, while Ms. Oropeza, who has learned the language from her students, translates. When a Hmong parent comes with her paj ntaub, an elaborate traditional needlework, a Hmong speaking aide is called in to translate for the class. The lesson continues with students writing stories about their own homeland artifacts, considering how quilts insulate by conserving body heat, and designing paper quilts as part of a geometry exercise. The paper quilts copy American patchwork designs, invented by the Pilgrims who sewed scraps from old clothes because so little fabric was available in the New World. Through these activities the students integrate the study of immigration, quilting, American folk tradition, and the concept of insulation, an idea recycled from a recent science study on solar ovens. They also use their primary language as a tool to access information and express themselves through English.

In another classroom, students are building cardboard solar ovens to see whether white or black liners will absorb more heat. The group to achieve the highest temperature will teach their model to the class. They are building on concepts of absorption, insulation, and reflection which their teacher, Mr. Milich, introduced in sheltered Spanish. For example, he used a sponge to illustrate absorption, a mirror for reflection, and a quilt wrapped around a group of children to show how insulation can magnify heat. Today all discussion is in Spanish, and English-speakers are assisted by native Spanish-speakers in labeling their models. The next day, discourse will rotate to English.

All of the activities described above are part of BICOMP, the Bilingual Integrated Curriculum Project, which is centered in the Washington Unified School District in West Sacramento, California, but operates in thirteen adoption sites in Northern California and Arizona, supported by the Title VII Academic Excellence dissemination grant. BICOMP is a thematic K-5 curriculum which models "sheltered constructivism" techniques. Students acquiring English are able to comprehend challenging inquiry science because it is hands-on and presented in context, and because primary language is used as a tool for conceptual development while English is acquired naturally in a rich, bilingual setting.

BICOMP was developed as a Title VII bilingual curriculum project involving WUSD teachers and professors of linguistics and science education at UC, Davis. Their purpose was to apply research findings about how students acquire language and develop conceptually to create a practical set of strategies which would help bilingual students to excel. Materials which enabled bilingual students to learn exploratory science could not be found, so professors and teachers wrote their own. All lessons were piloted in bilingual classes and student progress in reading, math, and science was measured. The English standardized reading scores of students using BICOMP were found to rise significantly faster over a three-year longitudinal study than had been the case when students used more traditional curricula.

Dr. Barbara Merino of UC Davis suggests two possible explanations. The first is that a constructivist approach to science enables students to become problem solvers on their own, thus improving their overall academic achievement. The second is that the use of primary languages and of curriculum which relates to the children's family experiences makes learning comprehensive, relevant, and therefore effective.

BICOMP provides demonstration school visitations, curriculum binders for purchase, and inservice opportunities for interested educators. The project has also created a video, *BICOMP: Constructivism and the Language Minority Child*, which is available through the National Clearinghouse for Bilingual Education. For more information, please contact Lorie Hammond at (800) 257-2237, or write to BICOMP, Washington Unified School District, 930 West Acres Road, West Sacramento, CA 95691.

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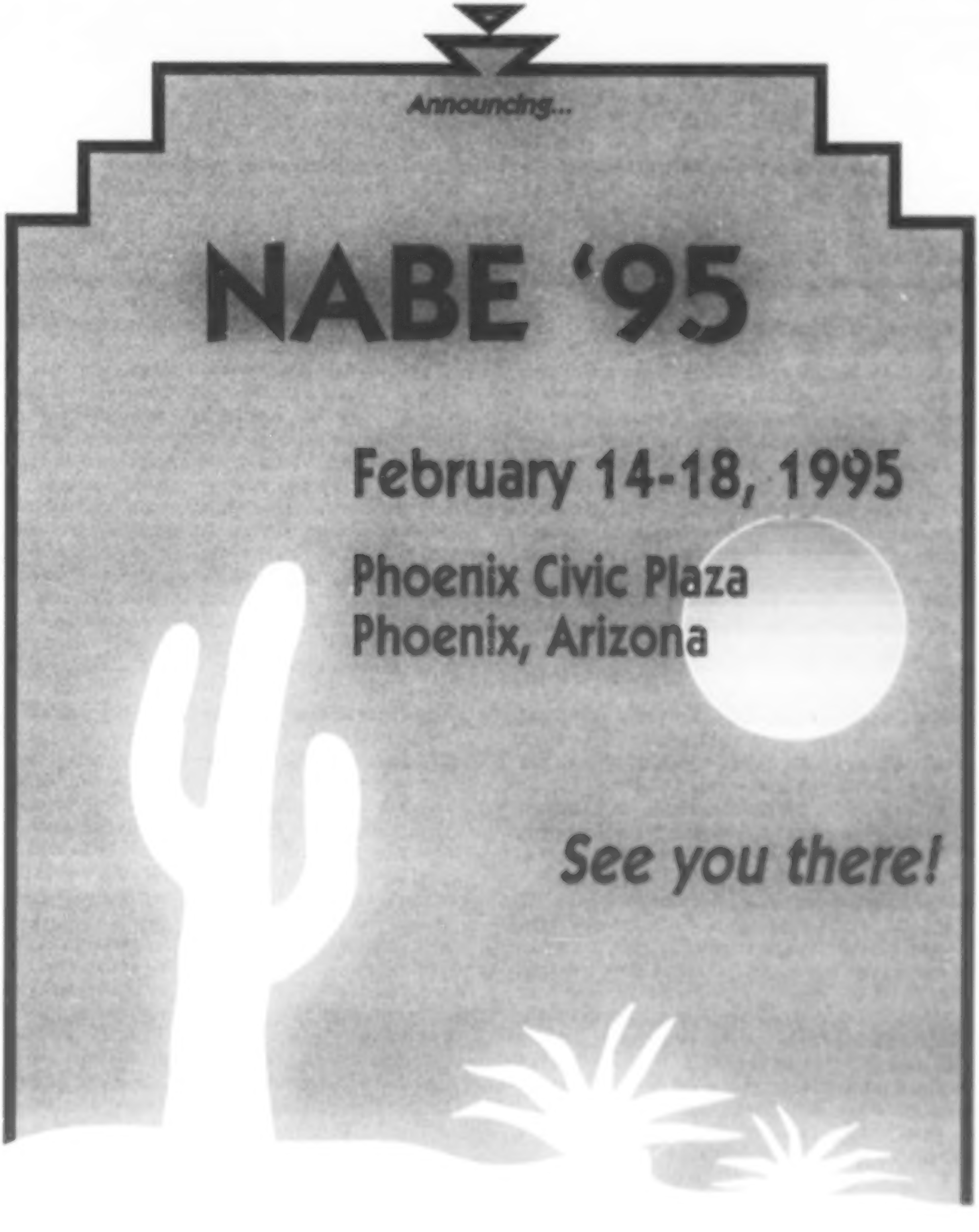

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Ways To Make Schools More Accessible to Parents

by Connie Contreras-Polk

It's an incontrovertible fact that involved parents make a world of difference in their children's education. The research points to a definite relationship between parental involvement and a child's academic achievement. What we need to know now is how to get more parents involved in their children's education. This article looks at ways in which schools can make themselves more accessible to parents.

When we speak of parent involvement we are going beyond the traditional PTA meeting and the bake sale. We are looking at the various ways in which parents can have a greater impact on the schooling of their children. One of the ways that schools can bring this about is to help parents in their role as teachers.

Parents need to know that they are their child's first teacher and that they continue to be a teacher and model to their children. Their teaching role does not stop when the school takes over; rather ways have to be developed by the school to bring about a home-school partnership. In the home-school partnership the parent is kept abreast of what is taking place in the classroom and school and the classroom teacher is kept in touch with what is taking place in the home.

Those involved in parent-school partnership remark that such a relationship between home and school reduces the tension between teachers and parents. Both come to see themselves in more positive terms, recognizing what each contributes to the education of the child and how they can work together toward a common objective.

The following suggestions are ways in which schools can help parents in their role as teachers. Schools can show parents how to support their children's efforts, how to give praise, love and encouragement. Workshops can be conducted in the minority parent language showing how to provide the foregoing, as well as how to have high expectations for the child.

Teachers and the school need to let parents know what children are learning as well as the best ways to bring about such learning. Here the teacher could send a unit outline of what is being taught in the classroom and how the parent can help with the learning at home. Parents also need to know the various development stages of children and the various learning styles so that they might guide the child's development and learning.

To help parents in their role as teachers, the school can show them how it is they who show their child how to eat, speak, take care of themselves, help around the house and play with other children. They need to know that their teaching role does not end with the start of school; instead it now becomes a function of both school and home.

The following suggestions for increasing parent involvement are taken from Anne T. Henderson, Carol L. Marburger, and Theodora Ooms book: *Beyond the Bake Sale: An Educator's Guide To Working With Parents*. The authors contend that there is no one blueprint for the school that works effectively with parents. However, they do see a fundamental set of principles that these schools share. The authors also provide suggestions for implementing their parent involvement ideas.

1. Every aspect of the school climate is open, helpful, and friendly.

- A "Parents and Visitors are Welcome" sign is posted on the front door.
- A parent lounge is in the building, with comfortable chairs, a desk and telephone, and books and magazines about child development and education.
- Tours and orientations are provided for new families.
- A monthly parent/teacher lunch is held in the school cafeteria.

2. Communications with parents are frequent, clear, and two-way.

- An attractive wall calendar is printed each school year and distributed to every family. The calendar includes information about the school calendar and holidays, inservice days, and special events.
- An open house is held before the beginning of the school year and occasional back-to-school nights are scheduled as well. These give parents an opportunity to learn about the school program and meet the school staff.
- Students may bring home a weekly folder, enclosing all their marked papers for the week and a comment/question sheet that must be signed by the parents and returned to school.
- Teachers send their course curricula home to parents, outlining expectations about homework and classroom behavior.
- High school homeroom teachers (or guidance counselors) call each student's parents in the first few months of the school year to review progress.
- An option for a conference is offered.

3. Parents are treated as collaborators in the educational process, with a strong role to play in their children's learning and behavior.

- Learning contracts are developed for each students, spelling out an agreement about individual-

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ized goals and tasks. It is signed annually by the parents, teachers and students.

- Warning notes are sent home as soon as a student is in danger of failing a marking period.
- Teachers routinely call home when a child seems withdrawn or troubled at school.
- Parents of disruptive students are asked to come to school for a couple of days to observe.
- Schools use volunteers and a phone roster to notify parents when their children are absent without an excuse. After two such absences, parents are required to accompany their children to school the next day and talk with a designated administrator or counselor.

4. Parents are encouraged to comment, both formally and informally, on school policies and to share in some decision making.

- A policy handbook is published and a copy given to each family and student. Opportunities for questions and comments are included in a tear-off sheet and encouraged at school meetings.
- A school site council meets several times each year to decide how to use the school's discretionary funds.
- Broadly representative parent advisory groups are established to develop codes on such concerns as smoking, drinking, or drugs.

5. The school recognizes its responsibility to forge a partnership with all families in the school, not just those most easily available. This includes parents without custody, and families of minority race and language.

- The school principal ensures that employed parents receive advance warning of special daytime events and are offered time to meet with teachers outside regular class hours.
- Schools in a community with a sudden swell in its immigrant population hire bilingual community outreach staff to make home visits, speak at churches, and listen to parent's concerns.
- Noncustodial parents are asked if they wish to be included on the school mailing list, receive copies of report cards, and be invited to parent/teacher conferences.

6. The principal and other school administrators actively express and promote the philosophy of partnership with all families.

- The principal fills in for teachers who are meeting with parents, hires substitute teachers for conference days, and expects teachers to meet with parents before and after school, or in the evening when necessary.
- An annual banquet is held to honor the school's parent advisory groups, and the principal presents awards for special accomplishments.
- The principal facilitates the parent organization, contacting students to provide babysitting for the younger children at elementary school events.

7. The school encourages volunteer participation from the parents and community.

- Each parent is expected to volunteer some time, skills, advice, or resources (money, equipment, supplies), whether during the day, in the evening, or on weekends. A wide-ranging list of such volunteer opportunities is sent to each family in the fall so they can choose how to participate.
- A parent talent bank is created to provide supplementary art, music, math, and computer instruction during and after school.
- A parent group organizes an information and referral service for parents who need after-school childcare. Parents also operate a telephone service to reach parents who might need rides for field trips, find materials for a study project, or help immigrant families adjust to the community and school.

Conclusion

Beyond the Bake Sale offers many more suggestions for making the schools more accessible to parents. If we are to turn schools around, we need to start implementing such strategies. Anyone wishing to read the book can order it from: National Committee for Citizens in Education, 900 2nd Street, NE, Suite 8, Washington, DC 20002.

__Editor's Note:__ Contributions to the **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

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Special Education Special Interest Group

SIG Chair: Dr. Virginia González, University of Arizona, Tucson

Bilingual Special Voices

by Dr. Virginia González

I want to open this article by sending a message of appreciation for the warm response that our Bilingual Special Education Full-Day Institute received from NABE members during the 23rd Annual International NABE Conference, held in Los Angeles, CA. The umbrella topic of the Full-Day Institute was "Assessment and Instruction of Bilingual Special Education Students." We were very pleased to meet about 400 colleagues who participated in the Institute. This Full-Day Institute was co-organized by Dr. Leonard Baca, Director of the BUENO Center at the University of Colorado at Boulder, and myself. We invited speakers who represented both the academic and professional worlds, so that our audience could experience and enjoy a portrait of the "state-of-the-art of theory into practice." We deeply thank the presenters and attendees for their interest in participating and making this annual activity of the Bilingual Special Education SIG a great success.

For those who could not attend this event, let me give a summary of the many activities that occurred at the Institute. Dr. Robert Rueda, Professor of Educational Psychology at the University of Southern California, opened the Institute with a presentation entitled "Portfolio Assessment of Classroom Literacy: The Connection to Learning Paradigms". He explained that the purpose of this research study was to capture changes in teachers' beliefs systems, assumptions, and theoretical frameworks or "folk theories" regarding acquisition and teaching of biliteracy. He spoke about the need to use holistic-constructive instructional approaches based on a sociocultural model for stimulating biliteracy in children that he called the Optimal Learning Environment (OLE). Dr. Rueda was joined by Erminda García, a classroom teacher in the Pájaro Valley Unified School District in Watsonville, CA, who explained the results of this research study. Dr. Rueda also pointed out the big shift in paradigms that has occurred in presentations at NABE Conferences within the last 15 years. He pointed out that we have moved from more stage-like, transitional, and short-term bilingual educational models to long-term changes and reflective thinking models in bilingual education. That is, educators need to engage in meaningful attitudinal changes through a long-term meta-awareness process for examining the influence of their belief systems in their educational decisions when serving bilingual children. This issue of the influence of educators' beliefs and attitudes on assessment and instruction is currently a major research focus, especially because of the important implications for bilingual students.

The second presentation was delivered by Awilda Ramos, of the Office of Bilingual and Multicultural Education of the New York City Public Schools, who spoke about learning styles of bilingual special education students. The audience enjoyed her "lively hands-on practice style of presentation." Her presentation focused on the need for teachers to adapt their "learning and teaching styles" to the idiosyncratic preferences of bilingual special education students for diverse psychologically and culturally driven learning styles. She pointed out that until now we educators have suffered from a widespread lack of awareness of how much our own learning styles can affect how we approach teaching bilingual special education students. We tend to expect students to adapt to our own teaching styles and conceptualizations of "best ways of learning" which are based on our own learning styles. Awilda Ramos has been the chair of the Bilingual Special Education SIG for 1993-1994.

These two presentations highlighted the importance of realizing the powerful influence of educators' beliefs and philosophies about how bilingual special children learn on how we teach them. I consider that giving teachers the opportunity to become aware and sensitive to the uniqueness of the educational needs of minority children should be the major priority of educational institutes when developing teacher educational programs. There is a need for a redefinition of teacher education programs, which should give teachers the opportunity to gain awareness of their sociocultural belief systems. If teachers are given the opportunity to reflect, they can become aware of their powerful role as models in the educational of bilingual children. A reflective teacher is an open-minded teacher who can meet the needs of diverse students. In sum, in order to meet the needs of culturally and linguistically diverse children with special conditions, we need to restructure schools from within by promoting cognitive change in educators.

The third presentation was delivered by Dr. Rita Brusca, Associate Professor in the Department of Special Education at the Northwestern Illinois University. She spoke about Illinois' new bilingual special education legislation which is viewed by Illinois educators as the beginning of a national trend. She pointed out that this Public Act is designed to deal with persistent problems in providing adequate service delivery to culturally and linguistically diverse stu-

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dents with disabilities by legislative means. The Act includes the training of personnel, use of appropriate curriculum, and development of state standards, with attention to federal and state special education mandates. Dr. Brusca presented this legal case as a model for educators to pursue in their own states. Dr. Brusca's and the following presentation delivered by me were based on chapters from a book on the assessment and instruction of culturally and linguistically different students that we are currently writing with Dr. Thomas Yawkey, Professor of Early Childhood Education at The Pennsylvania State University.

I delivered the fourth presentation which was also based on an article that I recently co-authored with Dr. Thomas Yawkey entitled "The Assessment of Culturally and Linguistically Diverse Students: Celebrating Change", to appear in 1994 in the *Educational Horizons* journal. I analyzed and discussed three assessment models (i.e., the psychometric, "missionary", and "ethnic researcher-developmental" approaches) in relation to their assumptions about how internal and/or external factors affect development and "learning problems" in bilingual children. It was my major argument that the contradictory diagnoses resulting when using standardized and qualitative assessment methods are just overt expressions of major covert philosophical and theoretical differences held by different assessment models. I stressed that our current search for the "panacea", the magic valid and reliable instrument, needs to stop and that we need to begin formulating deeper questions that look at theoretical and philosophical assumptions of assessment models. I pointed out that we need to realize that diagnosis is a subjective process and that educators need to think, develop cultural sensitivity, and become aware of how much their attitudes and personal backgrounds influence diagnosis. We need to overcome our shields that protect our old attitudes and prevent us from celebrating diversity and adopting an ethnic researcher and developmental perspective assessment.

I stressed that our current search for the "panacea", the magic valid and reliable instrument, needs to stop and that we need to begin formulating deeper questions that look at theoretical and philosophical assumptions of assessment models. I pointed out that we need to realize that diagnosis is a subjective process and that educators need to think, develop cultural sensitivity, and become aware of how much their attitudes and personal backgrounds influence diagnosis. We need to overcome our shields that protect our old attitudes and prevent us from celebrating diversity and adopting an ethnic researcher and developmental perspective assessment.

The fifth presentation was jointly delivered by the Co-Director of Title VII Academic Excellence Project P.I.A.G.E.T., Dr. Thomas Yawkey and its disseminator, Ms. Kristen Falla. They emphasized the importance of matching assessment with instruction by using a series of developmentally-based strategies including observation, determining the child's level of development, individualization, developmental language, directed dialogue, and family potential. When multiple dimensional links between assessment and instruction are created through the six major interrelated strategies that they presented., more accurate information about students' developmental stages can be obtained. This match between assessment and instruction, they pointed out, nurtures sound learning as teacher's instruction fits authentic needs of bilingual special education students.

After the lunch break, the SIG business meeting was held, which was led by Awilda Ramos, the 93-94 chair of the Bilingual Special Education SIG, and by Dr. Leonard Baca. A survey developed by Awilda Ramos with the objective of documenting an accurate special education SIG member directory and identifying the needs and interests of SIG members was conducted. In addition, several issues were discussed including the definition of our role in future NABE Conferences, dissementation activities, and planning for the Special Education Institute for 1995. Awilda Ramos, Dr. Virginia González, and Dr. Victor Rodríguez Díaz, a Special Education Program Specialist for the Bureau of Special Education at the Department of Education of the Commonwealth of Pennsylvania, were elected as co-chairs for the Bilingual Special Education SIG for the 1994-1995 period.

Following the business meeting, Dr. Jaime Castellano, Assistant Superintendent for Addison School District #4 and Professor at National-Louis University, delivered the sixth presentation, entitled "The Needs and Promise of Bilingual Special Education: Effective Strategies for Change for the 1990s." His presentation focused on concrete instructional strategies that teachers could use for improving learning and its measurement in bilingual special education students. Dr. Castellano also announced a national survey sponsored by NABE on current assessment practices with bilingual children. This survey developed by Dr. Castellano, in collaboration with me, was published in the March 15 issue of the

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Eastern Montana College

The Importance of Culture

by Edward Tennant

In the infancy of contemporary U.S. bilingual education, sometime in the early 1970s, the word *bicultural* appeared as a trailer to *bilingual*. And the two were hitched in marriage by a hyphen.

Although the resulting *bilingual-bicultural* did not fall trippingly from the tongue and sounded even redundant to many language educators, it became, nonetheless, *de rigeur* to use this new term.

For good reason, as it turns out. As bilingual programs sprouted like spring wildflowers in those early years of the movement, most attention was being given to developing or compiling *language* teaching methods. As a consequence of the emphasis on language, the bulky term *bilingual-bicultural* was coined to serve as a constant reminder that there is more to language than words. A lot more.

If the cultural dimension of cross-ethnic education holds great weight for cultures with common Euro-Western roots, how much more so for Indian and Eskimo cultures that are far removed from those Euro-Western roots?

Nearly all studies on Native American education allude to the vital importance of addressing Native American cultural differences in education. These cultural differences, after all, can generate misunderstandings and misinterpretations which, in turn, can cause discomfort, malaise, and even anguish. Because of the pain that cultural differences tend to generate – always psychological and often physical – anthropologists refer to the phenomenon as "culture clash."

That culture clash is real, pervasive, and a major obstacle to the education of Native students is clear from the most recent, broad-based study of Native American education: *Indian Nations at Risk: An Educational Strategy for Action* (Indian Nations at Risk Task Force, 1991).

In the "Indian Student Bill of Rights" proposed by this study, three of the five rights refer to the elimination of culture clash. Native students, says the report, are entitled to: (1) a safe and *psychologically comfortable* environment in school; (2) a linguistic and *cultural environment*...that offers... opportunities to maintain and develop a firm knowledge base; and (3) a stimulating early childhood *educational environment* that is linguistically, *culturally*, and developmentally appropriate [italics mine] (1991, p. ix).

Achieving these "rights" is more easily said than done simply because most of culture is *unconscious* (Hall, 1981, pp. iv-xv). Most of what makes any of us tick culturally is like our heartbeat: subtle, seldom detected, yet a powerful, life-giving force.

If the cultural dimension of Native American education is to effectively address student rights, it must make the transition from unconscious to conscious, from ideal to reality. To what extent is this happening?

Two trends help us answer that question. The first is the direction that the research literature has taken in the past 25 years. The second is the increase in Native American educational programs that have given culture a certain primacy in the classroom.

An analysis of the research that has focused on Native American culture and cultural values over the past 25 years indicates an upward, spiraling evolution that passes through three distinct phases.[1]

The Analytical Phase

From the late 1960s to the late 1970s, the Native American values literature was characterized by theoretical explorations of basic cultural questions. Many of the studies were in a philosophical vein. Some of the first psychological studies appeared during this phase. During this period several major studies addressed the influences culture has on pedagogy: learning theory, learning styles, and information processing. Finally, during this phase some researchers began to analyze the specific behaviors of teachers in Native American classrooms.

The Diagnostic-Prescriptive Phase

From the late 1970s to the mid 1980s the weight of research began to shift from analysis to issues. Some authors began to explore the strategies for removing barriers to effective Native education. Others proposed the incorporation of Native values into the educational process. Still others focused on the implication that contrasting cultural values had for the teacher in the classroom. During the late 1980s the shift from theoretical to practical strategies began to take place.

The Therapeutic Phase

Since the mid 1980s the dominant research on values in Native American education has turned to "medicine," that is, practical ways to reduce the student discomfort that is often caused by a mismatch of values across cultures. Researchers began to apply the results of in-depth analysis of complex cross-cultural communication, particularly the way that this communication affects learning in Native American classrooms. Some authors emphasized preventive measures, while others advocated culturally-appropriate behavioral changes. Practical tips for teachers new to Native American contexts began to appear. In harmony with this trend, the

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SPECIAL EDUCATION SIG

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NABE NEWS. We ask your help in documenting bilingual assessment practice used currently across the nation.

The seventh presentation was delivered by Dr. Angela Pérez Miller, Director of Staff Training and Development at the Department of Special Education and Pupil Support Services of the Chicago Public Schools. Her presentation, titled "In Search of the Missing Line: Serving Limited English Proficient (LEP) Students with Disabilities in Integrated Environments", focused on applied educational strategies that have proven to be successful in improving learning bilingual special education students when implemented at the Chicago Public Schools.

The final presentation was delivered by Dr. Miri Fleming, Assistant Director of the Special Education Department of the Tucson Unified School District; along with Ms. María Félix-Holt, and Ms. Patricia Bauerle, graduate students in the Ed. Psychology Department at the University of Arizona; and myself. In our presentation, we wanted to offer a model of collaboration between universities and school districts which merges research, teaching, and service. We proposed a model of research into practice focusing on a qualitative assessment methods for the accurate identification of gifted bilingual Hispanic kindergartners. Graduate students were given the opportunity to diagnose bilingual children by the instructor for a course in the assessment of minorities, while offering much needed service to the community. This research into practice model proved to be successful as graduate students gained practical experience and their attitudes toward bilingual children's cognitive and language development changed for the better. Playing the role of the instructor for the course, I was able to document the assessment process through research articles. Finally, school district administrators and teachers adopted experimentally and alternative assessment procedure that matched their needs.

I want to close by saying that the many questions raised by presenters and the audience point to unsolved dilemmas when trying to accurately assess and instruct bilingual special students. Whether we are researchers, practitioners, or administrators, we still face theoretical and applied problems about how to conduct an accurate differential diagnosis between genuine handicapping conditions and disabilities, giftedness, and the normal process of second language learning.

I believe that the Institute on Bilingual Special Education shed some light in our understanding of the powerful influence of our own attitudes, belief systems, and philosophies on what methodologies we choose to use for assessing and instructing bilingual children. All the presenters' bilingual special education voices pointed out the current need to understand that "where there is a learning problem, there is a teaching problem." I trust that the message was received by our bilingual special education audience.

Editor's Note: For more information about NABE's Special Education Special Interest Group (SIG), contact the chairperson, Dr. Virginia González, at The University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.

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INDIAN

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U.S. Department of Education announced in June, 1991, that it was "redirecting research efforts toward a focus on successful approaches and techniques" (*Condition of Bilingual Education*, 1991).

As the research evolved from theory to practice, so did education in Native American schools. A sampling of the culturally-relevant programs that have been developed for Native American contexts in recent years can be found in descriptive detail in the *Appendix* to *Indian Nations at Risk* (1991, pp. 45-59).

The marriage of *bicultural* to *bilingual* in the early 1970s turned out to be both a prod and a prediction that augured well for bilingual education at large, but even more so for Native American education.

Endnotes

[1] The details of this analysis can be found in Edward Tennant, "The 'Eye of Awareness': Probing the Hidden Dimension of Bilingual Education," in *Proceedings of the Third National Research Symposium on Limited English Proficient Student Issues: Focus on Middle and High School Issues,* (1993, September). Washington, D.C.: U.S. Department of Education.

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For further information, contact Edward Tennant at Educational Research Associates, Washington, DC.

Editor's Note: Contributions to the **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

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A CALL FOR PAPERS AND PRESENTATIONS

The 24th Annual Conference of the National Association for Bilingual Education will be held February 14-18, 1995 at the Phoenix Civic Plaza in Phoenix, Arizona. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, especially those which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION
Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL
Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION
Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
Special Education, Chapter 1, Migrant Education, Headstart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS
Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

NABE 95

2020

Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

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ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1994.

Notification of acceptance or rejection will be sent by November 15, 1994.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical back-ground, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

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SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

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4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

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2.		
3.		
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C. **DESCRIPTION --- 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:**
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D. **PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :**

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2022

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION

☐ Pedagogical Practices in Bilingual Education

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In the Bilingual Classroom

Column Editor: Olga Hudecek, ELS, Washington, DC

Using The Home Language In The Education of Language-Minority Children

by Marcela von Vacano

Force Field Analysis

Following Kurt Lewin's model of Force Field Analysis, I will attempt to present an issue dealing with education of language-minority children with the purpose of trying to influence the beliefs of some educators who may have misconceptions regarding second language learning. My hope is to establish goals shared by the followers. McGregor calls them true "integration goals". Being a Latina and an educator myself, the topic of education of language-minority children is a "personal stake". My own children went through the process of second language acquisition and the most important factor for their success in school was the full development of the home language before they acquired the second one (English). Not only did they acquire a second language in six months but they also acquired a third (French) and a fourth (Mandarin, Italian). Having experienced this process, I firmly believe that the acquisition of the second language should be based, as Kagan says, on "programs that serve the whole child's (social/emotional, physical, and cognitive) development within the context of the family and community". Bowman (1989) points out that "children are taught to act, believe and feel in ways that are consistent with the mores of the communities" (p. 119). Parents provide opportunities to learn and practice culturally acceptable behaviors and practice. "These practices and behaviors are gradually internalized and contribute to the definition of self" (p. 119).

Empowering parents to use the home language with their children should be an important issue. The home language plays a crucial role in developing communication lines between children, parents and family. By being able to communicate effectively, children develop cognitive abilities and their higher order thinking skills are developed systematically. Chomsky (1969) showed that children between the years of five and ten are still in the process of acquiring a number of important syntactic structures (in English); since it is a developmental process, the same thing happens in any other language.

According to Comer (1980) ,"many kinds of development in social, psychological, emotional, moral, linguistic and cognitive areas are critical to academic learning. The attitudes, values and behavior of the family and its social network strongly affect such development" (p. 22). Furthermore, in early childhood programs, children should be instructed in their home language. How well a young child speaks his/her home language may be more important than how well he/she might speak English. "Many educators see preschool programs as an opportunity to promote the rapid acquisition of English. This is at variance with the whole idea of developmentally appropriate practices. Children at age 3 and 4 are still in the process of developing their first language". (Nissani, 1990, p.6)

Forcing the English language at an early age is detrimental to the cognitive development of the child. The result is semilingualism or subtractive bilingualism, meaning that the child does not speak either language well. Subtractive bilingualism is the loss of the mother tongue at an early age allowing the first language to be fossilized at a very basic level of communication.

In the attempt to develop the target language, in this case English, the home language is not developed thus cutting off communication lines with the family. "For the Southeast Asian refugee families especially, the breakdown of family can mean a loss of everything. They come to the United States with the hope of keeping their families intact, they do not understand what is happening to them as they see their families falling apart." (Wong Fillmore, 1991, p. 343).

When children lose their home language, the parents are not able to socialize with their children. They are unable to talk to them and they cannot convey their values, beliefs, understanding or wisdom. They cannot teach them about the meaning of work, responsibility or what it means to be a moral or ethical person. One family that has been in the U.S. for nearly 20 years revealed the extent to which breakdown in family communication can lead to the alienation of children from their parents.

The four children who are now teenagers have completely lost their ability to speak or understand Spanish. The children are ashamed of Spanish. They do not acknowledge it when their parents speak it; even though it is the only language the parents know. The mother reported that her 17 year old son is having problems in school. He is often truant and is in danger of dropping out. (Wong Fillmore, 1991, p. 347).

The media has had several reports of gang members in the Los Angeles area who have organized themselves around ethnic groups and who fight for their turf fiercely. It is a fact that every week, if not daily, there are reports of young men killing each other or killing innocent people who are caught in the cross fire. It is

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easy to conclude that youngsters are looking for support groups to cope with everyday life and since the communications lines with their families are lost, they seek support in gang groups. The ultimate result is violence and death. Families feel helpless and they are unable to do anything for their children because they can not communicate with each other.

Researchers have examined cases of language learning that may not have gone beyond the interlanguage stages documented in their studies (e.g. Schumann, 1974; Selinker, Swain and Dumas, 1975; Wong Fillmore, in press). In Selinker's (1972) terms, they ended up with "fossilized versions of interlanguages" rather than fully realized versions of the target language.

Most children spend a great deal of time talking to their classmates and friends. Teachers play and important role but the amount of time they are able to spend with each child is very limited. Students don't have the language models they need to continue with the development of their thinking process and they start using limited vocabulary and limited structures of the language. By talking to their parents in an informal atmosphere they are able to continue developing more sophisticated structures of the language.

ESL Assistant Professor

Brooklyn & Lehman Colleges are both comprehensive liberal arts institutions. Lehman College is located on a 37 acre campus in the Bronx, serving 10K students from 70 countries worldwide and offers 90+ bachelor's and master's degree programs. Brooklyn College is located on a 26 acre site, serving 16K students in 95 undergrad. and 83 grad. programs. Both CUNY Colleges seek an ESL specialist at the Assistant Professor level to teach ESL courses. This is a joint appointment, based at Lehman, with teaching duties at Brooklyn College in alternating semesters. The candidate is expected to demonstrate a commitment to student mentoring and program development, with a special role in working with Part-time ESL faculty.

Doctorate in TESOL, Applied Linguistics or a related field is required. College level experience with immigrant students in an urban setting, particularly in a program integrating ESL, speech and other subject area courses is desirable. Publications and conference presentation in ESL literacy, oral communication, or listening skills are also desirable. Appointment subject to financial ability. Salary: $29,931 - $50,205 commensurate with credentials and experience. Send letter, resume and three letters of recommendation by 5/18/94 to: **Dr. Ramón Santiago, Director, ESL Program, Lehman College, 250 Bedford Pk., Blvd., West, C-337, Bronx, NY 10468-1589.**

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What happens when students do not learn a second language well after they have already decided to give up their first language?

Does this mean that children can not benefit from the educational opportunities that exist in the U.S.?

Does it mean that we should give up teaching English in programs for language-minority children?

By all means NO. There is always an alternative for every situation. Belonging to the language-minority group myself, I feel that there are solutions to all the challenges that emerge in this field. In most cases, we will not have to reinvent the wheel. It is a matter of analyzing the situation and looking at different possibilities. In order to establish early education programs where the home language is used for instruction, we must analyze the driving forces, the restraining forces and look at the different options.

Driving Forces

The change in student population is evident by the number of second language students enrolled in schools throughout the country. New immigrants tend to settle in coastal cities such as Miami, New York, and Los Angeles and in places where there are job opportunities, such as: Washington DC, Hartford CT, Arlington VA, and Silver Spring MD.

The 1980 census showed that about 11 percent of the nation's residents spoke another language at home. That year there were 14 million immigrants. The number of foreign born residents today is about 20 million. (*Washington Post*, April 16, 1992).

In Miami, approximately 75% of the people speak another language at home. In Patterson, NJ the number is approximately 50%: New York - 41%, Hartford - 40%, Providence, RI - 30%, and 26% in Boston.

Top five states surveyed are:

New Mexico - 40%
New York - 21%
New Jersey - 20%
Florida - 18%
Rhode Island - 18%

According to *The Washington Post*, "cities in California and Texas are likely to show large proportions of bilingual families, but those figures have not been made public."

Educators who understand the implications of the change in population will probably be more open to modifying programs, curriculum and methodology. Understanding the urgency of educating language-minority children so that they become productive members of this society is also a strong driving force. Recognizing that language-minority children bring different experiences that can be utilized for the benefit of society at large is another important factor.

Commins and Miramontes spent more than two hundred hours observing in the classroom and interviewing past and current teachers.They observed that Spanish-speaking students seemed more competent when away from the classroom setting. "For example, a gravity experiment conducted by the researchers elicited an articulate answer from Reina, who rarely spoke in class." (*The Harvard Education Letter*, Nov./Dec. 1991).

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Restraining Forces

Some deep rooted misconceptions that Americans have include: the belief that people who don't have a firm command of the English language are lacking in intelligence; the belief of some educators that children need to learn English only and forget their home language; unwillingness of some leaders and educators to modify programs, curriculum and teacher training to meet the needs of the population; the belief of some parents who speak English only that language-minority children are a liability to their children's education; the belief of many language-minority parents that they don't have the right to speak up on behalf of their children's educational needs; and the widespread belief that it is unnecessary to speak other languages.

Other restraining forces are:

Anxiety - Cross-cultural encounters can bring about anxieties that inhibit the individual's effective functioning in school or on the job.

Disconfirmed Expectance - Teachers have certain culturally based expectations of students behavior, motivations and values. Administrators and staff members have similar expectations.

Belonging - Students and parents from other cultures want to feel accepted in the new school setting but often don't because they are "outsiders."

Ambiguity - Students and teachers from different cultures may place an incorrect meaning on cues from their peers or teachers, thus leading to misunderstandings.

Confronting one's Prejudices - Prejudice serves various functions for individuals and can be found in many forms. Ethnocentrism and prior prejudices may emerge even within well-intentioned individuals.

Options

Given the analysis of the situation, the restraining forces and the driving forces, it would be beneficial to use Paul Hersey and Kenneth H. Blanchard's Situational Leadership Model.

The leadership style to influence followers depends on the readiness level of the people the leader is attempting to influence. Since followers are vital to the situation, the first step would be to assess the readiness level of the followers. Step two would be to facilitate the process of exploration, and to elicit suggestion regarding programs that may benefit language-minority children.

Most definitely shared leadership is the process that would allow followers to take ownership over the program they want to implement.

The most important task of the leader will be to communicate the issue effectively and with rapport. A great deal of time and energy should be devoted to the task of communicating the issue to the followers.

This task is especially challenging today given the population changes in our schools.

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Marcela von Vacano is the Immersion Program Coordinator at Key School in Arlington, Virginia.

__Editor's Note__: Contributions to the **In the Bilingual Classroom** *column should be sent to Olga Hudecek at ELS, 2129 S Street, NW, Washington, DC 20009. Phone: (202) 462-5510.*

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NABE
Summer Institute Rescheduled

The NABE Summer Institute originally scheduled for July of this year has been postponed until the summer of 1995. It will still be held in New York State. Additional information on the Institute will be provided, as available, in future issues of NABE NEWS.

IMMIGRANT — FROM PAGE 6

Race/Space as a Learning Environment

Analyzing the use of space in school is nothing new. Effective teachers utilize different areas of their own classrooms to support their multiple objectives for teaching and learning. Classrooms are not the only learning environments within a school building, however. Learning occurs everywhere. Lessons about power and race relations are enacted every day in the hallways, cafeterias, and bathrooms of the school described in this study and thousands of others like it.[2] Furthermore, students vividly remember what they learn in those settings. A graduating senior, for example, testified: *Every time I spoke about it [racial conflict], you know, the same anger that I felt when I experience it, come back to me and it still angry because I haven't solve it yet. I haven't accepted it yet. I haven't forgotten it yet...So, so angry!*

As the students in this study attest, racial conflict is often pervasive in school. The experiences of immigrant students demand new ways of understanding race relations that are far more complex than the black-white paradigms which dominate discourse in schools and society. In this case, the students are Vietnamese. In other settings, they may be Salvadoran, Somalian, or Pakistani.

But shifting paradigms requires transforming practice. Immigrant students -- who are often silent or silenced in school -- need social, intellectual, and professional examples that link integration meaningfully with equality both in their own lives and in the practices modeled by adults. This is especially important if, as Kieu suggests, contention over space intensifies when immigrant students become more proficient in English and more confident or assertive in school.

Examples of student-initiated leadership to transform school space, such as the effort described here to establish a Vietnamese student club, need support from both mainstream and bilingual teachers and from administrators. Immigrant students who are willing to work beyond their studies and home obligations to create a safe learning environment for themselves and their peers deserve our recognition, our resources, and our active involvement. The space is rightfully theirs; the responsibility is assuredly ours.

Endnotes

1. See: Peter N. Kiang and Jenny Kaplan, "Where Do We Stand? Views of Racial Conflict by Vietnamese American High School Students in a Black-and-White Context," *The Urban Review*, forthcoming 1994.
2. See, for example: Mary Poplin and Joseph Weeres, *Voices from the Inside: A Report on Schooling from Inside the Classroom*, Institute for Education in Transformation, Claremont Graduate School, 1993.

Dr. Peter N. Kiang is Assistant Professor in the Graduate College of Education and American Studies Program at the University of Massachusetts/Boston. Jenny Kaplan, M.Ed., is an ESL instructor and certified foreign language teacher.

Editor's Note: *Contributions to the* **Immigrant Students** *column should be sent to Ms. Vivian W. Lee, NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116. Phone: (617) 357-8507.*

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NABE '95
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TECHNOLOGY — FROM PAGE 10

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This ERIC Digest (ED 350 883, December 1992) by Karen Willetts is based on a chapter from Integrating Technology into the Foreign Language Curriculum: A Teacher Training Manual. The manual will be available in 1993 from the Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037.

This Digest was created by ERIC, the Educational Resources Information Center. For more information about ERIC, contact ACCESS ERIC 1-800-LET-ERIC.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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NABE '95
Call for Papers and Presentations

Deadline:
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2027

grams (Part A), research and dissemination (Part B), and teacher training (Part C).

The new Title VII emphasizes educational excellence and the achievement of student bilingualism. The bill expands the scope and function of Part A grants to local education agencies to include the development of school-wide and agency-wide bilingual education programs and initiatives. Other Part A grants provide funds for short-term enhancement projects as well as for the development of new within-school programs. Under H.R. 6, non-profit and tribally-sanctioned education organizations are eligible, for the first time, to receive Title VII grants to start or expand bilingual education programs, especially pre-school and supplementary programs.

H.R. 6 retains the current-law 25 percent limitation on funding for English-only instructional programs. Added, however, is a new provision proposed by Ranking Minority Member William Goodling (R-PA) which permits the Secretary to waive the limitation if an otherwise eligible school district can document that "they cannot develop and implement a bilingual education program...where the diversity of the limited-English-proficient students' native languages and the small number of students speaking each respective language makes bilingual education impractical... [or] where, despite documented convincing efforts, the applicant has not be able to hire instructional personnel who are able to communicate in the students' native language." Acceptance of this narrowly drawn waiver by Committee Democrats, the Administration, the Congressional Hispanic Caucus, and NABE helped to achieve a new level of bipartisan support of Title VII within the Education and Labor Committee, support that proved crucial when the bill was taken up on the House floor.

Of far greater importance than the narrowly-drawn waiver provision for the funding of monolingual-English instructional programs is the provision in H.R. 6 which requires the Secretary to "give priority to applications which provide for the development of bilingual proficiency for all participating students." This mandatory priority represents a major advancement in federal bilingual education policy, arguably the most important policy change since enactment of Title VII in 1968.

Important Features of H.R. 6 for LEP Students – Title VII, Part B

New features of Part B of the House-passed Title VII legislation include field-initiated research projects, Academic Excellence demonstration program awards, and materials development. H.R. 6 specifies a priority for the development of instructional materials in languages "indigenous to the United States, its territories, and freely associated nations." H.R. 6 ties the Title VII state grant program to state education plan requirements of Goals 2000 and Title I.

The Clinton Administration's original proposal to consolidate the 40-plus technical assistance entities (including 16 Title VII Multifunctional Resource Centers [MRCs] and Two Title VII Evaluation Assistance Centers [EACs]) authorized under ESEA into ten regional super centers proved to be one of the thorniest issues in the development of H.R. 6. The House-passed bill authorizes the establishment of 15 consolidated technical assistance centers, but includes several specific safeguards respecting the provision of bilingual-education-related technical assistance.

H.R. 6 requires the Secretary to take into consideration the "geographic and linguistic distribution of children and youth of limited-English-proficiency" when establishing the comprehensive technical assistance centers. Moreover, H.R. 6 requires that the new comprehensive technical assistance centers must provide services which are "at least equal in volume, scope, and quality to those provided by EACs and MRCs." Finally, H.R. 6 requires the Secretary to "extend grants or contracts for Evaluation Assistance Centers and Multifunctional Resource Centers that are in effect on the date of enactment of the Improving America's School Act through fiscal year 1996." None of the other technical assistance entities currently authorized under ESEA were afforded this treatment.

Important Features of H.R. 6 for LEP Students – Title VII, Part C

H.R. 6 continues current Title VII grant programs to prepare new bilingual education teachers and personnel at both the undergraduate and graduate levels. Two new programs are added to Part C. The first, the Training for All Teachers Program, authorizes grants to IHEs to install courses in their core teacher training curricula on the instruction of linguistically and culturally diverse students. This new program aims to improve the preparation of all new teachers. The second program, the Bilingual Education Career Ladder Program, provides grants to local and State education agencies and institutions of higher education to construct career ladder programs which upgrade the qualifications and skills of non-certified education personnel, especially education paraprofessionals who serve LEP students.

H.R. 6 accords preference in awarding Part C training grants to institutions of higher education which include tenured faculty in bilingual education and to grant applicants who devote other resources to bilingual personnel training. These preferences are meant to leverage capacity-building in bilingual personnel training. H.R. 6 also requires the Secretary to accord special consideration to Part C grant applications (except under the Training for All Teachers Program) "that ensure that individuals completing such programs demonstrate proficiency in English and a second language.

Important Features of H.R. 6 for LEP Students – Title VII, Part D

Because of the resistance of the Clinton Administration, H.R. 6 does not elevate the Director of the Office

CONTINUED ON PAGE 32

of Bilingual Education and Minority Languages Affairs to the Assistant Secretary level as proposed by the Congressional Hispanic Caucus. H.R. 6 does, however, expand and clarify the Secretary's responsibility and OBEMLA's authority to collaborate within the Department of Education and with other Federal agencies "to provide high quality education opportunities to all language-minority and limited-English-proficient students." While H.R. 6 reduces to every other year the current annual Director's report on the condition of bilingual education, the bill requires the Secretary to prepare new reports on "Gateway Education -- the education of all students who reside near the United States border with Canada or Mexico or areas or communities which serve as a gateway for immigrants to the United States. Gateway communities shall include Hawaii, the Commonwealth of Puerto Rico, as well as the territories and freely associated nations." Part D also clarifies that Title VII funds may be used for the acquisition and development of educational technology or instructional materials and staff release time for professional development.

Congressional staff have told me that NABE members played an especially critical role in defeating the Roth Amendment. In addition to writing their Representatives in opposition to the Roth Amendment, many NABE members have succeeded in getting their Representatives to visit bilingual education programs. These congressional visits to real classrooms have helped to de-mystify bilingual education and to gain strong Member advocates.

Finally, to ensure a smooth transition between current and new law, H.R. 6 provides that all grants and contracts in effect at the time the new law is signed shall be allowed to continue the term of the original award in accordance with the conditions of the original award but not for a period in excess of 3 years (except for MRCs and EACs which are extended through FY 1996).

H.R. 6 – House Floor Action

Floor action on the omnibus ESEA reauthorization bill extended over seven separate days between February 24 and March 24 when H.R. 6, as amended, was approved by the House. Representatives took full advantage of an "open rule" on the bill which permitted consideration of virtually any amendment filed in advance of the beginning of debate. Two anti-bilingual amendments were filed by Rep. Toby Roth (R-WI) and two anti-undocumented student amendments were filed by Rep. Dana Rohrabacher (R-CA).

As reported in the last issue of the *NABE NEWS*, the first Rohrabacher Amendment was defeated by a 329-78 margin on March 3rd. If enacted, the Amendment would have required school districts to report annually the number of students they enroll who are "not lawfully in the United States" and the number of students enrolled who are "lawfully in the United States who do not have at least 1 parent or legal guardian who is lawfully in the United States."

On March 21, the House took up Title VII of H.R. 6. Rep. Toby Roth (R-WI) called up his first amendment to Title VII -- to strike the Bilingual Education Act from the reauthorization bill. For the next three hours, 30 members of the House debated bilingual education.

Four Representatives joined Mr. Roth in arguing for his amendment; twenty-five Representatives argued against the Roth Amendment. Speaking in favor of the Roth Amendment were: Charles H. Taylor (R-NC), Joe Knollenberg (R-MI), Dana Rohrabacher (R-CA) and John T. Doolittle (R-CA). Speaking against the Roth Amendment were: Education and Labor Committee Chairman William D. Ford (D-MI), official-English advocate Bill Emerson (R-MO), Elementary and Secondary Education Subcommittee Chairman Dale E. Kildee (D-MI), Ileana Ros-Lehtinen (R-FL), E. (Kika) de la Garza (D-TX), Randy Cunningham (R-CA), Matthew G. Martinez (D-CA), Congressional Hispanic Caucus Chairman José E. Serrano (D-NY), Lincoln Diaz-Balart (R-FL), Gene Green (D-TX), Sam Farr (D-CA), Lucille Roybal-Allard (D-CA), Ranking Minority Committee Member William F. Goodling (R-PA), Ed Pastor (D-AZ), James A. Hayes (D-LA), Jerry Lewis (R-CA), Esteban E. Torres (D-CA), Robert Menéndez (D-NJ), Ronald D. Coleman (D-TX), James P. Moran (D-VA), Bob Filner (D-CA), Norman Y. Mineta (D-CA), Bill Richardson (D-NM), Calvin M. Dooley (D-CA) and Edolphus Towns (D-NY).

Representatives were well-informed about the Roth Amendment prior to the debate. For weeks, Rep. Roth and Rep. Xavier Becerra (D-CA) had been sending out dueling "Dear Colleague" letters for and against the legislation. The bipartisan Congressional Hispanic Caucus actively campaigned against the Roth Amendments as did the House Democratic Leadership. Ranking Minority Committee Member William Good-ling was joined by other influential Republicans in opposing the Roth Amendment.

In the weeks prior to the actual debate on the Roth Amendment, Committee Member Xavier Becerra's staff person, John Fitzpatrick, solicited national education organizations, school districts, and civil rights and advocacy organizations for their views on

CONTINUED ON PAGE 34

Final House vote, H.R. 6 (omnibus ESEA reauthorization bill), March 24, 1994

AYES (58)

ARCHER
ARMEY
BACHUS (AL)
BAKER (LA)
BAKER (CA)
BARLETT
BARRETT (NE)
BENTLEY
BILEY
BUNNING
BURTON
CALLAHAN
COBLE
COLLINS (GA)
COMBEST
CRANE
DeLAY
DICKEY
DOOLITTLE
DREIER
DUNCAN
EVERETT
EWING
FARWELL
FIELDS (TX)
GEKAS
GOODLATTE
HANCOCK
HANSEN
HERGER
HUNTER
HUTCHINSON
JOHNSON, SAM
KIM
KING
KINGSTON
KNOLLENBERG
LINDER
MANZULLO
McCANDLESS
McMILLAN
MICA
MYERS
OXLEY
PACKARD
PAXON
PETRI
ROGERS
ROHRABACHER
ROTH
ROYCE
SENSENBRENNER
SHUSTER
SMITH (OR)
SOLOMON
SPENCE
STUMP
TAYLOR (NC)

NOES (334)

ABERCROMBIE
ALLARD
ANDREWS (TX)
ANDREWS (NJ)
APPLEGATE
BAESLER
BALLENGER
BARCA
BARCIA
BARRETT (WI)
BARTON
BATEMAN
BEILENSON
BEREUTER
BERMAN
BEVILL
BILBRAY
BILIRAKIS
BISHOP
BLACKWELL
BLUTE
BOEHNER
BONILLA
BORSKI
BREWSTER
BROOKS
BROWDER
BROWN (OH)
BROWN (FL)
BROWN (CA)
BRYANT
BYRNE
CALVERT
CALYTON
CAMP
CANADY
CANTWELL
CARDIN
CARR
CASTLE
CHAPMAN
CLEMENT
CLINGER
CLYBURN
COLEMAN
COLLINS (IL)
COLLINS (MI)
CONDIT
CONYERS
COOPER
COPPERSMITH
COSTELLO
COYNE
CRAMER
CRAPO
CUNNINGHAM
DANNER
DARDEN
DE LA GARZA
DE LUGO (VI)
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DeFAZIO
DeLAURO
DELLUMS
DERRICK
DIAZ-BALART
DICKS
DINGELL
DIXON
DOOLEY
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DUNN
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EDWARDS (CA)
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ENGEL
ENGLISH
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EVANS
FARR
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FINGERHUT
FISH
FLAKE
FLINER
FOGLIETTA
FORD (MI)
FRANK (MA)
FRANKS (NJ)
FRANKS (CT)
FROST
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HOYER
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LaROCCO
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LAZIO
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LIPINSKI
LIVINGSTON
LLOYD
LONG
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MALONEY
MANN
MANTON
MARGOLIES-BONIOR
MARKEY
MARTINEZ
MATSUI
MAZZOLI
McCOLLUM
McCRERY
McCURDY
McDADE
McDERMOTT
McHALE
McHUGH
McINNIS
McKEON
McKINNEY
McNULTY
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MILLER (FL)
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MINK
MOAKLEY
MOLINARI
MOLLOHAN
MONTGOMERY
MOORHEAD
MORAN
MORELLA
MURTHA
NADLER
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NEAL (MA)
NORTON (DC)
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OBERSTAR
OBEY
OLVER
ORTIZ
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PALLONE
PARKER
PASTOR
PAYNE (VA)
PAYNE (NJ)
PENNY
PETERSON (FL)
PETERSON (MN)
PICKETT
POMEROY
POMPO
PORTER
PORTMAN
POSHARD
PRICE (NC)
PRYCE (OH)
QUILLEN
QUINN
RAHALL
RAMSTAD
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RAVENEL
RED
REGULA
REYNOLDS
RICHARDSON
ROBERTS
ROEMER
STENHOLM
STRICKLAND
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SWIFT
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THOMAS (WY)
THOMAS (CA)
THOMPSON
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THURMAN
TORKILDSEN
TORRES
TORRICELLI
TOWNS
TRAFICANT
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UPTON
VALENTINE
VENTO
VISCLOSKY
VOLKMER
VUCANOVICH
WALKER
WALSH
WATERS
WATT
WAXMAN
WELDON
WHEAT
WHITTEN
WILLIAMS
WILSON
WISE
WOLF
WOOLSEY
WYDEN
WYNN
YATES
YOUNG (AK)
YOUNG (FL)
ZIMMER

NOT VOTING (46)

ACKERMAN
ANDREWS (ME)
BACCHUS (FL)
BARLOW
BECERRA
BOEHLERT
BOUCHER
BUYER
CLAY
COX
DEUTSCH
FALEOMAVAEGA (AS)
FORD (TN)
FOWLER
GALLO
GILLMOR
GINGRICH
GRAMS
GRANDY
GUTIERREZ
HAMBURG
HASTINGS
HOKE
JOHNSON, E.B.
JOHNSTON
LEHMAN
LOWEY
McCLOSKEY
MEEHAN
MEEK
MILLER (CA)
MURPHY
NATCHER
OWENS
PELOSI
PICKIE
RIDGE
ROMERO-BARCELO (PR)
ROSTENKOWSKI
SLATTERYY
STOKES
SUNDQUIST
UNDERWOOD (GU)
VELASQUEZ
WASHINGTON
ZELIFF

the Roth Amendment. All groups opposed the Amendment, as did the Secretary of Education and the Office of Management and Budget.

Congressional staff have told me that NABE members played an especially critical role in defeating the Roth Amendment. In addition to writing to their Representatives in opposition to the Roth Amendment, many NABE members have, over the last several years, succeeded in getting their Representatives to visit bilingual education programs. These congressional visits to real classrooms, according to congressional staff, have helped to de-mystify bilingual education and to gain strong Member advocates.

Two Thumbs Up for Bilingual Education

After nearly three hours of debate, the House repudiated the Roth Amendment by a crushing 334-58 margin. The House roll call vote on the Roth Amendment to repeal the Bilingual Education Act was the first up-down vote directly on bilingual education to have been held in either the House or the Senate during the last three ESEA reauthorizations. For that reason, the landslide margin of victory was most gratifying.

Possibly because of the overwhelming vote against his amendment to strike Title VII from H.R. 6, Mr. Roth decided not to offer his second amendment to Title VII which was designed to recast Title VII into a remedial English acquisition program.

The final amendment to H.R. 6 of particular interest to NABE was offered by Rep. Rohrabacher on March 22. That amendment would have barred any funds authorized under the ESEA from being used to provide any benefit or assistance to illegal aliens. This second Rohrabacher amendment was defeated by a simple voice vote. Rep. Rohrabacher did not request a roll-call vote.

Swift Senate Action Likely on ESEA Reauthorization

Staff of the Senate Committee on Labor and Human Resources hope to mark-up an ESEA Reauthorization bill within the next 4-6 weeks, with the goal of having a bill to the President for signing prior to the July 4th congressional recess.

During the last few weeks, I have had the opportunity to meet with OBEMLA Director Dr. Eugene Garcia to discuss the Administration's Senate reauthorization's objectives. Dr. Garcia has indicated that the Administration favors the House-passed version of Title VII with a few possible "tweaking" changes to facilitate the program's administration. I have also been meeting with Senate staff to apprise them of NABE's strong support for the House-passed version of Title VII and the LEP student provisions incorporated in Title 1 of H.R. 6.

In the weeks ahead, it is important for all of you to communicate with your two Senators about the importance of the bilingual education programs authorized in Title VII of H.R. 6 as well as the Title 1 provisions respecting LEP students which are contained in the House-passed bill. Key issues in the Senate are likely to be time limitations on a student's enrollment in Title VII programs and the cap on the proportion of Title VII funds which the Secretary may use to fund monolingual-English Special Alternative Instructional Programs.

In addition to writing to your two Senators, I would encourage you to write also to the Members of the Senate Subcommittee on Education, Arts, and Humanities. The following 17 Senators are Members of the Subcommittee (the same Senators comprise the "parent" Senate Committee on Labor and Human Resources).

Correspondence to Senators should be addressed:

Honorable _______________
United States Senate
Washington, DC 20510

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Senate Subcommittee on Education, Arts, and Humanities

Claiborne Pell, Chairman
(D-RI)

Howard M. Metzenbaum
(D-OH)

Christopher J. Dodd
(D-CT)

Paul Simon
(D-IL)

Barbara A. Mikulski
(D-MD)

Jeff Bingaman
(D-NM)

Edward M. Kennedy
(D-MA)
(Chairman of Committee on Labor and Human Resources)

Paul Wellstone
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Harris Wofford
(D-PA)

Tom Harkin
(D-IA)

James M. Jeffords
(R-VT)
Ranking Minority Member

Nancy Landon Kassebaum
(R-KS)

Dan Coats
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Jedd Gregg
(R-NH)

Strom Thurmond
(R-SC)

Orrin G. Hatch
(R-UT)

Dave Durenberger
(R-MN)

1995-96 Fulbright Teacher Exchange Program

The U.S. Information Agency's (USIA) Fulbright Teacher Exchange Program is accepting application requests from elementary through university level educators (teachers and administrators) interested in participating in an exchange abroad during the 1995-96 academic year.

Since the Fulbright Program was created almost fifty years ago, over 190,000 Americans and citizens of other countries have studied, conducted research, and taught abroad and in the United States. Each year about 500 educators take part in the Fulbright Teacher Exchange Program.

This program includes direct exchanges, where partners typically exchange classroom assignments, as well as a limited number of semester and short-term assignments and some one-way placements. There is also an eight-week seminar in Italy for university/college faculty and teachers of grades 9-12 of Latin, Greek and the Classics. Most often, the U.S. and international exchange participants remain on their home institutions' payrolls while exchanging classrooms and sometimes even homes, although this is not a requirement.

The aim of the Program is to promote mutual understanding between citizens of the United States and other countries through educational and cultural exchanges. The Fulbright Teacher Exchange Program reflects the multicultural nature of the U.S. educator population, and strongly encourages teachers and administrators from minority groups to apply.

All participants must be approved by the Presidentially-appointed J. William Fulbright Foreign Scholarship Board (BFS), a group of private citizens that oversees the Fulbright Program.

The Fulbright Teacher Exchange Program offers a double advantage to participating institutions. Schools and communities gain the expertise and perspective of the visiting exchange partner, and subsequently share in the international experiences of their returning faculty member.

U.S. educators interested in participating in the program must meet the following requirements:

- U.S. citizenship;
- at least a Bachelor's degree;
- three years of full-time teaching experience (for teaching positions) or two years full-time teaching experience (for seminar participation);
- current full-time employment in a relevant subject area;
- and, for some non-English speaking countries, fluency in the appropriate foreign language.

Requests for application booklets, publicity material, and general information should be directed to the United States Information Agency, Fulbright Teacher Exchange Program, 600 Maryland Avenue SW, Room 235, Washington, D.C. 20574. The telephone number is 1-800-726-0479. Applications will be distributed beginning in April 1994, and the application deadline is October 15, 1994.

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Denver Public Schools
Denver, Colorado

The Denver Public Schools is actively recruting bilingual teachers for its ethnically diverse student population. Bilingual English/Spanish teachers are needed in early childhood through 5th grade. Bilingual English/Spanish teachers are also needed in the content areas at the secondary level, along with bilingual special education teachers and psychologists. For more information, please call or write the Denver Public Schools, 900 Grant Street, Room 501, Denver, CO 80203. (303) 764-3264.

AA/EEO

New Deputy Director Appointed for OBEMLA

Dang T. Pham, the first former Southeast Asian refugee appointed by the mayor of Boston as a commissioner of the Fair Housing Commission, has been appointed deputy director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the United States Department of Education.

Born in Hue, South Vietnam in 1955, he emigrated to the United States as a refugee and earned an undergraduate degree in managerial economics from Rhode Island College and a graduate degree in education from Boston College.

Prior to his appointment to OBEMLA, Mr. Pham was the educational programs manager at the Massachusetts Office for Refugees and Immigrants. He was also a 1993 recipient of one of the Ten Outstanding Achievement Awards from the Boston Jaycees, presented for his hard work and leadership.

Mr. Pham believes strongly in the need for community involvement and service to the community, especially to linguistic minority populations. He was a co-chair of the Southeast Asian Education Task Force in Boston. He is a member of many national and local organizations such as the National Congress of Vietnamese in America and the Massachusetts Association for Bilingual Education.

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Resources for Bilingual Educators

Central American Children Speak: Our Lives and Our Dreams - a 40 minute video produced by the Resource Center of the Americas, features the lives and words of young people in Guatemala and Nicaragua. Filmed on location in their homes, schools and communities, this video addresses the mutual concerns of all children, including family, food, play, education, work and dreams for the future, and helps viewers to gain a basic understanding of Central American reality. The video is accompanied by a 25-page study guide with information about the children and their countries, and many activities for teaching in Social Studies, Spanish language, math, synagogues, churches, and other community groups. The cost of the video and study guide is $75 for schools and other institutions and $35 for individual. For more information, contact: Resource Center of the Americas, 317- 17th Avenue, SE, Minneapolis, MN 55414-2077. (612) 627-9445.

Children of Promise - Literate Activity in Linguistically and Culturally Diverse Classrooms - by Shirley Brice Heath and Leslie Mangiola. *Children of Promise* addresses an important and difficult challenge facing American education today - improving literacy learning for all children, especially those who speak languages or dialects other than standard English. Authors Mangiola, a classroom teacher, and Heath, a university researcher, look inside three "language-minority" classrooms in which the promise of "at-risk" students is being realized. In doing so, they examine how students, teachers, and researchers listen, observe, and learn from one another. They also describe the literacy practices within these classrooms and discuss some of the principles of learning and language that underlie them. Suggestions for implementing cross-grade tutoring projects and a list of recommended readings are included as well. Joint publication of National Education Association , Center for the Study of Writing and Literacy, and American Educational Research Association. No. 06056-1320. $11.95 National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. (800) 369-NCTE.

Dancing in Moccasins: Keeping Native American Traditions Alive - This program examines the needs and problems of today's Native Americans, both those who live on the reservation and those who have chosen the mainstream. The conclusion focuses on celebration and survival as reflected in the continuing tradition of the Pow Wow. (49 minutes, color) #BU4278. Purchase: $149 - Rental: $75. To order, contact: Films for the Humanities & Sciences, P.O. Box 2053, Princeton, NJ . 08543-2053. (800) 257-5126.

Integrating Language and Culture in Middle School American History Classes - by Deborah J. Short. This educational research report (EPR 8) describes preliminary findings from a study examining middle school history classes with English language learners. The study has investigated the construction of social studies knowledge in these classes and the development and implementation of lessons that address the cultural and educational backgrounds of the learners while integrating language, content, and culture objectives. The report also focuses on several lessons from a project-developed unit, "Protest and the American Revolution." 1993. 26 pp. $4.00 prepaid. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292.

Literacy Practices in Two Korean-American Communities - by Robin Scarcella and Kusup Chin. This research report (RR 8) presents preliminary findings of longitudinal study of Korean and English literacy patterns found in two communities: one, an ethnic enclave and the other, an ethnically integrated area. The researchers examined contexts and purposes for which children use Korean and English inside and outside the home. 1993. 15 pp. $4.00 prepaid check or purchase order. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-9292.

Multicultural Education: Strategies for Linguistically Diverse Schools and Classrooms - 1993. by Menkart, N.C.B.E. An overview of multicultural education, its development, and its implications for the education of ESL students. Sample lessons and resource guide. 23pp. $3.00. NECA, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-0137, FAX (202) 429-9766.

The Need for Story — Cultural Diversity in Classroom and Community - Anne Haas Dyson and Celia Genishi, editors. In this volume, nineteen contributors explore the nature of story - the basic functions it serves, its connections to the diverse sociocultural landscape of our society, and its power in the classroom. Emphasizing the complex relationships among story, ethnicity, and gender, the book includes within its scope stories both told and written, those authored by children and by teachers, stories professionally produced, and those created in the classroom. In addressing concerns about how to most effectively serve increasingly diverse student populations, the contributors - among them, Maxine

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Greene, Rudine Sims, Bishop, Geneva Smitherman, Vivian Paley, Pam Gilbert, Shirley Brice Heath, and Jerome Bruner - demonstrate through vivid example the need for and the power of story. No. 33002-1320. $22.95 National Council of Teachers of English, 1111 W. Kenyon Raod, Urbana, IL 61801-1096. (800) 369-NCTE.

One World, Many Worlds: Hispanic Diversity in the U.S. - This program begins with a look at the many ways Hispanics have come to live in the U.S. Includes historical background, how and why Hispanics came to America, the struggles encountered, and contributions to American culture. (1992 - Color - 22 min.) 1 video and guide. No. RB878M, $89.00. Knowledge Unlimited, Box 52, Dept. M94, Madison, WI 53701-0052. (800) 356-2303 or (608) 836-6660.

Plyer vs. Doe: The 1982 U.S. Supreme Court decision Plyer vs. Doe, giving undocumented children the right to an education, is examined in the August-September '93 issue of *Education Equity Newsletter*. For a copy, contact META, 524 Union Street, San Francisco, CA 94133. (415) 398-1977.

Protest and the American Revolution - by D. Short, C. Mahrer, A. Elfin, S. Frekot, and C. Montone. This curriculum unit was developed and field-tested as part of an on-going research project on the integration of language and culture in middle school social studies. The unit contains 15 lessons designed to promote academic language and content skills through authentic and adapted readings and participatory activities that involve poems, songs, political cartoons, role plays and graphic organizers. The unit focuses on contributions to the American experience by men and women of various cultures and draws on students' cultural backgrounds as resources for classroom activities. 1993. 170 pp. $10.00 prepaid check or money order. Center for Applied Linguistics, National Center for Research and Cultural Diversity and Second Language Learning, 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292.

Steps to English Language Development - Developed in conjunction with Jostens Learning Corporation's English Language Development - Primary Level TM, "Steps" is a comprehensive solution for teaching English to fourth through twelfth grade students who are literate in their native language but are not yet familiar with the English language. An integrated curriculum program, "Steps" is an integral part of both bilingual and English as a Second Language or English for Speakers of Other Languages programs. As students progress toward fluency in English, the interactive program prepares them for mainstream, content-area classes. "Steps" utilizes an engaging multimedia environment and an exciting collection of classroom materials to motivate students to fully participate in their own learning, thereby enhancing their comprehension of the lessons. Organized into Beginning and Intermediate/Advanced levels of instruction, "Steps" includes 13 online, thematic units, supported with print materials. At the Beginning level, the program helps students build a strong foundation in basic English vocabulary, and integrates listening, speaking, reading and writing skills. At the Intermediate/Advanced level, the program emphasis shifts from acquiring and developing language skills to strengthening written language skills. At each level of instruction, the program focuses on using language in a meaningful context to communicate. This program is now available for school use only. For more information, call: Jostens Learning Corporation, (800) 422-4339.

Teaching About Haiti - Helps students to place in context the current political crisis of this, the first independent Black nation. Includes: Literature; Interviews; Analysis of the Roots of Poverty; Folktales; Vodou; Songs of Resistance by Boukman Eksperyans; Teaching/Action Ideas and Bibliography. Newsprint, 40 pp. $2.00 (Bulk rates available.) NECA, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-0137, FAX (202) 429-9766.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information concerning any item listed in this column, you must contact the item's publisher directly.

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TEACHING OPPORTUNITIES

Are you interested in working in sunny Southern California?

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Spanish (K-8)

Must be eligible for appropriate California Credential

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Ontario-Montclair
School District
Dr. Sharon P. McGehee
Personnel Services
950 West "D" Street
Ontario, CA 91762

(909) 983-9501

Upcoming Events

May 12-14, 1994 - Dade County Public Schools, Office of Vocational, Adult, Career, and Community and the Bilingual Association of Florida Caribbean Literacy Conference, "Literacy Without Barriers," Miami. Contact: Ms. Edwina Hoffman (305) 995-1821 or Ms. Delia Garcia (305) 348-2647.

May 13-14, 1994 - Cleveland Public Schools & the Ohio Department of Education Bilingual and Multicultural Education Conference, "Bilingual and Multicultural Education: Gateway to Academic Proficiency and Cultural Diversity," Cleveland. (216) 523-7953.

May 14, 1994 - Bilingual Association of Florida (BAF) Annual Conference, Miami. For more information, call or write: Florida International University, University Park Campus Trailer MO8, Miami, FL 33199. (305) 348-2647.

May 19-20, 1994 - New Jersey Teachers of English to Speakers of Other Languages - Bilingual Educators Spring Conference, New Brunswick. "Two Halves of a Whole - Bilingual and ESL: Working Together". Contact: Lynda Mejias, 67 Kempson Place, Metuchen, NJ 08840. (908) 826-3360 ext. 247.

June 13 - August 12, 1994 - Southeast Asian Studies Summer Institute (SEASSI), University of Wisconsin, Madison. For information, contact SEASSI, Center for Southeast Asian Studies, 4115 Helen C. White Hall, 600 N. Park Street, UW-Madison, Madison, WI 53706. (608) 263-1755.

June 28-30, 1994 - National Center for Research on Cultural Diversity and Second Language Learning Summer Institute. "Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices", University of Connecticut. The Center for Professional Development, U-56D, 1 Bishop Circle, University of Connecticut, Storrs, CT 06269-4056. (203) 486-3231.

July 1-3, 1994 - National Education Association (NEA) Conference. New Orleans, LA. Contact: Larry Hughes or Joyce Mastro, CES, 18840 U.S. 19 N., Ste. 415, Clearwater, FL 34624, (813) 530-0405.

July 17-20, 1994 - National Council of La Raza 1994 Annual Conference, "The Hispanic Mosaic: Unity in Diversity," Miami Beach. NCLR, Marketing & Special Events, 810 First Street, NE, Suite 300, Washington, DC 20002-4205.

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PRESIDENT

FROM PAGE 3

to be the most effective in teaching LEP students." All five then provided suggestions for instructional strategies to teach LEP students in all-English classrooms. All five included discussions of students learning English using the instructional strategies suggested in the articles. All five reported that some of these students were successfully learning English, and student success in English was attributable to the use of "effective" instructional strategies and teacher expertise. Ironically, in all of these articles, the most successful students were those who had formal schooling in their native countries before coming to the United States, and were literate in their first language. Further, these same studies noted that the most challenging students were those who were preliterate, had little formal schooling and did not speak English.

All of the articles concluded that "good instruction" caused student success and therefore "any program with good instruction will benefit LEP students". Sadly, they all missed the most crucial variable -- the students who were learning English well were, in fact, products of bilingual education (they had opportunities to learn their native language first in their countries followed by English in the U.S.). Furthermore, success in English for these students is more likely attributable to their native language proficiency rather than to any instructional strategy that these teachers may have been utilizing.

We have at least 500 studies which document the critical role that native language instruction plays in the education of two-language students. We also have a plethora of research documenting that bilingual programs which utilize the native language of the students in a sustained and comprehensive way are the most effective instructional programs for limited English proficient students. Regrettably, this information is either unknown or ignored in educational circles outside of our own.

My purpose here is not to be overly critical, but simply to illustrate that our commitment to the field and to the language-minority students we serve must extend beyond our own bilingual education community and into other educational fields. With one-half of our students being taught in all-English classrooms, we have a responsibility to share our knowledge and insights with fellow educators outside of our field as well as with each other. The sharing of knowledge across fields enriches all of us professionally and enables us to better serve all students. Until such time as all language minority students can be served in bilingual education programs, we must take it upon ourselves to help teachers in all-English classrooms effectively teach and interact with limited English proficient students. My pride in being a bilingual educator tells me that we are up to this challenge if we all get involved!

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Classroom Practices in Bilingual Education

Column Editor : Magdalena Ruz González, Fontana Unified School District, Fontana CA

Science Inquiry Is Language Inquiry: An Interview with José Velásquez

by Magdalena Ruz González

Science inquiry provides a rich context for genuine language use (Kessler & Quinn, 1987). Using science experiences, students are provided language opportunities to negotiate, explain, question and listen to their peers. They can also write a poem, a persuasive article on ecological issues, or an expository piece about their discovery. Language acquisition is a natural outcome. Success for developing language proficiency rests on cooperative learning strategies in either an ESL or bilingual setting.

The results are students who better understand how science "fits in" the real world interconnected to other disciplines. The responsibility of learning is on the student since teachers are the facilitators of the knowledge.

The three-step approach begins with an **engaging activity** that will spark the student's interest. This external motivation may be a walk through the park, a video, or a guest speaker. During this activity, the teacher provides information. José Velásquez, Assistant Director for the Center for Urban Education, DePaul University, pointedly makes the distinction between *teaching* and *providing information*. The second phase begins when the student enters the **discovery process**. The need to find an answer is the internal motivation. In this self-questioning phase, the teacher as facilitator provides the hands-on materials needed to pursue the answer. The last phase is **elaboration** whereby the student has the opportunity to complete a project, write about the experiences, or validate what has been learned through a group assessment. Authentic assessment is an outcome using this process. This three-step process leads students to learn about the "how" of science (Kessler & Quinn, 1987).

Teachers of students learning English in the Chicago area are involved in enhancing their teaching in a three-year science training program with the Illinois Institute of Technology, Teachers Academy for Mathematics and Science, and DePaul University's Center for Urban Education. ASPIRA has just recently committed to financially assist in the implementation of this science approach in the bilingual programs of Von Humboldt Elementary, Roque de Pry Elementary and the Crista McCauliff Elementary School.

> *In preparing teachers for reflective science thinking, Velásquez advocates a case-based pedagogy. Connecting theory to practice, teachers engage in dialogue based on everyday experiences and are made aware of teaching as inquiry. Inquiry leads to question not only what is but what could be. Reflective thinking teachers thus are engaged in a strategy of "teacher development" rather than "teacher training".*

In preparing teachers for reflective science thinking, Velásquez advocates a case-based pedagogy (Harrington and Garrison, 1992). Connecting theory to practice, teachers engage in dialogue based on everyday experiences and are made aware of teaching as inquiry. Inquiry leads to question not only what is but also what could be (Harrington and Garrison, 1992). Reflective thinking teachers thus are engaged in a strategy of "teacher development" rather than "teacher training" (Freeman, 1989).

While providing teacher development, Velásquez uses the same three-step approach used for the students -- engage, discover, elaborate. Thus the skills learned are incorporated into the teacher's style of teaching and are internalized. (There are no clone teachers.) In addition to incorporating the process, the knowledge base is also expanded. Velásquez has noted that the teacher's science curriculum knowledge is usually very weak because of the field's tremendous growth.

Using the National Center for Improving Science Education's recommendations, Velásquez has introduced nine scientific concepts that will improve knowledge base. These are:

- scientist have made the study of science manageable by organizing and classifying natural phenomena,
- nature behaves in predictable ways,
- a system is a whole that is composed of parts arranged in an orderly manner according to some scheme or plan,
- scale refers to quantity, both relative and absolute,

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creased and effective two-way communications between the school and the home.

11. Create mechanisms to facilitate and nurture relationships among different groups of parents.
12. Create time for joint planning, collaboration and dialogue.
13. Seek the involvement of community based organizations and agencies that provide other than academic services for families, Following are strategies for forging new school-linked service partnerships:
14. Develop site based evaluation systems with the involvement and participation of all parts of a school community, particularly in those where the professional staff does not come from the communities of the students.
15. Develop data systems in partnerships with districts as well as teachers, parent/caregivers and community voices.
16. Utilize multiple forms of student grouping through the school day, week and year, including many forms of same-type groups and varying forms of cross-type groups.

That Private Foundations and Corporate Foundations:

1. Consider multiple strategic demonstration projects in school restructuring related to issues of equity and diversity.
2. Support the proliferation of restructuring schools committed to an agenda of equity for their diverse students.
3. Support programs aimed at leadership development for educators in restructuring schools so that they can become knowledgeable and committed to issues of diversity and equity.
4. Must not fund restructuring efforts in schools that are out of legal compliance with regard to serving their LEP students, unless addressing that major gap is a central component of their restructuring plan.
5. Fund the non profit sector's important activities that support and inform the central activities of restructuring schools.
6. Urge and support more collaboration and coordination across nonprofit projects.
7. Assess the connection among reforms at sites undergoing multiple reforms, and use funding to encourage sites to connect their own reforms so that they build upon each other and eliminate unnecessary or duplicative governance structures.
8. Strengthen collaboration with other foundations and with state agencies to coordinate funding of initiatives, so as to ensure that they are not working at cross purposes, and to assess how well their combined efforts are addressing equity for diverse students.
9. Increase support for community based organizations to be involved in school-linked services efforts.
10. Increase support for efforts designed to build the capacity of parents and community residents and advocacy groups to participate in decision making processes, and to have a voice in shaping and monitoring school restructuring.

That Universities, Schools of Education, Credentialling and Certification Programs, and Professional Development Programs:

1. Prepare educators for the new roles and skills that restructuring demands.
2. Offer the CLAD and BCLAD credentials.
3. Engage in and support efforts to develop interdisciplinary preservice education for all teachers and human service providers.

That School Reform and School Restructuring Projects:

1. Review their models and processes in consideration of the research on education for linguistic, cultural and racial minority students. They must collaborative with one another in demonstration project efforts to encourage, document and disseminate models that address these students needs.
2. Immerse staff in the literature on effective bilingual programs and second language acquisitions, and on the role of culture, race and language in children's schooling experiences, and campaign to bring that body of expertise to restructuring schools.
3. Convene their coaches and leaders to discuss how to ground their efforts in the research base on working with specific ethnic, cultural, racial and linguistic minority communities.

That Educational Advocacy Organizations and Professional Associations Concerned with Diversity and Equity:

1. Place a high priority on dialogue and dissemination of their research to restructuring schools and to the larger "mainstream" policy arena that shapes restructuring.

That Civil Rights Organizations Within Cultural, Linguistic and Ethnic Minority Communities:

1. Develop their capacity to address access and equity in education so as to vigilantly monitor these issues, and to be a resource to restructuring schools and districts that are grappling to design responsive and appropriate programs.

That Communities as a Whole:

1. Mount an organized defense to reaffirm the importance of a free, universal public education system for all students.

The full report is designed as both a resource for the field and a policy document. It contains seventeen chapters focusing in-depth upon: creating school-wide dialogue on issues of equity, the changing role of teachers; leadership for restructuring schools; the involvement of parents and families in restructuring; community forces for change; school linked services reforms and their relationship to school restructuring; student grouping; multicultural curriculum; addressing language barriers; new uses of technology; creating the time and tools for whole school change; the roles of districts and unions in facilitating or hampering school site

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

Hispanics and Speeded Testing: What's the Hurry?

by Tomás Galguera

Recent calls for assessment reform in education provide an opportunity for the interests of language-minority students (LMS) to be included in the design of new assessment practices. This article stresses the need for different forms of assessment that allow bilingual test-takers to use cognitive abilities that may be different from those of monolinguals. Research has demonstrated a positive correlation between bilingualism and enhanced language involvement in cognitive processes (Diaz, 1985), as well as greater linguistic awareness (Bialystok, 1988; Hakuta, 1987). Nevertheless, as I will explain, stress associated with speeded testing appears to limit the advantages due to bilingualism. I offer a possible explanation for documented differences in the scores of Hispanic students in speeded standardized tests (Llabre, 1991; Anrig & Stewart, 1991, p. vii), referring to empirical evidence about the effect of bilingualism on information processing. Also, given the current lack of support for the assessment of LMS in their native language (L1), I call for less emphasis on speeded testing of LMS in English.

Widespread preoccupation with education in the United States, fueled by reports including *A Nation At Risk* and *America 2000*, has resulted in calls for educational reform such as the implementation of a national system of assessment of performance and content standards. The idea of a national system of exams designed to motivate and graduate students with world-class standards of education has been touted as the solution to educational problems since the Education Summit in 1989.[1] It is in this context that the assessment of LMS acquires particular urgency. Researchers have warned about potential problems of a national assessment policy that, due to its large scale, could not be sensitive to concerns particular to Hispanic students (Padilla, 1992). As I will argue, the need in assessment for language (written and/or oral) as the medium of operation presents particular problems for LMS, especially when severe time restrictions are part of the assessment procedure.

In group testing, according to Cronbach (1960, pp. 221-23), tests fall in between the extremes of "speed" (i.e., tests that have time limits) and "power" (i.e., tests that have work limits). This classification places most tests closer to the "speeded" end of the continuum, partly because of practical constraints and partly because of theoretical views. Psychometrists have argued for a link between cognitive ability and speed of response; this position has certainly influenced most test-makers in their design of widespread speeded aptitude tests.[2] Interestingly, researchers have found power tests more reliable in predicting academic performance in related tasks, which makes power tests better suited for educational settings (Cronbach, p. 222).

Cultural differences in the perception of time have been used to explain lower test scores of ethnolinguistic minorities. Just as the British and Germans are stereotypically punctual, Latinos are commonly regarded as freer in their assumptions towards time. This explanation, however, fails to account for possible differences in temporal sensitivity among subgroups of Latinos. Moreover, researchers have attempted to train Hispanic students to better monitor and use testing time in hope of influencing their performance. The results are mixed, with some trained students performing no better than untrained students (Llabre, 1991), and others, particularly younger students, improving their performance (Benson, Urman, & Hocevar, 1986). Clearly, differences in speeded test performance between Hispanics and Anglos are not due simply to cultural differences.

An alternative explanation considers cognitive differences between monolingual and bilingual individuals. For instance, Măgiste (1979) found slower reaction times for monolinguals in comparison to bilinguals in encoding tasks (naming objects and numbers) and decoding tasks (reading words). The difference in reaction times between monolinguals and bilinguals is relatively short, less than a second in duration (Măgiste, 1979, p. 85), which might seem insignificant at first. However, in the context of a lengthy multiple-choice standardized test, the tasks encountered by students would include repeated encoding and decoding processes for each item. The accrued delay could, in practicality, amount to minutes by the end of the test.

Regardless of testing time, high-stake tests constitute one of the most stressful experiences encountered by students. In general, moderate levels of stress produce low levels of test anxiety, which tend to have little or no effect on performance. Moderate levels of anxiety may actually benefit test-takers by sharpening their awareness and focusing their attention on the task. Nevertheless, high anxiety resulting from highly evaluative situations affects cognitive performance negatively (Reider & Baruch, 1992, p. 297-98). Further, as I will note below, empirical evidence suggests that stress is more detrimental to bilingual test-takers than to monolinguals.

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Taking a test involves the processing of information that is largely verbal in nature (typically written); this is true even for tests in subjects such as mathematics, where instructions, word problems, and/or logical reasoning depend heavily upon language. Dornic (1978) studied the effects of stress on bilinguals. The results of his research suggest that: (1) bilinguals who rate themselves as fluent in both languages were slower than monolinguals in completing decoding and encoding tasks, and (2) the stronger language of bilinguals became dominant under stressful conditions. In another study, Dornic (1980) presented evidence for longer processing time in bilinguals when using their weaker language. In the same study, Dornic documented slower working times for bilinguals than for monolinguals when required to work as quickly as possible. Both findings suggest obvious problems for LMS in the process of learning English as a L2 who must answer items on a speeded test in English.

In a related study, Javier and Alpert (1986) researched the effects of stress on information processing among Hispanic bilingual individuals. By first conditioning subjects to noise-induced stress, researchers were able to assess bilinguals' performance on cognitive tasks under stressful and normal conditions. Their conclusion was that lower-level thinking skills predominate among bilinguals when encountering L2 words associated with stress. This cognitive shift becomes particularly relevant in explaining the performance of bilinguals on high-stakes tests that require them to use higher-level thinking skills in their L2.

The evidence presented thus far suggests a hypothetical situation where a Hispanic student facing a speeded test for which she has prepared begins to lag behind her fellow classmates because of differences in information processing expediency associated with bilingualism. Although calm at first, the student soon realizes that she is falling behind schedule, which contributes to the stress she experiences, and further impairs her ability to use higher-level thinking skills for processing information in English. This hypothetical sequence presents a worst case scenario to be sure, since individual differences in stress management capacity would most likely play a role in the student's reactions. Unfortunately, most students lack test-taking skills necessary for optimum testing performance. In any case, a speeded test score for Hispanic students may be more of a reflection of their bilingualism and stress-management ability than of their knowledge or aptitude.

> *The need in assessment for language (written and/or oral) as the medium of operation presents particular problems for LMS, especially when severe time restrictions are part of the assessment procedure. A speeded test score for Hispanic students may be more of a reflection of their bilingualism and stress-management ability than of their knowledge or aptitude. Regardless of testing time, high-stakes tests constitute one of the most stressful experiences encountered by all students. Further, empirical evidence suggests that stress is more detrimental to bilingual test-takers than to monolinguals.*

Conclusions

The widespread use of speeded standardized tests as assessment instruments calls for careful evaluation based on empirical research in order to answer questions about the validity and fairness of the practice. Research suggests that further use of speeded tests needs to take into consideration potential problems of equity and validity, especially when test-takers are LMS. Accordingly, four points must be stressed in this regard: (1) the processing of academic information in a L2 is more demanding than in a L1, and clearly, the difficulty increases with lower proficiency levels;[3] (2) information processing is slower for multilinguals than for monolinguals, regardless of proficiency level and language used; (3) information processing in a L2 is more vulnerable to environmental distractions and interference from extraneous sources; and (4) high levels of anxiety associated with high stakes tests hamper information processing in a L2.

Research is needed to unconfound factors of ethnicity and socioeconomic status before any theoretical model can be advanced to fully explain the poor test performance of Hispanics. Even though researchers have looked at Afro-American, Hispanic, and, to a lesser extent Native-American students, additional studies that include other ethnolinguistic minorities (e.g., Asian-American, Eastern European-American) are needed. Furthermore, research on minimizing test-induced anxiety must be included in the design of future tests. Until better assessment tools are created for LMS, I propose testing under work limits rather than time limits, especially for

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its should be expected and encouraged. Finally, interagency communication should exist between schools, community social service agencies and ethnic awareness groups to promote partnerships and accountability.

PRESCRIPTION FIVE
The Point of Entry: The High School Counseling Department

High school counselors should possess a sensitivity to and understanding of the "unique" needs of racially, ethnically, and linguistically diverse subpopulations of students. They should also have a strong knowledge base in cross-cultural education and counseling strategies. A culturally-skilled counselor is one who is active in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, and personal limitations. Their counseling skills are interactive in nature, student-centered and promote and encourage parent involvement.

With the current influx of immigrants to the United States, limited-English-proficient (LEP) students are enrolling in the public schools in unprecedented numbers. For this reason, counselors need to acquire competencies in those areas impacting LEP students. One of the most crucial areas is that of the assessment of LEP students. Assessment is what will drive the decisions counselors will make about this population of students. This translates into having a working knowledge regarding the reliability, validity and norming samples used in nationally normed achievement tests, criterion referenced tests, and state level assessments. They should also have knowledge of the alternative assessment strategies typically used with LEP students. And finally, whenever possible, all registration forms should be in the parents' native language.

PRESCRIPTION SIX
Equity

Cultural pluralism is promoted by reaffirming antidiscrimination policy and by providing equal access to all school-related programs, such as classes for the gifted, advanced curricular classes, the student council, sports teams, etc. Equity is further evidenced when subpopulations of students are included in a building's school improvement plan. Proactive school districts have as their mission statement something to the effect of "Accountable for ALL Students," that's 100%. They accept their responsibility and describe the student population in terms of characteristics which may effect student learning. In turn, improvements and changes are made. For the purpose of promoting equity it is also important that all students receive the same amount of instructional time, have exposure to the same curricular goals and objectives, and be eligible for the same support services, regardless of race, culture, gender, and language differences.

PRESCRIPTION SEVEN
Transitional Language Programs

Transitional Bilingual Education (TBE) and the Transitional Program of Instruction (TPI) are programs which are designed to facilitate the transition from the native language to the English language. Minimally, these are the programs that should be offered by local school districts. In addition, school districts can promote the second language acquisition process by establishing a language resource center where students have the opportunity to seek additional assistance with their academics. Another component of the second language programs offered by schools is a transitional reading program designed to bridge the reading process from Spanish to English. This reading program teaches those skills required for successful reading and writing in English that are not part of the Spanish reading program. For example, in Spanish days of the week and months of the year are written in the lower case, while in English they are capitalized.

The use of a continuous assessment model to measure program effectiveness, student performance and school improvement should be the standard in transitional language programs. This approach facilitates the inclusion of students in the planning and setting of individual goals, both academic and linguistic. Continuous assessment also encourages the use of new and varied instructional strategies. Finally, school districts should implement a second language curriculum whose goals and objectives mirror that of the "traditional" curriculum.

PRESCRIPTION EIGHT
Instructional Strategies

Instructional strategies identified as effective and beneficial to ethnically and culturally diverse students are interactive, promote two-way communication, and emphasize critical thinking and other higher order skills. In addition, teachers should possess knowledge of different learning and thinking styles as well as providing learning experiences that take these differences into account. The use of whole language strategies across the curriculum to facilitate academic and linguistic growth are effective, especially when integrated with cooperative learning. Lesson plans which call for competitive classroom activities should be carefully scrutinized to avoid humiliation.

The use of peer tutoring and/or mentoring is also a viable strategy that can benefit culturally diverse students. Furthermore, integrated into the instructional routine should be strategies which teach students about similarities and differences among people and the teaching of tolerance of those differences. Process writing, K-W-L, story mapping, PQ2R, and the use of manipulatives and visual aides can help teachers reach ethnically and culturally diverse students.

PRESCRIPTION NINE
Staff Development/ Teacher Education

School districts that are committed to the education of all children will provide their administration and faculty with staff development/

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inservice education opportunities that focus on various multicultural issues, such as: 1) the surface elements of culture, 2) the deep elements of culture, 3) strategies for learning about different cultures, 4) strategies for including the contributions of different ethnic groups into the daily teaching routine which still take into account the school's goals and objectives, 5) the process of second language acquisition, and 6) the role of education in different ethnic groups.

It would also be beneficial to provide opportunities for teachers to visit and/or observe ESL teachers and classes. School districts should also promote multicultural education.

PRESCRIPTION TEN
Home-School-Community Relationships

Promoting cultural pluralism in the schools includes actively pursuing an interactive relationship with all facets of the local community. In all cases it is absolutely essential that the ethnically diverse community set the same high academic expectations for everyone. Each student should be held strictly accountable for achieving his or her personal best and progress should be measured against clear goals guided by high standards and expectations.

NABE '95

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See you there!

Translating school-related literature into the representative native languages is yet another way school districts can recognize cultural and linguistic differences in the community. Actively pursuing business partnerships with minority-owned businesses can open channels of communication not previously tapped. Networking with existing community agencies can offer resources and prevent duplication of services. Parent or adult based programs include adult English as a Second Language (ESL) classes, Family Literacy Programs, English and Spanish language GED classes, citizenship classes, job training programs, and Active Parenting programs.

Cultural harmony in the community is strengthened when intergovernmental committees are formed and are endorsed by the different ethnic groups they represent. Schools, on the other hand, can conduct parent meetings in native languages so as to clearly inform parents of their children's progress and any other school-related business. Informed parents can be a school district's greatest asset. Parent participation and community involvement can be increased by employing office personnel who speak the language(s) of the community. Finally, home-school and community relationships can promote cultural pluralism by actively recruiting ethnically and culturally diverse members for various committees and by providing them opportunities to exhibit leadership behavior.

Summary and Conclusions

Achieving the goals of cultural pluralism in American schools and classrooms faces an uphill battle due to the lack of effective strategies and unified teamwork driven by a shared vision. Despite recent educational improvements, some cultural groups demonstrate characteristically higher dropout rates and low academic achievement because their learning needs are not being sufficiently addressed. Admittedly, most schools do not have the expertise or knowledge base to effectively educate ethnically, culturally and linguistically diverse groups of students. Local ambivalence and apathy are crippling dynamics which discourage the achievement of promoting multiculturalism, cultural harmony, mutual respect, and acceptance of diversity. New prescriptions and locally developed implementation action plans are needed to help shift the positive forces of change. Every member of the school staff can contribute to improved daily practices. Much more is known about creating effective schools than is being put into practice.

In summary, it takes commitment, time, a reallocation of resources, and acceptance from the superintendent to the school secretary and from the custodian to the classroom teacher to make multiculturalism a reality.

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Dr. Jaime A. Castellano is the Assistant Superintendent, Addison School District 4, Addison, Illinois. Dr. Don Grossnickle is the Assistant Principal for Educational Services, Addison Trail High School, DuPage High School District 88.

Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

high stakes assessment. If practical constraints do not permit testing under unrestricted time limits, students should be allowed to continue working past the posted time constraints.

Linguistically-originated difficulties in performance during speeded standardized testing of Hispanics and other language-minorities constitute a major challenge for educational equality in the United States. This is particularly relevant at a time when the assessment of national content and performance standards is toutedas a desirable direction in educational reform. If high-stakes assessment is implemented without consideration of the ever-growing proportion of LMS in American schools, public education can only contribute to social inequity.

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Notes

1. See Madaus (1993) for an historical and thorough consideration of implications associated with a national testing system.

2. See Jensen (1980, pp. 134-136) for further discussion of the rationale behind speededness in standardized tests.

3. A distinction should be made between oral/conversational and academically-relevant language proficiency. Often times students are considered fluent based solely on informal oral assessments.

The author thanks Professor Amado M. Padilla at Stanford University for providing frank feedback and for suggesting alternate points of view on earlier versions of this article.

Tomás Galguera is a Ph.D. candidate at the School of Education, Stanford University.

__Editor's Note:__ Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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PRACTICES

FROM PAGE 39

- thermometers, rulers and weighing devices help children see that objects and energy vary in quantity,
- we can create or design objects that represent other things,
- the natural world continually changes, although some changes may be too slow to observe,
- a relationship exists between the way organisms and objects look (feel, smell, sound and taste) and the things they do,
- to understand the concept of organic evolution and the statistical nature of the world, students first need to understand that all organisms and objects have distinctive properties,
- and diversity is the most obvious characteristic of the natural world.

The following is a partial example of an activity:

SCIENCE ACTIVITY OF THE WEEK

OBJECTIVE:

Student will identify the three forms of matter.

Student will identify samples of the three forms in their environment.

AREA OF SCIENCE:

Matter

INTEGRATION WITH OTHER SUBJECT AREAS:

Language Arts: Find a poem that speaks about matter.

Geography: Identify on a map where water is found in two of the three states of matter.

Math: Make a graph to record the number of items identified and place them under each classification of matter.

MATERIALS:

Water, ice, heat source, metal pan

In that project, Velásquez is involved in the *Praise and Leadership School Curriculum for Science (PALS)*, Peoria, Illinois, for kindergarten through the third grade. The purpose of this curriculum is to enable every child to experience science in a way that encourages them to pursue their natural sense of discovery and help them acquire the skills needed to attain a sound fundamental education and reach the four State Goals for Learning of Illinois.

The science curriculum has cognitive, as well as affective, objectives and reflects developmentally appropriate activities as promoted by the National Association for the Education of Young Children.

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For further information about any of the above programs contact: José Velásquez, Assistant Director, Center for Urban Education, DePaul University, 2323 N. Seminary, Chicago, Illinois, 60613, 312-362-5942.

__Editor's Note:__ Contributions to the **Classroom Practices in Bilingual Education** *column should be sent to Magdalena Ruz González at the Fontana Unified School District, 9680 Citrus, Fontana, CA 92335. Phone: (909) 357-5079.*

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JOURNEY

FROM PAGE 40

change; issues of system-wide change; the role of funding in the restructuring movement; developing reflective school communities and new forms of accountability. The report concludes with a full range of recommendations, and appendices which include: organizational resources for restructuring schools, a bibliography relevant to issues of diversity and whole school change, and a glossary.

Each chapter contains rich descriptions of lessons learned and of restructuring activities in schools.

To obtain a copy of the full 400 page report write to: California Tomorrow, Fort Mason Building B, San Francisco, CA 94123. California Tomorrow is a nonprofit organization committed to making racial and ethnic diversity work in California, and to building a society that is fair and open for everyone, especially the children who are our future.

The Unfinished Journey: Restructuring Schools in a Diverse Society was authored by:
Laurie Olsen, Project Director
Hedy Chang, Denise De La Rosa Salazar, Cecelia Leong, Zaida McCall Perez, Greg McClain, Lisa Raffel

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Clinton Administration Proposes Inclusion of LEP Students under NAEP

Could Overturn 1989 Exclusionary Rule: Proposal to be Reviewed by National Assessment Governing Board in August

by Christian R. González

Joining with bilingual education advocates, members of the Clinton administration within the Education Department are moving to include limited-English-proficient students in national testing and assessment.

It is estimated that some 3.5 million to 5 million LEP students could be affected by this.

A 1989 rule allows school principals to exclude disabled or LEP students from the National Assessment of Educational Progress -- the definitive benchmark of elementary and secondary school progress.

"If you don't assess, then you have no accountability standards," Eugene García, director of the Office of Bilingual Education and Minority Languages Affairs in the Department of Education, told *Weekly Report*. "Without that, many kids may not be getting the services they need."

"It is critical that this be done," said Denise de la Rosa, a project associate with California Tomorrow, a San Francisco-based think-tank dedicated to educational reform. "Right now the information that we get from NAEP is not accurately addressing LEP students."

NAEP board member Michael Guerra, executive director of the Catholic Education Association, said, "The board makes it clear that its philosophy is to maximize inclusion. We hold open meetings to make progress in the area. And advocates do hold the board accountable." The board has placed the issue on the agenda of its August meeting in Denver, Colorado, he said.

García recommends three major modifications to testing policy:

- inclusion should be the norm, not exclusion;
- the tests should be equitable for all students (appropriate methodology) beginning with development through scoring and reporting to provide valid and reliable results;
- provide the tests in the student's strongest language, or bilingual tests if a student is studying under a bilingual curriculum.

Continued on page 10

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Former NABE President To Head Independent Sector

Sara Meléndez, 1984-85 President of NABE, has been named the president of Independent Sector effective September 1 of this year. Independent Sector is a nonprofit coalition of over 800 corporate, foundation and voluntary organization members, with national interest and impact in philanthropy and voluntary action. The organization's mission is to create a national forum capable of encouraging the giving, volunteering and not-for-profit initiative that help all of us better serve people, communities, and causes.

As NABE members know, Sara has worked and written extensively on multicultural and diversity issues, bilingual education and increased education and leadership opportunities for minorities in America. She has been president of the Center for Applied Linguistics in Washington, DC for the past three years. Before that she served as Vice Provost and Acting Dean of Arts and Humanities at the University of Bridgeport, CT, and earlier was Director of Special Minority Initiatives at the American

Continued on page 40

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Message From The President

Goals 2000 and Language-Minority Students: Skeptical Optimism

by Dr. Kathy Escamilla

Last week I had the opportunity to attend the Goals 2000 Education Orientation Conference which was held in Washington, DC. I was grateful for the invitation to attend, and the opportunity to interact with educational leaders from around the country was wonderful. However, I came away from that meeting with very mixed emotions which I would like to share with you.

Goals 2000 is laudable in both content and intent, and is much like motherhood and apple pie -- national educational goals. Further, it is extremely compatible with goals we have had in bilingual education for the past 25 years (especially the focus on professional development for teachers and the critical role that parents play in the education of our children).

Briefly, Goals 2000 will provide formula funds to each state. States are then charged with developing comprehensive educational plans to work in partnership with local school districts to improve and reform educational programs within the state. Briefly stated, Goals 2000 money must be used to do the following:

- develop standards;
- develop assessment criteria;
- improve teacher education;
- ensure opportunity to learn;
- develop plans for management and accountability;
- document results (emphasis here will be on improving student achievement, not complying with the law);
- develop a plan for community involvement (including health agencies);
- develop a plan for parent involvement.

1993-1994 NABE Executive Board President, Dr. Kathy Escamilla

Each of the above activities is, of course, compatible with efforts to improve educational opportunities for language-minority students. Further, since the absolute emphasis of Goals 2000 is on direct services to students, this program should theoretically benefit language-minority students as well as other students in the public school system. I feel that we should view the potential impact of Goals 2000 on language-minority students with "skeptical optimism".

I am somewhat skeptical of the potential of Goals 2000 to positively impact educational experiences of language-minority students because sweeping comprehensive reforms such as this one tend to be viewed from a "sameness" perspective that has been referred to as "one size fits all." This sameness viewpoint lends credence to the notion that the "same standards", "same assessment", "same new and improved preparation program", and "same opportunity to learn" packaged into the language of a "comprehensive plan for systemic reform" will be good for "all" children. We need only remember the words of the Supreme Court when the Lau decision was handed down to see the fallacy in the "sameness theory". In the Lau opinion, Justice Douglas stated, "Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, text books, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." Those statewide Goals 2000 plans that lump language-minority educational issues into large plans meant to improve education for "all" students will almost certainly fail for those who have unique educational needs.

Language-minority students constitute the fastest growing population of school-aged persons. At some point in their careers, **one of every two** teachers will have students in their classrooms who are not native English speakers, while only **one in seven** will have had preparation in how to teach these children. Fully 50% of all students who have been labeled limited-English-proficient are in classrooms where no special services are provided for them (not even minimal pull-out ESL). Added to this situation, the professoriate in colleges of education is 95% white, with fewer than 5% of this faculty having had preparation in dealing with diverse student populations. Language-minority students, their parents, teachers and professors could greatly benefit from systematic reform which specifically addressed these educational issues.

Every plenary session at the Goals 2000 Conference made reference to diversity, however, only **2 out of 23** dialogue sessions at this conference actually dealt specifically with issue of linguistic and cultural diversity as they relate to systemic reform. None dealt with other diversity issues such as gender equity. I am skeptical, for I fear that once again the real needs of language-minority students **will be lost** in a debate that is too broadly focused on an artificial notion that "all" students have the same common set of educational needs, and that one "comprehensive plan" will "fit all".

CONTINUED ON PAGE 10

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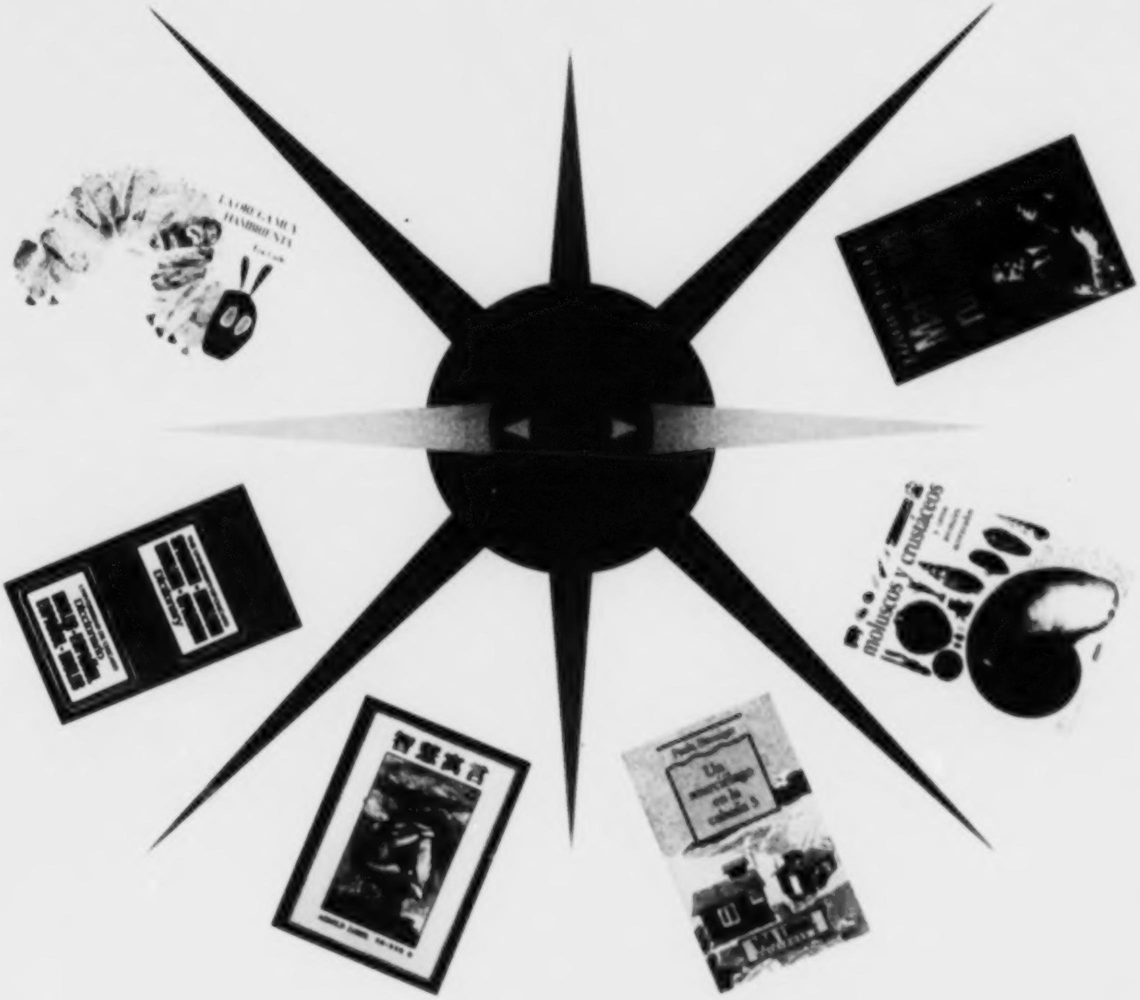

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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Technology and Teacher Education

by Theresa Austin

While teachers have readily made use of video and audio equipment for instructional purposes, many teachers still lack experience with computer-assisted instruction and, worse, feel anxiety towards learning how (Hirschbuhl & Faseyitan, 1994; Garrett, 1991). Many admit: "Nadie me ha enseñado a usar la informática."[1] "Wo bu xiang zuo ge sha gua, dan wo zhen bu zhi dao you guang dian zi tong xun de zui ji beng de chang shi."[2] "I am afraid the thing will explode."

If you have uttered these words, count yourself among the many bilingual teachers who are new to technology. Even those graduating from programs in teacher education may not necessarily have learned how to use electronic media to facilitate learning. Yet, in the last year, ever increasing numbers of teachers have become more interested in telecommunications and the use of the computer.

The following paragraphs outline some of the efforts that have been implemented to help teachers become comfortable with the use of computers in the classroom and their professional lives. As a teacher educator, I hope to encourage teachers' own exploration into technology-assisted instruction. In addition, I will include a list of selected resources that can be readily made use of in programs attempting to introduce user-friendly computing to pre- and in-service teachers.

Connectivity and Support for Pre-service Teachers

How can we encourage future teachers to adopt exploratory attitudes toward the use of computers early in their careers?

Allocation of resources

By supplying each future teacher with access to the computing facilities and coupling this accessibility with informal and formal support, schools of education could provide pre-service teachers with low-risk opportunities to use technology. Though a seemingly obvious first step, frequently these resources are only provided in conjunction with specific courses. Consequently, those not enrolled in these courses are excluded from having any contact with computers. Or the resources may generally be available but not known to the pre-service teachers. With the resources and support services, pre-service teachers can proceed at their own individual pace through a guided inquiry or discovery learning process. A cruise on the Internet is available[3], as well as tips on how to use electronic data retrieval protocols, such as Gopher[4].

Integration of technology into teacher education programs

Incorporate the use of the computer in tasks included throughout the teacher education program from advisement, assignment of homework, and provision of information about field placement/jobs, to follow-up mentoring upon graduation. Teacher educators may choose to include a sampling of computer activities throughout the course work including the following:

- conferencing[5]
- making use of bulletin boards/ news services/ electronic lists (See resources list)
- reviewing texts/software/ materials[6]

Development of courses concerning technology-assisted instruction

Third, design courses to critically analyze the use of software, telecommunication projects and other technologies such as satellite transmissions and laser disk. In this way, pre-service teachers can develop guidelines for the selection, modified use, and perhaps even the design, of materials that best use technology. By engaging in the design of multimedia materials, teachers can integrate music, art, video, and graphics into a cross-disciplinary perspective covering a wide range of subjects. An appropriate model for a technology course for pre-service teachers can be found in Taylor, 1991.

Sustaining development and expansion

Fourth, it is necessary to provide resources which can be utilized once the pre-service teachers are employed. Assuring that pre-service teachers receive support and have access to resources will increase the likelihood that they continue to make use of the technology-related skills that they have learned. As one example, after learning how to use and establish a listserve on the Internet, pre-service teachers can engage in creating their own web of communication and data banks within a district, region, nation, or internationally.

Integrating the Computer into the In-Service Teacher's Classroom

In-service teachers who have not yet had opportunities to participate in workshops or have not had technology incorporated into their education probably face the greatest challenge. Given the immediate pressures of both job and academic responsibilities, their introduction to technology often must be guided explorations to serve a particular felt need, issue, or concern. However, they are also in unique position to take advantage of their dual status as teachers and learners.

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Tapping the resources of the "computer-wise" student

Similar to the intergenerational learning that bilingual immigrant adults experience relying on their children to help negotiate a new culture, frequently teachers are realizing that their students know much more about certain aspects of computing than teachers. Teacher educators can encourage teachers to become at ease with this situation and to take advantage of a great learning experience, at the same time according students recognition for having learned valuable skills for using these technologies. Much in the same way students write book reports, students in the in-service teacher's class can be assigned to groups that review commercially available software packages. Reading, writing, computer skills, and critical thinking skills are neatly integrated in these projects that can be forwarded on to the manufacturers or compiled for other teachers and students to consult. In this way, learning to explore software packages involves both teacher and students. As broad familiarity develops with existing computer programs, teachers educators can help in-service teachers identify and analyze the underlying principles of learning embedded in software. As in-service teachers learn to recognize recurrent features of software packages they learn how to approach other software packages and, often, how to make improvements on the current designs. Of course, pre-selection of commercially available applications must conform to the existing hardware at the schoolsite. Hence, the in-service teacher learns about hardware to become familiar with the type of computer equipment at the school site and its capacity in order to later determine what types of software can be supported.

Utilizing software to manage labor intensive tasks

Furthermore, in-service teachers may find that computer applications may not only aid in instruction, but help manage some of the time-consuming administrative details. Database software can aid in preparation of tests, calculation of grades, generation of reports or newsletters and graphics. Many of these software packages are featured in free journals, some of which are listed in the resources found at the end of this article. The latest information on products can be requested directly from the manufacturers on inquiry cards included in these journals.

> *Just as many immigrant adults benefit from intergenerational learning when they rely on their children to help them negotiate a new culture, teachers now must realize that their students frequently know much more about certain aspects of computing than they do. Teacher educators can encourage teachers to benefit from this situation and take advantage of a great learning opportunity, at the same time according students recognition for having learned valuable skills through their use of these technologies.*

Unlocking the vaults on the Internet

If teacher educators introduce in-service teachers to on-line instruction possibilities, the teachers can learn about accessing and sharing worldwide resources available through the Internet. Many workshops are offered electronically and are announced on professional electronic lists for a variety of subjects.[7] The teachers who actively make use of these resources can effectively reduce their isolation from other teachers. Moreover, they can consult with experts at times that are convenient because they can communicate across time and space. The "experts" may range from pre-service teachers in the school, to even other students in classes around the world. One exciting global classroom project on which teachers can receive workshops is the International Communication and Negotiation Simulations Project (ICONS) at the University of Maryland which introduces high school and university students to the world of international politics and negotiations by having them represent other countries. Students draw on their knowledge of the other country's language and culture and make use of their analytical skills, teamwork, creativity, and competitiveness to work out the best negotiations for their represented country. The experience heightens cross-cultural awareness and appreciation of the need for accurate communication in another language. Elementary students can be taught how to research topics making use of the resources on the Internet and post their findings to a world audience. Sixth graders at Hillside Elementary in Cottage Grove, Minnesota not only learned how to create hypertext files[8] on their research topics but, but also taught third graders how to make use of telecommunications as well. Their projects are impressive.[9]

Learning to advocate for technology in the schools

What happens when there are few or no computers at a school to utilize for exploring software? This is one time when writing grants and having community organizing skills become essential for in-service bilingual teachers. Because in-service teachers have their fingers on the pulse of the immediate needs of a particular school, they have the potential to communicate their analyses of needs to local universities. Fruitful collaboration with universities can lead to resource sharing: including, but not limited to, Internet access, recycling of discarded equipment, and

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BOARD ELECTIONS

New NABE Executive Board Members Elected

Dr. Harold Chu, Chair of the NABE Election Committee, has reported the results of the 1994 election for NABE Board Members. The winning candidates in this election, their Executive Board positions and their terms of office under the Association's Bylaws are as follow:

David Baez	**Member-at-Large**	**1994 - 1996**
Nga D. Duong	**Member-at-Large**	**1994 - 1996**
Kathy Escamilla	**Member-at-Large**	**1994 - 1996**
Susan García	**Parent Representative**	**1994 - 1996**
Joe Bernal	**Central Regional Representative**	**1994 - 1996**

The additional members of the NABE Executive Board who will be serving the second year of their two-year terms during 1994-1995 are:

Mary Jew	**Member-at-Large**
José Ruiz-Escalante	**Member-at-Large**
Marisol Rodríguez	**Eastern Regional Representative**
Janice Jones Schroeder	**Western Regional Representative**

Results of the Board's election of officers for 1994-1995, in accordance with the Association's Bylaws, will be reported in the next issue of *NABE NEWS*.

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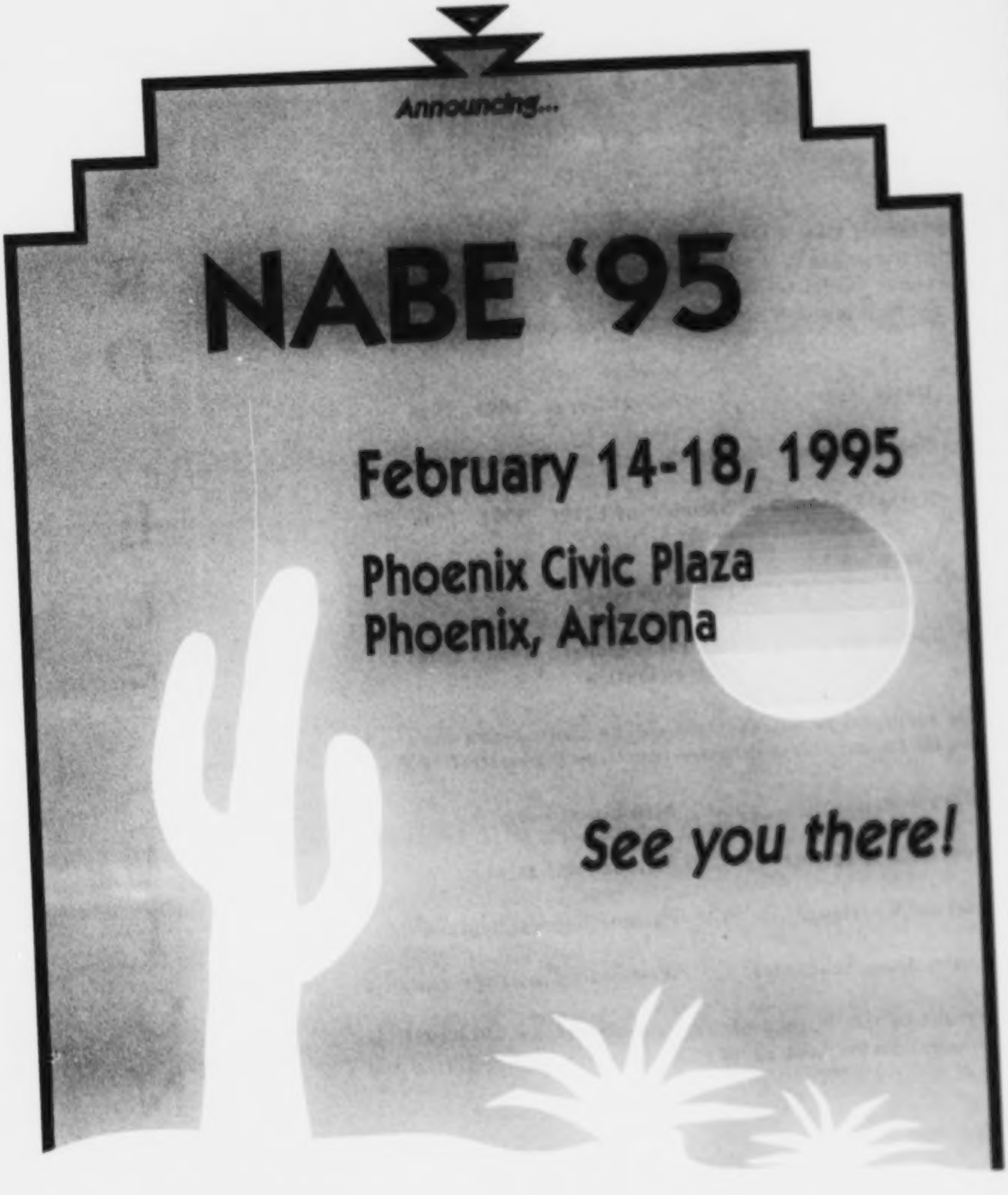

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2054

When Meeting "Common" Standards Is Uncommonly Difficult

by Denise McKeon, Ph.D.

Visionaries foresee a restructured educational system in the United States that will hold all students to high common standards of world-class achievement. According to this vision, the standards will not only result in better teaching and learning, but will also guarantee that schools are accountable for the success of all students. American schools will achieve both equity and excellence.

These goals are laudable, and all citizens can rally behind them. We also need to think, however, about their implications for the more than 2.6 million children classified as limited-English-proficient (U.S. Department of Education 1992). If anything, this large number underestimates the number of people who are not fluent in English. More than 6.3 million children in the U.S. report speaking a non-English language at home (National Association for Bilingual Education, 1993).

The size of the limited-English-proficient (LEP) population is important because meeting the content standards developed for areas like mathematics, social studies, and so on will be disproportionately difficult for LEP students. They will have to perform at much higher cognitive and linguistic levels than their monolingual English-speaking peers.

The St. Petersburg Problem

To illustrate the dynamics of the difficulty for LEP students, imagine that you are a student working with a group of peers on a science project dealing with the effects of photosynthesis. You have undertaken several experiments with plants. The process requires you to plant, measure, discuss, evaluate results, and prepare a report.

Now imagine that you're doing this project on the outskirts of St. Petersburg. That's St. Petersburg, *Russia.* Other than you, all the members of your group are native speakers of Russian. You have had an introductory course in the language, but you are still limited-Russian-proficient.

Is the task that you must perform more difficult than it is for the Russian-speaking students? Of course it is. The proficient speakers of Russian are learning content with a language that for them is practically automatic. You, on the other hand, must decipher the many structures and functions of the language before any content will make sense. In order to contribute to the group, you must negotiate your way through a series of unfamiliar sociolinguistic and sociocultural acts. When you use Russian to talk about your experiments or write your part of the report, you must not only grasp the content, but struggle to make the language express what you know. In short, the proficient speakers of Russian can focus primarily on cognitive tasks, while you must focus on cognitive *and* linguistic tasks.

Professional standards for ESL are needed to ensure that its instructors are highly skilled, and content standards are important because many LEP students receive ESL in place of regular language arts. In other words, ESL is not watered-down language arts, but a discipline-driven, specialized subject for the fastest growing population of students in the U. S. today. Without standards for ESL, we have no way of knowing how well or how fast these students are acquiring English, nor can we determine how well ESL instructional programs are meeting students' needs.

If, before you came to Russia, you studied photosynthesis in a science class taught in English, you and your classmates will be learning different sets of content and procedures. You already understand the concept of photosynthesis and the specialized vocabulary needed to talk about it, so what you need to learn is how to express this knowledge in Russian. Thus, you must focus on language skills while the rest of the class concentrates on science.

If you've never studied the concept of photosynthesis, your cognitive and linguistic burden will be much heavier because you will have to gain access to new scientific concepts and vocabulary through a language that you do not understand, speak, read, or write well. In effect, you must meet a higher standard of performance.

Other Problems for LEP Students

The St. Petersburg problem conveys some, but not all, of the linguistic challenges that many limited-English-proficient students face in meeting standards developed for monolingual English-speaking students. For instance, some LEP students who enter American schools are academically delayed in their first language. They must then try to learn even more advanced content in a new language.

Another complication stems from the fact that LEP students enter this country at various points in their academic careers (kindergarten, 4th

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NAEP

FROM PAGE 1

In May, García, along with Norma Cantú, assistant secretary for the Office of Civil Rights at the Department of Education, and Judith Heumann, assistant secretary for Special Education and Rehabilitative Services, voiced their concerns at the quarterly meeting of the National Assessment Governing Board (NAGB), which oversees the test.

The administration will present proposals, including García's measures, to the NAGB in August.

A Spanish-language version of the examination is being tested in Puerto Rico, said NAGB Executive Director Roy Truby. But the transition could be a "very expensive translation," he said.

A Spanish version of the test would accommodate 70% LEP exclusions, beyond that the test would only have to be translated into two to five more languages, García said. "So it's not too expensive," he countered.

Bilingual education advocates such as the National Association for Bilingual Education (NABE), the Mexican American Legal Defense and Educational Fund (MALDEF) and the National Council of La Raza (NCLR) have been instrumental in applying pressure and providing testimony on the importance of multilingual tests.

"If limited-English proficient students are not included in the tests we will have the promise of increasing failure, the prospect of slipping down the slope and deep social division. We'll be sending a message that these kids don't count," said NABE Executive Director Jim Lyons.

Educator Emily Palacio questioned, "If you only have results for students who do well, who is going to check the students who are not tested?"

Palacio, assistant superintendent of instructional services for the Calexico Independent School District in Southern California, which is 98% Hispanic, 80% LEP and has a 90% graduation rate, said, "The results are invalid. It doesn't matter how much time they have to complete the test -- it's invalid because they speak English minimally. It's like asking me to take the test in Russian."

Calexico has received national recognition for its kindergarten through 12th grade bilingual education program and its high graduation rates.

"Assessment ought to be playing a daily role in education so that teachers and family members have an opportunity to see what a child knows and needs to learn," Lyons said.

Christian R. Gonzalez is a reporter with Hispanic Link Weekly Report in Washington, D.C.

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MESSAGE FROM THE PRESIDENT

FROM PAGE 3

The great educational philosopher Paolo Freire articulated this concern very eloquently when he said, "It is necessary to proclaim a universal approach to pedagogy as being in the best interests of all. This rhetoric negates the political nature of pedagogy to give the superficial appearance that education serves everyone, thus assuring that it continues to function in the best interests of the dominant class."

If Goals 2000 is to truly serve "all students", then language-minority educators and parents in every state must be involved in the planning of both state-wide reform efforts and local educational programs that provide direct services to students. It is this component of Goals 2000 that creates, for me, cautious optimism. Goals 2000 has very specific language related to the development of state plans, and subsequent grants to local school districts. States have been directed to generate their state plans with the guidance and input of diverse groups of people who fit the demographic profiles of their states. It is imperative that state bilingual directors, local district bilingual educators, parents and community people be involved in the development of state plans for Goals 2000. Only by our direct involvement can we be assured that the unique strengths and needs of language-minority students will be specifically addressed and included in this movement toward systemic reform. I urge all of you to contact your State Commissioner of Education and volunteer to serve on their Goals 2000 planning committees either at the state or local levels. At the same time, nominate others to do the same. I am optimistic that most states will welcome your involvement and see the strength that diverse points of view bring to the debate about how to create better schools and better school systems.

Our involvement in this process is a requirement of Goals 2000, and creates and opportunity for participation. Moreover, it is imperative if we are to create school systems that are fully responsible to "all" of their students without treating them as if they were all "the same". I hope that the widespread involvement of bilingual educators and parents in the process of planning and implementing Goals 2000 will redirect my skeptical optimism about this program and its potential for language-minority students. Our involvement can help to create statewide and local plans that are truly "world class" and visionary. NABE will be involved with Goals 2000 and we are counting on our membership to be involved with us and to be a positive and productive voice for our children in this reform effort!

• NABE •

FEBRUARY 14-18, 1994 NABE '95 PHOENIX, ARIZONA

The View From Washington

by James J. Lyons, Esquire
NABE Executive Director & Legislative and Policy Counsel

Senate Action on ESEA Reauthorization

Editor's Note: In the last issue of *NABE NEWS*, the table on page 33 accompanying the View from Washington column was labeled incorrectly. The voting record provided in the table was NOT the final vote on H.R. 6, but rather the voting record on the Roth Amendment to H.R. 6 (which would have struck the Bilingual Education Act from the bill). The Roth Amendment to the bill, NOT the reauthorization bill itself, was defeated 334 to 58. *NABE NEWS* regrets the error.

As this issue of *NABE NEWS* goes to print, the Senate Committee on Labor and Human Resources is scheduled to mark-up S. 1513, the Senate's ESEA reauthorization bill which was approved by the Subcommittee on Education, Arts, and Humanities on May 17th. Committee leadership hopes to report the bill to the Senate floor and secure enactment quickly so that the House-Senate Conference Committee can work out the differences between the House-passed ESEA reauthorization bill, H.R. 6, and the Senate bill, S. 1513, later this summer.

Based on my reading of the House-passed H.R. 6 and the Senate Subcommittee-passed S. 1513, the Conference Committee on ESEA reauthorization will have its work cut out for it. While both cover essentially the same programmatic areas and embody similar policy initiatives, they differ in details, big and small. Details like who receives $7 billion of Chapter (Title) 1 assistance, whether "bilingual education programs" can be monolingual, and hundreds of other questions of practical import.

At the macro level, the House and Senate reauthorization bills are extremely similar. Both follow the architecture of national educational reform laid out in the Goals 2000: Educate America Act (Goals 2000 Act) which President Clinton signed into law on March 31st. Indeed, both ESEA reauthorization bills contain manifold references, often in the form of requirements, to compliance with Goals 2000 Act standards and procedures in the conduct of ESEA programs. [The Goals 2000 Act and its potential impact on language-minority students and families is reviewed in President Escamilla's message in this issue, and will be the subject of extensive NABE activity for the next several years.]

With respect to the Chapter 1 program, both House and Senate ESEA reauthorization bills remove existing statutory provisions which function to exclude limited-English-proficient students. Both bills also emphasize higher expectations and standards in Chapter 1 programming as well as the professional development and training of educational personnel. While both House and Senate bills contain provisions to protect the interests of limited-English-proficient students and to promote parental involvement, the House provisions are generally stronger and better focused. Finally, the House bill's formula for distributing Chapter 1 assistance is more progressive and would result in larger payments to states with large language-minority student enrollments than the formula in the bill passed by the Senate Subcommittee.

With respect to the Bilingual Education Act, both the House and Senate ESEA reauthorization bills emphasize the development of student bilingualism as a program objective and the promotion of systemic reform by expanding the scope and purpose of grants to local education agencies. Beyond these broad similarities, however, the House and Senate bills differ in many important practical details respecting Title VII.

Title VII of the Subcommittee-approved S. 1513 is based on the Clinton Administration's original ESEA reauthorization proposal, a proposal that was largely developed before Dr. Eugene Garcia took office as OBEMLA Director. Title VII of the House-passed ESEA reauthorization bill, H.R. 6, is primarily based on the Congressional Hispanic Caucus' bill, H.R. 3229, which NABE helped to develop.

Some of the principal differences in ESEA Title VII between the House and Senate bills are detailed in the following sections.

Definition of Bilingual Education Programs

The House bill retains the current-law distinction between "bilingual education programs" which make cal, grants for the development and enhancement of within-school programs equally among preschool, elementary, and secondary programs. NABE believes that the balance called for in the House bill is necessary to address critical unmet needs in preschool and secondary school programming for limited-English-proficient students.

A third difference is that the House bill, but not the Senate Subcommittee version, authorizes grants to community-based organizations for the development and enhancement of early childhood education programs and education programs which supplement those provided by local education agencies. NABE fully recognizes the educational contributions to language-minority people of community-based organizations and believes that they should be expanded through eligibility for federal support.

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Research, Technical Assistance, and Materials Development

The differences between the House and Senate Subcommittee bills in the area of research can best be analogized to the difference between a filled-out purchase order (House bill) and a blank check (Senate Subcommittee bill). The House bill identifies areas which warrant Title VII funded study and reserves funds for field-initiated research. The Senate Subcommittee bill, on the other hand, simply authorizes the Department to conduct research for the purpose of "improving bilingual education programs for children and youth of limited-English proficiency."

With respect to technical assistance, the blank check analogy holds. Both House and Senate bills call for the consolidation of all current ESEA technical assistance entities, including the Title VII-funded Multifunctional Resource Centers (MRCs) and Evaluation Assistance Centers (EACs), into comprehensive "one-stop shopping" technical assistance centers. The House bill, but not the Senate Subcommittee bill, includes a number of provisions designed to ensure continuity and quality in the provision of technical assistance related to bilingual education and the instruction of limited-English-proficient students. These provisions include the requirement that the Secretary take into consideration the distribution of LEP students and their native languages when designing the new centers; the requirement that the new centers provide services which are at least equal in scope, quantity, and quality to those now provided by EACs and MRCs; and the requirement that the Secretary extend, through fiscal year 1996 support for the current MRCs and EACs. NABE believes that special legislative attention must be devoted to bilingual education technical assistance if the Administration's ESEA technical assistance consolidation plan is not to jeopardize the services currently provided by EACs & MRCs. In NABE's view, the technical assistance capacity developed under Title VII should not be squandered.

The House bill, but not the Senate Subcommittee bill, authorizes grants for instructional materials development, especially for languages in which instructional materials are not readily available, and particularly for indigenous American languages. The Senate Subcommittee bill does not authorize grants for instructional materials development.

The differences between the House and Senate Subcommittee bills concerning research can best be analogized to the difference between a completed purchase order and a blank check. The House bill identifies areas which warrant Title VII funded study and reserves funds for field-initiated research. The Senate version, on the other hand, simply authorizes the Department to conduct research for the purpose of "improving bilingual education programs for children and youth of limited-English-proficiency."

Training

Scant best describes the content of the Senate Subcommittee bill on Title VII training. The bill authorizes grants for inservice and preservice training but provides no programmatic guidance or structure. The House-passed bill establishes a goal of training 50,000 bilingual education teachers by the year 2000, and augments existing preservice and inservice training programs with two new grant programs -- a program to incorporate courses related to the instruction of linguistically and culturally diverse children into the "mainstream" curricula of teacher education programs, and a career ladder training program to facilitate the on-going professional development of bilingual education personnel, especially paraprofessionals, and the recruitment of bilingual high school graduates into bilingual teacher preparation programs.

The Senate Subcommittee bill authorizes, but does not require, the Secretary to provide graduate fellowships. The House-passed bill requires the Secretary to provide at least 500 fellowships in FY 1994, increasing by at least 50 per year in each succeeding year of the reauthorization.

Finally, the Senate Subcommittee bill does not require that any proportion of Title VII funds be reserved for training. The House-passed bill requires that at least 25 percent of appropriations be reserved for training programs and activities.

Emergency Immigrant and Foreign Language Assistance Programs

Two areas where the Senate Subcommittee bill seems preferable to the House-passed bill are its handling of the emergency immigrant program and the establishment of a foreign language assistance program. The Senate bill continues the emergency immigrant program as a formula-funded program under the Impact Aid title of ESEA for the first $50 million of appropriations, and authorizes a federal competitive grant program administered by OBEMLA for funds appropriated in excess of $50 million. The House bill moves the emergency immigrant program into Title VII, continues the formula grants for the first $50 million of appropriations, and authorizes a competitive grant program administered by the states for funds appropriated in excess of $50 million. Both NABE and the Education Department believe that the competitive grant program is likely to be of such size as to make state administration unwise and impractical.

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

Deriving Educational Implications from Using Qualitative Methods

by Virginia González, Ph.D.,
Patricia Bauerle, and
María Félix-Holt

In order to continue our discussion on how to better assess language-minority students, it is our purpose in this article to summarize derived educationally applied implications from a qualitative research study reported on at NABE 1994 Annual International Bilingual/Multicultural Conference.

This study had as an objective to use a multidimensional cognitive-cultural-linguistic model and a derived individually administered qualitative assessment method developed by González (1991) for identifying gifted and talented bilingual Hispanic kindergarteners. This model states that concepts are represented in three ways: (a) non-verbally as abstract categories, (b) symbolically by meanings of sociocultural conventions, and (c) linguistically by structures and markers. According to this model, the cognitive process of mapping verbal onto nonverbal meanings involves categorization and transformation of concepts that can be universal or culturally and linguistically bound. Thus, one way of showing the interaction between cognitive, cultural, and linguistic factors is by assessing children's verbal and nonverbal classifications of objects representing nonverbal concepts, symbolic sociocultural meanings, and linguistic gender markers. Gender was selected as the first linguistic structure to study because of major differences between English and Spanish in the three ways of representing concepts (nonverbal, symbolic, and verbal) for animate and inanimate objects. This model identifies two general processes of concept formation in bilingual children that depend on the particular cognitive, linguistic, and cultural characteristics of the content learned: (1) an abstract and universal conceptual representation of nonverbal knowledge, and (2) a semantic and culturally and linguistically bound conceptual representation of knowledge that is verbal.

The derived qualitative assessment method measures the interface between cognition, language, and culture in young bilingual children. Therefore, it can be used for differentially diagnosing normal cognitive development and second language learning from genuine handicapping conditions, disabilities, or giftedness. Five verbal and nonverbal classification tasks were created by González (1991) based on this multidimensional model. For a demonstration of the implementation of this qualitative assessment method using a complete case study see González, Bauerle, and Félix-Holt (in press). This qualitative assessment method has been successfully used for identifying gifted bilingual children in a large metropolitan school district located in the Southwest (48% of the school population was from minority backgrounds). Seventeen bilingual children were administered the González's qualitative assessment method (1991) twice, in both Spanish and English, whenever possible. Subjects for this study were 17 Hispanic (Mexican-American, some 1st generation, and most of them 2nd generation) bilingual kindergarten children, from a low socioeconomic status, all 5-6 year-olds, 11 boys and 6 girls. Children were considered bilingual if they used both languages to communicate in their home and school environment, even if they were not proficient in either language. The results were analyzed using qualitative analysis of cases and chi-square tests.

An analysis of six theses and derived patterns found in the seventeen cases will be summarized, emphasizing theoretical and applied implications when assessing cognitive and language development in bilingual children. These six theses and derived patterns are related to the suggestions given by experts (e.g., Frasier, 1987, 1991; González, 1991; Loyola, McBride, & Loyola, 1991; Oller, 1991; Snow, 1992) for overcoming current methodological problems found in standardized tests when assessing bilingual children. Presently, there is a significant need for developing accurate alternative methods for the assessment and instruction of bilingual children. Thus, theoretical and applied studies on how to better assess, identify, and diagnose bilingual children have important and much-needed theoretical and practical implications for the field of bilingual education. Current assessment practices with bilingual children can be enhanced by the six theses summarized below, which illustrate common dilemmas faced by evaluators presently such as contradictory information obtained from qualitative assessment methods and standardized tests, and the influence of evaluators' ethnic identities and cultural value systems. These common dilemmas reflect misconceptions resulting from lack of awareness of the value of accurate qualitative assessment methods that measure the interaction of cultural, linguistic and cognitive processes in bilingual children (for an extended discussion of this topic see González, 1993a, 1993b).

Language of Assessment Made a Difference in Bilingual Children's Performance

Findings indicated that adding a first language administration opens new culturally and linguistically bound conceptual dimensions that

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could not be observed in bilingual children's performance during the English language administration. That is, assessing bilingual children through two different languages is not repetitive but rather complimentary, because culturally and linguistically appropriate qualitative methods evoke the positive influence of a native culture and language in cognitive development. In addition, two languages of administration gave bilingual children the opportunity to use cultural content that they were familiar with to their benefit; and enhanced the evaluator's ability to observe a holistic view of the relation between cognition, culture, and language. Thus, this qualitative assessment method sheds some light on how cognitive development is influenced by bilingual and bicultural environments and vice versa, of how language development is influenced by cognitive development in a bicultural environment. Thus, it is our argument that the multidimensionality of the construct of language proficiency and dominance cannot be measured accurately when using different discrete point standardized tests.

Using Verbal and Non-Verbal Assessment Procedures Provided New and Valuable Information

What we found is that assessing bilingual children using nonverbal gender categories made a difference in their performance on concept formation tasks. In addition, data showed that when bilingual children were familiar in their daily-life experiences with the assessment items, such as food, they tended to perform at higher nonverbal conceptual levels. In fact, when both content and nonverbal gender categories interacted in the Spanish administration, bilingual children were given an opportunity to think at a higher metalinguistic level (these findings coincide with previous studies; see González, 1991; González, Bauerle, & Félix-Holt, in press). That is, the Spanish language added three different dimensions, in comparison to the English language, stemming from abstract categories reflected in linguistic gender assignment and cultural symbolic conventions.

Multiple Measurements and Informants Enhanced Concurrent and Construct Validity and Reliability in Assessment and Diagnostic Decisions

We found that the qualitative assessment method used allows evaluators and researchers to group bilingual children based on the interaction of language of administration and response, their levels of performance in both languages of administration, and their verbal and nonverbal performance. Consequently, grouping bilingual children based on their performance in this qualitative assessment method gives evaluators and researchers the opportunity to measure the interaction of language, cognition, and culture. In contrast, the traditional view of categorizing bilinguals based on discrete standardized tests of language proficiency and dominance does not allow evaluators and researchers to have a dynamic and multidimensional view of discovering how the interaction between cognition, language, and culture unfolds in bilingual children. In addition, results pointed to the value of using multiple measurements and informants within qualitative assessment paradigms for having a more holistic and dynamic view of how culture and language interact with cognitive development in bilingual children. Thus, having multiple measurements and informants leads to enhanced concurrent and construct validity of assessment instruments in bilingual children. Concurrent validity is improved by tapping different and complimentary dimensions of the interaction of cognitive and linguistic abilities with different cultural content dimensions. At the same time, construct validity is enhanced by conceptualizing cognitive development as a dynamic learning process influenced by language development within a bicultural environment. Thus, we consider that children's potentials for learning are nurtured by living within a multicultural and bilingual milieu.

Individualizing Assessment Provided Implications for Differentiating Learning and Potential

Findings pointed to the value of qualitative assessment as it is an individualized procedure that allows evaluators and researchers to shed some light on the traditional methodological problem of differentiating between learning and potential. The qualitative approach assumes that there is an interaction between internal and external factors on actualizing abilities and skills in cognitive and linguistic development in bilingual and bicultural children. The major philosophical assumption underlying the qualitative assessment approach is that "potential" per se cannot be measured (see González & Yawkey, in press, for an extended discussion), but that we can create in the assessment situation an opportunity for bilingual children to use their abilities in a meaningful cultural and linguistic context. Qualitative assessment procedures provide evaluators and researchers a dynamic tool and a window to observe in bilingual children the presence of different content knowledge domains learned, and of cognitive and linguistic processes that are nurtured by a bicultural and bilingual environment.

Evaluators' and Informants' Backgrounds, Prior Knowledge, and Conceptualization of Constructs Measured Influenced Diagnostic Decisions that Proved to be a Subjective Process

Findings suggested that the assessment and diagnosis of bilingual children is influenced by evaluators' idiosyncratic characteristics such as their cultural and linguistic background and prior knowledge. As a result, assessment can become a subjective process, even in the case of administering standardized tests, because we think that the most impor-

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Project Unity: Collaboration among Bilingual, General, and Special Education Staffs

by Dr. Nancy Lemberger, New York MRC at Hunter College of CUNY and
Dr. Frances Segan, Division of Bilingual Education,
Board of Education of the City of New York

Bilingual and special education educators have traditionally looked to general education to parallel curriculum, knowledge, processes and skills for their students. It is assumed that the student's educational path is a linear one where s/he receives educational services in the bilingual or special education class with the end goal of being exited or mainstreamed to the English-dominant general education program. Once this transition has taken place, the receiving general education teacher often has little knowledge or training about the student's educational experiences or linguistic needs. Greater interaction among all staff members (general, special and bilingual education teachers and administrators) is needed so that combined expertise, linguistic knowledge, and teaching strategies may benefit limited-English-proficient (LEP) and former LEP students.

Bilingual special education researchers advocate for collaboration among all staff members who work with LEP youngsters. Baca and Cervantes' (1989) seminal work calls for joint preparation of bilingual and special education preservice and inservice teachers in order to reduce the isolation that teachers often experience. Hudson (1989) suggests strategies of collaborative planning and coaching which can assist bilingual, monolingual and special education teachers to better meet LEP students' needs. Interaction and communication among staff members can have positive effects in schools where organizational structures permit such collaboration (Fradd, 1993).

Project Unity was designed to foster the staff collaboration identified in current research and from observing what occurs in schools. Project Unity, now in its third year, is a Short Term Title VII Training Grant funded by the Office of Bilingual Education Language Minority Affairs (OBEMLA) to the Division of Bilingual Education, of the Board of Education of the City of New York. The New York Multifunctional Resource Center (MRC) has also collaborated by providing technical assistance in program design and participation in ongoing activities.

Project Unity brings together monolingual, bilingual, general and special education staff members to plan and implement school-based team projects. The aim is for staffs to understand the needs and experiences of all students (monolingual, bilingual or special education) in their distinct instructional settings. Unlike other programs where staffs receive separate training in a particular curriculum area, Project Unity trains staffs together. They learn how to align the curriculum by incorporating appropriate language and instructional adaptations so that all students receive parallel content and quality of instruction. Another long-range goal is to develop teams' expertise so members become resources to others in their school or district.

Over the three years, team members have come from 25 New York City schools in nine districts serving diverse students from Latino, Haitian, Asian, African-American, Caribbean English-speaking and Russian and monolingual English-speaking backgrounds. The participating teachers reflect the ethnolinguistic diversity of the New York City Public Schools' student population.

Project Unity has been quite a positive experience for most participating teams. The most important

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This article is the first of its kind published in the *NABE NEWS*; the first article to be received by the editorial staff as electronic mail, via the Internet computer network system.

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contribution of Project Unity has been to bring together teachers and supervisors from bilingual, special education, and monolingual English settings so they can communicate with one another. Where lines of communication never before existed, these professionals now talk with each other sharing ideas, strategies and materials which produces a new valuing and respect for each team member. A significant feature of Project Unity is that it is staff-initiated, which results in tremendous ownership and empowerment from participants' joint efforts.

Interested school teams of bilingual, monolingual, and special education staffs learn how to integrate the project with other school initiatives (e.g., school-based management, mainstreaming, Bilingual/ESL mandates, multicultural education, and the New York State's New Compact for Learning.) Principals and teachers sign contracts agreeing to attend professional development workshops, develop their collaborative action plans, and implement them. The collaborative action plans are focused on either professional development, curriculum, or instruction. The action plan implementation occurs at their schools. Stipends are provided for the professional development sessions; however, the school implementation activities require additional time and effort which are not funded.

The yearly training activities include various all day and after-school professional development workshops, with a presenter and time for teams to interact and prepare their collaborative action plans. Professional development topics have focused on collaboration, language proficiency, multicultural curriculum, bilingual and ESL instructional strategies, mainstreaming, and curricular and instructional adaptations for culturally and linguistically diverse students. The final workshop, "The Sharing Institute," is a full-day conference where teams present workshops about their project's processes and achievements to other teams. Teams are also provided bilingual, multicultural and special education reference textbooks. Another unique feature is the "Teacher as Researcher Support Group" for Unity Teams offered by the New York MRC where team representatives share progress and problems of implementing their projects.

Many teams choose to develop professional development projects, in which they design and conduct professional development workshops for their staffs. One project, consisting of a four-member team from an elementary school with a primarily Latino and African-American population, wanted to integrate their project with the existing School-Based Management (SBM) goals. They also wanted to train new teachers, because many of their teachers had less than five years teaching experience. The professional development goals and training activities included: ESL techniques; special education techniques and main-streaming; strategies for time management, lesson delivery and behavior management; resources and materials; and dual language methodology and cooperative teaching planning. Another training component paired bilingual, special and general education teachers to work as partners to share materials, expertise, methodology and planning activities. A cultural resource file was compiled and made available to all staff members so they could diversify and enrich lessons. A "World Unity Day" was a culminating activity for all students and staff. The most positive aspect of this team's collaborative process was the sharing among professionals who have been prepared from different perspectives.

The most important contribution of Project Unity has been to bring together teachers and supervisors from bilingual, special education, and monolingual English settings. Where lines of communication never before existed, these professionals now share ideas, strategies and materials; this produces new valuing and respect for each team member.

Another team, from a large overcrowded, multilingual and multicultural elementary school that serves more than 2,000 students from 27 different language groups, designed a curricular project on family values, utilizing a whole language approach through literature in the native and second languages. Sharing included displays in the corridors with sample lessons that other teachers could obtain. This team integrated bilingual and ESL approaches with a multicultural focus through in-school workshops and a special week devoted to sharing activities and experiences among staff, students and their families.

The challenges of Project Unity are unique to each school. Project Unity cannot remedy existing problems, but it can work to improve staff and student relations. Administrative support is essential to provide the in-school support for project implementation. This support can include providing opportunities for inter-visitations, common meeting times, and/or faculty conference time for the delivery of staff-developed professional development workshops. Having enough time is consistently identified as the greatest obstacle that works against project implemetation.

Team members need a deep sense of commitment, and all must contribute their areas of expertise, time and talent. The most successful teams are those in which all members continually contribute. Where there have been difficulties, they are due in part to varied levels of commitment by team members and administrators. The teams need to make it clear that the Unity plan is not a separate effort for bilingual or special education staffs alone. Unity must enrich and compli-

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Immigrants: Understated Value, Overstated Costs

Urban Institute Report: "Setting The Record Straight"

by Christian R. González

The economic contributions of immigrants -- whether legal, illegal, asylee or refugee -- are usually understated while their costs to society are often overstated, concludes an Urban Institute report released May 24.

The report, compiled by Jeffrey Passel and Michael Fix, found that job loss attributed to immigrants is minimal and their population size estimates overstated. And in worst cases, immigrant contributions to creating jobs in the form of small businesses, taxes paid and community development are completely ignored when policy or research on immigrants is formulated, the report stated.

"Immigration and Immigrants: Setting the Record Straight" attempts to broadly address the issues and counter anti-immigrant hysteria, Urban Institute president William Gorham said.

While it does not provide an overall solution, it addresses all facets of immigrants and guidelines to measure their benefits and costs.

"This comes from a respectable institution. It reaffirms policy research that shows the positive impact of immigration," Harry Pachón, director of the Tomás Rivera Center, told *Weekly Report*. "This certainly will make certain politicians tread more carefully. One report can't carry the day but together they may convince people."

Population Size

The foreign-born population, concentrated in six U.S. states, is 8.5% of the total population, with about 1.1 million immigrants coming to the United States annually since 1980. (See accompanying chart at upper right.)

While illegal immigrants account for 200,000 to 300,000 of those who enter each year, six out of 10 undocumented immigrants are legally admitted and overstay their visa. About half are from Mexico. In 1990, 30%

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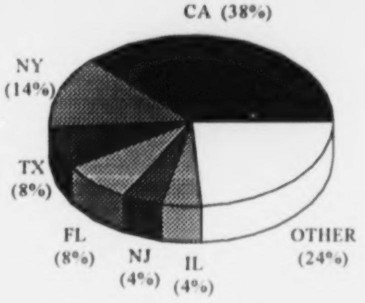
IMMIGRATION BY STATE 1980-1990

STATE	# millions
California	3.3
New York	1.2
Texas	0.7
Florida	0.7
New Jersey	0.4
Illinois	0.4
All Other	2.1



MD's English-Only BillDefeated

Governor 's Veto Kills Official Language Legislation

by Christian R. González

On May 26, Maryland Governor William Donald Schaefer vetoed an official English bill passed by the Maryland legislature last month.

"This is a happy day for all immigrants," José Ruiz, executive director of the Governor's Commission on Hispanic Affairs, the agency that coordinated opposition to the bill, told *Weekly Report*. "The other side put a lot of money into it. It is a victory for them too because the bill got so far."

Richard Montgomery, the governor's deputy legislative officer, said he vetoed the bill because it left a lot unexplained for further scrutiny and judicial decisions.

Ruiz said his office is gearing up for next year's battle against the state's official English proponents, which could prove to be even more difficult than this year's.

A March 28 House vote made English the official language of the state. That vote reversed a March 25 vote that would have killed the bill.

"This reflection of immigrant bashing and anti-immigrant attitudes would have retarded the progress of the Hispanic community, which is trying to tie into the social, economic and political life of Maryland," said Jess Quintero, deputy director of the Latino Civil Rights Task Force of Montgomery County.

Had the bill become law, Maryland would have joined 19 other states with official English laws.

Christian R. González is a reporter with Hispanic Link Weekly Report in Washington, D.C.

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of the immigrant population, or 2.5 million, were undocumented.

Service (Welfare)

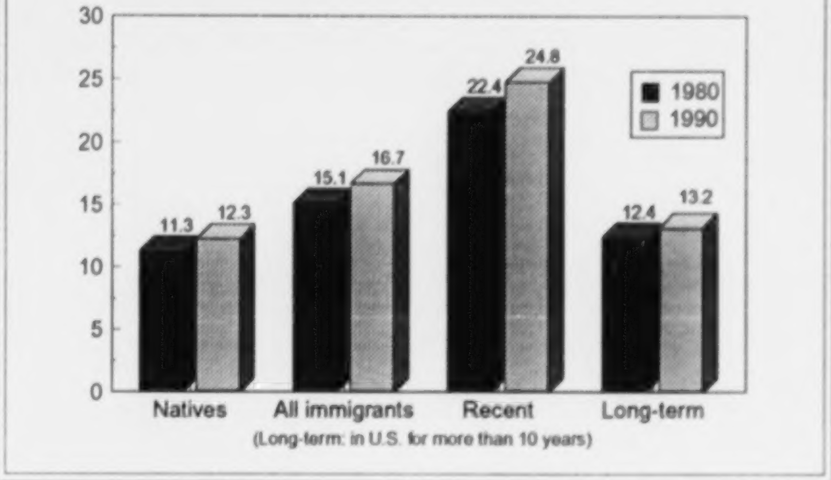
Despite popular belief, undocumented immigrants are eligible only for emergency health care and Women, Infants and Children nutrition programs.

Among non-refugees, naturalized citizens or legal residents who entered in the 1980s, only 2% of them (of working age) received some type of welfare assistance, while 3.7% of U.S. natives did.

However, two immigrant groups used significantly more public assistance: refugees who are given welfare benefits upon their arrival, and elderly immigrants who may receive Supplemental Security Income because they do not meet the previous work requirements for Social Security.

"We are trying to disentangle several factors because somehow legal and illegal immigrants have gotten mingled in research and debate along with the welfare issue," said Passel. "There is a perception that immigrants are heavy users of welfare. Our analysis of data shows that simply is not the case."

HOUSEHOLDS IN POVERTY, 1980-1990



Recently Congress proposed tightening restrictions on welfare benefits to all immigrants regardless of their status, but the report contends that could make the situation worse by shifting responsibility to local and state governments.

The largest immigrant expense is for public education. The cost to educate 2.8 million immigrant students in U.S. schools is about $11 billion annually, or $4,000 per student.

Tax Collections

Despite immigrants' limited use of social services, the government annually nets $25 to $30 billion from federal taxes they paid, after the cost of services are deducted.

Job Displacement

Job displacement by immigrants is trivial -- always less than 1%.

Immigration has no discernable effect on overall wages; wage and growth decline appear to be unrelated to immigration, but contributed slightly to the decline in work for native low-skill workers. However, work for black low-skill workers remains relatively unaffected.

The only group of workers adversely affected by new immigrants in the labor market was the previous group of immigrants.

If no Mexican immigrants had come to Los Angeles County between 1970 and 1980, 53,000 production jobs, 12,000 non-production jobs and 25,000 industry jobs would have been lost.

Small Businesses

Immigrants are more likely to open a new business than natives.

In 1990, 1.3 million immigrants, 7.2% of the immigrant population, were self-employed, compared with 7.0% of the native-born.

Household Income

The incomes of immigrants totaled $285 billion in 1989. While the income levels seemed high, the number of those in poverty skyrocketed.

Households in poverty, headed by natives, grew by 11% while those headed by immigrants grew by 42%.

Christian R. González is a reporter with Hispanic Link Weekly Report in Washington, D.C.

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Administration of Bilingual Education Programs

Column Editor : Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Multicultural Education Through Bilingual Education: How Does Your School Rate?

by Dr. Jaime A. Castellano and Dr. Don Grossnickle

The United States has always been a nation of many cultures and national origins, and American schools have historically been charged with the responsibility of educating children from other nationalities and cultural backgrounds in the skills and knowledge they need to be successful in society.

But recent demographic changes present American schools with challenges and opportunities that are new and complex. To respond to this new environment, many educators have decided to create school programs and practices that are more multicultural than those they offered in the past (Association for Supervision and Curriculum Development, 1994).

Optimization is a term which refers to achieving the maximum benefits given the context of local conditions. Optimization of multiculturalism is driven by a spirit of hope for the future of youth and society. Multiculturalism done well promotes healthy discussion and encourages collaboration. Ideally, multiculturalism looks at diversity in language and culture as an "advantage", not a deficit. The educational environment which provides the context for each child's learning can greatly influence how he or she perceives information. The environment viewed by the students as being laden with unfriendly obstacles interferes with attitude and learning experiences. School leaders must be clearly in tune with accepting the responsibility for removing conflicts and send an encouraging message of support to all students, especially those who have difficulty dealing with matters relating to culture and language (Grossnickle and Castellano, 1994).

With this in mind the following Multicultural Checklist can be used to assist a school and/or district to measure if, in fact, multicultural education is occurring.

Multicultural Education Through Bilingual Education: How Does Your School Rate?

Instructions

1. Respond Yes or No to each of the item statements.
2. Cite examples that validate your responses.
3. Respond to the item statements individually or as a group. If responding as a group, work with a representative group of individuals reflective of your school.
4. The section on scoring is found at the end of the survey.

Section One: Personnel & Human Resource Management

1. Hiring practices reflect local student ethnic and linguistic diversity.
2. Minority teacher candidates are considered for employment.
3. The professional background of teachers includes successful teaching experiences with multicultural populations.
4. School personnel demonstrate a commitment to understanding and accepting racial, ethnic, and linguistic differences.
5. School personnel validate cultural differences on personal and individual levels.

Section Two: Curriculum Development

1. The district curriculum documents and validates the unique contributions of various ethnic groups.
2. The district has established a Multicultural Curriculum Committee to help ensure a multicultural focus.
3. The school takes advantage of the community's diversity by incorporating local information into the curriculum.
4. There is categorical teacher representation (bilingual teachers, ESL teachers, minority teachers) on the district's curriculum committees.
5. The goals of the bilingual and mainstream programs are the same.

Section Three: Assessment

1. Test data is disaggregated to identify sub-populations of students representative of the school and community.
2. Reliability, validity, and norming populations are scrutinized to ensure fair testing practices.
3. The school's assessment program is continuous in nature, implementing both structured and unstructured evaluation strategies.
4. Longitudinal studies on identified sub-populations of students occur for school improvement purposes.
5. Where possible, academic achievement is assessed in the native language of the student.

Section Four: Support Services

1. Support services emphasize individuality and are student-focused.

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2. Support staff working with racially, ethnically, and linguistically diverse students have background information and a knowledge base in multicultural education.
3. Support service information to parents is provided in their native language.
4. Support services take into account the native language of students.
5. Interagency communication exists between schools and community social service agencies.

Section Five:
The Point of Entry

(The Counseling Department
or Main Office)

1. Counselors and/or main office staff demonstrate a sensitivity and understanding of ethnically, culturally, and linguistically diverse populations.
2. Communication skills of counselors and main office staff are interactive in nature, student centered, and promote and encourage parent involvement.
3. Registration forms and other important information are written in the native language of the majority groups, and of other groups if possible.
4. A procedure is in place at the building level for the occasion when ommunication barriers exist among parents and school personnel.
5. Parents and students of culturally and linguistically diverse groups are given an orientation of the school, provided with important rules and regulations, and informed of other relevant issues.

Section Six:
Equity

1. The school promotes cultural pluralism by reaffirming anti-discrimination policy.
2. The school provides all students with equal access to all educational programs, such as classes for the gifted, student council, sports teams, etc.
3. The school has a mission statement which takes into consideration 100% of the student population.
4. All students in the same program and/or grade level receive the same amount of instructional time.
5. All students have exposure to the same curriculum goals and objectives.

Section Seven:
Programs for LEP Students

1. Limited-English-proficient (LEP) students receive academic support through English as a Second Language and/or bilingual education programs.
2. A transitional reading program, designed to bridge the reading process to English, is available to limited-English-proficient students.
3. A continuous assessment model is in place to measure the program's effectiveness, student performance, and school improvement.
4. The goals and objectives of the program for LEPs "mirror" that of the traditional curriculum.
5. Assessment of English language growth and academic progress is part of the program.

Section Eight:
Instructional Strategies

1. Strategies which are interactive, promote two-way communication and emphasize critical thinking skills are used with limited-English-proficient students.
2. Teachers are able to demonstrate their knowledge of different learning and thinking styles by using multiple teaching routines.
3. Strategies such as whole language and cooperative learning are used to facilitate academic and linguistic growth.
4. Peer-tutoring and/or mentoring programs are available to LEP students.
5. Strategies which include ways to teach students about similarities and differences among people and the teaching of tolerance of those differences are used to promote awareness and acceptance of multicultural groups.

Section Nine:
Staff Development

1. The district provides faculty and staff with professional development opportunities that focus on various multicultural issues.
2. Opportunities to visit and/or observe Bilingual/English as a Second Language classes are made available to faculty and staff.
3. Bilingual and ESL teachers are allowed to attend local, state, and/or national conferences in bilingual education, ESL, or multicultural education.
4. Opportunities for bilingual and ESL teachers to explain their programs to their regular education peers exist in the school district.
5. Bilingual and ESL teachers have input into staff development decisions which directly impact them.

Section Ten:
Home-School Community Relationships

1. Translating school-related literature into the native language of the parents is a regular practice in our school district.
2. The district and/or school actively pursues business partnerships with minority owned businesses.
3. Networking between the schools and community exists to bridge the resources and to prevent duplication of services.
4. Parent-based educational programs are offered to community residents.
5. Ethnically and culturally diverse members participate on various committees.

END
OF
SURVEY

****

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Scoring Instructions

1. Total the number of Yes responses. The maximum number of Yes responses is 50.
2. Interpret the results based on the following information.

Interpretation of Results/ Total Points

0-30 Points

Your school and/or district has the elements which prevent multiculturalism from occurring. Typically, there are inequities in opportunities for all students to learn. Cultural awareness among students, faculty, and staff may not be a priority, and multiculturalism is probably not emphasized in curriculum and instruction.

Recommendations/Suggestions

1. Conduct a climate study to gauge the attitudes of faculty and staff regarding multicultural-related issues.
2. Provide appropriate professional development/in-service training in multicultural education for faculty and staff.
3. Dissagregate test data to document if all children are learning and if all children are being served.
4. Create a Multicultural Committee to address curriculum and other organizational issues which will benefit the students, and school in general.
5. Develop lessons for teachers and students in recognizing cultural biases and accepting cultural differences.
6. Apply for local, state and federal monies to develop multicultural education programs.

31 -40 Points

Your school and/or district is well on its way in creating a multicultural atmosphere rooted in respect and acceptance of cultural and linguistic differences. This can be evidenced in the curriculum, in the day-by-day relationships of students, faculty, and staff, and is reflected in student achievement.

Recommendations/Suggestions

1. Expand your multicultural network by inviting community residents to participate in school programs on multicultural education.
2. Create opportunities for students, faculty, and staff to demonstrate their unique cultural heritage through the fine arts, cooperative learning, and across curriculum areas.
3. Dissagregate test data of specific ethnic groups to determine if growth in academic achievement is occurring.
4. Increase the amount of information provided to parents in their native language.
5. Include multicultural education issues in your school improvement plan.
6. Apply for local, state, and federal dollars to further develop multicultural education programs.

41 -50 Points

Congratulations! Your school and/or district has accomplished what most schools have been unable to do. The four basic principles for successful multicultural programs outlined by the Association for Supervision and Curriculum Development (1994) are probably embedded in the overall mission of the school. The four basic principles are:

- Providing equal opportunities for all students to learn.
- Developing cultural awareness among students and teachers.
- Emphasizing multiculturalism in curriculum and instruction.
- Creating opportunities for community involvement.

Recommendations

1. Continue to ensure equality in the opportunities for all students.
2. Share the process for developing successful multicultural programs with other schools and districts.
3. Submit articles about the on-going process to professional journals.
4. Develop improvement plans for second language programs such as bilingual education and English as a Second Language.
5. Align your multicultural program with effective school standards to determine other areas needing attention.
6. Apply, for local, state, and federal dollars to further develop effective multicultural education programs.

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Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

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Dissertation Contest Rules! See page 38

ment existing school or district initiatives.

Interested districts and schools can adapt the structure of Project Unity to fit their own priorities. The action plans for team-based projects provide a framework for staffs to identify resources and collaboratively work together to promote greater mutual understanding which, in turn, can improve instruction and create healthier school cultures for all students.

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For further information about the Title VII Short Term Training Grant, Project Unity, contact Dr. Frances Segan, Director of Bilingual Special Education, Division of Bilingual Education, 131 Livingston Street, Room 210, Brooklyn, NY 11201, 718-935-3911 or Dr. Nancy Lemberger, Project Associate, New York Multifunctional Resource Center, Hunter College-Bilingual Programs, 695 Park Avenue Room 924W, NY, NY 10021, 212-772-4627.

« NABE »

"Latest Issue"

The *Immigrant Students* column, a regular feature of *NABE NEWS*, does not appear in this issue because the column editor, Vivian Lee, has been very busy recently with another project.

On May 17, 1994, at 2:30 p.m., Justin Lee Kiang (7 pounds, 2 ounces) was born to Ms. Lee.

Mother and baby are both doing well.

The NABE staff would like to take this opportunity to join friends in offering congratulations and best wishes to the family.

Diploma de Español Examinations

The Spanish Ministry of Education and Science has announced the availability of the *Diploma de Español como Lengua Extranjera, Niveles Básico y Superior* (*DELE Básico and Superior*). Anyone except those citizens of a country in which Spanish is the official language may take the *DELE* exam, which consists of five separate units (reading comprehension, writing expression, listening comprehension, grammar and vocabulary, and oral expression) including an oral exam (15 minutes per candidate). These diplomas are the only ones issued for Spanish as a foreign language by the Ministry of Education and Science of Spain, and are recognized not only by official institutions of Spanish-speaking countries, but also by corporations, chambers of commerce, and educational institutions in the United States.

FEES

The fees are $50 for the *Básico* and $60 for the *Superior*.

DATES

The examination date in the United States is November 12, 1994.

Deadline for registration is October 14, 1994.

SITES

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Natives Struggle to Keep Languages from Extinction

By John Flynn

The San Francisco Examiner

Crackle and hiss -- at first that's all she could hear from the ancient wax cylinder recording.

But as Linda Yamane listened more closely, she began to make out the faint, scratchy voices of her tribal ancestors. They were speaking in Rumsien, a language from the Monterrey area that had not been uttered in half a century.

The words were mostly a mish-mash of strange and unfamiliar sounds. But suddenly Yamane sat bolt upright. For the first time, she recognized a word. It was *tja tja kiymatchan*, and it meant "coyote."

"I was awestruck," said Yamane, a 45-year old artist and historian from Seaside. "I was hearing words that hadn't been heard for a long, long time -- and I was starting to understand them."

Using field notes from long-dead linguists and primitive recordings made by turn-of-the-century anthropologists, Yamane, a descendant of the Rumsien people, is struggling to bring her tribal language back from extinction.

At the same time, others throughout California have begun an equally challenging task: they are striving to rescue the state's many endangered native tongues before they go forever silent.

From the Modoc tribe near the Oregon border to the Dieguenos near Mexico, young Native Americans are endeavoring to revive the tribal languages their great-grandparents forsook for English. Others, armed with video cameras, are visiting retirement homes and convalescent hospitals to coax half-forgotten songs and stories from tribal elders.

To those trying to save them, Native American languages represent more than vocabulary and grammar. Contained within these words are unique philosophies, value systems and world views. Perhaps most importantly, these tongues -- which in many cases are several thousand years old -- offer the best remaining windows into cultures that are themselves in danger of vanishing. Often they offer the only glimpses that don't come from a European point of view.

It's a huge job, and there's not much time left. Of 50 Native languages still in use in California, many, if not most, are on the brink of extinction, spoken by only a handful of elderly people.

Some, such as Coast Miwok, the original tongue of what is now Marin County, are believed to be down to their last fluent speaker. When these people utter their final words, their languages could very well die with them.

"If nothing is done, all of these languages -- every single one of them -- will become extinct within a generation," said linguist Leanne Hinto, director of the Survey of California and Other Indian Languages at UC-Berkeley.

It's a problem that extends beyond California. Michael Krauss, a linguist at the University of Alaska, reports that 149 of the 187 remaining languages in the United States and Canada are no longer being spoken by children.

As a result, an entire world view is slipping away from them.

For example, the Wintu language, spoken near Redding, does not contain the traditional words for right or left. Wintu speakers refer to one's "river side" or "mountain side," because the landscape is important and speakers do not consider themselves the center of the universe. Wintu is down to its last six speakers.

In Karuk, which values elders and tradition more than youth and the future, people talk of "going toward the past." Only 10 to 12 people speak the language.

"These are reservoirs of incredible beauty, and they're turning into puddles and drying up before our eyes," said Malcolm Margolin, publisher of *News from Native California*, a Berkeley-based quarterly covering Indian affairs.

After years of working to exterminate Indian languages, the U.S. government has only recently reversed course. The largely symbolic Native American Languages Act of 1990 made it official policy to preserve Native tongues. Two years later, a follow-up act sponsored by Sen. Daniel Inouye, D-Hawaii, outlined a number of federal programs to accomplish this. Funding is expected in September.

The U.S. government was not always so eager to help. In 1887, J.D.C. Atkins, federal commissioner of Indian Affairs under President Grover Cleveland, recommended that "their barbarous dialect should be blotted out and the English language substituted."

Well into this century, it was policy in many government-run California schools to whip Indians who dared speak in their Native tongues.

In the book *Flutes of Fire*, by UC-Berkeley's Hinton, Elsie Allen, a member of the Pomo tribe, told of her experiences at a boarding school in Covelo, Mendocino County, around 1910. Allen, who spoke no English at the time, recalled being beaten with a leather strap for talking in Pomo.

The beatings had their desired effect.

"I'd lay awake and think . . .I'll never teach my children the lan-

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guage," said Allen, who died in 1990. "I don't want my children to be treated like they treated me."

Many Indian elders living out their last years feel the same way. Artist Jean LaMarr, a Paiute and Pit River Indian from the northeast corner of California, has met with fear and resistance as she has tried to preserve their old stories and songs on videotape. To allow children to understand these stories, LaMarr dubs in English subtitles.

Recently she interviewed a 90-year-old Paiute woman in a retirement home in Alturas.

"At first she would only whisper in Paiute," LaMarr said. "She said that for years, she would sing to herself very quietly so the nurses wouldn't hear her and call her a wild Indian. When she was growing up, she had been whipped for speaking Paiute."

Fears aside, many elderly Native Americans have simply had no one to talk to in their native tongues. LaMarr has tried to bring some together for conversation, but has run into another problem.

"A lot of them now have hearing problems," she said. "Finally, it's OK for them to speak these languages, and now nature is playing a trick on us."

For some younger Native Americans, learning a tribal language can be a way to cope with modern problems.

Matt Vera, 34, found that the spirituality he gained from learning Yowlumni, the traditional language of his people, helped him break free from the bonds of alcoholism.

"I can live a good happy life in the spirit of my people," he wrote in *News from Native California*. "I attend sweat house ceremonies, pray at sacred areas, participate in the dances and believe in the (Alcoholics Anonymous) 12-step program."

To those trying to save them, Native American languages represent more than vocabulary and grammar. These tongues -- which often are several thousand years old -- offer the best remaining windows into cultures that are themselves in danger of vanishing. It's a huge job, and there's not much time left. Of 50 Native languages still in use in California, many are on the brink of extinction. Some are believed to be down to their last fluent speaker. When these people utter their final words, their languages could very well die with them.

Vera, who lives on the Tule River Indian Reservation near Porterville, said he had always yearned to be able to pray in his native language.

"To me, the sound of my language was like a beautiful song filling the air," he said.

Vera learned Yowlumni form his mother in Marin County last summer, during an intense four-month "master-apprentice" language program that gave them the time and instructional help to proceed quickly and thoroughly.

The program, sponsored by a Bolinas-based group called Advocates for Indigenous California Language Survival, brought together 30 Native Americans to learn Hupa, Wintu, Mojave, Karuk, Yurok and Yowlumni.

"Now my son and I can wake up in the morning and talk (in Yowlumni) about what we dreamed about last night," said Agnes Veras, Matt's mother. Including the Veras, 23 people now speak the Yowlumni language.

For Yamane, her quest to bring Rumsien back from extinction is the linguistic equivalent of the resurrection of the dinosaurs in Jurassic Park.

During the past decade she has spent countless hours at San Jose State poring over the voluminous field notes of UC-Berkeley's John Harrington, an eccentric linguist who collected word lists, stories and songs from dying native languages in the 1930s and 1940s.

Her only examples of what Rumsien actually sounds like are wax cylinder recordings made in 1902 by Berkeley anthropologist A.L. Kroeber, who would later gain fame by working with Ishi, the last surviving member of the decimated Yahi tribe near Chico.

Rumsien is part of the Ohlone family of languages, the original tongue of much of the Bay Area.

Until Yamane learned to translate Rumsien stories and songs, the only things Yamane was able to learn about her ancestors came from unflattering accounts written by Europeans.

"They almost always described my people as lazy and stupid," Yamane said. "But through the language I'm discovering that they were very generous, very giving people with a lot of complexity and an earthy sense of humor."

Yamane now understands Rumsien well enough to spot occasional mistakes in translations by Kroeber and Harrington. She's starting to pass the language on to her 11-year-old son, and hopes one day to put out books and recordings in the language.

Not all native languages are getting such attention. For some, there is little interest among the younger generation. When the last speakers pass away, the language will probably vanish.

"The likelihood is that many will die," publisher Margolin said. "We need to ask ourselves how we are going to handle it. After all, what are the proper last rites for a language?"

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Eastern Montana College

Crow Students Read Poetry at Library of Congress

by Jon Reyhner

Eight Crow Indian students from Montana read their poetry on March 10 at the Library of Congress at the invitation of United States Poet Laureate Rita Dove. The poems were about the theme of "Keeping Our Heritage and Our Lands."

Students in grades 7-12 from the Pryor and St. Xavier communities on the Crow Reservation competed to go to Washington to read their poems. Before going east, the students read their poetry before a packed gymnasium at Pryor that included Montana State School Superintendent Nancy Keenan. In Washington, the students were greeted by Montana Senator Max Baucus and Colorado Senator Ben Nighthorse Campbell.

This presentation by Crow students marks two "firsts:" It was the first time American Indians have presented at a Library of Congress function and the first time school-age children have appeared. The literary evening is an annual event hosted by the Poet Laureate. A video essay about the students also appeared on the MacNeil-Lehrer News Hour on the Public Broadcasting System.

The students' advisor Mick Fedullo is a half-time language consultant for a newly funded Title VII bilingual program for the Pryor Public Schools and St. Charles School. Fedullo is author of *Light of the Feather: Pathways Through Contemporary Indian America* (Morrow, 1992) and an expressive language teaching guide. Despite hearing negative comments about Indian students' abilities to write poetry and be able to present before large audiences from their teachers, poet Fedullo has been getting Indian students to do just that for the past ten years across the Western United States and in Canada.

A sample of the Crow students' work is the poem "Becoming An Indian Again" by Scott Plain Bull, reprinted below.

The Pryor Bilingual Program is described in the lead article of the Winter 1994 issue of *Winds of Change*, the magazine of the American Indian Science and Engineering Society. The program's focus is to improve Crow students' language skills and their mathematics and science achievement.

Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Eastern Montana College, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

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Becoming An Indian Again

The old one
cannot see my voice,
and I cannot find
the words, the words
that separate us
from other Indian tribes.
My pride and my ignorance
have led me away from my
people and their past.
I have lost the way
that has brought my people here,
so I sit
with the old one
as he sings,
the old ways
dancing through
my eyes,
becoming
an Indian again.

Scott Plain Bull

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grade, 11th grade, and so on). The higher the grade level, the more limited-English-proficiency is likely to weigh on students because at higher levels of schooling, the cognitive and linguistic loads are heavier.

A third factor compounding the burden for LEP students is that they enter the United States from many places. In the different countries of origin, curricular sequences, content objectives, and instructional methodologies may differ dramatically from American practices. Students from China, for example, may use different rules and formulas to work algebra problems, and they often ignore the complicated conceptual approaches to problem solving that are common in American classes (Tsang 1987). Newcomers from China may thus be at a great disadvantage in a class that emphasizes higher-order thinking, and what they actually know and are able to do may not show up in assessments that are based on our content standards.

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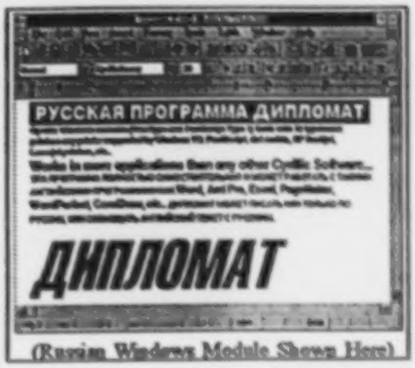

(Russian Windows Module Shown Here)

LEP Students and Content Standards

Let's face facts. Learning about photosynthesis in a language that you speak almost automatically is a different proposition than learning about it in a language that you have yet to master. And being held accountable for knowing long division by 4th grade is hardly fair for test takers who recently arrived from a country where long division isn't presented until 5th grade.

I am not saying that LEP students shouldn't be held to high standards or taught to develop higher-order thinking skills. In fact, for far too long the expectations held for many LEP students have been unreasonably low.

However, if they are to achieve the content standards currently being developed, we must acknowledge that for LEP students, meeting content standards is a more complex and cognitively demanding task than it is for students who are proficient in English. We must also pay more attention to the fact that LEP students may know as much as monolingual English speakers, but not the same things (not the least of these accomplishments is being able to understand, speak, read, write, reason, and remember academic content in a language other than English).

Opportunity to Learn

We should also stop talking about lowering standards for LEP students. Then we would have plenty of time to discuss the support that these youngsters need in order to meet high standards.

While those of us who work with LEP students applaud education reformers and policymakers for seizing on the idea that all students can learn and reach high standards of achievement, we are troubled by a lack of systematic attention to opportunity-to-learn standards. From daily experience, we know that most LEP students do not get sufficient access to high-quality instruction and need services.

Teachers of English to Speakers of Other Languages (TESOL), a professional organization of teachers, teacher educators, researchers, and linguists, has recently formulated and announced a set of opportunity-to-learn standards for LEP students. The standards are divided into four areas:

- access to a positive learning environment,
- access to appropriate curriculum,
- access to full delivery of services,
- access to equitable assessment.

Although these items may seem pretty basic, the state of LEP education in the U.S. is such that attainment of these four conditions would go a long way toward eradicating three problems that impede LEP student achievement:

1. Programmatic deficiencies.

In 1992, the Department of Education reported data showing that almost one in four LEP students receives *no* specialized instruction to help smooth the transition to learning in English. Federally funded bilingual education programs serve only 11 percent of the likely candidates for such instruction, and even then, the assistance generally stops prematurely. It serves students for a maximum of three years, despite research findings indicating that LEP students take from five to seven years (or longer) to approach grade-level norms on English-language standardized achievement tests (Collier 1987, Cummins 1981).

Even students who do receive specialized help are often shut off from curricular options. For example, Travers (1987) traced the low mathematics achievement of language-minority students to limited opportunities to learn mathematics. The limitations occur for two reasons:

- discrepancies between the intended curriculum (the content material found in curriculum guides and textbooks) and the implemented curriculum (what the teacher actually teaches); and

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- the inappropriate placements of LEP students in remedial classes.

More recently (in 1992), Minicucci and Olsen's report on 27 secondary school programs in California said that fewer than one-fourth of the schools offer full programs (that is, programs that offer all content subjects at all grade levels in classes designed to meet the needs of LEP students). The researchers found that more than half of the high schools and a third of the intermediate schools had major gaps in their offerings for LEP students. Some offered no content classes at all for LEP students. It will not surprise you to learn that in several of the schools "the dropout rate was sufficiently high among these students to make the 11th and 12th grade content classes unnecessary." One school even had a policy not to enroll new LEP students over age 16. Such students were referred to adult education programs.

Even special instructional services and resources appear to neglect the LEP population. For instance, although LEP students are included in counts to generate Chapter One funding, the LEP students who might benefit from Chapter One services are often denied them (Strang and Carlson 1991). We have indications, too, that LEP students have scant access to technology. A report from the U.S. Congress's Office of Technology Assessment (cited in Cummins and Sayers 1991) shows that students from language minority backgrounds are much less likely to have the opportunity to use a computer for learning. Cummins and Sayers add that only a few commercially available software programs (1 percent) are appropriate for students learning English as a second language.

2. Teacher preparation deficiencies.

In 1992, only 37 states required any kind of certification or endorsement to teach English as a second language (Stewart 1993), and only 30 states required certification to teach in bilingual education programs (National Clearinghouse for Bilingual Education 1993). In states that do require certification, significant numbers of ESL and bilingual teachers hold substandard certificates, in many cases because the teachers lack proper coursework (Cooperman 1986).

Despite the fact that half of all American teachers teach a limited-English-proficient student at some time in their careers (O'Malley and Waggoner 1984), *no* state requires every certified teacher to have some training or coursework focusing on strategies for teaching second language learners. Although a number of organizations (such as NCATE, the National Council for the Accreditation of Teacher Education) have urged teacher training institutions to include training in multiculturalism, a 1991 study of 132 universities found more than half deficient in meeting the recommendation (Stewart 1993).

> *A 1992 report found that of 27 secondary school programs in California, fewer than one-fourth offered full programs (offering all content subjects at all grades in classes designed to meet the needs of LEP students). Some offered no content classes at all for LEP students. It will not surprise you to learn that in several of the schools "the dropout rate was sufficiently high among these students to make 11th and 12th grade content classes unnecessary."*

3. Assessment

This issue is of great concern to educators and parents of LEP students. Standardized testing in particular has long been a source of heated debate because, on the basis of test scores, LEP children are often misassigned to lower curriculum tracks or special education (Council of Chief State School Officers 1990, LaCelle-Peterson and Rivera 1994).

Although the current move toward performance assessment seems to offer a more promising method of diagnosing the needs and determining the capabilities of LEP students, it also raises serious new questions of reliability and validity. For example, we don't yet know if LEP students writing in English can be measured accurately with the same scoring rubrics used to judge the writing of monolingual English speakers. It may be that scoring rubrics developed specifically for LEP students would more accurately measure what these students know and are able to do (McKeon 1992).

In dealing with these three areas of concern, we must not be misled by occasional news reports that feature some newly arrived LEP student who has put forth phenomenal effort and graduated as class valedictorian. Such stories depict the exception, not the rule. They do not reflect the experience of the vast majority of LEP students.

Put yourself in the place of an average limited-English-proficient student. You attend a school that offers no ESL or bilingual instruction, has no teachers trained in ESL or bilingual education, places you in low-level or remedial classes, cuts you off from some content areas, and fails to provide Chapter One or other specialized services. How would you perform on challenging subject matter tests given in a language you don't understand? Would you be likely to meet or exceed national content standards?

Enhancing the Possibility of LEP Student Achievement

To ensure that LEP students will meet content standards and help the

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nation reach its National Education Goals, educators need to take five relatively simple steps:

1. *School and district officials can systematically examine the academic program open to their limited-English-proficient students.* Often, it is helpful to select three or four LEP students with different backgrounds, reviewing the type of course offerings available to fill the special needs of each. Do the courses offered provide support in learning English as second language? Do they provide challenging content teaching, either in the student's first language or by "sheltering" the content (that is, teaching academic content along with the language needed to learn it).

2. *Using the TESOL Access Standards as a guideline, school personnel can review their approach to educating limited-English-proficient students.* The school environment can support LEP students' learning and value their linguistic and cultural diversity (approaches should add to, rather than replace, students' cultural repertoires).

3. *State and school district officials can make sure that ESL and bilingual educators are included on* teams that develop curriculum frameworks. Often, ESL and bilingual educators use alternative instructional techniques (such as bilingual education or content-based ESL) to teach particular subjects (science, social studies, and so on). If these professionals help to develop curriculum frameworks, they can ensure that the instruction for LEP students is up-to-date, effective, and consistent with local standards.

4. *State and district officials can discuss alternative ways to judge the performance of limited-English-proficient students.* Some students might show what they know through portfolios. Others, especially those in bilingual programs, might demonstrate achievement in a language other than English.

5. *State and district officials can support the development of standards for the discipline of English as a second language.* (Although TESOL and the National Association for Bilingual Education are collaborating to develop ESL content standards, calls for federal support of this project have gone unanswered. The federal government has, however, supported standards development in other disciplines).

Professional standards for ESL are needed to ensure that its instructors are highly skilled, and content standards are important because many LEP students receive ESL in place of regular language arts. In other words, ESL is not watered-down language arts, but a discipline-driven, specialized subject for the fastest growing population of students in the U.S. today. Without standards for ESL, we have no way of knowing how well or how fast these students are acquiring English, nor can we determine how well ESL instructional programs are meeting students' needs.

> *Put yourself in the place of an average limited-English-proficient student.*
> *You attend a school that offers no ESL or bilingual instruction, has no teachers trained in ESL or bilingual education, places you in low-level or remedial classes, cuts you off from some content areas, and fails to provide Chapter One or other specialized services.*
> *How would you perform on challenging subject matter tests given in a language you don't understand? Would you be likely to meet or exceed national content standards?*

Taking these five extra steps in behalf of what is now a poorly served student population is essential. After all, common standards cannot be met by using common approaches for all students, nor can content standards be met if schools fail to provide certain students with common opportunities.

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Denise McKeon is Director of Outreach for the American Educational Research Association, 1230 17th St. NW, Washington, DC 20036-3078. She chaired the TESOL Task Force on Policy and Standards for Language Minority Students (K-12) in the United States.

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tant tool for assessment is the personality of the evaluator. We have had the opportunity to observe the powerful influence of evaluators' backgrounds and prior knowledge on diagnostic decisions for identifying gifted bilingual Hispanic kindergartners in a research study in-progress. Based on our experience, we believe that two independent evaluators are beneficial for assessing a child's performance because different evaluators can add observations and different interpretations to each other. Furthermore, no evaluation should be interpreted without data from other informants.

Interaction Across Theses And Patterns Found

We found that qualitative assessment provides a holistic perspective that helps to understand and improve traditional methodological problems still present when assessing and diagnosing bilingual children. In addition, using two independent evaluators demonstrated the reliability of the instrument with the complimentary observations of each child's performance. Thus, only by assessing children in both languages and with independent evaluators, can the effects of the individual evaluator and language of administration be captured and understood.

In summary, it has been our aim in this article to shed some light on major methodological problems found when trying to solve an applied educational problem: how to appropriately assess cognitive and language development in bilingual children for making accurate diagnostic and placement decisions.

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Virginia González, Ph. D., is an Assistant Professor at the University of Arizona Department of Educational Psychology. Patricia Bauerle and Maria Félix-Holt are graduate students at the University.

Editor's Note: *Contributions to the* ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Violence in the Schools: What Parents Can Do

by Connie Contreras-Polk

After school Juanito and Maria, two 8-year-olds, barely make it out of the school grounds when Juanito is jumped, knocked to the ground, and kicked several times in the stomach. As the two older school bullies run off, they shout warnings of retaliation if the two 8-year-olds tell what happened. At another school, boys come armed with baseball bats. When questioned by the principal, they say it's for protection. In yet another school, a fight breaks out among rival gang members who pull knives on each other, leaving several students wounded. While at another school, a 12-year-old fires a gun several times, wounding one student.

The foregoing scenario is not confined to any one school district, but rather is becoming a reality in all too many of our inner city schools. Violence is an everyday fact for many of our school children. And if what happened recently in Savona, New York, is an indication of future trends, it appears that youth violence is now making inroads into the smaller middle-class parts of the country. The tiny village of Savona, New York recently witnessed the beating death of a 4-year-old by a fifth-grader. Within months of that killing several other violent incidents occurred in the small hamlet of 300 homes.

Some have termed the current generation *the generation of rage*, a generation plagued by violence, with an upwelling of violence by children and adolescents that has brought grief to cities and small towns alike. What frightens many is that many of these generation of rage children and youth have been raised in our own backyards. They are children who have grown up in our own midst. In a nutshell, people fear for their children, and what they might end up doing.

The following statistics on youth violence are taken from the *San Francisco Chronicle*, May 11, 1994. They paint a chilling picture of children and violence.

Each day in America:

- 9 children are murdered
- 13 children die from guns
- 30 children are wounded by guns
- 307 children are arrested for crimes of violence
- 5,314 children are arrested for all offenses
- 5,703 teenagers are victims of violent crime
- 270,000 guns are carried to schools by students
- 1,200,000 latchkey children come home to houses in which there is a gun

These statistics point to a changing nature among children. Today's child seems to be bolder and more aggressive than those of prior generations. Teachers comment that each year they seem to get more and more children filled with rage. Such children seem like walking time bombs ready to explode at the slightest provocation, often exploding on the teacher. Many teachers feel unsafe in their classrooms. And with good cause, for they have experienced youth violence themselves or heard of others who have been attacked.

The field of human aggression is still a fairly new discipline and the experts in the field are still "out" as to the cause of aggression. However, most of them agree that violence is, to some extent, a learned behavior. Children are seen as mirroring the violence they see in their environment.

Some experts such as James O. Wilson (professor of management and policy at the University of California at Los Angeles) see today's child as no more violence-prone than children of prior generations. Such individuals account for the higher incidence of violence as due more to the availability of weapons and to the greater mobility of today's generation of children. In other words, we have more violence committed by today's youth because there are more guns available and because it's easier for them to get around.

Child development expert Joseph Chilton Pearce represents another group of experts who believe that today's violence-prone children suffer from some form of neurological damage. Pearce states that children have various developmental needs that have to be met if children are to grow up healthy. Such needs would include nurturing or bonding requirements during the first days, and months after birth and encouraging empathy during adolescence, to name to examples. When various developmental needs go unmet, we can expect children to grow up with wholesale neurological damage, say such experts.

What can parents do in the face of growing school violence? The worse thing that parents can do is nothing; to just feel they have to accept it, feeling powerless. Parents need to know that there are many ways in which they can fight violence. First of all, parents have to consider themselves as agents for change. They need to look beyond themselves, even beyond their individual family, to the larger community. With the help of the larger community and others they can work together towards solving their problems. There is power in numbers. Parents need to find out about the various programs in their communities that are working in the area of violence prevention.

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Parents need to ask the schools to offer workshops for them in violence and gang prevention. They should also ask the school to offer workshops of "conflict resolution" mediation for children. Many schools have witnessed a decrease in violence on school grounds with such mediation.

Another thing parents can do to help prevent school violence is to volunteer to monitor the school yards as well as help students get to and from school. Parents can ask the school to provide after school enrichment programs where children could stay after class. Such after school programs could provide a bridge between the time the children get out of school and when the parents get home. Schools and parents could tap foundations and corporations for the needed after schools programs.

Parents might look into the concept of a "home away from home." A good example of the concept is "Kids' House". Currently, six such Kids' Houses exist in Oakland, CA for middle/junior high school students. They are run by the Arcus Foster Foundation Institute, a nonprofit organization that provides partnerships with the Oakland public schools.

The Kids' House model offers a place for students to go to after school. Students stay in a neighbor's home three hours a day, three days a week. They are supervised by an adult who acts as a parent would when a child comes home. The student receives a snack, conversation and interaction with an adult and tutoring and recreation from other program workers. Such programs keep students off the streets and safe.

In the article, "Como Parar La Violencia", Dr. Louis Agnese (*Nuestra Gente*, May, 1994), offers the following suggestions on what parents can do personally in the home to help prevent violence in children:

- Listen to your children. Be alert to changes in behavior and to signs of consumption of drugs and alcohol which often lead to violent behavior.
- Interest yourself in community activities aimed at stopping violence. Talk to your minister or priest. Contact your school district office. Write or call your city or town representatives. Visit a neighborhood organization aimed at violence prevention. Create one if one does not exist.
- Practice what you preach. If you want your children to have values, you need to live them. Draw up a list of your values and your children's values and reach a compromise based on their discussion. Seek to implement them.
- Above all, give a good example. Do not drink or take drugs. Let children learn from you that disagreements are resolved through discussion, negotiation, and honest dialogue of feelings, and not through the fist or fighting.

Dr. Agnese offers much food for thought, for today's parent faces one of the greatest challenges in today's society, that of parenting in an increasingly violence-prone society.

Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

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Secondary Education Special Interest Group

SIG Chair(s): Julie Hodson, Spring Branch Education Center, Houston, TX
& Clarissa Plair, Killeen ISD, TX

Nurturing a Natural Treasure

by Dr. Kip Tellez

Recent media reports have once again focused attention on the severe shortage of bilingual teachers in the southwestern United States. The headlines of a recent article in the *Houston Post* (March 29) declared that a local district's bilingual program was "suffering, plagued" by the need for bilingual teachers. A report completed by a so-called investigative television news reporter in Houston, Texas suggests that at least a dozen of the bilingual teachers recruited from Mexico and other Latin America countries to work in Houston Independent School District (HISD) classrooms had falsified transcripts. Recruited to earn certificates in HISD's Alternative Certification Program, it appears that some may have never earned a certificate. It also appears that some may never have earned a bachelor's degree. Like other states, a bachelor's degree is a prerequisite to a teaching certificate in Texas.

In spite of the seriousness of the situation, the transcript/degree issue is not the most important one. There is no doubt that with a comprehensive course of study the teachers HISD invited to work in the schools could grow into excellent instructors. Rather, the issue onto which this latest controversy should cast light is why we have been unable to nurture the young bilingual talent we now have in our schools. All across the southwest, thousands of capable, bilingual, Latino, high school students see little hope of ever completing a bachelor's degree. The most recent data reported in the *Chronicle of Higher Education* shows that Latinos are vastly underrepresented in four year post-secondary schools.

> *The collective thinking in this country, widely held by European-American English monolinguals, is that bilingual teachers are a necessary evil. Since there are mandates to provide bilingual education to students in public schools, therefore, we are forced to hire bilingual teachers.*
>
> *To counter such intolerant and incorrect attitudes, we must communicate to potential bilingual teachers now in high school or college that they are a national treasure.*
>
> *We must tell them how proud we are of them and how critical they are to the country's future. Our bilingual education and ESL students are, in fact,* ***emerging bilinguals*** *who are growing and learning the advantages of bilingualism.*

What must we do to encourage these young people to enter the teaching profession? Several very practical suggestions come to mind, several of which are already underway in many school districts and education agencies across the state. For instance, the Fontana Unified School District in California has initiated a "grow your own program," in which bilingual high school students serve as bilingual aides in local schools. Several of the Regional Educational Service Centers in Texas also maintain a program to encourage high school students to become teachers. Initiated by the Texas Education Agency's Office of Teacher Recruitment, Retention, and Assistance, these projects may provide the compass for future training efforts.

While these programs have had wonderful results thus far, they need to be expanded and made available to a wider range of students. Such programs, however, are more risky than recruitment strategies seeking prospective teachers who already hold degrees from other countries. Investments in high school students are filled with uncertainties. Financial constraints on students' families can prohibit further schooling. In addition, bilingual college students are heavily recruited by businesses to serve as international managers and in the other executive-level positions. It is no surprise that such occupations can offer a significantly higher salary than the money teaching offers. So even after assisting bilingual high school students to earn a college degree, they may not find their way into the bilingual classrooms where they are desperately needed. My own experience with several bilingual Latino high school students left me with mixed emotions. Over half of the students for whom I served as a mentor went into lucrative fields or onto advanced degrees. How could I be dissatisfied with their career decisions even though they did not choose

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Resources for Bilingual Educators

Adult Biliteracy in the United States - edited by David Spener and prepared for publication by NCLE. A collection by fifteen leading researchers and teachers that explores the social, cognitive, and pedagogical aspects of developing biliteracy. Chapters cover such themes as: linguistic diversity and the education of language minority adults; how population studies treat biliteracy; the literacy practices on immigrant families; socio-linguistic considerations in literacy planning; and ways of promoting biliteracy in classrooms, elementary school through adult education. To order the book (237 pp.; $19.95 plus shipping and handling), call Delta Systems Co. at (800) 323-8270 or (815) 363-3582.

Agendas for Second Language Literacy - by Sandra Lee McKay. This book goes beyond the second language classroom to examine the sociopolitical, economic, familial, and educational agendas that influence an immigrants's attainment of literacy in a new language. The book addresses teachers and teachers-in-training involved in second language education, whether their students are in special language classes, bilingual education, or enrolled in the mainstream curriculum. 0-521-44664-3 Paperback, apprx. $14.95. Alta Book Center, 14 Adrian Court, Burlingame, CA 94010. (415) 692-4654, 800 ALTA/ESL.

American Indian/Alaska Native Education - by Jon Reyhner. A 41 page pamphlet (PDK Fastback #367) describing the current status of Native education in the United States. Contains sections on history, the Indian Nations at Risk Task Force, validating Native culture, teacher training, Native students at risk, and the future of Native education. $1.25 plus $1.00 processing. Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789. Quantity discounts available.

At-Risk Families & Schools: Becoming Partners - by Lynn Balster Liontos. This guide will help you reach out to families that are poor, belong to ethnic/racial minorities, or speak a language other than English. 156pp. Members $11.95, Non-members $15.95. National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483. (703) 684-3345.

Beginning Spanish For Teachers of Hispanic Students - Pamela J. Sharpe. This audio cassette/book program, which is suited to a one day in-service school district workshop, will help those teachers who are having a problem communicating with Hispanic students in the class. The teacher's ability to communicate in Spanish with the Hispanic students will have positive effect on the attitude and performance of the students. The program consists of three study units that cover such speaking situations as greeting a child, giving directions in the classroom, encouraging and praising children for their effort, correcting the behaviour of a group, communicating in parent-teacher conferences and more. The text and illustrations in the book are directly related to the taped conversations, while the flash cards are specifically designed to increase memory retention. 280 Page 24 lesson textbook, four audio cassettes, complete audioscript book, and over 370 dialogue cards. Price $29.95 ISBN0-8118-8. Barron's Educational Series, Inc., 250 Wireless Blvd., Hauppage, NY 11788. Tel. (800) 645-3476 ext. 222.

Children With Limited English - Teaching Strategies for the Regular Classroom - by Ellen Kottler. Students with limited English-language skills are being placed in regular public school classrooms with increasing frequency. Teachers are often required to meet the needs of the diverse populations of students who are learning English as a second language--and still provide for the other English-speaking students in the class. The book shows how you can incorporate a variety of practical teaching techniques into daily activities and help the language-limited students learn. Among other things, these strategies will enable you to: understand language acquisition and assess development; and to identify reasonable expectations for limited-English-proficient (LEP) students. D4341-6083-2 (Paperback), $9.95. Corwin Press, Inc., P.O. Box 5084, Thounsand Oaks, CA 91359. (805) 499-9774, FAX (805) 499-0871.

Collins On-Line - Electronic Bilingual Dictionary - A second language tool for students and teachers. Collins On-Line gives you instant access to Collins bilingual dictionaries from within your word processor. The program combines the power of the computer with the authority and scholarship of the HarperCollins Publishers bilingual dictionaries. The system requires the following: True IBM™ PC or PS/2 or compatible computer; DOS 3.0 or above is strongly recommended; hard drive space requirement: less than 2MB for program and one pair of bilingual dictionaries; VGA or EGA color monitors recommended, but not required; 120K RAM for program or 10K RAM if in swapping mode. Available in the following languages: English/Spanish, English/French, English/German, English/Italian, French/Spanish, French/German. $49.95. Available from: Linguatech International Inc., 1113 South Orem Blvd., Orem, UT 84058. (801) 226-2525.

Cooperative Learning supports language minority children... - Richard P. Durán and Margaret H. Szymanski. "Construction of Learning and Interaction of Language Minority Chil-

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dren in Cooperative Learning." CDS Report No. 45, October 1993, $4.25. The Johns Hopkins University, Center for Research of Effective Schooling for Disadvantaged Students, 3505 N. Charles St., Baltimore, MD 21218.

ESL Teacher's Holiday Activities Kit - by Elizabeth Claire. Over 175 fully illustrated, reproducible activities featuring U.S. holidays, customs and special events to help ESL students at all levels develop a solid grasp of English vocabulary, reading, and language skills. 087628-305-9. $29.95. Prentice Hall. Order Dept: 1-800-223-1360.

Experiencing Diversity -Toward Educational Equity - Editors: Frank Pignatelli and Susanna W. Pflaum. A group of authors examines practical ways to level the playing field and achieve real instances of equal opportunity. They argue that genuine equity focuses on the actual outcomes of schooling and the real effects of reform on students' lives. Topic discussed include: fairer distribution of resources, student responsibility, motivating girls to achieve in math, work internships for secondary school students, responding to nonmainstream family structure, and involving family members in decision making. D4341-6143 (Paperback), $20.00. Corwin Press, Inc., P.O. Box 5084, Thousand Oaks, CA 91359. (805) 499-9774, FAX (805) 499-0871.

A Leader's Guide for Restructuring Schools to Accelerate High-Risk Youth - Sharon Johnson. This booklet presents guidelines for designing support systems so all students, including language-minority and those at risk of failure, can succeed in a rich common core curriculum. $35.00. SCORE for College, Orange County Department of Education, 200 Kalmus Drive, Costa Mesa, CA 92628-9050, (714) 966-4475.

A Portrait of the Nation's Latino Newcomers - A joint project of the Hermandad Mexicana Nacional (National Mexican Brother/Sisterhood) Legal Center and the Youth Policy Institute. This report presents data from the United States census and other sources regarding the characteristics, behavior status, and aspirations of foreign-born Latinos in the United States. It includes both immigrants and people who have become United States citizens through naturalization. The report focuses on the areas of employment, family life, health, education, language, and civic participation. It is intended for a wide audience, including policy makers, corporations, churches, unions, philanthropic institutions, policy analysts and advocates, and the communities which it describes. For copies of this and other publications of the Hermandad Mexicana Nacional and the Youth Policy Institute contact: National Hispanic Leadership and Policy Development Institute, 1500 Farragut, NW, Washington, D.C. 20011, (202) 723-7241, FAX 723-7246.

Ready-to-Use Multicultural Activities for Primary Children - by Saundrah Clark Grevious. This book contains activities that help children appreciate the rich diversity of cultures and their own cultural heritage. Self-contained reproducible activities can be integrated into existing curriculums and emphasize multicultural contributions to art, music, literature, food, clothing, and more. 087628-849-2. $27.95. Prentice Hall. Order Dept: 1-800-223-1360.

Teaching American Indian Students - Edited by Jon Reyhner. This 328 page book is now available for the first time in paperback. Included are chapters on bilingual and multicultural education; the history of U.S. Indian education; teacher-parent relationships; language and literacy development, with particular discussion of English as a second language and American Indian Literature; and teaching in the content areas of social science, science, mathematics, and physical education. This book has been described in Choice as "an essential handbook for teaching American Indian students." It is available from the University of Oklahoma Press, P.O. Box 787, Norman, OK 73019-0445 (or call 1-800-627-7377) for $14.95 plus $2.50 for postage and handling.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information concerning any item listed in this column, you must contact the item's publisher directly.

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Publishers and Educational Materials Developers

Do you have a new product you want NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

information about grants facilitating these partnerships. In-service teachers in their university materials development classes could suggest that the instructor allow the class as a group to address the needs of their elementary/high school, be it grant writing, curricular materials design, or needs assessment. At the community level, in-service teachers can approach local distributors or manufacturers to donate or loan demonstration equipment. The school's council of parents and teachers could invite these companies to sponsor computer fairs at which equipment or educational software could be introduced and experimented with. All these efforts will enhance the chances of positive outcomes for the in-service teacher's lobbying for equipment, and researching which systems are most desirable. One journal that is particularly helpful in keeping teachers updated on both hard and software is *The CALICO Journal*, official publication of the professional association of the same name. CALICO also publishes a monograph series. *Monograph I: Applications of Technology: Planning and Using Language Learning Centers* presents a thorough manual to help make decisions for setting up a learning laboratory, incorporating satellite instruction, testing various languages, etc.

Creating Drop-in Workshops and Long-term Support Networks

Teacher educators could offer a series of voluntary workshops to help in-service teachers identify areas in their curricula where technology could assist instruction (Paul, 1994). Once these areas are identified, the in-service teacher would examine what learning can be facilitated by use of the technology. Considerations would include problem solving tasks, grouping of students, addressing individual differences, etc.

Long term strategic planning after determining the most efficient use of technology supports instruction that is both pedagogically sound and a responsible use of resources. Setting up a technology support group could would enable long term planning to be on-going and provide support for "novice" computer users.

Conclusion

Just as there is no one single way to teach, new technologies cannot be the panacea for improving instruction. Moreover, teacher educators can not expect all teachers to respond well to integrating any one particular type of technologically-assisted instruction. Making the experience with technology enjoyable, fruitful, and successful will encourage teachers to explore the possibilities that technology has to offer. Thus, teachers can negotiate their own entry into these resources. Teacher educators can play a role in facilitating teachers' practice with tools to navigate new currents in instruction. The following list of journals, books, software, electronic networks, and videos are a few resources that teachers have found extremely useful in entering into technologically-assisted instruction. Explore them and let me know what you think.

Sources to Explore:

Complimentary Journals

Athelstan Newsletter on Technology & Language Learning, 2476 Bolsover, Suite 464, Houston, Texas 77005. Tel: (713) 523-2837

New Media Magazine, P.O. Box 1771, Riverton, New Jersey 08077-7371. Tel: (609) 764-1846 Fax: (609) 764-7157

Technical Horizons in Education, Circulation Department, 150 El Camino Real, Suite 112, Tustin, CA 92680-3670. Fax (714) 730-3739

Other Professional Journals

Computer Assisted Language Learning (CALL): An International Journal. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648. (201) 767-8450.

Computer Assisted Learning and Instruction Consortium (CALICO) Journal, 014 Language Center, Duke University, Box 90267, Durham, North Carolina 27708-0267. Tel.: (919) 660-3180, Fax: (919) 669-3183, E-mail: Calico@acpub.duke.edu

Books/Manuals

Gilster, Paul. *The Internet Navigator: The Essential Guide to Network Exploration for Individual Dial-up User*. John Wiley & Sons, Inc.: New York.

Harris, Judi. 1994. *Way of the Ferret: Finding Educational Resources on the Internet.* The International Society for Technology in Education Publishing Co: Eugene, Oregon.

Preservice Technology Training Task Force. 1989. *Handbook for Pre-service Technology Training*. Ann Arbor: The University of Michigan.

Telecommunications

In order to take advantage of these resources, in addition to a computer, you need:

- a modem with the appropriate communications software for your computer
- an Internet account, either provided through an educational institution or a public data network.

- To obtain a list of Public Data Networks

Gopher cosn.org or connect to cosn@bitnic.bitnet

- Federal Bulletin Board - for information about government documents, grants, jobs, taxes, etc.

Telnet Federal.bbs.gpo.gov 3001

- Red Cientifica Peruana - for resources in Spanish

Send mail to : Listasrcp@rcp.net.pe Message: index

(If you have access to Mosaic - URL: Http://www.rcp.net.pe/rcp.htm)

- World Wide Web - for electronic lists on various subjects and resources in other languages, i.e. Arabic, Chinese, Russian, etc.

Telnet info.cern.ch

State computer education networks

Contact your state's department of education to find out about your own state's network. A few that are currently operating are:

- California On-line Resources for Education (CORE)
- Florida Information Resource Network (FIRN)
- Internet for Minnesota Schools (InforMNs)
- New York State Educa-

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tional Resources Network (NYSERNET**)
- SENDIT K-12 telecommunications network in North Dakota
- Texas Education Network (TENET)
- Public Education Network (PEN) in Virginia

National education networks

National Association of State Directors of Teacher Education and Certification's National Information Network - provides information on certification requirements in all 50 states, with listings of fees, reciprocity, etc...

Consortium for School Networking, P.O. Box 65193, Washington, D.C. 20035-5193. Tel : (202) 466-6296 FAX : (202) 872-4318

Video Sources

Project for International Communication Studies, Jefferson Bldg. University of Iowa, Iowa City, IA 52242.

NASA Teacher Resource Center, Central Operation of Resources for Educators (CORE) 15181 Route 58 South, Oberlin, OH 44074, Tel: (216)774-1051, Fax(216)774-2144.

Endnotes

[1] "No one has taught me how to use the computer."

[2] "I don't want to sound like an idiot, but I don't know the first thing about telecommunications."

[3] In order to take this cruise, you need an Internet account and an operating modem connecting your Mac computer to your account. After entering your account, follow the following steps in order:
- Telnet
- FTP nic.merit.edu
- /Internet/resources/cruise/mac

Then follow the instructions printed on the screen.

[4] To access a series of workshops for using GOPHER, you need an Internet account and a modem that can connect your computer over a phone line to your account. After entering your Internet account, follow these instructions:
- Enter your E-mail program
- Send a message to: listserv@ubvm.cc.buffalo.edu
- Skip the Subject line
- In the first line of the message type the following:
- Subscribe gophern/Your first name/Your last name
- Then send your message.

You will receive twenty lessons to help familiarize you with GOPHER, a tool for accessing information on the Internet.

[5] This type of computer application will allow participants to engage in a "conference" in which multiple users comment on a topic under discussion. Certain programs permit the participants to post comments that are reacted to in real time (synchronous) by other participants, eg. **Daedalus**, available from the Daedalus Group. 1106 Clayton Lane, Austin, Texas, at (512) 459-0637. Other conferencing software allow for postings that are responded to after the posting (asynchronous), eg. **Caucus.**

[6] A substantial number of IBM and Unix programs can be obtained from the following archieve on the Internet: FTP oak.oakland.edu.

[7] A sample of multimedia projects can be found by logging into the Internet and entering the command Gopher. briarwood.com (port 70). Select the file: Briarwood, Sample Multimedia Curriculum Database. Then enter the text: Yes! I want to try it. Call (801) 374-2273 for further information.

[8] The Rochester Institute of Technology and Equal Access to Software & Information (EASI) co-sponsor a workshop on adapting technology and computing for the disabled. It can be attended electronically by sending E-mail to: Listserv@listserver.isc.rit.edu. The message should be: info workshop

More information can be obtained by calling Susan Warner, Educational Technology Center, (716) 475-4186.

[9] These files contain the text of the student's research paper and areas in the text where the reader can "point and click" to see the original sources of information. Other elementary students have contributed projects: Grand River Elementary, Michigan, Lincoln Elementary, Iowa; and Buckman School, Portland, Oregon.

[10] Again this resource is accessible through the use of your Mac, modem and Internet account. Log onto your account and follow these steps:
- Telnet
- Set your World Wide Web viewer (Mosaic, Cello, et. al.) to: Http:/hillside.coled.umn.edu
- Follow the instructions provided to enter, continue, or exit.

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Garrett, Nina. 1991. "Technology in the Service of Language Learning: Trends and Issues." *Modern Language Journal*, 75,i, p.75-101

Hirschbuhl, John & Faseyitan, Sunday. 1994. *Technological Horizons in Education*, Vol 21 (9), p.64-65.

Taylor, Robert. 1991. "Summary of a model pre-service technology course." *Association for Computing Machinery(ACM), Special Interest Group for Computer Uses in Education (SIGCUE)*, 21(2), 7-24.

This article is a condensed and updated version of a paper presented by the author at a conference on Innovative Uses of Telecommunications held at Queens College, New York, March 31, 1994.

Theresa Austin is an Assistant Professor at the New York University School of Education, Department of Teaching & Learning. She may be reached electronically by writing to: Austin@ACFCLUSTER.NYU.EDU.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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DISSERTATIONS

1995 Bilingual Education Outstanding Dissertations Competition

ELIGIBILITY

The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1991 and August 1, 1994. Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION

Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos Jr., Chair
NABE Outstanding Dissertations Competition-1995
Maricopa Community Colleges
2411 West 14th Street
Tempe, AZ 85281-6941
(602) 731-8101

RECOGNITION

In effect, there will be two types of winners:

- the semifinalists--the writers of the top seven to ten abstracts from which the three finalists will be selected, and
- the three finalists--the writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will be presented at the 24th Annual International Bilingual-Bicultural Education Conference of the National Association for Bilingual Education in Phoenix, Arizona, from February 14 to 18, 1995.

The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE

Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by September 16, 1994. Send them to the competition chair at the above address.

Instructional Technologies Special Interest Group

SIG Chair: Jeanne Perrin, Boston, MA

Instructional Technologies SIG Update

by Jeanne Perrin

As the use of computers and other instructional medium in the classroom continues to increase, we in bilingual education must be vigilant to ensure that the particular issues which arise with the use of technology in the bilingual and ESL classroom are addressed. The mission of the Instructional Technologies SIG, founded three years ago, is to serve as a network for educators who are interested in effective teaching using computer software, video and distance learning in bilingual classrooms and in teacher training, and as a voice to air concerns to policy makers and product developers so that the needs of bilingual learners are included when program designs are initially considered.

At the most recent SIG meeting in Los Angeles, several critical issues were raised which need consideration and discussion. These issues include: staff development in technology, integration of curriculum and technology and selection of software and programs which are appropriate for bilingual students. There is a clear need for us to move beyond the use of the computer as a word processor for writing instruction to the larger arena which includes teaching with laser disc and video programs, many of which are now available in Spanish and other languages. The use of HyperCard and HyperStudio as a medium for student projects and CD ROM programs, such as Broderbund's *Living Books*, are great examples of the positive use of technology, yet few bilingual educators seem to have access to these types of instructional aids.

The Instructional Technologies SIG offers the following recommendations to encourage effective use of the technology in the classroom:

- Serve on a school-based or district committee which develops policy and implements technology programs. If bilingual educators do not take an active role in this process, our needs will not be heard.
- Encourage your organization to subscribe to periodicals which devote themselves to technology and education.
- Take advantage of software preview periods from publishers (usually 30 days).
- Collaborate with your local colleges and universities; many Education Departments there are involved with educational technology.
- Request software/product publishers do free demonstration workshops onsite.
- Apply to be a presenter at NABE and regional conferences; showcase and share your technology projects!
- Establish a work group in your school to focus on improving instructional technology; collaborate with monolingual staff who have access to equipment; develop integrated cross-class projects.
- Join the NABE Instructional Technologies SIG; network with those who have the same concerns; write an article or product review for the NABE newsletter!

Although there are many great technology projects today for LEP students all across the country, we are still under represented in the larger picture: technology in education. At the upcoming June NECC, (National Educational Computing Conference) in Boston, only a few of the hundreds of sessions will address ESL or bilingual education. We are slowly making headway with product developers; ClarisWorks is now available in Spanish, Tom Snyder Productions has several reading and critical thinking software programs in Spanish and many laser disc programs are available in formats which allow use in English or Spanish. HyperCard authoring programs exist which allow teachers to develop curricula in a number of languages.

This is a rapidly changing field, and since children now interact with technology from very early ages, it behooves us to advocate for and facilitate *quality* instruction which encompasses technology.

Editor's Note: *For more information about NABE's Instructional Technologies Special Interest Group (SIG), contact the chairperson, Jeanne Perrin, at Title VII Office, Rogers Middle School, 15 Everett Str., Hyde Park, MA 02136.*

• NABE •

NABE Summer Institute Rescheduled

The NABE Summer Institute originally scheduled for July of this year has been postponed until the summer of 1995. It will still be held in New York State. Additional information on the Institute will be provided, as available, in future issues of NABE NEWS.

VIEW FROM WASHINGTON

FROM PAGE 12

The Senate Subcommittee bill includes in Title VII a new, separately authorized $20 million foreign language assistance program. The competitive grant program, which would be administered by OBEMLA, is designed to stimulate foreign language instruction in elementary and secondary schools. The legislation requires the Secretary to reserve at least 75 percent of appropriations for elementary school programs, and includes a special considerations for programs that "link non-native English speakers in the community with the schools in order to promote two-way language learning." The House bill does not include a foreign language education program, and the Administration is said to oppose establishment of any new education program not included in its ESEA proposal. The foreign language assistance program included in the Senate Subcommittee bill is good step in the right direction. It will help to promote the acquisition and development of student second languages, one of the objectives of Goal 4 of the National Education Goals. The Senate bill's separate authorization of appropriations for the new program and special consideration for programs which promote two-way language learning make the program a sound addition to Title VII.

What's Ahead

You can be sure that NABE will remain active in helping Congress assemble the best possible ESEA for language-minority students and their families. NABE will continue to play an active role in the reauthorization process, working with Members and staff of both the House and Senate as well as with OBEMLA Director Garcia. Through *NABE NEWS* and special mailings, if necessary, you will be kept abreast of Senate action on ESEA reauthorization and the differences to be resolved by the Conference Committee.

Let me close by saying "thank you" for the incredibly important and excellent services you provide to your students. Service to students, after all, is what education must be about. I also thank so many of you for taking the time to be involved in federal policymaking, both by advising me and communicating with your elected representatives and with Clinton Administration officials. Your involvement in the design and implementation of policy affecting language-minority students and their families is absolutely critical!

« NABE »

INDEPENDENT — SECTOR

FROM PAGE 1

Council on Education. She has served as Assistant Professor and Director of Bilingual Programs in the College of Education and Applied Sciences at the University of Hartford in West Hartford, CT.

A native of Puerto Rico, Sara grew up in Brooklyn, NY and holds a B.A. in English from Brooklyn College, a Master of Education degree from Long Island University and a Doctor's degree in Education from the Harvard Graduate School of Education.

NABE congratulates Sara on her new position and looks forward to continuing to work with her.

« NABE »

SECONDARY EDUCATION SIG

FROM PAGE 33

teaching? Others engaged in "grow your own programs" must be ready to face the prospect that their prospective teachers will make alternative career choices, or that some will not make teaching a lifelong career.

An even deeper dilemma, and the one I would like to conclude with, underscores the problem of the shortage of bilingual teachers in the United States. The collective thinking in this country, widely held by European-American English monolinguals, is that bilingual teachers are a necessary evil since there are mandates to provide bilingual education to students in public schools; therefore, we are forced to hire bilingual teachers. Many Americans think that it would be better to hire just monolingual (English) teachers and immerse Spanish-speaking students in English.

To counter such intolerant and incorrect attitudes, we must communicate to potential bilingual teachers now in high school or college that they are a national treasure. Like a Noble Prize-winning American, we must tell them how proud we are of them and how critical they are to the country's future. We must also redefine the way we refer to bilingual education and ESL students. How can we think positively about children who are designated as limited-English-proficient (LEP)? Our bilingual education and ESL students are, in fact, emerging bilinguals, or EBs, who are growing and learning the cognitive, psychological, and social advantages of bilingualism. Furthermore, this term can include anyone learning a second language, even presently monolingual students.

Recruiting additional bilingual teachers into the profession and re-thinking the terms we use to describe the students we teach are social policy issues. We have excellent models for educating bilingual teachers and EB students. We, as American educators, simply must begin to think about the issues in a different way. Unfortunately, changing the way we think is a most difficult challenge, but this fact does not absolve us of our responsibility. Students in our schools deserve to learn two languages from exemplary teachers who understand their culture intimately and who understand deeply the learning process.

Dr. Kip Tellez is an Assistant Professor at the University of Houston.

Editor's Note: *This article was contributed by NABE's Secondary Education Special Interest Group (SIG), co-chaired by Julie Hodson and Clarissa Plair. For more information about this column,or about the SIG, contact Julie at: Spring Branch Education Ctr., 9016 Westview Avenue, Houston, TX 77055. Phone: (713) 935-0113.*

« NABE »

Noteworthy Books about Latinos for Young Readers

by Isabel Schon, Center for the Study of Books in Spanish for Children and Adolescents, California State University, San Marcos

Latino people and culture are presented to young readers through a wonderful selection of recent fiction and nonfiction books that introduce great artists--Picasso, Velázquez, Goya; tell about the adventures of a young Cuban immigrant, a lovely sparrow, a handsome poet, and twenty-five determined cats. In addition readers will be exposed to the beauty and variety of two Latin American countries--Guatemala and Cuba--and two pre-Columbian civilizations--Inca and Maya.

Biography

Heslewood, Juliet. *Introducing Picasso.* Boston Little, Brown and Company, 1993. 32p. ISBN: 0-316-35917-3. $15.95. Gr. 5-12.
Picasso, one of the greatest artists of this century, is introduced to young readers through excellent reproductions and photographs and a concise, narrative that highlights the historical and artistic influences on his work. As a simple, informative and well-designed book, *Introducing Picasso* is hard to beat.

Rodari, Florian. *A Weekend with Picasso.* New York: Rizzoli International Publications, Inc., 1991. 64p. ISBN: 0-8478-1437-8. $19.95. Gr. 5-10.
In this fictionalized account, the great twentieth-century artist, Picasso, talks about his life and work as if he were entertaining the reader for a weekend. He tells about his use of "strange objects" in his paintings and sculptures, his "construction" of images to look life "cubes," his use of different colors to express feelings, his enjoyment in painting nude bodies and other subjects that interested him. This is indeed a wonderful introduction to Picasso's creative achievements and the excellent full-page reproductions and photographs make it a truly engrossing way to learn about the man and his art.

Rodari, Florian. *A Weekend with Velázquez.* Translated by Ann Keay Beneduce. New York:Rizzoli International Publications, Inc., 1993. 62p. ISBN: 0-8478-1647-8. $19.95. Gr. 5-10.
Exquisite full-color reproductions--double page spreads, full-page paintings as well as well-selected details and vignettes--make this semi-fictionalized account of a weekend with Velázquez a wonderful introduction to the renowned Spanish painter and to his world in seventeenth century Spain. Despite the somewhat confusing first-person narrative which attempts to discuss art techniques, Spanish politics, royal conflicts, and personal feelings (sometimes in the same paragraph) this is truly a lively, gorgeous book about the artist and his art.

Venezia, Mike. *Francisco Goya.* (Getting To Know the World's Greatest Artists). Illus: by the author. Chicago: Childrens Press, 1991. 32p. ISBN: 0-516-02292-X. $16.60. Gr. 3-6.
Like previous titles in this simply written and profusely illustrated biographical series, this one introduces young readers to the life and work of Francisco Goya. The author/illustrator intermingles cartoons, excellent color reproductions of Goya's paintings and a lighthearted text to provide readers with an inspiring view of this great Spanish painter of the 18th century.

Fiction

Gollub, Matthew. *The Twenty-five Mixtec Cats.* Illus: Leovigildo Martínez. New York: Tambourine Books, 1993. [32p.] ISBN: 0-688-11639-6. $14.00. Gr. 1-6.
This original story has the sense and feel of the folklore from Oaxaca, Mexico, as well as the action and characters that all children like. It tells why the inhabitants of a mountain village are suspicious of the twenty-five cats who came to live with their healer, and how the cats are able to lift a curse placed on the butcher by the "bad" healer. The outstanding watercolor illustrations, done on textured paper by a Oaxacan native, definitely replicate the colors, style and artistic traditions of the characters and setting provide the perfect ambiance to this lively story that looks, feels and smells Mixtec.

Mora, Francisco X. *La gran fiesta.* Illus: by the author. Fort Atkinson, Wisconsin: Highsmith Press, 1993. [32p.] ISBN: 0-917846-19-2. $19.00. Gr. Preschool-2.
Crow, a big and heavy bird, is also known as a trickster by the Little Birds. So when he proposed the "Northern tradition of decorating a tree" at Christmas, the Little Birds became suspicious. But they all liked the idea of using "flores y frutas" (flowers and fruits) and "dulces y galletas" (candy and cookies) as decorations. The story lacks action but the colorful watercolor illustrations depicting Mexican flowers, fruits, and candy are sure to please and entice all readers/viewers.

Perera, Hilda. *Kiki: A Cuban Boy's Adventures in America.* Translated by Warren Hampton and Hilda González. S. Coconut Grove, Florida: The Pickering Press, Inc., 1992. 108p. ISBN: 0-940495-24-4. pap. $10.95. Gr. 4-6.
Eight-year-old Kiki leaves Cuba with his brother to escape the Castro re-

CONTINUED ON PAGE 42

gime and tries to adjust in two very different foster homes in Florida, first with a poor family in the Everglades and then with a wealthy family in Miami. This well-edited and much-improved translation of the original Spanish version presents a frank and poignant view of a young person's immigrant experience, including Jesús' (Kiki's) ambivalent feelings when his parents arrive penniless in Miami and are eager to resume their Cuban customs and family life. Young immigrants will empathize with Jesus' honest feelings: "I couldn't tell whether I was Cuban American, both or nothing at all! I didn't like some of the things Cubans did, but I didn't like some of the things Americans did, either" (p.100).

Torres, Leyla. *Subway Sparrow*. Illus: by the author. New York: Farrar, Straus, Giroux, 1993. [30p.] ISBN: 0-374-37285-3. $15.00. Gr. K-2.
A sparrow is trapped in a New York subway; fortunately, a young girl is eager to help it escape. Thanks to the concern and efforts of two English-speaking young people, one Spanish-speaking gentleman and a Polish-speaking lady, the sparrow flies away safely. The luminous full-page watercolor spreads with unique perspectives and close-ups of four people eager to assist a lovely sparrow are hard to resist. The intermingling of three languages--English, Spanish and Polish--sounds authentic as each person expresses his/her concern in his/her own language. This book is also available in Spanish.

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Zelver, Patricia. *The Wedding of Don Octavio*. Illus: Larry Daste. New York: Tambourine Books, 1993. [26p.] ISBN: 0-688-11334-6. $14.00. Gr. K-3.
Don Octavio, a poet and widower, cares and feeds his beloved pets every day, but the animals--a green and orange parrot, a spider monkey, a yellow dog, a cat, a boa constrictor and a burro--fear that as soon as he marries the Lady of the Laughing Eyes, he will forget them. The lively watercolor illustrations perfectly capture the colors and pace of a Hispanic Wedding. The cuddly animals will be loved by all readers/listeners.

Nonfiction

Brill, Marlene Targ and Harry R. Targ. *Guatemala*. (Enchantment of the World). Chicago: Children Press, 1993. 126p. ISBN: 0-516-02614-3. $19.95. Gr. 4-8.
The geography, history, culture, industry, and people of Guatemala are described through excellent color and black-and-white photographs and straightforward text. The authors correctly note numerous problems facing Guatemala in the 1990's including illiteracy, an inadequate school system, poor housing and others. They state: "Poverty affects almost 90 percent of the Indian and Latino population. Violent military action and small guerilla protests persist across the countryside. Foreign governments criticize Guatemala for violating its citizens' human rights to the point of limiting economic and military assistance. The basic problems experienced by most Guatemalans continue to be violence, poverty, and discrimination" (p. 62).

González, Christina. *Inca Civilization*. (The World Heritage). Chicago: Children Press, 1993. 34p. ISBN: 0-516-08380-5. $14.95. Gr. 4-9.
The splendid, full-page photographs in color depicting the grandeur and achievements of the ancient Incas are sure to appeal to all readers. Originally published in Spain, this is indeed a most gorgeous and straightforward introduction to Inca civilization.

Montejo, Victor. *The Bird Who Cleans the World and Other Mayan Fables*. Translated by Wallace Kaufman. Willimantic, CT: Cubstone Press, 1991. 120p. ISBN: 1-880684-03-9. pap. $14.00. Gr. 5-10.
This is a collection of thirty-two fables that express the ethnic conflicts, special concerns and respect for the elders of the Mayan people of Guatemala. Readers of all ages will enjoy these humorous fables with animal protagonists about ungrateful alligators, curious mice, the work of the mosquito and others. The brevity of each fable--from a few paragraphs to four pages--and the clear, simple prose, as well as the interesting graphics in color from Mayan sources, combine to make this collection an enjoyable introduction to Mayan culture.

Stewart, Gail B. *Cuba*. New York: Crestwood House, 1991. 48p. ISBN: 0-89686-658-0. $11.95. Gr. 3-6.
In a concise and easy-to-understand manner, this well-written narrative presents an overview of Cuba up to 1990 emphasizing the pros and cons of Castro's regime. Numerous clear, black-and-white and color photographs add immediacy to the problems of this troubled Latin American country.

• NABE •

In the Bilingual Classroom

Column Editor : Olga Hudecek, ELS, Washington, DC

Academic Excellence Project PROPEL: Program Reorganization Promoting Excellence Through Language

by Nancy S. Dunetz, Ed.D.

New York City's International High School is an alternative public high school designed exclusively to serve the needs of limited-English-proficient students. In operation since 1985, it offers a full four-year college preparatory program, fulfilling all the New York State graduation requirements. In 1988, it was funded under ESEA Title VII as a Special Alternative Instructional Program. In 1991, we joined the coalition of Essential Schools. We were granted a Title VII Academic Excellence award in 1992. The program is alternative in its admissions policy, population served, school governance, teaching methodology, setting, and opportunities for both students and staff.

Students Served

All students accepted to the International High School are of limited-English-proficiency as measured by a score below the 21 percentile and have been residents of the United States for less than four years. The majority of students are newly-arrived immigrants whose common goals are to enhance personal language and cognitive resources in order to achieve full integration into the society.

The student body is truly heterogeneous, representing 60 countries, 42 languages, and a normal range of ability. What the students have in common is a sporadic or interrupted education, limited English proficiency, and separation from the effective social support systems under which they grew up. They live under the traditional family structures that they are accustomed to in their cultures. Families have been separated by immigration patterns, war, financial necessity, political issues, and educational needs. Many of the students have lost one or both parents.

The International High School is the only school in New York City offering a full four year high school program designed exclusively for a limited-English-proficient immigrant population, a population which ordinarily has a high dropout rate a low rate of college enrollment. The school is committed to seeing the students through high school graduation and college admission. The program provides equal educational opportunity and access to a multicultural, multilingual population coming to us with varied educational experiences and cultural perspectives, and a broad range of language proficiencies in both English and the first language.

Instructional Component

The school is organized into six interdisciplinary instructional teams, each team responsible for two themes or overarching concepts. One team examines the concept of beginnings across the curriculum, through the perspectives of mathematics, biology, language arts, and art. The second theme developed by this team is structures, adding a component of global studies. Another team looks at the concept of motion through physics, mathematics, literature, and physical education. Courses are non-graded, and classes are structured heterogeneously in order to maximize the possibility of all students contributing to and benefitting from the learning process through shared efforts. The emphasis is on in-depth experience and understanding of content, rather that the traditional covering of prescribed material. Students are assessed by alternative methods, incorporating self-evaluation, peer evaluation, and portfolio review. The school is programmed on a trimester schedule. Classes are 70 minutes long.

The preferred method of instruction at The International High School is collaborative learning (cooperative learning). Recognizing the centrality of language to learning, and of learning to language development, teachers utilize a *whole language* approach, integrating all the language skills into their content instruction. In addition to meeting state academic requirements, content teachers, most of whom are certified in both their subject areas and ESL or bilingual education, are responsible for infusing English language development into the curriculum in which students read, conduct research, negotiate, and execute projects in their native languages in the environment of multilingual classes.

There is a strong emphasis on experimental education, in the classroom, in outside activities providing interaction with students from other schools, and through the career education program, in which students participate in a required out-of-school internship program for one third of each school year, affording them the opportunity to investigate careers in business technology, human services, and liberal arts and sciences, while developing their English language and culture skills within the context of the workplace.

The setting on the campus of La Guardia Community College provides us with many facilities not often found in public high schools, such as a broad range of media including a TV studio, numerous computer labs, and a complete microfilm library of the New York Times. Teachers from the college regularly team-teach courses at

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the high school, while teachers from the high school also teach at the college. High school students can take college courses for both high school and college credit, thus increasing curricular offerings dramatically.

Staff Training and Materials Development

The success of the program is dependent upon a strong staff development component in which the staff assumes responsibility for its own progress. Our staff development program has been functioning consistently since the school opened in 1985. It began with a three-week orientation in August, 1985, prior to the beginning of the school year, and has continued since that time as weekly staff development workshops.

Initially the staff was introduced to various philosophies and approaches to the teaching of English as a second language. Innovations of the school were introduced to the staff gradually. We began with heterogeneous classes. The first pedagogical change was to focus on English language development across the curriculum (understanding, speaking, reading, writing and communicating). Once that was established , we redirected our attention to developing techniques for collaborative learning. We subsequently concentrated on team teaching, thematic teaching, and interdisciplinary teaching.

Peer teams meet at the beginning of each year to help each other develop goals for the year. They spend time planning together and visiting each other's classrooms for the purposes of providing mutual support, learning from each other, and offering feedback. The peer teams form the heart of the peer evaluation process.

Staff training and materials development parallel our approach to students, resulting from the point of view that teachers need to experience what they expect their students to experience, and they must model for the students what they expect to happen in the classroom. Thus, the faculty works collaboratively on interdisciplinary curriculum projects. We recognize curriculum development as an ongoing activity, emanating from the needs of the particular group of students we have before us in a given term. Paralleling the philosophy of the classroom, the emphasis is more on the process than the product.

Our practices have come to be known as The International Approach, through which we have created a learning community driven by a staff that practices what it preaches. Within a history of staff collaboration we have required of ourselves what we eventually require of our students, therefore strengthening our own skills while strengthening the program that we offer.

Assessment and School Governance

The entire staff shares major administrative responsibilities through the committee structure. The Staff Development Committee plans and oversees the entire inservice program. The Faculty Personnel Committee coordinates interviews and the selection of new staff members, and administers the peer evaluation program. The Curriculum Committee coordinates the ongoing curriculum development of the school. The collaborative experience of committee membership is crucial to our teaching approach. It enables teachers to serve as role models for the students, whom we expect to engage in collaborative learning.

The interdisciplinary peer teams serve the purposes of providing mutual support as the faculty engages in curriculum development, instruction, and professional evaluation. Functioning in this way enables each person to participate at his or her own level. We apply the same components of alternative assessment to ourselves that we employ with the students, that is, self evaluation, peer evaluation, and portfolio review. There are also components of student and supervisory evaluation.

Crucial to the success of The International High School are the processes we have developed. The process of curriculum development involves the entire staff and enables each individual to work at his or her own level while working collaboratively with the other members of the team. We started slowly and developed gradually. In the process, every member of The International High School faculty has voluntarily become computer literate, has become familiar with the objectives and themes of other curriculum areas, has improved his or her writing skills, and has learned how to function collaboratively. This provides a powerful model for students.

In a non-competitive environment, we give both staff and students the freedom and support to experiment without fear of humiliation. We encourage people to demonstrate and share what they can do rather than put them into competitions and testing situations which are designed to show what they cannot do. At the same time, we maintain very high standards.

Mainstreaming

Our most traditional form of mainstreaming involves joint programming with Middle College High School, the original high school on the campus of La Giardia Community College. The two schools share a physical education teacher, an art teacher, and music teacher, with integrated classes. All sports teams are mixed. In addition, the summer school faculty is drawn from both schools and classes are mixed.

Students enroll in college courses, along with matriculating college students, for both high school and college credit. By the time of graduation, most students have taken at least one college course, and many students have earned as many as 24 college credits.

The internship experience provides a profound form of mainstreaming, requiring students to function appropriately in real situations that are only partially within their control.

Academic Excellence: Project PROPEL

The national focus on school reform in the past decade has placed much effort and finance into attempts to replicate successful programs. Models have been developed and

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disseminated. Staff development programs have multiplied. Academic Excellence programs are funded for the purpose of disseminating their successful practices and assisting other programs in developing those features. Attempts to impose school restructuring upon institutions belie the idea of school based management and local decision making. We need to ask how effective this can be.

Project PROPEL has been in operation for two years. During that time we can have discovered that the same phenomena that operate within our classrooms and our faculty apply to the larger community: that the basis for change is internal, and that the institution must provide a supportive environment. Thus we have shifted our focus from *dissemination* to *partnership*. Certain basic questions regularly arise: How to stimulate professionals to perceive the need for change? How to inspire them to be introspective about their own learning and apply their insights to their teaching? How to transform staff development into a partnership?

We are experimenting with the development of a consortium of schools (The PROPEL Consortium, currently comprised of The International High School, The Manhattan International High School, and the Brooklyn International High School) which share resources of all kinds: human, material, and budgetary. We envision an exchange of personnel and students, and joint faculty and student activities.

The feature at the heart of The International Approach is language development through content within a framework of collaborative learning in a heterogeneous setting. Implementation of such an approach requires a professional staff exhibiting two major characteristics: they must demonstrate multicultural sensitivity, and openness to new ways of functioning. Content teachers must also be willing to view themselves as language teachers.

Summary

This approach must be supported by ongoing staff development in which the teachers take responsibility for their own development by planning, implementing, directing, and participating in the sessions. They must have the freedom to develop curriculum based on the needs of the students in their own classrooms, recognizing that curriculum is a fluid phenomenon and must bend to the unique requirements of each situation. They must be prepared to experiment and to experience themselves that which they expect their students to experience. If they use collaborative learning in the classroom, they must work collaboratively themselves. If they require their students to use process writing, then they themselves must attempt it. Instruction must focus on student activity rather than teacher lecture. The teacher must take on the role of advisor and resource person.

An optimal program will foster interpersonal relationships, feature interdisciplinary teaching through the examination of the many facets of single concepts across subject areas, develop comprehensive language proficiency in more than one language and culture, and promote learning and growth on the parts of all members of the community.

Project PROPEL is prepared to work in partnership with programs that share these ideas.

Dr. Nancy S. Dunetz is director of Title VII Project PROPEL, at the International High School in New York City. For many years she has been engaged in curriculum writing for elementary, secondary, and higher education. She has served on the New York State Education Commissioners Bilingual Advisory Council and has published a content-based ESL textbook, Our People and Their Stories. She is a past president of New York State TESOL.

Editor's Note: *Contributions to the* **In the Bilingual Classroom** *column should be sent to Olga Hudecek at ELS, 2129 S Street, NW, Washington, DC 20009. Phone: (202) 462-5510.*

• NABE •

Book Review Editor Wanted

NABE NEWS is looking for a book review column editor. The editor will be responsible for preparing and/or securing reviews of materials related to the education of language-minority students, including bilingual and ESL textbooks as well as professional development materials.

The editor will be responsible for submitting one book review column for each of the eight annual issues of the newsletter.

Materials received at the NABE office will be shared with the editor.

Persons interested in this position should send a letter and a sample book review to Dr. Nancy F. Zelasko, *NABE NEWS* editor, at the NABE office no later than **August 1, 1994**.

The new book review column will begin with **Volume 18, #1** of the newsletter.

Upcoming Events

June 26-29, 1994 - The National PTA, Las Vegas, NV. Contact: Vicki Vinning, Natl. PTA, 700 N. Rush St., Chicago, IL 60611, (312) 787-0977.

June 28-30, 1994 - The National Center for Research on Cultural Diversity and Second Language Learning, "Teaching Linguistically & Culturally Diverse Learners: Effective Programs and Practices", Storrs, CT. Contact: University of Connecticut, Business Services Office, U-65R, One Bishop Circle, Storrs, CT 06269-4056. Tel. (203) 486-4905.

July 1-3, 1994 - National Education Association (NEA), New Orleans, LA. For more information, call: (202) 822-7766 or 822-7769.

July 10-15, 1994 - National Dropout Prevention Center/ Network Summer Leadership Institute. Clemson, SC. Contact: John Peters (803) 656-2599.

July 10-30, 1994 - National Science Teachers Association Summer Institute for Middle Level Science Teachers. West Lafayette, IN; contact, Diane Burnett (316) 494-7861. Bridgewater, MA; contact, George Weygand (508) 697-1386. Ashland, OR; contact, Ron Nitsos (503) 553-6798. College Park, MD; contact Dave Lockard (301) 405-3165.

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July 14-16, 1994 - The National Center for Research in Vocational Education, University of California, Berkeley (NCRVE) and the Community Television for Southern California, Los Angeles, California (KCET) are sponsoring a national workshop entitled "Educators' Roles in School-to-Work Transition." For more information, call: (703) 231-5847 or (703) 231-7337.

July 15-20, 1994 - American Federation of Teachers (AFT) Biennial Convention, Anaheim, CA. Contact: AFT, 555 New Jersey Avenue, NW, Washington, DC 20001, (202) 879-4400.

July 17-18, 1994 - Whole Language Umbrella Fifth Annual International Conference, "Inviting Diversity," San Diego. Contact: Mike Ford, Wayne-Finger Lakes BOCES, 3501 County Rd. 20, Stanley, NY 14561-9522. Tel. (716) 526-4601. FAX: (716) 526-4653 or (716) 526-6436.

July 17-20, 1994 - National Council of La Raza Annual Conference, "The Hispanic Mosaic: Unity in Diversity," Miami Beach. Contact: NCLR, Marketing & Special Events, 810 First Street, NE, Suite 300, Washington, DC 20002-4205.

July 19-22, 1994 - National Multicultural Institute Ninth Annual Conference, Washington, DC. Contact NMCI, 3000 Connecticut Avenue, Suite 438, Washington, DC. Tel. (202) 483-0700. FAX: (202) 483-5233.

July 24-27, 1994 - National Center on Adult Literacy Conference, "Technology: Taking Education into the 21st Century," Atlanta. Contact: Georgia Tech Continuing Education (408) 894-2547.

August 8-9, 1994 - National Council of Teachers of Mathematics Conference, "Geometry and Patterns," Charlotte. Contact: (703) 620-9840 ext. 143.

August 17-19, 1994 - Washington Interactive Multimedia '94; 16th Annual Conference on Interactive Systems for Training, Education and Job Performance Improvement, Washington, D.C. Contact: Society of Applied Technology (SALT), 50 Culpeper Street, Warrenton, VA 22186. Tel. (800) 457-6812 or (703) 347-0055.

August 18-19, 1994 - National Center for Research on Evaluation, Standards, and Student Testing (CRESST) Conference, Los Angeles. Contact: Ron Dietel (310) 206-1532.

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In this issue...

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Language-Minority School-Age Population Now Totals 9.9 Million

by Dorothy Waggoner
Numbers and Needs

Of the estimated 45 million school-age children and youth in the United States, about 9.9 million, or more than one in five, live in households in which languages other than English are spoken and nearly 6 million are from Spanish-speaking households.

As shown in Table 1 (found on page 24) about 8 million language-minority school-agers attended public educational institutions, some 1 million attended private institutions, and an estimated 821,000 were not in school at all in 1990. There were about 224,000 children and youth living in group quarters. Their language backgrounds could not be ascertained.

School-age children and youth from Spanish-speaking households constituted about 13% of school-age children and youth in public schools and 16% of those not in school in 1990. They were the majority of non-English language background children and youth in these groups. Language-minority 5-to-17-year-olds from other non-English language backgrounds outnumber Spanish language background children and youth in private institutions, as evidenced by the 1990 data.

The school-age language-minority population grew from 8.1 to 9.9 million during the eighties, as shown in Table 2 (on page 24). While the population in households in which only English is spoken was decreasing, the number of Spanish language background school-agers grew by 37% and the number of children and youth with other minority language backgrounds, by 6%.

The effect of the differential growth on the composition of the school-age

Continued on page 24

Richard Ruiz to Be New Editor of *Bilingual Research Journal*

NABE is pleased to announce that Dr. Richard Ruiz has been appointed editor of NABE's quarterly scholarly publication, *The Bilingual Research Journal*, effective with the Winter 1995 issue (Volume 19, Number 1). Dr. Ruiz is Associate Professor in and Head of the Department of Language, Reading and Culture in the College of Education at the University of Arizona in Tucson. He received degrees in French Literature from Harvard College and in Anthropology and Philosophy of Education from Stanford University. He was instructor and Assistant Professor of Educational Policy Studies at the University of Wisconsin-Madison for nine years.

Dr. Ruiz is recognized internationally for his research and scholarship in language planning and policy development. He has been a consultant to the governments of Mexico, Australia, the Northern Marianas, the Federated States of Micronesia, the Netherlands Antilles, and Native communities in the United States and Canada. He is on the editorial boards of *Urban Education* and *Teaching Education*. He is Chair-elect of the Committee on the Status of Minorities in Educational Research and Development of the American Educational Research Association, and a member of the English as a New Language Standards Committee of the National Board of Professional Teaching Standards. Dr. Ruiz was a member of the Stanford Working Group on the Education of Language-minority Students, and was recognized for his expertise in educational policy studies by being named to the Clinton-

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PHONE (202) 898-1829
FAX (202) 789-2866

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2097

Message From The President

Welcome Back!

by Dr. José Ruiz-Escalante

Welcome back!...to another exciting academic year. The 1994-1995 school year is now in full swing across the United States. During August and September many youngsters began their education. Many of them came from homes where a language other than English is spoken. Their families were excited about their young ones beginning school. Acuña (1972) provides a good illustration of the first day of school:

> *"Today is Antonio's first day of school," she said.... I heard Deborah and Theresa getting up. They were excited about school because they had already been there. "Ay! My man of learning!" my mother smiled when I entered the kitchen. She swept me in her arms; before I knew it she was crying on my shoulder. "My baby will be gone today," she sobbed. (pp. 48-50)*

Language-minority families have high expectations for their children. They know that the only way to succeed is through a solid education.

All children face obstacles when entering school for the first time. But many non-English-speaking children face a unique challenge when they enter school; it is as if they have been sent to a new world, a world that seems unreal. These children not only face physical barriers; they face a language barrier:

> *The school was larger than I had expected. Its huge, yawning doors were menacing...It was then that I felt a hand on my shoulders. I turned and looked into the eyes of a strange red-haired boy. He spoke English, a foreign tongue. (Acuña, 1972; p. 53)*

In the classroom, language-minority children may be instructed in a language that makes no sense to them:

1994-1995 NABE Executive Board President, José Agustin Ruiz-Escalante

> *She took me to the front of the room and spoke to the other boys and girls. She pointed at me but I did not understand her. Then the other boys and girls laughed and pointed at me. I did not feel so good. Thereafter I kept away from the groups as much as I could and worked alone. I worked hard. I listened to the strange sounds, learned new names, new words. (Acuña, 1972; p. 54)*

Language-minority children need to receive comprehensible instruction. Bilingual education is the only proven vehicle for providing academic instruction to those children who come from homes where a language other than English is spoken.

The job of educating language-minority children is not the sole responsibility of local school districts. It should be a joint effort between LEAs and IHEs. School districts across the country are requesting more teachers who are certified in bilingual education and English as a Second Language because of their increasing language-minority student enrollment. Yet, colleges and universities cannot meet this demand due to a general lack of support for bilingual education at all levels. There is an underlying current against bilingual education which is built into the cultural and political patterns of a power relationship. For example, there are teachers who strongly support bilingual education but are in no position to do much for it, because there are principals and other administrators who hold opposing opinions -- and vice-versa. What is needed is simultaneous support by teachers **and** administrators for bilingual education programs.

Two-way or dual language education programs within the broad concept of bilingual education appear to offer the most appropriate approach to educating **all** students in two languages. Classrooms in which a well-prepared teacher implements a dual language method of instruction have the promise of experiencing the greatest success.

With the rapidly changing demographics in the United States, the time is here for bringing a new understanding regarding bilingualism and bilingual education.

I would like to conclude this column with a personal thanks to Tony Ruiz, NABE's Conference and Publications Assistant. Tony Ruiz has been diligently working for NABE for the last three years. NABE's success is due to people like Tony. Tony is always willing to work long hours and his dedication to the organization is unquestionable. I just want to tell Tony to keep up the good work on behalf of linguistic minority children and NABE members.

References

Acuña, R. (1972). *Bless me, Ultima.* Berke

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The View From Washington

by James J. Lyons, Esq., NABE Executive Director & Legislative and Policy Counsel

Legislative Update

This column, written while Congress is away from Washington on its Labor Day recess, provides a legislative update on reauthorization of the Elementary and Secondary Education Act (ESEA) and Fiscal Year 1995 Appropriations. It also reports on important amendments to the Head Start Act which have been signed into law.

ESEA Reauthorization

Faithful readers of the *NABE News* will recall that my last column on ESEA reauthorization described differences between the versions of Title VII (Bilingual Education Act) in the House-passed ESEA reauthorization bill, H.R. 6, and the Senate's bill, S. 1513, which at that time was awaiting mark-up by the Senate Committee on Labor and Human Resources. Since that last column, S. 1513 was approved by the Senate Committee and, after four days of debate, was passed by the Senate on August 2nd.

The only significant change in Title VII of the Senate bill came as a result of a floor amendment by Senator Larry Pressler (R-SD). That amendment, enacted by roll-call vote of 100-0, requires that Title VII applicants "provide an assurance that the applicant will employ teachers in the proposed program that [sic], individually or in combination, are proficient in English, including written, as well as oral, communication skills." This "English proficiency" requirement for staff contrasts with the more comprehensive requirement in H.R. 6 that an applicant's program "will use qualified personnel, including those personnel who are proficient in the language or languages used for instruction."

Almost immediately after Senate passage of S. 1513, congressional staff of House and Senate education committee members began the arduous process of "conferencing" or reconciling differences between the House and Senate ESEA reauthorization bills. Before Congress departed for the Labor Day recess, staff had resolved virtually all of the differences in the bills' versions of Title VII. I am happy to report that all of NABE's recommendations for the resolution of differences concerning Title VII were followed by congressional staff. Still to be resolved, however, are differences in many other titles of the omnibus ESEA reauthorization bills, including Title II which includes the Administration's plans for the consolidation of ESEA technical assistance. Realistically, I don't expect House-Senate conferees to complete work on ESEA reauthorization much before the end of September. As soon as the ESEA reauthorization bill is signed by the President, the *NABE NEWS* will provide full details on the new law and its manifold implications for language-minority students.

Fiscal Year 1995 Appropriations

As with ESEA reauthorization legislation, both the House and Senate have passed bills making Fiscal Year 1995 appropriations for the Departments of Labor, HHS, and Education. House-Senate conferees have not met, however, to reconcile differences between the measures. There are indications that appropriations conferees may hold off final action on Education Department appropriations until Congress has completed work on ESEA reauthorization so that funding can be tailored to the provisions of the new ESEA.

The table appearing on page 6 lists current funding levels, and FY 1995 House and Senate appropriations levels for major Education Department programs and selected programs which are of particular importance to language-minority students.

Head Start Amendments

On May 18th, President Clinton signed into law amendments to the Head Start Act. Included in the amendments were a series of provisions that NABE and members of the Hispanic Education Coalition developed to improve the functioning of the Head Start program for language-minority children and their families.

The first major provision concerns the use of Head Start funds reserved for quality improvement. The provision specifies that one of the purposes for the expenditure of quality improvement funds shall be "ensuring that [Head Start] programs have adequate qualified staff, and that such staff are furnished adequate training, including developing skills in working with children with non-English language background...."

Another provision involves the criteria used to allocate funds for program expansion. The provision requires the Secretary of Health and Human Services to take into account "the extent to which the applicant has undertaken community-wide strategic planning and needs assessments involving other community organizations and public agencies serving children and families (including organizations serving families in whose homes English is not the language customarily spoken"). Moreover, the amendments require the Secretary, in designating new Head Start agencies, to consider the extent to which an applicant's plan meets the needs of "non-English language background children and their families."

The amendments also require the Secretary to consult with experts in field of providing "linguistically and culturally appropriate services to non-English language background children and their families" in developing quality standards for Head Start programs. A related provision requires the review of Head Start agencies at least once every three years for compliance with the quality standards, and that program reviewers be knowledgeable about "the diverse

CONTINUED ON PAGE 6

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Funding For Education Programs Serving Language-Minority Students

Program title	Current (FY94)	House (FY95)	Senate (FY95)
Chapter 1 Grants to LEAs	6,396,712	6,698,356	6,698,356
State agency migrant programs	302,458	305,475	305,475
Migrant Education High school equivalency	8,161	8,088	8,088
Migrant Education College Assistance Program	2,224	2,204	2,204
Education Improvement Eisenhower & Chpt 2	620,498	667,548	667,548
Magnet schools assistance	107,985	113,019	107,019
Training & advisory services (Civil Rights Act IV-A)	21,606	21,412	21,412
Territorial education improvement	2,964	2,937	0
Education for native Hawaiians	8,224	8,150	15,000
Foreign language assistance	10,912	0	10,912
Bilingual education programs	148,572	158,062	148,572
Bilingual education support services	14,460	14,330	14,330
Bilingual education training grants	25,407	25,180	25,180
Immigrant education	38,992	50,000	50,000
Special education	3,108,702	3,106,634	3,299,459
Vocational education	1,176,275	1,152,693	1,173,501
Adult education	304,908	303,690	302,235
Head start (Dept of Health & Human Services)	3,324,728	3,534,718	3,544,728

(Figures expressed in thousand $s)

(including linguistic and cultural) needs of eligible children and their families."

A final provision requires the Secretary, in assisting Head Start agencies establish positions for mentor teachers, to "give priority consideration...to Head Start programs that have substantial numbers of new classroom staff, that are experiencing difficulty in meeting applicable education standards, or that lack staff of a similar cultural background to that of the participating children and their families."

Although the Head Start amendments were adopted without controversy by the House and Senate committees of jurisdiction, Rep. Dana Rohrabacher (R-CA) unsuccessfully challenged the amendments when the conference report on the legislation was debated in the House of Representatives, and the newsletter of the language-restrictionist organization English First denounced the amendments as a "sneak attack by the anti-English lobby in Congress." Hopefully, the amendments will assist in making the growing Head Start program more responsive to the needs of America's growing language-minority population.

Good legislative policy depends upon your knowledge and experience. I am anxious to learn about your experience with the Head Start program and the extent to which the new Amendments are working to benefit language-minority preschoolers and their families. Please let me hear from you.

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Bilingualism in the *NEWS*

When Words Aren't Enough

By Sara Mosle
The Washington Post

It's the first week of school and I'm reading a story to my third-grade class in Washington Heights, a largely Dominican neighborhood in Upper Manhattan. Sylvester, a donkey, has discovered a magic pebble that grants his every request. When he encounters a fierce lion, Sylvester impulsively wishes he was a rock and -- poof -- turns into a boulder. But in the transformation, Sylvester has dropped the magic pebble and can't turn himself back into a donkey.

At this point, my students are usually wide-eyed with wonder and empathy for poor Sylvester. And as I read, I'll occasionally pause to ask my students what they think the donkey is feeling. But as it's only the first week of classes, I'll almost invariably get only one of two answers -- "happy" or "sad." The words, however, will be delivered with a peculiar inflection meant to indicate something more -- fright, anxiety, excitement, distress. After all, my students are familiar with all of these emotions. But because most of them come from Spanish-speaking homes, they won't always know the English words to go with these feelings. The words they do know -- happy and sad --end up having to cover the whole range on human (and donkey) emotions, at least until Ms. Mosle can teach them some more.

My students are bilingual, but their class is not. They have either "tested out" of their bilingual class by passing an English-language exam, or their parents, often recent immigrants from the Dominican Republic who are eager for assimilation, have requested that their kids be in an English-only class.

No doubt many conservatives would applaud their parents' decision. But when critics of bilingual education argue that students should be "immersed" in the English language, they usually conjure up the scene of a classroom full of English-speaking students dousing the few Spanish-speakers in the country's official tongue. At my school, however, as at many inner-city public schools, nearly 90 percent of the students are recent immigrants. Because these schools are so segregated, there's little opportunity for students to learn English from their classmates because their classmates because their classmates often don't know English that well themselves. To argue honestly for "immersion," one would have to argue just as vehemently for "school integration" -- something many conservatives don't seem quite so eager to do.

Nearly the entire student body at my school has what in education-speak is known as "limited English proficiency" or LEP. It sounds like a dreadful disease. But LEP has nothing to do with intelligence, although sometimes people will suggest otherwise. (I once overheard a teacher remark that a particular student couldn't possibly be "gifted" because he was "in t bilingual class" -- as if knowing English, and only English, were somehow the sole determinant of intelligence.) But because LEP kids are still in the process of learning a new language, they often don't perform as well on standardized tests, even though they may fully understand the concepts being tested. My students had to take a recent math test that had several word problems that referred to veal scallopini. Few of my students have ever heard of veal scallopini, much less had it for dinner. Had the problems been about fried plaintains, they might have done better.

Even kids from families that have spoken English for generations are occasionally turning up in elementary schools across the country with "limited English proficiency." That's because with mom and dad both working and the children plugged into the television, these kids -- like their immigrant counterparts -- simply haven't had enough practice reading and conversing in English at home.

The real barrier for my students has less to do with language than with economics. What many middle-class suburban kids have over the kids in my inner-city classroom is experience, because experience is what leads to language acquisition. And experience usually costs money. There has been a revolution in many classrooms to introduce subjects through hands-on experiences. The reason isn't solely that kids learn better by doing. Part of it, too, is that kids who can actually see an object, feel it, talk about it, are more likely to remember the words to describe it than they are if the teacher simply lectures to them about a particular subject. Yet in a school such as mine--where the students are predominantly poor and confined to a violent neighborhood with often makes them afraid to walk outdoors--even the most well-meaning teacher can have trouble teaching her students about certain experiences because her students have never had them.

In my first year of teaching, for instance, I was shocked that my fourth-grade students seemed to have so little understanding of the solar system. As I began to explain the workings of the sun, earth and moon, it became apparent that many of the students had never seen the stars, or watched the phases of the moon, or seen the sun setting or rising over the line of the horizon. (The lights of the city are too bright, and the buildings too tall, for that.) The words "Milky Way" weren't evocative because they'd never seen how stars on a clear night can look "milky." And perhaps most important of all, my students had never stared at the night sky and simply imagined other worlds. Little wonder they weren't all that curious about space.

CONTINUED ON PAGE 34

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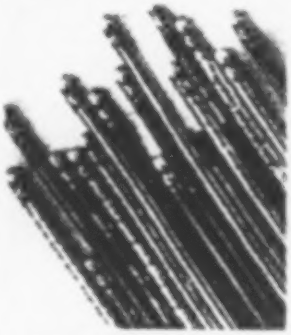

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TEACHER'S DISCOVERY

American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

Affirming Diversity

by Jon Reyhner

Most college textbooks pretend to be authoritative. They also try to cover too much ground and do so in a disjointed and dry manner. However, a new type of "postmodern" textbook that presents an important synthesis or original interpretation of a field of study is appearing. These postmodern textbooks clearly admit to a specific point of view and recognize scholarly debates (Spring, 1991).

Sonia Nieto's book *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, published by Longman in 1992, is a good example of the best of these postmodern textbooks. Jim Cummins, in his introduction to the book, lauds it for being the first book that "provides a comprehensive framework for analyzing the multiple causes of school failure among subordinated group students" and "suggests creative intervention strategies that are supported by research and theory."

Nieto ties an admirable synthesis of past and current research on multicultural education to the classroom with ten case studies of secondary students. The case studies include black, Cape Verdean, Puerto Rican, Vietnamese, white, urban Native American, and other students. The voices of these case-study students bring home the reality of being a minority in America and in America's classrooms.

The Cape Verdean student declares heretically, "I don't think I want to be an American citizen... To tell the truth, I don't like America at all... It's different from my point of view. What I'm thinking of doing is work in American for ten years and go back to my country because America's a violent country. It's dangerous with crime, with drugs" (p. 174). A mixed-race student says "I think you have to be creative to be a teacher, you have to make it interesting. You can't just go in and say... 'I'm gonna teach them right out of the book and that's the way it is, and don't ask questions.' Because then you're gonna lose their interest" (p. 43).

The case studies also highlight the responsibility some minority children have to interpret for their parents both the language and the system of the dominant society. Furthermore, the parents are often preoccupied with the struggle to make ends meet and have little time to be involved with their children's education.

In addition, Nieto found that schools, especially secondary schools, need to go beyond the basics and offer a variety of activities because these activities help keep students in school. "Rather than detract from school success, meaningful activities in the home, school, and community that make productive use of students' time seem to support it. Particularly with adolescents, the importance of belonging and 'fitting in' are best met with structured activities that at the same time allow for independence and are a vehicle for expression" (p. 256).

Nieto notes that her vision of multicultural education is simply good pedagogy. Good teachers build on the experiences of their students, and that experiential background cannot be separated from their cultural background. If one believes in the power of teaching, then "being smart is a goal, not a characteristic." Good pedagogy that recognizes the social nature of learning leads to using cooperative learning, and cooperative learning has been found to be "one of the most effective ways of reducing prejudice," more effective than studying about prejudice (p.253).

Nieto criticizes national education initiatives because "the further the curriculum is from the school level, the less it will reflect the culture of the students in that school (p. 73). But at the same time she notes that "the assumption that culture is the primary determinant of academic achievement can be over-simplistic, dangerous, and counterproductive (p. 110). She cites research indicating that teachers who "encourage their students to use personal experience to make sense of their school experiences" are more successful (p. 217).

She recommends "mutual accommodation" where the "schools use the language and culture of the students in teaching" and the "students use the language [English] and culture of the school in learning" (p. 258). Through this mutual accommodation we expand the definition of what it means to be an *American*. In the past the main fuel of the melting pot was shame rather than pride. But anyone attending an American Indian Pow Wow and watching the grand entry with its flag songs and honoring of veterans can see that American patriotism can be strongly displayed in diverse cultures.

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Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Montana State University, P.O. Box 2933, Tuba City, AZ 86045. Phone: (602) 621-8725.*

• NABE •

Developmental Bilingual Education Success: Gold Stars for Coral Way

by Dr. Rosa Castro Feinberg

We are urged at almost every NABE Conference to share success stories about the students and teachers in bilingual education programs. The purpose of this article is to do just that, and to supply some background information about the successful school.

Florida Writing Census Assessment Results for 1994

The National Assessment of Educational Progress 1992 "Writing Report Card", reports that 30,000 students tested at the fourth, eighth, and twelfth-grade levels suffered from deficiencies in writing skills, and that students in wealthier urban areas did better than those in poor areas. The state of Florida also conducts a writing assessment program. The results of the Florida Writing Census Assessment, administered in January and February of 1994, report scores for Dade County Public School's Coral Way Elementary fourth-grade students whose average exceeds both the district average and the Florida state average for expository writing and for narrative writing.

School Characteristics

What we now call Developmental Bilingual Education was initiated at Coral Way Elementary School in Miami as part of the Dade County School System's response to the a[illegible] refugees in the early 1960's. The student population at the time the program began was comprised of roughly equal numbers of English language origin and Spanish language [illegible] students. A little more than a quarter of a century [illegible] changed demographic characteristics of the surrounding neighborhood have caused corresponding changes in the composition of the school, which presently enrolls 90% Hispanic [illegible] 1% Black Non-Hispanic students and 8% White Non-Hispanic students.

The total student population for the 1993-94 school year numbered 1,102, with 71.1% of the students eligible for the free or reduced lunch program and 416 students participating in Chapter I programs. Exceptional Student Education programs served 10.7% of the students. ESOL programs were provided for 362 limited English proficient students, or 36.4% of the student body. All students in the school enrolled in Spanish-S (Spanish Language Arts for Native Speakers) or in Spanish-SL (Spanish as a Second Language). The district curriculum is delivered through two languages, with Spanish used for 40% of the school day and English used for 60% of the school day.

For 1992-93, the students were in attendance 93.7% of the school year. Thirty five students were referred to dropout prevention programs during that year, and 35 were suspended. During the school year, 195 students new to DCPS entered the school, and 66 students transferred into Coral Way from other schools in the district.

The average class size varied from 27 students per class in the primary grades to 34 students per class in the 5th grade. The average cost per student ranged from $3,797.56 for the 77% of the students in the basic program to $6,826.14 for the 10.7% of the students in Exceptional Student programs.

Of 67 total full time staff members, 4% were White Non-Hispanic, 16% were Black Non-Hispanic, and 81% were Hispanic. Master Degrees were held by 34% of the staff, and Specialists Degrees by 7%. Although the staff averaged 10 years of experience teaching in Florida, 11.9% of the staff was new to the school in 1993-94, and 12.1% were participants in the Beginning Teacher Program. The percentage of instructional staff attendance for 1992-93 was 96.4. The average salary for instructional staff was $36,086.07 with a range from $26,500 to $29,999 for 23 of the beginning teachers to $42,000 and over for 22 of the experienced teachers.

Coral Way ratings exceeded the composite combined scores of all elementary schools in the district on the 1990-91 Survey of Parent Perceptions on four of the eight surveyed factors (Safe environment, Frequent Monitoring of Student Progress, Frequent and Monitored Homework, and Personalization and Caring); were slightly below on two factors (Instructional Leadership and Home-School Partnerships); and were equal on the remaining two (Effective Teaching and Overall Effectiveness).

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Editor's Note: *Dr. Rosa Castro Feinberg is an Associate Professor at Florida International University.*

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2105

Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Theoretical & Practical Considerations for New Administrators in Bilingual Education

by Dr. Jaime A. Castellano

In Illinois, the State Board of Education has sponsored an early retirement incentive for its veteran teachers and administrators. As a result, ample opportunities exist for aspiring administrators to secure various building level and central office positions. This includes the area of bilingual education as well, although not to the extent found in regular education programs. For new administrators in bilingual education there are a number of theoretical and practical considerations that must be taken into account. And depending on how individual school districts embrace bilingual education in general, the role of the new bilingual director, supervisor, or coordinator may vary.

According to McKeon and Malarz (1991), bilingual and ESL program directors/coordinators currently function in a variety of different roles. Some are classified as administrators with the ability to hire staff and control their own budgets. Others are classified as "specialists" or "teachers on special assignment," with administrative duties, but without administrative authority. This difference is due, in large, to the placement of the program within the larger district organization. The ESL/bilingual program director may report directly to the superintendent, to an assistant superintendent for curriculum, to a director of federal programs, to a director of compensatory education, or to a district-level English or foreign language curriculum specialist. While most ESL and bilingual program directors operate out of a central office location, their staff is placed in schools throughout the district. The authority of the bilingual/ESL program director with regard to the staff also varies greatly. Some program directors are responsible for supervising and evaluating staff members, others are not. Some are solely responsible for recommending staff to be hired; some share that responsibility with either the principal of the school where the staff member will be placed or some other member of the central office.

Many bilingual and ESL program directors, particularly those who have federal or state funding, have ultimate responsibility for the instruction to be implemented under the program. They make recommendations on curriculum and textbooks, and are responsible for student testing and assessment as well as program evaluation. Most ESL and bilingual program directors also assume ultimate authority for communication with the parents of students served within the program. While individual schools send out parent notices, letters, and newsletters, it is often the ESL/bilingual program director who is charged with the responsibility of seeing that such notices are translated into the home language of children served by their program.

Under school-based management, many of the responsibilities of the bilingual/ESL program director will be modified. Program directors, therefore, must insist on receiving a comprehensive description of their newly defined roles. Since many central office program functions may shift to the individual school level, the bilingual/ESL program director should request that the new role description contain a clear listing of all tasks for which he/she will retain responsibility. The program director may then decide to share this list of tasks with school principals in whose buildings the program operates so that there are no misunderstandings about the division of tasks. The program director should also carefully examine restructuring plans to assure that district plans do not conflict with any legal obligations the district must meet with regard to providing a program for LEP students.

Bilingual/ESL program directors must be prepared to share decision-making with those in the mainstream--primarily, principals. The bilingual/ESL program director may be asked to serve in an advisory role to the principal and the school-site management council as the council makes decisions about the instructional program for LEP students in a given school. The bilingual/ESL program director, like the principal, must be a change facilitator. He/she must offer education, information, and instruction to all those who will make decisions for LEP students. As he/she advises the principal and the school-site management council, he/she must help to ensure that legal requirements regarding the education of LEP students are understood and acted upon. He/she must challenge mainstream decision-makers to view the LEP students served by the program as he/she views them--full of potential and capable of great things.

Since the principal is held accountable for the success of **all** students, the bilingual director may find a more willing ally than in the past. He/she must assist the principal in building bridges to the "instructional islands" which may have developed by continuing to promote the idea that good bilingual education is simply good education. The bilingual program director can facilitate this change by emphasizing commonalities as well as differences among LEP and mainstream students (McKeon and Malarz 1991).

Gesner Lacroix Loiseau, Senior Consultant from the Illinois State Board of Education Bilingual Section, believes that if an administrator who is new to

CONTINUED ON PAGE 12

bilingual education is to be effective he/she must be very knowledgeable in all areas of bilingual programming. The individual should be able to direct principals in offering LEP students the best services possible. Historically, administrators with no background in bilingual education or who showed a lack of understanding about second language acquisition and culture have made poor, or inappropriate, decisions for this population of students. Such differences should not be a detriment to the learning process-- rather, they should be viewed as an asset.

Loiseau adds that new administrators, regardless of what their responsibilities are, should be sensitive to the needs of all students. Decisions which are made on behalf of LEP students can conceivably affect their lives forever. For that reason new administrators must have a concrete plan of action which includes how they will interact with colleagues who do not buy into bilingual education.

Steven Shiu, Staff Development Facilitator for the Chicago Public School System agrees with Loiseau. He states that the primary objective for the administrator new to bilingual education is to understand that the often unique needs of LEP students must be given special considerations. It is also important that personal and program philosophies align themselves with those of the school district. If the program is to receive the endorsement of building level and central office administrators this must occur. From an accountability perspective, it is absolutely essential that new program directors familiarize themselves with the state's rules and regulations that govern bilingual education. A new director in Illinois must also be ready to provide technical assistance to principals and/or department chairpersons in the areas of curriculum, instruction, and assessment, as state mandates now hold each and every school responsible for the education of 100% of its students.

Typically, there is much for new administrators to learn as they enter their new positions. At the surface level, learning the names of other colleagues, getting the office in order, becoming familiar with or creating a filing system that makes sense, and becoming aware of the district's organizational hierarchy and structure are practicalities that must be given consideration. In addition, forming alliances with the business office and curriculum office is essential as they play a major role in the implementation of bilingual/ESL programs.

As an administrator of state and federal bilingual programs, I found that it was crucial to gain an immediate understanding of the identification and placement procedures used by the district. Making sure that all district staff are using the same information when identifying and placing students is important to the overall stability of the program. This may translate into meaning that staff development opportunities need to be planned for current and new district staff. Touching base with building principals prior to the new school year, if possible, assures that a registration procedure for new district students will be in place, especially if registration materials need to be translated.

At a deeper level, Joe Negrón, state and federal bilingual director of one of the largest programs in Illinois, and Chairperson of the State Superintendent's Bilingual Education Advisory Council, maintains that new directors must be aware of the political realities at the local level. They need to know what they can and cannot do in relation to the district's and community's overall educational programs. Mr. Negrón feels that it may be a good idea to become an observer at first in order to learn what the local trends and attitudes are regarding bilingual education. Learn who the "key players" are and be gradual in your approaches with them. If bilingual education is viewed as remedial and/or compensatory by your new employer don't go in ready to save the world. That attitude may backfire and cause disappointment. Finally, be willing and ready to network with other directors as they may be able to offer ideas and/or solutions to help ease the growing pains experienced by new administrators.

In summary, new bilingual/ESL administrators may have their work cut out for them. They need to be patient, active listeners, and be able to work with a number of special interest groups. Advocacy for LEP students means keeping abreast of the latest trends in bilingual education and forging alliances with all factions of the local school community; parents, teachers, board members, and students, among others. Identifying and utilizing personal and administrative strengths and realizing when assistance is needed is a characteristic of an effective administrator who is willing to take his/her skills and experiences to the next level. Flexibility, resiliency, and a commitment to all students will serve new bilingual administrators well in their day-to-day encounters in the public school systems of the United States.

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Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

• NABE •

NABE '95
"Bilingual Education: The Next Generation..."
Phoenix, AZ
February 1995

NABE 1995
BILINGUAL TEACHER OF THE YEAR CONTEST

Introduction: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition*. This year, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

Award: The winner of NABE's 1995 Bilingual Teacher of the Year competition will receive a $2,500 scholarship to further his/her education and/or to use for the students in his/her class. In addition, the winner will be flown to the 1995 NABE Conference in Phoenix, Arizona to receive his/her award.

Nominations: **Only NABE affiliates in good standing are eligible to nominate candidates.** Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate. Nominations which do not comply with these requirements will not be considered.

Qualifications: Only bilingual classroom teachers who work full-time with students and have at least three years of experience qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to learn.

Presentation of Materials: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. No videos will be accepted. Material should be typed, double-spaced, and each section should be a maximum of two pages. All materials become property of NABE and will not be returned. Five (5) complete copies of the following materials must be submitted:

- **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch** - a 2-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph** - a photograph (preferably 5" x 7" glossy black and white) must be submitted for publication in program.
- **Philosophy of Education** - a 2-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 2-page (maximum) description of the candidate's academic preparation and participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc.
- **Community Service** - a 2-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of two (2) other letters of recommendation.

Deadline: **All nominations must be RECEIVED by November 1, 1994** at the address listed below. The winner will be notified by January 15, 1995. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, N.W. - Suite 605
Washington, DC [illegible]

NABE 1995

BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

Introduction: In recognition of the significant role that instructional assistants play in the education of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

Award: The winner of NABE's 1995 Bilingual Instructional Assistant of the Year competition will receive a $2,500 scholarship to further his/her education, and will be flown to the 1995 NABE Conference in Phoenix, Arizona to receive his/her award.

Nominations: **Only NABE affiliates in good standing are eligible to nominate candidates.** Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate.

Qualifications: Only instructional assistants who work half-time or more with students and have at least three years of experience qualify. Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to learn.

Presentation of Materials: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. No videos will be accepted. Material should be typed, double-spaced, and each section should be a maximum of two pages. All materials become property of NABE and will not be returned. Five (5) complete copies of the following materials must be submitted:

- **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch** - a 2-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph** - a photograph (preferably 5" x 7" glossy black and white) must be submitted for publication in program.
- **Philosophy of Education** - a 2-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 2-page (maximum) statement of the candidate's academic preparation and plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences.
- **Community Service** - a 2-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of two (2) other letters of recommendation.

Deadline: **All nominations must be RECEIVED by November 1, 1994** at the address listed below. The winner will be notified by January 15, 1995. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, N.W. - Suite 605
Washington, DC 20005

NABE 1995 DATA SHEET
BILINGUAL TEACHER OF THE YEAR/
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR

Indicate Competition: ________ Teacher of the Year ________ Instructional Assistant of the Year

Name: ______________________________ NABE Membership ID #: __________

Position/Title: ______________________________

Years in Present Position: __________ Grade Level(s): ______________________

Languages Spoken: ______________________________

Name of School: ______________________________

School Address: ______________________________

____

School Telephone Number: ______________________ School Fax Number: __________

Name of School Principal: ______________________________

Previous Work Experience: ______________________________

____

Summary of Academic Training/Preparation

Dates	Institution Name & Address	Degree/Certificate Earned

Home Address: ______________________________

______________________________ Home Telephone Number: __________

I hereby give my permission for any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional assistant of the Year Award to be shared with persons involved in promoting this award:

______________________________ **(Signature of Candidate)**

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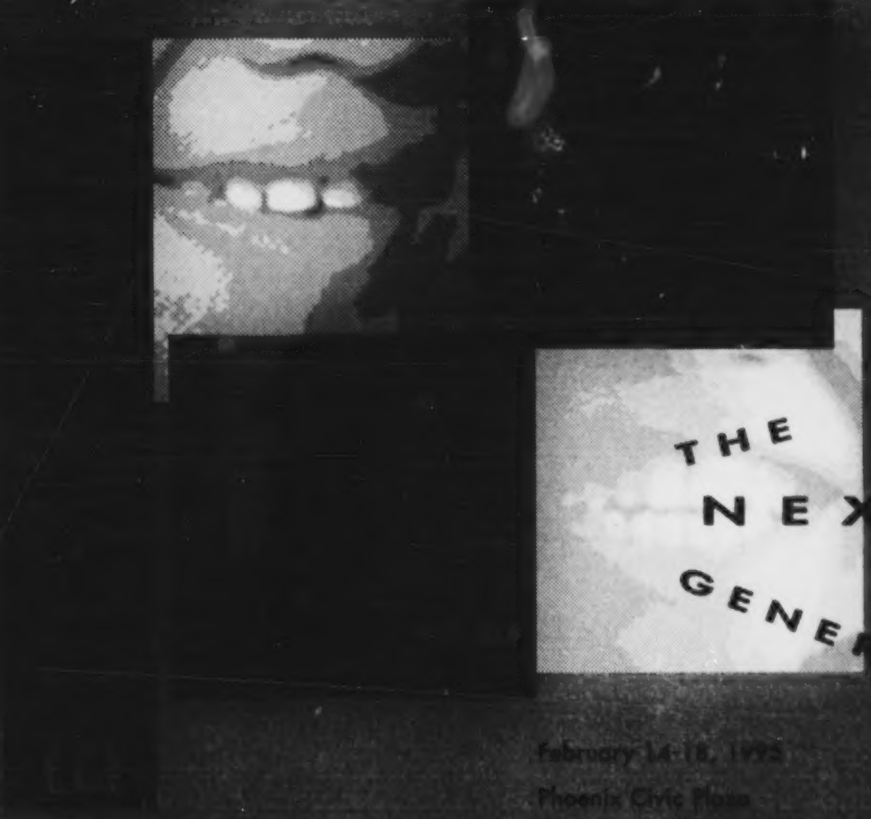

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Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, New York University

Technology and Equity

by Delia Neuman, Ph.D.

Books and news stories regularly focus popular attention on inequities within our educational system. In about one-third of our states, lawsuits have sought or are seeking to remedy funding disparities correlated with lower achievement for students from poor communities. Concerns about our changing school population, the plight of our cities, and the perceived failures of public education have all fueled cries for educational reform that meets the needs of all our children.

Technology is routinely touted as a potentially powerful agent of that reform. For years, the microcomputer was cited as the vehicle for overcoming a wide array of inequities. Today, distance education approaches like teleconferencing, interactive television, electronic mail, and expanded telecommunications networks are promoted as avenues to improved resources for underserved students (Bruder, 1989). But despite the promise of emerging technology, it is important to remember that technology and equity are not inevitable partners.

Computers and Equity

The literature on computer equity reveals that many students—not only minority, disadvantaged, and inner-city but also female, handicapped, and rural—have been hampered by inequitable access to computers and by widespread patterns of inequitable distribution and use of computers within and across schools (Anderson, Welch, & Harris, 1984; Ascher, 1984; Becker, 1986; Hayes 1986; Urban, 1986). Problems begin at the "counting" level, with wealthy districts having a 54:1 student-computer ratio and poor ones having a ratio of 73:1 (Hood, 1985).

Limited hardware and software can in turn lead to scheduling patterns that limit the numbers and types of students who have access to computers. Becker and Sterling (1987) reported that "better" students use computers more than either average or slower students in elementary, middle, and (especially) high schools. Further, Becker (1987) noted that at all school levels, the most exciting computer opportunities are disproportionately available to students with the highest abilities; low achieving, high risk students, particularly in high school, are less likely to be in classes in which these opportunities occur. While these conclusions stem from data collected in 1985, preliminary analysis of data collected in 1989 shows only modest changes in schools' overall patterns of hardware and software use (Becker, 1990).

Factors other than sheer numbers can also limit computer access to selected groups. Locating hardware in labs and classrooms restricted to advanced students and setting unnecessarily difficult prerequisites for computer courses can easily deprive average and slower students of computer opportunities. Handicapped students can be withheld from computer opportunities by lack of adaptive devices, special software, or information about how to adapt regular software.

Finally, software that incorporates stereotypes and uses of technology that reflect subtle biases can create the most pernicious inequities of all. "Drill and kill" programs heighten the "masculinity" of both math and computers, thus reinforcing girls' frequently negative attitudes towards both (Collis, 1987). Economically disadvantaged students, who often use the computer for remediation and basic skills, learn to do what the computer tells them, while more affluent students, who use it to learn programming and tool applications, learn to tell the computer what to do (Watt, 1982).

Within the literature on computers and equity, authorities often concentrate on problems and solutions for individual categories of students. Gender equity has been the focus of considerable research (see, for example, Linn, 1985). *The Neuter Computer* (Sanders & Stone, 1986), a resource guide and teaching manual for fostering increased computer competence by female students and adults, is one of the many programs and publications directed at this audience. The Council for Exceptional Children sponsors the Center for Special Education Technology, which focuses on technological equity for students with physical, sensory, and learning handicaps. Both Apple Computer and IBM support units about adaptive technology and special software for students with physical and other disabilities. The Educational Computer Consortium of Ohio has sponsored over forty projects for minority and disadvantaged students, girls, and disabled students. The results of these projects have been compiled in *Yes I Can*, a handbook that deals with policy and applications for these groups (Fredman, 1990). **EQUALS in Computer Technology**, a project originally created to enhance gender equity, offers *Off & Running*, a book of precomputer activities designed to prepare all students, particularly girls and minorities, to seek computer time and profit from it (Erickson, 1986).

While each category of students embodies equity problems that merit specific attention, many of the concerns and techniques cited within individual segments of the literature apply across categories. The central recommendations—gaining awareness of the scope and complexity of the issues and taking active steps to promote equity for the group in question— are found in the literature for all groups. Creating positive attitudes toward technology so that underserved students understand its relevance to them is a basic theme that

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runs throughout the literature. Finally, the need for active, committed involvement by equity advocates concerned about the needs of underserved groups is also necessary to ensure equity with and through technology (Neuman, 1990). Inequity often results from oversight rather than intent, and sensitivity to the danger of excluding some students from technology's opportunities can prevent many of the problems documented in the extensive literature on this topic. As CD-ROM and online searching enter the curriculum, vigilance will be especially necessary to provide all student groups with the benefits of electronic information resources.

Conclusion

Technological equity is a complex issue that encompasses disparities in access to and uses of powerful learning tools because of differences in socioeconomic status, gender, ability level, racial and ethnic identification, geographic location, and handicapping condition. Each of these areas has its own problems, research community, and suggested solutions. What the areas share is a need for unremitting attention. Only when all students are routinely granted access to hardware and to appropriate software, and only when technology is used to help each student achieve his or her own personal best, can we speak of technology and equity as partners.

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This ERIC Digest (ED339400) was prepared for the ERIC Clearinghouse on Information Resources by Delia Neuman, Assistant Professor, College of Library and Information Services, University of Maryland at College Park. December 1991. For more information about ERIC

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NABE
1995 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

Sponsored by Coca-Cola, USA and Apple Computer, Inc.

The National Association for Bilingual Education (NABE) is proud to announce the 1995 Nationwide Writing Contest for Bilingual Students, sponsored by *Coca-Cola, USA* and Apple Computer, Inc. This is the 15th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic: *Why Bilingual Education is Important to Me*. Each nationwide **first place winner**, together with his/her parents and bilingual teacher, will win a trip to the 24th Annual NABE Conference in Phoenix, Arizona, February 14-18, including round-trip airfare and two days per diem.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 1994.

TOPIC: *WHY BILINGUAL EDUCATION IS IMPORTANT TO ME*

PRIZES/AWARDS: The following prizes will be awarded:

- **National First Place Winner in Each Category: $5,000 scholarship and an Apple Macintosh color computer**. The winner, with his/her parents and bilingual teacher, will be flown to the NABE Conference in Phoenix, Arizona, where they will be honored at the 15th Annual Student Essay Contest Awards Luncheon on Friday, February 17, 1995.

- **National Second Place Winner in Each Category: $2,500 scholarship.**

- **National Third Place Winner in Each Category: $1,000 scholarship.**

ELIGIBILITY: Participation is limited to native speakers of languages other than English who are currently enrolled in a bilingual education program where content instruction is provided in both English and the student's native language. Previous winners are not eligible to participate.

CRITERIA: Each essay will be judged on (1) development of the theme, (2) originality, (3) content and clarity of expression and (4) grammar and mechanics.

RULES: The rules of the contest are:

- **Language:** All essays must be written in English. However, all First Place winners must be prepared to present their essays bilingually at the Awards Ceremony.

- **Subject:** All essays must address the theme, *Why Bilingual Education is Important to Me*, to be eligible for consideration.

- **Length:** The length of the essay MUST be:

Elementary, Grades 3-5:	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12:	350-500 Words

(**Teachers, please note:** The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 17, 1995), which will be counted as one word. Essays without the number of words recorded will not be read.)

- **Application form:** An application form, containing the name of the contestant, his/her native language, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. **Names should not appear on the essay.** Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

- **Format:** The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.
- **Submissions:** **A maximum of three essays per grade category will be accepted from the same school.** A cover letter on school stationery signed by the principal should accompany the submissions.
- **Only entries which comply with these rules will be considered.**

JUDGING: A Panel of Judges selected by the Houston Independent School District will determine the first, second, and third place national winners in each grade category. Send essays to:

NABE '95 Nationwide Writing Contest
Houston Independent School District
Bureau of Community Affairs & Administrative Services
3830 Richmond Avenue, Houston, Texas 77027
(713) 892-6298

DATES TO REMEMBER:

- Entries must be postmarked **no later than November 1, 1994.**
- Winners will be notified no later than January 15, 1995.

For further information, contact:

***Coca-Cola* Consumer Affairs**
1-800-GET COKE

GUADALAJARA INTERNATIONAL BOOK FAIR

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It is the place where: more than 350 literary, scientific, academic, educational and artistic events yearly take place. More than 67,000 book titles from 850 publishing houses from all over the world are on display.

That's why, the Guadalajara International Book Fair (FIL) is recognized as the leading spanish-language book fair in the world. FIL specially designed a program for bilingual teachers:

The Second Refresher Course for Primary School and Kindergarten Bilingual Teachers, from November 24 to 27, 1994.

Aimed at: kindergarten and primary school teachers. The course offers to: * take part in workshops dealing with written and spoken communication, reading promotion, etc. * visit a Mexican school and share experiences with teachers from this school. * attend the Guadalajara International Book Fair. * see and participate in the FIL Children's Area Workshops. * discover Guadalajara, the capital of Mariachi music.

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David Unger. Division of Humanities NAC 6\293. The City College of New York. New York, NY, 10031. Phone: (212) 650 79 25. Fax: (212) 650 69 70.

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

The Parenting Classroom: Teachers as Parents

by Connie Contreras-Polk

We have all heard the expression: "Parents are the child's first teacher," but how many of us have thought of "Teachers as parents to their classroom children?" Among the many hats the teacher wears, the hat of parent is definitely worn each day at some point with one or more children. Each time the teacher hands little Juanito a Kleenex to wipe his nose or wipe tears from his eyes, she's acting in a parenting way. Each time the little ones forget their lunch or bus money and teacher hands it to them, you see a teacher parenting. When a teacher drives some student home because they were never picked up after school, she's parenting. When a teacher gives her students a tender hug, a warm word of concern or encouragement, she is parenting. The teacher, whether she knows it or not, engages in parenting each day in her classroom. The only thing most teachers need is to acknowledge that they do indeed act as parents for many of their students. Many teachers will hesitate to see themselves in this role, but the fact is that for many students the teacher may be the only genuine parent model that a child may have.

This is the case especially for many of today's inner city school children. With the continual breakdown of the traditional family, more and more inner city school children find themselves with no true parent models. Many such children are being raised in homes destroyed by violence, abuse, drugs and alcohol. While these parents may be doing the best they can, considering the situations they find themselves in, they could use help providing positive parent models. The teacher can provide such a much needed model. In this article we explore the idea of the *Parenting Classroom* and the idea of the *Teacher as Parent.*

The whole idea for the parenting classroom and the teacher as parent owes its impetus to a principal I once heard talking to his teachers. I remember the principal standing up and saying in an angry tone that he was not going to listen to anymore griping from the teachers. He looked each of the teachers sitting there straight in the eye saying: "I don't want to hear any more about it. Instead of griping about how you can't teach so and so because he's a "crack baby" or his parents don't cooperate, I want you to think about how you can change yourself to help those students you can't reach." He continued talking as he walked around, touching base with each teacher by his physical presence. Then he stood still for a moment and said: "It's not always possible to work with the parents. In many cases there are no parents there to work with and, if there are, they often won't cooperate. So what can you do? Well, you can start with you. You can change your attitude. You can decide to become that parent for the child. You can think of each of your students as your own child. Think about how you would react if the student sitting there before you were your own child. How would you act differently?" He wound up his talk by saying: "I want each one of you to consider each child in your class as your own child. I want to you to see your own child's face staring you back in the face as you teach your lessons." As the teachers walked out of the meeting I heard many of them grumbling to each other that they didn't already have enough to do, now they even had to become parents. Some stated they already had their hands full parenting their own kids at home. I don't think many of us took the idea of becoming parent role models to our students to heart. It's only now that I feel it's really needed. After teaching in the inner city schools for several years, I've come to the conclusion that a parenting classroom and teachers as parents may be the only hope for children lacking positive parenting models.

If statistics tell it like it is, we can expect the number of children lacking positive parent models to increase. The latest data from the 1993 Census Bureau's annual report titled: Marital Status and Living Arrangements" shows an alarming increase in homes headed by one parent. The figures show that while there were 243,000 children living with one parent who had never married in 1960, by 1993 that number had increased to 6.3 million. The data point to a rapid substantial change in the traditional family structure, especially in black and Hispanic households. The statistics show 57 percent of black children living with one parent who has never married compared with 21 percent of white children and 32 percent of Hispanic children. Surely such data will stir teachers into taking a more active parenting role in the lives of their students.

Well, now that we have presented the need for parenting classrooms and teachers as parents, how do we implement the concepts into the actual classroom? This is our main objective here, to think of ways to make the classroom a home away from home or a second home and the teacher as a second parent, or possibly the only parent available to a child. We don't have too many models to go on. But if the classroom is to become a second home or a home away from home for the classroom children, then it makes sense to use a home model to start with.

I recently came across the book, *The SchoolHome: Rethinking Schools for Changing Families*, by Jane Roland

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Martin (Harvard University Press, 1992). I think that the book is a good place to start because its intent is to make the school a metaphorical "home," a safe and nurturing place where children can experience what they would get in a genuine home. What we see in the book is a response to the changing home of today, a home where more and more parents are not there to meet the needs of children. The result is lives void of the experience of love and connection.

What Martin's book does it to reawaken some of John Dewey's thoughts about how schools have to change to meet the needs of a changing society. In other words, as was mentioned earlier, the traditional family is changing, with home, family and gender roles dramatically changed for many. In all too many of these cases, no one is home. The book states that instead of a return to the basics and skills education, we should be looking at ways to integrate the values of the home with those of social responsibility. Martin asks us to reconsider not only the educational theory of Dewey but that of Maria Montessori. The author espouses cultural diversity and gender equity among her explicit goals. Expanding on Dewey's thought of educating the "whole child," Martin seeks instead to educate all children in our culture's whole heritage. She asks us: "How can we create a moral equivalent of home in which all our children feel at home?"

How teachers will create parenting classrooms and transform themselves into parents for such classroom children will have to be worked out by individual teachers. What I propose here is a model which I am attempting to implement into my own classroom.

My teaching experience has been primarily with Hispanic, limited-English-proficient students in inner city school settings. The suggestions offered here can be used in any classroom. What is presented here is just a bare bones outline of what can be done to create more "homey" classrooms. I want to encourage feedback and suggestions from others. I would like to interest others with similar thinking to consider the idea of starting a network of "PARENTING CLASSROOMS AND TEACHERS AS PARENTS." Please get back to me. Now, let's move on to the meat of this article.

Let's start with the actual classroom setting. It pays to hold on to old conference programs. I attended the 1993 California Association for Bilingual Education Conference and there was a workshop listed under the category of "affective domain." The presenter was Sindi Wasserman, a bilingual teacher from Chino Unified School District. The title of Sindi's workshop was: "Educating The At-Risk English Learner: How To Make Your Classroom Into An Educational Home." Sindi talked about how such at-risk children needed a "home away from home" if they were to succeed in school. The workshop was jam packed with attendees, indicating that we all wanted to learn how to personalize our classrooms into more inviting places for students and parents. Sindi talked about ways that we could transform the classroom setting into an inviting, encouraging classroom; and how we could teach kids to take responsibility for their own learning in a positive, home-like instructional environment.

Some of what I suggest here for rearranging the classroom setting to make it more homey was taken from this conference workshop. I'd say start by adding some frilly curtains to the windows and add some plants, as many as possible. Hang them all over the room, as many as you can. Arrange for different children to care for them in the classroom and at home on weekends. Children will jump at the chance to take such responsibility. This way all children have an opportunity to learn responsibility through caring for their class plants. Have a pet of two. For many inner city children, this may be the only pet they will ever have. Here again, make them responsible for the care of the pet. Have different kids take it home each weekend as well as care for it in class. You also want to have lots of cuddly kinds of stuffed animals around, lots of big throw pillows for students to nestle against on the floor. If you can get one, get a rug for an area of the floor, also a stuffed chair/s, possibly a small couch. Hang up pictures of the students and their families. These are just some possible starters that I came away with from Sindi's workshop. I hope to include them in my own classroom. Please provide me with any other suggestions you might have for making the classroom setting more homey.

I believe that the most appropriate learning model for a home-like classroom is a cooperative learning model. In most genuine home settings it is through cooperation that the child learns to get along with the other family members. The child learns what he sees, not what he is told, as the saying goes.

So you want to have students working with other children in groups that are changed on a regular basis so they so they are exposed to working with different groups. In the beginning, the teacher will have to spend much time, modeling how to work with each other and explaining why they are doing what they are doing. But all of the teacher's words and actions have to be based on genuine love and concern for the children. The whole parenting classroom idea and teacher as parent idea falls or stands on the genuineness of the teacher's attitude and actions.

What do we mean by the whole concept of the classroom as a second home and the teacher as parent depending on the genuineness of the teacher's attitude and actions? Well, this is all based on the idea that children can pick up phoniness--yes, children can sense when a teacher really cares for them. Young children are still attuned to some things that adults can no longer feel.

Children live more in the affective part of their being and can intuit when we genuinely care for them. Most adults have hardened this aspect of themselves and could learn much from the little one before them.

As we mentioned, how a teacher conducts herself before her students will determine whether she succeeds in developing a true parenting classroom. Firstly, all her teaching has to be based on a love for her students. She has to look at each child as her own child. Many times this will not be easy. As in most classrooms, she will constantly be

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Meet the NABE Board

David Baez
NABE Executive Board Member-at-Large

1994-1995 NABE Executive Board Member-at-Large David Baez

Greeting from Buffalo, the City of Good Neighbors in the Empire State of New York. I want to take this opportunity to thank you for your support and confidence in electing me as one of your Members-at-Large. I am committed to serving you and the thousands of language-minority children throughout our nation the best way I know how - energetically and to the best of my abilities.

I am a Puerto Rican born in the Bronx, New York. I lived and grew up in the South Bronx, but I had the best of both worlds. I attended kindergarten and first grade in the Bronx, then went to Puerto Rico for 2nd, 3rd, 4th, and 5th grades. During those years I would spend my summer and Christmas vacations in New York City. So, although I was back and forth between New York and Rio Piedras, Puerto Rico, this helped me to develop balanced bilingual skills in Spanish and English.

I returned to the public schools of New York and graduated from Benjamin Franklin High School in East Harlem (El Barrio). From there I attended the State University of New York (SUNY) at Albany, where I received my B.A. in Spanish/Secondary Education.

My lifelong ambitions were to either become an airline pilot or a professional baseball player. I kind of gave up on being a pilot and, although I excelled in baseball and was scouted by several major league teams in high school, I had to give up that dream when I hurt my knee and underwent surgery during my junior year. Luckily, I had not put all of my eggs in one basket. During my four years at SUNY Albany, I began to develop a very strong desire to someday return to my community and work as a teacher. I wanted to be a positive model. I also had several friends who had made bad choices which had resulted in lost opportunities and dependence on drugs and/or other influences.

After graduation from Albany, I moved to Buffalo where I had received a teaching assistantship in the American Studies Department of the University of Buffalo. I next worked as a bilingual math teacher at the Hermán Badillo Community School for two years; I then went to Grover Cleveland High School to teach Spanish Language Arts.

During those years I began to develop an increased interest in bilingual education and the needs of the limited-English-proficient student. My involvement in the Hispanic community of Buffalo increased as I focused my energies on the needs of the Hispanic community here in Buffalo.

This commitment to the community and bilingual education, along with becoming an assistant principal and coordinator of the bilingual education program at the high school, drove me to become an active member and representative on the Delegate Assembly of the New York State Association for Bilingual Education (NYSABE).

I served on the Delegate Assembly for 12 years and held several offices on the Executive Board, including President during the 1991-92 school year.

I am currently the Director of Foreign Languages and Bilingual Education for the Buffalo Public Schools. The Buffalo Public School System consists of 77 schools, including 17 high schools, and has an enrollment of more than 48,000 students. We have 17 high schools with either partial or complete bilingual programs or free-standing ESL programs. Our services extend from pre-K - 12th grade, including Special Education. Last year we served more than 2,900 LEP students and we expect to serve well over 3,000 this year. Our district is very progressive. We have a Magnet Program which is a national model; a very strong Early Childhood Program; and Gifted and Talented programs. This coming year, LEP services will be available at several vocational schools. I just completed my first year in this position and, although it is a very challenging job, I know that with God's help and guidance I will overcome whatever barriers I confront. His strength has helped me to overcome many hurdles not only in this job but in my life.

I am a firm believer that all children can learn, if they have access to quality programs and necessary services.

It is imperative that we continue our struggle to make sure that language-minority children are afforded their rights as students growing up and living in a multicultural democratic society.

Before the 21st century, the definition of "minority" in the United States will be forever changed. We must work today to continue to ensure equal educational opportunities for all students, our leaders of tomorrow. The empowerment of language-minority children and their parents with the appropriate means is a goal we share.

We must secure sincere commitments for our children from all educators. We must hold districts accountable if they deny our children an equal and complete education.

I pledge to do so. Will you?

"But the wisdom that is from above is first pure, then peaceable, gentle, and easy to be intreated, full of mercy and good fruits, without partiality, and without hypocrisy."

James 3:17

• NABE •

Table 1. Estimated Population, Aged 5-17, By School Attendance and Language Background

	Total	Not attending	Private institutions	Public institutions
Total	45,217	3,387	4,616	37,214
Group quarters	224	52	38	134
Households	44,993	3,335	4,578	37,080
English only	35,083	2,514	28,999	3,570
Spanish	5,884	518	439	4,928
Language-minority	9,910	821	1,008	8,081
All other	4,027	302	570	3,155

United States, 1990 (Numbers in thousands)
NOTE: Numbers may not add due to rounding

population between 1980 and 1990 is shown in Table 2. Spanish language-minority children and youth, 9% of the total school-age population in households in 1980, comprised 13% in 1990. Other language-minority school-agers accounted for 9%, up from 8% ten years earlier. The proportion comprised by the school-age population in English-only households fell from 83% to 78% of the total.

Language-minority school-agers live in every state. In 1990, the school-age language-minority population ranged from an estimated 2.5 million in California to 9,000 in Vermont. There were 1.4 million language-minority children and youth in Texas and 972,000 in New York. There were five other states with at least a quarter million language-minority children and youth each in 1990: Florida, Illinois, New Jersey, Arizona, and Pennsylvania.

New Mexico has the most multilingual school-age population. Of children and youth whose language backgrounds were ascertained in 1990 in New Mexico, 54% lived in households in which non-English languages were spoken.

Nearly half of the school-age population in California whose language background was ascertained in 1990 lived in households where non-English languages were spoken. Language-minority school-agers constituted 39% in Texas, 36% in Hawaii, and a third of the household population, aged 5 to 17, in New York.

Despite the preponderance of Spanish language-minority children and youth nationally, school-agers from other non-English language backgrounds in the aggregate outnumber them in the majority of states. In 1990, non-Spanish language-minority youngsters constituted the majority of the school-age language-minority population in twenty-seven states and their numbers were about the same as the numbers of Spanish language-minority children and youth in ten more states, as shown in Table 3.

The number of Spanish language-minority school-age children and youth ranged, in 1990, from an estimated 1.7 million in California to about a thousand in Vermont. California, and Texas with 1.2 million school-agers from Spanish language backgrounds, accounted for half of the total population. New York with about 517,000, Florida with 351,000 and Illinois with 258,000 comprised an additional 14%. At least 100,000 Spanish language-minority children and youth lived in either Arizona, New Mexico, or New Jersey in 1990.

The largest numbers of non-Spanish language-minority school-agers lived in California and New York in 1990: 797,000 and 456,000, respectively. There were nine other states with at least 100,000 each.

Enrollments of Spanish language background children and youth in public educational institutions in 1990 ranged from about 1.5 million in California to an estimated 1,000 in Vermont and of non-Spanish non-English language background children and youth from an estimated 643,000 in California to about 4,000 in Wyoming and the District of Columbia in 1990. These data are displayed in Table 4.

As is true of all the 1990 data being analyzed exclusively for **NUMBERS AND NEEDS**, these data are from the 5% public use microdata sample (PUMS) of the 17% sample of households that completed the long form of the 1990 census containing the language and school attendance questions. Estimates from a sample differ from totals produced from a 100% count because of sampling error. The published number of children and youth, aged 5 to 17, from the count of all households in 1990 is 45,249,989, compared with the estimated number from the PUMS, 45,216,781.

The estimated number of language-minority children and youth in the United States, 9,910,000, has a standard error of

Table 2. U.S. Household Population, Aged 5-17, and Percentage Change by Language Background

Language Background	1980	1990	Percentage Difference
Total	47,240	44,993	-4.8
English only	39,150	35,083	-10.4
Spanish	4,308	5,884	+36.6
Language-minority	8,090	9,910	+22.4
All other	3,787	4,027	+6.3

United States, 1980 and 1990 (Numbers in millions)
NOTE: Numbers may not add due to rounding

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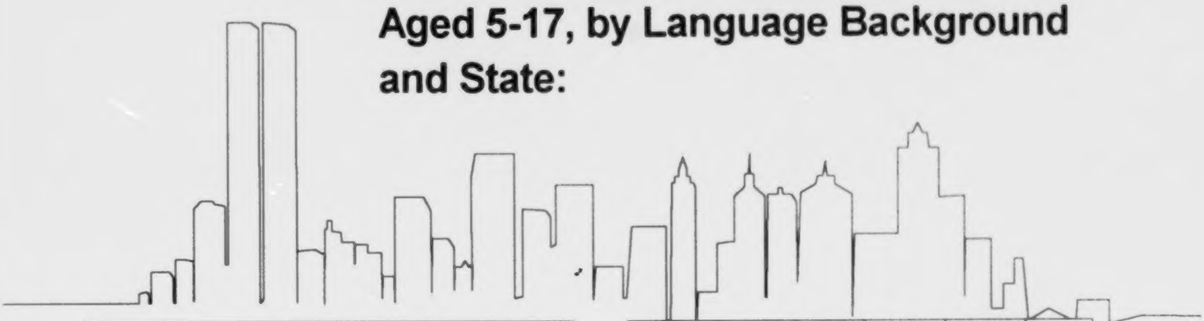
Table 3. Estimated Household Population Aged 5-17, by Language Background and State:



State	Total	English	Spanish	Other
Alabama	771	715	27	28
Alaska	116	93	4	20
Arizona	682	430	179	73
Arkansas	452	417	19	15
California	5333	2794	1742	797
Colorado	605	487	79	38
Connecticut	522	401	57	65
Delaware	112	98	6	7
D.C.	79	65	9	6
Florida	2014	1505	351	158
Georgia	1228	1109	56	63
Hawaii	197	125	5	67
Idaho	223	194	19	10
Illinois	2085	1641	258	187
Indiana	1057	951	48	59
Iowa	519	476	20	23
Kansas	767	414	29	24
Kentucky	697	650	21	26
Louisiana	888	737	30	121
Maine	225	192	3	29
Maryland	806	679	46	81
Massachusetts	937	715	81	141
Michigan	1754	1549	73	132
Minnesota	824	735	26	63
Mississippi	547	507	17	23
Missouri	935	856	32	47

State	Total	English	Spanish	Other
Montana	163	147	5	11
Nebraska	308	279	14	15
Nevada	203	158	28	17
New Hampshire	193	166	5	22
New Jersey	1261	897	177	188
New Mexico	318	148	133	38
New York	2967	1995	517	456
North Carolina	1142	1033	56	53
North Dakota	127	113	3	11
Ohio	2008	1803	78	127
Oklahoma	612	545	33	34
Oregon	517	447	35	36
Pennsylvania	1981	1731	93	157
Rhode Island	159	118	12	29
South Carolina	660	606	26	28
South Dakota	144	126	3	11
Tennessee	874	810	31	33
Texas	3428	2074	190	163
Utah	455	385	33	38
Vermont	100	91	1	8
Virginia	1055	913	56	85
Washington	884	740	61	83
West Virginia	336	314	9	13
Wisconsin	923	820	43	60
Wyoming	100	88	7	4

(Numbers in thousands)

20,598; at the 95% level of confidence (plus or minus two standard errors), the "true" number of language-minority children and youth in California is between 2,522,000 and 2,556,000 and that of language-minority children and youth in Vermont, between 8,000 and 11,000.

Language-minority households are those in which one of more people speak a language other than English. The estimated numbers of 5-to-17-year-olds not attending school include some teenagers who may already have completed twelve years of schooling. Likewise, the estimated numbers of those attending public and private educational institutions include teenagers already enrolled in institutions of higher education.

Future studies of the PUMS will examine the data by specific age, years of schooling completed, and level of enrollment to determine the variations in the school enrollment of school-age youngsters and the dropout rates of teenagers and youth adults by racial/ethnic and language group.

The January 1994 issue of **NUMBERS AND NEEDS** contained an analysis of the 1990 data on language-minority households.

Source: NUMBERS AND NEEDS, July 1994 (Vol. 4, no. 4). Data from the 1990 Census of Population.

Editor's Note: *For more information about NUMBERS AND NEEDS, contact the editor, Dorothy Waggoner, at: 3900 Watson Place, NW, Washington, DC, 20016. Phone: (202) 337-5955.*

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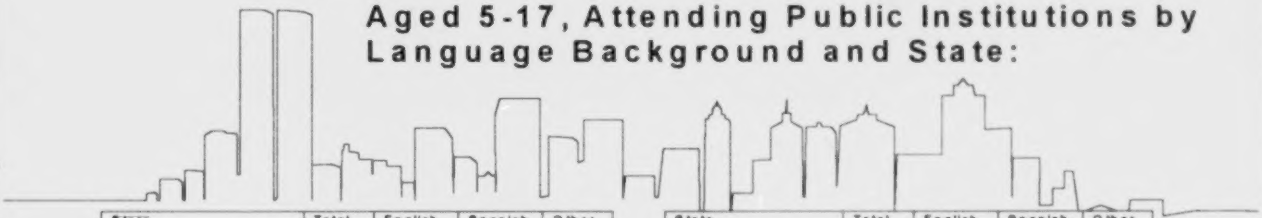
Table 4. Estimated Household Population Aged 5-17, Attending Public Institutions by Language Background and State:



State	Total	English	Spanish	Other
Alabama	651	605	23	23
Alaska	101	80	3	23
Arizona	581	364	155	62
Arkansas	390	361	16	13
California	4402	2292	1466	643
Colorado	520	417	70	33
Connecticut	426	328	48	50
Delaware	85	75	5	5
D C	61	51	7	4
Florida	1635	1234	275	126
Georgia	1036	937	46	53
Hawaii	154	97	3	53
Idaho	198	172	17	9
Illinois	1644	1308	201	135
Indiana	875	791	40	44
Iowa	439	404	16	18
Kansas	395	351	24	20
Kentucky	583	545	35	62
Louisiana	694	574	22	98
Maine	196	168	2	26
Maryland	643	545	35	62
Massachusetts	758	577	69	112
Michigan	1456	1290	60	106
Minnesota	681	606	22	53
Mississippi	459	426	15	19
Missouri	736	675	26	35
Montana	142	128	4	10
Nebraska	251	227	12	12
Nevada	173	136	23	14
New Hampshire	157	135	4	18
New Jersey	980	706	135	139
New Mexico	274	126	116	32
New York	2329	1604	411	314
North Carolina	987	893	48	46
North Dakota	111	100	2	10
Ohio	1622	1467	64	91
Oklahoma	531	473	28	29
Oregon	434	374	30	30
Pennsylvania	1511	1334	73	104
Rhode Island	126	94	10	23
South Carolina	566	520	22	24
South Dakota	124	108	2	13
Tennessee	738	685	26	27
Texas	2964	1776	1051	137
Utah	412	349	29	33
Vermont	88	80	1	7
Virginia	902	782	48	72
Washington	740	618	51	70
West Virginia	297	279	8	10
Wisconsin	733	651	36	46
Wyoming	89	78	7	4

(All numbers in thousands)

Upcoming Events

September 24, 1994 - The National Research Center of Literature Teaching & Learning Conference, "Pathways to Literature," Albany. Contact: Center on Literature Teaching & Learning, University at Albany, 1400 Washington Avenue, ED B-9, Albany, NY 12222

September 28-30, 1994 - American Society for Training and Development National Technical and Skills Training Conference, Indianapolis. Contact: American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22314-2751 (703) 683-8174.

September 28 - October 1, 1994 - Southeast Regional TESOL Conference, New Orleans. Contact: TESOL Central Office, 1600 Cameron Street, #300, Alexandria, VA 22314-2751 (703) 683-8174.

September 29 - October 1, 1994 - Migrant Interstate Early Childhood Education Institute, Scottsdale. Contact: Western Stream Migrant Education PCC, 7000 SW Hampton, Suite 240, Portland, OR 97223, attn: Donna Hood (503) 639-0444.

September 30 - October 1, 1994 - Wisconsin Association for Bilingual Education Annual Conference, Milwaukee, WI. Milwaukee River Hilton Inn, 4700 N Port Washington Road. Contact: Erico Ortiz, Conference Coordinator (414) 933-1500 or (414) 962-7221.

October 1, 1994 - The Resource Center for Language-minority Students, Third Annual Conference. Rutgers University, New Brunswick, Livingston Campus. Contact: Elaine Coburn (908) 527-3075.

October 3-8, 1994 - National Rural Education Association Annual Convention, Salt Lake City. Contact: Joe Newling, Ph.D, (303) 491-7022.

October 4-9, 1994 - National Coalition of Title 1/Chapter 1 Parents Conference, Detroit. Contact: National Coalition of Title 1/Chapter 1 Parents, Edmonds School Bldg., 9th and D Streets, NE, #201, Washington, DC 20002 (202) 547-9286.

October 5-9, 1994 - Council for Exceptional Children/Early Childhood Division International Conference on Children with Special Needs, St. Louis. Contact: Conference Logistics Consultants, (410) 269-6801.

October 7-11, 1994 - National Indian Education Association 25th Anniversary Conference, St. Paul. Contact: Phil Baird, (800) 437-8054.

October 9-11, 1994 - HACU (Hispanic Association of Colleges and Universities) 8th annual Meeting, Hilton Towers, Anaheim, CA. Contact: HACU (210) 692-3805 ext. 355.

October 11-16, 1994 - Council of Great City Schools Annual Fall Conference and Urban Education Technology Forum Conference, Seattle. Contact: Terry Valecruz, (202) 393-2427.

October 12-16, 1994 - Thirty-fifth Annual Conference of the American Translators Association, Austin, TX. Contact: American Translators Association, 1735 Jefferson Davis Hwy., Suite 903, Arlington, VA 22202-3413.

October 20-22, 1994 - National Council of Teachers of Mathematics Regional Conferences, Edmonton, AB Canada and Omaha NE. Contact: National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091-1593 (703) 620-9840.

October 21-23, 1994 - Advocates for Language Learning Annual Meeting, Greenbelt, MD. Contact: Pat Barr-Harrison (301) 386-1519.

October 23-25, 1994 - New England Reading Association Annual Conference, Portland, ME. Contact: Duane Small (207) 873-4705.

October 24-25, 1994 - Center for Rural Education and Small Schools Annual Conference, Manhattan, KS. Contact: Barbara Havelicek or Robert Newhouse (913) 532-5886.

October 24-26, 1994 - Online Databases in Schools Conference, San Francisco. Contact: Online, Inc., 426 Dansbury Rd., Wilton, CT 06897-2126 (800) 248-8466.

October 26-29, 1994 - National School Boards Association Institute for the Transfer of Technology to Education, "Technology and Learning," Dallas. Contact: National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 (703) 838-6213.

October 28-30, 1994 - New York State TESOL 24th Annual Conference, Uniondale, NY. Contact: Linda Ann O'Malley, Conference Chair (516) 877-1260.

October 29 - November 1 - Northwest Regional Educational Laboratory Conference, "Work Now and in the Future," Portland, OR. Contact: Northwest Regional Laboratory, 101 SW Maine, Suite 500, Portland, OR 97204-3297 (800) 547-6339.

November 2-4, 1994 - COMSIS-MRC SEA Coordination Meeting and Regional Conference, Washington, DC. Contact: MRC, 8737 Colesville Road, Suite 900, Silver Springs, MD 20910 (301) 588-0800. FAX (301) 588-5922.

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EVENTS

FROM PAGE 27

November 3-4, 1994 - "Revisiting the Lau Decision: 20 Years After," San Francisco. Contact: Jay Wong or Mara Wold, c/o ARC Associates, 1212 Broadway, Suite #400, Oakland, CA 94612 (510) 834-9455. FAX (510) 763-1490.

November 3-5, 1994 - Council for Exceptional Children/Teacher Education Division Conference, "Special Education Personnel Supply: Issues Regarding Quality and Quantity," San Diego. Contact: Patricia Cegelka (619) 265-6666.

November 3-6, 1994 - National Multicultural Institute Conference, "Building Personal and Professional Competence in a Multicultural Society," Washington, DC. Contact: National Multicultural Institute, 3000 Connecticut Ave., NW, Suite 438, Washington, DC 20008 (202) 483-0700. FAX (202) 483-5233.

November 9-12, 1994 - Texas Association for Bilingual Education (TABE), 22nd Annual Conference, "Bilingual Education: Excellence for the 21st Century. Contact: TABE (800) 822-3930 or Austin (512) 445-0036.

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RUIZ

FROM PAGE 1

Gore Education Transition Team.

Dr. Ruiz will work with the current editor, Dr. Andrea Bermúdez of the University of Houston-Clear Lake, to ensure a smooth transition between editors. Manuscripts should be sent to Dr. Ruiz at the University of Arizona, College of Education, Department of Language, Reading and Culture, Tucson, AZ 85721.

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NABE '95
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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

Moving to a More Ecological View of Assessment

by Else V. Hamayan

As in other aspects of education, current practices in assessment are based on perspectives that are fundamental to our educational politics as well as our educational philosophies. In this article, I will argue that these perspectives, along with the assessment practices which they affect, are ultimately detrimental to students, particularly those coming from linguistically and culturally diverse backgrounds. Although much of the recent work in assessment (see for example several past articles in this column; González, 1993) has attempted to push for a holistic advocacy-based approach to assessment of linguistically and culturally diverse students, much remains to be changed in actual practice. My contention is that rather than simply changing our assessment practices, it is imperative that we change the perspectives on which the practices are based so that we can provide quality education to all students. By doing so, we will truly be able to become students' advocates, rather than simply function as agents of the systems for which we work.

Many decisions that have long-term implications for students and their families stem from assessment procedures currently in practice. Among the most significant decisions are those regarding placement within different educational programs, including special education. Such decisions are being made with the mistaken assumption that the identification of students for placement is accurate, meaningful, and has some future validity. This is an empirical question that needs to be investigated, but the overall sense one gets from the experiences reported by school district staff and parents, as well as from the significant changes that have already occurred in assessment practices, is that one cannot take for granted the accuracy of educational assessment results, particularly regarding linguistically and culturally diverse students.

The first perspective on which current assessment practices are based, and which invalidates the assessment process to some extent, is a learner-centered view of learning. Based on this view, we tend to gravitate toward intrinsic explanations of learning rather than focusing on the external context in which the learning takes place. As educators, and perhaps individuals in general, we tend to gravitate toward assigning attributes about the persons we are assessingrather than coming to terms with the environment in which they are in, or with the interactions between personal characteristics and environmental or ecological characteristics. Thus, when we assess student performance, we tend to draw conclusions primarily, if not solely, about learner characteristics, rather than about characteristics of the classroom, the teaching strategies used with that learner, the student's home environment, and the interaction of all those factors. The assumption in a more ecological view of assessment is that we learn as much about instruction and about the larger context in which the learner operates as we do about the learner him- or herself.

An ecological view of assessment places the assessment process within a larger feedback loop (Genesee and Hamayan, 1994): Once a student enters school, the ongoing assessment process begins, first to determine the student's specific learning needs and to plan appropriate instruction. Then, instruction is provided and the effects of this instruction on student learning are assessed and the results of this assessment are used to make decisions about further instruction--but not about the learner per se. If assessment indicates that the objectives of the instructional activities have been achieved, the teacher moves on to the next phase of instruction, and the loop begins anew. If the results of the assessment indicate that the objectives have not been achieved, decisions need to be made about how to modify further instruction so that it is more effective for a particular student or group of students.

This ecological view of assessment is also reflected in the work by Damico (1991), who has suggested the need for a bilevel analysis paradigm, particularly in the context of assessment for special education placement purposes. He suggests that we need to establish two clearly differentiated phases of analysis whenever a linguistically and culturally diverse student is identified as having difficulties in school. In the first level, the descriptive analysis, where we function as agents of the educational system, we can only describe observed behaviors. From this level of analysis, we can only conclude whether there is a difficulty, and if so, what that difficulty is. We can say nothing about whether that difficulty is due to an intrinsic disorder or an extrinsic factor. In the second level, the explanatory analysis, where we function as advocates of the student, we need to systematically explore the reasons why a student is exhibiting the difficulties noted during the foregoing descriptive analysis. In doing so, we need to explore the whole range of possible extrinsic explanatory factors, such as lack of second language proficiency, nonfluency in the culture of school, and biases in the assessment procedure, before we explore the possibility that the difficulty that a student is having is due to some intrinsic characteristic.

CONTINUED ON PAGE 30

The second perspective which dictates current assessment practices and invalidates them to some extent is the notion that we tend to focus on what we know rather than what we don't know. A colleague of mine, Gary Cziko from the University of Illinois in Champaign-Urbana, uses the following puzzle to demonstrate this phenomenon. Imagine a family with three children; two of them, A and B, are identical twins, and the third, C, was adopted on the day that the twins were born. All three children have been living in the same house and are being raised in identical environments. It so happens that C is diagnosed as having a learning disability whereas his adoptive brothers have no such disorder. Typically, the conclusion is drawn that it is something intrinsic to C that is causing the disability. Now, imagine another family in another community. Their child, D, has no disability, but his twin brother, E, who was adopted into another family and who has lives in a very poor neighborhood since birth has been diagnosed as having a learning disability. Typically, the conclusion is drawn that it is something about child E's environment that is leading to the disability. What I did not mention is that C and E are the same child, and the conflicting conclusions we have drawn about that child are invalidated by the fact they were based simply on what we knew rather than what we did not know. What we are often led to do in educational assessment is exactly that: we pay attention to what we know without taking into account those unknown factors which may be just as important.

It is hard to imagine what the antidote to this flaw in assessment might be: how do we take into account what we do not even know? Two possible solutions come to mind. One solution is reflected in the changes which are currently coming about in the approach to assessment generally. A new holistic approach in assessment which suggests the need to incorporate information gathered both formally and informally about the learner in different contexts and from different informants ensures at least in part that more factors are taken into account when evaluating a student. By taking this holistic multireferenced approach to assessment, we can at least attempt to put more variables in the domain of the known rather than leaving them as unknown. A second solution to this problem is the acknowledgement of the tremendous gaps in information that typically exist within any assessment procedure. By formally and explicitly acknowledging these informational gaps, we make them part of the assessment rather than simply ignore them; consequently, placement decisions need to be more flexible than they currently are. This is a systemic change that has not started to occur as yet, and will not occur until the compartmentalized approach to education is changed and special programs, such as "special education," "bilingual education," and "English as a second language," begin to interface with one another more openly and more freely.

As a result of a learner-centered non-ecological approach to assessment, the program, the category, or the box that students have been placed in begins to define who that student is. Thus, students in the bilingual education box or the learning disability box are seen as having characteristics defined by those programs. Eventually, students may begin to think of themselves in terms of the characteristics of the boxes in which they have been placed, and for those boxes that are associated with low achievement or in need of compensation, the effects on a student's self esteem are quite detrimental.

In the context of educational reform and of the call for systemic change, it is time for us to reflect explicitly on the underlying philosophies and the politics of our educational system, specifically our assessment procedures. We need to ensure that the educational politics on which our assessment procedures are based are acceptable to us. So many established aspects of assessment procedures are the result of habit stemming from traditions in the school culture. What we need to do is to acknowledge our role as advocates for the students, and this role must be reflected in our everyday behaviors. Developing this advocacy-oriented attitude allows us to question the view of the world on which practices are based. If we do not explicitly adopt an advocacy role, uncritical unreflective attitudes can lead us and our students down ineffective or harmful paths despite our best intentions.

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Editor's Note: *Else V. Hamayan can be contacted at the Illinois Resource Center in Des Plaines, Illinois.*

Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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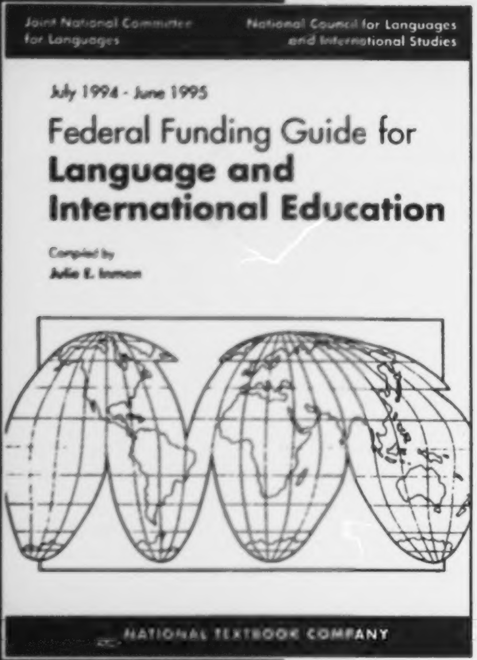

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PARENTS — FROM PAGE 22

tried, but if she genuinely loves her children as if they were her own, they will come around in time. It may well not be until years later that the effects of her words or actions will be felt, but they will be felt, for good or bad. Let's hope that it will be for the good.

I would suggest that the teacher examine her practice each evening as well as meditate on how this can be changed

Each student would pass before her view before she falls asleep. She would critique the whole day, the whole class, noting what she said and did and how she can improve it for next time.

Before getting out of bed, she could go over what she plans to do, and how she plans to help individual students. No day should go by without the evening review and the morning preview. If the teacher does this reflecting, she will be prepared for her classroom. This daily review/preview meditative work will give the teacher insight into each of her students. And each child will be the book from which she learns to parent. Only by reviewing and previewing her work with the different children can the teacher learn what each child needs, and as a parenting teacher she needs this knowledge. She cannot meet individual needs, until she knows what that need is for each of her children.

Some of these latter ideas on review/preview come from my personal meditative practice on how my general day has gone.

It is only now that I am seeing how it can be of immeasurable value to those not familiar with the practice. So teachers, reflect each night and each morning on each of your children. What went right and what went wrong? How can you improve? How can you make it better next time around?

In closing, I would like to say that what I have presented here is only the barest outline for how teachers can turn their classrooms into "parenting classrooms" and themselves into "teachers as parents." This is definitely introductory but it provides a beginning point for any teacher who truly wants to make a difference in her students' lives.

I want her to remember that she may be the only parent that children will ever have. I want her to remember that her classroom may be the only genuine home that many children may ever have. And I want her to remember that whatever she does, or fails to do, her children will never forget it. I hope many teacher will accept the challenge of becoming parents to each of their classroom children and of creating what we call here parenting classrooms.

Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

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TECHNOLOGY — FROM PAGE 18

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Editor's Note: *Dr. Delia Neuman can be contacted at the College of Library and Information Services, University of Maryland at College Park.*

Contributions to the **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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El Paraíso de Abuelita - by Carmen Santiago Nodar. Illustrated by Diane Paterson. This touching story is about Marita and her grandmother who has died. Marita sits in her abuela's rocking chair and can remember her abuela's stories about her native Puerto Rico. As Marita sits in the rocking chair with her abuela's manta, the eternal embrace of her abuela engulfs her. While Marita and her abuela rock in her chair, they fly off to Puerto Rico. The faster they rock the faster they fly. Marita learns what it was like to be a young girl in Puerto Rico on her abuela's sugar cane farm. 563463, Hardcover, $15.95. Nana's Book Warehouse, 848 Heber Avenue, Calexico, CA 92231. (800) 737-NANA.

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Multicultural Activities for Primary Children - Saundrah Clark Grevious. A resource book for the K-3 teacher, containing 67 lessons with over 150 reproducible activities to help prepare young children for life in a culturally diverse society by learning to appreciate their own families, schoolmates, and community and to relate in a positive way to those who are different. All these ready-to-use lessons/activities have been classroom tested, are printed in a big 8"x11" format for easy photocoping of the student worksheets, and are organized into three main sections: Developing a Positive Self-Concept; Developing Respect for Others; and Multicultural Contributions. Prentice Hall. $27.95. (800) 727-2047.

Teaching by Principles - An Interactive Approach to Language Pedagogy - H. Douglas Brown. ESL/EFL teacher and teacher-trainees in teacher education programs will welcome this practical, teaching methodology text. Readers are led to consider all practical classroom techniques and activities in terms of solid foundation stories of research on second language acquisitions. Readers develop an overall approach to language teaching from which their classroom practices emerge. Prentice Hall, 0-13-32822-1. $25.27. 1 (800) 947-7700.

Of course, one can always take a field trip to the local planetarium -- provided it doesn't cost too much money. (My school is always short of funds, and parents can't always afford to pay the cost of admission.) But even the planetarium is a little incomprehensible to a child who has never seen the sky it represents.

Many of my students have never been outside the city, never seen a neighborhood that isn't dilapitated or rife with violence, much less a farm or a mountain of the nation's capital or a suburban single-family home. (My students this year had difficulty remembering the meaning of the vocabulary word "yard." No wonder. Most of them had never played in one.)

Yet far too many English-as-Second-Language, or ESL, programs--staples in schools like mine with large LEP populations--consist of little more than having kids fill out meaningless handouts or memorize grammatical rules. What these kids really need is a wider array of experiences--the kinds taken for granted by more fortunate children: playing in well-maintained playgrounds, going to a baseball game, taking a trip to a national monument, fishing in a mountain stream, riding a horse on a farm. One annual, week-long field trip to the countryside (or some other exotic locale) for all kids confined to inner-city neighborhoods would probably do as much to teach children English and an appreciation of their adopted country as many year-long ESL programs. Kids might then see the "golden waves of grain"--or the nation's capital-- that they've heard so much about. Too many students where I teach live awfully circumscribed lives.

Recently I began taking Spanish lessons--in hope of learning the language well enough to converse with my students' parents, who often speak far poorer English than their kids. It's been a humbling experience, and it's given me renewed sympathy for the difficulty faced by so many immigrants, who, unlike me, can't always afford the lessons I'm taking. It 's also convinced me of the efficacy of some of the teaching methods I've employed in my own classroom. I took my first Spanish lessons as a child in Texas, and I was taught the old-fashioned way: with handouts and rote memorization of vocabulary and grammatical rules. The language never came alive and I never did really learn how to read, write, or speak it. But in my adult-language class now, the methodology is very different. It's essentially conversational: the classroom is littered with visual and physical cues--actual objects--that we discuss in class. There are virtually no handouts, no rote memorization. Homework is very hands-on: for instance, putting up Post-its all over my apartment with the Spanish words for household items. The grammatical rules I've picked up as I've gone along. And now, well--yo hablo español--at least a little.

This year, my school planned an unusual field trip. Instead of sponsoring a visit to a museum, it simply allowed us to spend a day in Central Park with our students. There was no educational agenda, no lesson our kids had to learn. Far from being a waste of time, it was one of the most gloriously rich educational experiences of the year. Although many of my students live only 50 blocks away from the top of the park, many of them had never been there before. It was as if I had taken them to a candy store. Kids ran around unable to contain their joy: "Look, Ms. Mosle! Grass! Trees! A path! A brook!" ("Path" and "brook" until then had been particularly difficult vocabulary words.) At one point, when a student spotted a robin, she remarked, "Its breast really IS red." But the most exciting moment of the day may have been when another student spotted his first squirrel. "Look!" he shouted. The entire class immediately circled the frightened creature. The kids pointed and murmured hushed tones, "Squirrel, squirrel, squirrel." The word had finally come alive.

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Adult and Vocational Education SIG

SIG Co-Chairs: JoAnn K. Aguirre, Long Beach, CA & John DeAngelis, Framingham

Special Interest Group Update

by JoAnn K. Aguirre

The unprecedented wave of immigration currently sweeping the nation poses significant challenges for school systems as their limited-English-proficient (LEP) student population increases in staggering proportions. By the year 2000, immigrants are expected to represent the largest share of the increase in the United States population and in the workforce since the First World War (Johnston and Packer, 1987). Although highly developed and innovative bilingual education programs exist throughout the nation, many immigrants, the majority of who are LEP, do not receive the vocational education, employment skills and specialized training required to participate in an economy increasingly dependent on highly skilled labor. Our current educational system places a high premium on academic learning at the expense of vocational education and training which the Clinton Administration firmly supports as complementing a well-rounded education.

After the 1974 *Lau vs. Nichols* Supreme Court ruling, a spate of legislation surfaced which was designed to remedy the inequity in the education of language-minority students. A plethora of literature in the area of bilingual education followed and continues to be advanced. Yet, there is limited research regarding bilingual vocational education as well as limited program options for LEP students. A number of factors account for the dearth of quality bilingual vocational programs for high school students as well as adults. The most critical are the following:

- A review of the literature indicates LEP students are underrepresented in vocational education (Phelps, Wermuth, Crain & Kane, in press). Yet, the National Center for Research in Vocational Education (1989), predicts that an estimated 17.4 million LEP adults will comprise much of the entry-level labor pool by the year 2000.
- Individuals with limited-English-proficiency are generally considered unsuited for enrollment in vocational education programs due to the difficulties they may encounter in mastering technical vocabulary and skills, in addition to learning English. This attitude almost always prevails in the workforce.
- Many vocational and adult education teachers have little or no training in meeting the needs of special needs students, particularly if they are limited-English-speakers. Most training is directed exclusively to teachers of core curricular areas. Vocational and academic teachers are rarely afforded time to collaborate for the purpose of integrating vocational and academic education.
- The shortage of bilingual teachers is even more pronounced in the area of bilingual vocational education. The search for vocational teachers expert in a technical area who are also bilingual remains elusive.

With each revision of federal vocational education legislation, there has been a strong emphasis on providing special services and programs for disadvantaged and handicapped students, including those who are LEP. The Vocational Education Act (VEA) of 1963, Part B, Subpart 3 as amended, originally authorized the Bilingual Vocational Training (BVT) program and in 1974 as discretionary program (Part J of the VEA) was created by Congress for bilingual vocational training for Limited English speaking persons (Sandhu, 1993).

Recognition of the acute needs of these individuals promoted the development of a number of BVT and BVIT (Bilingual Vocational Instructor Training) programs across the country that were in operation during the 1980s and are almost non-existent today. This priority has since been renewed by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 which became effective in 1991 and reauthorized the largest amount of federal funding for vocational education. The Act allows Congressional spending up to $1.6 billion a year on state and local programs that will teach all students, including limited English proficient individuals, "skill competencies necessary to work in a technologically advanced society" (Wilcox, 1991). Many elements have been added to the new law which underscore the need to further address bilingual vocational education for high school students and adult learners. They include the following:

Emphasizing the integration of academic and vocational education.

Vocational education is ever-present despite the characteristics of the individuals it serves and it is continually called upon to meet the diverse needs of its students, including those with limited English proficiency. Vocational education programs have taught skills for entry-level jobs based on a model that hails back to the Industrial Revolution. Such short-term training keeps workers in low-level jobs and may contribute to a future labor shortage. The focus of the new law is to move away

CONTINUED ON PAGE 37

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Director Appointed to White House Initiative

by Margarita Contin

Former White House liaison Alfred Ramírez has been appointed director of the White House Initiative for Hispanic Education. Reauthorized by President Clinton in February, the initiative will address barriers to participation by Latinos in educational programs and federal outreach to Latino students.

"We want to choose a few goals that are attainable and celebrate the success stories of students, instead of always focusing on the negative," Ramírez told *Weekly Report* August 17. He said he hopes to have a six person staff at work by the end of 1994.

Before joining the White House last year, Ramírez headed the 2000 Regional Partnership, a Los Angeles non-profit coalition. Before that, he was president of Cisneros Communications in San Antonio.

Ramírez will work in partnership with chairman Raul Yzaguirre and 20 other prominent Latinos appointed to the commission on Educational Excellence for Hispanic Americans.

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• NABE •

NABE '95 Registration

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from the traditional job-skills orientation to a much broader purpose of vocational education as a vehicle for learning academic skills and connecting thought with action. The current movement to establish national standards for teachers must include vocational education teachers, otherwise the push for integrating academic and vocational education becomes a moot point.

Providing greater opportunities for vocational education to disadvantaged individuals.

The new law requires that all disadvantaged persons have the opportunity for full and equitable participation in vocational education programs. This means that states are required to spend the bulk of their basic state grants on schools which serve the largest number of poor and handicapped students, and those with limited English proficiency. Services to LEP individuals are vital since they are more likely to be enrolled below grade level, to have dropped out of school, and to be unemployed or underemployed than the national average. This can be attributed, in part, to poor English skills, cultural differences and discrimination (National Commission for Employment Policy, 1982). This poses serious implications, since more than half of the LEP persons in the United States are Hispanic and this population has consistently posted the highest educational dropout rate of any group.

Of even greater significance is the recently approved North American Free Trade Act (NAFTA) and its implications for education. The pact, which has no established provisions for education, is expected to place challenging demands on the workplace, and thus requires a critical look at the role of vocational education. Observers have agreed that the pact will increase the influx of immigrants from Mexico, thereby increasing the number of non- and limited-English-proficient students (*Education Week*, November 10, 1993). This situation will add to our present crisis in obtaining qualified teachers to meet the language and cultural needs of these students. NABE believes that under NAFTA, proficiency in multiple languages will become even more important. And according to the chief economist for Training and Development and the Chairman of the National Commission on Employment Policy, Anthony P. Carnevale, low skills jobs in the United States will be replaced by jobs requiring more education, especially in technical areas (Schnaiberg, 1993).

The current Administration has advanced "Goals 2000: Educate America" and the School-to-Work legislation. These combined goals and current and future demographic trends must be addressed as they have special significance for LEP students in our schools.

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• NABE •

Executive Director

The 30,000, teacher-member Connecticut Education Association (CEA) has a vacancy for Executive Director.

Job responsibilities include, but are not limited to, organizational, corporation, program, and staff management. Responsibilities also include providing support for governance and performing other duties as appropriate and as required by CEA's Constitution and Bylaws.

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The Executive Director reports directly to the CEA President and Board of Directors. The work of the Executive Director is extremely demanding, and the position requires extensive travel and evening and weekend work. Salary and fringe benefits will be negotiated commensurate with experience and qualifications. Requests for application should be sent to: Mr. Robert F. Eagan, President, Connecticut Education Association, Capitol Place, Suite 500, 21 Oak Street, Hartford, Connecticut 06106-8001. (Phone: 203-525-5641 FAX: 203-725-6323.) The deadline for receipt of completed, written applications and related materials is November 14, 1994. The successful candidate for this position is expected to begin work on March 1, 1995.

The Connecticut Education Association is an Equal Employment Opportunity/Affirmative Action employer.

MEMBERSHIP

NABE ESTABLISHES NEW MEMBERSHIP CATEGORIES

In recognition of the needs and interests of parents, college/ university students, and paraprofessionals, the NABE Executive Board voted at its last meeting to offer a reduced annual membership fee of $30 to these three types of members.

The requirements for each group follow:

PARENTS	**must not** be professional educators and **must** have a child currently enrolled in a bilingual education program. A letter written on school stationery from either the teacher or a school administrator must accompany the NABE membership application.
COLLEGE/ UNIVERSITY STUDENTS	**must not** be professional educators and **must** be enrolled on a **full-time** basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
PARAPROFESSIONALS	**must** be working as an instructional aide in a public school system. A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.

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Announcements

NABE '95 Announcements

Inside this issue of *NABE NEWS* are the rules and regulations for the 1995 Bilingual Teacher and Instructional Assistant of the Year contests.

Use the enclosed application (on page 28) to enter!

Also included is information about the NABE 1995 Nationwide Writing Contest for Bilingual Students!

NABE '95 Exhibitor Information

Exhibitor and job fair registration packets for NABE '95 -- *Bilingual Education: The Next Generation...* are now available in the NABE office.

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NABE NEWS

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Clinton Signs Elementary/Secondary Education Act

The View From Washington: A Cause For Celebration!

by James J. Lyons, Esquire
Executive Director and Legislative & Policy Counsel

On Thursday, October 20th, in a muggy high school gymnasium in Framingham, Massachusetts, President Clinton signed the "Improving American Schools Act," legislation reforming and reauthorizing the Elementary and Secondary Education Act (ESEA). Symbolized by the presence of the Chairman of the Senate Labor and Human Resources, Edward Kennedy (D-MA), and the committee's ranking minority member, Jim Jeffords (R-VT), the signing ceremony culminated an increasingly rare bipartisan legislative effort, in this case to improve the effectiveness of Federal education programs.

The signing of the ESEA reauthorization bill culminated nearly three years of work by the National Association for Bilingual Education to make Federal elementary and secondary education programs more relevant and helpful to language-minority students, their families, and the educators who serve them. As regular readers of this column recognize, the Association's objectives in this legislative reauthorization of the ESEA were the most ambitious of the three ESEA reauthorizations for which I have been responsible. In addition to the preservation and strengthening of ESEA Title VII, NABE

CONTINUED ON PAGE 21

President Clinton signs new Elementary and Secondary Education Law as Rep. Edward J. Markey (D-MA), Sen. James M. Jeffords (R-VT), Sen. Edward M. Kennedy (D-MA), Education Deputy Secretary Madeleine Kunin, and a young student look on.

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Indian Ed. Summit Meeting Planned by Administration

The National Indian Education Association (NIEA) announced today that the Clinton Administration has agreed to hold a Summit Meeting on Native Education in early 1995. The tentative date for this summit meeting is January 19-20, 1995. According to NIEA President Lorena Zah Bahe, Navajo, "The site for this historic meeting is still in the process of being determined. We are considering Phoenix or Albuquerque as possible locations, as well as the Nation's capitol. We are excited to receive this commitment from the White House. It is the culmination of several months work in cooperation with the National Congress of American Indians, the National Advisory Council on Indian Education (NACIE), and several other prominent Indian education groups."

A commitment for this Education Summit was received from White House

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Issue 4	02/01/95	Issue 8	08/01/95

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PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
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Message From The President

Essential Partnerships Between Parents And Schools

by Dr. José Ruiz-Escalante

Educating students is not the sole responsibility of the schools. Parents play an important role in the education of their children. Communication between the home and school is not a new concept. For years bilingual educators have realized the positive academic success that students have when there is good communication between home and school. Parents and teachers supporting each other is the goal of parental participation programs.

Some non-bilingual educators have seen limited participation of parents, particularly language-minority parents. These same educators have felt that the responsibility to assist the school rests only with parents. All schools expect parental participation, however, sometimes these expectations are not made clear to parents. Some schools are not willing to invest the time and energy necessary to ensure that parents become full partners in the education of their children and clearly understand what is expected of them.

The Federal government has finally recognized the important role parents play in the educational process. The "Goals 2000: Educate America Act" (Public Law 103-227) calls for the development of a partnership between the school and the home. Goal 8 talks about parental participation.

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. Sec. 102(8)(A)

This goal recognizes that parents can help with the academic growth of their children. This new Federal initiative has the potential to impact the retention of language-minority students in the educational pipeline. Goal 8 has three specific objectives. I will discuss each one separately.

1994-1995 NABE Executive Board President, José Agustin Ruiz-Escalante

Objective 1: Policies

Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities. Sec. 102(8)(B)(i)

This objective recognizes that the home plays an important role in getting students ready to learn. School districts need to help parents improve their parenting skills. Parents are the first teacher that children have. Schools need to provide parents with the necessary tools to assist their children to be ready to learn when they enter school.

Objective 2: Partnership

Every school will actively engage parents and families in the partnership which supports the academic work of children at home and shared educational decisionmaking at school. Sec. 102(8)(B)(ii)

The role that language-minority parents play in the school system must change. Parents must be proactive rather than reactive. Parents must be taught how to work within the system to bring about positive change. Parents must be taught or must be helped to improve their reading and writing abilities in their native language, and they must also be provided the opportunity to acquire English language skills.

Objective 3: Standards

Parents and families will help ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability. Sec. 102(8)(B)(iii)

Teachers must also be trained in how to cooperate with parents to improve the academic skills of students. Parent training sessions must be conducted in the language which the parents best understand. Schools must rethink their approaches to attract language-minority parents to their campuses.

Federal legislation calls for a partnership. A partnership involves two-way communication. This partnership must be developed to ensure academic success for all students, including language-minority students. NABE applauds the Federal government for this important initiative. NABE and its members are ready to assist the Department of Education and the Secretary of Education in the implementation of Goal 8. We must ensure that language-minority parents are ready to help their children succeed in school.

On a personal note, I would like to take this opportunity to recognize the outstanding job that Celia Torres, NABE Administrative Assistant, has been performing. Ms. Torres has been with NABE for almost three years. During this time, she has amply demonstrated her commitment to our organization. Some of you have probably seen Celia during the NABE Conference. She is always working hard to make sure that participants have a good experience at our conferences and throughout the year. Celia, keep up the outstanding job you are doing for NABE!

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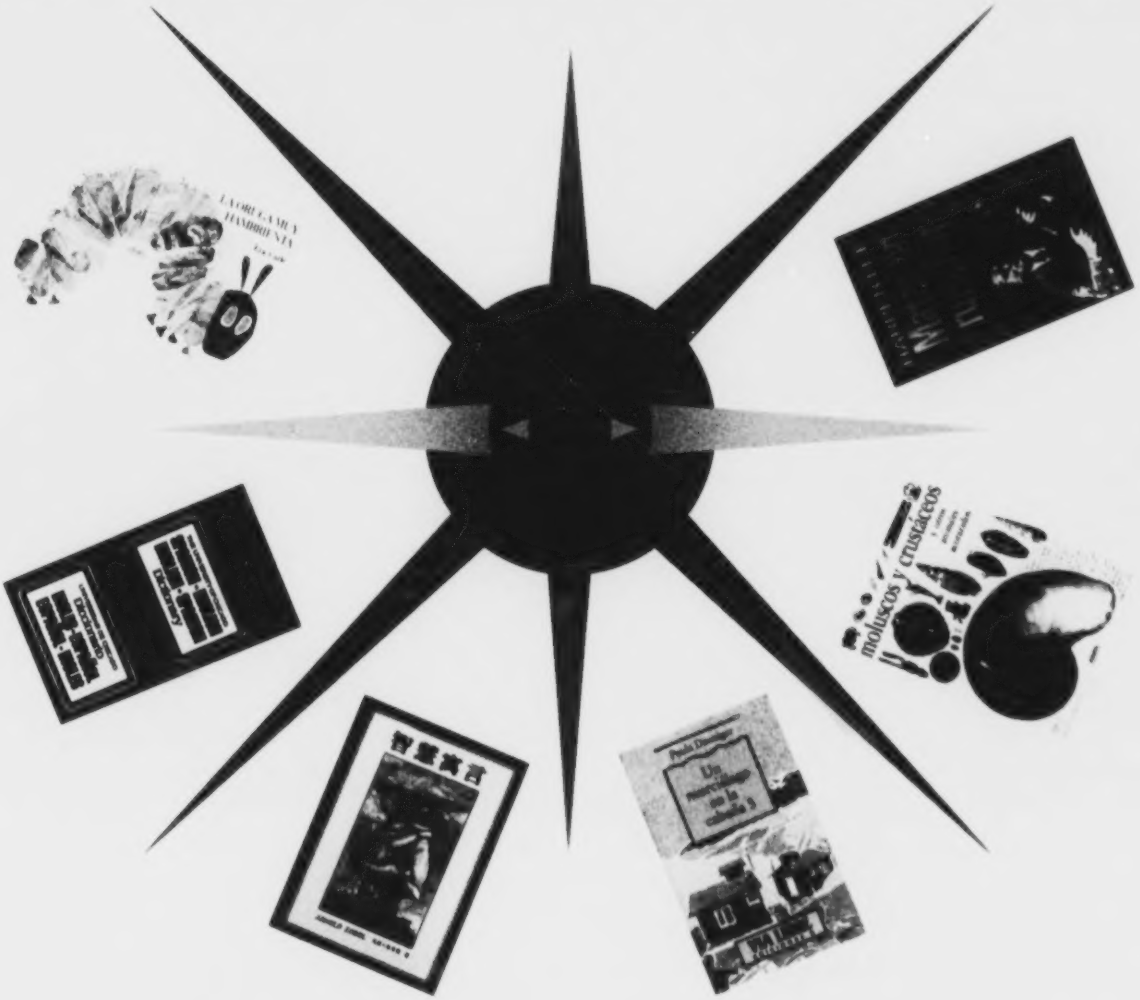

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF BILINGUAL EDUCATION AND
MINORITY LANGUAGES AFFAIRS

Dear Colleague,

It is a pleasure to be a part of this issue of NABE's newsletter and join you in celebrating our new law! As the director of OBEMLA, I'd like to inform you that OBEMLA's competent and excited staff have been working hard to prepare ourselves to implement the new law. OBEMLA's staff is already drafting interim regulations which we hope to have finalized by December so applications for FY 1995 go out in January of 1995.

THE NEW TITLE VII

With the new Title VII comes a new beginning which is both challenging and exciting. Title VII contains significant changes that offer us great opportunities to revitalize the field to improve the educational services provided to linguistically and culturally diverse students by improving instructional programs, professional development, and the application of research. Title VII is not alone in this reform act, it is part of a larger package that includes Title I, Title II, and Title XIII as well as the rest of the "Improving America's Schools Act"--all with the purpose of helping all students achieve high standards.

The Bilingual Education Act places new emphasis on bilingual education programs that are comprehensive and that embrace the concept of systemic reform to achieve high standards. Instead of 6 program-specific grants (DBE, TBE, SAIP, etc.) we will provide discretionary funding for 4 types of grants along functional lines:

- **Program Development and Implementation Grants**--3 year grants to assist LEAs in implementing new bilingual education programs to serve our linguistically and culturally diverse students.
- **Program Enhancement Project Grants**--2 year grants to assist LEAs in expanding or refining their existing bilingual education programs.
- **Comprehensive School Grants**--5 year grants to assist LEAs in reforming and upgrading all the elements of a school's program that serve linguistically and culturally diverse students.
- **System-wide Improvement Grants**--5 year grants to assist LEAs in improving, reforming and upgrading all their relevant programs that serve linguistically and culturally diverse students throughout their K-12 schooling experience.

The law includes two provisions that are critical to ensure increased accountability for the academic progress of linguistically and culturally diverse students.

- **Termination.** A termination provision applies to both the comprehensive school grants and the system-wide improvement grants. The Secretary may terminate the grant if the required evaluation shows that students are not making adequate progress towards achieving: a) challenging state content standards or b) dual language facility, if applicable. This provision will assist us in making the best use of limited Federal funds to help you build your capacity to serve our diverse students.
- **State Role.** For LEA capacity building and demonstration grants and for professional development grants, SEAs are required to submit comments on how applications from within their state will furthur the academic achievement of linguistically and culturally diverse students and are consistent with the state plan submitted under Title I. This provision will contribute to increased integration of Title VII-funded programs and State plans with the common purpose of helping linguistically and culturally diverse students achieve high content standards.

Innovative partnerships and research. Title VII encourages the field to form new partnerships. Eligible entities for several of the grants include IHEs, CBOs, and SEAs that are working in collaboration with LEAs. The new law also injects innovation into its research agenda by authorizing field-initiated research--at least 5% of total funds for research will be reserved for this purpose.

Foreign Language Assistance Program is authorized as a discretionary grant program to help local educational agencies establish and improve foreign language instruction in elementary and secondary schools, in recognition of the need for foreign language proficiency to compete in a global economy.

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OBEMLA LETTER

FROM PAGE 5

Emergency Immigrant Education Program is authorized as a formula-driven program. For appropriations up to $50 million, funds are allocated on a formula-basis. If the appropriation exceeds $50 million, states can set aside 20% of their respective allocation to distribute on a discretionary basis within their state.

THE NEW TITLE XIII

Support and Assistance Programs to Improve Education -- This title calls for a comprehensive and efficient network to provide technical assistance. It authorizes the Comprehensive Regional Assistance Centers which will integrate the existing categorical assistance centers into 15 comprehensive centers with the same level of expertise and greater opportunities for integration and strategic coordination of federal programs. Over a two-year period, the Department will integrate, into these centers, the expertise and service currently provided by the MRCs and EACs.

PROFESSIONAL DEVELOPMENT PRINCIPLES

Led by Terry Dozier, the teacher-in-residence at the Department of Education, the Department has developed a set of principles related to professional development. As the cornerstone of our reform efforts, professional development:

A) focuses on teachers as central to school reform, yet includes all members of the school community;
B) respects and nurtures the intellectual capacity of teachers and others in the school community;
C) reflects best available research and practice in teaching, learning, and leadership;
D) is planned principally by those who will participate in such development;
E) enables teachers to develop expertise in content, pedagogy, and other essential elements in teaching to high standards;
F) enhances leadership capacity among teachers, principals, and others;
G) requires ample time and other resources that enable educators to develop their individual capacity, and to learn and work together;
H) promotes commitment to continuous inquiry and improvement embedded in the daily life of schools;
I) is driven by a coherent long-term plan that incorporates professional development as essential among a broad set of strategies to improve teaching and learning;
J) is evaluated on the basis of its impact on teacher effectiveness, student learning, leadership, and the school community; and this assessment guides subsequent professional development efforts.

I invite you to send me your comments regarding these principles. You can FAX them to (202) 205-8737.

We at OBEMLA look forward to working with you in this new beginning to improve education for our linguistically and culturally diverse students to give them a bright future. Through our collaborative efforts, we shall ensure that our diverse students reap the benefits of educational reform. We look forward to seeing you all at NABE '95.

Sincerely,

Eugene E. García, Ph.D.
Director

Join "The Next Generation..."
of bilingual educators,
administrators, parents, and students
at NABE '95
in Phoenix, Arizona from
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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Free Speech and Computer Networking: Rolling a "Trojan Horse" into our Classrooms

by Ellen Lafontaine and Dennis Sayers

"Cyberspace," or the Internet, is a popular topic today among educators, especially those concerned with language learning and culture such as bilingual educators and teachers of ESL and foreign languages.[1] When one adds the issue of censorship and free speech, it becomes even more compelling and controversial. It is possible for teachers to obtain — seated at their classroom computers — all manner of documents and information from networked computers all over the world, raising the exciting prospect of sharing lessons, activities and materials with colleagues in other states and nations. Yet teachers (and students) can also obtain electronic files of a huge variety of writings that to some may seem — depending upon your point of view — either provocative or offensive, ranging from erotic literature to the unexpurgated version of Shakespeare's *Romeo and Juliet* or a copy of Mark Twain's *Huck Finn* that might have just been banned from the shelves of the local library or by a school's PTA.

Discussion of free speech, censorship and the place of the Internet in schools has largely focused on the technical issues of how to block access by students and teachers to objectionable materials, much as parents might block the use of 900 numbers from their home phones or could arrange to scramble adult programming on their cable TV subscriptions. Yet we feel that this narrowly technical focus on locking doors within the Internet and on restricting access for teachers and students ignores the far more important issue of the right to free speech *and its exercise* for both educators and students. We must learn the important lessons of how to exercise our free speech rights within a new and increasingly pervasive medium of communication.

Educators and parents alike spend a lot of time worrying over whether Juan Luis or Hsiao-Fen will accidently "bump" into any of these forums and read things that are not "appropriate" for their age. However, restricting access to news-groups and conferences dealing with objectionable content matter is simply a "subtractive" strategy — subtractive in the sense of a withdrawal. We believe the real issue, instead, involves the much greater social challenge of placing in our schools this technological medium that has the potential to encourage student dialogue on any number of controversial issues. Therefore, we assert, a far more interesting approach to the issue of censorship is to focus upon students themselves and their right to free expression in the classroom. To us, this is an "additive" strategy: allowing our students to actively confront difficult realities both on a global and at a local level, and to successfully engage in the necessary conflicts that will inevitably result. The questions that we need to ask are:

"Can we tolerate and actively promote the desanitizing of the curriculum by allowing this new form of communication and inquiry into the classroom?"

"Can we encourage our students to pursue the right to free expression and not turn their backs on controversy when it ensues?" and

"Can we create critical literacy among students so that they are not only better prepared to confront the issues of tomorrow, but also can be instrumental in changing or impacting today's world for the better?"

To illustrate our point, we would like to tell a story about the use of a global learning network at a high school in Long Island.[2] The computer network, supported by the Copen Family Fund, is called I*EARN, which stands for the International Education and Resource Network. The I*EARN network allows students to use computer-based telecommunications to carry out projects with students from other parts of the world. The students at Cold Spring Harbor High use the network to collect articles written by students from many different countries for a magazine called *The Contemporary*. Although produced at the high school, *The Contemporary* is so much a part of the I*EARN network that it is considered an "official" publication.

As its editors write: "*The Contemporary* is a student news magazine, international in scope, that aims to provide teenagers with a way to learn about issues of national and global importance as the first step toward understanding how youth can have an impact on the direction taken by our world." Even though at times these issues of national and global importance were controversial in nature, this didn't stop the student editors from writing about them. However, they were soon to find out that encouraging a debate around a controversial topic would lead to not one, but two near losses of their right to free expression and, surprisingly, from two entirely different directions.

It all began with the Middle East Section of the January 1994 issue which contained writings from both Palestinian and Israeli teachers and students. Kristen Lucas, the 11th-grade editor of these Special Sections, recounts her original motivations for collecting the writings:

CONTINUED ON PAGE 8

"At the start of my project, my goal was to inform students around the world about recent developments in the long-lived Middle Eastern crisis... I set out with the belief that students from Israel and the Occupied Palestinian Territories needed to realize the similarities in their hopes and fears in order to pave the way for a more peaceful future..."[3]

Using electronic mail over the Internet, Kristen and the other student editors were able to collect several pieces of writings from both Israeli and Palestinian students and teachers. It was their intention to pair these writings next to one another in the Middle East Section for maximum impact. However, as they were going to press, one of the Palestinian teachers, upon learning of the interspersing of Palestinian with Israeli writings, threatened to pull all the Palestinian letters. The teacher also disagreed with some details in Kristen's introductory article. She and her fellow editors were astounded. Kristin spent seven periods of that school day sending electronic mail back and forth across the world trying to reach a compromise that wouldn't breach her right to free expression. In the end, they published all the letters, albeit in *separate* sections of the magazine.

This was a disappointing compromise for Kristen and her co-editors. In their opinion, this initial attempt to foster a student dialogue on a controversial topic had not been successful. So, they decided to exploit the technology to an even greater extent. Instead of relying upon letters and articles sent through *electronic mail*, they opened a *computer conference* area on the network, hoping this time for a more extensive and true "back and forth" dialogue. Little were they to know that world events would sadly offer them one more Middle East controversy; for on February 23, 1994, Baruch Goldstein murdered 50 Arabs and wounded many others at the Al Ibrahimya Mosque in Hebron. This event led to demonstrations and Israeli military-imposed curfews in the Occupied Palestinian Territories as well as reprisals from extremists at each end of the political spectrum, with weeks of disruption in the schooling of Arab youth. The massacre and its aftermath provoked a flurry of letters back and forth on many topics — one of which was the Western media coverage of the events.

As Raanan Keren writes:

"The Western media is always at the scene when both Israelis and Arabs are killed and the coverage is much more in favor of the Palestinian side in the opinion of Israelis... My opinion, in general is that the Palestinians deserve a country..."

A Palestinian student disagreed with Raanan Keren:

"... I believe the Western media is not always on the scene when both Arabs and Jews are killed and the coverage is in favor of the Israelis..... (But) it is not important that the media covers this or that. What is important is that the killings stop. I respect your opinion that the Palestinians deserve a state." — Ali Hussein

These two excerpts, only a handful out of many, demonstrate the enormous power of telecommunications to foster students' participation in a free and open dialogue. These students are learning tolerance by respecting each others' opinions on a very controversial topic. They are communicating in not in an abstract but a *real* fashion about issues of social justice. One Israeli student who wished to remain anonymous — probably because his or her opinions would likely spark resentment and debate among Israeli classmates — disputed the frequent press descriptions of Baruch Goldstein as an insane assassin who acted alone:

"I believe that the massacre was not the action of a lone lunatic but one taken by a gunman acting under the influence of a radical minority group. This group deserves to be condemned... but the entire Israeli population should not be blamed... Similarly, the extremists among the Palestinians should be condemned... not all the Palestinian people."

How many adults can master this concept of "the few do not represent the many" as our anonymous contributor obviously has? And this, coming from a witness to turmoil so close at hand? *The Contemporary* included these and many other letters in the May 1994 issue.

There were also letters from students in other countries sharing their opinions, drawing lessons from what they were reading, and relating them to situations in their own countries. Phoebe McDonagh, a student from Australia, wrote:

"In my country we have many people from different backgrounds and have grown to communicate and accept everyone. This all sounds like Australia is a loving and understanding country but the sad truth is that our native Australians, the Aboriginals, are the last ones to become accepted and treated equally."

Thus, the debate that Kristen and her fellow students had initiated on the political turmoil in the Middle East led to students in faraway countries extrapolating lessons about the expansionist policies at the roots of their own countries' origins.

So, in going to press with this final issue of *The Contemporary* for the school year, Kristen Lucas and her fellow students were pleased that they had achieved their goal of using telecommunications for opening and sustaining an extensive dialogue on a controversial issue. Kristen writes:

"I have had the opportunity to accomplish what many other students may never have a chance to attempt. Even though I do not have the influence to reverse the sometimes harsh sentiments of the people, I would like to come away thinking that at least I did something to try to help the peace process along....."

Unfortunately, Kristen had no idea of the new conflict for the May issue — this time so close to home.

Peter Copen is the head of the Copen Family Foundation that has supported the I*EARN Network since its inception. His vision was to explore the potential of telecommunications to give youth a voice in the shaping and improving of the world. To this end, he established I*EARN, providing funding from the Copen Family Foundation to underwrite the network during its

CONTINUED ON PAGE 33

Meet the NABE Board

Nga Dinh Duong
NABE Executive Board Member-at-Large

1994-1995 NABE Executive Board Member-at-Large Nga Dinh Duong

Thanks to your encouragement and support, I began my two-year term on the NABE Board in June of this year. Being your representative as a Member-At-Large at the national level is really exciting and a great honor for me. Starting my new role, I attended the first meeting of the NABE Board in Albuquerque last June. After three days of working with the other Board members and staff, I realize that NABE has been growing significantly and is financially healthy. We are looking forward to a bright future. Our Board and staff have dedicated their time and effort to ensuring equal opportunity in education for all our language-minority students.

Last year, the Board and staff, especially our President Kathy Escamilla and Executive Director Jim Lyons, worked hard on the reauthorization of the Elementary and Secondary Education Act. The bill was recently passed by both the House and Senate. In the reauthorization process, NABE significantly contributed to the bill. Most of the NABE's recommendations were well taken by the Congress. As you will be reading in the *NABE NEWS*, this reauthorization of the Elementary and Secondary Education Act (ESEA) brought about many positive changes in bilingual education and the education of limited-English-proficient students. The revisions of Title VII emphasize native language development so that bilingual education can produce bilingual students. At the same time, the new Title VII encourages a broader scale of educational reform by providing aid for school- and district-wide bilingual programming. In addition, we were successful in securing the inclusion of LEP children in Title 1 (formerly Chapter 1) programs. This is extremely significant since they were generally excluded from the benefits of the Chapter 1 program.

Although the Board and staff are busy with reauthorization activities, they continue providing support to local districts and practitioners seeking to better serve LEP children. Another important activity is the organization of NABE's annual conference in February 1995, in Phoenix, Arizona.

While writing this article, I remembered that the United Nations has declared 1994 as the International Year of the Family. So, let me share with you some information about my family.

We are refugees from Vietnam. After the fall of Saigon to the Communist regime, my family came to the U.S. in 1975. At that time, I took special training in Edinburg, Scotland while my wife and two children left Vietnam, empty-handed, having had property confiscated, and money blocked in our bank. After six months, I was reunited with my family in Seattle and started a new life again.

In Seattle, my wife and I got our first jobs in the School District. Although we had all required credentials, we were hired as classified employees because we were not U.S. citizens. We went back to school to get certified. I finished my M.Ed. program at the University of Washington. After six years working as a classroom teacher, I was promoted to Program Assistant managing the Title VII Academic Excellence project. Six years later, I was selected as Coordinator of Bilingual and Migrant Programs in the Tacoma School District, Washington State.

With respect to my involvement in bilingual education, I have been active in various activities organized by the Washington State Association for Bilingual Education (WABE) for more that fifteen years. After five one-year terms as Treasurer, I was elected Vice-President/President Elect two years ago. According to the WABE Bylaws, I became President last May for the 1994-96 term.

Recently, I celebrated my 34th year in education (14 years in my homeland and 20 years in American schools). Since I started working late in the American system, I have not planned for my retirement. My wife is also a bilingual teacher. Our two children were brought up in the bilingual environment. They graduated as electrical engineers from the University of Washington. We are very proud of them not just because of their success, but also of their bilingual achievement.

Now it is time for our family to remember our critical situation when we arrived in this promised land twenty years ago. We are deeply grateful for the generosity and opportunity that this great country has offered us.

Last but not least, I want to express my sincere thanks to my colleagues and friends who have given me the opportunity to serve on the NABE Board. I hope you will continue your support to help me complete my term successfully.

• NABE •

NABE '95

All NABE members should have received NABE '95 registration forms by mail;
if you didn't receive a registration package,
please call NABE at (202) 898-1829
to request registration forms.

EDUCATION SUMMIT

FROM PAGE 1

Intergovernmental Affairs Special Assistant Loretta Avent following an October 25th meeting at the Old Executive Office Building. This meeting was the second dialogue held with Clinton Administration officials on the needs of Indian education. More than 30 Native educators were in attendance at this meeting, which called on officials to recognize the federal trust relationship for Indian education.

NCAI President Gaiashkibos spoke at the meeting and expressed his support for the efforts of NIEA in calling for the Native Education Summit. He said, "the Federal government needs to look at the whole acculturation process of American Indian people. NIEA is not just another special interest group. It was organized with the blessing of tribal leaders. Tribal leaders look to Indian educators to carry the education message for them. We carry this cooperative message with NIEA. We commit and pledge to do more to make sure this summit meeting is a success and to make sure that message is carried out."

According to President Bahe, a key focus of the Native Education Summit would be to look at the implications of the recently passed Goals 2000 legislation on American Indian/Alaska Native programs. This meeting will both need to look at the intent of the law and advocate for education reform for Indian children. The Summit meeting would also assess what has been accomplished in Indian education since the 1992 White House Conference on Indian Education. At that time, the conferees asked that follow up meetings be held at two-year intervals to look at progress being made in Indian education; this summit would be a step towards meeting that goal.

President Bahe called special attention to the work of NIEA past-President Phil Baird, a Rosebud Sioux, who spearheaded the effort for a White House Summit meeting during his term as NIEA President in 1994. Mr. Baird was present during the October 25th dialogue and offered several issues for consideration at the Summit. These include: (1) A look at the sovereignty of Indian Nations in relationship to the Goals 2000 legislation; (2) the need to look at developing partnerships not only with other Indian education organizations, but the federal agencies that work in Indian educations; and (3) the need to develop standards for Indian education entities by Indian educators: for example, standards for tribal colleges should be developed in concert with tribal college presidents.

White House Intergovernmental Affairs Special Assistant Loretta Avent (at far left) with Janice Jones Schroeder, NABE Board Western Regional Representative (far right, back row) and other Native American educators after initial White House meeting.

A third planning session for the Native Education Summit meeting is scheduled for November 13, 1994, at the start of the National Congress of American Indians meeting in Denver, Colorado. For more information, contact the NIEA office, at 1819 H Street, NW, #600, Washington, DC 20006 (202) 835-3001.

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E-Mail Information

NABE NEWS welcomes comments, letters, and/or unsolicited articles/submissions via electronic mail. NABE currently maintains several accounts with electronic mail and bulletin board services, any of which may be used to communicate with us.

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

"Transition" from Another Point of View

by Edward Tennant

"We want our children to feel good in school, to feel good about themselves," was the way Anders Apassingok summed up the goal of the St. Lawrence Island Eskimo Bilingual Program during a workshop about the project.

Anders, who is Director of the Title VII Project that is providing assistance to their program, was expressing the consensus of the Yupik staff when he noted that "our students today are caught between two worlds. For our children to feel good about themselves they must feel comfortable in both of these worlds. An important part of our job as bilingual teachers is to teach them how to be comfortable in both worlds."

All of us have become accustomed to the now standard distinction between *maintenance* (also called developmental) and *transitional* bilingual programs. In *transitional* programs the use of a child's native language and culture stops at some stage in the child's schooling. For example, Title VII programs that are transitional require "exit criteria," some kind of objective guidelines that indicate when a child is able to continue instruction entirely in English. The criteria are based solely on language skills. *Maintenance* programs, on the other hand, are those which, to some degree, continue the use of a child's language throughout the years of schooling.

What Anders was saying was that the *maintenance* of *some* of a child's language and culture -- at least in communities where that language is spoken by the majority of children -- is necessary to provide *cultural* transition. He was speaking of a transition between ways of life, between sets of values. This kind of transition does not happen at some discrete point in time, and it does not move in one direction only. There is never a time when it is totally complete. There are no tests that can tell you where a child stands on the continuum.

The more diverse the cultures a child struggles to harmonize, the longer it takes that child to become comfortable with the diversity. Turning culture shock into culture comfort is for many people a lifelong undertaking. As long as both cultures are mingling in a person's conscious or even subconscious mind, *transitioning* is taking place.

The stress generated by transitioning can become critical particularly during adolescence when students are testing their wings. "Our students question the value of our way of life," says Anders, "They think that because something is new, it is better. In some cases that is true. But it is not necessary to look down on what is old just to accept something that is new."

The high school students of whom he speaks have long since made the transition into English-speaking classrooms, but they are *still* grappling with the transition between cultures. To what extent is teaching this type of transitioning the task of the school? It would seem that schools have the responsibility to teach students to live wise and well-adjusted lives, particularly if those lives are lived across two cultures.

Teaching "culture comfort" is not usually included in the scope and sequence of school programs. The subject is seemingly nebulous; the objectives too slippery to pin down; and there is the important question of emotional sensitivity. Consequently, in most educational settings the subject of "values," is simply avoided.

Much of the controversy associated with values, however, can be avoided if the subject is treated in a limited way by using a hierarchy of values. Just as educational objectives at large can be formulated according to unique logical perspectives -- Benjamin Bloom's for example -- so, too, hierarchies of values can be categorized from different points of view. Francis Bacon in his *Novum Organum* of 1620 aptly called values "idols" and then structured them according to their origin: idols of the tribe, den, market, and theater.

Although some of the finer distinctions regarding categories of values are open to discussion, most observers will agree that values can be categorized according to their breadth or extension. There are, for example, *human* values that are common across cultures. There are also *cultural* values that are common within and across ethnic groups. Commonalties, for example, can be found not only between Chinese and French cultures, but also, as Kipling reminded us, between Eastern and Western values. *Religious* values may be contained totally within a culture or, where acculturation has taken place, cut across them. In either case, religious values can be isolated from other cultural values. Within cultures one can also identify *family* values. These may at times be in sharp contrast to the surrounding cultural values. On the level of narrowest extension, *personal* values, one can often observe values that are completely out of the loop of family, cultural, or, at times, even human values.

By limiting classroom discussion of values to the *cultural* category, many of the problems associated with teaching about values can be avoided. If the instructional focus is limited to cross-cultural values related to mind set, general cultural forces, and the cultural expectations associated with interpersonal communication and transactions, the objections that often arise about "teaching values in the classroom" can be bypassed.

CONTINUED ON PAGE 12

Because values across cultures are often conflicting and controversial, the verbalizing of these values must be done with the same sensitivity that is accorded to values in political or religious arenas. Unless we enter this sensitive arena, students may never learn to recognize the cultural forces that pilot their lives. Without that knowledge they will not be able to understand, much less resolve, the discomfort they often suffer when caught between contrasting cultural forces.

Unlike most academic subjects, the world of values does not provide us with a standard answer sheet. To a question such as, "What does it mean to become successful in life?" there is no simple, immediate, or predefined answer. The question, nonetheless, remains a critical one for students maturing in a world of rapid change, change that is intensified for students grappling with two cultures.

Values, which by definition are beliefs that we cherish, do not stand alone. Each value that influences our thinking and behavior is just one focal point in a network of light and shadow. Given the multiple choice of values in any particular situation, more than one value may be valid. What can serve to help students caught up in an incidence of culture clash is knowing what the choices are and the probable consequences of those choices. This is why it is such a challenge to teach, or better, *moderate*, critical thinking about values, a far tougher challenge than just teaching factual information.

A test for values, then, cannot be written because an answer key cannot be drawn up in advance. The only test for which cultural value might best apply in a particular situation is the consequence of applying that value. The consequence can be good or bad depending on the circumstances. It can also be comfortable or uncomfortable depending on the emotional reactions that take place. Consequently, teaching students to think critically about values is an important dimension of the "transitioning" process.

The standard distinction between *transitional* and *maintenance* bilingual programs is a useful one. It is a simple, clear, and broad distinction that readily applies to most urban United States school settings. In the majority of these settings, non-English-speaking students are usually a minority, usually come from several different ethnic groups, and are immersed in mainstream U.S. culture.

Such, however, is not the case in most American Indian and Alaska Native school settings where the non-English-speaking students are often the *majority*, speak the *same language*, and are *immersed in their own culture*. This is the case, for example, with the students on St. Lawrence Island. This is also why their K-12 bilingual program cannot be called either a "maintenance" or "transitional" program in the commonly accepted meaning of these terms.

The Yupik parents and teachers in these island communities view their program not in a linear, time-line fashion, but rather in a *multidimensional* way. These dimensions, as they see them, require the integration of two very different cultures as they merge and often feud in the minds and hearts of their children. This is the kind of *cultural integration* that parents and many educators are convinced must be taught *throughout a student's entire formal schooling*, because there are no "exit criteria" from the school of life.

Editor's Note: *Edward Tennant is president of Educational Research Associates, Inc., 518 Camino de la Sierra NE, Albuquerque, NM 87123, Phone (505) 294-1582.*

Contributions to the **American Indian Bilingual Education** *column should be sent to Jon Reyhner, Dept. of C. & I, Montana State University, Billings, 1500 N. 30th St., Billings, MT 59101. Phone (406) 657 2293. Internet: EDCI_REYHNER@VIXEN.EMCMT.EDU.*

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English as a Second Language

Associate Professor with tenure
starting Fall 1995,
pending budget approval.
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three reference letters by Dec 31, 1994
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Committee.:Division of Bicultural-
Bilingual Studies, College of Social
and Behavioral Sciences.
The University of Texas at
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Affirmative Action Equal Opportunity Employer. Women and minorities encouraged to apply. Applicants who are not U.S. citizens must state their current visa and residency status.

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Submit application letter, résumé,
and three letters by December 31,
1994 to: Chair, Bicultural-
Bilingual Studies Search
Committee, Division of Bicultural-
Bilingual Studies, College of Social
and Behavioral Sciences,
The University of Texas at San
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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

The Identification of Gifted LEP Students: An Overview for Teachers and Administrators

by Dr. Jaime A. Castellano

Historically, limited English proficient (LEP) students have been underrepresented in programs for the gifted and talented. Gifted students who are culturally different or who have limited proficiency in English stand little chance of attaining the IQ score or achievement test score that is necessary to be placed in the gifted program (Robisheaux and Banbury, 1994). Even when a student's achievement scores surpass the ninetieth percentile (90%) on native language norm referenced tests such as the *Spanish Assessment of Basic Education/2, La Prueba de Realización*, or *Aprenda*, issues of communicative incompatibility present themselves. Gifted education teachers question how they can effectively implement differentiated curriculum to students they cannot communicate with. This rationale reinforces exclusionary practices.

Gifted and talented children in Illinois are identified as those children whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent and can profit from specially planned educational services to the extent they need them. These students are those with exceptional ability in academic subjects, high level thought processes, divergent thinking, creativity, and the arts (the Illinois School Code, Article 14A- Gifted Children).

Principles of Identification

In order to consider all students for the gifted program it is imperative that local school districts take into account the cultural and linguistic needs of LEP students. Minimally, articulation should occur between administration and teachers, both mainstream and bilingual, as criteria for identification are established prior to program implementation. Included in these discussions should be the initial screening of students, as well as the actual selection process. The intention is to develop principles of identification that are consistent with local and state level rules and regulations, and that are fair to all students. The following principles provide information useful in the development of a comprehensive identification system:

1. Identification methods should match the needs of the population in the local district.
2. Screening and selection, separate processes which together comprise a complete identification system, require the use of different methods.
3. Multiple criteria using both objective measures and professional judgment must be used in the identification process.
4. Staff development training, an integral part of the identification procedure, should occur prior to the recommendation of students by staff. This is the ideal situation. The reality is that training of teachers of teachers to identify gifted students does not occur in most school districts.
5. The screening process should be broad in scope.
6. Identification procedures should be inclusive, rather than exclusive; that is, no single criterion should exclude a student at the screening stage.
7. Identification instruments and procedures which consider undeserved populations of gifted and talented students should be selected.
8. Identification is an ongoing process, and it is necessary to reevaluate students on a regular basis.
9. Procedures for reconsidering students must be available if special circumstances exist.
10. Exit criteria, the process for removing a student from the program, should be clearly defined and made known to all staff, program participants, and parents or guardians.
11. Finally, the identification procedures must be made public (Illinois State Board of Education, 1991).

The Initial Screening of Students

In Illinois, the State Board of Education defines initial screening as the process which must be applied to all students in the district population. Information already available within the district (e.g., I.Q. scores, achievement test scores, anecdotal records, grade point average, and mental-ability test scores) should be used. The screening process should also include at least one standardized test. In addition, parent, self, and peer nominations should be encouraged.

The pool of students should generally include 20-30 percent of the district population. To ensure that students from typically underserved populations are included in this pool, careful

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consideration should be given to culturally different, economically disadvantaged, learning disabled, and handicapped students; females in mathematics and science programs; bilingual students; and creative and/or divergent thinkers. Students in the early elementary grades (K-3) are also members of the underserved population.

For the screening process, use of criteria which focus exclusively on standardized test scores may not identify students who are economically, culturally, or linguistically different. Alternatives to consider could include the use of criteria which will include students with diverse talents or gifts, as in the arts or in social leadership, (1991).

The Identification of Gifted LEP Students

Under the leadership of Dr. Rossina Gallagher, and in collaboration with the Department of Language and Cultural Education of the Chicago Public Schools, a Title VII grant was awarded to Chicago District #299 to establish a program for highly able LEP students whose primary language is Polish, Russian, Urdu, or Vietnamese. To qualify for the Mosaic 2000 program, students should be classified under bilingual instructional category A (understands little or no English), B (some English), or C (most English).

Furthermore, possible candidates are identified by their bilingual or ESL teachers based on achievement, where they must score an average of 85% or above on teacher-made tests in the major content areas. Qualified students are then invited to take a battery of tests that includes a nonverbal test of reasoning aptitude. Selection of students is based on rank performance.

Centers with bilingual instruction for gifted Hispanic students in the Chicago Public School System should be classified under bilingual instruction category A (understands little or no English), B (some English), or C (most English), score at the 90th percentile in both "Lectura" and "Matemáticas" of *La Prueba de Ralización en Español* for the current or previous school year, and meet the standards for *The Teacher Checklist of Observed Behavior*. Additional information from teachers and parents is also considered in the assessment process.

González, Bauerle, and Félix-Holt (1994) propose a new solution that encompasses most of the needs for developing valid and reliable instruments for accurately identifying gifted language minority children. This solution involves a qualitative assessment method that includes verbal and nonverbal problem-solving tasks administered in the first and second language. This qualitative assessment method reflects the child's culture and second language and reveals cognitive and metalinguistic developmental characteristics. This appears to be a promising approach in the identification of gifted LEP students as traditional methods of identification bypass many or our bilingual students.

Surely, among almost 100,000 LEP students representing over one hundred different languages and cultures, more than 190 students are gifted. These data support the need to overhaul the identification of gifted students in general, and show that traditional methods simply do not encompass, or consider, the unique backgrounds of LEP students.

Using work samples, portfolios, parent input, and other qualitative assessment strategies are very appropriate considerations that should be taken into account when attempting to identify gifted LEP students. Performance based assessments which have a high degree of reliability can also be used in the overall identification process. Student interviews and how students interact with other adults in school and in the community can play a role within this qualitative assessment strategy.

The use of matrixes to identify students as gifted and talented is used by many school districts throughout the United States. As with most strategies, there are advantages and disadvantages when employing this approach. Ellen Fiedler, a well known national consultant and graduate professor in gifted education at Northeastern Illinois University in Chicago, Illinois, argues that the matrix is not an appropriate identification tool to identify culturally and linguistically diverse students. They tend to be more exclusionary than anything else, even for monolingual students who are possible candidates for gifted education programs. When points are assigned as designations for test scores, a low score offsets a high test score, and on the matrix the student is seen as average when in fact he/she may be gifted in a particular area. Instead, Dr. Fiedler maintains that, as far as LEP students are concerned, the emphasis should be more on qualitative type assessments such as work samples, portfolios, interviews with parents, and teacher recommendation. However, she insists that multiple criteria be considered for any student referred as a candidate for gifted education programs.

During the 1992-93 school year 95,297 students were served in Transitional Programs of Instruction and Transitional Bilingual Education Programs in the state of Illinois. Of this total, 190 LEP students were identified as gifted. A further analysis of the data shows that 165 were TBE students, and the remaining 25 were TPI students (Illinois State Board of Education, 1994). The majority of these students were found in greater metropolitan Chicago area school districts. The overall percentage of LEP students identified as gifted in Illinois during 1992-93 school year most likely reflects the status of bilingual gifted education throughout

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the United States; unidentified and underrepresented. Typically, 5% of a school district's population in Illinois falls into the area of giftedness. This includes all students. Five percent of 95,297 equals approximately 4,766 students. Surely, from a group of 95,297 LEP students representing over a hundred different languages and cultures there are more than 190 gifted students. These data support the need to overhaul the identification of gifted students in general, and show that traditional methods of identification simply do not encompass, or consider, the unique backgrounds of LEP students. The data support the position that there is a crisis in America regarding the identification of gifted LEP students and suggest that school districts are falling short in addressing the needs of LEP students. American schools are not raising the ceilings high enough for our students to fly to their greatest heights. Through collaboration and networking with all factions of the school community we can begin to make a difference on behalf of our gifted LEP students. I challenge all my colleagues in education to help make that difference.

Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII Director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

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NABE '95
"Bilingual Education: The Next Generation..."
Phoenix, AZ
February 14-18, 1995

NCES Reports 40-Percent Increase in Non-English-Speaking Population Over 10-Year Period

Half Of All Non-English Speakers In Population Were Born In U.S.

The National Center for Education Statistics (NCES) recently released ***Language Characteristics and Schooling in the United States, a Changing Picture: 1979 and 1989.*** According to the report, there were dramatic changes in the numbers and characteristics of the non-English-speaking population between 1979 and 1989. In those 10 years, the U.S. population 5 years and older speaking a language other than English at home increased by about 40 percent, from 9 percent to about 12 percent.

The report finds that, contrary to popular belief, almost half of all non-English language speakers in the population were born in the United States.

The following are some highlights from the report:

- There was an increase of 65 percent in the number of Spanish speakers and of 98 percent in speakers of Asian languages. The numbers of speakers of other European languages, while still large, declined 18 percent overall.
- Nearly half of the non-English-speaking population has difficulty speaking English. One quarter of those with difficulty were born in the United States.
- Spanish was spoken by 58 percent of all speakers of languages other than English.
- In 1979, among children reported to have difficulty speaking English, 53 percent were enrolled below the modal grade for their age, much higher that for English-only children (24 percent). In 1989, this proportion has dropped 15 percentage points to 38 percent and was about the same as for English-only speakers (34 percent).

For a copy of ***Language Characteristics and Schooling in the United States, a Changing Picture: 1979 and 1989***, request stock number 065-000-00623-5 at $5 from New Orders, Superintendent of Documents, Government Printing Office, PO Box 371954, Pittsburgh, PA 15250-7954.

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RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on Saturday, February 18, 1995, during the 24th Annual International Bilingual/Multicultural Education Conference in Phoenix, Arizona, should be submitted in advance to José Delgado,Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1995 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing," will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either mail them to the addresses printed below by January 15, 1995, or bring them to the NABE Conference Office in the Phoenix Civic Plaza by noon on Wednesday, February 15, 1995.

National Association for Bilingual Education: 1995 Resolutions

Mr. Chairman, I/we wish to submit the following resolutions:

Whereas:____

Be it resolved that:________________________________

Rationale:_______________________________________

Submitted by:________________ Seconded by:________________

If other than individual, submitted by (name of group):________________

Person to be contacted regarding resolution:

Name: ________________ Phone:________________

Address:________________________________

City:____________ State:____________ Zip:____________

Attention: Two copies of this form are to be brought to the NABE Conference Office in the Phoenix Civic Plaza by NOON on February 15, 1995, or mailed, postmarked no later than January 15, 1995, to BOTH:

José Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
NABE Executive Director
1220 L Street, NW #605
Washington, DC 20005-4018

FOR NABE OFFICIAL USE ONLY

Resolution No.:________________ **Approved:**________ **Disapproved:**________

Reason for Disapproval:________________________________

Amendment for Re-editing Needed: **Yes**____ **No**____

NABE Membership Action: **Carried**____ **Failed**____ **Date**___/___/___

2151

Asian/Pacific American Education SIG

SIG Chair: Janet Y.H. Lu, ARC Associates Inc., Oakland CA

Asian and Pacific American Researchers' Forum Releases Fall 1994 Report

The report was co-sponsored by: ARC Associates, the National Association for Asian and Pacific American Education, the National Center for Research on Cultural Diversity and Second Language Learning, the University of Santa Cruz, and the American Educational Research Association, Special Interest Group for Research on the Education of Asian and Pacific Americans.

Background

Educators with a special interest in the schooling of Asian and Pacific Americans have long been frustrated by the failure of the mainstream research community to focus on Asian and Pacific American (APA) education. This neglect has had several unfortunate consequences. Foremost among these is the lack of quality research devoted to understanding the school experiences of APA students. To date, there simply have not been enough studies published. This has made it difficult for researchers to understand and assess how linguistic and cultural differences influence school performance. It has also made it difficult to assess the appropriateness of current educational policies and practices for APA students.

The lack of attention paid to APA education has also resulted in a shortage of qualified educators working in the field. The number of educators who possess the skills needed to work with linguistically and culturally diverse students is still far too small. The continued neglect of APA specific concerns in the academy discourages young researchers from entering the field and places the future of APA education at risk.

We have often shared these concerns with colleagues in the past and feel that it is time to combine our efforts and make some specific policy recommendations to help redress these problems. Asian and Pacific Americans are currently the fastest growing minority group in the United States in terms of percentage growth (O'Hare and Felt, 1991). Over the past decade alone the APA population in the United States has increased by ninety-five percent and is quickly approaching 7.3 million (Bennett, 1991). As the percentage of school-age APA students grow, so too does our need to understand them.

In response to these concerns, ARC Associates, the National Association for Asian and Pacific American Education, the National Center for Research on Cultural Diversity and Second Language Learning and the AERA Special Interest Group for Research on the Education of Asian and Pacific Americans have joined forces to stage a series of discussion forums to formulate policy recommendations which reflect the concerns of educators working in the field. The APA Researchers' Forum was held during the professional conferences listed below.

Forum I

February 18, 1994 - Conference of the National Association for Bilingual Education, Los Angeles, California.

Forum II

April 7, 1994 - Conference of the American Educational Research Association, New Orleans, Louisiana

Forum III

April 29, 1994 - Conference of the National Association for Asian and Pacific American Education, Honolulu, Hawaii

Issues and Concerns

1. Shortage of Research. A recurring theme in all three meetings was the lack of a highly developed research corpus devoted specifically to APA concerns. Forum participants identified a variety of areas in need of further study including, but not limited to, learning style, communicative competence, cultural influences on critical thinking, assessment standards, contrastive rhetoric, and school attainment. Several participants believed that it might be useful to commission a series of survey papers which would examine the existing literature in a specific area, critically assess its value and suggest directions for future research. Another suggestion was to hold a competitive grant competition to promote new research. (See open grant competition in policy recommendations section.)

2. "Model Minority": Myths and Stereotypes. The perception that all APA students are high achievers continues to persist in mainstream education in spite of research studies indicating that many APA students are achieving significantly below grade level. This misunderstanding has contributed to the neglect of APA students and their needs. Several participants called for a comprehensive revision of existing language arts curricula.

3. Inadequate Teacher Education. Several participants spoke about the lack of adequate teacher training. Too many credential programs fail to include classes on ESL or bilingual methods in their standard curricula, therefore contributing to inadequate teacher preparation. This failing has clearly had a negative impact on the school performance of APA students, many of whom are English learners. This situation must change.

4. School Personnel. Forum participants also expressed concern about the linguistic and ethnic composition of school personnel. This concern was raised by educators at all grade levels,

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from elementary to university. Participants were particularly concerned with the underrepresentation of APA specialists in higher education, including tenured faculty, junior faculty and specialists enrolled in graduate programs. Educators also expressed concern about the future and pointed to the small numbers of APAs currently in the field and the even smaller numbers of APAs enrolled in graduate programs in education and related disciplines.

5. Publications. Another concern was the difficulty in publishing APA research. Participants shared a perception that mainstream journals like the *Educational Researcher* are not interested in APA-related research. They agreed on the need to increase both the visibility and frequency of published APA research.

6. Advocacy. Participants pointed out that too often, APAs tend to stay focused on individual interests and fail to work together as an interest group. In this sense, the diversity of the APA community has handicapped efforts to advocate policies that may benefit APA students. Participants felt it important to speak with a more united voice.

Policy Recommendations

Forum participants agreed that all issues raised during the discussion were significant and made the following policy recommendations, which they believe could help redress some of the problems mentioned earlier in this document.

Summer Institute for Young Researchers

A week-long intensive summer training institute for young researchers interested in APA education would provide the following services:

- Training in research methods
- Professional networking opportunities
- Mentoring and guidance from established researchers in the field
- Advice on grantsmanship and publication
- Publication of research in conference proceedings

Pre-AERA Conference Institute for APA Research

Similar in format to the pre-conference workshop held at the AERA conference this year, this pre-conference event would provide advice and guidance to junior faculty and recent doctoral candidates on tenure and publication. Institute participants would focus specifically on APA research and would be supported by the Special Interest Group for Research on the Education of Asian and Pacific Americans.

Research Clearinghouse

The clearinghouse could provide some the following services to the APA research community.

- A service for the storage, distribution and analysis of national data
- A centralized archive for APA specific research
- A resource directory service -- possibly computerized -- to refer users to existing research archives and to provide them with search and downloading privileges

Electronic Network

Channeled through Internet, this network would provide users with:

- An electronic BBS for sharing ideas and publicizing grant announcements, fellowship opportunities, scholarships, etc.
- An electronic directory service (see Research Clearinghouse above)

APA Specific Research Oriented Professional Journal

Such a journal could raise the visibility of APA education and encourage junior faculty to pursue research in APA issues.

Open Grant Competition for Researchers

In order to generate a larger corpus of APA research we propose that a grant be created to fund ten research projects over a two-to-three-year period. Each project would be allocated a modest budget of approximately $50,000. We believe it preferable to fund several smaller scale studies, as opposed to a single comprehensive study, because these will allow a wider variety of research concerns to be addressed. We recommend that the review and administration of the grant lie with a government agency, but forum members could provide guidance and support if needed.

Forum Participants

The following people attended the forums and participated in discussions which led to the policy recommendations above.

Amy Agbayani, University of Hawaii
Kenyon Chan, California State University, Northridge
Hua-Hua Chang, Educational Testing Service
Ji-Mei Chang, San Jose State University
Virgie Chattergy, University of Hawaii
Choung Hoang Choung, San Francisco State University
Donna Christian, Center for Applied Linguistics
Jo An Criddle, Co-Author, *To Destroy You Is No Loss: The Odyssey of a Cambodian Family*
Stephanie Dalton, National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz
Russell Endo, University of Colorado
Grace S. Fung, Hunter College, Multifunctional Research Center, New York
Eugene García, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education
Anne Lin Goodwin, Teachers College, Columbia University
Minerva Gorena, National Clearinghouse for Bilingual Education
Kenji Hakuta, Stanford University
Shwu-Young Huang, University of Houston
Kenji Ima, San Diego State University
Carolyn Iwamoto, National Board of Medical Examiners
Morris Lai, University of Hawaii
José Lalas, California State University, Dominguez Hills
Genevieve Lau, Skyline College
Vivian Lee, National Coalition for Advocates of Students/National Center for Immigrant Students

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NABE NEWS Book Reviews

Column Editor: Antonio Simoes, Ph.D., Fairfield University, CT

Ready-To-Use Multicultural Activities for Primary Children

by Sr. M. Julianna Poole, S.S.N.D.

Saundrah Clark Grevious. *Ready-to-Use Multicultural Activities for Primary Children.* West Nyack, NY: The Center for Applied Research in Education. 1993. 342 pp.

The author introduces this book with her poem entitled "My Free dom to Be....To Become." One verse in particular encapsulates the philosophy underlying the purpose and contents of her work:

> Take my hand, if only for a
> moment, my neighbor.
> Lead me towards the sun-
> light, fill my empty pages.
> For life is a book waiting to
> be written.
> Teach me to question,
> search for answers,
> Meet new people, create new
> ideas, and grow in wisdom.

With these words as a lode star, Saundrah Clark Grevious has designed *Ready-to-Use Multicultural Activities for Primary Children* to help K-3 teachers prepare young children for "life in a culturally diverse society, beginning with their own families, schoolmates, and people in their neighborhoods" (vii). Sixty-seven detailed lessons and over 150 reproducible activities focus upon respect and concern for all people regardless of their color, race, physical characteristics, religion, or national origin.

All of the ready-to-use activities have been successfully classroom tested. They are printed for easy photocopying of the student worksheets and are organized into three main sections.

Developing a Positive Self-Concept: This section presents 23 activities and 52 worksheets which feature diversity in the form of race, gender, language, and national origin. A positive image of self is projected to help children feel good about themselves so that they can begin to accept the worth of others. Each activity is introduced by a lesson plan which is complemented by one or more activity worksheets. Sample activities include: "About Myself," "Human Beings Are Alike and Different," and "The Five Senses."

Developing Respect for Others: Twenty-four activities and 65 worksheets emphasize the commonalities of all human beings and help children acquire a sense of caring among their peers. Sample activities include themes entitled "The Words You Speak, "People Have the Same Needs," and "What Color Is Love?"

Multicultural Contributions: Twenty lessons and 41 worksheets help children understand that human beings of all races, cultures, and ethnic groups are intelligent, industrious, and capable of contributing to society. These concepts are explored in activities such as "They Helped Build America," and "Piecing a Peace Quilt," "The African Connection."

In the Introduction, the author states that teachers should read the entire book before beginning instruction in order to obtain both an overview of her purposes and a sense of cohesiveness in the themes presented. As teachers read, they will recognize the spiraling effect of the recurring themes of human commonalities, diversity, and independence. A "Lesson Plan Guide for Multicultural Activities," found in the Introduction, previews the structure for each carefully formulated activity lesson. Using this guide, teachers can pinpoint Content Area Focus and Performance Objectives. Materials needed for each activity are listed. Step-by-step directions are clearly delineated and each lesson is finalized by the Literature Connection which provides an annotated reference to one or more children's books related to the theme.

The activities which implement each lesson not only "help reduce or eliminate the need for separate exercises in multicultural education, they also provide year-round strategies for integrating multicultural concepts into existing content areas" (vii).

A delicate tracery of sensitivity to differences, commonalities, diversity, and interdependence is woven throughout the activities. This "delicate tracery" illumines discussions which encompass topics as varied as culturally diverse infant needs and practices (Section 1-4B), how Stevie Wonder has compensated for his blindness by excelling in music (1-10B), strengthening self-esteem by being appreciative of others (1-18), and showing compassion for the homeless, unemployed, or hungry (1-21D).

Many activities can be used throughout the year in content areas of the curriculum. A "Multicultural Curriculum Integration Chart" identifies activities which pertain to Language Arts, Social Studies, Science, Health, Math, Foreign Language, Physical Education, Art, and Music. Each activity incorporates opportunities for creative writing and recurring Whole Language elements of Listening, Speaking, Reading, Writing, and Character Development.

The Appendix provides enrichment materials for lessons and activities. These materials include Foreign Language Lists, Multicultural Contributions, Multicultural Mini-Biographies, Disabled Contributors Who Are Not Handicapped, Multicultural Costumes, Multicultural Contributions Form, A Synopsis of *Roots* by Alex Haley, and Family Name Origins.

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For teachers of Bilingual Education and English as a Second Language, *Ready-to Use Multicultural Activities for Primary Children* is a resource which provides a wealth of instructional materials. Throughout the book, activities incorporate the use of language. As one lesson plan indicates, the children will "learn some of the richness of language from various cultures" and "see that all human beings, no matter what their race or culture, use their voices to communicate" (16). Awareness of linguistic differences and commonalities will be found in the variety of language exercises, in the utilization of the Whole Language Approach, in opportunities for students to work and exchange ideas in cooperative groups, and in children's literature books selected for their cultural relevance.

This book is designed for use in primary grades. The question may well be asked: "Do the activities with their accompanying lesson plans and worksheets make provision for the range of cognitive needs of children in kindergarten, first, second, or third grade?" Looking for an answer, the teacher will find that the themes have been selected and the lessons planned so that content and texture can be adapted to specific classroom situations, preferred teaching styles, and individual student needs. Depending upon circumstances, some exercises and worksheets might be more apropos than others. The author presents a clear rationale for each suggestion; she also encourages teachers to "adapt and alter to meet the needs of the various ethnic, racial, and cultural groups represented in the class" (120). Creative and advantageous use of the material presumes thorough knowledge of background information and careful preparation on the part of the teacher.

The cross-referencing of multicultural topics is facilitated by an Index which is found in the back of the book. This reference, perhaps more than any other textual aid, reveals the breadth and quality of the instructional material prepared for the use of multicultural educators. However, an invaluable resource is missing in the Index. Over 100 books are annotated in the Literature Connection found at the end of each activity lesson. It would have been an added pleasure and to find this literature listed in the Index and cross-referenced with topic and activity.

The *Curriculum Guidelines for Multicultural Education* (1991) state: "Major goals of multicultural education include improving respect for human dignity, maximizing cultural options, understanding what makes people alike and different, and accepting diversity as inevitable and valuable to human life."

It is heartening to know that teachers of primary children have a text that can enable children to meet these challenges during the early years of their education.

References

Curriculum Guidelines for Multicultural Education. (1991). Washington, DC: National Council for the Social Studies.

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Assistant Professor (ESL specialist) to teach academically-oriented ESL courses.

Qualifications: Doctorate in TESOL, applied linguistics, bilingual education or a related field. Experience with immigrant adults or young adults in an urban academic program desirable. Respond to Prof. Nathalie Bailey, Co-Chair, Search Committee, ESL Program, Carman Hall, B-337.

Assistant Professor (Reading and Bilingual Education, Spanish/English) to teach courses in methods of teaching reading and in bilingual education to pre-service teachers.

Qualifications: Earned doctorate; teaching experience at early childhood and/or elementary education level; college teaching experience in early childhood and elementary education department. Respond to Prof. Abigail S. McNamee, Department of Early Childhood and Elementary Education, Carman Hall B-32.

Salary Range: $29,931-$38,587.

Application Information: Send resume/three letters of reference directly to the contact person indicated at the following address:

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Bronx, New York 10468-1589

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December 9, 1994 to be considered.
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Book Review Column Contributions

NABE is pleased to announce the appointment of Dr. Antonio Simoes as editor of the Book Review column for *NABE NEWS.* Dr. Simoes, a long-time bilingual educator and active NABE member, is currently Dean of the School of Education and Allied Professions at Fairfield University in Fairfield, CT. Contributions to the Book Review column as well as sample materials from publishers for review should be sent to Dr. Simoes at Fairfield University, Graduate School of Education and Allied Professions, No. Benson Road, Fairfield, CT 06430.

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EDITOR'S NOTE: *The following is a verbatim copy of Title VII of the new Elementary and Secondary Education Act as signed by President Clinton and those sections of Title XIII of the new law which pertain to the delivery of technical assistance services currently provided by Title VII Evaluation Assistance Centers and Multifunctional Resource Centers.*

"TITLE VII—BILINGUAL EDUCATION, LANGUAGE ENHANCEMENT, AND LANGUAGE ACQUISITION PROGRAMS

"PART A—BILINGUAL EDUCATION

"SEC. 7101. SHORT TITLE.
"This part may be cited as the 'Bilingual Education Act'.

"SEC. 7102. FINDINGS, POLICY, AND PURPOSE.
"(a) Findings.—The Congress finds that—
"(1) language-minority Americans speak virtually all world languages plus many that are indigenous to the United States;
"(2) there are large and growing numbers of children and youth of limited-English proficiency, many of whom have a cultural heritage that differs from that of their English-proficient peers;
"(3) the presence of language-minority Americans is related in part to Federal immigration policies;
"(4) many language-minority Americans are limited in their English proficiency, and many have limited education and income;
"(5) limited English proficient children and youth face a number of challenges in receiving an education that will enable such children and youth to participate fully in American society, including—
"(A) segregated education programs;
"(B) disproportionate and improper placement in special education and other special programs due to the use of inappropriate evaluation procedures;
"(C) the limited-English proficiency of their own parents, which hinders the parents' ability to fully participate in the education of their children; and
"(D) a shortage of teachers and other staff who are professionally trained and qualified to serve such children and youth;
"(6) Native Americans and Native American languages (as such terms are defined in section 103 of the Native American Languages Act), including native residents of the outlying areas, have a unique status under Federal law that requires special policies within the broad purposes of this Act to serve the education needs of language minority students in the United States;
"(7) institutions of higher education can assist in preparing teachers, administrators and other school personnel to understand and build upon the educational strengths and needs of language-minority and culturally diverse student enrollments;
"(8) it is the purpose of this title to help ensure that limited English proficient students master English and develop high levels of academic attainment in content areas;
"(9) quality bilingual education programs enable children and youth to learn English and meet high academic standards including proficiency in more than one language;
"(10) as the world becomes increasingly interdependent and as international communication becomes a daily occurrence in government, business, commerce, and family life, multilingual skills constitute an important national resource which deserves protection and development;
"(11) educational technology has the potential for improving the education of language-minority and limited English proficient students and their families, and the Federal Government should foster this development;
"(12) parent and community participation in bilingual education programs contributes to program effectiveness;
"(13) research, evaluation, and data-collection capabilities in the field of bilingual education need to be strengthened so that educators and other staff can better identify and promote those programs, program implementation strategies, and instructional practices that result in effective education of limited English proficient children;
"(14) the use of a child or youth's native language and culture in classroom instruction can—

"(A) promote self-esteem and contribute to academic achievement and learning English by limited English proficient children and youth;

"(B) benefit English-proficient children and youth who also participate in such programs; and

"(C) develop our Nation's national language resources, thus promoting our Nation's competitiveness in the global economy;

"(15) the Federal Government, as exemplified by title VI of the Civil Rights Act of 1964 and section 204(f) of the Equal Education Opportunities Act of 1974, has a special and continuing obligation to ensure that States and local school districts take appropriate action to provide equal educational opportunities to children and youth of limited English proficiency; and

"(16) the Federal Government also, as exemplified by the Federal Government's efforts under this title, has a special and continuing obligation to assist States and local school districts in developing the capacity to provide programs of instruction that offer limited English proficient children and youth an equal educational opportunity.

"(b) Policy.—The Congress declares it to be the policy of the United States, in order to ensure equal educational opportunity for all children and youth and to promote educational excellence, to assist State and local educational agencies, institutions of higher education and community-based organizations to build their capacity to establish, implement, and sustain programs of instruction for children and youth of limited English proficiency.

"(c) Purpose.—The purpose of this part is to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth, including meeting challenging State content standards and challenging State student performance standards in academic areas by—

"(1) developing systemic improvement and reform of educational programs serving limited English proficient students through the development and implementation of exemplary bilingual education programs and special alternative instruction programs;

"(2) developing bilingual skills and multicultural understanding;

"(3) developing the English of such children and youth and, to the extent possible, the native language skills of such children and youth;

"(4) providing similar assistance to Native Americans with certain modifications relative to the unique status of Native American languages under Federal law;

"(5) developing data collection and dissemination, research, materials development, and technical assistance which is focused on school improvement for limited English proficient students; and

"(6) developing programs which strengthen and improve the professional training of educational personnel who work with limited English proficient students.

"SEC. 7103. AUTHORIZATION OF APPROPRIATIONS.

"(a) In General.—For the purpose of carrying out this part, there are authorized to be appropriated $215,000,000 for the fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

"(b) Distribution.—From the sums appropriated under subsection (a) for any fiscal year, the Secretary shall reserve not less than 25 percent of such funds for such year to carry out subpart 3.

"SEC. 7104. NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL.

"(a) Eligible Entities.—For the purpose of carrying out programs under this part for individuals served by elementary, secondary, and postsecondary schools operated predominately for Native American or Alaska Native children and youth, an Indian tribe, a tribally sanctioned educational authority, a Native Hawaiian or Native American Pacific Islander native language education organization, or an elementary or secondary school that is operated or funded by the Bureau of Indian Affairs shall be considered to be a local educational agency as such term is used in this part, subject to the following qualifications:

"(1) Indian tribe.—The term 'Indian tribe' means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.), that is recognized for the special programs and services provided by the United States to Indians because of their status as Indians.

"(2) Tribally sanctioned educational authority.—The term 'tribally sanctioned educational authority' means—

"(A) any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe; and

"(B) any nonprofit institution or organization that is—

"(i) chartered by the governing body of an Indian tribe to operate any such school or otherwise to oversee the delivery of educational services to members of that tribe; and

"(ii) approved by the Secretary for the purpose of this section.

"(b) Eligible Entity Application.—Notwithstanding any other provision of this part, each eligible entity described in subsection (a) shall submit any application for assistance under this part directly to the Secretary along with timely comments on the need for the proposed program.

"SEC. 7105. RESIDENTS OF THE TERRITORIES AND FREELY ASSOCIATED NATIONS.

"For the purpose of carrying out programs under this part in the outlying areas, the term 'local educational agency' shall include public institutions or agencies whose mission is the preservation and maintenance of native languages.

"Subpart 1—Bilingual Education Capacity and Demonstration Grants

"SEC. 7111. FINANCIAL ASSISTANCE FOR BILINGUAL EDUCATION.

"The purpose of this subpart is to assist local educational agencies, institutions of higher education, and community-based organizations, through the grants authorized under sections 7112, 7113, 7114, and 7115 to—

"(1) develop and enhance their capacity to provide high-quality instruction through bilingual education or special alternative instruction programs to children and youth of limited English proficiency; and

"(2) to help such children and youth—

"(A) develop proficiency in English, and to the extent possible, their native language; and

"(B) meet the same challenging State content standards and challenging State student performance standards expected for all children and youth as required by section 1111(b).

"SEC. 7112. PROGRAM DEVELOPMENT AND IMPLEMENTATION GRANTS.

"(a) Purpose.—The purpose of this section is to develop and implement new comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited English proficient students, including programs of early childhood education, kindergarten through twelfth grade education, gifted and talented education, and vocational and applied technology education.

"(b) Program Authorized.—

"(1) Authority.—(A) The Secretary is authorized to award grants to eligible entities having applications approved under section 7116 to enable such entities to carry out activities described in paragraph (2).

"(B) Each grant under this section shall be awarded for a period of three years.

"(2) Authorized activities.—(A) Grants awarded under this section shall be used to improve the education of limited English proficient students and their families by—

"(i) developing and implementing comprehensive preschool, elementary, or secondary bilingual education or special alternative instructional programs that are coordinated with other relevant programs and services to meet the full range of educational needs of limited English proficient students; and

"(ii) providing inservice training to classroom teachers, administrators, and other school or community-based organizational personnel to improve the instruction and assessment of language- minority and limited English proficient students.

"(B) Grants under this section may be used to improve the education of limited English proficient students and their families by—

"(i) implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;

"(ii) improving the instructional program for limited English proficient students by identifying, acquiring, and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;

"(iii) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited English proficiency;

"(iv) providing tutorials and academic or career counseling for children and youth of limited-English proficiency; and

"(v) providing such other activities, related to the purposes of this part, as the Secretary may approve.

"(c) Eligible Entity.—For the purpose of this section the term 'eligible entity' means—

"(1) one or more local educational agencies;

"(2) one or more local educational agencies in collaboration with an institution of higher education, community-based organization or local or State educational agency; or

"(3) a community-based organization or an institution of higher education which has an application approved by the local educational agency to develop and implement early childhood education or family education programs or to conduct an instructional program which supplements the educational services provided by a local educational agency.

"(d) Due Consideration.—In awarding grants under this section, the Secretary shall give due consideration to the need for early childhood education, elementary education, and secondary education programs.

"SEC. 7113. PROGRAM ENHANCEMENT PROJECTS.

"(a) Purpose.—The purpose of this section is to carry out highly focused, innovative, locally designed projects to expand or enhance existing bilingual education or special alternative instructional programs for limited English proficient students.

"(b) Program Authorized.—

"(1) Authority.—(A) The Secretary is authorized to award grants to eligible entities having applications approved under section 7116 to enable such entities to carry out activities described in paragraph (2).

"(B) Each grant under this section shall be awarded for a period of two years.

"(2) Authorized activities.—(A) Grants under this section shall be used for providing inservice training to classroom teachers, administrators, and other school or community-based organization personnel to improve the instruction and assessment of language-minority and limited English proficient students.

"(B) Grants under this section may be used for—

"(i) implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;

"(ii) improving the instructional program for limited English proficient students by identifying, acquiring, and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;

"(iii) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited-English proficiency;

"(iv) providing tutorials and academic or career counseling for children and youth of limited-English proficiency;

"(v) providing intensified instruction; and

"(vi) providing such other activities, related to the purposes of this part, as the Secretary may approve.

"(c) Eligible Entity.—For the purpose of this section the term 'eligible entity' means—

"(1) one or more local educational agencies;

"(2) one or more local educational agencies in collaboration with an institution of higher education, community-based organization or local or State educational agency; or

"(3) a community-based organization or an institution of higher education which has an application approved by the local educational agency to enhance early childhood education or family education programs or to conduct an instructional program which supplements the educational services provided by a local educational agency.

"SEC. 7114. COMPREHENSIVE SCHOOL GRANTS.

"(a) Purpose.—The purpose of this section is to provide financial assistance to eligible entities to implement schoolwide bilingual education programs or special alternative instruction programs for reforming, restructuring, and upgrading all relevant programs and operations, within an individual school, that serve all (or virtually all) children and youth of limited-English proficiency in schools with significant concentrations of such children and youth.

"(b) Program Authorized.—

"(1) Authority.—(A) The Secretary is authorized to award grants to eligible entities having applications approved under section 7116 to enable such entities to carry out activities described in paragraph (3).

"(B) Each grant under this section shall be awarded for five years.

"(2) Termination.—The Secretary shall terminate grants to eligible entities under this section if the Secretary determines that—

"(A) the program evaluation required by section 7123 indicates that students in the schoolwide program are not being taught to and are not making adequate progress toward achieving challenging State content standards and challenging State student performance standards; or

"(B) in the case of a program to promote dual language facility, such program is not promoting such facility.

"(3) Authorized activities.—Grants under this section may be used to improve the education of limited English proficient students and their families by—

"(A) implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;

"(B) improving the instructional program for limited English proficient students by identifying, acquiring and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;

"(C) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited English proficiency;

"(D) providing tutorials and academic or career counseling for children and youth of limited-English proficiency;

"(E) providing intensified instruction; and

"(F) providing such other activities, related to the purposes of this part, as the Secretary may approve.

"(4) Special rule.—A grant recipient, before carrying out a program assisted under this section, shall plan, train personnel, develop curriculum, and acquire or develop materials.

"(c) Eligible Entities.—For the purpose of this section the term 'eligible entity' means—

"(1) one or more local educational agencies; or

"(2) one or more local educational agencies in collaboration with an institution of higher education, community-based organizations or a local or State educational agency.

"SEC. 7115. SYSTEMWIDE IMPROVEMENT GRANTS.

"(a) Purpose.—The purpose of this section is to implement districtwide bilingual education programs or special alternative instruction programs to improve, reform, and upgrade relevant programs and operations, within an entire local educational agency, that serve a significant number of children and youth of limited English proficiency in local educational agencies with significant concentrations of such children and youth.

"(b) Program Authorized.—

"(1) Authority.—

"(A) The Secretary is authorized to award grants to eligible entities having applications approved under section 7116 to enable such entities to carry out activities described in paragraphs (3) and (4).

"(B) Each grant under this section shall be awarded for 5 years.

"(2) Termination.—The Secretary shall terminate grants to eligible entities under this section if the Secretary determines that—

"(A) the program evaluation required by section 7123 indicates that students in the program are not being taught to and are not making adequate progress toward achieving challenging State content standards and challenging State student performance standards; or

"(B) in the case of a program to promote dual language facility, such program is not promoting such facility.

"(3) Preparation.—Grants under this section may be used during the first 12 months exclusively for activities preparatory to the delivery of services.

"(4) Uses.—Grants under this section may be used to improve the education of limited English proficient students and their families by reviewing, restructuring, and upgrading—

"(A) educational goals, curriculum guidelines and content, standards and assessments;

"(B) personnel policies and practices including recruitment, certification, staff development, and assignment;

"(C) student grade-promotion and graduation requirements;

"(D) student assignment policies and practices;

"(E) family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;

"(F) the instructional program for limited English proficient students by identifying, acquiring and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;

"(G) tutorials and academic or career counseling for children and youth of limited-English proficiency; and

"(H) such other activities, related to the purposes of this part, as the Secretary may approve.

"(c) Eligible Entities.—For the purpose of this section the term 'eligible entity' means—

"(1) one or more local educational agencies; or

"(2) one or more local educational agencies in collaboration with an institution of higher education, community-based organizations or a local or State educational agency.

"SEC. 7116. APPLICATIONS.

"(a) In General.—

"(1) Secretary.—To receive a grant under this subpart, an eligible entity shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

"(2) State educational agency.—An eligible entity, with the exception of schools funded by the Bureau of Indian Affairs, shall submit a copy of its application under this section to the State educational agency.

"(b) State Review and Comments.—

"(1) Deadline.—The State educational agency, not later than 45 days after receipt of an application under this section, shall review the application and transmit such application to the Secretary.

"(2) Comments.—(A) Regarding any application submitted under this title, the State educational agency shall—

"(i) submit to the Secretary written comments regarding all such applications; and

"(ii) submit to each eligible entity the comments that pertain to such entity.

"(B) For purposes of this subpart, such comments shall address how the eligible entity—

"(i) will further the academic achievement of limited English proficient students served pursuant to a grant received under this subpart; and

"(ii) how the grant application is consistent with the State plan submitted under section 1111.

"(c) Eligible Entity Comments.—An eligible entity may submit to the Secretary comments that address the comments submitted by the State educational agency.

"(d) Comment Consideration.—In making grants under this subpart the Secretary shall take into consideration comments made by a State educational agency.

"(e) Waiver.—Notwithstanding subsection (b), the Secretary is authorized to waive the review requirement of subsection (b) if a State educational agency can demonstrate that such review requirement may impede such agency's ability to fulfill the requirements of participation in the State grant program, particularly such agency's data collection efforts and such agency's ability to provide technical assistance to local educational agencies not receiving funds under this Act.

"(f) Required Documentation.—Such application shall include documentation that the applicant has the qualified personnel required to develop, administer, and implement the proposed program.

"(g) Contents.—

"(1) In general.—An application for a grant under this subpart shall contain the following:

"(A) A description of the need for the proposed program, including data on the number of children and youth of limited-English proficiency in the school or school district to be served and the characteristics of such children and youth, such as language spoken, dropout rates, proficiency in English and the native language, academic standing in relation to the English-proficient peers of such children and youth, and, where applicable, the recency of immigration.

"(B) A description of the program to be implemented and how such program's design—

"(i) relates to the linguistic and academic needs of the children and youth of limited-English proficiency to be served;

"(ii) is coordinated with other programs under this Act, the Goals 2000: Educate America Act and other Acts, as appropriate, in accordance with section 14306;

"(iii) involves the parents of the children and youth of limited-English proficiency to be served;

"(iv) ensures accountability in achieving high academic standards; and

"(v) promotes coordination of services for the children and youth of limited-English proficiency to be served and their families.

"(C) A description, if appropriate, of the applicant's collaborative activities with institutions of higher education, community-based organizations, local or State educational agencies, private schools, nonprofit organizations, or businesses in carrying out the proposed program.

"(D) An assurance that the applicant will not reduce the level of State and local funds that the applicant expends for bilingual education or special alternative instruction programs if the applicant receives an award under this subpart.

"(E) An assurance that the applicant will employ teachers in the proposed program that, individually or in combination, are proficient in English, including written, as well as oral, communication skills.

"(F) A budget for grant funds.

"(2) Additional information.—Each application for a grant under section 7114 or 7115 shall—

"(A) describe—

"(i) current services the applicant provides to children and youth of limited-English proficiency;

"(ii) what services children and youth of limited-English proficiency will receive under the grant that such children or youth will not otherwise receive;

"(iii) how funds received under this subpart will be integrated with all other Federal, State, local, and private resources that may be used to serve children and youth of limited-English proficiency;

"(iv) specific achievement and school retention goals for the children and youth to be served by the proposed program and how progress toward achieving such goals will be measured; and

"(v) current family education programs if applicable; and

"(B) provide assurances that—

"(i) the program funded will be integrated with the overall educational program; and

"(ii) the application has been developed in consultation with an advisory council, the majority of whose members are parents and other representatives of the children and youth to be served in such programs.

"(h) Approval of Applications.—An application for a grant under this subpart may be approved only if the Secretary determines that—

"(1) the program will use qualified personnel, including personnel who are proficient in the language or languages used for instruction;

"(2) in designing the program for which application is made, the needs of children in nonprofit private elementary and secondary schools have been taken into account through consultation with appropriate private school officials and, consistent with the number of such children enrolled in such schools in the area to be served whose educational needs are of the type and whose language and grade levels are of a similar type to those which the program is intended to address, after consultation with appropriate private school officials, provision has been made for the participation of such children on a basis comparable to that provided for public school children;

"(3) student evaluation and assessment procedures in the program are valid, reliable, and fair for limited English proficient students, and that limited English proficient students who are disabled are identified and served in accordance with the requirements of the Individuals with Disabilities Education Act;

"(4) Federal funds made available for the project or activity will be used so as to supplement the level of State and local funds that, in the absence of such Federal funds, would have been expended for special programs for children of limited English proficient individuals and in no case to supplant such State and local funds, except that nothing in this paragraph shall be construed to preclude a local educational agency from using funds under this title for activities carried out under an order of a court of the United States or of any State respecting services to be provided such children, or to carry out a plan approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 with respect to services to be provided such children;

"(5) the assistance provided under the application will contribute toward building the capacity of the applicant to provide a program on a regular basis, similar to that proposed for assistance, which will be of sufficient size, scope, and quality to promise significant improvement in the education of students of limited-English proficiency, and that the applicant will have the resources and commitment to continue the program when assistance under this subpart is reduced or no longer available; and

"(6) the applicant provides for utilization of the State and national dissemination sources for program design and in dissemination of results and products.

"(i) Priorities and Special Rules.—

"(1) Priority.—The Secretary shall give priority to applications which provide for the development of bilingual proficiency both in English and another language for all participating students.

"(2) Special alternative instructional program.—Grants for special alternative instructional programs under this subpart shall not exceed 25 percent of the funds provided for any type of grant under any section, or of the total funds provided, under this subpart for any fiscal year.

"(3) Special rule.—Notwithstanding paragraph (2), the Secretary may award grants under this subpart for special alternative instructional programs if an applicant has demonstrated that the applicant cannot develop and implement a bilingual education program for the following reasons:

"(A) Where the diversity of the limited English proficient students' native languages and the small number of students speaking each respective language makes bilingual education impractical.

"(B) Where, despite documented efforts, the applicant has not been able to hire qualified instructional personnel who are able to communicate in the students' native language.

"(4) Consideration.—In approving applications under this subpart, the Secretary shall give consideration to the degree to which the program for which assistance is sought involves the collaborative efforts of institutions of higher education, community-based organizations, the appropriate local and State educational agency, or businesses.

"(5) Due consideration.—The Secretary shall give due consideration to applications providing training for personnel participating in or preparing to participate in the program which will assist such personnel in meeting State and local certification requirements and that, to the extent possible, describe how college or university credit will be awarded for such training.

"SEC. 7117. INTENSIFIED INSTRUCTION.

"In carrying out this subpart, each grant recipient may intensify instruction for limited English proficient students by—

"(1) expanding the educational calendar of the school in which such student is enrolled to include programs before and after school and during the summer months;

"(2) expanding the use of professional and volunteer aids;

"(3) applying technology to the course of instruction; and

"(4) providing intensified instruction through supplementary instruction or activities, including educationally enriching extracurricular activities, during times when school is not routinely in session.

"SEC. 7118. CAPACITY BUILDING.

"Each recipient of a grant under this subpart shall use the grant in ways that will build such recipient's capacity to continue to offer high-quality bilingual and special alternative education programs and services to children and youth of limited-English proficiency once Federal assistance is reduced or eliminated.

"SEC. 7119. SUBGRANTS.

"A local educational agency that receives a grant under this subpart may, with the approval of the Secretary, make a subgrant to, or enter into a contract with, an institution of higher education, a nonprofit organization, or a consortium of such entities to carry out an approved program, including a program to serve out-of-school youth.

"SEC. 7120. PRIORITY ON FUNDING.

"The Secretary shall give priority to applications under this subpart that describe a program that—

"(1) enrolls a large percentage or large number of limited English proficient students;

"(2) takes into account significant increases in limited English proficient children and youth, including such children and youth in areas with low concentrations of such children and youth; and

"(3) ensures that activities assisted under this subpart address the needs of school systems of all sizes and geographic areas, including rural and urban schools.

"SEC. 7121. COORDINATION WITH OTHER PROGRAMS.

"In order to secure the most flexible and efficient use of Federal funds, any State receiving funds under this subpart shall coordinate its program with other programs under this Act, the Goals 2000: Educate America Act, and other Acts, as appropriate, in accordance with section 14306.

"SEC. 7122. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

"Programs authorized under this part that serve Native American children, Native Pacific Island children, and children in the Commonwealth of Puerto Rico, notwithstanding any other provision of this part, may include programs of instruction, teacher training, curriculum development, evaluation, and testing designed for Native American children and youth learning and studying Native American languages and children and youth of limited-Spanish proficiency, except that one outcome of such programs serving Native American children shall be increased English proficiency among such children.

"SEC. 7123. EVALUATIONS.

"(a) Evaluation.—Each recipient of funds under this subpart shall provide the Secretary with an evaluation, in the form prescribed by the Secretary, of such recipient's program every two years.

"(b) Use of Evaluation.—Such evaluation shall be used by a grant recipient—

"(1) for program improvement;

"(2) to further define the program's goals and objectives; and

"(3) to determine program effectiveness.

"(c) Evaluation Components.—Evaluations shall include—

"(1) how students are achieving the State student performance standards, if any, including data comparing children and youth of limited-English proficiency with nonlimited English proficient children and youth with regard to school retention, academic achievement, and gains in English (and, where applicable, native language) proficiency;

"(2) program implementation indicators that provide information for informing and improving program management and effectiveness, including data on appropriateness of curriculum in relationship to grade and course requirements, appropriateness of program management, appropriateness of the program's staff professional development, and appropriateness of the language of instruction;

"(3) program context indicators that describe the relationship of the activities funded under the grant to the overall school program and other Federal, State, or local programs serving children and youth of limited English proficiency; and

"(4) such other information as the Secretary may require.

"SEC. 7124. CONSTRUCTION.

"Nothing in this part shall be construed to prohibit a local educational agency from serving limited English proficient children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

"Subpart 2—Research, Evaluation, and Dissemination

"SEC. 7131. AUTHORITY.

"(a) In General.—The Secretary is authorized to conduct data collection, dissemination, research, and ongoing program evaluation activities in accordance with the provisions of this subpart for the purpose of improving bilingual education and special alternative instruction programs for children and youth of limited English proficiency.

"(b) Competitive Awards.—Research and program evaluation activities carried out under this subpart shall be supported through competitive grants, contracts and cooperative agreements awarded institutions of higher education, nonprofit organizations, and State and local educational agencies.

"(c) Administration.—The Secretary shall conduct data collection, dissemination, and ongoing program evaluation activities authorized by this subpart through the Office of Bilingual Education and Minority Language Affairs.

"SEC. 7132. RESEARCH.

"(a) Administration.—The Secretary shall conduct research activities authorized by this subpart through the Office of Educational Research and Improvement in coordination and collaboration with the Office of Bilingual Education and Minority Language Affairs.

“(b) Requirements.—Such research activities—

“(1) shall have a practical application to teachers, counselors, paraprofessionals, school administrators, parents, and others involved in improving the education of limited English proficient students and their families;

“(2) may include research on effective instructional practices for multilingual classes, and on effective instruction strategies to be used by teachers and other staff who do not know the native language of a limited English proficient child or youth in their classrooms;

“(3) may include establishing (through the National Center for Education Statistics in consultation with experts in bilingual education, second language acquisition, and English-as-a-second-language) a common definition of ‘limited English proficient student’ for purposes of national data collection; and

“(4) shall be administered by individuals with expertise in bilingual education and the needs of limited English proficient students and their families.

“(c) Field-Initiated Research.—

“(1) In general.—The Secretary shall reserve not less than 5 percent of the funds made available to carry out this section for field-initiated research conducted by current or recent recipients of grants under subpart 1 or 2 who have received such grants within the previous five years. Such research may provide for longitudinal studies of students or teachers in bilingual education, monitoring the education of such students from entry in bilingual education through secondary school completion.

“(2) Applications.—Applicants for assistance under this subsection may submit an application for such assistance to the Secretary at the same time as applications are submitted under subpart 1 or 2. The Secretary shall complete a review of such applications on a timely basis to allow research and program grants to be coordinated when recipients are awarded two or more such grants.

“(d) Consultation.—The Secretary shall consult with agencies and organizations that are engaged in bilingual education research and practice, or related research, and bilingual education researchers and practitioners to identify areas of study and activities to be funded under this section.

“(e) Data Collection.—The Secretary shall provide for the continuation of data collection on limited English proficient students as part of the data systems operated by the Department.

“SEC. 7133. ACADEMIC EXCELLENCE AWARDS.

“(a) Awards.—The Secretary may make grants to, and enter into contracts and cooperative agreements with, State and local educational agencies, nonprofit organizations, and institutions of higher education to promote the adoption and implementation of bilingual education, special alternative instruction programs, and professional development programs that demonstrate promise of assisting children and youth of limited English proficiency to meet challenging State standards.

“(b) Applications.—

“(1) In general.—Each entity desiring an award under this section shall submit an application to the Secretary in such form, at such time, and containing such information and assurances as the Secretary may reasonably require.

“(2) Peer review.—The Secretary shall use a peer review process, using effectiveness criteria that the Secretary shall establish, to review applications under this section.

“(c) Use of Funds.—Funds under this section shall be used to enhance the capacity of States and local education agencies to provide high quality academic programs for children and youth of limited English proficiency, which may include—

“(1) completing the development of such programs;

“(2) professional development of staff participating in bilingual education programs;

“(3) sharing strategies and materials; and

“(4) supporting professional networks.

“(d) Coordination.—Recipients of funds under this section shall coordinate the activities assisted under this section with activities carried out by comprehensive regional assistance centers assisted under part A of title XIII.

“SEC. 7134. STATE GRANT PROGRAM.

“(a) State Grant Program.—The Secretary is authorized to make an award to a State educational agency that demonstrates, to the satisfaction of the Secretary, that such agency, through such agency's own programs and other Federal education programs, effectively provides for the education of children and youth of limited English proficiency within the State.

“(b) Payments.—The amount paid to a State educational agency under subsection (a) shall not exceed 5 percent of the total amount awarded to local educational agencies within the State under subpart 1 for the previous fiscal year, except that in no case shall the amount paid by the Secretary to any State educational agency under this subsection for any fiscal year be less than $100,000.

“(c) Use of Funds.—

“(1) In general.—A State educational agency shall use funds awarded under this section for programs authorized by this section to—

"(A) assist local educational agencies in the State with program design, capacity building, assessment of student performance, and program evaluation; and

"(B) collect data on the State's limited English proficient populations and the educational programs and services available to such populations.

"(2) Exception.—States which do not, as of the date of enactment of the Improving America's Schools Act of 1994, have in place a system for collecting the data described in subparagraph (B) of paragraph (1) for all students in such State, are not required to meet the requirement of such subparagraph. In the event such State develops a system for collecting data on the educational programs and services available to all students in the State, then such State shall comply with the requirement of paragraph (1)(B).

"(3) Training.—The State educational agency may also use funds provided under this section for the training of State educational agency personnel in educational issues affecting limited English proficient children and youth.

"(4) Special rule.—Recipients of funds under this section shall not restrict the provision of services under this section to federally funded programs.

"(d) State Consultation.—A State educational agency receiving funds under this section shall consult with recipients of grants under this title and other individuals or organizations involved in the development or operation of programs serving limited English proficient children or youth to ensure that such funds are used in a manner consistent with the requirements of this title.

"(e) Applications.—A State educational agency desiring to receive funds under this section shall submit an application to the Secretary in such form, at such time, and containing such information and assurances as the Secretary may require.

"(f) Supplement Not Supplant.—Funds made available under this section for any fiscal year shall be used by the State educational agency to supplement and, to the extent practical, to increase to the level of funds that would, in the absence of such funds, be made available by the State for the purposes described in this section, and in no case to supplant such funds.

"(g) Report to the Secretary.—State educational agencies receiving awards under this section shall provide for the annual submission of a summary report to the Secretary describing such State's use of such funds.

"SEC. 7135. NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION.

"(a) Establishment.—The Secretary shall establish and support the operation of a National Clearinghouse for Bilingual Education, which shall collect, analyze, synthesize, and disseminate information about bilingual education and related programs.

"(b) Functions.—The National Clearinghouse for Bilingual Education shall—

"(1) be administered as an adjunct clearinghouse of the Educational Resources Information Center Clearinghouses system of clearinghouses supported by the Office of Educational Research and Improvement;

"(2) coordinate its activities with Federal data and information clearinghouses and dissemination networks and systems;

"(3) develop a data base management and monitoring system for improving the operation and effectiveness of federally funded bilingual education programs; and

"(4) develop, maintain, and disseminate, through comprehensive regional assistance centers described in part A of title XIII if appropriate, a listing by geographical area of education professionals, parents, teachers, administrators, community members and others who are native speakers of languages other than English for use as a resource by local educational agencies and schools in the development and implementation of bilingual education programs.

"SEC. 7136. INSTRUCTIONAL MATERIALS DEVELOPMENT.

"The Secretary may provide grants for the development, publication, and dissemination of high-quality instructional materials in Native American and Native Hawaiian languages and the language of Native Pacific Islanders and natives of the outlying areas for which instructional materials are not readily available. The Secretary shall give priority to the development of instructional materials in languages indigenous to the United States or the outlying areas. The Secretary shall also accord priority to applications for assistance under this section which provide for developing and evaluating materials in collaboration with activities assisted under subparts 1 and 2 and which are consistent with voluntary national content standards and challenging State content standards.

"Subpart 3—Professional Development

"SEC. 7141. PURPOSE.

"The purpose of this subpart is to assist in preparing educators to improve the educational services for limited English proficient children and youth by supporting professional development programs and the dissemination of information on appropriate instructional practices for such children and youth.

"SEC. 7142. TRAINING FOR ALL TEACHERS PROGRAM.

"(a) Purpose.—The purpose of this section is to provide for the incorporation of courses and curricula on appropriate and effective instructional and assessment methodologies, strategies and resources specific to limited English proficient students into preservice and inservice professional development programs for teachers, pupil services personnel, administrators and other education personnel in order to prepare such individuals to provide effective services to limited English proficient students.

"(b) Authorization.—

"(1) Authority.—The Secretary is authorized to award grants to institutions of higher education, local educational agencies, and State educational agencies or to nonprofit organizations which have entered into consortia arrangements with one of such institutions or agencies.

"(2) Duration.—Each grant under this section shall be awarded for a period of not more than five years.

"(c) Permissible Activities.—Activities conducted under this section may include the development of training programs in collaboration with other programs such as programs authorized under titles I and II of this Act, and under the Head Start Act.

"SEC. 7143. BILINGUAL EDUCATION TEACHERS AND PERSONNEL GRANTS.

"(a) Purpose.—The purpose of this section is to provide for—

"(1) preservice and inservice professional development for bilingual education teachers, administrators, pupil services personnel, and other educational personnel who are either involved in, or preparing to be involved in, the provision of educational services for children and youth of limited-English proficiency; and

"(2) national professional development institutes that assist schools or departments of education in institutions of higher education to improve the quality of professional development programs for personnel serving, preparing to serve, or who may serve, children and youth of limited-English proficiency.

"(b) Priority.—The Secretary shall give priority in awarding grants under this section to institutions of higher education, in consortia with local or State educational agencies, that offer degree programs which prepare new bilingual education teachers in order to increase the availability of educators to provide high-quality education to limited English proficient students.

"(c) Authorization.—

"(1) The Secretary is authorized to award grants for not more than five years to institutions of higher education which have entered into consortia arrangements with local or State educational agencies to achieve the purposes of this section.

"(2) The Secretary is authorized to make grants for not more than five years to State and local educational agencies for inservice professional development programs.

"SEC. 7144. BILINGUAL EDUCATION CAREER LADDER PROGRAM.

"(a) Purpose.—The purpose of this section is—

"(1) to upgrade the qualifications and skills of noncertified educational personnel, especially educational paraprofessionals, to meet high professional standards, including certification and licensure as bilingual education teachers and other educational personnel who serve limited English proficient students, through collaborative training programs operated by institutions of higher education and local and State educational agencies; and

"(2) to help recruit and train secondary school students as bilingual education teachers and other educational personnel to serve limited English proficient students.

"(b) Authorization.—

"(1) In general.—The Secretary is authorized to award grants for bilingual education career ladder programs to institutions of higher education applying in consortia with local or State educational agencies, which consortia may include community-based organizations or professional education organizations.

"(2) Duration.—Each grant under this section shall be awarded for a period of not more than five years.

"(c) Permissive Activities.—Grants awarded under this section may be used—

"(1) for the development of bilingual education career ladder program curricula appropriate to the needs of the consortium participants;

"(2) to provide assistance for stipends and costs related to tuition, fees and books for enrolling in courses required to complete the degree and certification requirements to become bilingual education teachers; and

"(3) for programs to introduce secondary school students to careers in bilingual education teaching that are coordinated with other activities assisted under this section.

"(d) Special Consideration.—The Secretary shall give special consideration to applications under this section which provide for—

"(1) participant completion of baccalaureate and master's degree teacher education programs, and certification requirements and may include effective employment placement activities;

"(2) development of teacher proficiency in English a second language, including demonstrating proficiency in the instructional use of English and, as appropriate, a second language in classroom contexts;

"(3) coordination with the Federal TRIO programs under chapter 1 of part A of title IV of the Higher Education Act of 1965, the National Mini Corps under subpart 1 of part F of title V of such Act, the Teacher Corps program under subpart 3 of part C of title V of such Act, and the National Community and Service Trust Act of 1993 programs, and other programs for the recruitment and retention of bilingual students in secondary and postsecondary programs to train to become bilingual educators; and

"(4) the applicant's contribution of additional student financial aid to participating students.

"SEC. 7145. GRADUATE FELLOWSHIPS IN BILINGUAL EDUCATION PROGRAM.

"(a) Authorization.—

"(1) In general.—The Secretary may award fellowships for masters, doctoral, and post-doctoral study related to instruction of children and youth of limited-English proficiency in such areas as teacher training, program administration, research and evaluation, and curriculum development, and for the support of dissertation research related to such study.

"(2) Number.—For fiscal year 1994 not less than 500 fellowships leading to a master's or doctorate degree shall be awarded under this section.

"(3) Information.—The Secretary shall include information on the operation and the number of fellowships awarded under the fellowship program in the evaluation required under section 7149.

"(b) Fellowship Requirements.—

"(1) In general.—Any person receiving a fellowship under this section shall agree to—

"(A) work in an activity related to the program or in an activity such as an activity authorized under this part, including work as a bilingual education teacher, for a period of time equivalent to the period of time during which such person receives assistance under this section; or

"(B) repay such assistance.

"(2) Regulations.—The Secretary shall establish in regulations such terms and conditions for such agreement as the Secretary deems reasonable and necessary and may waive the requirement of paragraph (1) in extraordinary circumstances.

"(c) Priority.—In awarding fellowships under this section the Secretary may give priority to institutions of higher education that demonstrate experience in assisting fellowship recipients find employment in the field of bilingual education.

"SEC. 7146. APPLICATION.

"(a) In General.—

"(1) Secretary.—To receive an award under this subpart, an eligible entity shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

"(2) Consultation and assessment.—Each such application shall contain a description of how the applicant has consulted with, and assessed the needs of, public and private schools serving children and youth of limited-English proficiency to determine such school's need for, and the design of, the program for which funds are sought.

"(3) Special rule.—(A) An application for a grant under subsection (a) from an applicant who proposes to conduct a master's- or doctoral- level program with funds received under this section shall provide an assurance that such program will include, as a part of the program, a training practicum in a local school program serving children and youth of limited-English proficiency.

"(B) A recipient of a grant under subsection (a) may waive the requirement of a training practicum for a degree candidate with significant experience in a local school program serving children and youth of limited-English proficiency.

"(4) State educational agency.—An eligible entity, with the exception of schools funded by the Bureau of Indian Affairs, shall submit a copy of the application under this subsection to the State educational agency.

"(b) State Review and Comments.—

"(1) Deadline.—The State educational agency, not later than 45 days after receipt of such application copy, shall review the application and transmit such application to the Secretary.

"(2) Comments.—(A) Regarding any application submitted under this subpart, the State educational agency shall—

"(i) submit to the Secretary written comments regarding all such applications; and

"(ii) submit to each eligible entity the comments that pertain to such entity.

"(B) For purposes of this subpart, comments shall address how the eligible entity—

"(i) will further the academic achievement of limited English proficient students served pursuant to a grant received under this subpart; and

"(ii) how the grant application is consistent with the State plan submitted under section 1111.

"(3) Waiver.—Notwithstanding paragraphs (1) and (2), the Secretary is authorized to waive the review requirement if a State educational agency can demonstrate that such review requirement may impede such agency's ability to fulfill the requirements of participation in the State grant program, particularly such agency's data collection efforts and such agency's ability to provide technical assistance to local educational agencies not receiving funds under this Act.

"(c) Eligible Entity Comments.—An eligible entity may submit to the Secretary comments that address the comments submitted by the State educational agency.

"(d) Comment Consideration.—In making awards under this subpart the Secretary shall take into consideration comments made by a State educational agency.

"(e) Special Rule.—

"(1) Outreach and technical assistance.—The Secretary shall provide for outreach and technical assistance to institutions of higher education eligible for assistance under title III of the Higher Education Act of 1965 and institutions of higher education that are operated or funded by the Bureau of Indian Affairs to facilitate the participation of such institutions in activities under this part.

"(2) Distribution rule.—In making awards under this subpart, the Secretary, consistent with subsection (d), shall ensure adequate representation of Hispanic-serving institutions that demonstrate competence and experience in the programs and activities authorized under this subpart and are otherwise qualified.

"SEC. 7147. PROGRAM REQUIREMENTS.

"Activities conducted under this subpart shall assist educational personnel in meeting State and local certification requirements for bilingual education and, wherever possible, shall lead toward the awarding of college or university credit.

"SEC. 7148. STIPENDS.

"The Secretary shall provide for the payment of such stipends (including allowances for subsistence and other expenses for such persons and their dependents), as the Secretary determines to be appropriate, to persons participating in training programs under this subpart.

"SEC. 7149. PROGRAM EVALUATIONS.

"Each recipient of funds under this subpart shall provide the Secretary with an evaluation of the program assisted under this subpart every two years. Such evaluation shall include data on—

"(1) post-program placement of persons trained in a program assisted under this subpart;

"(2) how the training relates to the employment of persons served by the program;

"(3) program completion; and

"(4) such other information as the Secretary may require.

"SEC. 7150. USE OF FUNDS FOR SECOND LANGUAGE COMPETENCE.

"Awards under this subpart may be used to develop a program participant's competence in a second language for use in instructional programs.

"Subpart 4—Transition

"SEC. 7161. SPECIAL RULE.

"Notwithstanding any other provision of law, no recipient of a grant under title VII of this Act (as such title was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994) shall be eligible for fourth- and fifth-year renewals authorized by section 7021(d)(1)(C) of such title (as such section was in effect on the day preceding the date of enactment of such Act).

"PART B—FOREIGN LANGUAGE ASSISTANCE PROGRAM

"SEC. 7201. SHORT TITLE.

"This part may be cited as the 'Foreign Language Assistance Act of 1994'.

"SEC. 7202. FINDINGS.

"The Congress finds as follows:

"(1) Foreign language proficiency is crucial to our Nation's economic competitiveness and national security. Significant improvement in the quantity and quality of foreign language instruction offered in our Nation's elementary and secondary schools is necessary.

"(2) All Americans need a global perspective. To understand the world around us, we must acquaint ourselves with the languages, cultures, and history of other nations.

"(3) Proficiency in two or more languages should be promoted for all American students. Multilingualism enhances cognitive and social growth, competitiveness in the global marketplace, national security, and understanding of diverse people and cultures.

"(4) The United States lags behind other developed countries in offering foreign language study to elementary and secondary school students.

"(5) Four out of five new jobs in the United States are created from foreign trade.

"(6) The optimum time to begin learning a second language is in elementary school, when children have the ability to learn and excel in several foreign language acquisition skills, including pronunciation, and when children are most open to appreciating and valuing a culture other than their own.

"(7) Foreign language study can increase childrens' capacity for critical and creative thinking skills and children who study a second language show greater cognitive development in areas such as mental flexibility, creativity, tolerance, and higher order thinking skills.

"(8) Children who have studied a foreign language in elementary school achieve expected gains and score higher on standardized tests of reading, language arts, and mathematics than children who have not studied a foreign language.

"SEC. 7203. PROGRAM AUTHORIZED.

"(a) Program Authority.—

"(1) In general.—The Secretary shall make grants, on a competitive basis, to State educational agencies or local educational agencies to pay the Federal share of the cost of innovative model programs providing for the establishment, improvement or expansion of foreign language study for elementary and secondary school students.

"(2) Duration.—Each grant under paragraph (1) shall be awarded for a period of three years.

"(b) Requirements.—

"(1) Grants to state educational agencies.—In awarding a grant under subsection (a) to a State educational agency, the Secretary shall support programs that promote systemic approaches to improving foreign language learning in the State.

"(2) Grants to local educational agencies.—In awarding a grant under subsection (a) to a local educational agency, the Secretary shall support programs that—

"(A) show the promise of being continued beyond the grant period;

"(B) demonstrate approaches that can be disseminated and duplicated in other local educational agencies; and

"(C) may include a professional development component.

"(c) Federal Share.—

"(1) In general.—The Federal share for each fiscal year shall be 50 percent.

"(2) Waiver.—The Secretary may waive the requirement of paragraph (1) for any local educational agency which the Secretary determines does not have adequate resources to pay the non-Federal share of the cost of the activities assisted under this part.

"(3) Special rule.—Not less than three-fourths of the funds appropriated under section 7206 shall be used for the expansion of foreign language learning in the elementary grades.

"(4) Reservation.—The Secretary may reserve not more than 5 percent of funds appropriated under section 7206 to evaluate the efficacy of programs under this part.

"SEC. 7204. APPLICATIONS.

"(a) In General.—Any State educational agency or local educational agency desiring a grant under this part shall submit an application to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require.

"(b) Special Consideration.—The Secretary shall give special consideration to applications describing programs that—

"(1) include intensive summer foreign language programs for professional development;

"(2) link non-native English speakers in the community with the schools in order to promote two-way language learning; or

"(3) promote the sequential study of aforeign language for students, beginning in elementary schools.

"SEC. 7205. ELEMENTARY SCHOOL FOREIGN LANGUAGE INCENTIVE PROGRAM.

"(a) Incentive Payments.—From amounts appropriated under section 7206 the Secretary shall make an incentive payment for each fiscal year to each public elementary school that provides to students attending such school a program designed to lead to communicative competency in a foreign language.

"(b) Amount.—The Secretary shall determine the amount of the incentive payment under subsection (a) for each public elementary school for each fiscal year on the basis of the number of students participating in a program described in such subsection at such school for such year compared to the total number of such students at all such schools in the United States for such year.

"(c) Requirement.—The Secretary shall consider a program to be designed to lead to communicative competency in a foreign language if such program is comparable to a program that provides not less than 45 minutes of instruction in a foreign language not less than four days per week throughout an academic year.

"SEC. 7206. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated $35,000,000 for the fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out this part, of which not more than $20,000,000 may be used in each fiscal year to carry out section 7205.

"PART C—EMERGENCY IMMIGRANT EDUCATION PROGRAM

"SEC. 7301. FINDINGS AND PURPOSE.

"(a) Findings.—The Congress finds that—

"(1) the education of our Nation's children and youth is one of the most sacred government responsibilities;

"(2) local educational agencies have struggled to fund adequately education services;

"(3) in the case of Plyler v. Doe, the Supreme Court held that States have a responsibility under the Equal Protection Clause of the Constitution to educate all children, regardless of immigration status; and

"(4) immigration policy is solely a responsibility of the Federal Government.

"(b) Purpose.—The purpose of this part is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration to—

"(1) provide high-quality instruction to immigrant children and youth; and

"(2) help such children and youth—

"(A) with their transition into American society; and

"(B) meet the same challenging State performance standards expected of all children and youth.

"SEC. 7302. STATE ADMINISTRATIVE COSTS.

"For any fiscal year, a State educational agency may reserve not more than 1.5 percent of the amount allocated to such agency under section 7304 to pay the costs of performing such agency's administrative functions under this part.

"SEC. 7303. WITHHOLDING.

"Whenever the Secretary, after providing reasonable notice and opportunity for a hearing to any State educational agency, finds that there is a failure to meet the requirement of any provision of this part, the Secretary shall notify that agency that further payments will not be made to the agency under this part, or in the discretion of the Secretary, that the State educational agency shall not make further payments under this part to specified local educational agencies whose actions cause or are involved in such failure until the Secretary is satisfied that there is no longer any such failure to comply. Until the Secretary is so satisfied, no further payments shall be made to the State educational agency under this part, or payments by the State educational agency under this part shall be limited to local educational agencies whose actions did not cause or were not involved in the failure, as the case may be.

"SEC. 7304. STATE ALLOCATIONS.

"(a) Payments.—The Secretary shall, in accordance with the provisions of this section, make payments to State educational agencies for each of the fiscal years 1995 through 1999 for the purpose set forth in section 7301(b).

"(b) Allocations.—

"(1) In general.—Except as provided in subsections (c) and (d), of the amount appropriated for each fiscal year for this part, each State participating in the program assisted under this part shall receive an allocation equal to the proportion of such State's number of immigrant children and youth who are enrolled in public elementary or secondary schools under the jurisdiction of each local educational agency described in paragraph (2) within such State, and in nonpublic elementary or secondary schools within the district served by each such local educational agency, relative to the total number of immigrant children and youth so enrolled in all the States participating in the program assisted under this part.

"(2) Eligible local educational agencies.—The local educational agencies referred to in paragraph (1) are those local educational agencies in which the sum of the number of immigrant children and youth who are enrolled in public elementary or secondary schools under the jurisdiction of such agencies, and in nonpublic elementary or secondary schools within the districts served by such agencies, during the fiscal year for which the payments are to be made under this part, is equal to—

"(A) at least 500; or

"(B) at least 3 percent of the total number of students enrolled in such public or nonpublic schools during such fiscal year, whichever number is less.

"(c) Determinations of Number of Children and Youth.—

"(1) In general.—Determinations by the Secretary under this section for any period with respect to the number of immigrant children and youth shall be made on the basis of data or estimates provided to the Secretary by each State educational agency in accordance with criteria established by the Secretary, unless the Secretary determines, after notice and opportunity for a hearing to the affected State educational agency, that such data or estimates are clearly erroneous.

"(2) Special rule.—No such determination with respect to the number of immigrant children and youth shall operate because of an underestimate or overestimate to deprive any State educational agency of the allocation under this section that such State would otherwise have received had such determination been made on the basis of accurate data.

"(d) Reallocation.—Whenever the Secretary determines that any amount of a payment made to a State under this part for a fiscal year will not be used by such State for carrying out the purpose for which the payment was made, the Secretary shall make such amount available for carrying out such purpose to one or more other States to the extent the Secretary determines that such other States will be able to use such additional amount for carrying out such purpose. Any amount made available to a State from any appropriation for a fiscal year in accordance with the preceding sentence shall, for purposes of this part, be regarded as part of such State's payment (as determined under subsection (b)) for such year, but shall remain available until the end of the succeeding fiscal year.

"(e) Reservation of Funds.—

"(1) In general.—Notwithstanding any other provision of this part, if the amount appropriated to carry out this part exceeds $50,000,000 for a fiscal year, a State educational agency may reserve not more than 20 percent of such agency's payment under this part for such year to award grants, on a competitive basis, to local educational agencies within the State as follows:

"(A) At least one-half of such grants shall be made available to eligible local educational agencies (as described in subsection (b)(2)) within the State with the highest numbers and percentages of immigrant children and youth.

"(B) Funds reserved under this paragraph and not made available under subparagraph (A) may be distributed to local educational agencies within the State experiencing a sudden influx of immigrant children and youth which are otherwise not eligible for assistance under this part.

"(2) Use of grant funds.—Each local educational agency receiving a grant under paragraph (1) shall use such grant funds to carry out the activities described in section 7307.

"(3) Information.—Local educational agencies with the highest number of immigrant children and youth receiving funds under paragraph (1) may make information available on serving immigrant children and youth to local educational agencies in the State with sparse numbers of such children.

"SEC. 7305. STATE APPLICATIONS.

"(a) Submission.—No State educational agency shall receive any payment under this part for any fiscal year unless such agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information, as the Secretary may reasonably require. Each such application shall—

"(1) provide that the educational programs, services, and activities for which payments under this part are made will be administered by or under the supervision of the agency;

"(2) provide assurances that payments under this part will be used for purposes set forth in sections 7301 and 7307, including a description of how local educational agencies receiving funds under this part will use such funds to meet such purposes and will coordinate with other programs assisted under this Act, the Goals 2000: Educate America Act, and other Acts as appropriate;

"(3) provide an assurance that local educational agencies receiving funds under this part will coordinate the use of such funds with programs assisted under part A or title I;

"(4) provide assurances that such payments, with the exception of payments reserved under section 7304(e), will be distributed among local educational agencies within that State on the basis of the number of immigrant children and youth counted with respect to each such local educational agency under section 7304(b)(1);

"(5) provide assurances that the State educational agency will not finally disapprove in whole or in part any application for funds received under this part without first affording the local educational agency submitting an application for such funds reasonable notice and opportunity for a hearing;

"(6) provide for making such reports as the Secretary may reasonably require to perform the Secretary's functions under this part;

"(7) provide assurances—

"(A) that to the extent consistent with the number of immigrant children and youth enrolled in the nonpublic elementary or secondary schools within the district served by a local educational agency, such agency, after consultation with appropriate officials of such schools, shall provide for the benefit of such children and youth secular, neutral, and nonideological services, materials, and equipment necessary for the education of such children and youth;

"(B) that the control of funds provided under this part to any materials, equipment, and property repaired, remodeled, or constructed with those funds shall be in a public agency for the uses and purposes provided in this part, and a public agency shall administer such funds and property; and

"(C) that the provision of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, association, agency, or corporation who or which, in the provision of such services, is independent of such nonpublic elementary or secondary school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this paragraph shall not be commingled with State or local funds;

"(8) provide that funds reserved under subsection (e) of section 7304 be awarded on a competitive basis based on merit and need in accordance with such subsection; and

"(9) provide an assurance that State and local educational agencies receiving funds under this part will comply with the requirements of section 1120(b).

"(b) Application Review.—

"(1) In general.—The Secretary shall review all applications submitted pursuant to this section by State educational agencies.

"(2) Approval.—The Secretary shall approve any application submitted by a State educational agency that meets the requirements of this section.

"(3) Disapproval.—The Secretary shall disapprove any application submitted by a State educational agency which does not meet the requirements of this section, but shall not finally disapprove an application except after providing reasonable notice, technical assistance, and an opportunity for a hearing to the State.

"SEC. 7306. ADMINISTRATIVE PROVISIONS.

"(a) Notification of Amount.—The Secretary, not later than June 1 of each year, shall notify each State educational agency that has an application approved under section 7305 of the amount of such agency's allocation under section 7304 for the succeeding year.

"(b) Services to Children Enrolled in Nonpublic Schools.—If by reason of any provision of law a local educational agency is prohibited from providing educational services for children enrolled in elementary and secondary nonpublic schools, as required by section 7305(a)(7), or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for the participation on an equitable basis of children enrolled in such schools, the Secretary may waive such requirement and shall arrange for the provision of services, subject to the requirements of this part, to such children. Such waivers shall be subject to consultation, withholding, notice, and judicial review requirements in accordance with the provisions of title I.

"SEC. 7307. USES OF FUNDS.

"(a) Use of Funds.—Funds awarded under this part shall be used to pay for enhanced instructional opportunities for immigrant children and youth, which may include—

"(1) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

"(2) salaries of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

"(3) tutorials, mentoring, and academic or career counseling for immigrant children and youth;

"(4) identification and acquisition of curricular materials, educational software, and technologies to be used in the program;

"(5) basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and

"(6) such other activities, related to the purposes of this part, as the Secretary may authorize.

"(b) Consortia.—A local educational agency that receives a grant under this part may collaborate or form a consortium with one or more local educational agencies, institutions of higher education, and nonprofit organizations to carry out the program described in an application approved under this part.

"(c) Subgrants.—A local educational agency that receives a grant under this part may, with the approval of the Secretary, make a subgrant to, or enter into a contract with, an institution of higher education, a nonprofit organization, or a consortium of such entities to carry out a program described in an application approved under this part, including a program to serve out-of-school youth.

"(d) Construction.—Nothing in this part shall be construed to prohibit a local educational agency from serving immigrant children simultaneously with students with similar educational needs, in the same educational settings where appropriate.

"SEC. 7308. REPORTS.

"(a) Biennial Report.—Each State educational agency receiving funds under this part shall submit, once every two years, a report to the Secretary concerning the expenditure of funds by local educational agencies under this part. Each local educational agency receiving funds under this part shall submit to the State educational agency such information as may be necessary for such report.

"(b) Report to Congress.—The Secretary shall submit, once every two years, a report to the appropriate committees of the Congress concerning programs assisted under this part in accordance with section 14701.

"SEC. 7309. AUTHORIZATION OF APPROPRIATIONS.

"For the purpose of carrying out this part, there are authorized to be appropriated $100,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

"PART D—ADMINISTRATION

"SEC. 7401. RELEASE TIME.

"The Secretary shall allow professional development programs funded under part A to use funds provided under part A for professional release time to enable individuals to participate in programs assisted under part A.

"SEC. 7402. EDUCATION TECHNOLOGY.

"Funds made available under part A may be used to provide for the acquisition or development of education technology or instructional materials, including authentic materials in languages other than English, access to and participation in electronic networks for materials, training and communications, and incorporation of such resources in curricula and programs such as those funded under this title.

"SEC. 7403. NOTIFICATION.

"The State educational agency, and when applicable, the State board for postsecondary education, shall be notified within three working days of the date an award under part A is made to an eligible entity within the State.

"SEC. 7404. CONTINUED ELIGIBILITY.

"Entities receiving grants under this title shall remain eligible for grants for subsequent activities which extend or expand and do not duplicate those activities supported by a previous grant under this title. In considering applications for grants under this title, the Secretary shall take into consideration the applicant's record of accomplishments under previous grants under this title.

"SEC. 7405. COORDINATIONS AND REPORTING REQUIREMENTS.

"(a) Coordination With Related Programs.—In order to maximize Federal efforts aimed at serving the educational needs of children and youth of limited-English proficiency, the Secretary shall coordinate and ensure close cooperation with other programs serving language-minority and limited English proficient students that are administered by the Department and other agencies. The Secretary shall consult with the Secretary of Labor, the Secretary of Health and Human Services, the Secretary of Agriculture, the Attorney General and the heads of other relevant agencies to identify and eliminate barriers to appropriate coordination of programs that affect language-minority and limited English proficient students and their families. The Secretary shall provide for continuing consultation and collaboration, between the Office and relevant programs operated by the Department, including programs under title I and other programs under this Act, in planning, contracts, providing joint technical assistance, providing joint field monitoring activities and in other relevant activities to ensure effective program coordination to provide high quality education opportunities to all language-minority and limited English proficient students.

"(b) Data.—The Secretary shall, to the extent feasible, ensure that all data collected by the Department shall include the collection and reporting of data on limited English proficient students.

"(c) Publication of Proposals.—The Secretary shall publish and disseminate all requests for proposals for programs funded under part A.

"(d) Report.—The Director shall prepare and, not later than February 1 of every other year, shall submit to the Secretary and to the Committee on Labor and Human Resources of the Senate and to the Committee on Education and Labor of the House of Representatives a report on—

"(1) the activities carried out under this title and the effectiveness of such activities in improving the education provided to limited English proficient children and youth;

"(2) a critical synthesis of data reported by the States pursuant to section 7134;

"(3) an estimate of the number of certified bilingual education personnel in the field and an estimate of the number of bilingual education teachers which will be needed for the succeeding five fiscal years;

"(4) the major findings of research carried out under this title; and

"(5) recommendations for further developing the capacity of our Nation's schools to educate effectively limited English proficient students.

"PART E—GENERAL PROVISIONS

"SEC. 7501. DEFINITIONS; REGULATIONS.

"Except as otherwise provided, for purposes of this title—

"(1) Bilingual education program.—The term 'bilingual education program' means an educational program for limited English proficient students that—

"(A) makes instructional use of both English and a student's native language;

"(B) enables limited English proficient students to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet age-appropriate grade-promotion and graduation standards in concert with the National Education Goals;

"(C) may also develop the native language skills of limited English proficient students, or ancestral languages of American Indians, Alaska Natives, Native Hawaiians and native residents of the outlying areas; and

"(D) may include the participation of English-proficient students if such program is designed to enable all enrolled students to become proficient in English and a second language.

"(2) Children and youth.—The term 'children and youth' means individuals aged 3 through 21.

"(3) Community-based organization.—The term 'community-based organization' means a private nonprofit organization of demonstrated effectiveness or Indian tribe or tribally sanctioned educational authority which is representative of a community or significant segments of a community and which provides educational or related services to individuals in the community. Such term includes Native Hawaiian organizations including Native Hawaiian Educational Organizations as such term is defined in section 4009 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (20 U.S.C. 4901 et seq.), as such Act was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994.

"(4) Community college.—The term 'community college' means an institution of higher education as defined in section 1201(a) of the Higher Education Act of 1965 which provides not less than a two-year program which is acceptable for full credit toward a bachelor's degree, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978.

"(5) Director.—The term 'Director' means the Director of the Office of Bilingual Education and Minority Languages Affairs established under section 210 of the Department of Education Organization Act.

"(6) Family education program.—(A) The term 'family education program' means a bilingual education or special alternative instructional program that—

"(i) is designed—

"(I) to help limited English proficient adults and out-of- school youths achieve proficiency in the English language; and

"(II) to provide instruction on how parents and family members can facilitate the educational achievement of their children;

"(ii) when feasible, uses instructional programs such as the models developed under the Even Start Family Literacy Programs, which promote adult literacy and train parents to support the educational growth of their children and the Parents as Teachers Program and the Home Instruction Program for Preschool Youngsters; and

"(iii) gives preference to participation by parents and immediate family members of children attending school.

"(B) Such term may include programs that provide instruction to facilitate higher education and employment outcomes.

"(7) Immigrant children and youth.—The term 'immigrant children and youth' means individuals who—

"(A) are aged 3 through 21;

"(B) were not born in any State; and

"(C) have not been attending one or more schools in any one or more States for more than three full academic years.

"(8) Limited english proficiency and limited english proficient.—The terms 'limited English proficiency' and 'limited English proficient', when used with reference to an individual, mean an individual—

"(A) who—

"(i) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

"(ii) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

"(iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

"(B) who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

"(9) Native american and native american language.—The terms 'Native American' and 'Native American language' shall have the same meaning given such terms in section 103 of the Native American Languages Act of 1990.

"(10) Native hawaiian or native american pacific islander native language educational organization.—The term 'Native Hawaiian or Native American Pacific Islander native language educational organization' means a nonprofit organization with a majority of its governing board and employees consisting of fluent speakers of the traditional Native American languages used in their educational programs and with not less than five years successful experience in providing educational services in traditional Native American languages.

"(11) Native language.—The term 'native language', when used with reference to an individual of limited-English proficiency, means the language normally used by such individual, or in the case of a child or youth, the language normally used by the parents of the child or youth.

"(12) Office.—The term 'Office' means the Office of Bilingual Education and Minority Languages Affairs.

"(13) Other programs for persons of limited-english proficiency.—The term 'other programs for persons of limited-English proficiency' means any programs administered by the Secretary that serve persons of limited- English proficiency.

"(14) Paraprofessional.—The term 'paraprofessional' means an individual who is employed in preschool, elementary or secondary school under the supervision of a certified or licensed teacher, including individuals employed in bilingual education, special education and migrant education.

"(15) Special alternative instructional program.—The term 'special alternative instructional program' means an educational program for limited English proficient students that—

"(A) utilizes specially designed English language curricula and services but does not use the student's native language for instructional purposes;

"(B) enables limited English proficient students to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking so as to meet age-appropriate grade-promotion and graduation standards in concert with the National Education Goals; and

"(C) is particularly appropriate for schools where the diversity of the limited English proficient students' native languages and the small number of students speaking each respective language makes bilingual education impractical and where there is a critical shortage of bilingual education teachers.

"SEC. 7502. REGULATIONS AND NOTIFICATION.

"(a) Regulation Rule.—In developing regulations under this title, the Secretary shall consult with State and local educational agencies, organizations representing limited English proficient individuals, and organizations representing teachers and other personnel involved in bilingual education.

"(b) Parental Notification.—

"(1) In general.—Parents of children and youth participating in programs assisted under part A shall be informed of—

"(A) a student's level of English proficiency, how such level was assessed, the status of a student's academic achievement and the implications of a student's educational strengths and needs for age and grade appropriate academic attainment, promotion, and graduation;

"(B) what programs are available to meet the student's educational strengths and needs and how the programs differ in content and instructional goals, and in the case of a student with a disability, how the program meets the objectives of a student's individualized education program; and

"(C) the instructional goals of the bilingual education or special alternative instructional program, and how the program will specifically help the limited English proficient student acquire English and meet age-appropriate standards for grade-promotion and graduation, including—

"(i) the benefits, nature, and past academic results of the bilingual educational program and of the instructional alternatives; and

"(ii) the reasons for the selection of their child as being in need of bilingual education.

"(2) Option to decline.—(A) Such parents shall also be informed that such parents have the option of declining enrollment of their children and youth in such programs and shall be given an opportunity to so decline if such parents so choose.

"(B) A local educational agency shall not be relieved of any of its obligations under title VI of the Civil Rights Act of 1964 because parents choose not to enroll their children in bilingual education programs.

"(3) Receipt of information.—Such parents shall receive, in a manner and form understandable to such parents, including, if necessary and to the extent feasible, in the native language of such parents, the information required by this subsection. At a minimum, such parents shall receive—

"(A) timely information about projects funded under part A; and

"(B) if the parents of participating children so desire, notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from such parents.

"(4) Special rule.—Students shall not be admitted to or excluded from any federally assisted education program merely on the basis of a surname or language-minority status.

"TITLE XIII—SUPPORT AND ASSISTANCE PROGRAMS TO IMPROVE EDUCATION

"SEC. 13001. FINDINGS.

"The Congress finds that—

"(1) high-quality technical assistance can enhance the improvements in teaching and learning achieved through the implementation of programs under this Act;

"(2) comprehensive technical assistance and effective program dissemination are essential ingredients of the overall strategy of the Improving America's Schools Act of 1994 to improve programs and provide all children opportunities to meet challenging State content standards and challenging State student performance standards;

"(3) States, local educational agencies, tribes, and schools serving students with special needs, such as students with limited-English proficiency and students with disabilities, have great need for comprehensive technical assistance in order to use funds under this Act to provide such students with opportunities to learn to challenging State content standards and challenging State student performance standards;

"(4) current technical assistance and dissemination efforts are fragmented and categorical in nature, and thus fail to address adequately the needs of States, local educational agencies and tribes for help in integrating into a coherent strategy for improving teaching and learning the various programs under this Act with State and local programs and other education reform efforts;

"(5) too little creative use is made of technology as a means of providing information and assistance in a cost-effective way;

"(6) comprehensive technical assistance can help schools and school systems focus on improving opportunities for all children to meet challenging State content standards and challenging State student performance standards, as such schools and systems implement programs under this Act;

"(7) comprehensive technical assistance will provide coordinated assistance to help States, local educational agencies, tribes, participating colleges and universities, and schools integrate Federal, State, and local education programs in ways that contribute to improving schools and entire school systems;

"(8) technical assistance in support of programs under this Act should be coordinated with the Department's regional offices, the regional educational laboratories, State Literacy Resource Centers, vocational resource centers, and other technical assistance efforts supported by the Department; and

"(9) technical assistance providers should prioritize assistance for local educational agencies and schools.

"SEC. 13002. PURPOSE.

"The purpose of this title is to create a national technical assistance and dissemination system to make available to States, local educational agencies, tribes, schools, and other recipients of funds under this Act technical assistance in—

"(1) administering and implementing programs under this Act;

"(2) implementing school reform programs in a manner that improves teaching and learning for all students;

"(3) coordinating such programs with other Federal, State, and local education plans and activities, so that all students, particularly students at risk of educational failure, are provided opportunities to meet challenging State content standards and challenging State student performance standards; and

"(4) adopting, adapting, and implementing promising and proven practices for improving teaching and learning.

"PART A—COMPREHENSIVE REGIONAL ASSISTANCE CENTERS

"SEC. 13101. PROGRAM AUTHORIZED.

"(a) Comprehensive Regional Assistance Centers.—

"(1) In general.—The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, public or private nonprofit entities or consortia of such entities in order to establish a networked system of 15 comprehensive regional assistance centers to provide comprehensive training and technical assistance, related to administration and implementation of programs under this Act, to States, local educational agencies, schools, tribes, community-based organizations, and other recipients of funds under this Act.

"(2) Consideration.—In establishing comprehensive regional assistance centers and allocating resources among the centers, the Secretary shall consider—

"(A) the geographic distribution of students assisted under title I;

"(B) the geographic and linguistic distribution of students of limited-English proficiency;

"(C) the geographic distribution of Indian students;

"(D) the special needs of students living in urban and rural areas; and

"(E) the special needs of States and outlying areas in geographic isolation.

"(3) Special rule.—The Secretary shall establish 1 comprehensive regional assistance center under this section in Hawaii.

"(b) Service to Indians and Alaska Natives.—The Secretary shall ensure that each comprehensive regional assistance center that serves a region with a significant population of Indian or Alaska Native students shall—

"(1) be awarded to a consortium which includes a tribally controlled community college or other Indian organization; and

"(2) assist in the development and implementation of instructional strategies, methods and materials which address the specific cultural and other needs of Indian or Alaska Native students.

"(c) Accountability.—To ensure the quality and effectiveness of the networked system of comprehensive regional assistance centers supported under this part, the Secretary shall—

"(1) develop, in consultation with the Assistant Secretary for Elementary and Secondary Education, the Director of Bilingual Education and Minority Languages Affairs, and the Assistant Secretary for Educational Research and Improvement, a set of performance indicators that assesses whether the work of the centers assists in improving teaching and learning under this Act for all children, particularly children at risk of educational failure;

"(2) conduct surveys every two years of populations to be served under this Act to determine if such populations are satisfied with the access to and quality of such services;

"(3) collect, as part of the Department's reviews of programs under this Act, information about the availability and quality of services provided by the centers, and share that information with the centers; and

"(4) take whatever steps are reasonable and necessary to ensure that each center performs its responsibilities in a satisfactory manner, which may include—

"(A) termination of an award under this part (if the Secretary concludes that performance has been unsatisfactory) and the selection of a new center; and

"(B) whatever interim arrangements the Secretary determines are necessary to ensure the satisfactory delivery of services under this part to an affected region.

"(d) Duration.—Grants, contracts or cooperative agreements under this section shall be awarded for a period of 5 years.

"SEC. 13102. REQUIREMENTS OF COMPREHENSIVE REGIONAL ASSISTANCE CENTERS.

"(a) In General.—Each comprehensive regional assistance center established under section 13101(a) shall—

"(1) maintain appropriate staff expertise and provide support, training, and assistance to State educational agencies, tribal divisions of education, local educational agencies, schools, and other grant recipients under this Act, in—

"(A) improving the quality of instruction, curricula, assessments, and other aspects of school reform, supported with funds under title I;

"(B) implementing effective schoolwide programs under section 1114;

"(C) meeting the needs of children served under this Act, including children in high-poverty areas, migratory children, immigrant children, children with limited-English proficiency, neglected or delinquent children, homeless children and youth, Indian children, children with disabilities, and, where applicable, Alaska Native children and Native Hawaiian children;

"(D) implementing high-quality professional development activities for teachers, and where appropriate, administrators, pupil services personnel and other staff;

"(E) improving the quality of bilingual education, including programs that emphasize English and native language proficiency and promote multicultural understanding;

"(F) creating safe and drug-free environments, especially in areas experiencing high levels of drug use and violence in the community and school;

"(G) implementing educational applications of technology;

"(H) coordinating services and programs to meet the needs of students so that students can fully participate in the educational program of the school;

"(I) expanding the involvement and participation of parents in the education of their children;

"(J) reforming schools, school systems, and the governance and management of schools;

"(K) evaluating programs; and

"(L) meeting the special needs of students living in urban and rural areas and the special needs of local educational agencies serving urban and rural areas;

"(2) ensure that technical assistance staff have sufficient training, knowledge, and expertise in how to integrate and coordinate programs under this Act with each other, as well as with other Federal, State, and local programs and reforms;

"(3) provide technical assistance using the highest quality and most cost-effective strategies possible;

"(4) coordinate services, work cooperatively, and regularly share information with, the regional educational laboratories, the Eisenhower regional consortia under part C, research and development centers, State literacy centers authorized under the National Literacy Act of 1991, and other entities engaged in research, development, dissemination, and technical assistance activities which are supported by the Department as part of a Federal technical assistance system, to provide a broad range of support services to schools in the region while minimizing the duplication of such services;

"(5) work collaboratively with the Department's regional offices;

"(6) consult with representatives of State educational agencies, local educational agencies, and populations served under this Act;

"(7) provide services to States, local educational agencies, tribes, and schools, in coordination with the National Diffusion Network State Facilitators activities under section 13201, in order to better implement the purposes of this part and provide the support and assistance diffusion agents need to carry out such agents' mission effectively; and

"(8) provide professional development services to State educational agencies, local educational agencies, and the National Diffusion Network State Facilitators to increase the capacity of such entities to provide high-quality technical assistance in support of programs under this Act.

"(b) Priority.—Each comprehensive regional assistance center assisted under this part shall give priority to servicing—

"(1) schoolwide programs under section 1114; and

"(2) local educational agencies and Bureau-funded schools with the highest percentages or numbers of children in poverty.

"SEC. 13103. MAINTENANCE OF SERVICE AND APPLICATION REQUIREMENTS.

"(a) Maintenance of Service.—The Secretary shall ensure that the comprehensive regional assistance centers funded under this part provide technical assistance services that address the needs of educationally disadvantaged students, including students in urban and rural areas, and bilingual, migrant, immigrant, and Indian students, that are at least comparable to the level of such technical assistance services provided under programs administered by the Secretary on the day preceding the date of enactment of the Improving America's Schools Act of 1994.

"(b) Application Requirements.—Each entity or consortium desiring assistance under this part shall submit an application to the Secretary at such time, in such manner and accompanied by such information, as the Secretary may require. Each such application shall—

"(1) demonstrate how the comprehensive regional assistance center will provide expertise and services in the areas described in section 13102;

"(2) demonstrate how such centers will work with the National Diffusion Network under section 13201 to conduct outreach to local educational agencies receiving priority under section 13401;

"(3) demonstrate support from States, local educational agencies and tribes in the area to be served;

"(4) demonstrate how such centers will ensure a fair distribution of services to urban and rural areas; and

"(5) provide such other information as the Secretary may require.

"SEC. 13104. TRANSITION.

"(a) In General.—The Secretary shall use funds appropriated to carry out this part for fiscal years 1995 and 1996 in order to ensure an orderly transition and phase in of the comprehensive regional assistance centers assisted under this part.

"(b) Extension of Previous Centers.—

"(1) In general.—The Secretary shall, notwithstanding any other provision of law, use funds appropriated under section 13105 to extend or continue contracts and grants for existing categorical technical assistance centers assisted under this Act (as such Act was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994) through fiscal year 1996, and take other necessary steps to ensure a smooth transition of services provided under this part and that such services will not be interrupted, curtailed, or substantially diminished.

"(2) Staff expertise.—In planning for the competition for the new comprehensive regional assistance centers under this part, the Secretary may draw on the expertise of staff from existing categorical assistance centers assisted under this Act prior to the date of enactment of the Improving America's Schools Act of 1994.

"SEC. 13105. AUTHORIZATION OF APPROPRIATIONS.

"For the purpose of carrying out this part, there are authorized to be appropriated $70,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

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sought in this reauthorization to reform the $7+ billion ESEA Chapter 1 program (nearly 35 times the size of Title VII) so as to improve its impact on language-minority and limited-English-proficient (LEP) students and their families.

I am delighted to report that the new Elementary and Secondary Education Act meets all of NABE's fundamental objectives.

The New Title I

Chapter 1 (renamed Title I) was thoroughly restructured in keeping with the recommendations NABE originally made to Congress in the winter of 1992 (see January 1, 1993 issue of the *NABE News*). In designing the new Title I program, Congress:

- Eliminated the concept of "educational disadvantage or deprivation" as an eligibility requirement.
- Eliminated norm-referenced standardized achievement tests as the tool to measure the success or failure of Title I programs.
- Strengthened Title I provisions regarding parent involvement.
- Emphasized the retooling and revitalization of Title I program personnel through programs of staff development.

And, most importantly,

- Eliminated the "special rule" applicable to LEP students contained in section 1014 (d) of Chapter 1 which served to exclude LEP students from Chapter 1 programs and services.

The new Title I calls for the full participation of LEP students who meet the eligibility standard of poverty and emphasizes their right to instructional programs which are appropriate for their limited-English-proficiency. Indeed, the new Title I even provides for the use of native-language assessments to measure the academic progress of LEP students in content areas.

The New Title VII

The newly reauthorized ESEA Title VII (see insert elsewhere in this issue for *verbatim* text) also embodies NABE's recommendations for strengthening the Bilingual Education Act and expanding its impact. Under the new ESEA, Title VII is continued as a national, competitive, discretionary grant program to build the capacity of local and State educational agencies, tribal educational authorities, institutions of higher education, and community-based organizations to better serve LEP students and their families.

Finally, I want to acknowledge the powerful role that NABE members played throughout the reauthorization process. Your calls to and correspondence with members of the House and Senate demonstrated the tremendous importance of the reauthorization and provided the margin of support necessary for victory.

In keeping with NABE's recommendations that bilingual education become a lever for systemic educational reform, the scope and impact of the new Title VII has been extended through the authorization of school-wide and system-wide local educational agency program grants. These grants are in addition to the more traditional smaller scale grants to develop and implement within-school programs of bilingual education or to enhance existing bilingual education programs.

The most important change in the new Title VII is the law's recognition of the importance of bilingualism as a program outcome. For the first time in the 25-year history of the Bilingual Education Act, the new law requires the Secretary to give priority "to applications which provide for the development of bilingual proficiency in both English and another language for all participating students."

Bilingual education research has also been strengthened through a requirement that Title VII-funded research have "a practical application to teachers, counselors, paraprofessionals, school administrators, parents, and other involved in the education of limited English proficient students and their families" and by establishment of a funding set-aside for "field-initiated" research. The new Title VII provides for the continuing operation of the Academic Excellence Award program, the State Grant program, and the National Clearinghouse on Bilingual Education.

The impact of Title VII-funded training and professional development activities is also enhanced under the new ESEA. In addition to the traditional grants for preservice and inservice bilingual personnel training and graduate fellowships in bilingual education, new grants have been added to Title VII for career ladder bilingual education training programs for paraprofessionals and for the systemic reform of general teacher training programs so that all teachers have exposure to basic methods of instruction for linguistically and culturally diverse students.

Throughout the new Title VII, emphasis is accorded to the application of technology for the instruction of LEP students. The new law also recognizes the unique status of indigenous languages in America and provides grants for "the development, publication, and dissemination of high-quality instructional materials in Native American and Native Hawaiian languages and the language of Native Pacific Islanders and natives of the outlying areas...."

In developing the new ESEA Title VII, Congress added two programs. The first is a competitive grant program, the Foreign Language Assistance

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Program, with a separate authorization of $35 million for fiscal year 1995. This new grant program, to be administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), includes a provision requiring the Secretary to give special consideration to applications which "link non-native English speakers in the community with the schools in order to promote two-way language learning." The second program added to Title VII is the Emergency Immigrant Education Program formula grant program which, although administered by OBEMLA, was heretofore not part of Title VII.

Challenges Surmounted

NABE had to surmount many challenges in connection with this ESEA reauthorization. An initial challenge was the call by the Council for Chief State School Officers (CCSSO) to eliminate Title VII as a separate education program and to merge some of its functions with Chapter 1. Later, when the ESEA reauthorization bill came up for discussion and vote on the House floor, Rep. Toby Roth (R-WI) offered an amendment to strike Title VII from the bill. The CCSSO proposal was rejected early in the legislative development process, and the Roth Amendment was decisively defeated by a 329-78 roll-call vote.

Other challenges were more complex. The Administration's ESEA reauthorization proposal, while generally positive, contained a number of provisions which were troublesome to NABE. In addition to a defective definition of "bilingual education programs" that did not require any use of a child's native language, the Administration's bill proposed that all Title VII applications must be reviewed by State departments of education prior to their consideration by the Federal Education Department. And the Administration's bill proposed to eliminate immediately all ESEA technical assistance entities, including Title VII Multifunctional Resource Centers (MRCs) and Evaluation Assistance Centers (EACs), as part of an ill-defined proposal to create comprehensive regional technical assistance centers.

These challenges were also resolved through painstaking congressional deliberation and persistent advocacy. Congress rejected the Administration's defective definition of "bilingual education programs," and modified the proposal for mandatory State review of all Title VII applications by exempting from this process all Indian applications and providing an exemption for non-Indian applications where the State demonstrates that the review requirement may impede its ability to carry out its data collection and technical assistance duties under Title VII. Regarding the consolidation of ESEA technical assistance activities, NABE won a two-year (fiscal year 1995 and 1996) extension for existing technical assistance entities including MRCs and EACs, and a number of other guarantees (see verbatim text of Title XIII elsewhere in this issue) to ensure that the eventual consolidation of ESEA technical assistance will not diminish support for bilingual education programs.

Critical Allies in the Reauthorization Process

The success NABE achieved in this ESEA reauthorization reflected the work of many who deserve acknowledgement. The Congressional Hispanic Caucus (CHC), chaired by Rep. José Serrano (D-NY), led House efforts to ensure that the new ESEA addressed the needs of language-minority and LEP students and their families. The CHC invited NABE and the Mexican American Legal Defense and Educational Fund (MALDEF) to develop draft ESEA legislation, and subsequently introduced this legislation (H.R. 3229) in the House of Representatives.

Representative Xavier Becerra (D-CA), a freshman member of the House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education, worked tirelessly with other members of the subcommittee to secure inclusion of the important features of the CHC bill in the House subcommittee bill. Working closely with Subcommittee Chairman Dale E. Kildee (D-MI), who co-sponsored the 1984 and 1988 Title VII reauthorization legislation developed by NABE, Rep. Becerra sought out other subcommittee members including Major R. Owens (D-NY), Jack Reed (D-RI), Gene Green (D-TX), Lynn C. Woolsey (D-CA), Karan English (D-AZ), and Carlos A. Romero-Barceló to provide assistance and support on specific Title I and Title VII issues of particular relevance to their constituencies.

Representative Becerra mediated negotiations between NABE and the Education Department to resolve the numerous differences between the CHC bill and the legislation developed by the Department of Education. OBEMLA Director Dr. Eugene García demonstrated good faith in these negotiations, and above all a genuine commitment to language-minority students and their families. I have enjoyed working with Dr. García, and only regret that he was not appointed earlier in the Clinton Administration so that he might have had a greater initial role in developing the Administration's ESEA legislative proposals.

Representative Becerra also worked closely with minority members of the House subcommittee, especially the ranking minority member, William F. Goodling (R-PA). Rep. Becerra was able to negotiate a reasonable compromise to alleviate Rep. Goodling's concern about the 25 percent limit on Title VII support for monolingual English Special Alternative Instructional Programs, and Rep. Goodling, in turn, proved an able defender of Title VII when it came under attack from Rep. Roth on the House floor.

Because the Senate adopted the Administration's Title VII proposal with only a few modifications, the House-Senate Conference Committee played a critical role in resolving differences between the House and Senate legislation. House Education and Labor Committee Chairman William D. Ford (D-MI), Subcommittee Chairman

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Kildee, and Representative Becerra worked together well to secure acceptance by the Conference Committee of critical provisions contained in the House bill.

Outside of Congress, NABE enjoyed the support and collaboration of numerous educational and ethnic advocacy organizations. Representatives of Aspira, the Council for Great City Schools, the Cuban-American National Council, the Hispanic Association of Colleges and Universities, the Japanese-American Citizens League, the Mexican American Legal Defense and Educational Fund, the National Council of La Raza, the National Education Association, the National Indian Education Association, the National Puerto Rican Coalition, the Navajo Nation, and the Organization of Chinese Americans played a major role in developing and promoting the Title I and Title VII reforms for language-minority and limited-English-proficient students. Congressional Hispanic Caucus Staff Director Rick Lopez proved to be an active and invaluable ally in our quest to improve Federal education policy.

Throughout the three-year reauthorization effort, the NABE Executive Board of Directors provided me with good counsel and unfailing support. Their assistance made a difficult job doable and pleasurable.

Finally, I want to acknowledge the powerful role NABE members played in the reauthorization process. Your calls to and correspondence with members of the House and Senate demonstrated the tremendous importance of the reauthorization and provided the margin of support necessary for victory. And the advice so many of you shared with me provided a vision of reality and a sense of vitality that is critical to the formulation of laws that work for people.

In the coming months, I will share with you further details of the new ESEA and how it can empower language-minority and limited-English-proficient students, their families, and the educators who serve them. For now, rejoice in knowing that the new Elementary and Secondary Education Act is the best yet devised by our government!

Editor's Note: *The photograph on Page 1 is reprinted with the permission of the White House. The verbatim reprinting of sections of the Act is contained in this issue's special supplement, located in the center of the issue beginning with page number A1.*

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Research and Evaluation Participation Needed for Annual Conference

The Research and Evaluation SIG is planning a "Poster Session" at the NABE '95 Conference in Phoenix, February 14-18, 1995. If you are involved in innovative research and/or evaluation activities in bilingual education, we would like your participation in this session.

The format we have planned is for each presenter to do a 10-15 minute overview of their research or evaluation endeavors, followed by a 5 minute dialogue with the audience.

We particularly encourage practitioners who are involved in conducting meaningful research that is useful to classroom teachers, resource teachers, and persons implementing bilingual education programs.

Deadline for submissions is December 15, 1994. Those interested in presenting their research and/or evaluation work, please contact:

Anthony Sancho, SIG Chair
Research and Evaluation
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
Phone (310) 598-7661
FAX (310) 985-9635

• NABE •

New CAL President

Dr. Donna Christian, Former Division Director, Elevated to Top Post

On September 6, 1994, the Center for Applied Linguistics (CAL) in Washington, DC selected Donna Christian as its new president. Dr. Christian was Vice President and Director of the English Language and Multicultural Education Division at CAL prior to her appointment. She succeeds Sara E. Meléndez who left CAL to become president of Independent Sector.

Dr. Donna Christian, CAL President

"Donna's knowledge and experience in addressing real world language and culture issues -- and her insistence that these responses be shaped by what we know from research – make her an excellent leader for CAL" said Dr. Kenji Hakuta, Chair of the Board of Trustees. "We're excited about handing the leadership to someone who embodies the rich history of CAL and reflects its tradition of continuous innovation in virtually every aspect of how languages are taught, learned and used."

Dr. Christian has been on the staff of CAL since 1974, where her work has focused on language in education and language policy. She has been the principal investigator of numerous projects at CAL related to the education of language minority students. Her current research focuses on two-way bilingual education, in a study supported by the National Center for Research on Cultural Diversity and Second Language Learning. She also directs CAL's Program In Immigrant Education, a new initiative targeting secondary education of immigrant students. Her publications include *Dialects and Education: Issues and Answers*, contributions to numerous collections and journals, and *Directory of Two-Way Bilingual Programs in the United States.*

A native of Schenectady, NY, Dr. Christian holds a B.S. in mathematics from St. Lawrence University, a Master of Science degree in applied linguistics and a Ph.D. in sociolinguistics, both from Georgetown University. Her varied background includes teaching at the university level, including two-year appointment in linguistics as a Fulbright Senior Lecturer at Adam Mickiewicz University in Poznan, Poland. She is active in numerous professional organizations such as the American Association for Applied Linguistics, the American Dialect Society, the Linguistic Society of America, the National Association for Bilingual Education, and Teachers of English to Speakers of Other Languages.

In accepting her appointment as president, Dr. Christian said, "In my 20 years on CAL's staff, we have responded to the changing times, technologies and theories. Our mission remains constant, however – to apply the study of language and culture to educational, social and human concerns. Today that mission is more vital than ever because of the nation's expanding diversity. I look forward to leading CAL as we meet the challenges ahead."

NABE congratulates Dr. Christian on her appointment and wishes her great success at CAL.

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Bicultural-Bilingual Studies

Assistant Professor with tenure
starting Fall 1995, pending budget approval.

Specialist with established record of research and publication focusing on language minority education, biculturalism, bilingualism, biliteracy or language policy. Teach graduate students, active research agenda, involvement in proposed doctoral program. Salary competitive. Full description of qualifications and position available.

Submit application letter, résumé, and three reference letters by December 31, 1994: Chair, Bicultural-Bilingual Studies Search Committee, Division of Bicultural-Bilingual Studies, College of Social & Behavioral Sciences, ***The University of Texas at San Antonio, TX*** *78249-0653.*

Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. Applicants who are not U.S. citizens must state their current visa and residency status.

English as a Second Language

Assistant Professor with tenure
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Specialist with established record of research and publication focusing on teaching English as a second language and related areas. Teach graduate and undergraduate courses, pursue active research agenda, involvement in proposed doctoral program. Salary competitive. Full description of qualifications and position available.

Submit application letter, résumé, and three reference letters by December 31, 1994: Chair, ESL Search Committee, Division of Bicultural-Bilingual Studies, College of Social & Behavioral Sciences, ***The University of Texas at San Antonio, San Antonio, TX*** *78249-0653.*

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

How Teachers Can Help Neglected Children Whose Parents Don't Seem to Care

by Connie Contreras-Polk

Last month I discussed how more and more teachers are having to take on more and more of a parenting role in the lives of our classroom children. In this column, I want to talk about how teachers can help in cases of parental child neglect. I will relate some of my personal experiences as well as how I and others have tried to deal with the problems of child neglect.

One of my most vivid experiences of child neglect was the case of José. Prior to getting José, I had his brother Antonio the year before. What I saw in José was more or less a repeat of what I had seen with his older brother. I had called in the parents when I had Antonio and asked them to consider referring him to our school counseling program. Before making this suggestion I had done all I could to see if the parents and I could do something to turn things around. Counseling was the last resort. Well, both parents refused to sign the needed papers to make the counseling referral and I did sign the needed papers to make the counseling referral and I what I could to deal with Antonio's apparent home neglect and attendant school problems. Now I was faced with a similar case of home neglect with José.

Like with Antonio, José came into class the first day with a host of problems. He was dirty, hyperactive, and just a general terror to most classmates. He never did the school assignments unless I sat and held his hand throughout the day, which I of course couldn't do with a classroom full of 30 students. When the father came in to conference for the first time, he related that he had hoped that José would get another teacher. He felt that here he went again with a teacher who seemed to have it in for his children. I tried to reassure him that I was only interested in seeing that José was successful in school but that for this to happen, I needed the family's cooperation. "Here you go again," he said, "blaming it all on the family." He went on to say that keeping José on task, undisruptive and so on, was my job, not his. I abandoned all notions of asking the father for permission to refer José for counseling. When I had suggested this the year before with the other son, Antonio, he had told me that he refused to sign him up because he felt that they were being discriminated against. So I said to myself, don't bother with this suggestion again. You already know the answer. He won't agree to it. The father did mention to one of my assistants once, when I was out of the classroom, that he indeed had problems with José at home; he often ran away into the neighborhood. José would also be constantly getting into fights with neighborhood children. The father felt that he had lost control. I never related this to him but sought other ways to help José.

I read all the literature I could in the area of child neglect and conferred with the school administrator and teacher colleagues. I was determined to succeed with José where I had failed with Antonio the year before. The biggest hurdle I had to fight was convincing José that I was not the monster that his parents and brother Antonio made me out to be. I had to try and turn around a negative image of me that had been instilled into José's head by his parents and brother. This was my biggest challenge. I started out by trying to be there for José whenever he needed me. I wanted him to know that I cared about him and that I believed in him. I wanted him to know that I knew what he was going through at home. His parents had just separated that year and he was living with the father. His mother had moved to another location with her other children from a previous marriage.

I developed an individualized program tailored to José's needs. I made sure that I was there to get him started on all his assignments. When my assistant came, she also spent a certain amount of time with José. When things got really out of hand and nothing worked for José, I sent him with a note to a sixth grade teacher who had agreed to be a buddy teacher, and take uncontrollable students. As a third grader, José liked going to the sixth grade class where he got a lot of help and attention from older students. From time to time students from this sixth grade class also came to my room to work with José and other children needing academic and emotional support.

To help José maintain cleanliness and general hygiene habits I spent time checking his appearance each day and commenting positively on his having brushed his teeth, combed his hair and put on clean clothes. He started to see me in more and more of a positive light. I was fulfilling the absent mother's role. We worked out a plan to help him get ready for school each day. It was broken down into specific steps: brush teeth, comb hair, put on clean clothes and so on. To get him started I bought him a toothbrush, toothpaste, two or three washcloths, and some soap and put them in his getting ready for school bag. From time to time during the school year I asked him to bring the bag in to replenish it with supplies.

I enlisted the help of Antonio, asking him to stop by each day to find out what José had to do that evening as

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homework. As Antonio started to see the positive changes taking place in his younger brother José, he started to see me in a more positive light than he had when I had been his teacher. I put together a file folder for José to keep his daily homework assignments and any other papers or notices he needed to take home. He was rewarded with special treats for bringing in the homework assignments. Because he needed so much of my personal attention, these special treats were generally lunch with me. He and I came back to the room and shared a special lunch that I put together for us once a week when he had turned in all his assignments and had done all the school work as well. It was at times such as these special lunches when I got through to him. I could see a love growing in his heart for his teacher.

Toward the end of the school year, I felt that possibly I had even started to win over the father. One day, during the last month of school, José's father came in and stated that he wanted to come in and help where he could in the upcoming dance festival we were having. We had sent out letters to the parents asking for volunteers to help with food booths and other planned festival activities. He volunteered to donate food to be sold at one of the food booths as well as to help clean-up after the festival.

On the last day of school, José came up to me and handed me a little card he had made for me. As I tore off the envelope, my heart jumped a beat. As I slowly pulled out the card, I looked at José. He stood their smiling at me. Inside the card he had scribbled the words: "Para mi querida maestra con mucho cariño, José." At that moment, I knew that everything I had done had been worth the time and effort. I knew that I had become for José, the mother he no longer had at home. I knew that I would always be special to him. I knew that he would never forget our special relationship.

The following year when José was in the fourth grade, he always came by my classroom before he went to his regular one. I always welcomed him and kept abreast of how things were going with him. The parents were still separated but he was trying to deal with things. He knew that he could always come to me when he needed to talk. I knew that my parenting role did not end when José [illegible] my third grade. I knew that in my heart he would always be a special child, no matter whose room he was in. In my heart he was never abandoned. True parents are always there for their children. A teacher who assumes the parenting role to classroom children is always there for them, no matter where they may be. I had given José my home telephone number when he was in my third grade, saying to him: "If you ever need to call me, I want you to call me, no matter when or how old you are." I continued: "Anyone who has ever been in my class can call me at any time they need me; no matter how old they are or where they are." I told all my classroom children that I would always try to maintain my telephone number under my present name, so they might always be able to contact me in the future.

What I hope that you have learned from this article is how you as a teacher can work with a neglected child by focusing on the child's behavior rather than the parent's. As was mentioned at the beginning, many times there is an uncooperative parent there or no parent to work with. In such cases the only thing you have to work with is the child's behavior. This article attempted to show teachers and interested others how to focus on the child and how through such focus the empowering of the child can be accomplished. As teachers come to see their roles more and more in terms of surrogate parents or parents away from home, the many José's of the world will find that much needed parent.

Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

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NABE Memorabilia Wanted

The NABE Headquarters Office in Washington, DC is looking for posters from NABE conferences prior to the 1981 conference held in Boston.

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

The Assessment of Language-Minority Students: Objectives and Successful Strategies

by Virginia González

In this article I want to continue our dialogue about alternative assessment models for avoiding biases and inequalities when assessing language-minority students (LMS), by looking at assessment objectives and strategies. Five major assessment objectives with their corresponding strategies will be identified and implications for LMS will be discussed, including: (1) pre-referral strategies to identify LMS who are in genuine need of assessment due to real at-risk characteristics; (2)screening as a strategy for differentiating LMS who do not need follow-up from those who need further assessment; (3) diagnosis of at-risk students using multiple alternative measurements and informants across contexts as strategies; (4) educational program development using strategies for linking assessment with instruction; and (5) program evaluation as a strategy for implementing high quality assessment and educational procedures. Emphasis will be given to pre-referral and screening assessment objectives and strategies, as they can function as "gatekeepers" for assuring fairness in assessment.

Pre-referral Strategies

After appropriate pre-referral intervention strategies have been implemented, accurate assessment of LMS who are in genuine need of special education services can be made. However as illustrated by the two examples provided below, appropriate pre-referral strategies and accurate assessment measures for LMS need to be used in coordination with relevant assessment objectives for avoiding biases and inequalities. The first example refers to the presence of appropriate pre-referral strategies for LMS which, in the *absence* of valid and reliable assessment instruments and the realization that the most important tool for assessment is the evaluator's personality, cannot assure fairness. As discussed before in this column (see González, 1993) evaluators' attitudes toward assessment and instruction of LMS, their cultural and linguistic backgrounds, and their conceptual understandings of constructs measured influence assessment and placement decisions. Misdiagnosis results from the use of biased assessment procedures derived from the "medical model" which assumes the presence of internal racial and genetic causes of "learning problems" (as discussed previously in this column, see González, 1994a). Then, when using the "medical model" LMS are treated unequally, due to the use of discriminatory assessment procedures for children who come from different cultures and have different first and second language proficiency and dominance levels. The result is a waste not only of economic and educational resources; but most importantly of our most precious treasure, our young multicultural and multilingual children, the richest human resource of our nation. A possible solution is offered by assessment objectives endorsed by the "Ethnic-Research" approach which assume the existence of culturally and linguistically bound abilities such as the qualitative assessment method developed by González (1991, 1994b).

The second example refers to LMS who are *not in genuine* need of assessment, to whom valid and reliable measurements are administered by evaluators who may or may not be aware of the influence of their personalities on the assessment process. For this second case, the classroom teacher can become a gate-keeper, who can intervene at the pre-referral level and prevent the inappropriate derivation of LMS to evaluation processes (Ball & Harry, 1993) which place them in at-risk situations given the state-of-the-art of assessment procedures. Moreover, as Ball and Harry (1993) point out, teacher referral maintains the inequalities of the educational system, because it is from this teacher-selected pool that LMS continue to be overrepresented in special education categories. For instance, Lloyd, Kauffman, Landrum, and Roe (1991) found that in schools with high enrollments of minority students (between 36-41% of the school population), regular classroom teachers were the primary source of referral, and most commonly students who were performing below expectations in reading and writing and who had behavior problems were referred. One way of reducing teachers' referrals of LMS students suspected of "internal problems" based on attitudes and misconceptions derived from the "medical model," may be to change their attitudes to the perception that teaching can make a difference (as proposed in this column by Oller, 1993). González (1994c) demonstrated that teachers can change their attitudes toward LMS if graduate level multicultural education courses provide them with an opportunity to: (a) examine how their own cultural and linguistic backgrounds influenced their own educational process, and (b) realize their lack of prior knowledge for understanding the impact of linguistic, cultural, and other differences on learning and developmental processes in LMS. By gaining awareness of their responsibility in the pre-referral process, teachers realize the powerful impact of their decision on the future social and educa-

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tional well-being of LMS. Giving teachers the opportunity to participate in the "pre-referral intervention" process empowers them as advocates for preventing misdiagnosis and misplacement of LMS.

In relation to specific pre-referral intervention practices with LMS, Ortiz (1992) recommended clinical teaching as a problem-solving process that implements several alternatives for improving academic and behavior problems in the classroom (e.g., teaching basic skills, re-teaching skills using significantly different strategies, and re-focus instruction when problems continue). Consultation models are also recommended by Ortiz (1992), especially collegial rather than expert models, so that teachers accept the responsibility for "teaching problems" within their own classrooms, with the subsequent generation and implementation of possible solutions. Chalfant and Pysch (1981) recommended problem-solving teams that can be effective pre-referral models for preventing misdiagnosis if teachers are knowledgeable about appropriate placement options and are open to establish a collaborative learning community within schools. However, as Ortiz (1992) pointed out, pre-referral strategies and models need to be adapted to the idiosyncratic needs of LMS that differ across schools and communities. Thus, as "the panacea" for validly and reliably assessing LMS cannot exist, "the magic pre-referral model" cannot be applied for solving "teaching and learning problems" that may arise when serving LMS.

Screening and Diagnosing At-Risk Students

Three categories of at-risk factors for LMS can be identified in relation to the assessment objectives of screening and diagnosing: (1) internal conditions that students present at birth due to genetic disorders that can be medically diagnosed at the neurological level, causing handicapping conditions or developmental disabilities; (2) internal conditions present at birth that put students at-risk to develop handicaps or disabilities called "sleeper effects" (e.g., premature birth, susceptibility for environmental agents, etc.); and (3) extreme conditions present in the physical and sociocultural environment (e.g., lack of proper nutrition during sensitive developmental periods, a dysfunctional family) that can even alter internal potential, or that can negatively affect development due to lack of opportunity. For accomplishing the second and third assessment objectives, screening and diagnosing, we need to prevent underidentifying or overidentifying LMS in need of special education services by using multiple alternative measurements and informants across contexts as strategies. Several measurements (e.g., standardized tests, developmental problem-solving tasks, interviews, home language surveys, etc.) coming from different assessment approaches (i.e., Psychometric, "Missionary", Behavioral, and "Ethnic Researcher") can be used, which have different underlying assessment principles and objectives as explained in a previous article in this column (see González, 1994a). For instance, standardized tests derived from a traditional Psychometric assessment approach have as an objective to compare students' performance with norms. Standardized tests need to be used with caution with LMS as norms do not represent all the linguistic and cultural groups. Moreover, LMS can be at-risk for being misidentified in the screening stage as "in need of further assessment" just because they are in the process of learning English as a second language or they have been socialized in a bicultural environment.

Program Development and Evaluation

Program development has the purpose of generating an Individualized Educational Program (IEP) in relation to internal and external factors measured through a battery of instruments in the assessment and diagnostic processes. Internal factors may include the assessment of competence and potential for learning. Competence assessment refers to skills and abilities, related to learning and schooling, that the student has mastered that are measured by traditional assessment approaches (i.e., Psychometric, "Missionary", and Behavioral, see González 1994a). Potential for learning is measured by qualitative assessments endorsed by the "Ethnic-Researcher" approach that are most useful as they provide information that can be directly applied to the development of educational programs by classroom teachers without much further training. Some qualitative assessments that can be used for measuring internal factors such as learning potential include problem-solving tasks (see González, 1991, 1994b), portfolio assessment, naturalistic and structured observations of the child's behaviors, interviews to the child, rating scales for child's behaviors, etc. As external factors are also important from an "Ethnic Researcher" and Behavioral approaches, the description of the characteristics of the sociocultural environments in which the student is immersed (e.g., school, home, neighborhood, community) is also included. The identification of family strengths and needs also forms a central part of external factors that include awareness of current family functioning, and identification of linguistic and cultural differences with the mainstream school culture. Some of the instruments that can be used for describing external factors are naturalistic and structured observations at home and school, home visits, home language and cultural surveys, environmental rating scales for teachers' and parents' behaviors, and interviews with parents and teachers.

Program evaluation serves the purpose of reconsidering placement decisions and the effectiveness of educational programs on students' progress. Instruments that can be used for program evaluation are student's accomplishment of stated educational goals, and also product evaluation such as portfolio assessment. Standardized tests are commonly used for program evaluation because they are norm referenced and compare individual students to peers, providing quantitative scores that are useful for accountability purposes. However, as pointed out above, the use

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of standardized instruments derived from the Psychometric approach put LMS at-risk for being misdiagnosed as in need of special education services.

In conclusion, when assessment objectives are implemented with LMS, the problem is that handicapping conditions and disabilities are created by external factors including: (1) inappropriate pre-referral and screening strategies, (2) unvalid and unreliable assessment instruments, and (3) evaluators' negative attitudes, lack of knowledge of cultural and linguistic backgrounds of LMS, and misconceptions regarding assessment and instruction.

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Contributions to the ***Assessment of Language-Minority Students*** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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ASIAN/PACIFIC SIG

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Helen Joe Lew, San Francisco USD
Janet Lu, Multifunctional Resource Center, Northern California
Barry McLaughlin, National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz
Eiji Muraki, Educational Testing Service
Clara Park, California State University, Northridge
Samuel Peng, National Center for Educational Statistics, U.S. Department of Education
Dang Pham, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education
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Networking

The National Clearinghouse for Bilingual Education has expressed support for the APA forum and invites interested parties to submit papers and research studies to them for consideration. For more information, please contact Minerva Gorena at 1-800-321-6223.

The Institute for Urban and Minority Education at Teachers College, Columbia University, has established a Center for Asian American Education and is seeking research studies. Please contact Anne Lin Goodwin at <alg125@columbia.edu>.

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Upcoming Events

November 9-12, 1994 - Texas Association for Bilingual Education (TABE), 22nd Annual Conference, "Bilingual Education: Excellence for the 21st Century. Contact: TABE (800) 822-3930 or Austin (512) 445-0036.

November 9-13, 1994 - American Association of School Librarians National Conference, "Shape the Vision," Indianapolis. Contact: American Association of School Librarians, 50 East Huron, Chicago, IL 60611 or Janet Hong, (800) 545-2233.

November 9-13, 1994 - National Association for Gifted Children Annual Convention, Salt Lake City. Contact: NAGC, 1155 15th Street, NW, Suite 1002, Washington, DC 20005, or Peter Rosenstein (202) 785-4268.

November 10-12, 1994 - The Council for Exceptional Children Symposium on Multicultural Exceptional Learners, San Diego. Contact: The Council for Exceptional Children, P.O. Box 79026, Baltimore, MD 21279-0026. (800) 224-6830 FAX (703) 264-9494

November 16-19, 1994 - International Reading Association Southwest Regional Conference, Little Rock. Contact International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139. (800) 628-8508

November 16-21, 1994 - National Council of Teachers of English Annual Convention, Orlando. Contact: National Council of Teachers of English, 1111 West Kenyon Rd., Urbana, IL 61801. (217) 328-3870

November 17-19, 1994 - The 18th Annual Colorado Teachers of English to Speakers of Other Languages (CoTESOL) Conference, Denver. Contact: CoTESOL, Economic Institute, 1030 13th Street, Boulder, CO 80302.

November 18-19, 1994 - California Association for Asian-Pacific Bilingual Education (CAFABE) 20th Annual Conference, "Lau v. Nichols:" From Back to the Future," Los Angeles. For further information call: Charles Hwang (209) 953-4021, Kenji Ima (619) 594-5534, Irene Kwok (415) 469-4987, Wei-lin Lei (909) 869-4168, Mary Sieu (310) 926-6132.

November 18-20, 1994 - American Council on the Teaching of Foreign Languages Annual Meeting, Atlanta. Contact: American Council of the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701. (914) 963-8830.

November 18-21, 1994 - American Speech-Language-Hearing Association Annual Conference. Contact: ASLHA, 10801 Rockville Pike, Rockville, MD 20852. (301) 897-5700

November 18-21, 1994 - National Council for Social Studies Annual Meeting, Phoenix. Contact: National Council for Social Studies, 3501 Newark Street, NW, Washington, DC 20016-3167. (602) 966-7840

November 19, 1994 - Annual Conference on Books in Spanish for Young Readers, San Diego. Contact: California State University San Marcos, San Marcos, CA 92096-0001. (619)752-4070 FAX (619) 752-4073

November 30 - December 3, 1994 - National Association for the Education of Young Children Annual Conference, Atlanta. Contact: National Association for the Education of Young Children, Conference Dept., 1509 16th Street, NW, Washington, DC 20036-1426. (800) 424-2460 or (202) 232-8777

December 1-3, 1994 - Office of Elementary and Secondary Education (OESE) and Office of Bilingual Education and Minority Languages Affairs (OBEMLA) Conference, "Reauthorization, Reinvention and Reform," Baltimore. Contact: Eastern Stream Center on Resources and Training (ESCORT), State University of New York at Oneonta, Oneonta, NY 13820-4015. (800) 451-8058 FAX (607) 432-7102

December 10-14, 1994 - National Staff Development Council Annual Conference, Orlando. Contact: National Staff Development Council, P.O. Box 240, Oxford, OH 45056. (513) 523-6029

December 15-17, 1994 - National Science Teachers Association Area Convention, Las Vegas. Contact: NSTA, 1742 Connecticut Avenue, NW, Washington, DC 20009-1171.

December 27-30, 1994 - Modern Language Association Annual Conference, San Diego. Contact: Modern Language Association, 10 Astor Place, New York, NY 10003. (212) 614-6372

February 1-4, 1995 - California Association for Bilingual Education (CABE) Annual Conference, "Many Languages One Message," Anaheim. Contact: Registration CABE '95, 320 West G Street, Suite 203, Ontario, CA 91762.

February 8-9, 1995 - The Iowa English as a Second Language/Bilingual Education and Refugee Concerns Conference, Des Moines. Contact: Des Moines School District, 1800 Grand Avenue, Des Moines, IA 50309. (515) 242-7841

February 14-18, 1995 - National Association for Bilingual Education 24th Annual Bilingual/Multicultural Education Conference: "NABE '95: The Next Generation...", Phoenix. Contact: NABE, 1220 L Street NW, #605, Washington, DC 20005-4018. (202) 898-1829.

Resources for Bilingual Educators

Adjusting to Classmates from Different Cultures - Kids will become aware of the cultural differences that exist between them and some of their classmates. They also examine their fears and prejudices. They'll learn: how to get along with classmates from other cultures; why stereotyping is a mistake; and more. 20 min. video for kids Grades K-6. CG954, $89.00. EBSCO Curriculum Materials 1-800-633-8623.

Big Multicultural Tales - These are oversized books that give global folktales a big boost. The bold color and simple designs of the illustrations are delightful, and the tales are well-chosen and exuberantly written. Teaching guides offer background on the cultures highlighted by the tales and suggest a wide range of activities for students. $14.95 each. Scholastic, Inc., 2931 E. McCarty Street, Jefferson City, MO 65101 (800) 325-6149.

Bilingualism: A True Advantage - In today's global economy, being bilingual is a distinct advantage. This video video program looks at the nationally recognized bilingual education program at San Antonio's De Zavala Elementary School, where Spanish-speaking children are being prepared to compete in the market place by developing new skills in English while maintaining their skills in Spanish. The program also follows a group of college students who are realizing the professional and personal benefits of being able to speak two languages. It concludes with a conversation with Cheech Marin, who shares his views on the importance of cultural identity. (28 minutes, color) #JZ4023. Purchase: $149. Rental: $75. Films for the Humanities & Sciences, Princeton, NJ.

Publishers and Educational Materials Developers

Do you have a new product you want NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

Family IDEAS - *Family IDEAS* is a new, content-rich program to engage parents in their child's learning. It contains 20 lessons and 20 reproducible resource masters for the teacher to copy and send home with the student. Parent directions are in both English and Spanish. The parent or other family members work the student in completing activities such as word games, problem-solving assignments, sharing of family traditions, and environmental awareness and action projects. The *Family IDEAS* program includes content area activities to develop problem-solving and critical thinking skills in language arts, mathematics, science, social studies, and art. $26 per book, quantity discounts are available. Ballard & Tighe Publishers (800) 321-4332.

How to Respond to Your Culturally Diverse Student Population - by Sarah Wyman. Drawing from recent research on multicultural education, this concise guide offers numerous suggestions for how to take positive, new directions in curriculum, instruction, policy, personnel, and special efforts on behalf of students of color. Included are perspectives on the needs of African American, Native American, and Chicano students and thoughtful questions that help you assess your school's current ability to respond to cultural diversity. ASCD, 1993, 52 pages. $6.95. Stock# 611-93180W12.

The IPT-Spanish Reading & Writing Test - The *IDEA* family of tests now includes normed reading and writing proficiency tests in Spanish for grades 2 through 12. The tests provide assessment for initial identification and redesignation of language minority students. When used in conjunction with the *IPT Oral Language Proficiency Test*, they provide limited and fluent Spanish proficient designations. All the reading and writing tests are group administered, easy to score, yield diagnostic information for program planning and are written and normed to meet the standards of the American Psychological Association. The Spanish Reading and Writing Tests are available in three levels. The IPT 1, grades 2&3, $150 per test set. The IPT 2, grades 4-6, $160 per test set. The IPT3, grades 7-12, $160 per test set. Components are sold separately. Ballard & Tighe Publishers (800) 321-4332.

Las Navidades (Popular Christmas Songs from Latin America) - by Lulu Delacre. A heartwarming collection of songs that exeplify the traditions of the season. Illustrations are festive and add to the charm of this book. Music and notes on customs are included. 32 pages. Ages 5 and up. Bilingual. Hardcover #D130, $13.95. Paperback #D131, $3.95. Cassette #M132, $5.95. Adelante, Bilingual Books & Music, 1439 19th Street, Santa Monica, CA 90404 (310) 453-2933

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Let's Celebrate! - Let's Celebrate! provides a springboard to develop limited English proficient students' understanding of major cultural events as they are celebrated in America. It consists of individual theme units that focus on events such as Cinco de Mayo, the Fourth of July, Halloween, Chinese New Year, and Martin Luther King, Jr.'s Birthday. Each theme unit includes large, full-color visuals, accompanying sentence commands, and a comprehensive teacher's guide. The teacher's guide includes easy-to-use lesson plans arranged in an Into, Through, and Beyond format and features creative writing and critical thinking activities, literature correlations, suggestions for parent involvement, assessment strategies and a story narrative and a reproducible "story chart." Each of the five individual theme units cost $30; all five may be purchased for $135. Ballard & Tighe Publishers (800) 321-4332.

Links Between Home and School Among Low-Income Mexican and European-American Families - Margarita Azmitia, et al. This educational research report (EPR 9) explores learning activities in the home and parental aspirations for their children. The report also compares and contrasts resources and vulnerabilities both within and between the two ethnic groups and how these change over time. 1994. 28pp. $4.00. National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 (202) 429-9292.

Report to Parents - A series of reproducible bulletins to pass along to the families of your students. Enlist the help of your school's parents. Regular communication with them will enhance their awaremess of the issues affecting their children. These appealing, easy-to-read bulletins make it easy to stay in touch. They address topics such as safety, homework, discipline, testing, report cards, stress and much more. Complete Set (the original collection of 35 letters in English and Spanish, plus Set Two in English). #RPSET-TT4. National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (703) 684-3345.

Serving Linguistically and Culturally Diverse Students: Strategies for the School Library Media Specialist - Author Melvina Azar Dame examines the need for special materials and services for students of diverse backgrounds in the first part of this invaluable paperback. The second part offers recommendations for the provision of appropriate materials and services by the school library media center, with specific suggestions on integrating them into the classroom. The final section consists of detailed bibliographies and a directory of resources to help librarians implement her suggestions. 1-55570-116-7. 1992. 175pp. $29.95 each plus $2.90 postage and handling. Resource Associates, 83 Glenham Road, Cranston, RI 02921.

Teachers' Beliefs about Reading Assessment with Latino Language Minority Students - Robery Rueda and Erminda Garcia. This research report (RR9) explores teachers' beliefs about reading, assessment, and bilingualism. Through interviews, written surveys, and observations, the authors analyze how these beliefs vary by professional training and affiliation, and how they correspond with classroom practices. 1994. 23pp. $4.00 pre-paid check or purchase order. National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 (202) 429-9292.

Teaching About Haiti - Classroom readings and lessons on the current political crisis. A 40-page guide designed for use with grades 6-12 and adults. Provides a readable summary of Haitian history, including the role of U.S. intervention, and an explanation of the roots of poverty in Haiti. The guide also introduces the reader to Haitian culture and folklore and offers glimpses of the daily lives of Haitians in Haiti and the United States. Single copies are available for $4 (includes shipping). For more information or a free catalog, contact Network of Educators on the Americas (NECA), 1118 22nd Street, NW, Washington, DC 20010 (202) 429-0137.

Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents - This publication outlines techniques for educators to use to encourage Latino parents to become involved in their children's education. $9.00. Hispanic Policy Development Group, 1001 Connecticut Avenue, NW, #538, Washington, DC 20036 (202) 822-8414.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

• NABE •

Announcement for NABE Membership: New Voting Procedure Established

In response to concerns raised by many NABE members about the manner in which voting for Members-at-Large takes place, the NABE Executive Board has approved an amendment to the Bylaws changing the procedure. Instead of being able to only vote for one person, regardless of the number of Member-at-Large positions available, effective with the elections for the 1995-1997 term, *"elections ballots will permit members to vote for as many Member-at-Large candidates as there are vacant Member-at-Large positions."*

Nominations for positions on the Executive Board are made at the Nominating Committee meeting held during the annual conference (February 14-18, 1995 in Phoenix, Arizona). The ballots are sent during the spring. NABE members should keep in mind that in order to be eligible to receive a ballot, their membership must be current on the preceding December 31.

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formative years until it had established a clear identity and become self-sufficient. This support took many forms, ranging from assisting in covering the costs of telecommunications for some schools in North America and in other countries to assure cultural diversity in networking projects, to contributing to special projects such as the Holocaust/Genocide Project with a range of funding demands, including publications and study trips to Poland and Israel.

So, when Peter Copen asked to meet with the editorial staff and faculty advisor at Cold Spring High to voice objections to their coverage in the Middle East Sections, they were all surprised. In his view, the coverage was biased toward the Palestinian point of view. He also felt that the writings from the adult contributors were a major departure from the original mission of the student magazine. Although he insisted that he didn't want to limit its editorial freedom, he felt that *The Contemporary*'s designation as an official Annual I*EARN Project should be re-considered, as the controversial nature of the topics it covered might generate disagreements within I*EARN and jeopardize the willingness of some schools — for example, in Israel and the United States — to continue participating in the I*EARN network.

The staff of *The Contemporary* met and drafted a written response to Peter Copen's concerns. Here is what they wrote:

"We sought to give all interested parties a chance to state their views and respond to each other. Did the contributors 'hear' each other? Well, most seemed to listen but few seemed to hear very well. Did we try to make the MES a safe place to conduct such a discussion? Yes, but we realized that when feelings run as hot as they do in the Middle East, there may be no such thing as a safe place to discuss the subject. Does that mean we did not make a contribution to the resolution of the problems discussed? No. We feel progress in this instance ought to be measured simply by the fact that the contending parties at least talked to each other and read what each other was feeling and thinking. Dialogue (no matter how contentious it may seem) is the first step toward resolving any problem. ..."

These responses demonstrate the remarkably high level of critical thinking which can be generated by engaging in such projects on a global learning network over the Internet. The students had developed a working knowledge of how to confront the possible loss of their right to free speech. Once again, they reached a compromise by relinquishing their "Annual I*EARN Project" status and incorporating a disclaimer with each future issue. But they had also constructed an awareness of an important lesson about the relationship of free expression and the new media of telecommunication that went far beyond technical issues of keeping erotic literature or banned books out of young people's hands.

As one student wrote of his new awareness of his individual right to free expression:

"I think free and open communication... is a wonderful thing; perhaps with this experience some students will prize dialogue more dearly in the future.... Hopefully, if we try to understand each other more, we might be more willing to talk things out instead of going to war over them."

Like this student, now is the time for us to confront the challenge posed by censorship of networking resources and global learning activities. For as computer networks become more common in schools and society in the coming years, the Internet *can and will* be perceived by parents, educators, and concerned citizenry as akin to rolling a Trojan horse into the classroom out of which pour not only controversial documents but also real debate with actual participants in living conflicts and struggles that raise complex and "unsanitized" issues such as racism, intolerance, "ethnic cleansing," sexism and economic exploitation.

Endnotes

[1] A version of this paper was presented at a forum, "Censorship in Cyberspace," sponsored by Feminists for Free Expression (212/496-8356) on October 22, 1994 in New York City.

[2] The following narrative is drawn from research conducted by Jim Cummins and Dennis Sayers on global learning networks and social justice in schools for their forthcoming book *Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks*.

[3] Quotations from students' writings are drawn from the January and May 1993 issues of *The Contemporary*, while comments of student editors were taken from telephone interviews and electronic mail correspondence conducted between Dennis Sayers and the staff of the student publication.

Ellen Lafontaine and Dennis Sayers are affiliated with New York University.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. (212) 998-5493.*

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CORRECTION

Volume 18:1 of *NABE NEWS* contains an error on page 25. The error, found in Table 3 (Estimated Household Population Aged 5-17, by Language Background and State) of the article titled "Language-Minority School-Age Population Now Totals 9.9 Million", is found in the data for Texas. The statistics for Texas indicate a population of 190,000 from Spanish-language background households; the correct figure is 1,190,000. The *NABE NEWS* staff regret the error.

• NABE •

24TH ANNUAL INTERNATIONAL BILINGUAL/MULTICULTURAL EDUCATION CONFERENCE

The 24th Annual International Bilingual/Multicultural Education Conference of the National Association for Bilingual Education (NABE) will be held February 14-18, 1995 at the Phoenix Civic Plaza in Phoenix, AZ. The theme of NABE '95 -- *Bilingual Education: The Next Generation* -- focuses on the need to plan the next generation of bilingual education programs. The conference is designed to help participants understand the dynamic changes which are impacting U.S. schools and society and to develop educational programs and strategies which will enable the next generation of American students meet the challenges of the future.

In addition to nationally-known keynote and featured speakers, more than 200 workshops, papers, demonstrations, and symposia will address all issues related to the education of language-minority students and their families and the development of bilingualism by all American students. The conference also features special day-long institutes, half-day intensive training sessions, and school visits to model programs for language-minority and language-majority students from a variety of ethnolinguistic backgrounds.

A major exhibition offers conference participants the opportunity to examine and learn about the latest educational materials -- print and multimedia -- and products and services directed to the multilingual market. In addition, school districts, colleges and universities, government agencies, and corporations will be recruiting staff through the NABE Job Fair.

NABE '95
BILINGUAL
THE NEXT GENERATION

The Native American, Latino and Anglo cultural heritages of Phoenix provide a rich multicultural setting for NABE '95. The city's roots are traced to A.D. 300, when the Hohokam Indians inhabited what is now Phoenix. Today, more than 200,000 Native Americans from more than 17 different tribes -- nearly 10% of the total Native American population in the U.S. -- reside in Arizona. One of every five Arizonans age 5 and older speaks a language other than English at home; with Spanish, Navajo, German, French, Pima, Apache, Chinese, Italian, Polish, Hopi, Korean, Tagalog, Vietnamese, and Arabic being the most frequently spoken languages. The NABE '95 program will reflect this diversity of languages and cultures which students bring to American schools.

NABE '95 is the only national conference devoted exclusively to educational issues related to language-minority populations and the development of bilingualism. If you attend only one conference a year, make sure it's NABE!

KEYNOTE SPEAKERS

Samuel Betances - **Wednesday, February 15** - Sociologist, educator, and professor at Northeastern Illinois University.

Lorena Zah-Bahe - **Thursday, February 16** - President-Elect, National Indian Education Association and Executive Director of the Association of Navajo Community-controlled School Boards, Inc.

Gus Lee - **Friday, February 17** - Novelist and lecturer; author of *China Boy* and *Honor and Duty*.

Henry Cisneros - **Luncheon, Friday, February 17** (Invited) - Secretary, U.S. Department of Housing and Urban Development.

Victor Villaseñor - **Saturday, February 18** - Author of *Rain of Gold*, *Walking Stars*, *Macho!* and the screenplay for the award-winning film, *The Ballad of Gregorio Cortez*.

SPECIAL CONFERENCE ACTIVITIES

OBEMLA National Professional Development Institute - Tuesday and Wednesday, February 14-15

Pre-Conference Intensive Training Sessions - Wednesday, February 15, 12:30 - 4:30 pm

Edward De Avila - *Assessment*
Spencer Kagan - *Cooperative Learning*
Barbara Craig - *Developmental Bilingual Education*
Jay Fuhriman and Ana Garza - *Proposal Development*
Reading/Literacy and *Whole Language*

Special Institutes - 8:30 am - 5:30 pm

Thursday, February 16:	**Friday, February 17:**	**Saturday, February 18:**
Adult/Vocational Education	Administrators	Cooperative Learning
Early Childhood Education	Asian/Pacific American Education	Migrant Education
Native American Education	Multiple Language Groups	Parental Involvement
Parental Involvement	Parental Involvement	Research
Special Education	Research	Secondary Education

School Visits - Wednesday, Thursday, and Friday, February 15-17

NABE '95 participants will be able to visit some of the most outstanding educational programs in the country for language-minority students at no additional charge. School visit tickets for trips on Wednesday, Thursday, and Friday will be available on a first-come, first-served basis at registration.

SPECIAL CONFERENCE EVENTS

Welcoming Reception - Wednesday, February 15

Immediately following the Opening Ceremonies on Wednesday evening. Enjoy good food and the music of SELENA! SELENA has been the Tejano Music Awards Performer of the Year, the Premio Los Nuestro Female Singer of the Year and the recipient of the National Academy of Recording Arts and Sciences Grammy in the category of Best Mexican/American Album for *SELENA Live*.

Pow-Wow - Thursday, February 16

Participate in a traditional Native American Pow-Wow, with authentic music and dancing.

Student Essay Awards Luncheon - Friday, February 17

A traditional highlight of the NABE conference. The winners of NABE's Nationwide Writing Contest for Bilingual Students will read their winning essays in English and in their native language.

Annual Awards Banquet and Post-Banquet Dance - Saturday, February 18

A new day and a new format for a traditional event! Recipients of the NABE Honoree and NABE President's Awards will be recognized at this formal dinner, followed by an evening of music and dancing!

Note: luncheon and banquet/dance tickets will only be available to the first 2,000 people who pre-register for these meal events and will not be sold on-site.

NABE '95 SCHEDULE OVERVIEW

	Tuesday 2/14/95	Wednesday 2/15/95	Thursday 2/16/95	Friday 2/17/95	Saturday 2/18/95
ALL DAY		Registration School Visits NABE Delegate Assembly	Registration School Visits OBEMLA Institute Sessions Special Institutes	Registration School Visits OBEMLA Institute Sessions Special Institutes	Registration OBEMLA Institute Sessions Special Institutes
MORNING	Registration for OBEMLA National Professional Development Institute OBEMLA National Professional Development Institute	Registration for OBEMLA National Professional Development Institute	Papers Methods/Materials Demonstrations Special Interest Group Meetings Featured Speakers Keynote Speaker	Papers Methods/Materials Demonstrations Special Interest Group Meetings Keynote Speaker	Papers Methods/Materials Demonstrations Keynote Speaker NABE General Membership Meeting - Part 2 Exhibits & Job Fair
MID-DAY	Lunch (on own)	OBEMLA National Professional Development Luncheon	Lunch (on own) Exhibits & Job Fair	Student Essay Awards Luncheon Exhibits & Job Fair	Lunch (on own) Exhibits & Job Fair
AFTERNOON	NABE Conference Registration Opens OBEMLA National Professional Development Institute	NABE Intensive Sessions OBEMLA National Professional Development Institute	Papers Methods/Materials Demonstrations Special Interest Group Meetings NABE General Membership Meeting - Part 1 Workshops Symposia Product Demos Featured Speakers Exhibits & Job Fair	Papers Methods/Materials Demonstrations Special Interest Group Meetings NABE Nominating Committee Meeting NABE Resolutions Committee Meeting Workshops Symposia Product Demos Exhibits & Job Fair	Papers Methods/Materials Demonstrations Featured Speakers Workshops Symposia Product Demos Exhibits & Job Fair
EVENING	OBEMLA National Professional Development Institute Reception	NABE '95 Opening Ceremonies (5:00 pm) Welcoming Reception with Performance by Selena	Pow-Wow	Sponsor and Affiliate Receptions	Annual Banquet and Dance

TRAVEL, HOTEL AND TOUR INFORMATION

CIVIC PLAZA LOCATION

The Phoenix Civic Plaza is located at 225 East Adams Street in downtown Phoenix. It can be reached by taking I-10 and exiting at 7th Street. Go south on 7th Street to Van Buren; west on Van Buren to 3rd Street; south on 3rd Street approximately 1 block to the Civic Plaza, where there will be signs directing you to parking. Parking at the Civic Plaza costs $4/day for underground parking and $3/day for surface parking, M-F, entering by 4:30 pm. Rates are higher for those arriving after 4:30 and on weekends.

AIR TRAVEL

World Travel has been chosen as the official travel agent for the NABE '95 Conference in Phoenix and *Continental Airlines* and *Southwest Airlines* are the official conference airline carriers. *Continental Airlines* is offering specially discounted fares -- 10% off "Y8/H8" fares; 45% off full coach or first class fares; and 5% off all other published fares (except Senior Discount fares and "Peanuts" fares). Reservations must be made through World Travel at 1-800-424-2896 or the Continental MeetingWorks reservations desk at 1-800-468-7022 to qualify for these fares. Refer to Code JOC69P.

For those persons traveling to Phoenix from cities served by *Southwest Airlines*, special discounts -- 10% off -- are being offered on both Southwest's low everyday unrestricted fares and Southwest's even lower restricted fares (except already heavily discounted companion fares). Reservations must be made by calling the Southwest Airlines Group Desk directly at 1-800-433-5368 (M-F, 8am - 5pm, CST). Call no later than February 6, 1995 and refer to identifier code F42.

AIRPORT-HOTEL TRANSPORTATION

SuperShuttle is offering a special discounted rate of $5.00 each way on shuttle service between the Phoenix Sky Harbor International Airport and all NABE Conference hotels. SuperShuttle operates 24 hours a day, seven days a week. To obtain the discounted fare, just show the SuperShuttle coupon to the driver.

CAR RENTALS

Alamo Rent a Car has been selected as the official car rental company for NABE '95. Special discounted rates -- from $26/day ($115/week) for an economy car to $40/day ($229/week) for a luxury car -- will be extended to all conference attendees. These special rates are available one week before and after the conference and include unlimited free mileage. Call Alamo at 1-800-732-3232, request Group ID #86596 and Rate Code GR to make your reservations. Also have the reservation agent check Rate Code 1G for additional convention discounts that may apply. Advanced reservations are required.

HOTEL ROOMS & RESERVATIONS

NABE has arranged for *VIP Meetings & Conventions* to handle all hotel room reservations for NABE '95. By calling 1-800-926-3976, you can make a reservation and receive *immediate* confirmation. Eight hotels are offering special rates for NABE conference attendees. Reservations may be made ONLY through VIP Meetings & Conventions, DO NOT call the hotels directly. NABE will provide shuttle bus transportation between the Civic Plaza and conference hotels. **The cut-off date for hotel reservations is January 10, 1995.**

PRE- AND POST-CONFERENCE TOURS

Located in the heart of the Sonoran Desert, Phoenix is the gateway to some of the most majestic sites in the country -- from mountains to desert -- as well as historical and cultural treasures. Take advantage of the special rates Sun Country Tours is offering on pre- and post-conference tours for NABE '95 participants. All arrangements for tours must be made directly with Sun Country Tours.

• NABE •

SATURDAY IS A FULL CONFERENCE DAY AND THE FOLLOWING MONDAY IS A HOLIDAY! AIR FARES ARE SIGNIFICANTLY LOWER IF THEY INCLUDE A SATURDAY NIGHT STAY-OVER; WEEKEND DISCOUNTS ARE OFTEN AVAILABLE FROM OTHER BUSINESSES AS WELL.
MAKE YOUR TRAVEL PLANS ACCORDINGLY!

Early Childhood Education SIG

SIG Co-Chair: Marie Contie, San Antonio, TX

New Workgroup to Develop Latino Children's Agenda

Childhood issues have assumed an increasingly prominent role in public policy during recent years. The National Education Goals have inspired widespread debate about the health, education, and human service needs of children. The importance of developmental appropriateness, emphasizing psychosocial aspects, is widely accepted, but as a general rule cultural and linguistic aspects of development fail to be integrated into programming for children. Kagan and García (1991) cited the perceived lack of numbers of limited English proficient children as one reason for the lack of policy attention to cultural and linguistic aspects of human development. The assumption among many educators and caregivers is that few children come from language minority backgrounds, and they easily acquire English, so why bother to use their native language? In addition, available resources to provide services do not meet current or anticipated needs at the early childhood level and beyond.

In truth, the numbers of limited English proficient and other minority children are increasing dramatically. Minority students comprise more than half of the school-age populations in California and Texas, largely due to Latino student growth. Although language-minority children may quickly acquire a working knowledge of English, they do so at the expense of communication with families and communities, their main source of support. The failure to consider cultural and linguistic factors is so pervasive that a call for a national Latino children's agenda was heard. Compounding the urgency for this political agenda is the low voter turnout in many Latino communities. Latino children simply do not have a voice in many U.S. political arenas. Key issues of bilingual education, Head Start, child care, child abuse, housing, juvenile justice, health care, U.S.-Mexico border relations, community development, substance abuse, teen parenting, and welfare reform impact Latino children on a daily basis, but policy efforts to address these issues are often fragmented and ineffectual.

These concerns provided the impetus for the National Latino Children's Working Group. Concerned Latino caucus leaders in national professional organizations held the first working group meeting on September 25-27 in Washington D.C. Invited organizations included:

- NABE
- Child Welfare League of America
- Latino Executives
- Familias—The National Council for the Enhancement of Hispanic Families
- Family Resource Coalition Latino Caucus
- Fiesta Educativa
- Mexican American National Women's Organization (MANA)
- NABE Early Childhood Special Interest Group
- National Association of Child Care Resource and Referral Agencies (NACCRRA)
- National Association for the Education of Young Children (NAEYC) Latino Caucus
- National Council of La Raza
- National Head Start Association
- National Migrant Head Start Association.

NABE Executive Director James Lyons and NABE Early Childhood Education Co-Chair Mary Contie represented NABE at the kickoff events. Tipper Gore was the keynote speaker.

The National Latino Children's Working Group is organized around three major functions:

1. developing a National Latino Children's Agenda;
2. encouraging national Hispanic leaders and policy makers to include children's issues in their agendas; and
3. supporting the work of the White House Commission on Educational Excellence for Hispanic Americans by providing information critical to the implementation of the National Education Goals.

The Working Group's mission is to create and implement a National Latino Children's Agenda. The agenda will impact children's social, health, environment, economic and educational conditions by promoting initiatives that create policies and services that are respectful of Latino cultural values and language.

Work at the beginning sessions focused on the guiding principles of basic rights, familia, language and cultura, services, and economic sources. The agenda will be developed over a two-year period, in meetings to be held at annual conferences of the National Association for the Education of Young Children (Dec. 1-4, 1994), Hispanics in Philanthropy (Summer 1995), National Council of La Raza (July 1995), USHCC (September 1995), and others to be announced. Planning sessions will also be held in conjunction with the White House Commission on Educational Excellence for Hispanic Americans. The first national forum is planned for a future date during Hispanic Heritage Month in Washington D.C.

• NABE •

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

MEMBERSHIP APPLICATION

Type of Membership: (Check One)

- ☐ **$48 Individual Membership:** Membership and NABE Publications
- ☐ **$30 Discounted Individual Membership:** Discounted NABE Membership and Publications for:
  - ☐ *Parent:* must not be professional educator and must have a child currently enrolled in a bilingual education program. A letter written on school stationery from either the teacher of a school administrator must accompany the NABE membership application.
  - ☐ *College/University Student:* must not be professional educator and must be enrolled on a full-time basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
  - ☐ *Paraprofessional:* Must be working as an instructional aide in a public school system. A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.
- ☐ **$43 Combined Membership:** Save if you are a current individual member of a NABE Affiliate. Name of Affiliate: ______
- ☐ **$65 Joint Membership:** Two memberships (couple living at same address) and one copy of NABE Publications
- ☐ **$125 Institutional Membership:** Subscription to NABE Publications for IHEs, libraries, ed., agencies, and commercial vendors
- ☐ **$1,000 Life-Time Membership:** Membership and NABE Publications for Life

All Memberships (except Life-Time) are valid for 12 months from the date of processing.

Mr. ______ Mrs. ______ Ms. ______ Dr. ______

First Name and Middle Initial: ______

Last Name: ______

Preferred Mailing Address: Business ______ Home ______

Business Address

Position: ______

Division: ______

Organization: ______

Street Address: ______

City: ______ State: ______ Zip ______

Phone: (   ) ______ Ext. ______

Fax: (   ) ______

Home Address

Street Address: ______

City: ______ State: ______ Zip ______

Phone: (   ) ______

Payment Information

$____ Membership Fee

$____ Contribution to help NABE counter the English-Only Movement

$____ Total Date: ______

Signature ______

Personal Check or Money Order ______

Visa ______ MasterCard ______

Credit Card Exp. Date ______

Credit Card Number: ______

I am involved in bilingual education as: (check one)

- ☐ Administrator
- ☐ College Instructor
- ☐ Consultant
- ☐ Education Policy-Maker
- ☐ Full-Time Student
- ☐ Paraprofessional
- ☐ Parent or Community Person
- ☐ Publisher Staff
- ☐ School Board Member
- ☐ Teacher
- ☐ Other: ______

As a NABE Member, I want to participate in the following Special Interest Group (check one)

- ☐ Adult/Vocational Education
- ☐ Asian & Pacific Islanders
- ☐ Critical Pedagogy
- ☐ Early Childhood Education
- ☐ Elementary Education
- ☐ ESL in Bilingual Education
- ☐ Global Education
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In This Issue...

The Elementary and Secondary Education Reauthorization Act is now law!

As a service to *NABE NEWS* readers, this issue reprints *verbatim* both Title VII (Bilingual Education Act) and Title XIII (Support and Assistance Programs) of the new Act.

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NABE NEWS

December 15, 1994 National Association for Bilingual Education Volume 18, Number 3

California Adopts Proposition 187

Voters Pass Measures Prohibiting Education, Welfare and Medical Services to Undocumented Immigrants; Challenge to Constitutionality Yields Temporary Relief

by Reynaldo F. Macías

On Tuesday, November 8, 1994, California voters adopted Proposition 187, designed to restrict public schooling, welfare, and non-emergency medical services to persons who are not able to prove their legal immigration or nationality status in the U.S., by a 59% to 41% margin. The new law requires public school personnel (including colleges and universities), government workers in welfare offices, and medical personnel to request such documentation before services can be provided. They must also refer and report any such persons, or any persons suspected of not being in the country legally, to law enforcement agencies and the Immigration and Naturalization Service of the U.S. Department of Justice; school personnel must also report parents of children who are suspect.

The election campaign around Proposition 187 was racially charged, with the state Governor, Pete Wilson (R-CA), visibly and strongly lending support to the measure; as a part of his strategy to embarrass and solicit monies from the Federal government for what he claims are the unreimbursed state costs of supporting the illegal immigrants, resulting from lax federal enforcement of immigration laws. While he claimed the measure was racially neutral, his campaign ads, and those of other organizations supporting the measure, were clearly focused on the southern state border with Mexico, generating and heightening interethnic and racial tensions and fears in the state.

The votes clearly reflected a racial polarization, with a *Los Angeles Times* exit poll showing 63% of whites voting for the measure while only 23% of Latinos did so. Blacks and Asians were more evenly split in their support, with 47% supporting it. The votes were also cast in a very partisan manner, with 78% of the Republicans voters, 62% of the Independent voters, and only 36% of Democrats supporting the proposition. The U.S. House of Representatives, Senate, and possibly the California Assembly, were won by Republican majori-

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More LEP Students in CA Receive No Special Instructional Services

The spring 1994 Language Census indicated over 1.2 million students in California public schools (see *LMRI News*, 4:1, Sept. 1994) who were limited in their English proficiency (LEP), and who, thus, needed special language instruction. While the state provides guidelines and laws regarding the adequacy of these instructional services, the annual language census provides an indicator of how well the public schools are doing in meeting these needs. The 1994 Language Census reported 4 types of services and the number of students receiving each of them. These services included English language development (ELD), specially designed academic instruction in English (SDAIE) and the use of a non-English language for communication support (PLS-Primary Language support) and/or for academic instruction (ASPL-Academic support in the primary language).

The California Dept. of Education indicated that:

14.4% of limited English proficient students received only English language development, while another 12.5% received ELD and academic instruction in English. (SDAIE). This means that 26.9% of LEP students received special instruction but only in English.

Another 18.4% of LEP students received these English services and some communicative support in the non-En-

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Deputy Director
Carolyn Riddick, Office Manager
Jeff Spence, Info. Systems Manager
Tony Ruiz, Conf./Publication Asst.
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Message From The President

Take A Stand Against Proposition 187

by Dr. José Ruiz-Escalante

As we celebrate the holiday season with our loved ones, let us not forget those who are less fortunate than we are. This is a time to be thankful and to share our prosperity with others. Unfortunately, the mood of our country this year does not seem to include the idea of sharing. Last month, 59% of those who voted in California approved Proposition 187, which would deny undocumented people two of the most basic necessities of life: health and education.

The United States is a country of immigrants; the majority of our people came from somewhere else. It is doubtful that our ancestors arrived with documents. Most immigrants -- documented or undocumented -- have come here willing to work hard to provide a better life for their families. The great majority of immigrants do *not* come here to take advantage of the social services available.

Proposition 187 assumes that people come to this country to take advantage of the system. In reality, immigrants -- documented or undocumented -- contribute much more to the system than they take from it. I am an immigrant; it is not important whether I came here with or without documents. My family immigrated to the United States in 1965. My mother, a single parent, wanted the opportunity for a better life for her and her children. She did not make the decision to come here because she knew she was going to receive public assistance -- as a matter of fact, my mother *never* applied for any type of public assistance. Until she became disabled at age 55, my mother worked from six in the morning until five in the afternoon. All she ever wanted was for me to get a good education. My two brothers and one sister came here to work and to help my mother to make sure that I would receive a good education. They have always worked; the only public assistance that they have received is unemployment, something that they paid for.

1994-1995 NABE Executive Board President José Agustín Ruiz-Escalante

Proposition 187 is *not* about the enforcement of immigration law and policy. It neither secures borders nor does anything to improve compliance with legal restrictions including employer sanctions. *Proposition 187 is about vigilantism* -- turning all state employees into immigration agents, requiring them to exercise the judgements that are reserved by law to judges and hearing examiners, and seemingly giving a mandate to individuals to discriminate against anyone "suspected" of being an undocumented immigrant solely on the basis of their appearance or language.

Proponents of 187 have stated that this is not a racial issue. My question to them is, *How are they going to know the difference between an American citizen of Mexican or Chinese descent and an undocumented worker of the same background?* Proposition 187 has already led to a surge of racist propaganda, including the type of pornographic garbage and hateful filth recently distributed by an anonymous group called "Students Against the Brown Peril" on the campus of the Metropolitan State College of Denver. It encourages comments such as that made by Don Barringer of Arizona, who said: *"Arizona will pass it [Proposition 187] by 66% and California passed it by 59%. And it's not a racial issue. My friends have never heard a racist word out of me. I just don't like wetbacks."* (*USA Today*, November 17, 1994).

I urge everyone to take a stand against such racist movements. All children have the potential to make a significant contribution to the American society. The Supreme Court has already ruled that education is a right, not a privilege, for all children -- regardless of whether they were born here or not. We, as bilingual educators, need to actively oppose Proposition 187 and any similar movements.

On another topic, I would like to inform you of the unanimous decision made by the NABE Executive Board at our November meeting to extend the contract of NABE Executive Director Jim Lyons. I was a member of the NABE Executive Board that hired Jim to be our first executive director. I am pleased that the 1988-89 Executive Board had the wisdom to create such an important position and to hire an individual with a vision. Jim has been able to take NABE from the brink of collapse to what NABE is now: a strong association that advocates for the rights of language-minority students. Jim will take us into the 21st Century ensuring that our voices are heard throughout this country. Jim, on behalf of NABE members and millions of language-minority students, I wish to thank you for your continued efforts on behalf of our students. I look forward to continuing to work with you and NABE to make bilingual education a viable instructional vehicle for *all* students.

¡Feliz Navidad y próspero año nuevo a todos los miembros de NABE! (Merry Christmas and a prosperous New Year to all the members of NABE!)

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The View From Washington

by James J. Lyons, Esq., NABE Executive Director & Legislative and Policy Counsel

"All Politics Is Local" -- Education After The Elections

What impact will the November elections have on language-minority students, their families, and the educators who serve them? On federal education policies and programs, including bilingual education? I have asked myself and have been asked these questions daily since November 8th. Although it is far too early to be sure of the answers, the questions are so important that they deserve some response, however tentative.

The saying that "all politics is local" is especially true with respect to education. You are in a far better position than I to discern the impact of the November elections on education in schools, where it counts, with the children. And for that reason, our coming together in less than two months — at NABE '95, February 14 - 18 in Phoenix — takes on special importance and immediacy. We have much to discuss, to learn from one another, to plan, and to organize.

From a Washington perspective, the most notable outcome of the November elections was the ascendancy of the Republicans to leadership in both the House and Senate. And given our mission, the second most notable outcome of the election was the passage of California Proposition 187.

Change in Congress

The last few weeks leave little doubt that the new Republican leadership will alter Congress, especially the House, in fundamental ways. The number of committees will be cut, and the Legislative Service Organizations which Members supported out of their office budgets — the Congressional Black, Hispanic, and Women's Caucuses, to name a few of the most important — will be eliminated.

The House Education and Labor Committee will be renamed the Economic Opportunity Committee. Because of the shift in party ratios, several of the most junior Democrats who were members of the Education and Labor Committee in the 103rd Congress may have to surrender their seats in the 104th Congress. Representative William F. Goodling (R-PA), the long-time ranking minority member of the Committee, will become its new Chair.

The NABE Executive Board has committed the Association to leading a nationwide mobilization against Proposition 187. This mobilization will become a priority in Washington and in affiliates across the nation. Subsequent issues of the NABE NEWS will show how you can become personally involved. No matter where you live, no matter what your situation, you will be able to participate.

Special interest groups are vying to influence the Republican agenda in all policy areas including education. The Christian Coalition is pushing for a constitutional amendment authorizing school prayer. The Heritage Foundation is calling for the abolition of the federal Department of Education and shrinking federal family and education programs including such traditionally popular programs as HeadStart.

I personally doubt that the new Republican leadership — in either the House or the Senate — is likely to follow the appeals for radical action by special interest groups in the area of education. Education, in both the House and the Senate, has traditionally been a bipartisan exercise, and the new leaders — Representative Goodling in the House and Senator Nancy Kassebaum (R-KS) in the Senate — were deeply involved in the development of Goals 2000 and the ESEA Reauthorization enacted by the 103rd Congress. Another Republican leader in education, Senator James Jeffords (R-VT) secured passage last year of a non-binding resolution calling on Congress to increase federal outlays for education from the current level of one percent of all federal spending to ten percent of all federal spending over the next decade. I doubt that Senator Jeffords is likely to support abolition of the federal Department of Education.

The upcoming changes in Congress emphasize the importance of public education and outreach by NABE and NABE members. In the weeks and months ahead, I and my colleagues in other education advocacy organizations will be meeting with Republican and Democratic Members of Congress to assist them in developing responsible federal educational laws and programs.

Your involvement in this public education and outreach effort is absolutely essential! All politics is local, and your views are of the utmost importance to your elected officials. Communicate to your Senators and Representatives your views on educational priorities and the needs of your community.

Proposition 187

Rarely has a State election issue received as much national attention as California Proposition 187. Throughout the Summer and Fall, newspapers reported on and editorialized about the radical proposal, supported by Califor-

CONTINUED ON PAGE 6

FROM PAGE 5

nia Governor Pete Wilson (R-CA), to deny all State benefits including education and medical care to undocumented immigrants, and to require State employees to enforce federal immigration laws by reporting to the Immigration and Naturalization Service (INS) any persons they suspect to be undocumented.

Despite opposition expressed in newspaper editorials from across the nation; from church, civil rights, labor, and business leaders; from school officials and professionals in the fields of health care and education; and even from Republican stalwarts Jack Kemp and William Bennett, Proposition 187 passed by a 59 to 41 percent margin.

Although formal implementation of Proposition 187 has been blocked by the federal courts because of its presumptive unconstitutionality, Proposition 187 has already caused loss of life in California and has fostered discrimination against Hispanic, Asian and, ironically, even Native American children and adults.

The NABE Executive Board of Directors have committed the Association to leading a nation-wide mobilization against Proposition 187 (see resolution on page 21 of this issue for details). This mobilization will become a priority activity in the Association's daily work in Washington and in the offices of NABE's affiliates across the nation.

The mobilization against Proposition 187 will be the subject of a complete conference strand at NABE '95, and post-conference issues of the *NABE NEWS* will provide operational details for how you can become involved. This mobilization will succeed only to the extent that you become personally involved. No matter where you live, no matter what your position or job, you will be able to participate in the mobilization against Proposition 187.

I close this column with the thought that even Proposition 187 can be turned to something good if it causes us to rekindle our passion for justice. In the weeks before the election, California students held peaceful marches to protest the proposition. Instead of watching Beavis and Butthead, these students, a majority of whom were immigrants, were demanding simple justice from our government and society. We must join them, we must protect them and, most importantly, we must empower them and their families through education.

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

American Indian Bilingual Education: Challenges in Rescuing American Indian Languages

by Gary D. McLean

Tuba City, Arizona, is located in the heart of Indian country on the western part of the Navajo Nation adjacent to the Hopi tribal lands. Nevertheless, only some fifteen percent of the Navajo children who enter kindergarten each year in Tuba City comprehend and speak their ancestral language. The situation is far more precarious for the Hopi language.

The challenges faced by residents of Tuba City mirror those faced by many American Indian communities throughout the U.S. and other indigenous peoples around the world. By the year 2050, whole clusters of endangered languages will likely be stabilized or beyond hope of recovery.

Despite ongoing challenges and setbacks, the struggle of American Indian communities for the *legal* right to maintain their languages and cultures has been won for the most part. An extensive body of legislation and litigation continues to fortify tribal rights. National efforts in the United States are being strengthened by actions of the United Nations aimed at protecting the lands, rights, languages, and cultures of indigenous peoples.

Most American Indian tribes, however, like many other indigenous peoples of the world, lack what may be termed the *effective* right to save their languages and cultures. The effective right, as it is used here, means access to the knowledge, strategies, and resources necessary to resist destruction of languages and cultures. Stated more simply, the effective right means access to the tools for getting the job done. The legal right without the effective right is of limited value. Effective solutions for reversing the loss of American Indian languages must be found and implemented soon. Both indecision and ineffective action will result in the destruction of existing Indian languages.

Fortunately, enough research and experience exist to enable Indian communities to avoid major pitfalls in saving their languages, if existing knowledge can be used quickly and effectively. The research of Joshua A. Fishman is particularly relevant to the issues faced by American Indian communities.

Fishman on Language Preservation

In September 1993, workshops were held across the Navajo Reservation aimed at the maintenance of the Navajo language. Joshua Fishman served as the key facilitator. He cited findings from a study he is currently finalizing that compares successful and unsuccessful actions of threatened speech communities, involving seventy-five endangered languages. During presentations and informal discussions, Fishman continually returned to a key point -- when over-relied upon, or relied upon exclusively, schools fail to save languages.

Examples reinforced this message. Innovative schools have been founded to save languages. Some have been well funded, employed dedicated teachers, used excellent materials, and focused an enormous amount of time on the endangered language. Nevertheless, despite all the expertise, funding, and hard work, most children failed to learn their endangered language. Why?

Fishman noted that schools are generally successful in preparing students for a reality outside of school, but not very good at teaching what is beyond the out-of-school reality for children, regardless of whether the subject is an endangered language, social studies, or algebra. While pinpointing the most common failure in saving endangered languages, he also identified a primary reason why many poor, underprivileged, or linguistically different children fail to thrive in schools.

Efforts to save languages must ultimately deal with the intergenerational transmission of mother-tongues. This is, to a large extent, a family and community issue. Exclusive focus on education compounds, rather than solves, the problem of language shift. Groups who are succeeding in saving their language (the Basque of Spain, for example) find ways to revitalize and stabilize their speech community. In these cases, schools play a role, but the community is the primary focus of action.

Redirecting Efforts

Several courses of action would greatly assist American Indian communities in developing the effective right to maintain their languages. Such actions include:

1) fostering of new, innovative, community-based approaches to strengthen and stabilize threatened languages;

2) directing more research efforts toward analyzing community-based successes in resisting loss of Native American languages and other minority languages as well;

3) fostering communication and partnerships between communities and organizations trying new approaches to maintaining languages; and

4) promotion of heightened consciousness of the catastrophic effects of language loss both among members of language-minority populations and among members of the mainstream population. Unfortunately, the human and financial resources needed to stabilize or restore American Indian languages extend beyond the resources of nearly all Indian communities.

Continued on page 8

FROM PAGE 7

Why Mainstream Institutions Should Fund Language Stabilization Efforts

The tragedies currently experienced in small American Indian speech communities may soon be experienced in societies with populations in the millions. In fact, language shift and the accompanying social dislocations are likely well underway in some very large societies. The chilling prospect of worldwide, logarithmic increases in the maladies of reservation communities in terms of depression, substance abuse, family violence, and the like is very real.

Internally and externally, ethnic and sociocultural issues are quickly becoming the most difficult issues many societies face. With massive population movements just getting underway, understanding what makes cultures tick and successfully promoting cross-cultural understanding is as important, in terms of human survival, as narrowing the gap between rich and poor, preventing war, or protecting the natural environment. In fact, better understanding of culture and intercultural relations is critical to effectively addressing such problems. Likewise, understanding the dynamics of language maintenance is critical to understanding cross-cultural relations from the individual to the societal level. Cross-cultural understanding and partnership are fundamentally impossible between two societies, for example, when one society is consciously or unconsciously exterminating the other.

Stabilizing an endangered language touches all aspects of a community from child-rearing practices and intergenerational communication to economic and political development. Helping American Indians develop the effective right to save their languages would likely produce important benefits, not only for the various tribes on the brink of destruction, but also for all societies. An investment in Indian languages that would be large enough, come fast enough, and be well-enough planned to make a difference would likely prove to be an extremely effective investment in terms of addressing pressing national and international problems.

Many of the keys to the psychological, social, and physical survival of our species may well be held by the smaller speech communities of the world. The keys will be lost as cultures die.

Where American Indians are concerned, tremendous contributions have been made to the mainstream society in many areas including agriculture, governance, art, and philosophy. If the natural world survives the next few centuries, much will be owed to the insights and perspectives of American Indians and other indigenous groups. Unfortunately, the few Indian communities that have survived until now may be extinct by then.

Turning Point in Tuba

The people of Tuba City, like those in many other Indian communities, are at a critical juncture. The children of Tuba City could come of age in a community steeped in the joys of Navajo and Hopi life as well as enjoy the benefits of participation in the larger society--particularly higher income and higher education. However, such achievements will not come easily.

A vicious cycle persists that is very difficult to break. Lack of community infrastructure and many social problems contribute to language shift; language shift fosters dysfunctional behavior, and so it goes. So much damage has been inflicted on the local cultures that many people seem rather fatalistic about language loss, not to mention solving the many social problems associated with the accompanying cultural unraveling.

Reasons for optimism, however, are clearly evident. Increased awareness of key issues and alternatives concerning the role of Navajo language in the future is occurring in families, the schools, and various organizations. Indians and non-Indians are collaborating rather effectively in addressing language-related issues. Intelligent youth, many destined to be leaders of tomorrow, demonstrate renewed interest in joining with their elders in preserving their most valuable birthright--their language, culture, and land. A special resiliency exists here and a vision for a brighter future clearly exists.

Can sufficient action be taken quickly enough to stabilize local languages and, hence, the cultures? This is the fundamental question in Tuba City today because opportunities to stabilize local languages may be gone in a very short period of time--perhaps in five years.

The National Clearinghouse for Bilingual Education has an electronic bulletin board for endangered languages and an information bank on related issues. To gain access, contact the Clearinghouse at 1(800) 321-6223.

Contributions to the **American Indian Bilingual Education** *column should be sent to Jon Reyhner, Dept. of C. & I, Montana State University, Billings, 1500 N. 30th St., Billings, MT 59101. Phone (406) 657 2293. Internet: EDCI_REYHNER@VIXEN.EMCMT.EDU.*

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Benchmarks for Quality Counseling of Culturally & Linguistically Diverse Students

by Dr. Jaime A. Castellano and Dr. Don Grossnickle

My experiences as a Title VII Director in a Midwest suburban high school district has served as the catalyst for my crusade in improving the guidance and counseling services to limited-English-proficient students at the secondary level. As the director of Project Advance, a federally funded Special Alternative Instructional Program, my responsibilities at the high school level included making arrangements to assist the guidance department, as LEP students were registering in increased numbers in each of the past four years. Frustration was evident on the part of some counselors who felt that the language and cultural differences were obstacles to the registration and counseling process. The bilingual and ESL teachers immediately recognized inequities in the quality and quantity of services provided to their students. Building administration realized, as did I, that inservice training of counselors on cross cultural counseling competencies was necessary if the school's LEP population was to be effectively serviced. Some counselors did not appreciate an outsider coming in and telling them how to improve their department. There were many heated discussions during the first year and a half of Project Advance regarding the counseling services, or the lack thereof, provided to the LEP students.

In my attempts to gather as much information as I could regarding the counseling of LEP students I contacted surrounding high schools which were known to have large numbers of bilingual students. Much to my dismay, I discovered that these schools were experiencing the same type of frustrations in their own guidance departments. Services to LEP students were irregular and inconsistent; contact with parents was minimal; students were inappropriately placed; bilingual and/or ESL classes were overcrowded; curriculum options were limited; academic and linguistic assessments were not conducted; and little explanation was offered about the school's rules and regulations, expectations, and parent and student rights. Also, there was no opportunity to become familiar with the physical plant before starting classes; foreign transcripts were given little to no acknowledgment, and many of the LEP newcomers were viewed as intruders.

During the second year of Project Advance, and in coordination with the guidance department, a counseling symposium was planned. The intention was to bring in counselors from throughout the suburbs for professional development in the area of counseling LEP students. Many of the presenters were counselors from area high schools who were designated as the bilingual and/or ESL counselor by their school. This designation did not include any training and their daily experiences can best be characterized as learning through trial and error. The information they were able to provide their counseling peers was invaluable. Multiple sessions were offered and most counselors left with an increased knowledge base, practical tips, a list of resources, and a renewed commitment to counseling equity. The conference evaluations indicated that we were successful in providing the type of information they needed and wanted. I am currently planning the third annual counseling symposium and preliminary registrations forecast even greater numbers than the first two years.

The number of language-minority students in schools is growing at significant rates in states all across the country. The levels of academic achievement at which these students are performing are currently not acceptable. If these ever-increasing numbers of minority students continue to perform academically as they are now performing, the economic and sociological outlook for the nation will be bleak at best. Educators, politicians, and citizens in general are finally beginning to think about the disastrous consequences that an undereducated society will produce. School reform efforts aimed at accelerating rather than remediating, creating community schools, and educating the whole child all look promising. To do this, educators, including counselors, will need to take on the role of advocate for minority students.

Professionals will need to learn about the many different cultures with which they work, and they will need to become multiculturally competent. They will need to be able to function within a variety of different cultural settings and will need to become knowledgeable about and sensitive to different ethnic and cultural groups. These same educators will need to get in touch with their own cultural values and will need to recognize on a conscious level what their own cultural orientations are. It is essential for educators and counselors to develop an attitude of openness to cultural variability and to the relativity of their own cultural values and experiences. An appropriate approach to addressing the issues facing education today is not to try to eradicate cultural differences, but to attempt to develop each individual's potential to be a multiculturally competent resource within the community and within society in general, (Fenelon, *et al*, 1993).

According to Sue (in Khoxayo, 1993) to be effective and beneficial to language-minority students, counseling

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must be broad in its outlook and flexible in its approaches. Traditional counseling approaches are heavily biased toward white middle-class values that are not necessarily shared by language-minority students. They find these approaches ineffective and they do not serve their needs. They are also oppressive by perpetuating a negative image of language-minorities as inferior, underdeveloped and deficient.

Since traditional approaches are ineffective and harmful, alternative approaches are suggested. However, counseling language-minority students, especially those with limited-English-proficiency, is still in its infancy stage of development; therefore, no specific alternative approach has yet been identified. As counselors play a very important role in the educational lives of high school students, the following benchmarks for quality counseling of culturally and linguistically diverse students should be considered in any alternative approach being developed.

Provide a sense of hospitality and an "inviting" stance as the student and parent meet the school staff for the first time.

It is understood that the guidance department of any particular high school is a very busy place. What this benchmark suggests is that the counseling process begins with those humanistic type skills that counselors should possess and that are highly valued by language-minority families. Extending a warm welcome and providing an inviting stance will go a long way and will make the student and his/her family feel valued and wanted. It will also facilitate the "business" of registering new students.

Complete a comprehensive assessment of the entering student's language and cognitive abilities in order to personalize placement and services.

Often times language-minority students registering in an American high school for the first time do so with no transcripts, test data, report cards, or other academic data. This means that a comprehensive assessment of the student's academic, achievement, native language, and English language skills needs to be completed. This is the perfect opportunity for the counseling department to establish or strengthen their ties with the bilingual and/or ESL department.

Working collaboratively results in meaningful test data that the counselor can use for appropriate academic placement.

Complete an individualized learning plan for each student based on personalized testing data. This should be done, whenever possible, in collaboration with parents.

Part of the "inviting stance" mentioned earlier calls for counselors working with the student, parents, and the bilingual and/or ESL department to establish personalized goals for the new student. This process sends a message to the family that the school not only is taking an individual interest in the new student, but, also that the school environment is accepting of diversity.

To help a student from getting too far behind in credits as language skills develop, attempt to find "alternative learning opportunities" which are individualized if at all possible, i.e., independent study.

This independent study could be through the bilingual and/or ESL department and could be monitored by its personnel. Content area projects would be a viable option for students. Working with others in a small group to achieve credit is another option which allows for mastery of content and facilitates the second language acquisition process.

Establish a resource/support system that provides help and encouragement for the student and each of the mainstream content area classes in which the student is placed.

One of the biggest concerns that counselors have when attempting to place LEP students is limited curriculum options. In suburban Chicago, many high schools with Transitional Bilingual Education Programs offer minimal content area classes taught in the native language. These typically include a basic math course and U.S. History class.

To offset this reality Addison Trail High School, in Addison, Illinois, has established a resource program for its LEP students. The resource program is open during lunch periods and is designed for LEP students requesting tutoring, translating of content, and test taking assistance. It is run each period by a certified bilingual/ESL teacher who facilitates the learning process for this group of students. They also have a Multicultural Drop In Center which is available to all its students.

Monitor the progress of each student and encourage parent involvement.

This requires coordination between the bilingual/ESL teachers and the student's parents. Opportunities to meet and interact with other cultures need to be taken advantage of by the counseling profession. This not only accelerates the knowledge one acquires about a particular group of people, but also fosters a more accepting attitude.

Counselors also need to become aware that there are thousands and thousands of LEP students who are college bound. This implies that they need to connect with appropriate resource personnel at the university level to plan for the post-secondary future of their clients.

Evaluate the progress of each student systematically and periodically to modify goals and assistance strategies.

This is especially important for those LEP students who are college bound. The same individual service given to monolingual students needs to also be available to the bilingual students of the school. Attending college is a major cross road in the lives of young people. It is our duty to assist them in any way we can. Appraising progress is the gage to program modification. The intent is to include the student in as many content area curriculum opportunities in the English language as possible, while providing support.

The following placement sequence, *(see sidebar on page 36)* used with LEP students attending Addison Trail High School in Addison, Illinois, has met with much success. The four step process can take up to four days to complete as the guidance department promotes a "culturally additive" environment.

The process is successful because of the proactive stand that building administration has taken with its LEP popu-

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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Lingua Franca: Film and Video in Second Language Acquisition

by Marcia Pally

In the opening passages of *Screening History* (1992), Gore Vidal's autobiography as seen through the lens of his favorite films, Vidal writes, "It is a universal phenomena that whether one is at Harvard or at Oxford or at the University of Bologna, after the dutiful striking of attitudes on subjects of professional interest, like semiology, the ice does not break until someone mentions the movies. Suddenly, everyone is alert and adept. There is real passion as we speak of the falling-off of Fellini in recent years, or of Madonna's curious contours and have they yet passed the once-disputed border of mere androgyny to some entirely new sexual continuum? Movies are the lingua franca of the twentieth century" (p. 2).

Perhaps this is why, since the days of the nickelodeon, teachers have suspected that moving pictures may be useful for language learning. What greater prompt to talk is there than the curious contours of the latest madonna? In the educational literature, this is called student motivation — one of the benefits of film and video in the language class. Others include access to the target language and culture (including its myths and idealizations) and the variety of language learning activities that film/video provides.

This article focuses on prepared film/video (in contrast to teacher- or student-produced films), especially authentic materials. It also suggests areas for future exploration. To foreshadow: film/video has been traditionally used as a springboard to speaking, listening and writing activities but rarely as the subject of study in language classrooms. Yet film/video offers, in addition to the traditional benefits of film in the classroom, an occasion for critical thinking in the target language.

The Benefits of Film/Video for Second Language Acquisition (SLA)

To date, film/video has been used to teach classes ranging from survival English (Center for Applied Linguistics, 1988) to literature for advanced students (Williamson, 1989). The central advantages are student interest and motivation; the wide range of verbal and written activities they prompt; and their presentation of a "total communicative situation" (Stempleski, 1992, p. 7) — the linguistic and paralinguistic, grammatical and cultural, realistic and idealized aspects of human exchanges. This parade of the target language and culture is there to be viewed, mimicked, and satirized, but first to be understood as the comprehensible input necessary for language acquisition where other forms (such as print materials) might not be grasped.

Film/video assists learner comprehension as: (1) the visual image reduces student reliance on aural language; (2) it provides background information and contextual cues; (3) it draws on students' schema, prompting comprehension of new vocabulary and forms (Mohan, 1990); and (4) the double source of information from the visual and audio tracks addresses a wider range of student learning styles than do single-format sources such as print (Hinkelman & Pysock, 1992).

Additionally, film/video may benefit not only SLA students' learning, but also how they feel about acquiring it. As students find they can grasp the events in a film or video, their self-confidence and interest rise and their anxiety may drop (Stempleski & Arcario, 1992).

Film/video provokes two sorts of language: that generated by the film/video and that generated by the students about the film/video. In the area of film/video-generated language, programs designed for language teaching have the advantages of convenience, easy adaptation to the classroom, and often complementary print and audio packages (Hambrook, Passentino, Thomas & Willetts, 1990). Yet authentic film/videos remain a favored language source because they present real language spoken at native-speaker pacing, reveal the target culture and, as a result, motivate learners. Stempleski (1992) reported, "In a 1990 survey of United States-based members of the TESOL Video Interest section, 91% of the respondents reported using off-air recordings of regular television broadcasts or commercially available, prerecorded feature films, documentaries, and music videos" (Stempleski, 1990, p. 7-8).

Film/Video and Class Activities

Once a film/video has caught student attention, teachers are faced with the problem of what to do with it. Most writers on media and SLA suggest "active viewing" that directs student attention to form as well as to vocabulary and pragmatics, and that prompts student speech, writing and study skills.

Previewing activities include: class surveys about the topic in the upcoming film/video; problem resolution related to the film/video; discussion of the film/video title; brainstorming on the subject of the film/video; semantic mapping of the ideas that come out of the brainstorm; reading and discussing written summaries of the film/video; reading and discussing the transcript.

Activities during viewing include: asking students to jot down specific information about a character, plot sequence, or aspect of dialogue (such as register); showing only the picture and asking students to discuss (or write) what they think is being said; playing only the audiotrack and asking students to discuss or write what they believe the action is; asking students to guess from

Continued on page 12

the beginning of a sequence what they rest of the scene will be; scrambling scenes and asking students to order them.

Post-viewing activities are the most numerous in the literature, ranging from writing new dialogue or summaries of the film/video to formal oral presentations, written essays, and information gap activities (where a portion of the class has seen one part of a scene, another portion a second part). The most extensive lists of film/video "recipes," as they are called, are found in Stempleski and Tomalin (1990) and Cooper, Lavery and Rinvolucri (1991). The film/video guides written by Ladau-Harjulin and Morgan (1986) and Mejia, Xiao and Pasternak (1992) focus on cross-cultural pragmatics.

Selection of Film/Video

A prime criterion for choosing film/video is language level and comprehensibility of the soundtrack, which is affected by the amount of visual support for dialogue, the density of dialogue and voiceovers, the clarity of speech (accents, mumbling, speed), and the frequency of shots that allow viewers to see the person talking. Equally or more important is content appropriate to the cognitive sophistication of the students.

Material may include TV news programs, commercials, and documentaries, yet feature film/videos have a number of advantages: (1) they appeal to student pleasure, boosting motivation and self-confidence as students see that they understand something that they would watch outside class; (2) because feature film/videos often rely on themes and forms dominant in the target culture (boy-meets-girl, cops-and-robbers, and triumph over adversity are typical American gambits), they call up students' prior knowledge of the medium and culture, easing comprehension, and further informing their understanding of the target society and its myths; and (3) feature films, because of their length, build schema throughout the viewing, again easing comprehension and teaching vocabulary, rhetorical forms and pragmatics by repetition. When a focus on a specific grammar form or set of vocabulary is wanted, teachers may choose scenes where such language occurs naturally. For example, a scene where people meet after a long time will include the present and present perfect tenses ("How are you? What have you been doing?").

Research on Film/Video Effectiveness in SLA

Perhaps because teachers have only recently been using film/video in the language classroom, the data on its efficacy is slim, if encouraging. Garza (1986) and Kongable (1987) found that film/video improved listening comprehension. O'Malley (1992) found that ESL students from varied backgrounds (from community colleges to the state department of corrections) performed

NEW FROM MACMILLAN REFERENCE

THE HANDBOOK OF RESEARCH ON MULTICULTURAL EDUCATION

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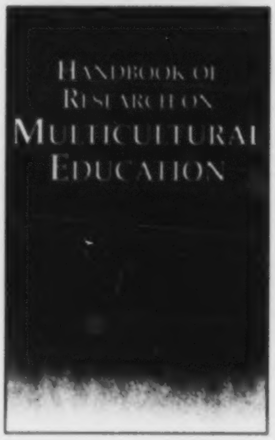

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better in both speaking and listening comprehension after video instruction than did a control group that had used the video workbook but not the video itself. Eisenstein, Shuller and Bodman (1987) found that students' English competence improved significantly after a video course, even with no teacher input or "modelling."

Unresolved Issues in Film/Video and SLA

The dearth of empirical data on film/video and SLA is matched by a lack of criticism about it. Hopeful enthusiasm covers the literature — perhaps because film/video is one of the newer technologies or because it hasn't yet been incorporated into curricula widely or deeply enough to prod complaint. Other unresolved issues include: (1) a lack of information about how to weave film/video into language classes; (2) a lack of time for teachers to design film/video lessons; (3) interactive videos that are "based on a very narrow skill- based definition of literacy that ignores the social aspects of learning and reduces literacy to a series of discrete chunks to be mastered before any kind of natural reading and writing can take place" (Wrigley & Guth, 1992, p. 82). Yet the "social aspects of learning" are the ineffable moments among students and between students and teachers that resist codification. Film/video/computer enthusiasts raise a long-standing contradiction in education: the wish for a teacher-proof, even student-proof, method that will work anywhere anytime, and the frustrating reality that no curriculum suits all students or teachers, and that learning is irreverent and wayward. Teachers, administrators, and the public may be wishing for a magic bullet that will shoot us in the foot; and (4) teacher discomfort at being "taken over" by machines, an unease that is sure to increase with the use of film/video and online services. Perhaps the ubiquity of the technology will solve the problem, as teachers like everyone else come to rely on it. But familiarity may lead to disappointing as well as beneficial outcomes.

Film/video and computer technologies may get lost in existing bureaucracies and teaching techniques, pre-empting the hope that new inventions prod new teaching approaches. The factors informing the distribution of school technology (who gets funded and trained and therefore familiar with new technology; what approaches towards teaching are taught along with technology) are economic and political as much as they are pedagogical. They are linked to the privatizing of the public school system, the debate on multilingual/multicultural education and the back-to-the-basic-canon movement, the debate over school vouchers, attitudes and policies about immigrants and minorities, and the impoverishment of inner city school districts.

Film/Video and Critical Thinking

Much of the SLA literature on film/video relies on the screen to prod some other activity — vocabulary acquisition, or discussion of the target culture's pragmatics. "Videos should be seen as means to an end," Stoller (1992) writes, "rather than as ends in themselves" (Morley, 1981, p. 26). Doughty (1991) emphasizes that language learning with film/video is first of all language learning, not the learning of any particular content. Framed as such, film/video is not in a position to be seen as worthwhile subject matter in itself. In 137 pages of film/video "recipes" (Stempleski & Tomalin, 1990), none takes cinema — the art of its camerawork, soundtrack, editing, pacing, acting and direction — as a text with which to learn language. Yet if done in a student's L2, film criticism — or the study of the aesthetic and mythic aspects of film/video — has all the benefits discussed above and requires that students think critically in the target language.

Cummins (1981) argues that learners cannot acquire from quotidian L2 conversation what he calls cognitive academic learning proficiency. Rather, complex, synthetic reasoning needs be taught and practiced in the L2. Mohan (1990) makes a similar case. "The development of sentence-level language and oral conversational skills is not sufficient," (p. 114) he writes, and suggests that language students be taught the target culture's way of thinking in six areas: description, classification, the principles of cause and effect, temporal sequence, criteria for judgment and choice. "[A]wareness of the patterning of experience is helpful in realizing that the way we have been brought up to see the world is not the only way and in appreciating the different perspectives of other cultures" (p. 119).

In a more political voice, Benesch (1993) urges that language students be taught "a search for the social, historical, and political roots of conventional knowledge and an orientation to transform learning and society" (p. 546). Film/video, including documentaries and the news, is suited to these goals. Each movie or program, constructed by the filmmakers, is a juxtaposition of images that contains propositions (or fantasies and myths) about the world. "Now of all the existing media, the cinema alone holds up a mirror to nature," wrote Siegfried Kracauer (1960). "Hence our dependence on it for the reflection of happenings which would petrify us were we to encounter them in real life" (p. 305). The fantasies in film/video are a society's unresolved issues. The fights for power, security and love, and the certainty of death create desires and fears which viewers play out in the safety of two dimensions. These may be investigated and judged, as Mohan recommends, and if investigated in a target language, students learn the target culture's assumptions of thought. They may learn how to think about cultural assumptions, as well. For instance, a classic gangster film such as Brian De Palma's *The Untouchables* rides on the beliefs that government is good and that justice, represented by Eliot Ness, wins in the end. Yet it relies as well on the opposing belief in the "rugged individual" (played by Sean Connery), who wins by stepping outside law and government corruption, by his street smarts and private moral code. In the conflict between these two myths, audiences may play out the unresolved relationship

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2212

The University of Wisconsin - Milwaukee
Dept. of Administrative Leadership
Announcement of Position Vacancy

The Department of Administrative Leadership at Wisconsin's major urban university is seeking applications for a tenure-track Assistant Professor position in the field of Educational Administration. The department includes Master's degree and Specialist (6th year) programs in educational administration and adult education, as well as specialization in the Ph.D. program in Urban Education. The department hosts the editorship of the academic journal, *Educational Administration Quarterly*. The University of Wisconsin-Milwaukee is an affirmative action/equal opportunity employer with a strong commitment to the development of a climate that supports equality of opportunity and respect for diversity based on gender, race, ethnicity, disability, and sexual orientation. In this spirit we are particularly interested in receiving applications from individuals who would enhance and diversify our work force. The University is the primary urban campus in the University of Wisconsin system, one of the preeminent public university systems in the nation. The intellectual and cultural resources of the greater Milwaukee area make the University an unusually attractive and effective teaching and research institution.

Qualifications: We are seeking an individual who appreciates the importance of the department's role in preparing educators who work successfully with diverse populations. Experience as a school administrator is desirable. Academic specialization and/or professional experience in one or more of the following is preferred: leading and organizing schools in an urban /metropolitan context, educational restructuring, school law, collective bargaining, curriculum and program development, or the school superintendency. An earned doctorate in educational administration or a related discipline and, achievement in, or promise of, scholarly productivity are required.

Responsibilities: Teaching, research, publication, academic advising, service, and collaboration with local school districts and school of education faculty. The selected candidate will also have the opportunity to become part of the editorial staff of *Educational Administration Quarterly*.

Salary: Commensurate with qualifications and experience. Summer teaching opportunities generally are available.

Starting Date: Fall semester, August 1995.

Applications Materials: Letter of application, vita, reprints of selected publications if available, and three letters of recommendation.

Application Deadline: February 1, 1995. Please address applications, nominations, or inquiries to: Professor Ulrich C. Reitzug, Chairperson, Search and Screen Committee, Department of Administrative Leadership, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. (414) 229-6684.

The names of those nominees and applicants who have not requested that their identities be withheld and the names of all finalists will be released upon request.

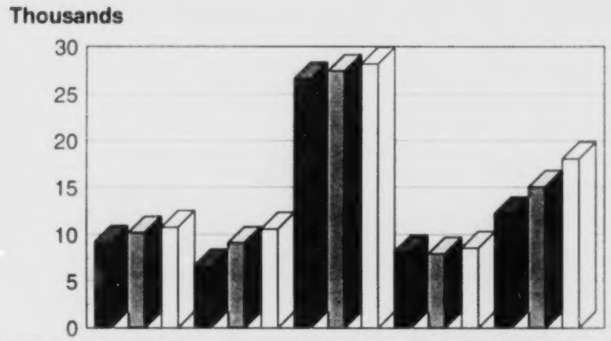
Bilingual Staff Still Needed

Small Increase over 1993; But More Than Half Still Uncredentialed

by Reynaldo F. Macías, School of Education, UCSB

The number of credentialled English as a second language teachers (10,545) almost reached the number of credentialled bilingual teachers (10,742) in the spring of 1994. The number of credentialled bilingual teachers increased 5.7% (584) from the year before, but the number of ESL teachers increased 16.5% (1,497). The numbers of persons training to become bilingual and ESL teachers assure that the ESL teachers will increase in numbers more quickly than bilingual teachers. There were 18,068 persons in training to become ESL teachers; more than twice the 8,507 persons preparing to become bilingual teachers.

Available Teaching Staff -- 1994



Staff Categories		Bilingual	ESL	Paraprofessionals	In training - BE	In training - ESL
1992	■	9,177	6,613	26,628	8,130	12,227
1993	▨	10,158	9,048	27,430	7,890	15,032
1994	□	10,742	10,545	28,200	8,507	18,068

UC *LMRI News*, V.4(2), 10/94

The number of bilingual paraprofessionals still dwarfs those of bilingual and ESL credentialled teachers at 28,200, with 6,830 assigned to waivered teachers (teachers without the appropriate credentials to teach limited English proficient students, and who are in training programs to gain those credentials and authorizations), and 21,370 in other assigned roles. The total number of adults in instructional roles in classrooms with LEP students was 49,487 in Spring 1994, an increase of 6.1% over 1993. More than half (57%) of these adults were paraprofessionals, did not have their own teaching credential, and were subject to the supervision and guidance of a credentialled teacher.

For more information, please contact Mr. Jim Greco, CSDE, Office of Bilingual Education: 916-657-2566.

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NABE '95 -- PHOENIX, AZ
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Sociocultural Factors in National-Origin Parent Involvement in the Public Schools

by David Mirich, Denver Public Schools, CO

"They just don't value education - it's not part of their culture" is a comment frequently heard in the teachers' lounges of schools with high concentrations of language-minority (LM) students. Many teachers accept the old wives' tale of LM parent non-involvement at face value, and therefore don't expect it from this community. It is also a convenient place to put the blame for the failure of the schools to properly serve LM children or to effectively include their parents in the educational process.

In a recent article, *Bilingual Education: Goals 2000*, in the May 18 issue of *Education Week*, Rosalie Petalino Porter spoke of the "lack of parental involvement or understanding of students' schooling" in relation to the parents of LM students. The author then went on to state many damning critical opinions about the perceived ineffectiveness of bilingual education programs.

In Porter's piece, as in most works on the education of LM students, there was not a single word about what these parents want regarding their children's education. The perception given is that we (professional educators) know what is best for LM students -- which, in Porter's opinion, is English immersion. This opinion runs contrary to the research pertaining to what parents of LM children actually want (NABE No-cost Study, 1991). This research reveals that parents of LM students are frightened by the dislocation in the family caused by their children's loss of the native language because of English immersion programs.

Teachers can be categorized into several different groups with regard to national-origin parental involvement; some teachers have tried to involve the parents of LM students but were relatively unsuccessful and stopped trying, joining the chorus of those that claim that it doesn't work. Others, at least at the secondary level, are teachers who would just as soon the parents keep their distance from the school.

For these teachers, parents are an uninformed, non-concerned or meddlesome factor that takes up their time (Lareau, 1989, p. 250). These teachers are seldom if ever to be seen at the bilingual parent meeting, make neither home visits nor calls to parents, and couldn't even if they wanted to because they don't speak the language of the students of their families. This group of teachers oftentimes lives away from the community in which they work and have no knowledge of the cultural factors or life circumstances of their students. Finally, there do exist those dedicated "teacher-leaders" who have found many successful strategies that they employ in their desire for increased parental involvement (Becker and Epstein, 1984)

Most teachers, particularly at the elementary school level, desire increased parental involvement but decry the lack of it. Ironically, although they have been trained to employ a variety of teaching strategies with their students these teachers don't realize that parents of differing social-class backgrounds have different necessities concerning their involvement in the schooling of their children. Parents from middle and upper socioeconomic classes (SEC) are empowered socially to intervene on their children's behalf to secure for them every benefit in the educational system. These "ruling class" parents do not need to have the doors to the school opened for them -- they see the teachers as "workers" there to serve them and their children. (Lareau, 1989, p. 251).

Parents of low SEC status on the other hand, and particularly those of a language-minority, can be said to be disempowered socially and will receive that which is granted to them by the educational system -- even to the point of being "frozen out" by the system (Connell et al., 1982). Some researchers even bring charges that the schools practice institutional discrimination by being unwelcoming to working-class families (Ogbu 1974; Lightfoot, 1978). Another persistent organizational problem inherent in the education of Latino LM students is the low expectations the comparatively higher status origin teachers have for them (Alexander et al., 1987).

Therefore, while teachers working in schools with high SEC students have the problem of managing *over-involved* parents (Lareau, p. 251) those teaching low SEC students expect their parents to be *deferential* to the teachers' methods and decisions and to simply do as they are told in regards to the manner of their involvement in the child's education. Rather that opening the doors of the school to the parents, teachers seen to want to dictate the precise methods in which parents can participate in their schooling (Lortie, 1977). Wanting help with the child's educational development is the factor that is foremost in the minds of those teachers desiring parental involvement. This mind-set necessitates the acceptance that the teacher is the educational expert and that the *education* delivered is of sound pedagogical value (Skrtic, 1988, p.105). Many mainstream teachers, therefore, feel that they must convince the parents of LM students that their method of instruction and its content is linguistically, culturally and academically valid.

At this point, the institution is caught in a paradox: the institution is unable or unwilling to adapt in order to serve the special linguistic and academic needs of the LM students. Because of community or legal pressures, the institution has been backed into a corner. A bilingual program is then created (and immediately decoupled) in order to signal change (Skirtic, 1991, p. 168). But the institution refuses to support the new program for the threat that it poses to the status quo. This institutional resistance to bilingual programs results in the failure of LM students to achieve success in school. When the community questions the failure of the schools to effectively educate the LM students, the institution

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Eagle County
School District

Come to Colorado
Teaching Opportunities For:
Minority Teachers
Bilingual and/or ESL
Special Education

Must be eligible for CO Certification.
Eagle County School District
Located in the Rocky Mountains
100 miles west of Denver.

Starting Salary $23,920 - $27,933
plus fringe benefits

Contact: Dr. Mel Preusser
Eagle County School District
P.O. Box 740
Eagle, CO 81631
(303) 328-6321 Ext. 15

Tacoma Public Schools
Tacoma, Washington
"In the heart of the Pacific Northwest"

Administrative Position Available
Tacoma School District No. 10 seeks qualified applicants to fill the following position:

ADMINISTRATOR, LITERACY
Salary Range: $67,500 - $68,700

This position directs District efforts to develop, implement and support literacy curriculum and instruction, Pre-kindergarten through Grade 12. Urban experience is preferred. Applicants must have a Doctoral level degree. To request an application packet and job description, contact Tacoma Public Schools, P.O. Box 1357, Tacoma, WA 98401. (206) 596-1250, FAX No. (206) 596-1453. **Completed applications must be received no later than Monday, February 6, 1995.** Beginning date will be March 1, 1995 or when mutually agreed upon. *EOE*

SOCIOCULTURAL FACTORS

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blames the parents for their "lack of participation" in their children's education, or on the students themselves (Skirtic, 1988, p. 105). Additionally, the institution withholds support for the bilingual program, then blames it for the academic failure of the LM students and their inability to acquire English rapidly enough.

Many well-intentioned teachers and counselors truly feel that "what these (LM) kids really need is English." This action necessitates convincing the parents that, although it will be painful, it will be "for their own good." The teachers-as-educational-expert will attempt to convince the parent that bilingual education programs will delay their children from acquiring English, even though research shows otherwise (Cummins, *et. al.* 1986). The motivation of these teachers is "to help the kids" but it could also be seen as a cover or subconscious effort to protect their jobs (as they are not qualified bilingual teachers). In any case, the institution will prevent inclusion of LM students and their parents because the effort required would be too great.

In my experience at the secondary level, I would have to agree with those researchers who have documented the phenomenon of organizational unfriendliness to working-class and low SEC parents. In the schools in which I have taught over the past six years, virtually all parents were of low SEC. The parents of my students -- Latino nationals -- were effectively shut out of participation by those schools. They were never given any help by the school administration in organizing themselves, and, therefore, were never consulted as to the education of their children.

The language-minority parents at my school were never included in the Collaborative Decision Making teams (CDMs, or site-based teams) or in any other capacity in which they could have had a voice in the school, as per federal law (Lareau, 1989, p. 255). No decision-making bodies were ever conducted bilingually and LM parents would complain of feeling left out and would cease attending such functions if in fact they were ever invited to attend. Any parent organizations in the school or district were strictly segregated.

Low SEC parents as well as those of LM children will necessarily have different expectations and a different cultural filter in which they view the school institution as well as their role in it. The priorities of which types of parental involvement, as well as the reasoning behind such participation must be analyzed and adapted by educators. But if we can accept that there is some level of subversion happening in the placement and treatment of the low SEC/LM students and their parents in the educational process, and that the rationale for parent involvement is skewed, then we must seek to change *the process* rather than to seek strategies to increase parental involvement.

Changing the process of educational delivery for LM students and hence, the type and quality of parental involvement, will necessitate holding the system accountable for properly serving these students and their parents. Funding will need to be sought for parent/community liaisons who can form family-school relationships. "Teacher-leaders" with successful strategies for increasing parental involvement of low SEC and LM families will need to be sought out to train school personnel at sites with high concentrations of such populations (Lareau, 1989, p. 256).

There are laws protecting the educational rights of LM students and the participatory rights of their parents which are consistently ignored by the system. Civil rights suits must be brought forth and strong community pressure applied against the institutions responsible for the schooling of LM students. But we must get beyond the law and into common-sense and fairness. To achieve this goal, qualified and culturally sensitive school administrators and teachers must be provided by the schools which serve low SEC and LM students. Only in this way will the students and their families receive a sound and equitable education.

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TECHNOLOGY —— FROM PAGE 13

between community and the individual in American life. *The Untouchables* offers ideas about immigrants, as well. As Ness's team of Irish and Italians, sharpshooters and accountants work together, audiences may rest easy in the (screen) vision of the melting pot: the U.S. is the land of opportunity where all may flourish as "Americans." It is a balm for a nation of immigrants ever worried about what the next boat will bring.

In addition to investigating film fantasies, the study of film/video offers the rigor of analyzing how those fantasies are made. Film myths and propositions are built by camerawork, light, dialogue, performances, editing, and music. These too students may examine for how they abet or hobble a film's myths — a task that requires classification, identification of cause and effect, an understanding of temporal sequences, and judgment. It prompts, as well, comparison between the classification, temporal, and judging systems of the student's native culture and culture of the film. Expanding on the ideas of Cummins and Mohan, Fredrickson, Hagedorn and Reed (1991) designed language courses in the sciences, social sciences, history, and media in which (1) one subject was studied through the term; (2) the language and content increased in sophistication; (3) students became familiar with the requisite technical terms and rhetorical devices; and (4) students were encouraged to develop theory by assessing how well existing theories accounted for data. Their courses succeeded with students and teachers. Film/video lends itself to this application, made easier because students are likely doing it anyway. The most diligent engineering major, nose-pierced teen or cabbie has something to say about the movies. Language teachers drop a stitch to ignore it.

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Metropolitan State College of Denver

National Origin Equity Coordinator

Founded in 1963, MSCD is a premier public institution serving 17,500 undergraduates. The faculty and staff place a high value on teaching, learning, and personal interaction with a diverse student body. The College is committed to broadening both access and diversity in an urban setting.

QUALIFICATIONS: A minimum of a Master's degree; three years' teaching experience in elementary, secondary or higher education; three years' experience in providing staff development and technical assistance to public school teachers, principals, administrators and staff; demonstrated ability and at least three years' experience in multicultural education and intercultural communications; and demonstrated ability to read, write, and speak fluently in English and another language represented in Region VIII i.e. Spanish, Asian languages, or Native American languages. Preference will be given to applicants whose required experience is in bilingual and Lau related programs.

RESPONSIBILITIES: Reports to Director. Coordinates, prioritizes, schedules and provides services in response to requests from LEAs and SEAs for assistance in removing barriers to equal access to educational opportunity based on national origin, a violation of Title VI of the 1964 Civil Rights Act. Assists LEAs in needs assessment; development of comprehensive desegregation plans which address the needs of linguistically and culturally diverse students and eliminate bias from materials, techniques, student assignments, assessment and discipline; development of personnel policies in compliance with affirmative action requirements; development and implementation of staff development programs. Contributes to the DAC's capacity to provide technical assistance, staff development, dissemination of information in race, gender and national origin desegregation issues. Contributes to Center newsletter. Is available for frequent travel within service region (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming) and occasional travel throughout nation.

RANK & SALARY: Administrator. Salary will be commensurate with education and experience.

APPLICANTS MUST SUBMIT IN ADVANCE BY DEADLINE OF JANUARY 10, 1995: A letter of application which relates the applicant's education and experience to the qualifications listed above; a current curriculum vitae; and the names, addresses, and telephone numbers of at least three current references.

SUBMIT APPLICATION MATERIALS OR REQUEST A POSITION ANNOUNCEMENT:

Gerald L. "Jerry" Brown, Director
MNPS Desegregation Assistance Center
Campus Box 73
Metropolitan State College of Denver
P.O. Box 173362
Denver, CO 80217-3362.

Pursuant to Colorado open records law, written materials in a search process may be open for inspection by the public.
Metropolitan State College of Denver is an equal opportunity employer.

glish language (ELD+SDAIE+PLS).

Only 28.1% received academic instruction in the non-English language (ELD+ASPL). This was a decrease of over 5% from the previous year.

A full 26.6% received no special language instructional services at all! This was an increase of over 4% from the previous year.

[For more information, please contact Mr. Jim Greco, CA State Dept. of Education, Office of Bilingual Education: 916-657-2566.]

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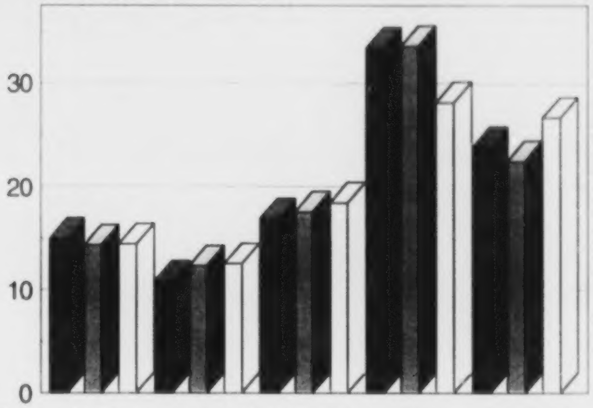
NABE '95
"BILINGUAL EDUCATION: THE NEXT GENERATION..."
PHOENIX, AZ

LEP Educational Services – 1994



Service Types		ELD	ELD+SDAIE	ELD+SDAIE+PLS	ELD+ASPL	NONE
1992	■	15.0	10.9	16.9	33.4	23.8
1993	▨	14.3	12.3	17.5	33.5	22.4
1994	☐	14.4	12.5	18.4	28.1	26.6

UC LMRI newsletter, V.4(2), 10/94

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The University of New Mexico

DIRECTOR OF THE GALLUP CAMPUS

The University of New Mexico-Gallup invites applications for the Campus Director. Depending on qualifications and experience of the successful candidate, the directorship may result in a faculty appointment possibly leading to tenure.

The Gallup Campus is a two-year institution located in Gallup, New Mexico, and is a branch of the University of New Mexico in Albuquerque. The Campus offers programs in academic, vocational, adult education, developmental, transfer, concurrent enrollment, and community education. The faculty and staff of about 250 serve a student body of approximately 3,200 students.

Gallup is a growing community in excess of 21,000 people, located near the Navajo and Zuni Indian reservations. The Gallup community is set in some of the most beautiful red rock country in the state of New Mexico. Visitors to the area will find rich red mesas, desert, and forested mountain lands.

Summary: The Director is the chief academic and administrative officer of the Gallup Campus reporting to the University of New Mexico, Office of the Provost/Vice President for Academic Affairs. The Director is responsible for the coordination of all aspects of academic, administrative, and operational functions of the University of New Mexico Gallup Campus. This includes the selection and direction of a competent multicultural teaching and administrative staff and the preparation, management and control of the annual budget.

Minimum Requirements: Master's degree; five years of post-secondary administrative experience; and two years of full-time post-secondary academic and/or vocational teaching experience.

Desirable Qualifications: Earned doctorate in an academic field; experience and documented success in a multicultural community college setting, particularly serving Native Americans; experience in fulfilling the comprehensive mission of a community college; a commitment to shared and collaborative governance; experience in acquiring, budgeting, and managing fiscal resources; successful experience in developing educational programs by working in partnership with business organizations, community groups, and other agencies; and evidence of effective communication skills.

Salary competitive and commensurate with qualifications.

To Apply: Applications must be received by 5:00 p.m. on January 20, 1995, and must include: 1) a curriculum vitae; 2) a letter of interest, with an original signature, that addresses the applicant's experience and qualifications, particularly relating to the minimum requirements and desired qualifications mentioned above in the order listed; and 3) the names, addresses, and telephone numbers of five references. Send all materials to: **DR. ELIGIO PADILLA, CHAIR, UNM-GALLUP DIRECTOR SEARCH COMMITTEE, THE UNIVERSITY OF NEW MEXICO, OFFICE OF ACADEMIC AFFAIRS, SCHOLES HALL 226, ALBUQUERQUE, NM 87131-1001.** All correspondence must include the requisition #942267-A. For additional information, please call (505) 277-2611.

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Fostering Interpersonal Democratic Values in the Home

by Connie Contreras-Polk

Today's society is crying for more tolerance and less prejudice; it's crying for more love and less hate; it's crying for more sharing and less hoarding; it's crying for more responsibility-taking and less responsibility-shirking; it's crying for..., we could go on and on. But I think this is enough to give us a picture of today's society.

Our problem is how we can turn this picture around. What can parents do in the home to help their children counteract the foregoing scenario?

That's the purpose of this article, to show parents how they can help to turn things around by fostering a set of interpersonal democratic values in the home. By helping their children to grow up in an atmosphere filled with an ambience of sharing, caring, love, respect, mutual trust, responsibility and tolerance, parents can help to counter the negative side of today's society. But it won't be easy, for each day children witness the effects of prejudice, intolerance, and racial hatred in school and in the larger community. They see the homeless, the despair of the drug addict, the alcoholic, and all the others who have given up on themselves and society.

The impetus for this article comes from a doctoral research class I'm currently enrolled in at the University of San Francisco. For the last few months of the Fall 1994 semester, a group of students under the direction of Alma Flor Ada have been researching the question: What is Democracy? Using Freire's (1970) participatory research model, each of us has gone out into the community to dialogue with someone on the research question. Some of our younger research participants have been especially eye openers for many of us and it is the interpersonal perspective which they have given to democracy which provides the springboard for this article. I would like to quote from two class researchers, John Bennett and Loveleen Bamra, whose participants reflect this more microscopic view of democracy.

John Bennett (Ada, 1994) said: "Alder (his participant) brought me to a new understanding of democracy as an interpersonal event. Democracy is what happens when one person respects the rights of another. Democracy, according to Alber, can include courtesy, warmth, and affection between people who do not overemphasize power differences between each other. To Alber, democracy means that he can joke with his teachers and have them understand and even enjoy the interaction! -- a relaxation between people based on mutual trust and dare I say, love." (John's participant was an 18 year old ESL Salvadorean student at Richmond High, Richmond, CA.)

Another class researcher, Loveleen Bamra (Ada, 1994) noted: "My participant saw a democratic country as a place where minorities are respected and not made to feel ashamed of their culture and language. My participant also felt that a democratic country requires cooperation by everyone to work. Especially interesting to me was my participant's idea that democracy needed love to thrive, love for each other." (Her participant was also from Richmond High School.) I am coming away from the class with the notion that American democracy is still developing and may be seen as in its teen years right now. I also see it as a seed which has sprouted here and there. In some places its buds are clearly showing. In other places the buds are starting to open more and more with each passing year. In a very few places, very few indeed, it has started to flower."

The challenge for today's parent is to plant the seed of interpersonal democracy in the home, to water and feed it, to nurture it until it comes to full bloom. In this article I attempt to show parents how they can provide a home climate conducive to such development.

One of the best ways to foster a caring attitude in children is to show them you care about them. Parents can do this by setting aside quality, personal time with all children in the family. At such times, the parent and child should dialogue about their respective days. They can ask each other how things went at school, whether there were any problems, what is being learned in class, how they feel about things, and what they think about things. The child should also try the same thing with any brothers or sisters, showing interest and care for the sibling. Other family members could also be involved in such activities of sharing and caring when they are available. The activity should create a closer loving, sharing, caring bond between the participants. And if it can be picked up, by the teacher in school and community others, it is reinforced. I recently came across a project that is being used in several San Francisco Bay Area schools to promote the interpersonal democratic values we are espousing here. The Child Development Project (Viadero, 1994) has been running in the Bay Area Schools about 14 years and is now also found in Dade County, FL, White Plains, NY, and Jefferson County, KY. The project uses the work of the developmental psychologists Jean Piaget and L.S. Vygotsky. They have also borrowed from what cooperative research says about how children thrive when they feel they have a say in their lives as well as feel they belong to a group.

Project children have been followed for several years, kindergarten through sixth grade. They have been compared with control group children. Observers point out that project children in the

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experimental schools tended to behave more considerately toward classmates and also worked better together. The experimental group also showed a better understanding of others' viewpoints or perspectives. Observers also saw the experimental kids able to solve conflicts and interpersonal problems better than the controls. The experimental group also tended to see their classroom as a community. They also exhibited higher-order thinking.

The values upon which the Child Development Project is based are basically the ones mentioned here as interpersonal democracy. The project stresses fairness, helpfulness, respect for others, and responsibility. What project teachers have done in the classroom, parents can also do at home to foster the interpersonal democratic values. For example, like the teachers, parents can give their children more responsibility for their learning. Parents can model what it means to be a responsible learner. Have a brainstorming session and jot down what it means to take responsibility for learning at home and in school. A good place to start is with the homework assignments. Have the child develop a plan as to where and when he will work on the homework. Ask him about why it is important to do the homework. The child needs to see why it's important to do homework.

Other things that parents can do to develop responsibility in the child is to give them things to be responsible for such as feeding the pets, watering the plants, taking out the garbage and so on. Provide them with an allowance so that they learn to be responsible with money.

Responsibility and decision-making can also be cultivated in children by parents, by having them provide input into the development of home rules. The Child Development Project found that having students develop class rules and learning goals made them better behaved. Having classroom meetings also helped to diffuse playground or classroom conflicts and problems.

Here, again, parents can call family meetings on a regular basis, having various family members run them. This provides not only a forum where things can be planned or problems worked out but also allows the children to get leadership training in how to facilitate group meetings. Such meetings also help children see that they have input into the decision-making process.

Other things that parents can do to develop decision-making opportunities for the children and to provide choices or options for them is to allow them to select their clothing and room decoration. The children should also be in on the planning of trips and outings. The parents can do many things on the basis of consensus, with input from the children. From such experiences the children learn that their vote has meaning. They learn that they have a say in what takes place or doesn't take place at home.

To develop a spirit of tolerance and respect for others, parents can try to include people from other ethnic groups as family friends or at least to invite such children to the home as often as possible. Literature from various ethnic groups should be a part of every home library. If such books cannot be purchased they can be borrowed from the library. One of the ways that the Child Development Project teaches its values is through some 200 books with themes which develop character, or ethical/moral development. In like manner, the parent can look for books which have as their basis the teaching of some moral/ethical value or which aim to build character.

One book which Spanish-speaking students at the lower elementary level can use to think about differences and similarities between people is the book *Connie and Diego* (García, 1987).

Parents could start by brainstorming how people are different and how they are the same. After the brainstorming session, the parent could move into how these differences relate to the story of *Connie and Diego*, giving the children a preview of it and then moving into the actual reading. In a day or two, each child should have an opportunity to retell the story in their own words. Around the third day, the children might be asked by the parent to relate the story to their own experience or that or others, like their classmates. The parent attempts to explore all feelings and thoughts. It's good to jot these down on chart paper or to tape record them and them play them back to the children. In the questioning, children should be asked whether they think Connie and Diego were treated fairly, how they might have been treated better. They should be asked how minorities are treated in school and how we can treat them better.

Through stories such as*Connie and Diego*, parents have a wealth of material from which to develop interpersonal democratic values. Parents should set aside some time each evening to involve children in the reading of such character building stories or activities. Through such stories and the attitudes and behavior of the parents, children can come to an understanding of the interpersonal democratic values that they share with all others. They come to recognize that all of us need respect, and tolerance; need to assume responsibility; need opportunities to make decisions; need love and affection; need to feel wanted and cared for; need to be treated fairly; and need help at times. They come to understand that we have more commonalities than differences.

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Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

« NABE »

PROPOSITION 187

NABE Executive Board Resolution Regarding Proposition 187

Editor's Note: This resolution was adopted by the NABE Executive Board at its November Board Meeting in Phoenix, Arizona.

The National Association for Bilingual Education condemns the passage of California Proposition 187. If implemented, Proposition 187 would deny undocumented immigrants in California the benefits of state-supported education and health care. Education and health care are basic human services, and the United States Supreme Court has ruled that education cannot be constitutionally withheld on the basis of immigration status. If implemented, Proposition 187 would also require all California state employees to report to the Federal Immigration and Naturalization Service anyone they suspect of being an undocumented immigrant.

Proposition 187 poses grave risks to the residents of California. If implemented, the enactment would: deny families living in California the most basic and essential human services; create conditions in public health, safety and education which threaten the well- being of all Californians; create an enormous and costly new state bureaucracy to manage the active involvement of state employees in the federal function of immigration enforcement; foster suspicion and ethnic discrimination in California schools and communities; expose American citizens and legal residents to harassment on the basis of their appearance or language; and jeopardize billions of dollars of federal aid to the state which must be withheld under federal education and civil rights laws.

We, the Executive Board of Directors of the National Association for Bilingual Education, do hereby resolve to mount a national mobilization of the Association's members in response to the enactment of California Proposition 187. The mobilization will have four objectives. First, to legally overturn California Proposition 187 and to thwart any attempted implementation. Second, to prevent similar enactments elsewhere in America. Third, to protect, defend, and fulfill the rights of students and families in California and the rest of the nation. Fourth, to empower new American families through education, legalization, naturalization, and voter registration programs. The national mobilization will be an integral priority component of the Association's conferences, publications, and affiliate agendas and will be carried out in collaboration with other organizations which oppose Proposition 187 and are committed to providing essential human services to all families in America.

« NABE »

Text of Proposition 187

SECTION 1. Findings and Declaration.
The People of California find and declare as follows:

That they have suffered and are suffering economic hardship caused by the presence of illegal aliens in this state.

That they have suffered and are suffering personal injury and damage caused by the criminal conduct of illegal aliens in this state.

That they have a right to the protection of their government from any person or persons entering this country unlawfully.

Therefore, the People of California declare their intention to provide for cooperation between their agencies of state and local government with the federal government, and to establish a system of required notification by and between such agencies to prevent illegal aliens in the United States from receiving benefits or public services in the State of California.

SECTION 2. Manufacture, Distribution or Sale of False Citizenship or Resident Alien Documents: Crime and Punishment.
Section 113 is added to the Penal Code, to read:

Section 113. Any person who manufactures, distributes or sells false documents to conceal the true or resident alien status of another person is guilty of a felony, and shall be punished by imprisonment in the state prison for five years or by a fine of seventy-five thousand dollars ($75,000).

SECTION 3. Use of False Citizenship or Resident Alien Documents: Crime and Punishment.
Section 114 is added to the Penal Code, to read:

Section 114. Any person who uses false documents to conceal his or her true citizenship or resident alien status is guilty of a felony, and shall be punished by imprisonment in the state prison for five years or by a fine of twenty-five thousand dollars ($25,000).

SECTION 4. Law Enforcement Cooperation with INS.
Section 834b is added to the Penal Code, to read:

Section 834b. (a) Every law enforcement agency in California shall fully cooperate with the United States Immigration and Naturalization Service regarding any person who is arrested if suspected of being present in the United States in violation of federal immigration laws.

(b) With respect to any such person who is arrested, and suspected of being present in the United States in violation of federal immigration laws, every law enforcement agency shall do the following:

(1). Attempt to verify the legal status of such person as a citizen of the United States, an alien lawfully admitted as a permanent resident, an alien lawfully admitted for a temporary period of time or as an alien who is present in the United States in violation of immigration laws. The verification process may include, but not be limited to, questioning the person regarding his or her date and place of birth, and entry into the United States, and demanding documentation to indicate his or her legal status.

(2). Notify the person of his or her apparent status as an alien who is present in the United States in violation of federal immigration laws and inform him or her that, apart from any criminal justice proceedings, he or she must either obtain legal status or leave the United States.

(3). Notify the Attorney General of California and the United States Immigration and Naturalization Service of the apparent illegal status and provide any additional information that may be requested by any other public entity.

(c) Any legislative, administrative, or other action by a city, county, or other legally authorized local governmental entity with jurisdictional boundaries, or by a law enforcement agency, to prevent or limit the cooperation required by subdivision (a) is expressly prohibited.

SECTION 5. Exclusion of Illegal Aliens from Public Social Services.
Section 10001.5 is added to the Welfare and Institutions Code, to read:

Section 10001.5.(a) In order to carry out the intention of the People of California that only citizens of the United States and aliens lawfully admitted to the United States may receive the benefits of public social services and to ensure that all persons employed in the providing of those services shall diligently protect public funds from misuse, the provisions of this section are adopted.

(b) A person shall not receive any public social services to which he or she may be otherwise entitled, until the legal status of that person has been verified as one of the following:

(1). A citizen of the United States.
(2). An alien lawfully admitted as a permanent resident.
(3). An alien lawfully admitted for a temporary period of time.

(c) If any public entity in this state to whom a person has applied for public social services determines or reasonably suspects, based upon the information provided to it, that the person is an alien in the United States in violation of federal law, the following procedures shall be followed by the public entity:

(1). The entity shall not provide the person with benefits or services.

(2). The entity shall, in writing, notify the person of his or her apparent illegal immigration status, and that the person must either obtain legal status or leave the United States.

(3). The entity shall also notify the State Director of Social Services, the Attorney General of California and the United States Immigration and Naturalization Service of the apparent illegal status, and shall provide any additional information that may be requested by any other public entity.

SECTION 6. Exclusion of Illegal Aliens from Publicly Funded Health Care.
Chapter 1.3 (commencing with Section 130) is added to Part I of Division I of the Health and Safety Code, to read:

CHAPTER 1.3. PUBLICLY-FUNDED HEALTH CARE, SERVICES

Section 130. (a) In order to carry out the intention of the People of California that, excepting emergency medical care as required by federal law, only citizens of the United States and aliens lawfully admitted to the United States may receive the benefits of publicly-funded health care, and to ensure that all persons employed in the providing of those services shall diligently protect public funds from misuse, the provisions of this section are adopted.

(b) A person shall not receive any health care services from a publicly-funded health care facility, to which he or she is otherwise entitled until the legal status of that person has been verified as one of the following:

(1). A citizen of the United States.
(2). An alien lawfully admitted as a permanent resident
(3). An alien lawfully admitted for a temporary period of time.

(c) If any publicly-funded health care facility in this state from whom a person seeks health care services, other than emergency medical care as required by federal law, determines or reasonably suspects, based upon the information provided to it, that the person is an alien in the

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United States in violation of federal law, the following procedures shall be followed by the facility:

(1). The facility shall not provide the person with services.

(2). The facility shall, in writing, notify the person of his or her apparent illegal immigration status, and that the person must either obtain legal status or leave the United States.

(3). The facility shall also notify the State Director of Health Services, the Attorney General of California and the United States Immigration and Naturalization Service of the apparent illegal status, and shall provide any additional information that may be requested by any other public entity.

(d) For purposes of this section "publicly-funded health care facility" shall be defined as specified in Section 1200 and 1250 of the Health and Safety Code as of January 1, 1993.

SECTION 7. Exclusion of Illegal Aliens From Public Elementary and Secondary Schools.

Section 48215 is added to the Education Code to read:

Section 48215. (a) No public elementary or secondary school shall admit, or permit the attendance of, any child who is not a citizen of the United States, an alien lawfully admitted as a permanent resident, or a person who is otherwise authorized under federal law to be present in the United States.

(b) Commencing January 1, 1995, each school district shall verify the legal status of each child enrolling in the school district for the first time in order to ensure the enrollment or attendance only of citizens, aliens lawfully admitted as permanent residents, or persons who are otherwise authorized to be present in the United States.

(c) By January 1, 1996, each school district shall have verified the legal status of each child already enrolled and in attendance in the school district in order to ensure the enrollment or attendance only of citizens, aliens lawfully admitted as permanent residents, or persons who are otherwise authorized under federal law to be present in the United States.

(d) By January 1, 1996, each school district shall also have verified the legal status of each parent or guardian of each child referred to in subdivision (b) and (c) above, to determine whether such parent or guardian is one of the following:

(1). A citizen of the United States.

(2). An alien lawfully admitted as a permanent resident.

(3). An alien admitted lawfully for a temporary period of time.

(e) Each school district shall provide information to the State Superintendent of Public Instruction, the Attorney General of California and the United States Immigration and Naturalization Service regarding any enrollee or pupil, or parent or guardian, attending a public elementary or secondary school in the school district determined or reasonably suspected to be in violation of federal immigration laws within forty five days after becoming aware of an apparent violation. The notice shall also be provided to the parent or legal guardian of the enrollee or pupil, and shall state that an existing pupil may not continue to attend the school after ninety calendar days from the date of the notice, unless legal status is established.

(f) For each child who cannot establish legal status in the United States, each school district shall continue to provide education for a period of ninety days from the date of the notice. Such ninety day period shall be utilized to accomplish an orderly transition to a school in the child's country of origin. Each school district shall fully cooperate in this transition effort to ensure that the educational needs of the child are best served for that period of time.

SECTION 8. Exclusion of Illegal Aliens from Public Postsecondary Educational Institutions.

Section 66010-8 is added to the Education Code, to read:

Section 66010.8. (a) No public institution of postsecondary education shall admit, enroll, or permit the attendance of any person who is not a citizen of the United States, an alien lawfully admitted as a permanent resident in the United States, or a person who is otherwise authorized under federal law to be present in the United States.

(b) Commencing with the first term or semester that begins after January 1, 1995, and at the commencement of each term or semester thereafter, each public postsecondary educational institution shall verify the status of each person enrolled or in attendance at that institution in order to ensure the enrollment or attendance only of United States citizens, aliens lawfully admitted as permanent residents in the United States, and persons who are otherwise authorized under federal law to be present in the United States.

(c) No later than 45 days after the admissions officer of a public postsecondary educational institution becomes aware of the application, enrollment, or attendance of a person determined to be, or who is under reasonable suspicion of being, in the United States in violation of federal immigration laws that officer shall provide that information to the State Superintendent of Public Instruction, the Attorney General of California and the United States Immigration and Naturalization Service. The information shall also be provided to the applicant, enrollee, or person admitted.

SECTION 9. Attorney General cooperation with the INS.

Section 53069.65 is added to the Government Code, to read:

53069.65. Whenever the state or a city, or a county or any legally authorized local governmental entity with jurisdictional boundaries reports the presence of a person who is suspected of being present in the United States in violation of federal immigration laws to the Attorney General of California, that report shall be transmitted to the United States Immigration and Naturalization Service. The Attorney General shall be responsible for maintaining on-going and accurate records of such reports, and shall provide any additional information that may be requested by any other government entity.

SECTION 10. Amendment and Severability.

The statutory provisions contained in this measure may not be amended by the Legislature except to further its purposes by statute passed in each house by roll call vote entered in journal, two-thirds of the membership concurring, or by a statute that becomes effective only when approved by the voters.

In the event that any portion of this act or the application thereof to any person or circumstances is held invalid, that invalidity shall not affect any other provision or application of the act, which can be given effect without the invalid provision or application, and to that end the provisions of this act are severable.

Similar Measures Springing Up Elsewhere

Groups in Arizona, Florida and Texas Plan 1996 Votes

By Margarita Contin

The fallout from California's controversial Proposition 187 rippled across the nation as several organizations began their own campaigns to include clones of the measure on the 1996 ballot in their states.

Don Barrington, a retired insurance salesman and military veteran in Tucson, Arizona, launched his campaign, AZ-187/Border Blockade, barely six days after election day.

"I held my press conference in front of the Pancho Villa statue here in town because he is a good example of a Mexican that had no respect for our border," Barrington said, adding that he's not angry at Mexican Americans: he just wants to get rid of "wetbacks" who are "driving their stupid pickups across the fence."

Similar campaigns are gaining ground in Virginia, Florida, Texas and New York. English-only supporter Enos Schera, a retired electrician in Florida, told *USA Today* that his group's proposition would be "a people's initiative and whoever's against it will go down in flames."

Catholic bishops at the National Conference of Catholic Bishops in Washington, D.C., issued a statement Nov. 17 saying the initiative "strikes at the most vulnerable among us without addressing the larger social and political causes for the problems."

Also in D.C., about 200 protestors picketed outside the Heritage Foundation, a conservative think-tank that hosted a Nov. 18 address by California Gov. Pete Wilson, a staunch proponent of Proposition 187. The protest was spearheaded by the Latino Civil Rights Task Force of Metropolitan Washington.

Meanwhile, California's court systems continue sorting through lawsuits filed by groups seeking to block the measure's implementation.

In Stockton, California, two Latinas and an Indian teenager were reportedly denied a pizza on November 11 by cashier at a local restaurant who asked to see their immigration papers.

Margarita Contin is a reporter with Hispanic Link Weekly Report.

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« NABE »

PROPOSITION 187 ENACTED

ties. The new House Republican leadership has gruffly talked about pursuing a "California agenda" that would make Proposition 187 federal law, extend the prohibitions to legal immigrants, as well as restrict new immigration. Wilson spoke at the conservative Heritage Foundation in Washington on November 18th, promoting a federal version of Proposition 187 as well as a new Bracero program.

Immediately after the election, eight lawsuits were filed in both state and federal courts seeking to block implementation of the newly passed law. On Wednesday after the election, Governor Wilson issued an executive order to all state department heads to draft regulations implementing Proposition 187. On November 10, Superior Court Judge Stuart Pollak (San Francisco) issued a temporary restraining order, prohibiting implementation of any of the public school portions of the law until a hearing is held on the merits of the complaints, scheduled for February 8, 1995. University of California President Jack Peltason issued a media advisory regarding implementation of the law on November 16, which reads in part: "...the University will begin to develop regulations in accord with the executive order. However, under terms of the court's restraining order, the University will take no action to implement Proposition 187 pending judicial clarification."

On November 16, 1994, Federal District Court Judge Matthew Byrne, Jr. (Los Angeles), also issued a temporary restraining order on all parts of the law, except for the section concerning distribution of fraudulent legal documents to illegally document one's immigration status. He criticized the writing of the law, and questioned its constitutionality. A hearing will be scheduled in Federal court to consider whether or not to make the order permanent.

During the election campaign the supporters of the Proposition made it clear they knew that the prohibition of educational services to undocumented students was clearly unconstitutional as a result of the 1982 Supreme Court decision in *Plyler v. Doe*, which struck down similar laws in Texas. Ron Prince, co-chair of the Pro 187 Committee, and Harold Ezell, former INS Regional Commissioner and co-author of the Proposition, clearly indicated they were more interested in using the initiative process to provide an opportunity to go into court and challenge *Plyler v. Doe*. They confessed to writing, placing, and supporting an illegal proposition on the ballot, so that governmental and public monies could be used to overturn a Supreme

NCLR Statement re: Enactment of Proposition 187

We are, obviously, disappointed to learn of the passage of Proposition 187, the anti-immigration initiative in California. We opposed Proposition 187, not because we do not recognize the existence of a problem, but because the initiative won't work, it will engender discrimination against people who are here legally, and because it undermines our nation's fundamental values. It won't work because it does nothing to control the nation's borders, nor to address the reasons that people come to this country: to reunite with families, to find jobs, and to flee persecution.

Even worse, Proposition 187 creates a climate of suspicion against U.S. citizens and legal immigrants, simply because of their appearance, surname, language, or speech accent. Despite protestations to the contrary, Proposition 187 is aimed at all of us who, because of our heritage, look or sound "foreign" to many of our fellow Americans. Latinos overwhelmingly opposed Proposition 187, because all of us -- citizens and immigrants alike -- are its targets.

We urge all Californians, especially those in the Latino community, to remain calm. There is no reason to panic. Many of the initiative's provisions will be challenged in court, and will, we believe, be found unconstitutional. Implementation of other provisions will require the development of regulations and detailed procedures. Hispanic organizations and other civil rights groups will be monitoring these developments, and will be issuing further information as it becomes available.

I would personally ask all Latinos in California to do everything in their power to assure that the community faces this challenge calmly and rationally. I know how it feels to be the target of hate and discrimination. I, too, am angry at the anti-immigrant and anti-Hispanic sentiment in this country that has spawned proposals like Proposition 187. But I also know that if we react in anger, we will simply be adding fuel to the fire. Latinos opposed Proposition 187 because we believe that this country is above the kind of extremism we have witnessed in this debate: we may be its targets, but as proud Americans, we will rise above. Finally, to those who might be seduced by the California experience, I say that no one wins, and all of us ultimately lose, if we pursue proposals like Proposition 187 as some kind of "magic bullet" that can solve the problems of illegal immigration. No one wins if, in the name of "doing something" about illegal immigration, we add to growing anger and frustration by adopting proposals that won't work. No one wins if, in an attempt to save money, we attempt to verify the immigration status of all 30 million Californians in fruitless and wasteful attempts to identify fewer than 2 million undocumented persons. No one wins if, in an effort to "preserve our culture," we undermine our Constitutional commitment to equal opportunity or our right to privacy.

Instead, I would urge all Latinos, and all Americans, to consider constructive and rational responses to illegal immigration. For more than a decade, the National Council of La Raza has advocated for policies which are effective solutions rather than emotional reactions. We have worked with Congress and the Administration to develop effective and humane strategies to control the border, to punish smugglers who traffic in human lives, and to enforce labor laws against employers who seek and exploit undocumented immigrants.

In conclusion, NCLR strongly urges the nation to engage the immigration issue in way which does us credit. The ugly rhetoric on Proposition 187 shows more than ever that the country deserves a rational debate rather than emotion and demagoguery. We stand ready to work with the Administration and the Congress in pursuing a rational, informed immigration policy.

Raul Yzaguirre is President of the National Council of La Raza in Washington, DC.

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FROM PAGE 1

Court decision they didn't like. At the same time, many of the individuals who supported the initiative are demanding both an immediate implementation of the new law, and a recall of all elected officials who refuse to implement it or those who have joined lawsuits challenging it.

Many teacher and medical organizations have declared their decisions to engage in civil disobedience in implementing the law, should they be required to do so. The National Association of Hispanic Journalists has adopted a resolution to boycott California as a conference site until the new law is withdrawn or declared unconstitutional. Businesses, organizations and individuals throughout the southwest are considering similar actions. International interest, attention, and reactions are similarly intense. An estimated 500 educators from Mexico boycotted a conference taking place in the San Diego Convention Center as a protest to the passage of Proposition 187. The Mexican government has also expressed criticism of the campaign and the new law. The rhetoric of the debate and the intensity of the conflict has been sharpened since passage, both inside and outside of California.

The immediate reaction from many immigrants was reflected in various ways, including a large number of missed prenatal appointments, parents expressing confusion and fear to school officials, children kept home from school, and a chilled climate for language-minority students and their families throughout the state, across all language and national origin backgrounds.

Reprinted from LMRI News, Volume 4, Number 4, December 1994.

« NABE »

PROPOSITION 187

Fight. Lead. Unite. Naturalize. Vote. Act.

November 9, 1994, is a new beginning for Latinos. The campaigns in California for and against Proposition 187 crystallized the sociopolitical landscape in which we find ourselves. The tasks before us are clear.

First and foremost, we must ensure that this unconstitutional and flawed law does not take effect, and we are doing just that. As soon as the court doors opened on Wednesday morning, a number of lawsuits were filed by the Mexican American Legal Defense and Educational Fund and other lawyers across the state challenging the initiative. These lawsuits have already resulted in state and federal court orders that Proposition 187 not be implemented.

A state court judge in San Francisco ordered that none of the education provisions -- effecting elementary, secondary, and higher education -- be implemented. This order will be in effect until February 1995, when a full hearing will be held and the judge will decide whether to completely halt implementation of the measure's education provisions until the case is resolved.

In a federal court in Los Angeles, a judge set a hearing on the request for a restraining order and indicated that no enforcement of the proposition should occur prior to the hearing. The case in Los Angeles challenges the entire proposition as an unconstitutional state immigration system, invading an area of exclusive federal power.

In addition to pursuing litigation, Latinos must take a leadership role in helping to unite California. The campaign for Proposition 187 has seriously damaged human relations in this state, dividing us along ethnic and racial lines. Exit polls suggest that two-thirds of whites voted for the measure, while nearly 80% of Latinos, and a majority of Asians and African Americans, voted against it.

While proponents may argue that immigration policy was the issue, Latinos know they themselves were the object of attack. Nonetheless, as the heirs of the leadership of this state, we must reject the divisive strategies used by others and work to promote cooperative relations among all Californians.

The campaign in the Latino community against 187 also demonstrated that on this issue, there was definitive consensus among all Latinos. From elected officials who spent hours raising money for television and radio spots, to the students who voted with their feet, our community came together.

Our common task is to ensure there will be no more Proposition 187s. This is where we must channel the unity, emotion and energy that erupted from the Latino community in the final weeks of the campaign. We must hold accountable those who divided this state for political profit, as well as those who remained silent as California tore itself apart. The actions we take in the months ahead to do so must be focused and well coordinated, and we must involve all segments of the Latino community.

This election again demonstrated the electoral vulnerability of our community. We voted overwhelmingly against this measure and in record numbers; yet we accounted for only 10% of the voters. Voter registration and voter turnout efforts must continue. The real challenge before the next election, however, is to help naturalize the millions of Latinos who are eligible to become U.S. citizens. The next Latino march must be a march to the polls in massive numbers.

The call to action is deafening and we have heard it: Fight. Lead. Unite. Naturalize. Vote. Act.

Antonia Hernández is president and general counsel of the Mexican American Legal Defense and Educational Fund.

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Two Deaths So Far Linked to 187

By Jonathan J. Higuera

The death of a 59-year-old woman who died after reportedly delaying seeking medical treatment because she feared deportation under Proposition 187 marked the second time a death has been reportedly linked to the controversial measure since passage.

The woman from China, who authorities did not identify, died November 23 in a San Francisco hospital of a brain hemorrhage caused by leukemia. The *San Francisco Chronicle* reported that she had been living in New York for the last two years on an expired visa and was visiting friends in San Mateo when she became ill.

On Nov. 19, 12-year-old Julio Cano died of complications arising from leukemia. His parents, undocumented Mexican immigrants, said they did not take their son to the hospital sooner because they feared they would be deported. They were waiting for their paycheck to take him to a private clinic. The parents said they were unaware of a temporary restraining order prohibiting the implementation of most of 187's provisions.

A hearing on the proposition is scheduled for December 14 before U.S. District Court Judge Mariana Pfaelzer. She is expected to decide whether a preliminary injunction preventing its implementation will be issued while a lawsuit filed by eight plaintiffs, including the Mexican American Legal Defense and Educational Fund, is resolved.

"It's important that we get the injunction," said MALDEF spokesman Robert Almanzan. "But it's also important for us to reduce the fear factor that has endangered our community." Health clinics serving undocumented populations have reported fewer patients.

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Upcoming Events

December 27-30, 1994 - Modern Language Association Annual Conference, San Diego. Contact Modern Language Association, 10 Astor Place, New York, NY 10003. (212) 614-6372.

January 5-8, 1995 - Linguistic Society of America (LSA) Annual Conference, New Orleans. Contact LSA, 1325 18th Street, Suite 211, Washington, DC 20036. (202) 835-1714.

January 19-21, 1995 - Technology, Reading, & Learning Difficulties (TRLD) 13th Annual Conference, San Francisco. Contact: TRLD '95, 1070 Crows Nest Way, Richmond, CA 94803. (800) 255-2218.

January 20, 1995 - ESL Citywide Professional Development Conference, "Sharing Successes in English as a Second Language Instruction," New York. Contact: New York Multifunctional Resource Center (MRC). (212) 772-4764.

January 21, 1995 - AZ-TESOL Northern Arizona Mini-Conference, Flagstaff. Contact: LaNell Stahl. (602) 773-8125.

January 30-31, 1995 - Western Regional Center for Drug-Free Schools and Communities Annual Conference, Portland, OR. Contact: Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204. (503) 275-9475; FAX (503) 275-9489.

February 1-4, 1995 - California Association for Bilingual Education (CABE) Annual Conference, "Many Languages One Message," Anaheim. Contact: Registration CABE '95, 320 West G Street, Suite 203, Ontario, CA 91762.

February 2-5, 1995 - National Multicultural Institute, "Building Personal and Professional Competence in a Multicultural Society," Washington, DC. Contact: National Multicultural Institute, 3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2556. (202) 483-0700; FAX (202) 483-5233.

February 4, 1995 - Annual Regional Conference on Haitian Education/Cultural Issues, Florida Atlantic University - MRC, Boca Raton Campus. Contact: Edwidge Crevecoeur-Bryant. (800) FAU-MRC1.

February 8-9, 1995 - The 1995 Iowa English as a Second Language/Bilingual Education and Refugee Concerns Conference, Des Moines. Contact: Des Moines School District, 1800 Grand Avenue, Des Moines, IA 50309. (515) 242-7841.

February 14-15, 1995 - Office of Bilingual Education and Minority Language Affairs (OBEMLA) National Professional Development Institute, in conjunction with NABE '95, Phoenix. Contact: John Ovard, (202) 205-5576.

February 14-18, 1995 - National Association for Bilingual Education (NABE) 24th Annual Conference, "Bilingual Education: The Next Generation...," Phoenix. Contact: NABE, 1220 L Street, NW, Suite 605, Washington, DC, 20005-4018. (202) 898-1829; FAX (202) 789-2866.

February 17-20, 1995 - Storytelling: Culture as Prevention Conference sponsored by the Arizona Affiliated Tribes, Inc., Ramada Downtown Tucson. Contact: Bob Hoffa, Conference Coordinator, 1818 Idylwild, Prescott, AZ 86301. (602) 778-6591.

March 4, 1995 - CUNY ESL Council Conference, "Meeting the ESL Needs of the 21st Century: Acquiring a Vision for Progress and Diversity," Hostos Community College, New York. Contact: Dr. Mary Yepez, Academic Skills, Hunter College, 695 Park Avenue, New York, NY 10021. (212) 255-3954.

• NABE •

Embassy of Spain Scholarships

The Education Office of the Embassy of Spain is offering 50 scholarships for the Eighth Annual Summer Institute on Children's Literature in Spanish to be held at the University Complutense in Madrid, Spain, from July 3 to 21, 1995. These scholarships are open to teachers in bilingual programs, grades K-8. The institute will offer workshops, lectures, methodology sessions, and cultural activities related to the use of children's literature in bilingual programs.

The cost of the Institute is $2,000 per participant, which includes tuition, materials, lodging, and meals. Travel arrangements will be made and paid for by the participant. Cost to recipients of the Embassy of Spain scholarship is $900 (subject to fluctuation in currency)

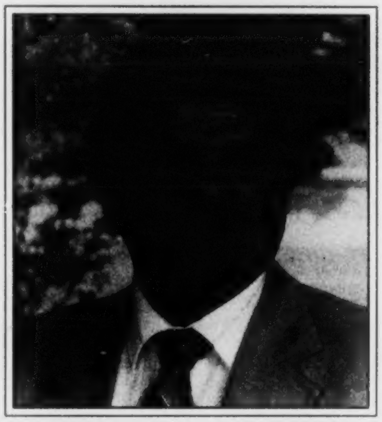
Application deadline is February 28, 1995.

For applications forms and further information, write or call the Education Office of the Embassy of Spain, 2375 Pennsylvania Avenue, NW, Washington, DC 20037. Phone: (202) 728-2335.

Meet the NABE Board

Joe J. Bernal
NABE Executive Board Central Regional Representative

Joe J. Bernal, a San Antonio native, was elected to the position of NABE Central Regional Representative for the 1994-96 term. He retired as assistant superintendent for Curriculum and Instruction with the Harlandale School district in 1992, but has remained quite active professionally. In the past, he has been president of SAAABE (San Antonio Area Association for Bilingual Education) and has been legislative chairman for TABE (Texas Association for Bilingual Education) twice (the more recent term was 1992-94). He is presently a lecturer at the University of Texas at San Antonio in the Division of Bicultural/Bilingual Studies.


1994-1995 NABE Executive Board Central Regional Representative Joe J. Bernal

"Since Albar Peña's initial efforts to organize NABE as an advocate for language-minority students in the early 1970's," Bernal states, "my wife, Mary Esther, and I have belonged to NABE. NABE has been my voice with the Congress. At the Texas level, we have TABE, and it was through TABE that we were able to educe one of the most effective state bilingual education programs in the country. Our TABE legislative team, working hand-in-hand with the House and Senate bill authors, were able to design the present Texas bilingual education act, passed in 1981. When I see low memberships in our local, state, and national associations I get very concerned, for I have experienced the tremendous power people have when they unite behind a cause. And more than anyone else, elected officials everywhere recognize such power. Every good bilingual education teacher, aide, and administrator, as well as those who are friends of bilingual education, should belong both to NABE and to his or her state and local organization."

Having been born into a family of seven boys and two girls and raised in a barrio during the depression when everyone seemed poor, Bernal enjoyed his schooling, and to this day he can still name every one of his teachers. Not being able to speak English when he first started didn't seem a big deal, because none of the other students knew English either -- except for the teachers, and none of them spoke Spanish. While he met with success in school, he later came to realize that he was among the fortunate ones who finished high school. Eight out of every ten of his classmates would eventually drop out -- or be pushed out.

"The self-esteem of my family members, including my own, derived from a mother who knew at all times where we were and what we were doing, or at least I always thought she possessed that magic," says Bernal. "My dad added to the good family name because he was a local semi-pro baseball hero -- short, muscular, and a long ball hitter."

Upon high school graduation, Bernal passed an Army test qualifying him for a Reserves Program scholarship to Texas Tech University and New Mexico A & M. The next year, he was inducted into the Infantry and later transferred to the Air Force during WWII, ultimately being honorably discharged at the rank of sergeant. Through the GI bill, he was able to acquire his B.A. degree from Trinity University and his M.Ed. from Our Lady of the Lake University.

In 1964, Bernal was elected to the Texas House of Representatives and two years later to the State Senate, where he served until 1972. One of his legislative accomplishments was as Senate author of the state's first bilingual law, enacted in 1969. It repealed existing penal code penalties for using a language other than English to instruct children. Failure to comply with the existing law would have caused a teacher to be fined $25 to $100, but also to have his or her teaching certificate cancelled or be removed from office, or both.

Bernal received his Ph.D. in Cultural Foundations of Education from the University of Texas at Austin in 1978. Afterwards he became principal at Emma Frey Elementary School in the Edgewood School District, where the school's bilingual program was recognized by the state as exemplary.

"Serving on the NABE board is a challenge and an honor," Bernal says. "It is an honor because the people who voted for me obviously felt I could contribute. It is also a challenge because I have to produce. I've joined a great team: a proactive board and exceptional staff such as executive director Jim Lyons and deputy director Nancy Zelasko, who have both been diligent, dedicated, and who recognize the true meaning of advocacy for language-minority students."

« NABE »

NABE '95

Preregistration for NABE'95 is now closed.
It is still possible to attend the conference
by registering onsite.
If you would like more information about the
conference (including an onsite registration form)
mailed to you, call the NABE office at
(202) 898-1829.

NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

Montañas por escalar

by Silvia M. Vila-Davila

Wainwright, Richard M. (1991). Montañas por escalar. Massachusetts: Family Life Publishing, pp. 57. Reviewed by: Sylvia M. Vila-Davila, New York University

In this short story, Richard Wainwright recreates the life of a boy in the Andean mountains of a South American country. The story also depicts the adventures of the boy, Roberto, in the United States. This narrative takes the reader into the realm of a child experiencing different linguistic and cultural environments. Wainwright explores the idea of awareness and understanding not only of cultural differences but also of physical disabilities and the potential and capabilities of individuals to overcome them. The illustrations by Jack Crompton are exquisite. Crompton captures the wonderful images of the Andean countryside, the traditional costumes, as well as the sites and images in the United States.

The story begins with a description of Roberto's surroundings: his house, the mountains, his chores and responsibilities and those of his hardworking family. One of the highlights of the story is the birth of "Consuelo," a beautiful female llama, the color of chocolate with a white diamond shaped spot on her forehead, and who has only one eye. Roberto is surprised that such a beautiful animal had one eye missing, but wants to keep the little llama as his favorite pet, companion and work partner. Consuelo grows up, follows Roberto everywhere, and eventually joins the rest of the llamas in carrying the goods that will be sold in the market. One day, they go to town and some other children make fun of Consuelo's condition. Roberto feels very saddened by this incident and talks with his father about it. His father says that there are people who are prejudiced and pay more attention to physical appearances and differences than to qualities such as honesty, courage, kindness and hardwork. His Dad says that he (Roberto) understands what is really important and that someday he would talk to others and would help them to understand and accept what is different.

Wainwright then explores the idea of a child leaving home in South America to come to the United States. This is when the story takes a different turn. Roberto's father receives a letter from his brother inviting Roberto to go to the United States for a year or two, where he could attend school and learn English. He could even bring Consuelo with him. His parents agree and Roberto gets very excited with the idea. The night before the trip, Roberto gets up and starts watching the stars and the mountains; his father joins him and asks how he feels about leaving. Roberto says he is excited and scared at the same time, because he will be going to a new country where people speak a different language and have different ways. His father reminds him of the time when they went climbing some mountain and how they did it step by step. His father said, "In life, there will always be mountains to climb... Some more difficult than others, but all conquerable... step by step." Next day, Roberto leaves for the United States by ship, taking Consuelo with him.

Wainwright uses this opportunity to explain the kinds of difficulties that children face when they are different in a different land. When Roberto arrives in the United States, his uncle and aunt are waiting for him, and almost immediately start speaking English to Roberto. He starts school where other kids look at him and laugh because he looks different and wears different clothes. He does not have friends either. One day in class the teacher asks the students to define the word discrimination. Roberto gets up and says that because he looks different and does not speak English correctly, nobody talks to him. He goes on to say that he can learn a lot from others about the United States culture and language as much as they can learn about his country. The teacher congratulates him and says that Spanish is a beautiful language and that she would have wanted to learn it. She also says that his English is fair and that she knows he will learn even more, but most important he has great ideas. After class some students come up, introduce themselves and invite him to join their soccer team, which he accepts gladly because soccer is his favorite sport.

Wainwright gives a comforting resolution to his main character when the boy is capable of overcoming cultural and linguistic barriers. Roberto joins in other student activities including a club for explorers which goes on trips to climb different mountains. One day he goes with Mr. Stewart, the counselor of the group and all the members of the club, and brings Consuelo along. Everybody is happy because Consuelo is carrying all the equipment. Roberto's experience in the mountains eventually saves the lives of the other children as well as Mr. Stewart's life after he slips and falls. Roberto improvises a stretcher and with Consuelo's help they bring Mr. Stewart down safely. Roberto has become very popular and has many friends now. But is time for him to depart after two years in the United States. He expects this experience to help him get into college back home.

The night before his departure his friends join in for a farewell party. They have prepared a painting that has a mountain in the background and a llama in the front, and the inscription that reads: "Un escalador de montañas que ve con el corazón" (A mountain climber who sees

CONTINUED ON PAGE 30

Science Education

The University of Texas of the Permian Basin is accepting applications for a faculty position in Science Education at the Assistant or Associate level.

The position is available for Fall 1995 and will be tenure track with salary commensurate with experience. Doctorate in Science Education required and three years of public school teaching experience. Responsibilities will include teaching graduate and undergraduate courses and supervising student teachers.

Send letter of application, vita, transcripts and three letters of recommendation to: **G. Peter Ienatsch, Dean, School of Education, University of Texas of the Permian Basin, Odessa, Texas 79762.**

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with his heart). He reflects back when he came to the United States as a stranger and now he has many friends and two countries. Roberto goes back to South America where he becomes a veterinarian and practices in his town.

This book is an excellent resource for a native language arts reading for the upper elementary levels. The narrative is presented in a clear and simple way. This is a great opportunity to get the students involved in the discussion of differences and similarities amongst the students' backgrounds. I believe that the issue of gender could have been treated differently. There is an obvious absence of female characters, except for "Consuelo", the female llama. Even when we know that the female characters are there, they are almost, if not completely, silent. Nevertheless, *Montañas por escalar* is a reader's book that may enrich the curriculum and promote cultural awareness.

« NABE »

OBEMLA Introduces Electronic Newsletter

OBEMLA recently began publishing a fax newsletter to inform the members of the Title VII network of developments within OBEMLA and the U.S. Department of Education. The newsletter's format is designed to provide the field with information ranging from legislative updates and grant application schedules to personnel changes at OBEMLA and listings of upcoming events.

Subscriptions to the fax newsletter are free of charge and can be ordered through NCBE. To receive the newsletter, however, readers must have a fax machine with a dedicated phone line--because the newsletter is transmitted automatically, it cannot be transmitted to share voice/fax lines that require a manual handshake. For more information, call NCBE at 800/321-NCBE.

« NABE »

E-Mail Information

NABE NEWS **welcomes comments, letters, and/or unsolicited articles/submissions via electronic mail. NABE currently maintains several accounts with electronic mail and bulletin board services, any of which may be used.**

If you have an account with America Online, send to:
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« NABE »

Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

Differentiating Potential from Learning

by Virginia González, Ph. D.

When assessing cognitive-language development in language-minority students (LMS), the traditional problem of differentiating learning from potential becomes even more acute due to the presence of two cultures and languages. The core of the problem is to differentiate among normal L2 learning and cognitive development, genuine handicapping conditions/disabilities, and giftedness. Moreover, given that LMS have been reared in different cultural/linguistic milieus, they have learned different content that is not reflected in standardized intelligence scales which cannot differentiate learning from potential. Consequently, qualitative assessment needs to be used as it taps the multidimensional interaction of two cultural/linguistic content knowledge domains learned and cognitive processes nurtured by bilingual/bicognitive milieus. For instance, I have demonstrated that qualitative assessments, in contrast to standardized nonverbal intelligence and language tests, can accurately identify young, gifted, bilingual, Hispanic, low-income children (e.g., see González, Bauerle, & Félix-Holt, 1994).

There is also a need to individualize assessment for measuring individual cultural/linguistic characteristics of LMS. Thus, qualitative individualized assessments can shed some light on the methodological problem of differentiating learning from potential that has been pointed out by several authors. For instance, Cronbach (1986) referred to evaluators' misconceptions when interpreting "potential" as levels that children could achieve at, if educated properly. Matarazzo (1992) pointed out that current standardized tests focus on measuring abilities or learned information and assigning quantitative values or predicting performance, and that qualitative measurements linking assessment with instruction are needed.

According to Pascual-Leone and Ijaz (1991), from a neo-Piagetian perspective, capacities are general content-free abilities that influence structural mental characteristics. The neo-Piagetian approach explains learning potential as children's cognitive growth leading to qualitative differences that mark milestones and transitions to higher stages (Pascual-Leone & Ijaz, 1991). Thus, stages result from reorganizations of mental functioning due to maturation and sensitive periods that allow children to transform creatively previously acquired conceptual knowledge. From a neo-Piagetian perspective, conceptual "logical" structures can be universal as cultural differences are represented in memory by experiential and linguistic "infralogic" structures (Pascual-Leone & Ijaz, 1991). Thus, these authors explained the low performance of LMS in intelligence and achievement standardized tests as the result of lack of experiential and linguistic exposure to the cultural content embedded within these tests.

On the other hand, from an information processing approach, capacities are considered functional units, schemes, and structures that stem from three levels: (1) experiential as mental processes are coded as spatio-temporal and causal events, (2) conceptual as generic knowledge is represented in clusters, and (3) linguistic as verbal experiential and conceptual structures lead to metalinguistic awareness and consciousness about experiences (Pascual-Leone & Ijaz, 1991). They considered that LMS may suffer from insufficient conceptual and linguistic experiences in their L1 and L2 leading to slow learning abilities, although they have good mental capacity and motivation. They proposed that LMS need new cultural experiences conveyed through verbal and nonverbal comprehensible learning situations within mainstream and minority environments.

Roth (1988) questioned the practice of assigning a number that is constant to represent variable behaviors (such as potential and learning), given the unnatural testing conditions and the presence of evaluators that have altered measured behaviors. Roth's remark is related to a well-known assessment principle stating that test results are a sample of behaviors, and it also highlights the influence of evaluators' attitudes on assessment decisions. Samuda (1991) also referred to the importance of changing evaluators' attitudes for understanding that internal factors, such as genetics and race, are not the cause for obtaining different scores in standardized tests when comparing minority and majority students. Samuda (1991) stated, "Available empirical evidence indicates that mental capacity and learning potential are equally distributed across all races, ethnic groups, and social classes" (p. 181). This problem of evaluators' ignorance of factors, such as socioeconomic status and ethnicity, influencing intelligence in LMS was pinpointed in 1973 by Mercer (in Cummins, 1984). Cummins (1984) also highlighted the problem created by teachers' expectations when referring children for psychological evaluation, as they believe that intelligence standardized tests can: (1) identify the cause of "learning problems" by diagnosing children's "genuine learning abilities" for setting "realistic goals and expectations," and (2) predict children's academic performance. Cummins (1984) also acknowledged the problem that few teachers understand assumptions underlying intelligence standardized tests and their limitations, and that labels have a powerful impact on teachers' expectations

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and on children's academic self-image. Pascual-Leone and Ijaz (1991) also considered problematic teachers' referrals of students for psychological evaluations when students' achievement was not congruent with teachers' expectations.

Even though methodological problems of traditional intelligence, language, and achievement standardized scales have been pinpointed by several authors, evaluators still assume that these constructs are innate abilities that can be accurately measured and assigned fix values. That is, most evaluators still assume that learning is the product of using innate and fixed abilities, and different performance levels. Once these fixed ability ranges have been measured, the medical model underlying traditional standardized tests considers these values as "symptoms" that need "prescriptions." In addition, these symptoms need to be labeled in predetermined categories for matching the innate abilities measured or the fixed amount of learning occurred. Moreover, within the medical model, values for innate abilities and learning levels are assumed to be predictive of children's future performance in different real-life contexts and different knowledge domains. The result is an overgeneralization to different knowledge dimensions on the basis of discrete unidimensional measurements. This overgeneralization is reflected in a common misconception derived from the medical model, assuming that adding discrete measurements will give a holistic view of potential and learning (see González & Yawkey, 1993 for an extended discussion). Moreover, Cummins (1984) pointed out that psychoeducational assessments rely on a medical diagnostic-prescriptive model reflected, for instance, when children with learning disabilities are diagnosed by evaluators assuming internal neurological factors as causes for "learning problems." Cummins (1984) also considered that diagnoses of learning disabilities made by evaluators are primarily based on their clinical experience rather than on results of standardized tests, given that the latter cannot measure this construct.

Pascual-Leone and Ijaz (1991) considered that due to the lack of a causal theory of general intelligence based on the study of mental processes within the classic psychometric tradition: (1) intelligence standardized tests measure this construct at a performance level, and (2) a substantive theory-based criterion for selecting "an ideal" normative sample for standardization purposes is non-existent. Thus, intelligence standardized tests measure familiarity with the knowledge and intellectual skills of a middle-class white population. Because of this emphasis on learning within a specific cultural environment intelligence standardized tests are biased for LMS. Pascual-Leone and Ijaz (1991) believe that intelligence standardized tests do not provide an index of innate capacities and learning potential for LMS, but rather a measure of learned

THE UNIVERSITY OF IOWA

ESL/BILINGUAL EDUCATION
ASSISTANT PROFESSOR

A tenure-track position in ESL/Bilingual Education is available at the University of Iowa beginning August 1995. The position requires (1) a doctorate in ESL/Bilingual Education or a related field, (2) ability to teach courses in ESL and Bilingual teaching methods, (3) at least three years of K-12 teaching experience in the United States, and (4) demonstrated research and practice in second language, bilingual curriculum and instruction. Duties will include teaching courses in ESL and Bilingual theory and practice as part of an Iowa ESL teaching endorsement program, supervising graduate research, advising and serving on doctoral committees, and contributing to the further development of innovative programs in language and literacy. The successful candidate will join a very strong language and literacy faculty in the University of Iowa's Division of Curriculum & Instruction. Review of applications will begin on January 25, 1995. Candidates should forward a letter of application, curriculum vita, three letters of recommendation and other pertinent materials to: Dr. Harold L. Schoen, Chair, ESL/Bilingual Education Search Committee, 259 Lindquist Ctr N, The University of Iowa, Iowa City, IA 52242-1529.

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knowledge and intellectual skills. In addition, Pascual-Leone and Ijaz (1991) recommended capacity testing as a form of dynamic assessment because it measures core developmental processes needed to generate novel knowledge across problem-solving tasks. Developmental theory underlying developmental qualitative measures offers task analysis methods that generate hypotheses and empirical verification of the processes measured. According to Pascual-Leone and Ijaz (1991), developmental procedures measuring capacity for learning are used to verify the potential required to perform in developmental tasks used, and to predict the relative difficulty level of tasks as well as the individual differences present in task performance. Pascual-Leone and Ijaz (1991) state, "Because of the use of developmental theory and method, the creation and standardization of capacity tests do not always utilize (although they could) a norm-referenced method that postulates an ideal population" (p. 160). Capacity-based tasks can be standardized after having being fully investigated developmentally because the underlying theory provides adequate criterion and construct validity that can be used for selecting representative subjects of the "ideal population" for the normative sample (Pascual-Leone & Ijaz, 1991).

Furthermore, Lewis (1991) considered that intelligence tests measure products but not processes of change as an individual acquires new experiences. Thus, the assessment of intelligence needs to be a dynamic process because it changes with development and learning as it was proposed by Vygotsky in the concept of the "zone of proximal development" (in Lewis, 1991). Dynamic assessment uses the "test-teach-test" format and clinical observations of the learning process that can help evaluators to diagnose the child's ability to transfer learning (Lewis, 1991). Clinical assessment has also been recommended by Santos de Barona and Barona (1991) for placement decisions in order to collect data of what situations are associated with best rates of learning, and analysis of the child's social adjustment when interacting with peers from minority and majority groups.

On the other hand, the traditional concept of the Gestalt views the addition of unidimensional parts as less than the whole. Applying this concept of Gestalt to assessment, we can observe that we need a "wholistic" approach in order to tap the interaction of how cognitive-linguistic development unfolds in children living in bilingual/bicultural milieus. When using qualitative assessment procedures, evaluators need to assume that there is an interaction between internal and external factors for actualizing abilities and skills in specific learning and content situations, and that "potential" independent from cultural/linguistic factors per se cannot be measured. In fact, the connotation of the word "potential" itself has different meanings pointing to values of abilities for learning that are possible in the future. In addition, the qualitative assessment paradigm and developmental theory assumes that "potential" cannot be measured "right here, right now" as it cannot be expressed in the present in concrete and measurable behaviors.

In summary, we cannot pretend to measure "potential" as if it were an innate ability unrelated to cultural/linguistic factors, but we can measure learning capacity by creating in the assessment situation an opportunity for LMS to use their abilities in a meaningful cultural/linguistic context. Thus, qualitative assessments based on developmental theory provides evaluators a dynamic tool to infer and interpret a range of developmental continuous processes that are content driven.

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Editor's Note: *Contributions to the* **Assessment of Language-Minority Students** *column should be sent to Dr. Virginia González at the University of Arizona, College of Education, Tucson, AZ 85721. Phone: (602) 621-7825.*

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Marcia Pally teaches at New York University's American Language Institute, and has published articles and columns of film criticism extensively in the US and Europe. Ms. Pally is the author of two books on expression and censorship.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

« NABE »

Announcement for NABE Membership: New Voting Procedure Established

In response to concerns raised by many NABE members about the manner in which voting for Members-at-Large takes place, the NABE Executive Board has approved an amendment to the Bylaws changing the procedure. Instead of being able to only vote for one person, regardless of the number of Member-at-Large positions available, effective with the elections for the 1995-1997 term, *"elections ballots will permit members to vote for as many Member-at-Large candidates as there are vacant Member-at-Large positions."*

Nominations for positions on the Executive Board are made at the Nominating Committee meeting held during the annual conference (February 14-18, 1995 in Phoenix, Arizona). The ballots are sent during the spring. NABE members should keep in mind that in order to be eligible to receive a ballot, their membership must be current on the preceding December 31.

« NABE »

RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on Saturday, February 18, 1995, during the 24th Annual International Bilingual/Multicultural Education Conference in Phoenix, Arizona, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1995 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing," will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either mail them to the addresses printed below by January 15, 1995, or bring them to the NABE Conference Office in the Phoenix Civic Plaza by noon on Wednesday, February 15, 1995.

National Association for Bilingual Education: 1995 Resolutions

Mr. Chairman, I/we wish to submit the following resolutions:

Whereas:

Be it resolved that:

Rationale:

Submitted by: Seconded by:

If other than individual, submitted by (name of group):

Person to be contacted regarding resolution:

Name: Phone:

Address:

City: State: Zip:

Attention: Two copies of this form are to be brought to the NABE Conference Office in the Phoenix Civic Plaza by NOON on February 15, 1995, or mailed, postmarked no later than January 15, 1995, to BOTH:

José Delgado, Jr.
Chairman, NABE Resolutions Committee
503 North 36th Street
Camden, NJ 08110

James J. Lyons
NABE Executive Director
1220 L Street, NW #605
Washington, DC 20005-4018

FOR NABE OFFICIAL USE ONLY

RESOLUTION NO.: **Approved:** **Disapproved:**

REASON FOR DISAPPROVAL:

AMENDMENT FOR RE-EDITING NEEDED: **Yes** **No**

NABE MEMBERSHIP ACTION: **Carried** **Failed** **Date** / /

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Step One

- ☑ Registration: Parents/guardians given all necessary forms required of new students; in the native language, if possible.
- ☑ Transcripts
- ☑ Student Information Survey
- ☑ Student Language Survey
- ☑ Assessments
- ☑ Comprehensive English Language Test (CELT)
- ☑ Language Assessment Scale-Oral (LAS-O)
- ☑ Recommendations (Subject to Change)
- ☑ Parent & Student Interview

Step Two

- ☑ Further Assessments
- ☑ Math
- ☑ Reading
- ☑ Writing Sample
- ☑ Others, as Needed
- ☑ Recommendations
- ☑ Academic & Language Snapshot of Skills Created

Step Three

- ☑ Team Conference (Counselor, Teacher, Student, Parent, Administrator)
- ☑ Schedule Building
- ☑ Orientation
- ☑ Fees, Locker
- ☑ School Tour
- ☑ Books, Uniform, etc.
- ☑ Explanation of Rules & Regulations, Expectations

Step Four

- ☑ Peer Leader Support
- ☑ Teacher-Student Conference
- ☑ Begin Classes

lation. A transformation is occurring within the school that diversity means an awareness and respect for cultural, ethnic, and linguistic differences. The willingness of the guidance department, bilingual education personnel, and other related departments and services ensures fair and equitable counseling services for LEP students. It is suggested that counseling departments throughout the United States develop a similar placement sequence to facilitate the counseling process for this group of students.

In summary, counselors are in a position to strengthen the future of the United States and the World by their regular contact with large numbers of young people in their counseling capacity. To ensure effective and equitable services high school counselors need to empower themselves by becoming proficient in cross-cultural counseling competencies. This may mean "inconveniencing" themselves to do what's in the best interest of their clients. Benchmarks for quality counseling of culturally and linguistically diverse students were presented. Counselors who acknowledge that diversity is a part of life, and embrace that fact, are ready to serve as powerful advocates for the LEP students they serve.

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Dr. Jaime A. Castellano is the Column Editor for the NABE NEWS Bilingual Education Program Administration; Dr. Don Grossnickle is the Assistant Principal for Instructional Services at Addison Trail High School.

Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Jaime A. Castellano, the Title VII director at Addison School District 4, care of the Illinois Board of Education, 222 North Kennedy Drive, Aurora, IL 60101. Phone: (708) 628-2730.*

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Nominations for NABE Executive Board

On February 17, 1995 in Phoenix, Arizona, nominations will be made for the following 2-year positions on the NABE Executive Board:

Two Board Member-at-Large positions
Eastern Regional Representative
Western Regional Representative

What Is Required of a NABE Board Member?

NABE Board members are expected to set policy for the Association; oversee the programs and operations of the Association; promote the Association's mission and development; provide Association representation to public and professional groups and policy-making bodies; and raise funds for the Association.

Board member duties will occupy approximately 35-50 days a year, with a minimum of 25 days of travel, mainly on weekends and holidays, to attend Board meetings, the Association's annual conference, affiliate conferences, and other meetings. Many of the Executive Board positions are responsible for up to eight articles a year for the Association's newsletter.

Qualifications

Candidates for the NABE Executive Board should be viewed as leaders by their peers, and should have strong, reliable personal and professional support networks available to them. Candidates are expected to put the interests of children and of the Association at the top of their agendas.

Individuals wishing to be nominated for the NABE Executive Board must be dedicated to improving the quality and effectiveness of American education, particularly for language-minority children and their families. Candidates are expected to be thoroughly familiar with bilingual education, through substantial personal or professional experience.

Candidates must be able to convincingly and effectively write articles and make presentations on bilingual education from a national perspective to both small and large groups of community members, educators, corporate representatives and policy makers. They should be knowledgeable about the issues, theories and practices affecting language-minority students throughout the nation.

Board members must have the time and resources required to effectively perform the duties of office. Executive Board positions are unsalaried and there is limited expense reimbursement. Finally, candidates must have been NABE members in good standing in the membership year prior to their nomination.

How Does One Get Nominated?

Candidates for positions on the NABE Executive Board are selected by the Nominating Committee, which meets during the Annual NABE Conference. The Nominating Committee is composed of one delegate from each NABE Affiliate in good standing. The delegate, who must be a NABE member in good standing, is appointed by the Affiliate President.

If interested in running for a position on the NABE Board, contact your Affiliate President to find out who will represent the affiliate at the Nominating Committee Meeting. Then notify that person that you are interested in being nominated. A candidate information sheet, listing your qualifications for the position, should be filled out, then presented at the Nominating Committee Meeting by an official delegate. The delegate should check the NABE membership records before the meeting to verify the candidate has been a NABE member in the year prior to their nomination.

Since each nomination must also be seconded, you should contact other affiliates to inform them that you are interested in running for the Executive Board. Many states informally caucus prior to the Nominating Committee meeting. The Nominating Committee meeting will take place on Friday, February 17, 1995 from 3:30 pm-5:30 pm; only official delegates may attend. Candidate information forms and membership certification may be obtained at the *Supervisor's Booth* in the NABE Conference Registration area at the Phoenix Civic Plaza.

• NABE •

NABE '95
"Bilingual Education: The Next Generation..."
Phoenix, AZ
February 14-18, 1995

Resources for Bilingual Educators

Dancing in Moccasins: Keeping Native American Traditions Alive - For the nearly two million Native Americans representing 500 Indian nations, life in the U.S. today is a frustrating struggle to retain their ancient ways while functioning in the modern world, to carve out an identity in an overwhelmingly non-Indian culture. This program examines the needs and problems of today's Native Americans, both those who live on the reservation and those who have chosen the mainstream. The conclusion focuses on celebration and survival as reflected in the continuing tradition of the Pow Wow. (49 minutes, color video) #RO4278. Purchase: $149. Rental: $75. Films for the Humanities & Sciences, P.O. Box 2053, Princeton, NJ 08543-2053.

The First Day of School in America - This 40-minute drama is the story of Kou Yang's first experience in an American high school. He doesn't understand English or the teachers, yet his parents expect him to do well. He also finds his accent and very self to be sources of amusement and disdain by his classmates. Yet in the midst of all this discomfort, Kou Yang finds he has a crush on an unattainable American girl. Watch Kou develop the courage to communicate with this girl. Watch how he, by himself, breaks down the wall of social isolation. *The First Day of School* was made by Magic Video Productions, a JTPA-sponsored video company employing Southeast Asian high school students. The story was student developed, and the camera and other technical work was done by these students. The video is already being used at Green Bay West High School to teach story structure and multicultural sensitivity. $25.00. Available through: NEWIST/CESA #7, IS-1110 UWGB, Green Bay, WI 54311, (414) 465-2599.

Journal of Navajo Education - Published by JNE, a non-profit, tribal organization dedicated to promoting community and tribal-centered education in schools that serve Navajos and other American Indians. It is produced with the support of the Navajo Division of Education and the Ford Foundation. *Journal of Navajo Education* (ISSN 1042-3265) is published three times a year. Subscriptions rates (1 year/2 years): individuals, $15.00/ $25.00; institutions, $25.00/$45.00. Individual issues: $5.00. Address all correspondence regarding subscriptions, manuscripts, or other matters to: *Journal of Navajo Education*, Daniel McLaughlin, Editor, Ned Hatathli Center, Navajo Community College, Tsaile, AZ 86556.

Linguistic Minorities in Multilingual Settings: Implications for Language Policies - by Christina Bratt Paulston. In this book, Paulston presents an analytical framework for explaining and predicting the language behavior of social groups as such behavior relates to linguistic policies for minority groups. Part I outlines and discusses the analytical framework, beginning with a general consideration of language problems and language policies and other social factors which contribute to language maintenance and shift. Part II contrasts and compares a number of case studies for clarification of their diverse courses of mother tongue maintenance. Pb 1-55619-540-0. $19.95. John Benjamins Publishing Company, P.O. Box 27519.

Making a Difference for Students at Risk - Trends and Alternatives - Editors: Margaret C. Wang and Maynard C. Reynolds. This book explores the various programs and approaches used to address the needs of at-risk children. Each chapter is written by expert contributors, followed by enlightening commentary from other education specialists on the chapter topic. Up-to-date statistics and other data are included to give you a clear understanding of the problems, as well as potential solutions available to educators of at-risk and inner city students. DA427-6189-8 (Paperback) $22.95. Corwin Press, P.O. Box 5084, Thousand Oaks, CA 91359.

RealLife Audio Series - RealLife bridges the gap between the classroom and the real world and acts as a vital companion piece to all other language learning aids. Combining state of the art recording techniques, translations by national linguistics experts and "musical study breaks" by American pop, jazz and rock n' roll bands, RealLife has become the pioneer English language educator for the MTV generation. Each box set comes with four CDs or cassettes, and four study books, covering the areas of American Business, Etiquette, Entertainment and Relationship. For product information: RealLife, 87 East Green Street, Suite 210, Pasadena, CA 91105.

Resources are listed for the information of the National Association for Bilingual Education membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher directly.

• NABE •

Publishers and Educational Materials Developers

Do you have a new product you want NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

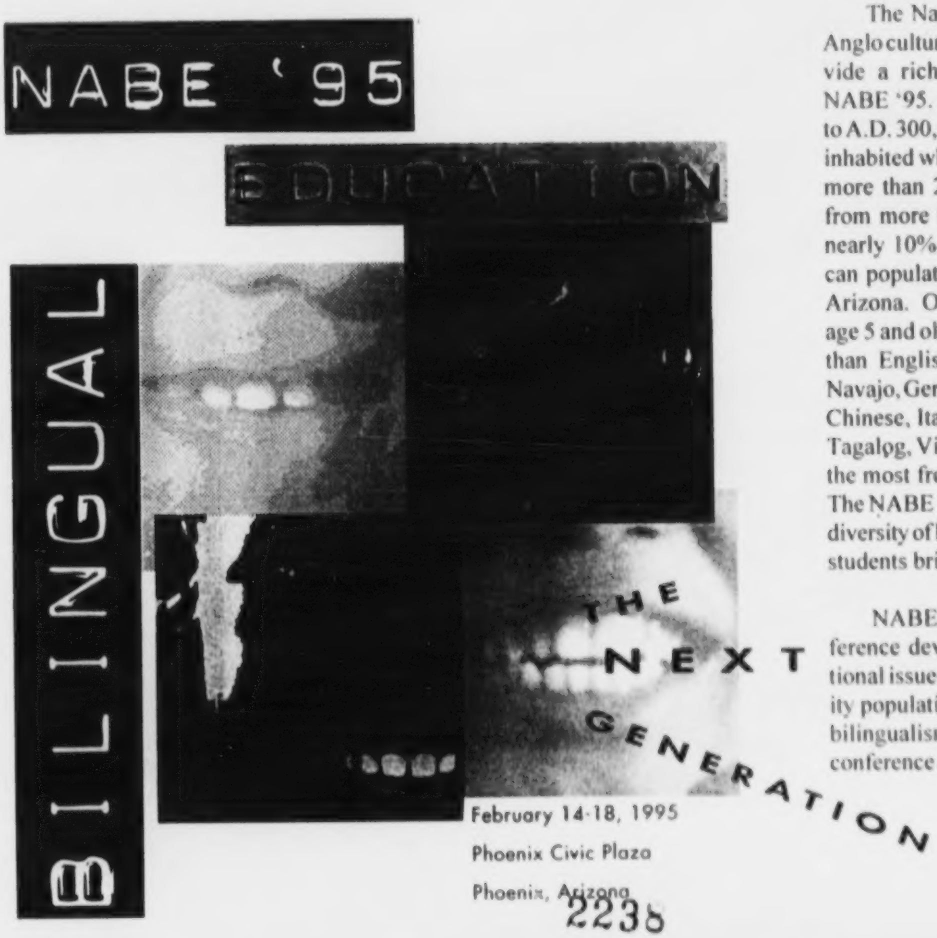
Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

24TH ANNUAL INTERNATIONAL BILINGUAL/MULTICULTURAL EDUCATION CONFERENCE

The 24th Annual International Bilingual/Multicultural Education Conference of the National Association for Bilingual Education (NABE) will be held February 14-18, 1995 at the Phoenix Civic Plaza in Phoenix, AZ. The theme of NABE '95 -- *Bilingual Education: The Next Generation* -- focuses on the need to plan the next generation of bilingual education programs. The conference is designed to help participants understand the dynamic changes which are impacting U.S. schools and society and to develop educational programs and strategies which will enable the next generation of American students meet the challenges of the future.

In addition to nationally-known keynote and featured speakers, more than 200 workshops, papers, demonstrations, and symposia will address all issues related to the education of language-minority students and their families and the development of bilingualism by all American students. The conference also features special day-long institutes, half-day intensive training sessions, and school visits to model programs for language-minority and language-majority students from a variety of ethnolinguistic backgrounds.

A major exhibition offers conference participants the opportunity to examine and learn about the latest educational materials -- print and multimedia -- and products and services directed to the multilingual market. In addition, school districts, colleges and universities, government agencies, and corporations will be recruiting staff through the NABE Job Fair.



February 14-18, 1995
Phoenix Civic Plaza
Phoenix, Arizona

2238

The Native American, Latino and Anglo cultural heritages of Phoenix provide a rich multicultural setting for NABE '95. The city's roots are traced to A.D. 300, when the Hohokam Indians inhabited what is now Phoenix. Today, more than 200,000 Native Americans from more than 17 different tribes -- nearly 10% of the total Native American population in the U.S. -- reside in Arizona. One of every five Arizonans age 5 and older speaks a language other than English at home; with Spanish, Navajo, German, French, Pima, Apache, Chinese, Italian, Polish, Hopi, Korean, Tagalog, Vietnamese, and Arabic being the most frequently spoken languages. The NABE '95 program will reflect this diversity of languages and cultures which students bring to American schools.

NABE '95 is the only national conference devoted exclusively to educational issues related to language-minority populations and the development of bilingualism. If you attend only one conference a year, make sure it's NABE!

KEYNOTE SPEAKERS

Samuel Betances - Wednesday, February 15 - Sociologist, educator, and professor at Northeastern Illinois University.

Lorena Zah-Bahe - Thursday, February 16 - President-Elect, National Indian Education Association and Executive Director of the Association of Navajo Community-controlled School Boards, Inc.

Gus Lee - Friday, February 17 - Novelist and lecturer; author of *China Boy* and *Honor and Duty*.

Henry Cisneros - Luncheon, Friday, February 17 (Invited) - Secretary, U.S. Department of Housing and Urban Development.

Victor Villaseñor - Saturday, February 18 - Author of *Rain of Gold*, *Walking Stars*, *Macho!* and the screenplay for the award-winning film, *The Ballad of Gregorio Cortez*.

SPECIAL CONFERENCE ACTIVITIES

OBEMLA National Professional Development Institute - Tuesday and Wednesday, February 14-15

Pre-Conference Intensive Training Sessions - Wednesday, February 15, 12:30 - 4:30 pm

Edward De Avila - *Assessment*
Spencer Kagan - *Cooperative Learning*
Barbara Craig - *Developmental Bilingual Education*
Jay Fuhriman and Ana Garza - *Proposal Development*
Reading/Literacy and *Whole Language*

Special Institutes - 8:30 am - 5:30 pm

Thursday, February 16:	Friday, February 17:	Saturday, February 18:
Adult/Vocational Education	Administrators	Cooperative Learning
Early Childhood Education	Asian/Pacific American Education	Parental Involvement
Native American Education	Multiple Language Groups	Research
Parental Involvement	Parental Involvement	Secondary Education
Special Education	Research	

School Visits - Wednesday, Thursday, and Friday, February 15-17

NABE '95 participants will be able to visit some of the most outstanding educational programs in the country for language-minority students at no additional charge. School visit tickets for trips on Wednesday, Thursday, and Friday will be available on a first-come, first-served basis at registration.

SPECIAL CONFERENCE EVENTS

Welcoming Reception - Wednesday, February 15

Immediately following the Opening Ceremonies on Wednesday evening. Enjoy good food and the music of SELENA! SELENA has been the Tejano Music Awards Performer of the Year, the Premio Los Nuestro Female Singer of the Year and the recipient of the National Academy of Recording Arts and Sciences Grammy in the category of Best Mexican/American Album for *SELENA Live*.

Pow-Wow - Thursday, February 16

Participate in a traditional Native American Pow-Wow, with authentic music and dancing.

Student Essay Awards Luncheon - Friday, February 17

A traditional highlight of the NABE conference. The winners of NABE's Nationwide Writing Contest for Bilingual Students will read their winning essays in English and in their native language.

Annual Awards Banquet and Post-Banquet Dance - Saturday, February 18

A new day and a new format for a traditional event! Recipients of the NABE Honoree and NABE President's Awards will be recognized at this formal dinner, followed by an evening of music and dancing!

Note: luncheon and banquet/dance tickets were only available to the first 2,000 people who pre-register for these meal events -- they will not be sold onsite.

NABE '95 SCHEDULE OVERVIEW

	Tuesday 2/14/95	Wednesday 2/15/95	Thursday 2/16/95	Friday 2/17/95	Saturday 2/18/95
ALL DAY		■ Registration ■ School Visits ■ NABE Delegate Assembly	■ Registration ■ School Visits ■ OBEMLA Institute Sessions ■ Special Institutes	■ Registration ■ School Visits ■ OBEMLA Institute Sessions ■ Special Institutes	■ Registration ■ OBEMLA Institute Sessions ■ Special Institutes
MORNING	■ Registration for OBEMLA National Professional Development Institute ■ OBEMLA National Professional Development Institute	■ Registration for OBEMLA National Professional Development Institute	■ Papers ■ Methods/Materials Demonstrations ■ Special Interest Group Meetings ■ Featured Speakers ■ Keynote Speaker	■ Papers ■ Methods/Materials Demonstrations ■ Special Interest Group Meetings ■ Keynote Speaker	■ Papers ■ Methods/Materials Demonstrations ■ Keynote Speaker ■ NABE General Membership Meeting - Part 2 ■ Exhibits & Job Fair
MID-DAY	■ Lunch (on own)	■ OBEMLA National Professional Development Luncheon	■ Lunch (on own) ■ Exhibits & Job Fair	■ Student Essay Awards Luncheon ■ Exhibits & Job Fair	■ Lunch (on own) ■ Exhibits & Job Fair
AFTERNOON	■ NABE Conference Registration Opens ■ OBEMLA National Professional Development Institute	■ NABE Intensive Sessions ■ OBEMLA National Professional Development Institute	■ Papers ■ Methods/Materials Demonstrations ■ Special Interest Group Meetings ■ NABE General Membership Meeting - Part 1 ■ Workshops ■ Symposia ■ Product Demos ■ Featured Speakers ■ Exhibits & Job Fair	■ Papers ■ Methods/Materials Demonstrations ■ Special Interest Group Meetings ■ NABE Nominating Committee Meeting ■ NABE Resolutions Committee Meeting ■ Workshops ■ Symposia ■ Product Demos ■ Exhibits & Job Fair	■ Papers ■ Methods/Materials Demonstrations ■ Featured Speakers ■ Workshops ■ Symposia ■ Product Demos ■ Exhibits & Job Fair
EVENING	■ OBEMLA National Professional Development Institute Reception	■ NABE '95 Opening Ceremonies (5:00 pm) ■ Welcoming Reception with Performance by Selena	■ Pow-Wow	■ Sponsor and Affiliate Receptions	■ Annual Banquet and Dance

TRAVEL, HOTEL AND TOUR INFORMATION

CIVIC PLAZA LOCATION

The Phoenix Civic Plaza is located at 225 East Adams Street in downtown Phoenix. It can be reached by taking I-10 and exiting at 7th Street. Go south on 7th Street to Van Buren; west on Van Buren to 3rd Street; south on 3rd Street approximately 1 block to the Civic Plaza, where there will be signs directing you to parking. Parking at the Civic Plaza costs $4/day for underground parking and $3/day for surface parking, M-F, entering by 4:30 pm. Rates are higher for those arriving after 4:30 and on weekends.

AIR TRAVEL

World Travel has been chosen as the official travel agent for the NABE '95 Conference in Phoenix and *Continental Airlines* and *Southwest Airlines* are the official conference airline carriers. *Continental Airlines* is offering specially discounted fares -- 10% off "Y8/H8" fares; 45% off full coach or first class fares; and 5% off all other published fares (except Senior Discount fares and "Peanuts" fares). Reservations must be made through World Travel at 1-800-424-2896 or the Continental MeetingWorks reservations desk at 1-800-468-7022 to qualify for these fares. Refer to Code JOC69P.

For those persons traveling to Phoenix from cities served by *Southwest Airlines*, special discounts -- 10% off -- are being offered on both Southwest's low everyday unrestricted fares and Southwest's even lower restricted fares (except already heavily discounted companion fares). Reservations must be made by calling the Southwest Airlines Group Desk directly at 1-800-433-5368 (M-F, 8am - 5pm, CST). Call no later than February 6, 1995 and refer to identifier code F42.

AIRPORT-HOTEL TRANSPORTATION

SuperShuttle is offering a special discounted rate of $5.00 each way on shuttle service between the Phoenix Sky Harbor International Airport and all NABE Conference hotels. SuperShuttle operates 24 hours a day, seven days a week. To obtain the discounted fare, just show the SuperShuttle coupon to the driver.

CAR RENTALS

Alamo Rent a Car has been selected as the official car rental company for NABE '95. Special discounted rates -- from $26/day ($115/week) for an economy car to $40/day ($229/week) for a luxury car -- will be extended to all conference attendees. These special rates are available one week before and after the conference and include unlimited free mileage. Call Alamo at 1-800-732-3232, request Group ID #86596 and Rate Code GR to make your reservations. Also have the reservation agent check Rate Code 1G for additional convention discounts that may apply. Advanced reservations are required.

HOTEL ROOMS & RESERVATIONS

NABE has arranged for *VIP Meetings & Conventions* to handle all hotel room reservations for NABE '95. By calling 1-800-926-3976, you can make a reservation and receive *immediate* confirmation. Eight hotels are offering special rates for NABE conference attendees. Reservations may be made ONLY through VIP Meetings & Conventions, DO NOT call the hotels directly. NABE will provide shuttle bus transportation between the Civic Plaza and conference hotels. **The cut-off date for hotel reservations is January 10, 1995.**

PRE- AND POST-CONFERENCE TOURS

Located in the heart of the Sonoran Desert, Phoenix is the gateway to some of the most majestic sites in the country -- from mountains to desert -- as well as historical and cultural treasures. Take advantage of the special rates Sun Country Tours is offering on pre- and post-conference tours for NABE '95 participants. All arrangements for tours must be made directly with Sun Country Tours.

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SATURDAY IS A FULL CONFERENCE DAY AND THE FOLLOWING MONDAY IS A HOLIDAY! AIR FARES ARE SIGNIFICANTLY LOWER IF THEY INCLUDE A SATURDAY NIGHT STAY-OVER; WEEKEND DISCOUNTS ARE OFTEN AVAILABLE FROM OTHER BUSINESSES AS WELL.
MAKE YOUR TRAVEL PLANS ACCORDINGLY!

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

MEMBERSHIP APPLICATION

Type of Membership: (Check One)

☐ **$48 Individual Membership:** Membership and NABE Publications

☐ **$30 Discounted Individual Membership:** Discounted NABE Membership and Publications for:

- ☐ *Parent:* **must not** be professional educator and **must** have a child currently enrolled in a bilingual education program. A letter written on school stationery from either the teacher of a school administrator must accompany the NABE membership application.
- ☐ *College/University Student:* must not be professional educator and **must** be enrolled on a **full-time** basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
- ☐ *Paraprofessional:* Must be working as an instructional aide in a public school system. A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.

☐ **$43 Combined Membership:** Save if you are a current individual member of a NABE Affiliate. Name of Affiliate: __________

☐ **$65 Joint Membership:** Two memberships (couple living at same address) and one copy of NABE Publications

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Division: __________

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Home Address

Street Address: __________

City: __________ State: __________ Zip __________

Phone: (   ) __________

Payment Information

$_____ Membership Fee

$_____ Contribution to help NABE counter the English-Only Movement

$_____ Total Date: __________

Signature __________

Personal Check or Money Order_____

Visa _____ MasterCard _____

Credit Card Exp. Date _____

Credit Card Number: __________

I am involved in bilingual education as: (check one)

☐ Administrator
☐ College Instructor
☐ Consultant
☐ Education Policy-Maker
☐ Full-Time Student
☐ Paraprofessional
☐ Parent or Community Person
☐ Publisher Staff
☐ School Board Member
☐ Teacher
☐ Other: __________

As a NABE Member, I want to participate in the following Special Interest Group (check one)

☐ Adult/Vocational Education
☐ Asian & Pacific Islanders
☐ Critical Pedagogy
☐ Early Childhood Education
☐ Elementary Education
☐ ESL in Bilingual Education
☐ Global Education
☐ Higher Education
☐ Instructional Technology
☐ Language /Culture Retention
☐ Language Policy
☐ Parent Communtiy
☐ Policy Makers
☐ Research & Evaluation
☐ Secondary Education
☐ Special Education

SEND PAYMENT TO : NABE, 1220 L STREET, N.W., SUITE 605, WASHINGTON, DC 20005-4O86

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NABE NABE NEWS

February 1, 1995 National Association for Bilingual Education Volume 18, Number 4

U.S. Ninth Circuit Court Reverses Arizona English-Only

by Margarita Contín

Opponents of an Arizona English-only law passed by voter referendum in 1988 hailed a decision to overturn it by the U.S. 9th Circuit Court of Appeals. The law was considered the nation's most restrictive of 17 state statutes.

"I'm not taking anything for granted, but this is the most sweeping affirmation of the right to speak in a foreign language in the history of the Constitution," Stephen Montoya, the lead attorney for plaintiffs who filed their challenge in 1988, told *Weekly Report*.

But "Arizonans for Official English" announced December 12 that it will continue to fight the December 7 Appeals Court decision either before the full Circuit Court of Appeals or the U.S. Supreme Court.

The three-judge panel said in its decision that while the state can encourage the use of a common language, it cannot outlaw other languages.

"As we have learned time and again in our history, the state cannot achieve unity by prescribing orthodoxy," Judge Stephen Reinhardt said.

Robert Park, chairman of Arizonans for Official English, said the ruling would transform government into a modern-day Tower of Babel. "We fully expect more reasonable heads to prevail."

The lawsuit against the referendum was originally filed by María Kelley Yniguez. Yniguez, a former state insurance claims manager, said the law prevented her from communicating in Spanish with limited-English-proficient clients.

Passed by a slim margin, the law barred state officials and employees from using foreign languages except in emergencies, criminal proceedings, classroom settings and to comply with the federal law.

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CHC Executive Director López Joins NABE

Rick López, former Executive Director of the Congressional Hispanic Caucus (CHC), joined the staff of the National Association for Bilingual Education on February 1 as Associate Director for Legislation, Policy, and Public Affairs.

"Rick brings to NABE a unique combination of commitment to bilingual education, competencies in policy analysis, and the connections to the Congress and federal government gained through four years at the helm of the Hispanic Caucus," stated Jim Lyons, NABE Executive Director. López will be responsible for coordinating policy positions of NABE, advocating NABE positions before policy makers, and publicizing NABE's efforts to improve education programs for the nation's growing population of non-English-language-background students.

"One of the most exciting things for me in coming to NABE is the opportunity to work on bilingual education issues for *all* language minorities," commented López.

"I grew up in a household in which there were *three* languages spoken. My mother, born in Puerto Rico, spoke Spanish. My father, an immigrant from the Philippines, spoke Tagalog. While my English is fluent and my Spanish pretty good, I only remember how to say 'Merry Christmas' in Tagalog. I want to help to give every language-minority child the opportunity to learn English and maintain the tongues of their parents and families."

CONTINUED ON PAGE 18

NABE NEWS

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Jeff Spence & Tony Ruiz

PUBLICATION SCHEDULE

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Issue 1	09/15/94	Issue 5	03/15/95
Issue 2	11/01/94	Issue 6	05/01/95
Issue 3	12/15/94	Issue 7	06/15/95
Issue 4	02/01/95	Issue 8	08/01/95

All advertising and copy material must be received in the NABE office **ONE MONTH prior to publication date** to be considered for inclusion.

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Full Page (7.5" x 10")	$1,100
2/3-Page (4.75" x 10")	$ 800
1/2-Page (7.5" x 4.5")	$ 600
1/3-Page (4.75" x 4.75")	$ 450
1/3-Page (2.25" x 10")	$ 450
1/4-Page (3.5" x 4.75")	$ 325
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$1.25 per word
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For additional information about advertising, contact Tony Ruiz at NABE, 1220 L Street, N.W, Suite 605, Washington, DC 20005.
PHONE: (202) 898-1829
FAX: (202) 789-2866.

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(303) 745-7116

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Deputy Director
Rick López, Assoc. Dir. for Legis./Policy
Carolyn Riddick, Office Manager
Jeff Spence, Info. Systems Manager
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All articles printed in ***NABE NEWS***, unless written by an Association staff person or a member of the current NABE Executive Board of Directors, are solely the opinion of the author or authors, and do not represent the official policy or position of the National Association for Bilingual Education. Selection of articles for inclusion in ***NABE NEWS*** is not an official endorsement by NABE of the point(s) of view expressed therein.

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Message From The President

"The Immigrant Problem" -- Sound Familiar?

by Dr. José Ruiz-Escalante

Let me begin my first message for 1995 by expressing my hope that all your wishes for the new year become a reality.

Last year, we experienced both successes and setbacks. Our greatest success in 1994 was the reauthorization of the Elementary and Secondary Education Act (ESEA). With respect to the education of language-minority and limited-English-proficient (LEP) students, the new ESEA represents a dramatic improvement over past federal policy. This improvement was the direct result of the Association's work with Congress.

For the first time since its inception in 1965, Title I of the new ESEA provides for the affirmative inclusion of LEP students who meet the law's income-based eligibility requirements. Given the fact that Title I is the largest federal elementary and secondary education program, funded at more than $7 billion this year, the affirmative inclusion of LEP students represents a major breakthrough in federal education policy. No longer will LEP students be viewed as the sole responsibility of bilingual educators, and no longer will bilingual educators have to look to Title VII, funded at $198 millon this year, as the exclusive source of federal financial aid to support their efforts to serve LEP students.

As with Title I, the new Bilingual Education Act, ESEA Title VII, represents a major breakthrough in federal education policy. Not only was the scope of Title VII grants enlarged to support school- and district-wide systemic reform efforts, but the new Title VII gives priority to additive bilingual education programs which produce bilingual, biliterate students. This priority represents a major shift away from the subtractive, transitional approach to educating LEP students which has characterized Title VII during the last quarter-century. These positive changes in Title VII were largely due to NABE's work with Congress.

1994-1995 NABE Executive Board President.
José Agustín Ruiz-Escalante

The greatest setback of 1994 was the passage of Proposition 187 by California voters. This measure denies education, welfare and medical services to undocumented immigrants. With respect to educational services, Proposition 187 violates the ruling of the United States Supreme Court in *Plyler v. Doe* which held that education cannot be denied to children of undocumented immigrants.

Historically, immigrants have been blamed for economic distress, such as that recently experienced by California. A good example of targeting immigrants as scapegoats for economic problems was the Chinese Exclusion Act of 1882. Labor leaders of the time blamed Chinese workers for prevailing low wages and pressured Congress to pass laws to bar Chinese immigrants. Congress responded by passing the Chinese Exclusion Act.

Immigrant-bashing is also a technique politicians have used since the 19th Century to win elections. When Congress was debating the Chinese Exclusion Act, Senator Matthen C. Buttler from South Carolina observed:

> "It seems to me that this whole Chinese business has been a matter of political advantage, and we have not been governed by that deliberation which it would seem to me the gravity of the question requires. In other words, there is a very important Presidential election pending. One House of Congress passes an act driving these poor devils into the Pacific Ocean, and the other House comes up and says, "Yes, we will drive them further into the Pacific Ocean, notwithstanding the treaties between the two governments."

Sound familiar? Pete Wilson had a tough gubernatorial re-election campaign, with California still in a lingering recession. What did he do? He singled out undocumented immigrants as the source of California's economic woes and pitched for voters to approve Proposition 187. The nativist pitch worked, and Mr. Wilson was re-elected Governor.

California stands to lose a great deal because of the passage of Proposition 187. One illustration of that loss comes from the November 21, 1994 edition of *Computerworld*, a trade publication for the computer industry. The following appeared under the column "Inside Lines":

> "When asked last week about the GOP resurgence in Congress and its potential impact on the high-tech agenda, Phillippe Kahn, chairman of Borland International, said, 'I'll speak from my heart. The worst part for the industry is what just happened with [California's] Proposition

CONTINUED ON PAGE 18

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The View From Washington

by James J. Lyons, Esq., NABE Executive Director & Legislative and Policy Counsel

When "All Children" Does Not Mean All Children

I hate feeling cynical. About the only thing I hate more is when events prove my cynicism to be realism. Such was the case on January 11th when the Department of Education began an exercise known as "negotiated rulemaking" under Title I of the new Elementary and Secondary Education Act.

Let me provide a little background about my cynical feelings and about the rulemaking exercise. And let me share with you some actions you can take as NABE members to bring about positive change for children, the best antidote to cynicism.

For the last two years, I have tried to overcome feelings of cynicism as Clinton political appointees in the Department of Education have sold all of their proposals, including some grossly nebulous stuff, by glossing over real differences in the educational needs and strengths observable in children. Whenever questions were raised about how one or another of the Administration's proposals would impact language-minority and limited-English-proficient students, the Department's champions of "systemic reform," most notably Under Secretary Mike Smith and Mike Cohen, Senior Advisory to the Secretary for Goals 2000, would lapse into a chant of ALL CHILDREN. These non-responsive utterances became a sort of mantra.

The mantra of ALL CHILDREN was used to drown out questions about how Goals 2000 or the Administration's Elementary and Secondary Education Act reauthorization proposals would harm or help specific groups of children, including children who enter school as monolingual speakers of a language other than English. Department of Education officials also used the mantra to put down yours truly and other equity advocates as representing "narrow special interests" such as children of color, children with disabilities, migrant children, and children of limited English proficiency.

Not everyone was lulled by the mantra. The Congressional Hispanic Caucus argued forcefully and successfully that provisions specific to limited-English-proficient students must be included in Goals 2000 and in ESEA Chapter I, especially in the critical area of student assessment. The Education Department initially resisted inclusion of LEP-specific provisions, but Congress recognized the merits of the provisions and included them in the legislation which President Clinton signed.

> *The new Chapter I requires that a "negotiated rulemaking" process be used to develop new regulations, under which "parties-in-interest" are appointed to negotiations regarding content. NABE argued that appointment of an HEC organization was critical, due to the complexities associated with assessment of LEP students. But when the Department published the list, no groups with particular expertise or interest in the education of LM and LEP students were included.*

Thus, for example, Section 1111(b)(3(F) of Chapter I requires that State assessments of student performance provide for --

(i) the participation in such assessments of all students;

(ii) the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to State content standards; and

(iii) the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English;

Similarly, Section 1111(b)(5) of Chapter I states:

(5) LANGUAGE ASSESSMENTS. -- Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate assessment measures in the needed languages through the Office of Bilingual Education and Minority Languages Affairs.

Negotiated Rulemaking & The Politics of Exclusion

Congress also included in Chapter I of the new ESEA, a requirement that the Department of Education engage in what is known as "negotiated

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rulemaking" to develop regulations on two topics of critical importance -- school-wide programs and assessments. Under this procedure, the Department of Education appoints parties-in-interest with whom it negotiates the content of draft regulations.

NABE, the Mexican American Legal Defense and Education Fund (MALDEF), and other members of the Hispanic Education Coalition (HEC) communicated to Education Department officials our desire to participate in the negotiated rulemaking process. Inclusion of an HEC organization, we argued, was critical because of the importance of assessment in the new Chapter I and because of the complexities associated with the assessment of LEP students.

In early January, the Department of Education published the names of the organizations invited to participate in the rulemaking exercise; none of the groups with particular expertise or interest in the education of language-minority and LEP students were invited to participate.

More calls were made to Department officials asking for the inclusion of an HEC organization. Ed Pastor, Chairman of the Congressional Hispanic Caucus, and Xavier Becerra, who successfully championed the Caucus' ESEA amendments in the House Committee, co-signed a letter to Secretary Riley expressing "great disappointment over the Department's failure to include, as part of the negotiated rulemaking committee, an organization representing programs serving Hispanic Americans."

On January 11th, the rulemaking process began. In addition to the Department's key negotiators, Thomas Payzant, Assistant Secretary for Elementary and Secondary Education, and Mary Jean LeTendre, Director of Compensatory Education Programs, representatives of the following 13 organizations took their places around the table:

American Association of School Administrators
American Federation of Teachers
Council for American Private Education
Council of Chief State School Officers
Council of Great City Schools
National Association of Elementary School Principals
National Association of Federal Education Program Administrators
National Association of State Coordinators of Compensatory Education
National Association of Secondary School Principals
National Coalition of Title I/ Chapter I Parents
National Education Association
National Parent Teachers Association
National School Boards Association

Additionally, David Pimentel, Director of the Colorado Migrant Education Program, was appointed by the Department to represent migrant education.

Before the substantive rulemaking negotiations began, MALDEF formally petitioned to participate in the process, on its own behalf and on behalf of the HEC. Although David Pimentel expressed support for MALDEF's petition, noting that he lacked the expertise to speak on behalf of the interests of LEP students, none of the other organizations spoke in favor of admitting MALDEF. Assistant Secretary Payzant, who was aware of the Congressional Hispanic Caucus' insistence that an HEC representative participate in the rulemaking process, spoke not a word. The representative of the American Federation of Teachers strenuously objected to MALDEF's petition, arguing that the interests of all parties served by Title I were already represented by the invited organizations. In keeping with the ground-rule adopted at the outset of the meeting that all decisions would be made by consensus, MALDEF's petition for inclusion was denied.

Although MALDEF's petition was denied, a MALDEF attorney and other HEC representatives, including yours truly, took turns attending all of the negotiated rulemaking sessions, providing advice and counsel to migrant education representative David Pimentel. None of us were allowed, however, to cast a vote on the vital issues being negotiated.

Change: Antidote to Cynicism

I share all of this with you not to spread cynicism, but rather to seek your help in bringing about change. The representatives of language-minority and LEP children and their families must be included in the process of educational reform if the process is going to work for ALL CHILDREN.

Many of you are members of one or more of the 13 organizations which the Department of Education invited to participate in the negotiated rulemaking process. The fact that none of the organizations supported MALDEF's petition tells us much about their views on inclusion. I encourage you to share your disappointment with the leadership of these organizations, and their failure to represent your interests.

Finally, I encourage you to write to Secretary Riley and Assistant Secretary Payzant to apprise them of the fact that ALL CHILDREN includes children who arrive at school as monolingual speakers of a language other than English.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF BILINGUAL EDUCATION AND
MINORITY LANGUAGES AFFAIRS

Dear Colleague,

It is a pleasure to join you in this timely issue of NABE's newsletter which coincides with NABE's Annual Conference and our National Professional Development Institute--conducted in collaboration with NABE. Both events are landmarks for the new direction of bilingual education and will bring together educators, local, state and federal educational agencies, and others of the bilingual education community to share knowledge and renew our commitment to lead linguistically and culturally diverse students in a new direction. This new direction builds upon the ***strengths of diversity*** to help ***all*** students reach high standards in all academic areas.

As many of you have witnessed, the linguistic and cultural diversity in America's schools has increased dramatically over the past decade:

- 1 in 3 children nationwide is from an ethnic or racial minority group and
- 1 in 7 children speak a language other than English at home.

Educating children from diverse family backgrounds is--and should be--a major concern of school systems across the nation because for many of these children American education has not been a successful experience. We are urged to do something different in our national reform efforts; but more importantly, all educators need to think differently about these students. These students must be perceived as national resources, not as a national problem.

As educators, not only are you familiar with this diversity, but you value it and welcome the challenge of educating linguistically and culturally diverse students to high academic standards. Your exemplary commitment to ensure that all students have a successful educational experience will help other educators and community members embrace the challenge of diversity. For educators who may be unfamiliar with our students diversity this can be a daunting personal and professional challenge of adapting, in adulthood, to a degree of diversity that did not exist during their childhood.

The Improving America's School Act (IASA) embodies a new beginning in the education of our children where all resources are available to address the multiple educational needs of students in a comprehensive manner and where all children are expected to achieve to high standards. The entire legislative package in education which includes Goals 2000, School-to-Work, and IASA calls for the integration of educational services to meet the needs of today's students. This change is both a resource and challenge for all educators to find creative ways to implement reforms that will address the needs of students. For linguistically and culturally diverse students, some of the most critical elements are:

- Title VII will continue to provide funds for the development of exemplary instructional programs for linguistically and culturally diverse students; the scope of grants has been increased to be lever for broad-scale systemic reform.
- Title I, for the first time, provides for the inclusion of LEP students who are poor to receive educational services supported by this $7 billion investment of federal dollars. Thus, Title I becomes a major source of continuing support for programs developed with Title VII funds.

- Title I requires high academic standards of ***all*** children and youth, including those who may have limited English proficiency;
- Assessment of student achievement of Title I standards requires assessment that is valid and reliable--close interaction between Title I and Title VII on research, technical assistance, evaluation, and dissemination activities is encouraged for purposes of improving the quality and use of assessment;
- Title I and Title VII promote schoolwide programs--schools will be able to combine their Title VII funds with their Title I funds for comprehensive reform in schoolwide programs. This coordination enables schoolwide approaches to ensure that linguistically and culturally diverse students have access to the full mainstream curriculum;
- Parent involvement is a major component in both Title I and Title VII. Schools are expected to effectively communicate with and include the participation of parents of linguisticaly and culturally diverse students and Title VII requires strong parent participation in program development, implementation and evaluation.
- Both Title I and Title VII emphasize staff development to improve the quality of instruction; and
- Title II and Title VII provide strengthened professional development programs for individuals engaged in education. Title II funding is provided for professional development that is guided by challenging state content standards and is integrated to systemic educational reform efforts. Title VII makes a greater investment in professional development through four types of grants which allow for the training of new and existing educators to serve linguistically and culturally diverse children and youth.

Within the framework of Goals 2000, the Improving America's Schools Act provides programmatic support to help schools build their capacity to implement reform that will allow them to ensure that ***all*** their students achieve to high standards. As the Department continues to seek ways to support you in your important work, your input will continue to be essential. As the field moves to implement reform efforts, your leadership and commitment will be vital. Allow me to ask of you five things:

1) Take on the new educational challenge with resolve, commitment and "ganas",
2) Be up-to-date on the new knowledge base,
3) Share the knowledge with the education community,
4) Accept the challenges of leadership and teamwork to effect reform, and
5) Care and be an advocate for our culturally diverse children and families by nurturing, celebrating and challenging them.

Together, we shall ensure that our linguistically and culturally diverse students, like all students, reap the benefits of educational reform. A commitment of time and resources together with our creative spirit and leadership can enable the future for our linguistically and culturally diverse society.

Sincerely,

Eugene E. García, Ph.D.
Director

2251

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Educational Technology Enhances the LEP Classroom

by Matthew Soska

Not too long ago, when we said educational technology we were referring to radio, television, film strips, overhead projectors, tape recorders, and videocassette recorders (VCRs). Educational technology has advanced rapidly during the past few decades. Today, when we say educational technology we are referring largely to a vast array of computer-based technologies, such as compact disc-read only memory (CD-ROM), interactive audio, interactive videodisc, local area networks (LANs), hypermedia, and telecommunications.

Research efforts are now under way to investigate the effectiveness and efficiency of a broader range of computer-based instruction-that of multimedia and telecommunications. "Multimedia instruction" can be loosely defined as technology integrating some, but not necessarily all, of the following in an interactive environment: text, graphics, animation, sound, and video. The complexity of such applications complicates the research process; however, the following observations can be made based on the attributes of the technologies:

- *Multisensory delivery:* Research indicates that students learn through different modalities, such as audio, visual, or kinesthetic (Barbe, and Swassing 1979; Carbo 1988).
- *Increased self-expression and active learning by students:* New technologies provide stimulating environments in which students become active learners. A long-term study sponsored by Apple Computer revealed that students had a "higher degree of social awareness and self-confidence; they [were] more independent and [had] more positive attitudes about learning and themselves; they [were] able to experiment and problem solve with greater ease..." (Apple Computer, Inc. 1991).
- *Cooperative learning:* Technology provides many opportunities for students to work cooperatively. Research supports the use of group interactions to increase instructional effectiveness and efficiency, as well as positive social interactions (Johnson, Johnson, and Stanne 1986; Schlechter 1990).
- *Communication skills:* Communication skills can be enhanced by using technology in small groups and through the use of telecommunications (Steinberg 1992).
- *Multicultural education:* Technology can promote cultural diversity and understanding by linking students from across the country and around the world (Salomon 1991).
- *Motivation:* Increasing student interest and motivation is a constant challenge for educators. Technology can make learning exciting and relevant and lead students to spend more time on task.

Implications of Educational Technology for LEP Students

For many years, teachers used the computer to provide supplemental or additive exercises. In recent years, advances in computer technology have motivated teachers to reassess the computer and consider it an integral part of daily learning. Today, technology gives teachers the capacity to significantly enhance their students' language and cognitive development. They can utilize the technologies described here for instructional testing and assessment, to teach culture, to help students learn academic content and develop critical thinking skills, and to expand students' speaking, listening, reading, and writing skills.

- *Speaking:* Dialogues can be used in English as a second language (ESL) classes to develop speaking skills.
- *Listening:* Interactive videodisc and CD-ROM programs can provide excellent listening comprehension activities.
- *Reading:* Reading skills can be developed using computer-assisted instructional programs that vary in sophistication from word recognition to reading comprehension.
- *Writing:* Technology-assisted activities such as fill-in-the-blank, multiple-choice, and true/false can help students to write at the word level. Databases and spreadsheets provide students opportunities to practice and develop information retrieval and problem-solving skills. At the discourse level, word processors are ideal for composition or free writing practice. Some are bilingual and provide on-line assistance with dictionaries, spell checkers, and grammar helpers. When used interactively among students

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(e.g., through a LAN), technologically-based cooperative writing activities become strong motivators for students to develop their writing skills.

- *Culture:*
  Video-based activities are well-suited for observing cultural diversity in a live context.
- *Testing:*
  Computer-assisted testing now provides a more comprehensive and accurate way of testing student language and cognitive skills. Students can also self-test using computer-assisted instruction. Given the right kinds of activities and programs, teachers can also use testing in an instructional mode.

With the advent of technology-assisted instruction, changes in the roles of student and teacher will occur. Students will have increasing responsibility for their own learning; teachers will become guides and resource experts, circulating among students working individually or in small groups (Willetts 1992).

Title VII Programs

Two software-based programs funded under Title VII Academic Excellence Program grants exemplify the effective integration of technology in the LEP classroom.

Computer Education for Language Learning (CELL) was developed by the Irvine (California) Unified School District in 1983 with a Title VII grant. It is a diagnostic/prescriptive program designed to improve English reading and language arts skills. LEP students in grades one through six have made significant gains using computers and commercial software selected by CELL (Chandler 1989).

The CELL program was designed to be easily implemented by school site personnel with minimal support and training. Appropriate commercial software has been correlated to an English as a second language (ESL) continuum for use in lessons supervised by a computer lab technician. After the classroom teacher identifies a student's needs, the lab technician prescribes appropriate software. Close coordination of lab activities with classroom instruction is a feature of the program, which is designed to be used for 30 minutes, four days per week.

For more information on the CELL program, contact Celia Chandler, Coordinator, Irvine Unified School District, 5050 Barranca Parkway, Irvine, CA 92714; (714) 733-9391.

The Alaska Writing Program (AWP) is a nationally validated exemplary program of the Yukon Koyukuk School District in Fairbanks, Alaska. National dissemination of the program is sponsored by a Title VII grant.

Developed in 1983, AWP is a unique program because it includes a computer software package developed by a team of teachers working with students over a ten-year period. The program presents an entire writing curriculum for grades four through 13 with lessons in science, social studies, mathematics, and language arts. It consists of three components: student software, a three-day teacher training program, and a technical assistance program for teachers.

The software package is designed for Macintosh computers and consists of nine modules to help students plan, draft, revise, proofread, and publish stories, reports, letters, essays, research papers, and poetry. Instruction is based on the process model and utilizes all the principles of quality writing instruction recommended by the National Council of Teachers of English (NCTE).

For more information, contact Nikki McCurry, Project Director, Alaska Writing Program, Box 80210, Fairbanks, AK 99708; (800) 348-1335.

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Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

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Resource Organizations

The following organizations collect, synthesize, and/or disseminate information relating to education technology and/or provide technical assistance. Some offer information that specifically addresses language minority student issues in educational technology. Internet addresses are provided where available.

Association for Educational Communications and Technology
1025 Vermont Avenue, NW
Suite 820
Washington, DC 20005
(202) 347-7834
Center for Children and Technology
Bank Street College of Education
610 West 112th Street
New York, NY 10025
(212) 875-4560
Consortium for School Networking
P.O. Box 65193
Washington, DC 20035-5193
(202) 466-6296
internet: info@cosn.org
Electronic Frontier Foundation
1001 G Street, NW
Washington, DC 20001
(202) 347-5400
internet: eff@eff.org
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Syracuse, NY 13244-4100
(800) 464-9107
internet: eric@ericir.syr.edu
International Society for Technology in Education
1787 Agate Street
Eugene, OR 97403-1923
(800) 336-5191
internet: iste@oregon.uoregon.edu
International Technology Education Association
1914 Association Drive
Reston, VA 22091-1502
(703) 860-2100

NABE Electronic Mail Information

***NABE NEWS* welcomes comments, letters, and/or unsolicited articles/submissions via electronic mail. NABE currently maintains several accounts with electronic mail and bulletin board services, any of which may be used.**

If you have an account with America Online, send to:
User ID: NABE1

If you have an account with MCIMail, send to:
MCIMail # 2799238 UserName: JLyons

If you are communicating with us via the Internet, reference these addresses as follows:
MCIMail: 2799238@mcimail.com
America Online: NABE1@aol.com

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New NCBE Internet Services

The National Clearinghouse for Bilingual Education (NCBE) is now on the Internet. It has established various electronic discussion lists and will initiate a gopher server in the near future.

These lists are:

earbilit@ncbe.gwu.edu. for Early Biliteracy
edreform@ncbe.gwu.edu for Education Reform
edtech@ncbe.gwu.edu for Educational Technology
langpres@ncbe.gwu.edu for Language Preservation
newsline@ncbe.gwu.edu for the NCBE Newsline
refuged@ncbe.gwu.edu for Refugee & Immigrant Education
research@ncbe.gwu.edu for Research
speced@ncbe.gwu.edu for Special Education
t17exch@ncbe.gwu.edu for Title I/Title VII Exchange
t2supp@ncbe.gwu.edu for Title II Support
teacher@ncbe.gwu.edu for Teacher Roundtable

Subscribe to these lists by writing to "listserv@ncbe.gwu.edu" and sending the message "Subscribe <name of list you want to subscribe to> <your name>" (e.g., "subscribe langpres Candace Kelly").

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

Resources for Educators and Students

by Ann Kaupp

In the September 1994 issue of *The Reading Teacher*, Richard L. Allington notes that teachers too often confuse experience with aptitude. In the process they underestimate the intelligence and abilities of students who come from families that do not emphasize reading and homes that contain little reading material. Allington goes on to note that children who do not experience much reading in their homes often find little to read at school.

The Council for Indian Education is a non-profit organization set up to provide more reading material by and about American Indians and Alaska Natives. The Council seeks to promote a better understanding of Native cultures and to provide material to stimulate student interest in reading. It currently has in print more than 100 books for children and adults. Indian and non-Indian students alike enjoy the histories, biographies, legends, fiction, and poetry published by the Council, many written and/or illustrated by Native Americans. An Intertribal Indian Editorial Committee approves all material selected for publication.

Several of the Council's publications have won or have been nominated for awards. In 1994, *Remember My Name* by Sara H. Banks, about Cherokee history, was chosen as one of two best children's books in the United Kingdom by the Young Book Trust. *Red Power on the Rio Grande: The Native American Revolution of 1680*, by Franklin Folsom, recently won the Charles W. Follett Award for worthy contributions to literature for young people. *Kamache and the Medicine Bead*, by Jerry Cunnyngham, a humorous tale about an Apache boy and his struggles to prove his manhood, was nominated for the 1994 Nevada Young Reader's Award. *Navajo Magic of Hunting*, by Elsie Kreischer, won first place for a children's book in 1992 from the National League of Pen Women.

The Council has its classics such as the humorous tale about the mishaps of the first Cheyenne to own an automobile in *Grandfather and the Popping Machine*, by Henry Tall Bull and Tom Weist. Another popular book is *Charlie Young Bear*, by Katherine Von Ahnen and Joan Young Bear Azure. It is a story of a contemporary young Mesquakie boy who prays for a bicycle when his family receives settlement payment from the U.S. Government for treaty rights.

Teachers can benefit from *Teaching the Native American*, by Hap Gilliland, now in its second edition. Chapters by Gilliland and other educators provide information on culturally relevant education, self-image, Native American learning styles, and suggestions for teaching various subjects. All teachers can benefit from this work when considering teaching alternatives and a sensitivity to different learning styles. The Council also has available bilingual publications including an English-Cheyenne Student Dictionary.

Many of the Council's publications express the traditional art of good storytelling. This most likely is the result of the Council's original intent: to give a true concept of Indian culture and build the self-concept of Indian children through high interest books that relate to Indian children's backgrounds and reading level. Before its incorporation as a nonprofit educational organization in 1972, the Council consisted of a committee of Indian and non-Indian educators to develop culturally-related reading materials for teaching reading to Cheyenne children. Later this committee was expanded to include other Plains Indian tribes and, today, tribes from throughout the United States.

Gail Tall Whiteman, a Northern Cheyenne from Lame Deer, MT wrote in a letter to the Council:

> These particular stories have such a sentimental value to me, they were my **link** to my Culture. When I was 10 years old and in 5th grade at Connell, Washington thousands of miles from my homeland and family, I found comfort in the stories because they would spark my memory and I could hear my own grandfather telling me similar stories. Every time my grandpa told a story, there was always a lesson to learn.

The seven member board of directors and sixteen member Intertribal Editorial Board are all unpaid volunteers. The editors read and evaluate all material considered for publication to ensure it is culturally accurate and of a quality they would want their children to read. All contributions and income from sales are used to publish more books.

Many Council books are priced in the $5 and $6 range. To get a catalog of publications or guidelines for submitting manuscripts, write to the Council for Indian Education, 2032 Woody Dr., Billings, MT 59102, enclosing a self-addressed stamped envelope.

Ann Kaupp can be contacted at the Council for Indian Education.

Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Department of C. & I., Montana State University, 1500 N. 30th St., Billings, MT 59101. Phone (406) 657-2293. Internet: EDCI_REHYNER@VIXEN.EMCMT.EDU.*

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NABE '96
IN
ORLANDO

Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

NABE Introduces Asian/Pacific Education Column

*by Ji-Mei Chang and
Janet Y.H. Lu*

Welcome to our inaugural column, born as a result of NABE's interest in addressing concerns related to the education of Asian/Pacific language-minority students. In reality, the term "Asian/Pacific American" refers to a very diverse group of individuals from a variety of ethnic, cultural and linguistic backgrounds. Although Asian/Pacific Americans represent one of the fastest-growing populations of LEP students, the needs of these students for meaningful bilingual education and native language/literacy support have rarely been met, even since the inception of bilingual education. Moreover, in light of current economic conditions and budget cuts across school districts, addressing their educational needs may be even more difficult.

The major purpose of our efforts is to provide a column that will focus on meeting the needs of Asian/Pacific American students within a multicultural and multilingual school context. This column will feature articles written by authors from variety of Asian/Pacific language groups, grade levels, content areas, and positions to reflect the diversity of the field. Both editors of the column will assume the role of facilitators of communication in order to effectively meet the needs of these students. It is our hope that this will be a constructive and productive column that provides a forum for sharing different authors' expertise and unique perspectives on the most effective ways to make every classroom and school an optimal learning environment for all our students, particularly the currently underserved Asian/Pacific American students with limited English proficiency (LEP).

Two decades have passed since the *Lau v. Nichols* Supreme Court ruling in a class action suit brought on behalf of 1,800 Chinese students in California. In 1974, the U.S. Supreme Court ruled unanimously in favor of the plaintiff, giving impetus to the movement for equal educational opportunity for non- or limited-English-speakers. The impact of the Lau case on public schools has been significant, because at that time it raised the nation's consciousness to the need to provide support for native language development among non- or limited-English-speakers. However, twenty years later, is the educational reality for the wide range of Asian/Pacific American LEP students indicating that they have benefited fully from the spirit of the court ruling or being guaranteed with the equal treatment in schools?

As we approach the year 2000, in what ways have we raised consciousness of the administrators, teachers, paraprofessional, parents, and community regarding the needs of Asian/Pacific American LEP students? The focus of this column is on those who may be facing the multiple challenges of coming from inner city or rural areas of nonmainstream and poor homes, having learning disabilities, receiving fragmented education programs, and lacking systematic native and/or English language support. Research and field observations have shown that not all Asian/Pacific American students can be identified as model students, who can rely on themselves, their family, communities, and/or schools to sustain their language and academic growth. For example, studies conducted in California from, the 1991 through 1994 school years among a group of Chinese American LEP students who were identified as learning disabled (LD), or LEP+LD, revealed that the support for their native and/or English language and literacy development was often haphazard throughout their formal schooling. Many of them will leave middle or high school with limited English proficiency.

While the school district closely monitored their practices to reduce the misidentification of Chinese LEP students being placed in special education, a major void existed in monitoring the day-to-day educational treatment of these students once they were placed in special education. A majority of these LEP+LD students were essentially treated as if they were English-speakers and were provided with the same facilities, textbooks, teachers, and curriculum as their English-speaking peers, without any apparent support for their limited English proficiency. The following case study illustrates the educational reality of Chinese LEP+LD students who participated in the study.

Tim is a fourteen-year old student in the eighth grade at a large urban middle school. He and his family immigrated from Hong Kong when Tim was only three years old. He now lives in a flat with his parents and three older brothers and sisters in an inner-city Chinese community. Tim's parents speak only Cantonese-Chinese and are not English proficient, but life in this inner-city Chinese community does not demand English proficiency. Both of his parents have low paying jobs.

For five years, Tim attended an inner-city grammar school that had a transitional bilingual program. After his first year in kindergarten, the teacher recommended that Tim repeat kindergarten because of his language difficulties and lack of readiness for first grade work. In the first grade, Tim began working with a speech-language clinician to correct speech articulation problems and language delay. Tim's second grade teacher referred him for special education assessment because Tim was hav-

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ing difficulties following oral directions and with reading comprehension in both Cantonese and English. He was found to have a specific learning disability (SLD). In the third grade, Tim was placed in a pull-out Resource Specialist Program (RSP) for reading and language arts. During this time, he stopped going to his weekend Chinese language lessons because his teachers suggested that learning two languages would create an undue burden on his learning abilities.

Over the next three years, Tim began spending time in between two or three different classrooms, anywhere from two to four times a week. While in his homeroom, Tim was very interested in participating in science and social science because it offered him an opportunity to work with his peers in cooperative groups. Nevertheless, he was often pulled out of one or both of these classes because of his RSP or speech therapy schedule.

In middle school (grades 6-8), Tim continued his LD resource program for reading and math. By then, he no longer received Cantonese support in any of the classes he was taking. Instead, he was placed in an English as a Second Language (ESL) class taught by a teacher who had a heavy regional, non-English accent. Tim was often confused, and received a failing grade in that class. As a result, he was placed back into an LD resource program for English and continues his struggle in reading and writing activities. Tim's math experience was particularly challenging. While in the sixth grade, he was promoted to work with a group of eighth graders, not because he was capable of handling the learning tasks, but because the 6th-7th grade combination class had too many severe behavioral problems making it inappropriate for him.

By age 14, he had been in special education for seven years and was in the process of undergoing his second three-year reevaluation. In retrospect, with the types of assessment tools and criteria the school uses, Tim is likely to continue in special education. Even though there were no pull-out-based special education programs for him in middle school, Tim is nevertheless placed in a disadvantaged track with limited access to learning opportunities, compared to his peers.

However frustrating Tim's school experiences may have been, with support from his parents, he forged ahead and maintained a positive attitude towards school. Middle school played an important part in helping Tim maintain his positive attitude because it provided him with opportunities that he did not always have in elementary school. Tim did well in cooperative learning groups in these classes, and he particularly enjoyed working on science projects.

In short, according to school files and teacher interviews, Tim's LD affected his school performance in the areas of reading and written expression. Tim's language delay and poor reading comprehension also affected his ability to perform math work beginning in the fifth grade, and he continues to have difficulties with word problems to this day.

Tim's interpersonal communicative skills in both Cantonese and English appear equally strong. In the initial study conducted in the 1991-1992 school year, his fifth-grade homeroom teacher and his special education teacher rated his pronunciation and intonation of English language as near-native. He occasionally made grammatical and/or word order errors in English, but in general these errors did not obscure his intended meaning.

However, with respect to his cognitive/academic language proficiency (CALP), he has not mastered reading or writing in either language. His vocabulary in both languages seems very limited. If he does not know a word in English, he does not know it in Chinese, either. Furthermore, he continues to have difficulties in using appropriate words or terms. In some instances, when he cannot make himself understood, he will resort to spelling out the word when he can or rephrasing ideas.

Every professional who has worked with Tim has had his or her own theory about why Tim was unable to read or write; however his ESL science and social studies teachers could not agree with any of the negative statements about Tim. According to their observations, he was not different from any other student in a group of 30 ESL students -- Tim, just like any other ESL student, needs time and English support to learn the concepts.

Since the time he was identified as learning disabled, Tim has missed a series of learning opportunities that can be analyzed from a home, school, and community context. Within the home context, he was not exposed to a rich home language and literacy environment. Since withdrawing from his community-based Chinese language school, Tim has missed multiple opportunities by having had extremely limited interaction with Cantonese-speaking peers. Furthermore, in a school context, he has missed the following learning opportunities: 1) peer resources in social and learning interactions in cooperative learning groups in his homeroom; 2) use of Cantonese to clarify concepts or to communicate with his parents; 3) limited use of literacy skills; and 4) access to school core curriculum. In contrast, based on field observations and teacher reports, Tim did well when he had the opportunity to: 1) use Cantonese to clarify concepts as he did in elementary classes, 2) interact with his peers as he did in his ESL science and social science classes, 3) be involved in cooperative learning groups, 4) engage in hands-on tasks within thematically-based units, and 5) receive support from his Cantonese-speaking peers.

In conclusion, is the case of Tim a familiar one in your school or community? Are you aware of any intervention that has known to be effective for meeting the needs of Asian/Pacific American LEP students? We welcome your contribution to this column.

Ji-Mei Chang is an Associate Professor in the Division of Special Education & Rehabilitative Services, College of Education, San José State University. She is a teacher educator and researcher. She also coordinates a Chinese/English bilingual special education teacher training program. She currently conducts research among Chinese LEP students with learning disabilities. Janet Lu is the President of National Association of Asian/Pacific American Education. She is currently the Director of Multifunctional Resource Center/Northern California.

Editor's Note: *Contributions to this column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94612. (510) 834-9458, Fax (510) 763-1490. Internet: LuJ@aol.com.*

• NABE •

Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Testing the Limits in the Assessment of LEP Students: Results of a NABE-Sponsored National Survey of Practitioners' and Administrators' Attitudes and Applications

by Dr. Virginia González,
Dr. Jaime A. Castellano,
Patricia Bauerle, and
Ricardo Durán

The purpose of this NABE-sponsored national survey study was to describe practitioners' and administrators' actual behaviors when assessing limited English proficient (LEP) students and their attitudes towards the technique called "testing the limits." For accomplishing this purpose, we stated the following two research questions: (1) Do examiners adapt standardized administration practices such as changing modality of tasks administered (e.g., use of students' native language and of culturally relevant stimuli), repeating stimuli, testing over several sessions, and eliminating time limits for obtaining information about the student's abilities and strategies to accomplish tasks?, and (2) What attitudes do examiners hold in relation to psychometric properties of standardized tests, such as appropriateness of translations, given the existence of different dialects and norming samples used? Thus, we attempt to explore the relationship between attitudes and current practices when assessing LEP students.

The data collection survey was published in *NABE NEWS* (see Castellano & González, 1994), and was sent by mail to 100 practitioners and administrators in the Chicago and Tucson areas who were affiliated with NABE. A total of 125 surveys were completed, 101 by NABE members and 24 by non-NABE members. The survey included nine multiple-choice demographic questions which provided the following information: position, description of the school/ school district (region of the country and location -- urban, suburban, rural), number of years assessing LEP students, ethnicity/cultural background, familiarity with other cultures, and languages other than English spoken by the respondents. The survey contained 29 questions of which 18 were 5-point Likert Scale type items (including from "strongly agree" to "strongly disagree" points), and 11 were closed-ended affirmative-negative (yes/no) questions. The survey was constructed mapping behaviors and attitudes towards the use of the "testing the limits" technique tapping the two research questions stated above.

Following Anastasi's (1988) recommendations, construct validity of the survey was assured by the participation of two subject-matter experts, one a researcher and one a practitioner (first and second authors of this paper), who classified items based on different aspects of the operational definitions of the constructs to be measured. In constructing the survey we designed items that included parallel versions referring to attitudes and behaviors of examiners. For example, item 9 reads "Testing the limits should include rewording instructions when necessary", and item 10 reads "I reword instructions when assessing LEP students" (Castellano & González, 1994, p. 27). Special attention was given to the use of language when constructing items for avoiding biases related to unclear statements and using words with positive or negative connotations. Once constructed, the survey was pilot tested with a group of 30 part-time graduate students enrolled in a Midwestern university in order to improve the format and content of the instrument. These 30 graduate students were engaged in course work leading towards a teaching endorsement in bilingual education or English as a second language. Twenty-five of these students held bilingual (Spanish) teaching positions, two were preschool at-risk teachers, one was a school librarian, and the remaining two were in the business world working towards a teaching certificate. Of the 25 students working as teachers, years of experience ranged from a first year teacher with no experience to those with more than 10 years of experience.

In order to avoid respondents' misunderstandings of the meaning of the definition of the "testing the limits" technique, we considered it important to include an explanation of this term in the survey. We adapted a definition provided by Holtzman and Wilkinson (1991), who described "testing the limits" as an informal clinical procedure in which the examiner purposely changes standardized administration procedures in some way in order to explore the student's abilities further. We described "testing the limits" in the survey as "...An assessment technique in which the examiner changes standardized assessment conditions in some way" (Castellano & González, 1994, p. 21). We consider that "testing the limits" is a very useful and effective technique for linking assessment with instruction because valuable qualitative information can be obtained for developing individualized educational programs (IEP). However, as pointed out by Holtzman and Wilkinson (1991), even though "testing the limits" can help to solve the methodological problems of standardized testing procedures, it is not widely used by examiners with LEP students. Thus, it is our objective in this survey study to

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explore and document the reasons underlying current attitudes and behaviors of administrators and practitioners towards this clinical assessment technique.

In the survey (see Castellano & González, 1994, p. 21) we also considered it important to describe five procedures used when applying the "testing the limits" technique, including: (1) to provide additional clues or to omit items for matching the students' cultural and linguistic backgrounds and developmental level; (2) to change modality (i.e., from written to oral language, from English to the student's first language, from verbal to non-verbal forms, from more difficult to easier words for giving instructions) involved in tasks administered; (3) to establish methods and processes that students used for approaching and trying to complete tasks (i.e., strategies and styles for learning); (4) to eliminate time limits so that examiners can obtain much needed information about students' abilities to accomplish specific tasks, and (5) to ask students probing questions after the standardized testing has been completed to give examiners the opportunity to explore further students' responses. In addition, Holtzman and Wilkinson (1991) include the following three strategies used when applying the "testing the limits" technique: (1) to substitute words or phrases in the instructions or questions to facilitate students' comprehension of what type of answers are being requested by examiners, (2) to administer additional items beyond the ceiling or cut-off point to see if students can answer correctly any of the more difficult items, and (3) to teach students how to answer certain items after the standardized testing has been completed. We consider that this latter strategy can be very useful for exploring students' learning potential.

Data were analyzed using exploratory second order factor analysis for identifying clusters of items, and rotations were also used for producing orthogonal or independent factors. Four different orthogonal factors were found that corresponded to one unidimensional construct. In addition, one-way ANOVAS were conducted treating the nine demographic items as independent variables and the 29 survey items clustered in the four factors found as the *dependent variables. Two demographic* factors found to have made a significant difference in responses to the survey in relation to the four factors were: (1) region were the school/school district was located, and (2) whether or not respondents were NABE members. First, we interpret the presence of differences on survey responses given by individuals living in the Midwest and the Southwest regions of the U. S. as degree of contact and familiarity with minority populations. Survey responses revealed that individuals living in the Midwest region of the U. S. tend to have contact with many different and heterogeneous minority groups. In contrast, survey responses revealed that individuals living in the Southwest region of the U. S. tend to be more familiar with fewer and more homogeneous minority groups, primarily Hispanics (especially Mexican-Americans) and Native-Americans. Secondly, we explain the existence of a *difference in responses given by NABE* and non-NABE members as the presence of commonalties or differences in ideologies and attitudes towards assessment practices used with LEP students. NABE members endorse multiculturalism and bilingualism, philosophies that recognize linguistic and cultural diversity in students as an enrichment that needs to be portrayed in assessment practices. Moreover, it was interesting to find that NABE membership, and not ethnicity or familiarity with other cultures, was the demographic independent variable that made a difference in responses to the four factors found.

> *We explain the different responses given by NABE members and non-members as differences in ideologies and attitudes towards assessment practices. NABE members endorse multiculturalism and bilingualism, philosophies that recognize linguistic and cultural diversity in students as an enrichment that needs to be portrayed in assessment practices. NABE membership, and not ethnicity or familiarity with other cultures, was the demographic variable that made a difference in the responses.*

These four factors were:

(1) attitudes towards psychometric properties of assessments such as the use of English and the native language with criterion-referenced and norm-referenced tests, and the appropriateness of using the "testing the limits" technique;

(2) attitudes and behaviors towards the adaptation of administrative practices (e.g., additional testing time, testing over several sessions, and repeating stimuli), and their implications for the performance of LEP students in standardized testing;

(3) attitudes towards accommodating for cultural and linguistic differences such as the use of standardized and alternative assessments that account for students' culturally appropriate responses; and

(4) attitudes and behaviors towards translations and norming samples of standardized tests such as differentiating dialects and acknowledging heterogeneity within ethnic and cultural groups.

We can conclude that the survey proved to have construct validity because only one unidimensional construct or trait was found underlying the four factors identified (Anastasi, 1988). Thus, the construct of attitudes and behaviors towards the "testing the limits" technique can be used to explain the four factors found. Furthermore, these four factors have important practical implications for improving current practices when assessing LEP students. These

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four factors highlight the value consequences of testing including attitudes towards psychometric properties of tests such as validity, adaptation of standardized administration procedures, accommodating for linguistic and cultural differences, and translations and norming samples of standardized tests.

Regarding the first factor, attitudes towards psychometric properties of tests such as validity, Messick (1989) considered that test interpretations and use have value implications and consequences of a social, educational, ethical, and moral nature. Thus, the examiner's behaviors involved in test use and interpretation and his/her attitudes and values held are all subsumed within the concept of validity. Moreover, Messick (1989), pointed out his concern for the potential harm derived by the misuse of standardized tests which lack construct validity for minorities. In addition, Moss (1992) considered that construct validity is a central property of tests, which needs to include consequences of test use such as the justification of interpretations of behaviors and the evaluation of social values. That is, criteria or standards based on which criterion or norm-referenced tests are constructed reflect ideologies, beliefs, and sociopolitical structures of socially constructed diagnostic categories. That is, these criteria and standards reflected in standardized tests are the product of the "medical model" that emphasizes the quantitative measure of abilities and skills assuming that they are innate and have fixed values (for a more extended discussion of philosophical assumptions of assessment models see González, 1994; González & Yawkey, 1993).

Moreover, in relation to this first factor, Oller and Damico (1991) pointed out that examiners make practical decisions on how to assess and interpret students' behaviors using particular theoretical conceptualizations of constructs measured, hypotheses and expectations, beliefs, attitudes, and in general their mental ability. Oller and Damico (1991) highlighted that in the case of LEP students, a solid theoretical understanding of how bilingual children develop linguistically and cognitively is central for assuring that assessments have construct validity. Thus, as pointed out by Oller and Damico (1991) and in the standards for psychological testing published by the American Psychological Association, American Educational Research Association, and National Council of Measurement and Evaluation (APA, AERA, & NCME, 1985), when assessing a student who is a speaker of an English dialect or is LEP with standardized English tests of intelligence or any other ability, the examiner may be measuring English language proficiency instead.

In relation to psychometric properties of tests such as their appropriateness for assuring "objective" measurements, Roth (1988) stated that "Observation has a dual nature and cannot exist outside that duality" (p. 128), and that "To examine a child is to examine a child being examined" (p. 125). That is, Roth (1988) considered that when assessing a child, the situation created by the evaluation process will in turn influence the child's behavior, and that the evaluator interprets the child's behaviors examined in relation to his own behaviors, value systems, and attitudes.

The second factor found refers to attitudes and behaviors towards the adaptation of administrative practices. This factor refers to whether or not evaluators can act as empathetic advocates for LEP students given that the technique of "testing-the-limits" can be used with the purpose of compensating for lack of learning opportunity by measuring learning potential. According to Lewis (1991) "testing-the-limits" is a clinical assessment procedure to help the evaluator diagnose the child's ability to transfer learning. Lewis (1991) related clinical assessment and "testing-the-limits" to Vygotsky's conceptualization of intelligence, as the zone of proximal development could be measured as a dynamic process that changes with development and learning. Thus, the decision made by evaluators of using or not using the

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Teaching and Teacher Education Bilingual Education

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The Department of Teaching and Teacher Education invites applications for a tenure-track position in bilingual education at the assistant, associate, or the full professor level.

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The review of applications will begin February 20, 1995, and will continue until the position is filled.

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LÓPEZ HIRING

FROM PAGE 1

López was CHC Legislative Director and Press Secretary prior to his promotion to Executive Director in February 1993. His most recent duties at the CHC included serving as the principal legislative and policy advisor to the Chairman and Members of the Caucus on CHC matters, managing a full-time staff of four, and acting as a liaison between the national Hispanic community and the Caucus.

New NABE Associate Director for Legislation, Policy and Public Affairs, Rick López

At the Caucus, López assisted Members in researching and drafting the first legislation introduced by the Caucus, including the Hispanic Access to Higher Education Act of 1991, and the Voting Rights Improvement Act of 1992. López played a lead role in shepherding the Equal Access to Education Act of 1993 -- which included NABE proposals to overhaul Title VII of the federal Elementary and Secondary Education Act -- to passage last year as part of the Improving America's Schools Act.

The CHC closed on January 31 after a decision by the new Republican Majority in the House of Representatives to close down all Caucus offices, including the Congressional Black Caucus and the Congressional Caucus on Women's Issues.

Prior to joining the Caucus staff in 1991, Mr. López was legislative assistant to Representative Nancy Pelosi (D-CA), handling a variety of domestic policy issues. Mr. López, a native of Buffalo, New York, graduated Phi Beta Kappa from the University of Michigan in 1988 after spending a year at the London School of Economics. He earned an M.A. in American History from Stanford University in 1989 as a Mellon Fellow in the Humanities.

The newest NABE staffer's interest in language education issues extends beyond working hours. One evening a week, López serves as a volunteer English teacher to recent immigrants at the Rosemary Hills Community School in Silver Spring, Maryland.

Also coming to NABE from the CHC office is Mary Rendón. Rendón had served as office manager for the CHC since 1984 and will be working for NABE until the birth of her second child in June. Rendón was the longest serving CHC employee and worked under nine different Chairs including Representatives García, Richardson, Torres, Martínez, Bustamante, De la Garza, Ortiz, Serrano, and Pastor.

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MESSAGE FROM THE PRESIDENT

FROM PAGE 3

> 187. It discourages the immigration of high-tech talent. I was illegal for four years, and I created some stuff. That is my main concern. The rest is fairly irrelevant.' "

As professional educators and people who care about children and families, we have our work cut out for us in 1995. I hope that each and every one of you will join in the Association's mobilization against Proposition 187. Nativism must be resisted, and not be allowed to spread. We must also help immigrant families by helping undocumented immigrants achieve legal status, assisting documented immigrants through the naturalization process, and encouraging new Americans to register to vote.

On a personal note, I would like to take this opportunity to thank Wilhelmina (Mina) Cousins for the great job she is doing for NABE. Mina has been working for NABE since 1992 as our receptionist -- the cheerful, friendly, helpful person who answers the phone when you call the NABE office. Mina, thank you for your hard work!

- NABE -

MOBILIZATION AGAINST PROPOSITION 187

NABE Executive Board Resolution Regarding Proposition 187

Editor's Note: This resolution was adopted by the NABE Executive Board at its November Board Meeting in Phoenix, Arizona.

The National Association for Bilingual Education condemns the passage of California Proposition 187. If implemented, Proposition 187 would deny undocumented immigrants in California the benefits of state-supported education and health care. Education and health care are basic human services, and the United States Supreme Court has ruled that education cannot be constitutionally withheld on the basis of immigration status. If implemented, Proposition 187 would also require all California state employees to report to the Federal Immigration and Naturalization Service anyone they suspect of being an undocumented immigrant.

Proposition 187 poses grave risks to the residents of California. If implemented, the enactment would: deny families living in California the most basic and essential human services; create conditions in public health, safety and education which threaten the well-being of all Californians; create an enormous and costly new state bureaucracy to manage the active involvement of state employees in the federal function of immigration enforcement; foster suspicion and ethnic discrimination in California schools and communities; expose American citizens and legal residents to harassment on the basis of their appearance or language; and jeopardize billions of dollars of federal aid to the state which must be withheld under federal education and civil rights laws.

We, the Executive Board of Directors of the National Association for Bilingual Education, do hereby resolve to mount a national mobilization of the Association's members in response to the enactment of California Proposition 187. The mobilization will have four objectives. First, to legally overturn California Proposition 187 and to thwart any attempted implementation. Second, to prevent similar enactments elsewhere in America. Third, to protect, defend, and fulfill the rights of students and families in California and the rest of the nation. Fourth, to empower new American families through education, legalization, naturalization, and voter registration programs. The national mobilization will be an integral priority component of the Association's conferences, publications, and affiliate agendas and will be carried out in collaboration with other organizations which oppose Proposition 187 and are committed to providing essential human services to all families in America.

• NABE •

MOBILIZATION AGAINST PROPOSITION 187

Proposition 187: Status Update

Economic Fallout: Boycotts Hurt Disney, Chevron, Others

By Jonathan J. Higuera

Spurred by California voters' passage of Proposition 187, several efforts have been launched to stem the spread of similar measures. Here's a scorecard on some of those actions:

On December 3-4, 40 representatives of immigrant rights groups from 11states met in Tucson, Arizona, and launched a national boycott of Disney and Chevron for contributing to Governor Wilson's campaign.

"We decided on two companies that supported Pete Wilson because his demagoguery in the last year and a half created the political climate for 187," Maria Jiménez of the American Friends Service Committee told *Weekly Report*.

Disney and Chevron officials responded that while they providedfinancial support to Governor Wilson's campaign, they took no position on 187.

On December 11, a rally was held in Dallas to spotlight ramifications of Proposition 187-like measures. Organizers expected 10,000 participants and sent invitations tospeak to Catholic Archbishop Patrick Flores, former League of United Latin American Citizens president Rubén Bonilla, current LULAC national president Belén Robles and others from black and Jewish communities.

Texas state LULAC approved a resolution to ask national LULAC to cancel a committee meeting scheduled for February in Los Angeles and to seek an alternative site for its 1997 national convention, scheduled for California.

The Mexican American Democrats of Texas and José Angel Gutiérrez, founder of the La Raza Unida Party in Texas, have endorsed boycotts of California products and tourism.

The National Lesbian and Gay Journalists Association voted November 28 to move its 1995 national convention out of Beverly Hills.

The unanimous decision by NLGJA's board of directors was described as "an act of solidarity with the National Association of Hispanic Journalists," which has decided not to consider California cities as convention sites until the measure is repealed.

Los Amigos of Orange County, a Latino advocacy group, has called for a "non-participation day" by opponents of Proposition 187. On December 12 they are asking supporters to stay home and refrain from making any purchases as a "voluntary act of conscience."

"We're calling it the 187 flu," Los Amigos chairman Amin David told *Weekly Report*. "This could set the tone for something broader in May."

The American Medical Association condemned Proposition 187 on December 7 and voted to oppose any federal requirements that doctors determine legal status of patients before treating them.

On November 18, about 300 Dallas high school students walked out of classes to hold a demonstration at City Hall, vowing to fight any attempt to restrict undocumented immigrant rights in Texas.

Texas Senate leaders agree with Governor-elect George Bush that the state should not deny public education to children of undocumented immigrants. But several Hispanic legislators said they are concerned about legislation that would create opportunities for voter referendums. A bill has already been introduced on that issue and will be decided on by next spring.

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Court Actions: Preliminary Injunction Issued; Trial Should Be Set For Spring 1995

On December 12, 1994, Federal Judge Mariana Pfaelzer, issued a preliminary injunction against implementing most of the provisions of Proposition 187. The Judge enjoined implementation of those sections prohibiting medical and social services and requiring that workers in these areas as well as educators report suspected or actual undocumented persons. She allowed to stand the section imposing penalties on the manufacture and use of false documentation for citizenship. The court indicated a trial date to explore the merits of the complaint should be set for Spring 1995. She especially expressed concern over the constitutionality of the proposition and the poorly worded nature of various sections, making possible enforcement difficult.

In a second case brought against the proposition, a San Francisco judge will hear arguments on February 8, 1995, on the educational sections of the ballot measure. Amid many reports of racial, national origin, and language based discrimination against "illegal alien" looking persons (especially Latinos and Asians) by self-appointed citizen law enforcers, some school districts and others, consumer boycotts, demonstrations and conferences have been organized to respond to the law.

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MOBILIZATION AGAINST PROPOSITION 187

Undocumented Families in the United States

by David Mirich, Denver Public Schools, CO

Los "López" are a family of Mexican nationals who I have come to know quite well over the past two years. "Maria" was one of my outstanding students in an American government class when she was a freshman at my high school. Her parents would bring along their two precious, smaller girls with them to every single parent activity. Trust was established between us, and "José," the father, began to reveal to me some of their secrets. The López family it turns out, were undocumented immigrants. I was to learn about the plight of families such as this one in carving out an existence in their newly adopted country. The experience of knowing them has forever changed the way I view the issue of immigration.

This family of honorable and hard-working immigrants came to this land for the same reason as those of my own grandparents and all other immigrants -- to provide a better future for their children. Only the most desperate and marginalized citizens of Mexico (in this case) are willing to risk the dangers and suffer the indignities of living illegally in this country. From the moment they left their native land, they have been the prey of human predators who take advantage of these hapless people. Oftentimes, undocumented immigrants hand over a high fee to the "coyote" (those who smuggle people across the border). On arrival, they will be forced to pay obscene rents (in cash) for dilapidated, infested apartments in crime-hidden areas. Undocumented families such as María's will continuously pay the cost of "opportunity".

After a time José was able to find a job at a car repair shop known for its employment of undocumented mechanics. The pay was near the minimum wage for this experienced journeyman. A day at home sick would result in José's being docked for a day and half pay. The first week's pay was withheld, but never paid back to any of the undocumented workers upon leaving the shop's employ. Taxes were withheld but not forwarded to the government. The undocumented mechanics suffered much verbal abuse from the owner and his son.

The threat of being fired or reported to immigration authorities was a stick the owner used to keep the workers compliant. Conditions at this modern day sweat-shop were intolerable for José and the other undocumented workers, but their options were limited as they all had families to support. These men fully recognized the difficulty of finding a new job -- let alone one that offered better pay or working conditions.

Last year, the family experienced an ordeal that transformed my thoughts and actions toward the plight of the undocumented. José was apprehended by the police, along with a group of other undocumented workers. Immigration violations are invariably reported by someone with something to gain -- possibly the owner of the José's shop. The shop owner would not have to pay the last two weeks wages, and there is little likelihood that he would be fined by immigration authorities.

José recounted the episode as follows: the police officers, along with officers of the Immigration and Naturalization Service, proceeded to savagely beat the workers in an attack that was completely unprovoked. I have no reason to doubt José's words as he has proven himself over time to be an honest man. He tells of the sadistic nature of the beating -- the laughter and cruelty of the officers involved. The group of workers were then deported by bus in chains and unceremoniously dumped in Juárez, Mexico.

Weary, hungry and penniless, José and the others scattered. Finding himself in a strange city where so many others are scrambling for any small thing to eat, José experienced a profound feeling of hopelessness and fear. Of course, he knew that he must get back to his family in Denver as soon as possible. Foregoing food for the three days it took, José again crossed the border clandestinely and headed for Colorado. This story is a classic example of the ridiculousness of the immigration policy of deportation of undocumented workers to Mexico. These people are determined to stay in their adoptive homes, especially if they have left family behind. With two thousand miles of border along the Mexican frontier in which to find an opening, these deportees will be back, usually within days.

I have often thought of the terror that his wife and three small children must have experienced during José's disappearance. Being fairly new to Denver, "Claudia" the mother, had nowhere to turn for help. Certainly not to the authorities who inspire deep fear and mistrust in the community of undocumented workers. Claudia obviously felt deeply afraid and powerless during this time. How was she to find money for food during those three days? Was José reported by someone who would come during this absence to pillage and terrorize his family? Should Claudia keep the girls home from school, as to not separate the family in case "La Migra" (Immigration) came for them?

Luckily, José found his family safe upon his return. But this experience changed forever the way in which they would view this country and how they would conduct their lives. They became more invisible that ever in their lives. Undocumented workers and their families cannot afford to attract attention. This fact--coupled with the common decency they bring from their native land, make them some of the law-abiding of immigrants. It also makes them easy prey for criminals, as they will almost never report crimes committed against them. Because of these actions, the children of this community are very well behaved in school and a pleasure to have in class. The sad part is, because of their fear of officials and institutions, undocumented parents often avoid involvement in the schools their children attend. And

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MOBILIZATION AGAINST PROPOSITION 187

UNDOCUMENTED IMMIGRANTS

FROM PAGE 21

contrary to popular myth, they do not often appear at clinics or take advantage of any other social services available to them.

Upon his return to Denver, José went underground with his work -- fixing the cars of neighbors, friends, and family. Claudia was able to find some small, but regular, cleaning jobs in the neighborhood. One day, a car that José was working on fell on his chest. The ambulance ride and X-rays cost $1,500.00 for which José is paying monthly payments. During this time, the family depended on various people they knew who translated and advocated for them in their dealings with the hospital and with the schools. The family found a brief respite from the abject poverty which drove them here, but remain enveloped in a cocoon of fear: fear of deportation, fear of the human predators that feed on the powerless immigrant community. But above all, fear for the futures of their children.

Without legal status, José and Claudia's three girls will be caught up in the most heart-wrenching dilemma in our society. These children will have spent all but their infancy living in the U.S. These girls will become indistinguishable in every aspect from other American children. From their fluent English to their love of this country, these children will have become "Americans." But living as "illegals" will profoundly influence the development of their personalities. As they grow older, they will be constantly looking over their shoulder and will live in fear of being discovered by the authorities. Knowing that you are somehow different than others creates a sense of resignation and an acceptance of your second-class status. This mind-set has the power to doom such children to a life of underachievement and despair.

The oldest daughter, María, is a straight "A" high school student. But like so many others who lack legal residency, she will be ineligible to receive government loans or grants for higher education. I have known countless students like María who are doomed to a lifetime of washing dishes or cleaning offices. For these incredibly talented (and bilingual) people, people for whom the United States is their only home, life will become a prison built of capricious punishment and random bad luck. The talent and potential contributions to our society of these children is wasted. Undocumented workers fulfill our country's demand for cheap labor. Tragically, they receive none of the protections or benefits a civilized nation normally affords its workers.

This family, as is the case of most undocumented families in the United States, are considered "economic refugees" and are therefore ineligible for legal refugee in our country. This condition is somehow different than that of the "political" refugees, such as those from former communist countries who were automatically granted legal status by our government. To me, the conditions and circumstances leading to the "economic" and "political" designations are indistinguishable. This is especially true in light of our country's long history of economic and political interference in Mexico and the countries of Latin America. The United States has been complicit in creating and preserving the conditions responsible for the economic plight of the underclass who migrate to the North.

We all enjoy the low prices of goods and services that these "invisible" workers provides for us. If there were no employment opportunities awaiting them, undocumented workers would not come to the U.S. We tolerate their presence out of economic necessity, but we also use them as scapegoats for many of our nation's ills.

What will we as a society do about the undocumented workers in our midst? Should we treat them humanely and help them to become productive, contributing Americans -- as is their desire? Should we educate their children so that they can become successful in their adopted land? Should we continue to periodically open up another window of amnesty, legitimizing those who have toiled for many years in this country as decent and productive members of society? And in the meantime, should we begin to repair the political and economic damage we have caused with our involvement and meddling in their countries so that other families are not forced to flee their homelands?

I would advocate all of the above actions. It would be a beginning at least, in trying to help alleviate the demeaning and intolerable treatment by our society of this group of human beings. The taxpayers of this country need to realize that these immigrants pay taxes every time they purchase goods or services, yet receive few government services. The taxes withheld from their paychecks, if forwarded to the government at all, will never benefit these people directly; there is no retirement for undocumented workers. The property taxes that support the local public schools are paid from the rent payments they make to their landlords. Contrary to the pronouncements of politicians such as California's governor Pete Wilson, most studies show that undocumented workers pay into the system far more than they consume in benefits.

Part of the reason of my affinity for this group of people derives from the similar treatment my grandparents experienced after their arrival here from their native Yugoslavia. My grandfather was permitted to enter the country, however my grandmother was deported three separate times back to Europe, by ship, before her perseverance finally paid off. During this time, my grandfather was working in the nation's last non-unionized coalfields, here in Colorado. The conditions in the mines during those time were intolerable. The six 12-hour days each week, and payment in company script, led to a bloody strike by the immigrant miners remembered as the infamous "Ludlow Massacre". My grandfather spent two years in prison for his participation in the strike and was forced to leave the state permanently. He lived out his last years battling black-lung disease from the coal dust of the mines. But the cause of these immigrant miners eventually won out. My hope is that the plight of the undocumented workers in America will also, eventually, win out.

« NABE »

MOBILIZATION AGAINST PROPOSITION 187

NAHJ Takes on Proposition 187

By Zita Arocha

The National Association of Hispanic Journalists board of directors recently made a courageous decision to boycott the state of California until Proposition 187 is repealed. We have dropped San Diego from the list of cities under consideration for our 1998 convention.

We knew we would take some flak from the media executives and some journalists, including a few of our own members, for taking a stand on a political issue. Some have even suggested that Hispanic journalists who have a public position on Proposition 187 should voluntarily disqualify themselves from covering stories dealing with immigration.

As Latino journalists, we could not have done otherwise.

The divisive, anti-immigration legislation has implications far beyond denying education and social services to illegal immigrants. It directly affects all Latinos, including journalists, by casting suspicion on our right to be in the United States.

Will Hispanic Reporters be Intimidated?

Most of our members are bilingual and have Spanish surnames. Some speak with an accent. Some work for Spanish-language media; some work for English-language media.

When they now go out to cover a news event in California, will their legal status be raised as an issue by uncooperative sources? Will public officials who are criticized or pressured by Hispanic communities seek to intimidate Hispanic journalists by questioning their right to cover the story?

The growing anti-immigrant sentiment across the country reminds me of the '50s hunt for Reds, with a twist. Instead of communism, the litmus test is legal status.

As one Latino journalist, a reporter at the *Los Angeles Times*, told me: "We are Latinos first and journalists second. I can change my name, but I can't change the color of my skin."

This is not the first time we have taken a tough stand on a civil rights issue. Two years ago, NAHJ pulled its convention out of Denver because of a Colorado anti-gay legislative measure that has since been repealed -- a move that cost the association $50,000 in cancelled hotel contracts. Given that our group includes gay and lesbian members, NAHJ decided in that case to take a stand against legislation that curtailed civil rights.

Gay Journalists back NAHJ Action

Now, in an act of solidarity with NAHJ, the National Lesbian and Gay Journalists Association has pulled out of Beverly Hills, California, the slated site for their 1995 convention.

Reacting to a letter from more than 60 Los Angeles Times staff members, one-third of them Hispanic, criticizing the newspaper's decision to endorse Governor Pete Wilson despite his ardent support for Proposition 187, an editor at the paper suggested that all those who signed "should be disqualified from covering these races or immigration."

Following that logic, women reporters should be disqualified from writing about women's issues, and reporters who are Democrats from covering the Democratic National Convention.

In the best of all worlds, a journalist is a journalist, and objectivity is an attainable goal. But we do not live in a utopia. We had to take a stand against an unfair law that would curtail our rights as Latinos, and threaten our ability to do our jobs as journalists.

Zita Arocha is the Executive Director of NAHJ.

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• NABE •

Boise State University

ANNOUNCEMENT OF POSITION VACANCY
Assistant Professor of Bilingual Education
(Tenure track)

Position Description. Teach undergraduate and graduate classes in: foundations of bilingual education/ESL, second language acquisition, applied linguistics in teaching ESL, literacy in the bilingual classroom, mathematics and science for children learning English, and Spanish. Advise students and serve on graduate student committees. Engage in scholarly and professional service activities.

Qualifications Required. Doctorate in Bilingual Education/ESL with expertise in four or more of the areas listed above. Will consider candadites with ABD. Evidence of teaching experience in the elementary and/or secondary school levels. English and Spanish language proficiency. Evidence of Scholarly activity.

Qualifications Preferred. Evidence of teaching mathematics and/or science to children learning English. Experience teaching at the university level.

Salary. Commensurate with qualifications and experience.

Beginning Date. August, 1995

To Apply. Send (a) letter of application, (b) curriculum vita, (c) graduate and undergraduate transcripts, (d) statement of educational philosophy, (e) written narration summarizing your professional development in the last 5 years (conferences attended, workshops and/or papers presented, publications, professional books read, etc.) (f) three letters of recommendation to **Dr. Curtis Hayes, Chair, EESS, Boise State University, Boise, ID 84725. For more information, call Dr. Curt Hayes at (208) 385-3602 or TTY (208) 385-1436.**

Closing Date. Screening begins February 15. Applications will be accepted until position is filled.

The University seeks applications and nominations of women, persons of color and members of underrepresented groups.

104th Congress Committee Rosters --Language-Minority Education-related Committees

To facilitate communication between NABE members and Members of Congress who are responsible for policies and programs impacting language-minority students and their families, the following Committee rosters for the 104th Congress are presented. Save them for future reference and use.

Senate Committees

In Order by Seniority Within Party

Address letters to Members of the Senate as follows:
Honorable ______________________
United States Senate
Washington, DC 20510

Senate Committee on Appropriations

Republicans (15)
Mark Hatfield (OR), Chair
Ted Stevens (AK)
Thad Cochran (MS)
Arlen Specter (PA)
Pete Domenici (NM)
Phil Gramm (TX)
Kit Bond (MO)
Slade Gorton (WA)
Mitch McConnell (KY)
Connie Mack (FL)
Conrad Burns (MT)
Richard Shelby (AL)
Jim Jeffords (VT)
Judd Gregg (NH)
Robert Bennett (UT)

Democrats (13)
Robert Byrd (WV),
Ranking Minority Member
Daniel Inouye (HI)
Ernest Hollings (SC)
Bennett Johnston (LA)
Patrick Leahy (VT)
Dale Bumpers (AR)
Frank Lautenberg (NJ)
Tom Harkin (IA)
Barbara Mikulski (MD)
Harry Reid (NV)
Bob Kerrey (NE)
Herb Kohl (WI)
Patty Murray (WA)

Senate Committee on the Budget

Republicans (12)
Pete Domenici (NM), Chair
Charles Grassley (IA)
Don Nickles (OK)
Phill Gramm (TX)
Kit Bond (MO)
Trent Lott (MS)
Hank Brown (CO)
Slade Gorton (WA)
Judd Gregg (NH)
Olympia Snowe (ME)
Spencer Abraham (MI)
Bill Frist (TN)

Democrats (10)
Jim Exon (NE),
Ranking Minority Member
Ernest Hollings (SC)
Bennett Johnston (LA)
Frank Lautenberg (NJ)
Paul Simon (IL)
Kent Conrad (ND)
Christopher Dodd (CT)
Paul Sarbanes (MD)
Barbara Boxer (CA)
Patty Murray (WA)

Senate Committee on Labor and Human Resources

Republicans (9)
Nancy Kassebaum (KS),
Chair
Jim Jeffords (VT)
Dan Coats (IN)
Judd Gregg (NH)
Bill Frist (TN)
Mike DeWine (OH)
John Ashcroft (MO)
Spencer Abraham (MI)
Slade Gorton (WA)

Democrats (7)
Ted Kennedy (MA),
Ranking Minority Member
Claiborne Pell (RI)
Christopher Dodd (CT)
Paul Simon (IL)
Tom Harkin (IA)
Barbara Mikulski (MD)
Paul Wellstone (MN)

Senate Committee on Indian Affairs

Republicans (9)
John McCain (AZ), Chair
Frank Murkowski (AK)
Slade Gorton (WA)
Pete Domenici (NM)
Nancy Kassebaum (KS)
Don Nicles (OK)
Orrin Hatch (UT)
Paul Coverdell (GA)
Craig Thomas (WY)

Democrats (8)
Daniel Inouye (HI),
Ranking Minority Member
Kent Conrad (ND)
Harry Reid (NV)
Paul Simon (IL)
Daniel Akaka (HI)
Paul Wellstone (MN)
Byron Dorgan (ND)
Ben Nighthorse Campbell (CO)

Senate Committee on Appropriations Subcommittee on Labor, HHS, Education, & Related Agencies

Republicans (8)
Arlen Specter (PA), Chair
Mark Hatfield (OR
Thad Cochran (MS)
Slade Gorton (WA)
Connie Mack (FL)
Kit Bond (MO)
Jim Jeffords (VT)
Judd Gregg (NH)

Democrats (7)
Tom Harkin (IA),
Ranking Minority Member
Robert Byrd (WV)
Ernest Hollings (SC)
Daniel Inouye (HI)
Dale Bumpers (AR)
Harry Reid (NV)
Herb Kohl (WI)

Members of the Senate Committee on Labor and Human Resources Subcommittee on Children and Families

Republicans (5)
Dan Coats (IN), Chair
Jim Jeffords (VT)
Mike DeWine (OH)
John Ashcroft (MO)
Spencer Abraham (MI)

Democrats (4)
Christopher Dodd (CT),
Ranking Minority Member
Claiborne Pell (RI)
Tom Harkin (IA)
Paul Wellstone (MN)

Senate Committee on Labor and Human Resources Subcommittee on Education, Arts, and Humanities

Republicans (9)
Jim Jeffords (VT), Chair
Nancy Kassebaum (KS)
Dan Coats (IN)
Judd Gregg (NH)
Bill Frist (TN)
Mike DeWine (OH)
John Ashcroft (MO)
Spencer Abraham (MI)
Slade Gorton (WA)

Democrats (7)
Claiborne Pell (RI), Ranking Minority Member
Ted Kennedy (MA)
Christopher Dodd (CT)
Paul Simon (IL)
Tom Harkin (IA)
Barbara Mikulski (MD)
Paul Wellstone (MN)

All Members of the Senate can be reached by telephone through the Senate switchboard at (202) 224-3121

House Committees

In Order by Seniority Within Party

Address letters to Members of the House as follows:
Honorable ______________________
United States House of Representatives
Washington, DC 20515

House Committee on Appropriations

Republicans (32)
Bob Livingston (LA), Chair
Joe McDade (PA)
John Myers (IN)
Bill Young (FL)
Ralph Regula (OH)
Jerry Lewis (CA)
John Porter (IL)
Harold Rogers (KY)
Joe Skeen (NM)
Frank Wolf (VA)
Tom DeLay (TX)
Jim Kolbe (AZ)
Barbara Vucanovich (NV)
Jim Lightfoot (IA)
Ron Packard (CA)
Sonny Callahan (AL)
James Walsh (NY)
Charles Taylor (NC)
David Hobson (OH)
Ernest Istook (OK)
Henry Bonilla (TX)
Joe Knollenberg (MI)
Dan Miller (FL)
Jay Dickey (AR)
Jack Kingston (GA)
Frank Riggs (CA)
Rodney Frelinghuysen (NJ)
Roger Wicker (MS)
Michael Forbes (NY)
George Nethercutt (WA)
Jim Bunn (OR)
Mark Neumann (WI)

Democrats (24)
David Obey (WI),
Ranking Minority Member
Sidney Yates (IL)
Louis Stokes (OH)
Tom Bevill (AL)
John Murtha (PA)
Charles Wilson (TX)
Norman Dicks (WA)
Martin Olav Sabo (MN)
Julian Dixon (CA)
Vic Fazio (CA)
Bill Hefner (NC)
Steny Hoyer (MD)
Richard Durbin (IL)
Ronald Coleman (TX)
Alan Mollohan (WV)
Jim Chapman (TX)
Marcy Kaptur (OH)
David Skaggs (CO)
Nancy Pelosi (CA)
Peter Visclosky (IN)
Thomas Foglietta (PA)
Esteban Torres (CA)
Nita Lowey (NY)
Ray Thorton (AR)

House Committe on the Budget

Republicans (24)
John Kasich (OH), Chair
David Hobson (OH)
Bob Walker (PA)
Jim Kolbe (AZ)
Christopher Shays (CT)
Wally Herger (CA)
Jim Bunning (KY)
Lamar Smith (TX)
Wayne Allard (CO)
Dan Miller (FL)
Rick Lazio (NY)
Bob Franks (NJ)
Nick Smith (MI)
Bob Inglis (SC)
Martin Hoke (OH)
Susan Molinari (NY)
Jim Nussle (IA)
Peter Hoekstra (MI)
Steve Largent (OK)
Sue Myrick (NC)
Sam Brownback (KS)
John Shadegg (AZ)
George Radanovich (CA)
Charles Bass (NH)

Democrats (18)
Martin Olav Sabo (MN),
Ranking Minority Member
Charles Stenholm (TX)
Louise Slaughter (NY)
Mike Parker (MS)
Bill Coyne (PA)
Alan Mollohan (WV)
Jerry Costello (IL)
Harry Johnston (FL)
Patsy Mink (HI)
Bill Orton (UT)
Earl Pomeroy (ND)
Glen Bowder (AL)
Lynn Woolsey (CA)
John Oliver (MA)
Lucille Roybal-Allard (CA)
Carrie Meek (FL)
Lynn Rivers (MI)
Lloyd Doggett (TX)

House Committee on Economic and Educational Opportunity

Republicans (24)
Bill Goodling (PA), Chair
Tom Petri (WI)
Marge Roukema (NJ)
Steve Gunderson (WI)
Harris Fawell (IL)
Cass Ballenger (NC)
Bill Barrett (NE)
Duke Cunningham (CA)
Peter Hoekstra (MI)
Buck McKeon (CA)
Mike Castle (DE)
Jim Talent (MO)
Lindsey Graham (SC)
Dave Weldon (FL)
David Funderburk (NC)
Mark Souder (IN)
David McIntosh (IN)
Frank Riggs (CA)
Jan Meyers (KS)
Jim Greenwood (PA)
Sam Johnson (TX)
Joe Knollenberg (MI)
Tim Hutchinson (AR)
Charlie Norwood (GA)

Democrats (19)
William Clay (MO),
Ranking Minority Member
George Miller (CA)
Dale Kildee (MI)
Pat Williams (MT)
Matthew Martinez (CA)
Major Owens (NY)
Thomas Sawyer (OH)
Donald Payne (NJ)
Patsy Mink (HI)
Robert Andrews (NJ)
Jack Reed (RI)
Tim Roemer (IN)
Eliot Engel (NY)
Xavier Becerra (CA)
Robert Scott (VA)
Gene Green (TX)
Lynn Woolsey (CA)
Carlos Romero-Barceló (PR)
Mel Reynolds (IL)

House Committee on Appropriations Subcommittee on Labor, HHS, Education, & Related Agencies

Republicans (8)
John Porter (IL), Chair
Bill Young (FL)
Henry Bonilla (TX)
Ernest Istook (OK)
Dan Miller (FL)
Jay Dickey (AR)
Frank Riggs (CA)
Roger Wicker (MS)

Democrats (5)
David Obey (WI),
Ranking Minority Member
Louis Stokes (OH)
Steny Hoyer (MD)
Nancy Pelosi (CA)
Nita Lowey (NY)

House Committee on Economic and Educational Opportunity Subcommittee on Postsecondary Education, Training and Life-Long Learning

Republicans (9)
Buck McKeon (CA), Chair
Steve Gunderson (WI)
David McIntosh (IN)
Bill Goodling (PA)
Tom Petri (WI)
Marge Roukema (NJ)
Frank Riggs (CA)
David Funderburk (NC)
Mark Souder (IN)

Democrats (7)
Pat Williams (MT),
Ranking Minority Member
Robert Andrews (NJ)
Jack Reed (RI)
Tim Roemer (IN)
Xavier Becerra (CA)
Gene Green (TX)
Lynn Woolsey (CA)

House Committee on Economic and Educational Opportunity Subcommittee on Early Childhood, Youth and Families

Republicans (10)
Duke Cunningham (CA),
Chair
Bill Goodling (PA)
Steve Gunderson (WI)
Mike Castle (DE)
Sam Johnson (TX)
Jim Greenwood (PA)
Frank Riggs (CA)
Dave Weldon (FL)
Mark Souder (IN)
David McIntosh (IN)

Democrats (8)
Dale Kildee (MI),
Ranking Minority Member
George Miller (CA)
Pat Williams (MT)
Donald Payne (NJ)
Patsy Mink (HI)
Eliot Engel (NY)
Robert Scott (VA)
Carlos Romero-Barceló (PR)

All Members of the House can be reached by telephone through the House switchboard at (202) 224-3121

MOBILIZATION AGAINST PROPOSITION 187

To facilitate your participation on the Mobilization Against Proposition 187, the following directory of Organizations Providing Naturalization-Related Services and Advocacy is reprinted. The Directory, prepared by Gabriel Sandoval, is a publication of the National Immigration Forum, of which NABE is a member.

The Directory is a work in progress, and is not a complete nationwide directory. Additional organizations will be listed in subsequent issues of the *NABE NEWS*.

National Organizations

American Immigration Lawyers Association (AILA)
Jeanne Butterfield
1400 I Street, NW, Washington, D.C. 20005
(202) 371-9377 Fax: (202) 371-9449
Thirty-four AILA Chapters nationwide.
Services Provided: AILA has monitored the processing times for naturalization applications in each INS District Office. It plans to support advocacy efforts conducted at the national level, such as supporting the passage of legislation to make the naturalization process more accessible for those seeking to naturalize. AILA also hopes to work in collaboration with other groups in developing a national campaign to promote U.S. citizenship acquisition.
Materials Produced: Periodic reports evaluating performance of INS District Offices.

Hebrew Immigrant Aid Society (HIAS)
Rachel Zelon
333 Seventh Avenue, New York, NY 10001
(212) 613-1405 Fax: (212) 967-4383
Office in Washington, D.C., and approximately 200 affiliated Jewish Family Services.
Services Provided: HIAS has made citizenship a strong focus of its work over the past year and a half. HIAS has recently begun to administer the Educational Testing Service's citizenship examination. It has produced materials for social service professionals to help them understand the immigration problems of their clients, and to help them get proper help for their clients. HIAS will be stepping up its involvement with naturalization. The organization is affiliated with approximately 200 Jewish Family Services throughout the country, and in the coming year will be working with these agencies to promote U.S. citizenship. HIAS will provide training and technical assistance to service providers who have clients seeking to naturalize. HIAS also actively engages in promoting U.S. citizenship acquisition through PSAs in the ethnic media—radio, television, periodicals.
Materials Produced: HIAS is developing a binder on naturalization especially targeted to the social service providers. Among other things, the binder will include information on eligibility requirements for naturalization, U.S. citizenship texts, and U.S. history and civics questions.
Fees: Services and materials are free.

Hermandad Mexicana Nacional (HMN)
Bert Corona
11559 Sherman Way, North Hollywood, CA 91605
(818) 764-9965 Fax: (818) 764-3426
Ten offices throughout California: North Hollywood (2), Los Angeles, Santa Ana, National City, Perris, Anaheim, Ontario, San Jose, and Santa Maria. Additional offices in Chicago, IL, New York, NY, and Washington, D.C.
Services Provided: With over 15,000 member-families, the Hermandad Mexicana Nacional is the nation's largest Hispanic immigrant organization. The Hermandad advocates in support of legislative measures relating to naturalization and other initiatives which have as their goal the full socioeconomic, educational, and political integration of immigrants into American society. The Hermandad's Legal Centers provide a whole array of U.S. citizenship-related services to thousands of immigrants annually. They include but are not limited to: English and Civics education; N-400 citizenship application assistance; legal services and education; and general advocacy on behalf of Hispanic immigrants. The Hermandad also actively engages in promoting U.S. citizenship acquisition through use of PSAs in the ethnic media—television, radio, periodicals.
Materials Produced: *A Portrait of the Nation's Latino Newcomers* — This policy report provides information about the Nation's Latino population, including: labor force participation; family values; education and language; health habits; and citizenship aspirations.
Fees: Nominal fee for all services; report is available for $3.00 from Hermandad's office at: 1624 West 18th Street, Chicago, Illinois 60608.

International Ladies' Garment Workers Union, Immigration Project (ILGWU)
Wendy Schimmelman
275 Seventh Avenue, 8th Floor, New York, NY 10001
(212) 627-0600 Fax: (212) 929-2482
Current Immigration Project programs in New York, NY, Chicago, IL and Los Angeles, CA.
Services Provided: As part of its Immigration Project, the ILGWU provides N-400 naturalization assistance, including submitting the completed form to the INS. The ILGWU offers citizenship classes, legal assistance for those members with complex naturalization applications, and recruits IRCA-legalized members who are now eligible for citizenship. It also actively engages in promoting U.S. citizenship acquisition through use of PSAs.
Materials Produced: Naturalization Packet — The packet includes: information sheets on eligibility requirements and procedures for naturalizing; a list of documents that are needed before an N-400 application can be submitted to the INS; a copy of an N-400 application form; a copy of the "INS List of Citizenship Questions," and a copy of the "Oath of Allegiance to the United States;" 2) letter recruiting eligible ILGWU members to become U.S. citizens *(Available in English, Spanish, and Chinese)*.
Fees: All services are provided free of charge.

CONTINUED ON PAGE 27

MOBILIZATION AGAINST PROPOSITION 187

Immigration & Refugee Services of America (IRSA)
David King
1717 Massachusetts Avenue, N.W., Suite 701, Washington, D.C. 20005
(202)347-3507 Fax: (202)347-3418

Services Provided: IRSA has recently launched a network-wide, coordinated naturalization campaign. Comprised of the various Travelers Aid organizations, International Institutes, and Nationalities Service Centers that exist nationwide, IRSA's network provides a whole array of citizenship-related services, including but not limited to: N-400 application assistance; legal/accredited assistance and representation; citizenship outreach and promotion; and ESL/Civics classes. As part of its Citizenship Services Campaign, IRSA is planning to assist/coordinate efforts to expand the capacity of its affiliates so that they may become more vertically integrated to host an array of citizenship services. IRSA also advocates for legislative initiatives, like those promoting naturalization, that fully integrate immigrants into American society.

Materials Produced: *How to Become a United States Citizen* — Especially targeted for those seeking U.S. citizenship, it includes, among other things, the requirements and procedures for naturalizing.

Fees: Nominal fee is charged for services provided by IRSA affiliates.

Lutheran Immigration and Refugee Service (LIRS)
John Whitfield
390 Park Avenue South, New York, NY 10016
(212) 532-6350 Fax: (212) 683-1329
Fourteen active immigration programs nationwide.

Services Provided: LIRS has immigration programs nationwide. In 1994, the national Office will begin to focus more on naturalization by first making sure their affiliates are thoroughly knowledgeable about naturalization and by making sure that, for a given area, their affiliates can work effectively with INS to naturalize eligible immigrants without simply adding to the backlog. Once the logistics are worked out, an outreach effort will be launched.

National Association of Latino Elected and Appointed Officials (NALEO)
Rosalind Gold
3409 Garnet Street, Los Angeles, CA 90023
(213) 262-8503 Fax: (213) 262-9823
Offices in Chicago, IL; Houston, TX; Los Angeles, CA; New York, NY; and Washington, D.C.

Services Provided: Over the years, NALEO has consistently promoted U.S. citizenship outreach and provided citizenship-related services. Each office regularly conducts naturalization workshops whereby those eligible for citizenship are assisted in filling out their naturalization applications. This assistance includes filling out the form, the taking of required photographs and fingerprints, and submitting the completed form to the INS. NALEO holds several of these naturalization workshops a year and often works in collaboration with other ethnic organizations. NALEO also provides training workshops for community-based organizations interested in replicating NALEO's workshop model in their own community. It disseminates U.S. citizenship-related information through two hotlines, 1-800-34-NALEO (CA only) and 1-800-44-NALEO. It also places PSAs promoting the benefits of U.S. citizenship in the ethnic media — radio, television, periodicals. In addition, NALEO has produced various materials on naturalization.

Materials Produced: 1) *Organizing a US. Citizenship Workshop in Your Community* — A step by step approach on how to conduct naturalization workshops with community-based organizations; 2) *Rejection of US. Citizenship Applicants: One Out of Four Applicants Bureaucratically Rejected Annually* — Addresses citizenship applications that are denied by the INS; 3) *Bibliography of Legalization and Citizenship Materials* — Includes more than 100 entries on textbooks, guides, etc., on citizenship and legalization; 4) *The National Latino Immigrant Survey* — The first of its kind, this national study addresses popular beliefs held about the attitudes and experiences of the Latino immigrant population; *5) Legalization's Second Step: The Availability of English/Civics Classes in the Chicago, Houston, Miami and New York Metropolitan Area*— Examines the capacity of service providers in each of the metropolitan areas to provide English/Civics courses to residents seeking legalization.

Fees: $25.00 per N-400 application assistance; $25.00 (plus $5 shipping and handling) for naturalization workshop model; $5.00/copy for study on rejection of U.S. citizenship applicants; $10.00/copy for bibliography of naturalization/legalization; $15.00/copy for the Latino immigrant survey; and $5.00/copy for report on the availability of English/Civics classes.

National Council of La Raza (NCLR)
Cecilia Muñoz
810 First Street NE, Suite 300
Washington, D.C. 20002
(202)289-1380 Fax:(202)289-8173
Over one hundred affiliates nationwide.

Services Provided: NCLR has recently added staff capacity to work, in part, on naturalization issues. NCLR also works in a collaborative effort with other national and local organizations in promoting initiatives to increase the priority of naturalization, and in supporting other measures that further the Latino American society.

Materials Produced: *Unlocking the Golden Door: Hispanics and the Citizenship Process* -- This policy report includes: factors influencing an Hispanic's decision to naturalize, the citizenship process, innovative citizenship initiatives, and recommendations for streamlining the naturalization process.

Fees: $10 per copy of the policy report.

U.S. Catholic Conference (USCC)
Don Kerwin
3211 Fourth Street, NE, Washington, D.C. 20017
(202) 541-3359 Fax: (202) 541-3055
Sixty-six affiliated offices nationwide (forty-five formally affiliated) with Board of Immigration Appeals (BIA) accreditation.

Services Provided: The USCC has stepped up its involvement with naturalization. Nationally, it will support advocacy efforts to increase resources to help people naturalize and to streamline the naturalization process. Locally, USCC's El Paso CLINIC has been extremely successful in promoting U.S. citizenship acquisition by: actively engaging in U.S. citizenship outreach and promotion through PSAs; working with the school board to provide adequate English and Civics classes; collaborating with the INS to streamline the U.S. citizenship application process; and conducting follow up voter registration.

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Regional Organizations

Southern California

Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA)
Susan Alva
1521 Wilshire Boulevard, Los Angeles, CA 90017
(213) 353-1333 Fax: (213) 353-1344
Services Provided: A coalition of community-based organizations and other entities advocating on behalf of immigrants. CHIRLA is a member of the U.S. Citizenship Action Network. CHIRLA also coordinates and provides technical assistance to small ethnic, religious, and other community-based organizations that provide or are interested in providing citizenship-related services.

Hermandad Mexicana Nacional (HMN)
Juanita Flores
11559 Sherman Way,
North Hollywood, CA 91605
(818) 503-6308 Fax: (818) 764-3426
Services Provided: HMN provides N-400 application assistance, including taking of required photographs and fingerprints. It provides ESL and Civics classes, serves as a site for the ETS citizenship examination, and actively engages in PSAs promoting U.S. citizenship acquisition. It also offers orientation sessions focused on the citizenship process. Legal assistance is available for applicants with complex naturalization cases.
Materials Produced: *HMN, Hermandad Mexicana Nacional Y Ciudadania* — A brochure outlining HMN's citizenship project, including the benefits and requirements of naturalizing; Please see listing for Hermandad Mexicana Nacional-National for other publications on naturalization.
Fees: $52.00 per N-400 application assistance; $20.00 donation requested for ESL classes; $50.00 for Civics classes.

Immigrants Mobilized to Participate in American Citizenship Training (IMPACT), Asian Pacific American Legal Center of Southern California
Carolyn La
1010 South Flower St.eet, Suite 404, Los Angeles, CA 90015
(213) 748-2022 Fax: (213) 748-0679
Services Provided: IMPACT provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also holds interview training sessions to familiarize applicants with the INS interviewing process required for naturalization and actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: 1) *Citizenship Exam: The Personal Interview* — The video is a joint project of the Monterey Park Library Foundation, the John Casperson Culture and Education Foundation, and APALC. It includes: a reenactment of a typical INS interview; advice from INS attorney Michael Eng for a successful citizenship interview; and practice questions for the INS citizenship interview; 2) U.S. history and government practice questions for the INS citizenship/ interview/examination (Available in English and Korean); 3) *Pamphlet on How To Become a Citizen*; 4) U.S. citizenship orientation folder tailored for volunteers interested in providing N-400 application assistance.
Fees: $25.00 per N-400 application assistance; $10.00 per naturalization video; the cost for other materials has yet to be determined.

National Association of Latino Elected and Appointed Officials (NALEO)
Rosalind Gold
3409 Garnet Street, Los Angeles, CA 90023
(213) 262-8503 Fax: (213) 262-9823
Services Provided: NALEO offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also holds informational presentations on naturalization and actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: 1) Informational brochures and flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing (Available in English and Spanish); Please see listing for NALEO-National for other publications on naturalization.
Fees: $25.00 for N-400 application assistance.

One Stop Immigration & Education Center, Inc.
Marta Sánchez-Jacques
3600 Whittier Boulevard, Los Angeles, CA 90023
(213)268-8472 Fax: (213) 268-2231
Services Provided: One Stop provides N-400 application assistance, including taking of required photographs and fingerprints and submitting the completed form to the INS for processing. It also offer Citizenship, ESL for Citizenship, and Literacy for Citizenship classes, and serves as a site for the ETS citizenship examination. One Stop provides legal assistance to immigrants with complex citizen cases, and actively engages in community outreach through use of a mobile unit and PSAS.
Materials Produced: Flyer describing One Stop's citizenship/naturalization program (Available in English and Spanish).
Fees: $30.00 per N-400 application assistance, including citizenship classes.

U.S. Citizenship Action Network (USCAN)
Saeed Ali
Post Office Box 862241, Los Angeles, CA 90086-862241
(310) 390-0959 Fax: (310) 390-0959
Services Provided: Comprised of U.S. citizenship service providers, elected officials, civic and community-based organizations, and other entities that promote U.S. citizenship acquisition, the Network's goals are to assist at least 250,000 immigrants annually in becoming U.S. citizens as well as fully-integrated, active participants in their respective communities.

Northern California

Asian Law Caucus
Vanessa Chien
468 Bush Street, 3rd Floor,
San Francisco, CA 94108
(415) 391-1655 Fax: (415) 391-0366
Services Provided: The Asian Law Caucus provides N-400 application assistance, including taking the required photographs and fingerprints. Holds community educa-

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tion presentations on citizenship that outline the benefits, procedures, and requirements of U.S. citizenship requisition. Provides assistance to immigrants with complex citizenship cases.
Materials Produced: Informational brochures and flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing (Available in English, Korean, Vietnamese, and Chinese); Please see listing for IMPACT of the Asian Pacific American Legal Center of So. California for materials on naturalization.
Fees: $15.00 per N-400 application assistance.

California Rural Legal Assistance Foundation, Immigration Project
Nancy Martínez
1111 Fulton Mall, #620, Fresno, CA 93721
(209) 237-3944 Fax: (209) 441-8443
Services Provided: A statewide not-for-profit education and advocacy organization, CRLA has launched a project to encourage naturalization by Latino and Asian newcomers in Califomia's Central Valley. The objective of the project includes: 1) training and technical assistance on naturalization procedures targeted to an estimated 25-40 grassroots service agencies; 2) citizenship-related public information and dissemination activities, building social service referral efforts; and 3) ongoing consumer education and monitoring activities. The CRLA Foundation is working in collaboration with CRLA Inc. agencies and the Immigrant Legal Resource Center in providing N-400 application assistance. It also actively promotes U.S. citizenship acquisition through use of PSAs and "Know the Naturalization Requirements" workshops held for potential naturalization applicants.
Materials Produced: Please see listing for Immigrant Legal Resource Center for publications on naturalization.

Catholic Charities of Santa Clara County
Richard Hobbs
2625 Zanker Road, Suite 274, San Jose, CA 95134
(408) 944-0691 Fax: (408) 944-0347
Services Provided: Catholic Charities of Santa Clara County provides N-400 application assistance, including taking the required fingerprints and submitting the completed form to the INS for processing. It also refers clients to other citizenship-related service providers throughout Santa Clara County.
Materials Produced: *Naturalization Fact Sheet* — Fact sheet includes requirements and procedures for becoming a U.S. citizen as well as some of the benefits of naturalizing.
Fees: $40.00 per N-400 application assistance.

Central American Refugee Center (CARECEN)
Alyssa Simpson
1245 Alabama Street, San Francisco, CA 94110
(415) 824-2330 Fax: (415) 824-2806
Services Provided: CARECEN provides N-400 application assistance, including submitting the completed form to the INS for processing. Plans to provide ESL classes tailored for the INS citizenship interview/examination.
Fees: $100 donation requested for N-400 application assistance; the fee for ESL classes has yet to be determined.

Centro Latino de San Francisco
Ursula Mendo
1656 15th Street, San Francisco, CA 94103
(415) 861-8758 Fax: (415) 861-4028
Services Provided: Centro Latino offers N-400 application assistance, Civics courses—one in English and one in Spanish—and ESL classes.
Fees: $25.00 donation requested per N-400 application assistance, including Civics course; ESL classes are provided free of charge.

Chinese For Affirmative Action
Henry Der
17 Walter Lum Place, San Francisco, CA 94108
(415) 274-6760 Fax: (415) 397-8770
Services Provided: Provides advocacy on pro-immigrant issues, including distribution of educational materials promoting U.S. citizenship acquisition.
Materials Produced: 1) *Citizenship Made Easy*— This book includes information on: a) the procedures and requirements for becoming a U.S. citizen; b) the benefits of becoming a U.S. citizen; c) useful expressions and questions for the INS interview; d) U.S. history, government, and geography practice questions (Bilingual, English and Cantonese); 2) *Citizenship Made Easy* — Audio tape is a recording of a mock INS citizenship interview. Tape highlights useful expressions and questions for the interview (Bilingual, English and Cantonese).
Fees: $8.17 for either the book or audio tape.

Coalition for Immigrant & Refugee Rights & Services (CIRRS)
Lina Avidan
995 Market Street, Suite 1108,
San Francisco, CA 94103
(415) 243-8215 Fax: (415) 243-8628
Services Provided: CIRRS, a coalition of 86 community-based organizations dedicated to improving the status of immigrants, is currently working on coordinating and implementing a comprehensive naturalization campaign in the San Francisco Bay area. It also operates an immigrant assistance hotline, (415) 554-2444 (Bilingual, English and Spanish), that serves, in part, as an informational clearinghouse for citizenship-related services offered throughout the six Bay-area counties.
Materials Produced: Informational brochure/flyer promoting U.S. citizenship acquisition and clarifying eligibility requirements and procedures for naturalizing.

Immigrant Legal Resource Center (ILRC)
Sylvia García/Eric Cohen
1663 Mission Street, Suite 602,
San Francisco, CA 94103
(312) 255-9499 Fax: (312) 255-9792
Services Provided: ILRC provides citizenship training sessions for educators, paralegals and other people/organizations interested in providing naturalization-related assistance in their respective communities; and works in collaboration with California Rural Legal Assistance in providing educational, informative workshops for those interested in becoming citizenship-related service providers in the Central Valley region of California. It offers citizenship training sessions to lay leaders so that they may in turn give presentations and disseminate information regarding U.S. citizenship acquisition. In conjunction with other entities interested in promoting naturalization, ILRC holds training sessions designed to

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highlight various approaches to assist clients who want to become U.S. citizens. It also actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: *Naturalization: A Guide for Practitioners and Other Community Advocates* — Among other things, the manual a) covers all the eligibility requirements for naturalization, b) takes the reader through the entire process of representing a naturalization applicant, and c) discusses what to do if a naturalization application is denied. The manual pays particular attention to the rules and practices in California and the 9th Circuit Courts; 2) *Naturalization and Citizenship Basics: Strategies, Requirements and Procedures*— This training video provides practical training by ILRC staff and others and gives a step-by-step approach to assisting clients through the naturalization process and introduces other means of acquiring citizenship. It includes a mock INS naturalization interview with a San Francisco naturalization examiner; 3) *Spanish Audio Tape on Immigration*— Recorded from a radio interview on immigration, this tape primarily focuses on family visas, but also addresses Family Unity, citizenship, and other issues.
Fees: $23.00, $32.00, or $70.00, for the naturalization manual (California Legal Services Trust fund programs, non-profit agencies; and private attorneys and others, respectively); $23.50 or $43.50 per video (non-profit agencies; private attorneys and others, respectively).

La Raza Centro Legal
Caroline Peters/Carla Santamaria
474 Valencia Street, Suite 295,
San Francisco, CA 94103
(415) 575-3500 Fax: (415) 255-7593
Services Provided: La Raza Centro Legal offers N-400 application assistance, including submitting the completed form to the INS for processing. It also uses PSAs to actively promote U.S. citizenship acquisition.
Materials Produced: Citizenship Questions (Preguntas de Ciudadanía).
Fees: Donation requested for N-400 application assistance.

Oakland Chinese Community Council
Andrew Leung/Rosemarie Fan
168 11th Street, Oakland, CA 94607
(510) 839-2022 Fax: (510) 839-2435
Services Provided: The Oakland Chinese Community Council offers N-400 application assistance. It also provides Civics and ESL classes on a regular basis.
Fees: $30.00 per N-400 application assistance; Civics and ESL classes are free of charge.

Spanish-Speaking Citizens Foundation
Nelly Reyes
1900 Fruitvale Avenue, Suite IB,
Oakland, CA 94601
(415) 753-0198 Fax: (510) 261-2968
Services Provided: The Spanish-Speaking Citizens Foundation provides N-400 application assistance, including submitting the completed form to INS for processing. It also provides several mock INS naturalization interviews for those who have applied for U.S. citizenship. It conducts orientation workshops that, among other things, highlight the advantages, rights, procedures, and requirements of U.S. citizenship acquisition; and serves as a informational clearinghouse for organizations that provide citizenship-related services in the Bay area. The Foundation also promotes U.S. citizenship acquisition through use of PSAs and community "orientation" workshops.
Materials Produced: 1) *Citizenship Orientation Packet* — Packet includes: N-400 application form, N-400 application form translated into Spanish; 2) *One Hundred U.S. Civics & History Questions* (Available in English and Spanish).
Fees: Sliding scale fee from $25.00-$50.00 per N-400 application assistance, including mock INS naturalization interview sessions; donation of $5.00 requested for Citizenship Orientation Packet.

District of Columbia

AYUDA
Anya Sykes
1736 Columbia Road, NW.
Washington, D.C. 20009
(202) 387-4848/0434 Fax: (202) 387-0324
Services Provided: Ayuda provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing.
Materials Produced: *AYUDA 's Guide to Naturalization (Guía para la naturalización)* — The manual includes: a) an explanation of naturalization, b) a referral list of organizations that offer ESL and Civics classes in the Washington, D.C., area; c) a list of ETS sites for the U.S. citizenship examination; d) copies of the required forms; and e) a list of text materials on U.S. citizenship.
Fees: $70.00 per N-400 application assistance; $20.00 per copy of the naturalization guide.

Central American Refugee Center (CARECEN)
Contact: Frank Howard/Israel Rivera
Address: 3112 Mt. Pleasant Street, N.W.,
Washington, D.C. 20010
Phone: (202) 328-9799 Fax: (202) 328-0023
Services Provided: CARECEN offers N-400 application assistance, including taking the required photographs and fingerprints.
Materials Produced: Informational brochures and flyers that promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing.
Fees: $50.00 per N-400 application assistance.

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Hogar Hispano
Julio Ortiz
915 South Wakefield Street,
Arlington, VA 22204
(703) 979-2641 Fax: (703) 979-6990
Services Provided: Hogar Hispano provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also offers ESL classes on four skill levels--from pre-literacy to advanced.
Fees: $50.00 per N-400 assistance; donation requested per ten-week ESL course; $15.00 for required ESL materials.

Indochinese Community Center
Vilay Chaleunrath
1628 16th Street, NW,
Washington, D.C. 20009
(202) 462-4330 Fax: (202) 462-2774
Services Provided: The Indochinese Community Center offers N-400 application assistance, including taking the required photographs and fingerprints. It also provides ESL classes and serves as a site for the ETS citizenship examination.
Fees: $15.00 per N-400 application assistance; three-month ESL course is free of charge.

Maryland Spanish Catholic Center
Sister Carmen Vamegas
1015 University Boulevard,
Silver Spring, MD 20901
(301) 431-3773 Fax: (301) 431-0886
Services Provided: The Maryland Spanish Catholic Center provides N-400 application assistance, including taking the required fingerprints. It also offers Civics classes and serves as a site for the ETS citizenship examination.
Fees: Donation requested for each N-400 application assistance, $15.00 for the seven-week Civics course.

National Association of Latino Elected and Appointed Officials (NALEO)
Kelly Wagner
708 G Street, S.E., Washington, D.C. 20003
(202) 546-2536 Fax: (202) 546-4121
Services Provided: NALEO offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the application form to the INS for processing.
Materials Produced: Informational brochures and flyers promoting U.S. citizenship acquisition and clarifying eligibility requirements and naturalization procedures; Please see listing for NALEO-National for other publications on naturalization.
Fees: $25.00 per N-400 application assistance.

Florida — Miami

American Friends Service Committee
Amada Orendain/Luis Barco
1205 Sunset Drive, Miami, FL 33143
(305) 665-0022 Fax: (305) 665-6422
Services Provided: American Friends Service Committee provides N-400 application assistance.
Fees: N-400 application assistance is provided free of charge.

Catholic Legal Immigration Network, Inc. (CLINIC)
Yolanda Coto
1313 27th Avenue, Miami, FL 33145
(305) 649-0877 Fax: (305) 541-8103
Services Provided: CLINIC offers N-400 application assistance, including taking the required photogaphs and fingerprints. It also provides legal services for applicants with complex naturalization cases.
Fees: $50.00 per N-400 application assistance.

Church World Service, Immigration & Refugee Program
Rose Ann Micallef
701 Southwest 27th Street, #707,
Miami, FL 33135
(305) 541-8040 Fax: (305) 642-2815
Services Provided: Church World Service provides N-400 application assistance, including taking the required photographs and fingerprints.
Fees: Sliding scale fee per N-400 application assistance.

Coalition of Florida Farmworkers Organization (COFFO)
Roxana Lizarraga
21 South Chrome Avenue,
Homestead, FL 33030
(305) 247-4779 Fax: (305) 242-0701
Services Provided: COFFO offers N-400 application assistance, including submitting the completed form to the INS for processing. If needed, it provides legal counseling/representation for applicants with complex naturalization cases. It also offers three levels of ESL classes: Literacy, Basic ESL, & Advanced ESL (Bilingual, English and Spanish or Creole).
Fees: $40.00 per N-400 application assistance; eight-week ESL course is provided free of charge.

Lutheran Ministries of Florida, Legal Department
Adis Cano
100 Northwest 27th Avenue, Fifth Floor,
Miami, FL 33125
(305) 642-6822 Fax: (305) 642-1712
Services Provided: Lutheran Ministries provides N-400 application assistance, including submitting the completed form to the INS for processing. It also provides legal services for applicants with complex naturalization cases.
Fees: Services are provided free of charge.

South Dade Immigration Association, Inc.
Hal Beardall
248 Washington Avenue, Homestead, FL 33030
(305) 245-0509 Fax: (305) 245-4007
Services Provided: South Dade Immigration Association provides N-400 application assistance, including submitting the completed form to the INS for processing. It also serves as a site for the ETS citizenship examination.
Fees: $40.00 per N-400 application assistance.

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World Relief Services
Leticia Godoy
701 SW 27th Avenue, #710,
Miami, FL 33135
(305) 541-5413 Fax: (305) 541-9841

Services Provided: World Relief Services provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing.

Fees: $75.00 per N-400 application assistance.

Illinois — Chicago

Advisory Council on Immigrant and Refugee Affairs, City of Chicago
Mary Koblas
500 North Peshtigo Court #6A,
Chicago, IL 60604
(312) 744-1543 Fax: (312) 744-1801

Services Provided: The Advisory Council works in collaboration with other governmental and non-governmental organizations in developing projects that promote U.S. citizenship acquisition. The Advisory Council is currently working in collaboration with other organizations in producing six 1/2 hour Civics programs to be aired on cable television. It has also produced an informational citizenship video.

Materials Produced: 1) *Becoming a Citizen* — a video produced in coordination with the Federal Bar Association and the Mexican-American Legal Defense and Educational Fund which outlines, among other things, the benefits and requirements of U.S. citizenship acquisition; 2) *City of Chicago's Testimony For Senator Paul Simon's Naturalization Forum*, April 23, 1994.

Fees: *Becoming A Citizen* is available at cost value.

Al-Bostaan
Dr. Ghassan Barakat
6604 South Pulaski Road,
Chicago, IL 60629
(312) 581-7777 Fax: (312) 581-7847

Services Provided: Al-Bostaan offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing.

Materials Produced: 1) U.S. history and government questions to prepare for INS naturalization exam/interview (Available in English or Arabic); 2) naturalization video that outlines, among other things, the requirements and procedures for acquiring U.S. citizenship as well as the rights and duties of a U.S. citizen (Bilingual, English and Arabic). Video will be available by summer, 1994.

Fees: $85.00 per N-400 application assistance; naturalization video will be available at cost value.

Chicago Coalition for Immigrant and Refugee Protection (CCIRP)
David Marzahl
244 North Desplains Street, Suite 600,
Chicago, IL 60661
(312) 441-2990 Fax: (312) 441-2999

Services Provided: A coalition of community-based organizations, mutual aid associations, state and local agencies, and legal and social service agencies advocating on behalf of immigrant and refugees, the Chicago Coalition established a Citizenship Task Force in 1991 to address the growing demand for citizenship-related services. Comprised of more than thirty organizations dedicated to expanding U.S. citizenship opportunities, the task force has recently launched the Citizens NOW Initiative. Among other things, the initiative includes: training of staff and volunteers of community-based organizations providing U.S. citizenship application services; expanding capacity of adult education providers to meet the English language needs of U.S. citizenship applicants, enhanced collaboration among service providers to ensure dissemination of accurate information on U.S. citizenship; and PSAs promoting acquisition of U.S. citizenship.

Materials Produced: 1) 5 Citizenship Fact Sheets entitled: *The English/Civics Requirement for U.S. Citizenship; The Citizenship Interview; Understanding Your Social Security Benefits for Retirement; Protection From Deportation; How Naturalization Impacts Native Country Rights and Benefits; 100 Questions on U.S. History and Government* (all available in English & Spanish); 2) *Illinois Citizenship Services Directory*— the directory includes organizations in Illinois, mainly in the greater Chicago metropolitan area that provide citizenship-related services; 3) *A Framework for Citizenship Services in Illinois.*

Fees: $5.00 for a set of fact sheets, either in Spanish or English; $10.00 for a set of both English and Spanish fact sheets; $7.00 per copy of the citizenship directory.

Hermandad Mexicana Nacional (HMN)
Margot De Ley/Rubén Morales
1624 West 18th Street, Chicago, IL 60608
(312) 733-1530 Fax: (312) 733-1960

Services Provided: HMN provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also offers ESL classes and serves as a site for the ETS citizenship examination. HMN actively promotes U.S. citizenship acquisition through use of PSAs.

Materials Produced: Informational brochures and flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing (available in English & Spanish). Please see listing for Hermandad Mexicana Nacional-National for other publications on U.S. citizenship.

Fees: $30.00 per N-400 application assistance; $20.00 for month-long ESL (with Civics) course.

Latino Institute
Rob Paral
228 South Wabash Street, 6th Floor,
Chicago, IL 60604
(312) 663-3603 Fax: (312) 663-4023

Services Provided: The Latino Institute promotes Latino progress through research, training, and advocacy and works in a collaborative effort with other organizations interested in promoting and increasing U.S. naturalization rates. The Institute's collaborative efforts include, but are not limited to: holding a series of informational workshops on U.S. citizenship, preparing

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op-eds/articles advocating for increased U.S. citizenship; and holding media breakfasts on U.S. citizenship issues.
Materials Produced: 1) Table of Adult Non-Citizenship in Ten States with Largest Foreign Born Populations: 1990; 2) Table Listing Top Fifty Metropolitan Areas in Adult Non-Citizenship (Including Chicago Community Areas): 1990, 3) Bibliography of Selected Federal Data Sources or Non-Citizenship.
Fees: $5.00 for each table.

National Association of Latino Elected and Appointed Officials (NALEO)
Armando Saleh
3645 West 25th Street, Chicago, IL 60623
(312) 277-1440 Fax: (312) 277-1015
Services Provided: NALEO offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also promotes U.S. citizenship acquisition through the use of PSAs.
Materials Produced: Informational brochures and flyers that, among other things, promote U.S. citzenship acquisition and clarify eligibility requirements and procedures for naturalizing; Please see NALEO-National for other publications on U.S. citizenship.
Fees: $ 5.00 per N-400 application assistance.

Polish Welfare Association (PWA)
Barbara Przezdziecka
3834 N. Cicero Avenue, Chicago, IL 60641
(312) 282-8206 Fax: (312) 282-1324
Services Provided: PWA provides N-400 application assistance, including taking the required photographs and submitting the completed form to the INS for processing. It also provides Civics classes and serves as a site for the ETS citizenship examination.
Materials Produced: Informational brochures and flyers that promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing (available in English and Polish).
Fees: $75.00 per N-400 application assistance; $130.00 for eight-week Civics course.

Travelers & Immigrants Aid of Chicago (TIA)
Aliza Becker
208 S. LaSalle, Suite 1818,
Chicago, IL 60604
(312) 629-1960 Fax: (312) 629-4550
Services Provided: TIA provides N-400 application assistance, including taking the required fingerprints and submitting the completed form to the INS for processing. It offers legal assistance to immigrants with complex citizenship cases and outpost office serves as a site for the ETS citizenship examination. TIA also conducts Civics (with ESL) classes and actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: *Building Bridges: A Resource Guide on Citizenship* — Among other things, the manual includes: a) immigration trends/demographics of citizenship eligibility; b) a historical overview of U.S. naturalization policy; c) eligibility requirements for naturalization; d) procedures for naturalization; 5) preparation for the citizenship test; and 6) citizenship and empowerment.
Fees: Sliding scale from $55.00-100.00 for N-400 application assistance; $25.00 for five-class Civics (with ESL) course; $24.95 per copy of naturalization resource guide.

United Neighborhood Organization (UNO)
Francisco Javier
125 Halsted Street, Chicago, IL 60661
(312) 441-1300 Fax: (312) 441-1496
Services Provided: UNO provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed forms to the INS for processing. It also actively uses PSAs to promote naturalization.
Materials Produced: 1) *UNO Today Newsletter* — A monthly newsletter focused on citizenship-related issues (Bilingual, English and Spanish); 2) Informational brochures and flyers promoting naturalization and clarifying eligibility requirements and procedures (available in English & Spanish)
Fees: $20.00 per N-400 application assistance.

Massachusetts/Boston

Asian-American Civic Association
Chau Ming Lee
90 Tyler Street, Boston, MA 02111
(617) 426-9492 Fax: (617) 482-2316
Services Provided: The Asian-American Civic Association provides N-400 application assistance, including taking the required photographs. It also provides ESL and citizenship classes and actively promotes U.S. citizenship acquisition through use of PSA.
Fees: $25.00 per N-400 application assistance; $60.00 for two-week citizenship course; $250.00 for fourteen-week ESL course.

Catholic Charities
Claire Carroll
270 Washington Street,
Somerville, MA 02143
(617) 625-1920 Fax: (617) 629-2246
Services Provided: As part of its citizenship program, Catholic Charities provides N-400 application assistance, including taking the required photographs and fingerprints. It also offers citizenship and ESL classes on a regular basis.
Fees: Nominal fee is charged for citizenship class; a nominal fee is charged for the ESL course to help cover cost of materials.

Chinese Progressive Association
Lydia Lowe/Puay Ser Chan
164 Lincoln Street, 2nd Floor,
Boston, MA 02111
(617) 357-4499 Fax: (617) 357-9611
Services Provided: The Chinese Progressive Association provides N-400 application assistance. It also offers citizenship and ESL classes for those wishing to acquire U.S. citizenship.
Materials Produced: 1) *Citizenship Curriculum* Text and Tape (Bilingual, English and Chinese); 2) *Citizenship 101 Questions* (book and audio tape); 3) *To Prepare for Citizenship Exam* (videotape); 4) *Voter Education Curriculum Resource Book* — Resource book contains lessons that adult educators could use in ESL or U.S. citizenship classes.

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MOBILIZATION AGAINST PROPOSITION 187

Fees: $40.00 for members or $50.00 for non-members per twelve-week citizenship course or fifteen week ESL course (N-400 application assistance included in fee); $20.00 for bilingual citizenship curriculum (text and tape); $15.00 for 101 questions (book and tape); $45.00 per citizenship videotape; $15.00 or $20.00 (with postage) per voter education resource book.

International Institute of Boston
Victoria Frothingham/Giao Henglin
287 Commonwealth Avenue,
Boston, MA 02115
(617) 536-1081 Fax: (617) 536-1573
Services Provided: The Institute offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also provides/coordinates Civics/ESL tutoring.
Materials Produced: *Preparation Manual for Naturalization Examination* — The manual serves as a U.S. history/civics study guide for the ETS citizenship examination.
Fees: $35.00 per N-400 application assistance; $10.00 per manual.

Massachusetts Office for Refugees and Immigrants (ORI)
Regina Lee/Svlvia Saavedra-Keber
2 Boylston Street, Third Floor,
Boston, MA 02116
(617) 727-7888 Fax: (617) 727-1822
Services Provided: ORI has expanded and renewed the previously funded Citizenship Education Program. The new initiative, Citizenhship and Democracy Education Project (CDEP), has two components: 1) Training and Technical Assistance and 2) Program Implementation and Capacity Building. Grants up to $25,000 have recently been made available for FY 94 to an estimated twenty grantees interested in both providing citizenship-related services as well as in assisting the newly naturalized become active participants in American society. All programs will be coordinated by one grantee. ORI can be contacted for a list of grantees.
Materials Produced: 1) *State Services for Immigrant and Refugees: A Guide for Agency Workers*; 2) *One Hundred Questions for the INS English/Civics Exam*; 3) *Refugees and Immigrants: Demographics Update*, Fall 1990, Volume 1, No. 1; 4) *Through the Golden Door: Impacts of Non-Citizen Residents on the Commonwealth*, May 16, 1990.
Fees: All materials are available free of charge.

Massachusetts Immigrant & Refugee Advocacy (MIRA)
Rose Boardman
105 Chauncy Street, 4th Floor,
Boston, MA 02111
(617) 350-5480 Fax: (617) 350-5499
Services Provided: MIRA is a statewide coalition of community-based organizations, government agencies and other entities that advocate on behalf of immigrants. Established in 1993, MIRA's Citizenship Task Force is comprised of approximately 30 community-based organizations, social service providers, government agencies, education programs, labor unions, religious groups, and ethnic associations dedicated to ensuring that citizenship awareness, promotion, outreach, and assistance become a top priority in Massachusetts. The goals of the task force include: promotion of the benefits, process, and requirements of naturalization; increasing the capacity of organizations in assisting applicants through training, technical assistance, and pro-bono legal assistance; and collaboration with the INS and ETS.
Materials Produced: 1) *[MA] Agencies Currently Providing Citizenship Education Assistance*; 2) [MA] *Agencies Currently Providing Application Assistance*; 3) *MIRA's Citizenship Task Force Statement of Purpose*, September 1993; 4) *Four Critical Areas of Citizenship: An Overview*— A fact sheet that includes: procedures for becoming a U.S. citizen and the importance of learning about U.S. history, government and civic participation; 5) Informational flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalization.

New York

Caribbean Women's Health Association (CWHA)
Elizabeth August
2725 Church Avenue,
Brooklyn, New York 11226
(718) 826-2942 Fax: (718) 826-2948
Services Provided: CWHA offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also serves as a site for the ETS citizenship examination.
Materials Produced: *CWHA Guide to Citizenship*— The guide contains information on U.S. history and government that is tailored for the INS citizenship interview/examinaton.
Fees: $225.00 per N-400 application assistance; $10.00 for each citizenship guide.

Hermandad Hispana Nacional (HSN)
Ingracia Urena
1047 Amsterdam Avenue,
New York, NY 10025
(212) 316-7476 Fax: (212) 316-7477
Services Provided: HSN provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also offers ESL and citizenship classes on a regular basis, and actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: Informational brochures and flyers promoting U.S. citizenship acquisition and clarifying eligibility requirements and procedures; Please see listing for Hermandad Mexicana Nacional-National for other materials on naturalization.
Fees: $5.00 per N-400 application assistance or $75.00 if month-long citizenship course is included; ESL course is provided free of charge (Bilingual -- English and Spanish, Polish, or Russian).

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National Association of Latino Elected and Appointed Officals (NALEO)
Enrique Ortiz
853 Broadway, Suite 1918,
New York, NY 10003
(212) 777-8335 Fax: (212) 777-8611
Services Provided: NALEO offers N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: Informational brochures and flyers that promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing. Please see listing for NALEO-National for other materials on naturalization.
Fees: $25.00 per N-400 application assistance.

New York Association for New Americans (NYANA)
Wang Sheng Li
17 Battery Place, New York, NY 10004
(212) 248-4100 Fax: (212) 248-4138
Services Provided: As part of its Legal Services and Citizenship Project, NYANA provides N400 applications assistance, including taking the required photographs and fingerprints, submitting the completed form to the INS for processing, and offering legal assistance for applicants with complex naturalization cases. NYANA also offers ESL and citizenship classes; serves as a site for the ETS citizenship examinaton as well as for swearing in ceremonies; and actively engages in promoting naturalization through use of PSAs.
Materials Produced: Informational brochures and flyers that promote U.S. citizenship acquisition and clarify eligibility requirements and procedures (Bilingual, English and Russian, Chinese, or Spanish). Citizenship brochures and flyers will be available by mid-summer, 1994.
Fees: $100 (standard cost) per N-400 application assistance; 40 hour ESL program free of charge; $15 is charged for 40 hour citizenship program to help cover cost of materials.

New York Immigration Coalition (NYIC)
Dames Taveras
1011 1st Avenue, 12th Floor,
New York, NY 10022
(212) 371-1000x3283 Fax: (212) 319-8265
Services Provided: Representing over sixty organizations that advocate on immigrants and refugees, the New York Immigration Coalition recently received funding from the New York State Department of Social Services, Bureau of Refugee and Immigration Affairs to serve as coordinator for, among other things, an enhanced anti-discrimination and citizenship outreach project. The project includes: anti-discrimination information, U.S. citizenship outreach and promotion, and PSAs. The Coalition also has a citizenship Task Force that meets regularly to discuss and develop strategies to make citizenship a top priority for the State and City of New York.
Materials Produced: *Citizenship: Full Participation in American Life* — The outreach flyer highlights requirements, procedures, and benefits of U.S. citizenship acquisition.

North Manhattan Coalition for Immigrant Rights
Elvira Vargas
2 Bennet Avenue, 2nd Floor,
New York, NY 10033
(212) 781-0648 Fax: (212) 781-0943
Services Provided: The North Manhattan Coalition provides N-400 application assistance, including taking the required photographs and fingerprints. It also offers citizenship classes in English and Spanish.
Fees: N-400 application assistance is free without and $25.00 with photographs and fingerprints; the seven-week citizenship course is free of charge.

South Jamaican Services for Families & Children Inc.
Denny Bhagwandin
88-15 144 Street, IB, Jamaica, NY 11435
(713) 658-5367 Fax: (713) 658-2974
Services Provided: South Jamaican Services for Families & Children Inc. provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also serves as a site for the ETS citizenship examination and actively promotes U.S. citizenship acquisition through use of PSAs.
Materials Produced: Informational brochures and flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing.
Fees: $50.00 per N-400 application assistance.

Southside Community Mission, Migration & Refugee Program
Sister Peggy Walsh
280 Marcy Avenue, Brooklyn, NY 11211
(718) 387-3803 Fax: (718) 387-6052
Services Provided: The Southside Community Mission provides N-400 application assistance, including submitting the completed form to the INS for processing. It offers accredited representation for applicants with complex naturalization cases and provides citizenship classes on a regular basis.
Fees: $75.00 per N-400 application assistance, including five-month citizenship course.

Texas — Houston

American Red Cross
Dorris Bumworth
2700 Southwest Freeway,
Houston, TX 77001-0397
(713) 526-8300 Fax: (713) 526-5871
Services Provided: American Red Cross provides U.S. citizenship classes in Spanish, Cambodian, and Vietnamese. Citizenship classes are also available for elderly naturalization applicants who are exempt from the English requirement.
Materials Produced: *United States Citizenship Study Guide*—The guide includes, among other things, U.S. history and civic practice questions for the INS citizenship interview/examination.
Fees: $15.00 for two-day citizenship course, including study guide.

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MOBILIZATION AGAINST PROPOSITION 187

Catholic Charities
Susan Maxwell
3520 Montrose Boulevard,
Houston, TX 77006
(713) 526-4611 Fax: (713) 526-1546

Services Provided: Catholic Charities provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also provides accredited representation during the INS citizenship interview.

Fees: $100.00 per N-400 application assistance, including accredited representation.

Central American Refugee Center (CARECEN)
Carmen Fuentes
626 Hornwood Street, Suite 6640,
Houston, TX 77074
(713) 778-0193 Fax: (713) 778-0199

Services Provided: CARECEN provides N-400 application assistance, including taking the required fingerprints and submitting the completed form to the INS for processing. It also offers legal representation for applicants with complex naturalization cases.

Materials Produced: U.S. history and govemment practice questions for the INS citizenship interview/examination.

Fees: $100.00 or $200.00 (with legal representation) per N-400 application assistance.

Centro Aztlán
Ed Castillo
5115 Harrisburg Street, Houston, TX 77011
(713) 926-8771

Services Provided: Centro Aztlán provides N-400 application assistance, including submitting completed forms to INS for processing. It also refers applicants to other entities that provide ESL/Civics classes.

Materials Produced: 1) U.S. history & civics practice questions for the INS citizenship examination; 2) Informational brochures and flyers that promote U.S. citizenship acquisition, clarify eligibility requirements and procedures for naturalizing.

Fees: $50.00 per N-400 application assistance.

National Association of Latino Elected and Appointed Officials (NALEO)
Hector De León
3333 Fannin Street, Suite 106,
Houston, TX 77004
(713) 522-5257 Fax: (713) 522-2169

Services Provided: NALEO provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also actively promotes U.S. citizenship acquisition through use of PSAs.

Materials Produced: Informational brochures and flyers that, among other things, promote U.S. citizenship acquisition and clarify eligibility requirements and procedures for naturalizing; Please see listing for NALEO-National for other materials on naturalization.

Fees: $25 per N-400 application assistance

Young Men's Christian Association, International Services (YMCA)
Nancy Falgout
6315 Gulfton Street, Houston, TX 77081
(713) 995-4005 Fax: (713) 995-4776

Services Provided: The YMCA provides N-400 application assistance, including taking the required photographs and fingerprints and submitting the completed form to the INS for processing. It also offers accredited representation during the INS citizenship interview.

Materials Produced: U.S. history and govemment practice questions for the INS citizenship interview/examination.

Fees: $50.00 or $125.00 (w/accredited representation) per N-400 application assistance.

The Directory is available from the National Immigration Forum, located at 220 I Street, NE, Suite 220, Washington, DC 20002. This particular version is dated May 31, 1994. Telephone the Forum at (202) 544-0004 or fax at (202)544-1905 with questions, suggestions, corrections or requests. Please do not call NABE directly for information about the Directory.

- NABE -

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Vivian B. Harvey, Educational Programs
Cemanahuac Educational Community
Apartado 5-21
Cuernavaca, Morelos, Mexico
(52-73) 18-6407 Fax: (52-73) 12-5418

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

How to Increase Parent Involvement Through Parents as Authors Programs

by Connie Contreras-Polk and Richard Diaz

Each child took a letter home from school to give to their parents. The letter read:

Dear Parents,

It is an honor and pleasure to inform you that Alma Flor Ada of the University of San Francisco has agreed to work with Marshall parents in a parents-as-teachers program. Dr. Ada is an author and a world-renowned expert on reading and children's literature. Besides teaching in the School of Education at the University of San Francisco she has been working with parent groups in Watsonville, Hayward and Santa Barbara...

Sincerely,

Rosendo P. Marin (1988)

The letter went on to describe to the parents how they would learn how to help their children in reading and writing -- they would meet once a month, childcare and refreshments would be provided, as well as new books and writing material that could be taken home.

In this article, we describe the exciting world of literature-based parent involvement programs called *literatura infantil, parents as authors, parents as teachers* and other similar names. We visit five programs through the eyes of current or recent participants, noting the impetus for their creation, similarities and differences, the problems encountered, and the ways in which the programs have helped the parents.

We start with the words of Alma Flor Ada (Multilingual Matters), considered the originator of the *literatura infantil* parent involvement project in Pajaro Valley School District, Watsonville, CA:

The Pajaro Valley Project grew out of an awareness of the importance of parents' involvement in their children's education, of the desire to encourage parents' consciousness of the importance of their role and their opportunities and responsibilities with regard to their children's future, and the decision to help parents recover their sense of dignity and self-identity.

A recent visit to Paul Nava (Diaz, 1994), the current Pajaro Valley director, highlights how the *literatura infantil* concept developed:

The literatura infantil concept was that we would train teachers to help parents to help their children at home through literature. Teachers would be trained to make presentations to parents and they would break into groups. The teacher would be a facilitator who would lead the discussion at higher level thinking skills. After the parents read the book and came back and shared, they had to write a story based on the interaction between them and their children. Next, the parents stood before the class and told the story. In many instances the migrant parents were not able to read so in these cases they drew pictures to help them tell the story.

It's wonderful to see how even non-reading parents have been able to take part in the programs. It sounds very much like education for inclusion. At another *literatura infantil* program called, "Colorín, Colorado," based in Richmond, CA, Judy Collier, (Contreras-Polk, 1994), the current director expresses similar feelings about another, non-reading, parent:

Every year we have parents who don't read. We had an older woman who came and said: "Well, I don't read or write. I don't know if I should be here." The other parents said: "Oh, you stay here; you're a parent too. You know a lot.

Judy went on to say that when they got into the story, *Pollita Chiquita*, our non-reading parent knew quite a bit about barnyard animals and impressed everyone with her knowledge. The aim of *literatura infantil* is to draw out of the parent that which he/she already knows and to integrate this knowledge with his/her current reality. Judy provides an example of how this is done, again using the *Pollita Chiquita* story:

One of the things we try to talk about is the parenting implications of the story. The parents talked about teaching their children not to go with strangers, linking this to how the animals acted impulsively and blindly and how the fox was able to lead them into his cave.

María Saxton (Contreras-Polk, 1994) from the program "Madres Escritoras," also housed at Judy's school, says:

The point is to value what these people already know, instead of saying to them, "Okay, here are the things you're going to learn in this program." We don't do that. Instead, we draw out things they already know as parents and base our teaching on Alma Flor's saying: "Parents are the child's first teacher." So they feel good about that. We're teachers too. We know something.

Both "Colorín, Colorado" and "Madres Escritoras" are housed in Richmond, CA at Lincoln Elementary School. "Colorín, Colorado" started five years ago, and copies the Pajaro Valley *literatura infantil* model. "Madres Escritoras" places the emphasis on the creation of original stories based on the parents' experiences and doesn't require the reading of stories written by others as its starting point. The group started in 1993 and consists of about eight mothers who also attend the monthly "Colorín, Colorado" gatherings. They meet once

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a week during the afternoon. María describes how the group got started:

We presented the book ***Cuadros De Familia*** *at one of our "Colorín, Colorado" meetings and the parents had a very strong response to the book. They thought that they too could tell a story about their experiences. At the end of last year we collected some children's games and we put them together in this calendar that we are selling for $4.00. This was just one of the things that they did. They wrote a lot of stories but we don't have a book to show yet.*

María did, however, provide us with a sample of a story that one of her mothers wrote on an experience taken from her childhood in Latin America and it is printed here. The author is Marcelina García. The text talks about a game she played with three other children, two of whom were her sisters. The gist of the story is that she liked to mix brick pieces which had been well-ground into a mixture of mashed avocados and small green tomatoes. She speaks of being intrigued by the red color of the bricks, as well as their smell and taste. She states that one day, the other three children tricked her into believing that the mixture they were giving her had just bricks in it, instead the mixture contained red hot chile peppers, too. She says that after that, she never again ate pieces of brick. Here is the Spanish text:

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Anticipated starting date : late August 1995.

Complete position descriptions are available by contacting the School of Education, (714) 997-6781; FAX (714) 744-7035.

Candidates should submit a letter of application specifying the position & campus, vita, three current letters or reference, and the names and phone numbers of three additional references to:

Elem. Ed. Faculty Search Committee
School of Education, Chapman University
Orange, CA 92666.

Applicant review begins March 17, 1995
AA/EEO

Recuerdos De Infancia

Uno de mis recuerdos de infancia es cuando jugaba con tres amiguitos. Dos eran hermanas. Se llamaban Yolanda y Beatriz. Eran mis vecinas, tres o cuatro años mayores que yo. El otro niño se llamaba Victor y era casi de misma edad que ellas.

Jugabamos a las escondidas, a los encantados, y a las comiditas. Cortabamos aguacates y los moliamos con sal. También moliamos jitomatitos: con sal, todo nos lo comiamos. Pero yo tenía un problema que a ellos no les gustaba: Me gustaba comerme pedazos de ladrillo. Por su color rojizo, su olor y sabor tan ricos a mí se me antojaban mucho.

Un día me llamaron los tres amiguitos y me dijeron: "Ven, ven. Aquí tenemos una comidita para tí!"

Me hicieron ladrillo bien molidito como a mí me encantaba y me dieron una cucharada. Me lo comí y me pusé a llorar. Estos me le habían puesto chile rojo! Es por eso que no lo vi. Por un buen tiempo no volví a jugar con ellos. Ahora se lo agradezco pues ya nunca volví a probar ladrillo.

"Madres Escritoras" got its inspiration from a similar program started by Tim Beard (Contreras-Polk, 1994) at Hawthorne-Year-Around School in Oakland Unified School District, Oakland, CA. The Hawthorne program called "Padres Como Autores" started in 1991. Tim states:

In three years, here's what we have done. We've developed a process and we've done this process with an all-Spanish-speaking group and also with a mixed group which we've run in various languages. What we have is a discussion and writing process. The process is very parent based. They've written what we do and they've written the rules. Whenever we make decisions, it's the parents that are involved in the decision. This is their project. I'm just the facilitator.

Tim's program bases itself on the Foxfire educational model, with the student at the center of the educational process. In the Foxfire approach, the teacher looks at whether the student is really making the decisions about curriculum and instruction. Tim expands on the program's use of the Foxfire model:

As part of our capacity-building, what I've tried to do is to involve parents in as much of the decision-making pieces of the project as possible. What color is the book, what stories are going to be included, is it appropriate to put the story in the book? Or will it offend somebody? All those kinds of things.

Tim's "Padres Como Autores" and María's "Madres Escritoras" give parents input into all parts of the program: themes generated, story inclusion and so on. The main differences lie in the area of publication. Tim's program published two books of stories and is currently getting a third book out. María, on the other hand, is still looking for a publisher. Only a calendar of children's games has been published to date.

The last *literatura infantil* program visited, Marshall Elementary School in San Francisco, no longer exists. It's the one mentioned in the letter at the beginning of the article. It's an exact model of Pajaro Valley. Lizzie Jeremi and Suzie Scurich (Contreras-Polk, 1994) reflect on their experience with the program:

Alma Flor Ada really involved the parents. The parents were very inspired by her dynamic presentations. She was interested in empowering them and to get them to be in control. We all agreed with that. Alma Flor talked to us about her experience at Pajaro Valley, how she started out with meager funds and how parents came to her with all these wonderful stories and how wonderful it would be to write down these stories. So she made little booklets with a few pages

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Resources for Bilingual Educators

***The CALLA Handbook - Implementing the Cognitive Academic Language Learning Approach* -** Anna Uhl Chamot and J. Michael O'Malley. A resource book featuring the Cognitive Academic Language Learning Approach (CALL) for administrators and teachers of sheltered content classes in science, math, social studies, literature, and composition. This book helps teachers understand CALLA background and rationale; learn how to implement learning strategies, assess Cognitive Academic Language Proficiency (CALP); plan hands-on CALLA lessons in content areas. ISBN 0-201-53963-2. Order code #53963. $26.23. Addison-Wesley Publishing Co. Attn: Order Services, 1 Jacob Way, Reading, MA 01867.

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***Exploración de la Química (Exploring Chemistry) - Falcon Software, Inc.* -** A new CD-ROM program that provides Spanish-speaking students with comprehensive chemistry instruction in their native language. This program contains 35 lessons which combine motion video images with computer-assisted instruction. These lessons provide a safe, efficient, and effective way for students to do experiments that are too dangerous, too costly, too time-consuming, or too demanding to be carried out in the lab. Students choose experimental variables such as reactants, concentration, and temperature, and can try variations on the experiments in order to deepen understanding. Since the experimental observations can be immediately interpreted and analyzed with the aid of the program, content learning is enhanced beyond what is possible with traditional methods. For information, contact: Falcon Software, Inc., Attn.: Order Department C-6, P.O. Box 200, Wentworth, NH 03282. Tel.: (603) 764-5788, (603) 764-9051 FAX.

Harcourt Brace ESL/EFL - CPI's Active English Series - A four-part course for building communicative listening proficiency in English as a Second or Foreign Language. The series is oriented toward secondary school students but is also appropriate for college and adult learners. The presentations--Dialogs, Stories, and Lectures--are designed to be interesting and informative so that the focus becomes the content rather than the language itself. The focus of *Active English* is on language for social interaction as well as on academic and content area language. *Active English* is centered on a fictitious high school in Washington, D.C. Learners follow the lives of several teachers and students both in and out of class during the year. Classroom presentations provide a logical medium for the highly content-based approach of the series. *Active English* set of four, 0-15-599742-4, $464.00. To order, or for Demo Disk, contact Judy Roberts, Harcourt Brace ESL/EFL, 6277 Sea Harbor Drive, Orlando, FL 32887. Tel: 1-800-742-5375. (407) 352-3395 FAX.

Integrating Language and Content: Lessons from Immersion - Fred Genesse. This educational practice report (EPR 11) highlights results from evaluations of several second language immersion program types in Canada. The report makes recommendations for design and implementation of integrated language and content programs that encourage the development of discourse-rich classrooms and involve the systematic planning of language with content instruction. Recommendationsare tailored to second language learning programs in the United States. 1994. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street NW, Washington, DC 20037. (202) 429-9292.

Tracking Untracking: The Consequences of Placing Low Track Students in High Track Classes - Hugh Mehan et al. This research report (RR 10) provides a follow up to the study in RR4 (*Untracking and College Enrollment*) and examines the social supports (socialization, teacher advocacy, and sponsorship) and academic effects of untracking in the *AVID* program. The report describes the success of the secondary untracking program in San Diego schools and discusses the unique approach of the AVID coordinators who explicitly teach aspects of the implicit culture of the classroom and the hidden curriculum of the school to low-achieving students. 1994. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-9292.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Assocation for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

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Publishers and Educational Materials Developers

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and it said something like "my stories". And she gave them to the parents and the children were supposed to write stories with the aid of the parents and decorate them. And then bring them when they had the next monthly meeting. At the meeting the children would read the stories. And we would have a stage for the children's stories. And all the parents were there listening. And of course they all clapped and were very proud of their children. Then there was a little social time and we would break up into groups, first grade, second grade, down the line, so that parents would have different books to go with the different levels.

As the two teachers reflected on their joint experience with *literatura infantil* one couldn't help catching the enthusiasm they felt for the program and what they felt it did for the parents, children and themselves. They still had many of the agendas for the various "Parents-As-Teachers" meetings and described them with much joy. They pointed out their various grade level stories. Suzie Scurich pointed out:

There's Mrs. Jeremi right there she taught Nadarin. That was one of the Spanish group books. And then the English-group I taught the story: ***Swimmy****. And other teachers taught the other stories.* ***Here's The Invisible Hunters, Mouse Soup*** *- So we had Spanish-speaking teachers and English-speaking teachers doing sessions with the parents. So we had a lot of teachers involved. It involved a lot of planning because we had to coordinate the book and activities. Dr. Ada gave us a sample of questions that could be developed and how we should work with the books.*

Lizzie Jeremi described the process that they used with the stories:

First, we read the story to the parent so they would have an idea of how to do it at home. The teacher would stop at various points and ask: "Why do you think, this?" This was done because these might be some of the questions that the children might ask the parents. Next, we asked them how they felt about the book, getting their feelings. Have you ever felt that way, making it more personal. And then we had to write on the board the parent's feelings so that the parents would feel that their feelings were important, their thoughts were important, their facts were important. This way you validated all the responses.

Suzie Scurich added:

And hopefully they would do the same thing with their children. So that their children's responses would also be validated in stories and stuff. And we modeled that, so the parents could model that with their children.

When Lizzie and Suzie were asked why they were no longer doing the "Parents-As-Authors" Program, they stated that their funding had run out and when this happened they terminated the program. Money is no doubt one of the major problems confronting such parent involvement programs. Both this program and "Colorín, Colorado" gave the parents one book a month. "Colorín, Colorado" has tried to raise most of its money through such things as cupcake sales, raffles and so on as well as through small grants. One wonders why "Parents-As-Authors" could not have taken the same steps to keep the program.

One reason might be that the teachers were never compensated for the many hours they had to spend each month to develop the monthly programs. Lizzie and Suzie state that it took an awful lot of time to coordinate the stories which included at least two languages or more. There was a lot of translating involved, strategies had to be developed, activities, take-home materials and so on. Anyone who has been a classroom teacher can sympathize with the extra work placed on the teacher. On the other hand, the "Colorín, Colorado" teachers are compensated monetarily. This may mean that, to help insure the continuation of such programs, schools need to consider how to raise their own money to both help offset the cost of books and to compensate the teacher for his or her time.

With the "Madres Escritoras" and the "Padres Como Autores" programs the need for money for books is not really a factor since they do not depend on these to generate story writing. With these programs the biggest cost is paying for the teacher's teaching time.

With regard to how such literatura infantil and padres como autores programs help parents. There can be no doubt from what we have heard that their main effect is the empowerment of parents. Through such literature based parent involvement programs, parents come to a recognition of the role they can play in their children's education as well as are given the tools to play that role effectively.

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Editor's Note: *Contributions to the* **Parental Involvement in Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Ave., San Francisco, CA 94110. Phone: (415) 647-9665.*

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NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

Children With Limited English

by Esther Bonafoux Rivera

Kottler, Ellen (1994). *Children With Limited English*. Thousand Oaks, CA: Corwin Press, Inc., pp.62.

This book is very compact. It has four chapters and offers a section on "Suggested Activities" and "Suggested Readings" at the end of each chapter which review the material presented.

Ellen Kottler writes that she intends this book for regular classroom teachers at the beginning of their teaching experience, or those who are inservice or in professional transitional stages and who serve students who come into the classroom as NEPS (non-English proficient students) or LEPS (limited-English proficient students).

The writer sees this book as an information provider for teachers so that they can include their NEP/LEP students in their instructional planning. Kottler says that "...the object of language is meaningful communication..." and that the teacher needs to "...promote second language development in settings in which students will acquire the target language.." (p19) The author points out that the user of this book should adapt the suggested strategies to the needs of their particular student population and their unique teaching situation, expanding and adjusting as necessary.

As background information, the author gives a brief historical description of second language learning methods and approaches used in the United States since the 1920's. She then goes on to present instructional strategies.

The instructional strategies suggested in this book include material on multicultural topics, relationships, legends, and customs. In addition, vocabulary building, sheltered English, and problem areas such as idioms, acronyms (abbreviations), synonyms, homonyms, homographs, etc., are presented. Various learning styles and approaches, communication patterns, and interaction preferences are outlined. Assessment strategies are mentioned and their use for language evaluation is delineated. Parental attitudes and their significance to student's language acquisition is also discussed.

Kottler has identified three outcomes which a language teacher should target. They are: 1) setting reasonable expectations; 2) utilizing positive transfer when possible; and 3) stressing development throughout the year.

Although the instructional strategies given in this book are primarily for second language learners, Kottler agrees with the need for bilingual/multicultural education in order to continue the academic instructional development of the student. She suggests native language ability can influence a positive transfer to second language (L2) learning. Specifically, she mentions the concept formation phase acquired in L1 and its transfer and use to learn L2.

It is reasonable to suggest that it would have been beneficial for the reader if Kottler could have focused the scope of this book to pack a compendium of instructional materials for the teacher who is confronting second language learners for the first time. Although the author expresses problems and concerns which a teacher might face in a sensitive manner, she does not specifically answer these problems.

For example, in her chapter on getting to know the student, it is obvious that Kottler is a very humanistic personwho is aware of the socioeconomic class, and the cultural and linguistic backgrounds, of the students. However, the author does not provide a sufficient number of suggestions which might assist the teacher in working with these students.

With respect to language development, Kottler presents a lot of materials which already exist in the field. She relies heavily on Krashen, and gives no new insights in stressing a content-based approach as compared to part to whole learning.

Kottler also presents Cummins' ideas regarding BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) without explaining the significance of these theories to instruction, or how a teacher could implement this knowledge into classroom instructional strategies.

Kottler's chapter on strategies provides many good pointers for new teachers. Specifically, she suggests to teachers that they should control vocabulary idioms and that all of the senses should be engaged while teaching.

In her delineation of the Natural Approach or the Direct Method, Kottler does not address the problems and limitations inherent in the use of these techniques. For example, in using TPR (Total Physical Response) activities, she does not state how a teacher can evaluate whether the students understand the gestures or merely mimic them without comprehending. Additional material needs to be presented to explain these techniques. Kottler did not mention which method, approach or technique would be most successful for the beginning, intermediate, intermediate advanced, or advanced English-as a Second Language student. She also did not mention how a new teacher could combine the use of these approaches, methods and techniques when planning for instruction for students who are at any one of those four levels of second language development. The author also did not address the problem that students might encounter with these strategies or what the teacher can do to adjust them.

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Kottler did not explain the advantages and disadvantages of using these methods, approaches or techniques.

In her presentation of strategies for using technology in the classroom, the author again does not give the reader enough material to really understand the strategy. This is a new, exciting and challenging area of language teaching. The possibilities of combining technology with language teaching seem to provoke unlimited uses. Kottler's mention of the Hypercard and *linking computers* programs offering a unique opportunity so that student's can build their own dictionaries was extremely interesting. Unfortunately, this was discussed in only two sentences. This kind of information for teachers is very valuable as their involvement with instruction-related activities leaves them very little time to explore technological innovations.

Finally, the chapter on involving others is repeated in language field literature often. Additional ideas and activities would be welcomed by all teachers. Kottler could have far more successfully drawn on her own classroom experiences to provide suggestions to inexperienced teachers.

The wide scope of this book covers many aspects of theories and methodologies used for teaching English in only a few pages. Therefore, the book does contain some abstractions and underdeveloped ideas. Since the author seems to have quite an outstanding grasp of language teaching, one can suggest that her further development of the topic could be a great enhancement to the field.

Teachers will like this book because Kottler's presentation of her instructional strategies are easy to understand and implement. Nevertheless, after reading it, they will have many questions and will need supporting materials.

Esther Bonafoux Rivera is affiliated with Adelphi University.

Editor's Note: *Contributions to the Book Review column as well as sample materials from publishers for review should be sent to Dr. Antonio Simoes at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430.*

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Massachusetts Bilingual Commission Report Out

By Virginia Vogel Zanger

The Massachusetts Bilingual Education Commission, appointed by Governor Weld under a provision of the Education Reform Act, completed its year-long study on bilingual education in the Commonwealth and submitted its report to the Massachusetts State Legislature on December 1. The 92-page report, *Striving for Success: The Education of Bilingual Pupils*, is the first review of the Commonwealth's bilingual education policies conducted by an officially appointed, independent body since chapter 71A, the bilingual education law, was passed in 1971.

The Commission was charged with a mandate to examine "the current methodology, content and quality of bilingual education, the length of time that pupils remain in bilingual programs, and certification requirements of bilingual personnel." the group was required to submit recommendations to the legislature about "what changes, if any, shall be made to improve Chapter 71A." The final report focuses on bilingual pupils, and examines the support systems available to them: principals, teachers, and other educational personnel; parents; bilingual programs; schools; and state government. The Commission recommendations address how to strengthen each to boost the academic achievement of bilingual pupils.

The Commission was chaired by Secretary of Education Piedad F. Robertson, whose teaching background is in English as a Second Language. The other nine members were appointed to fill slots representing parents educators and the community-at-large. A diversity of experiences and views on bilingual education were well represented on the Commission, but the final report was enthusiastically signed by all. Commission members were: Rose Chin, Claudinor Salomao, María Estela Brisk, Charles Glenn, David Groesbeck, Thomas McDermott, Sara Meléndez, and Virginia Vogel Zanger. José Torres was appointed, but was unable to serve past March. Commission members included two past presidents of MABE, the current president, and a past president of NABE.

For a copy of the report in full, write to the Executive Office of Education, Room 1401, One Ashburton Place, Boston, MA 02108, or call Commission staff member José Afonso at 617-727-1313.

On June 18, 1993, Governor William F. Weld signed the Education Reform Act of 1993 (the Act) into law. The Act called upon the Governor to appoint a Study Commission on Bilingual Education to include three parents, three educators, and three community representatives, chaired by the Secretary of Education. The Governor's appointment of the Commission provided for an opportunity to study the effectiveness and implementation of bilingual education in the Commonwealth.

The Commission was granted one year to reproduce a report for submission to the Massachusetts Legislature. This is the first mandated review of the Transitional Bilingual Education Act of 1971 (Massachusetts General Laws Chapter 71A) by an official, independent body since TBE was passed twenty-three years ago. The findings in this report are based on interviews with experts in the field, a review of a survey of bilingual education program directors, a review of Massachusetts Department of Education data, documents, and annual reports, and a review of current literature on bilingual education theories and practices.

The Commission focused its attention on the bilingual child. The report found that:

There are 105,902 language minority pupils in the Commonwealth who come from homes where languages other than English are spoken -- 12% of all public school pupils. This population has nearly doubled in the last decade, while the overall public school enrollment has declined by 9%.

Of the total language minority pupil population, 43,690 (41%) are enrolled in bilingual education programs by parental choice. Most participate in Transitional Bilingual Education (TBE) programs, but the Department of Education has approved other program models, including two-way bilingual programs which are open to native English speakers.

64% of all pupils in bilingual programs are Spanish-speaking, but bilingual programs are offered in 17 other languages. Pupils have access to bilingual programs in 51 school districts.

3,165 pupils are classified as belonging to "low incidence" languages: that is, the school district in which they reside does not offer them native language instruction in a bilingual program because there are fewer than 20 speakers in one of the low incidence languages, and thus constitute too few to make up a bilingual program. Low incidence language pupils come from more than 90 different language groups and are served through a variety of programs, including English as a Second Language (ESL).

The Commission examined the various kinds of support systems that bilingual pupils currently receive from parents, teachers, and administrators, bilingual programs, their schools, and from the state. Within this framework, the report sought answers to the following four questions:

❶ Are TBE programs effective?

The Commission found that edequate and reliable data has never been collected that would indicate whether or not bilingual programs offer language minority pupils a superior educational option. The report strongly endorses the 1993 Education Reform Act's emphasis on accountability of educational outcomes for all pupils, including the development of appropriate assessments of pupils in bilingual programs, and the collection of data specific to bilingual pupils.

❷ What does TBE cost, and is the funding appropriate?

The Commission found that the average per pupil expenditure for TBE pupils at the state level in fiscal year 1993, and projected in FY95, was $1.13 to every $1.00 spent on mainstream pupils. However, although both the old (pre-Education Reform) and new funding systems established by the Education Reform Act of 1993 qualify districts to receive extra state funding for pupils enrolled in bilingual education programs, there is currently no system in place to verify that these funds are being spent on bilingual programs at the local level. As a result, there are indications that some programs are underfunded. Furthermore,

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because funding is based on a pupil's full-time enrollment in a TBE program, the Commission is concerned that once a pupil is mainstreamed, funding may no longer be available, though it is still required in order to provide continued support that a pupil. By linking state funding to full-time enrollment (1.0 Full Time Equivalency), school districts may not be receiving adequate funding for those pupils that are no longer enrolled on a full-time basis, yet still require continued part-time support.

❸ Is Chapter 71A still appropriate after 23 years?

The Commission found that until reliable data on pupil progress is collected, this question cannot be answered. The Commission endorsed the principles around M.G.L. Chapter 71A was formed, but found the statute limited in its failure to address the relationship of bilingual education programs to schools in which they function, and to educational outcomes.

❹ How does bilingual education fit with the goals and practices under Education Reform?

The Commission concluded that the future of bilingual education is inextricably linked to the Education Reform Act and that conversely, the attaintment of the goals set by the Act will depend on increasing the quality of all programs, including bilingual education programs. The goal of higher educational performance for all pupils and the goal that "all pupils should read, write, and converse in at least one language in addition to English" (Massachusetts Common Core of Learning) are more likely to succeed if pupils have access to academically rigorous bilingual education programs.

Recommendations

The Commission is optimistic that bilingual education programs will benefit from many of the changes called for in the Act, particularly in the areas of certification and recertification, data collection, professional development, charter schools, and pupil assessment. Most of the Commission's recommendations are not only consistent with the Act, but specify how provisions in the Act can be of benefit to bilingual pupils. The Commission's main recommendations specify measures that will:

1: Increase accountability for bilingual pupils' academic progress;
2: Lead to the appointment of a Bilingual Study Commission to determine the effectiveness of bilingual programs as well as the impact of this Commission's recommendations through the collection and analysis of appropriate date over the next two years;
3: Enlarge the pool of certified bilingual teachers;
4: Prepare all staff in districts serving language minority pupils to work with those pupils more effectively;
5: Ensure that funds allocated for bilingual pupils are spent on bilingual programs;
6: Promote and support the integration of bilingual programs and pupils into the life of the school;
7: Support increased bilingual parental involvement and decision-making; and,
8: Support native language proficiency, knowledge of the pupil's culture, and high academic standards, yet not at the expense of attaining English proficiency.

- NABE -

"What do you think is most significant about the report issued by the Massachusetts Commission on Bilingual Education?"

I want to see this report arouse our educators, legislators, and the whole society's commitment. There are so many new immigrants today, and many of them have English problems; therefore, bilingual education programs cannot be ignored. After going through the appropriate bilingual education, hopefully these students will benefit and contribute their intelligence to our society in the future, instead of becoming a society burden. If we want to see the U.S.A. remain a superior country, language problems must be solved.

-- Rose L. Chin

This report focused on quality education. It clearly establishes that the education of bilingual students deserves the highest of expectations and that it should be part of the general agenda for improving education in the Commonwealth.

-- Professor María Estela Brisk

The fact that bilingual education is acknowledged as a potentially superior educational model is significant. Another significant feature of the report are the statements about quality and excellence and the need for limited English proficient students to have access to high standards and the support needed to achieve them.

-- Dr. Sara E. Meléndez

The Bilingual Education Commission emphasized that the student must be the focal point of bilingual education -- with all of the other parts of the school community, such as teachers, school administrators, parents, and the state, striving to meet their educational needs. The Commission's report will serve as an excellent blueprint for shapin the direction of bilingual education in the Commonwealth as we move closer to the end of the century, and as Massachusetts becomes more and more interconnected to global markets. It is clear that we must fundamentally rethink the role of bilingual education programs in preparing our language minority students to become proficient in English and in other languages as we prepare all our students for the challenges of tomorrow.

-- Secretary Piedad F. Robertson , Commission chair

The report recognizes that strong bilingual education is essential if the Commonwealth's ambitious plans for education reform are to succeed. The Commission concluded that the attainment of higher standards of academic achievement for all pupils will require that bilingual education programs no longer function in such a remedial capacity, that they be fully integrated into the whole school, that they receive the moneys that the legislature allocates, and that they be held accountable for student outcomes. The report also underscored the importance of bilingual education programs if we are to reach the goal set by the Common Core of Learning, that all students graduating from high school be literate and fluent in two languages.

-- Virginia Vogel Zanger

Upcoming Events

February 14-15, 1995 - Office of Bilingual Education and Minority Languages Affairs (OBEMLA) National Professional Development Institute, Phoenix. Contact: John Ovard, (202) 205-5576.

February 14-18, 1995 - National Association for Bilingual Education (NABE) 24th Annual Conference, "Bilingual Education: The Next Generation," Phoenix, Arizona. Contact: NABE '95, 1220 L Street, NW, Suite 605, Washington, DC, 20005-4018. (202) 898-1829, (202) 789-2866 FAX. Internet: *NABE1@aol.com.*

February 22-25, 1995 - National Council of Teachers of English (NCTE) Regional Conference, Jacksonville, FL. Contact: Carol Grimes, Florida Community College at Jacksonville, 11901 Beach Blvd., Jacksonville, FL 32246.

March 4, 1995 - CUNY ESL Council Conference, "Meeting the ESL Needs of the 21st Century: Acquiring a Vision for Progress and Diversity," Hostos Community College, New York. Contact: Dr. Mary Yepez, Academic Skills, Hunter College, 695 Park Avenue, New York, NY 10021. (212) 255-3954.

March 6-11, 1995 - Georgetown University Round Table on Languages and Linguistics, "Linguistics and the Education of Second Language Teachers: Ethnolinguistics, Psycholinguistic, and Sociolinguistic Aspects." Contact Carolyn A. Straehle, Coordinator, GURT 1995, Georgetown University School of Languages and Linguistics, 303 Intercultural Center, Washington, DC 20057-1067.

March 25-28, 1995 - American Association of Applied Linguistics (AAAL) Annual Conference, Long Beach. Contact: AAAL (612) 953-0805.

March 28 - April 1, 1995 - Teachers of English to Speakers of Other Languages (TESOL) 29th Annual Convention, "Building Futures Together", Long Beach, CA. Joint conference with CATESOL. Contact: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. (703) 836-0774. FAX (703) 836-7864.

March 30 - April 2, 1995 - Central States Conference on the Teaching of Foreign Languages (CCFLT), Colorado Congress, Pacific Northwest Council, and Southwest Conference. Joint conference, "Exploring New Frontiers," Denver. Contact: Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704.

April 4-5, 1995 - Massachusetts Association for Bilingual Education (MABE) Conference, Leominster, MA. Contact: Marla Pérez-Selles, The Regional Laboratory, 300 Brickstone Sq., Suite #950, Andover, MA 01810. (800) 347-4200.

April 18-22, 1995 - American Educational Research Association (AERA) Annual Conference, San Francisco, CA. Contact: Robert Egbert, (202) 223-9485.

April 30 - May 5, 1995 - International Reading Association Annual Convention, "Joy of Reading", Anaheim, CA. Preceded on April 29th by Reading Research '95, a research conference with theme "Literature for Children and Adults." Contact Teri Everett, IRA Conferences Division, P.O. Box 8139, Newark, DE 19714-8139. (302) 731-1600x216.

May 8-12, 1995 - Services, Education & Redevelopment (SER) Annual Conference & Job Fair, "Hispanic America: United in the Spirit of Progress", San Juan, PR. Contact: Mr. Joe Campos, 100 Decker Dr., Irving, TX 75062. (214) 541-0616, FAX (214) 650-1860.

May 17-18, 1995 - New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators Spring Conference, Brunswick Hilton, East Brunswick, NJ. "A Silver Past Looking Toward a Golden Future - The Twenty Fifth Annual Spring Conference." Lynda Mejias, 67 Kempson Place, Metuchen, NJ 08840. (908) 826-3360 ext. 247.

- NABE -

Tucker Summer Fellowship

The Center for Applied Linguistics invites applications for the 1995 G. Richard Tucker Summer Fellowship. The fellowship pays a stipend plus travel expenses for an eight-week summer residency in Washington, DC while the Fellow works with CAL senior staff members on one of CAL's existing research projects or on a suitable project suggested by the Fellow.

The competition is open to doctoral candidates in any field which is concerned with the study of language. Minorities are especially encouraged to apply. Proposals for 1995 should focus on language issues related to minorities. Applicants must have completed the equivalent of at least one year of full-time study toward the doctorate. Applications must be received on or before April 28, 1995. For further information contact Grace S. Burkart at the Center for AppliedLinguistics, 1118 22nd Street, NW, Washington, DC 20037. Telephone: (202) 429-9292. Internet: grace@cal.org technique of "testing-the-limits" is related to their attitudes and epistemological conceptualizations of constructs measured, such as intelligence. For instance, an evaluator who has a positive attitude towards the use of "testing-the-limits" with LEP students has a dynamic, multidimensional, qualitative view of intelligence as a developmental and changing process that has an idiosyncratic nature (see González & Yawkey, 1993 for an extended analysis of philosophical assumptions of assessment models such as the medical and developmental ones). Relatedly, Marland (1987), stated that "Further study is needed into... the relationship between attitudes and unconsciously held theories and pedagogical strategies to intervene" (p. 127).

The third factor referring to attitudes towards accommodating for cultural and linguistic differences relates to content, construct, and external validity. Moss (1992) defined content validity as the "Degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content" (p. 240). Thus, LEP students need to be assessed with culturally and linguistically appropriate items so that they are familiar with the content represented in assessment instruments. In relation to the need for assessment instruments and administration procedures to accommodate for the students' linguistic and cultural differences, APA, AERA, and NCME (1985) highlighted the need to recognize "...The limits of interpretations drawn from tests developed without due consideration for the influence of the linguistic characteristics of some test takers" (p. 73).

Moreover, when accommodating for cultural and linguistic differences in relation to construct validity, Laosa (1991)pointed out that population generalizability becomes an ethical issue for practitioners. According to Laosa (1991), population generalization refers to the analysis of the significance of the effect of treatment variables on different populations that can be predicted by theoretical constructs. Specifically, Laosa (1991) pointed out that the decision to use a particular assessment procedure that has been standardized in a different sociocultural population from the one to which the testee belongs, becomes an issue of professional ethics. It is ethically inappropriate for an evaluator to use a standardized assessment procedure when there is no evidence of construct validity to its practical application for making diagnostic and placement decisions. Relatedly, Washington and Mc Loyd (1982), stated, "Constructs represent the basic building blocks of psychological theory and as such have to be validated across populations and ecologies" (p. 337). As explained by Washington and McLoyd (1982), ecological validity refers to how the internal characteristics of an individual interact with the particular situations that she experiences within her natural and social environment throughout her life span. Washington and McLoyd (1982) called population validity what Laosa (1991) considered population generalization. As explained above, in order to be able to generalize the effect of some variables across populations comparative research needs to be done leading to new norms and standardization procedures.

Furthermore, in reference to accommodating for cultural and linguistic differences, Washington and McLoyd (1982) proposed a new conceptual-ization of external validity that encompasses cultural and interpretative validity including intentionality and meaning of the cultural contexts, viewpoints, and experiences of minority populations. They define cultural validity as "The procedures necessary to identify the rules which regulate conduct as well as those rules which define various practices and institutions" (p. 325). Washington and McLoyd (1982) considered that the rules forming part of construct validity are in fact norms or social standards which regulate social expectations and behaviors performed by members of a particular sociocultural group. Thus, according to Washington and McLoyd (1982), a bilingual and bicultural individual can adapt to the acquisition and use of rules in an appropriate manner for two distinctive sociocultural contexts. Moreover, these authors also acknowledged the multidimensional factors affecting the learning process of bilingual and bicultural individuals for adapting to different sociocultural groups. These factors are not only of a cognitive nature, but they are also of an emotional and social nature. Thus, by including affective processes influencing learning, an interface between cognitive and social domains can be created; which leads to the possibility of linking rules and social norms with attitudes, value systems, and personal and social norms.

Relatedly, Banks and McGee Banks (1989) considered that standards and criteria for determining whether an individual belongs to one of the psychological diagnostic categories created by the "medical model" are socially constructed. Then, criteria for determining handicapping conditions, disabilities, giftedness, and normal development among minority and majority populations are subjective and culturally loaded. Moreover, according to Banks and McGee Banks (1989), values are preferences about how to adapt to the environment, ideals, ethical and aesthetic standards, and knowledge developed by the social group to modify the environment and to create products. In fact, values provide guidelines for maintaining common goals within ethnic and social groups. Ethnic groups exist within larger social groups because its members share different cultural characteristics in relation to mainly their religion, language, identity, and traditions. As pointed out by Banks and McGee Banks (1989), individuals are members of social groups and not of culture. In addition, six different value orientations of individuals within cultures have been proposed by Banks and McGee Banks (1989) for studying cultures: (1) supernatural beliefs such as religion, (2) respect for nature and the ecosystem, (3) use of the human made habitat, (4) relational systems created such as the family, (5) activity level of its members such as work ethics and the value given to effort, and (6) the conceptualization of time. Thus, rules and social norms embedded within the cultural validity of assessments are created by specific cultural and ethnic groups. Rules and norms are socially constructed categories used as criteria for diagnosing and placing minority students.

Furthermore, according to Washington and McLoyd (1982), interpretive validity is related to the intentionality of human actions and goal setting and achievement. These authors explain racism and stereotyping as the result of biased interpretations of the experience of being a minority individual by majority people. They point out that myths and distorted images that misrepresent the experience of being a minority within the mainstream American society are the result of partial interpretations. Explanations of

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minority issues and problems tend to take into consideration only internal factors focusing on the results of victimization, while ignoring external factors that caused the process of oppression and the meaning of being a minority.

In relation to the fourth factor, referring to attitudes and behaviors towards translations and norming samples of standardized tests, APA, AERA, and NCME (1985) stated, "One cannot assume that translation produces a version of the test that is equivalent in content, difficulty level, reliability and validity" (p. 73). When translating a test, words selected for items may have differences across languages such as frequency rates, difficulty levels, acoustic properties, and length. For instance, Valencia and Rankin (1985) reported that the *McCarthy Scales of Children's Abilities* translated into Spanish showed biases for Mexican-American Spanish-speaking children in the verbal and numerical memory subtests due to the effect of word length and acoustic similarity on information-processing load. These content biases can be explained as the effect of the fact that words in Spanish have a predictable phonetic structure that uses a consonant-vowel syllable consistent pattern, and words translated into Spanish tend to be longer than words in English. Valencia and Ranking (1985) concluded that the problem of item inequivalence in the*McCarthy Scales* translated into Spanish, and not genuine limitations in Spanish-speaking children's cognitive abilities, generated content biases. Thus, in order to have validity and reliability, translated standardized tests need to be normed again with a sample that has the same idiosyncratic characteristics of language-minority students (APA, AERA, NCME, 1985).

In conclusion, the four factors found highlight the need for evaluators to be knowledgeable about psychometric properties of assessment instruments. For instance, evaluators need to be knowledgeable about the validity of standardized administration procedures used with LEP students; and the extent to which clinical assessment techniques, such as "testing-the-limits," can be useful and appropriate for accurately diagnosing LEP students. In the responses of administrators and practitioners completing this attitudes survey regarding "testing-the-limits," we have documented a level of uncertainty about the appropriateness of this clinical assessment technique. Then, in the presence of this uncertainty, we want to point out that the technique of "testing-the-limits" can be extremely useful for linking assessment with instruction. This technique gives evaluators the opportunity to discover individual strategies for thinking and problem-solving used by LEP students; strengths that have major instructional implications for placement recommendations and educational program development. Presently, there is need to educate administrators and practitioners about the use of clinical assessment techniques such as "testing-the-limits," that can be extremely useful for the accurate diagnosis of LEP students. At the same time, we need to dispel the "myths" surrounding the psychometric appropriateness or inappropriateness of clinical assessment techniques. Thus, we believe that more positive attitudes towards clinical assessment can be nurtured in evaluators and administrators by increasing their knowledge level about psychometric properties of assessments, and by raising their awareness about the possible positive impact on the appropriate education of LEP students that the use of these techniques can have.

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Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to the column editor, Dr. Jaime A. Castellano at Addison School District 4, c/o Illinois Board of Education, 222 N. Kennedy Drive, Aurora, IL 60101. Contributions to the* **Assessment of Language-Minority Students** *column should be sent to the column editor, Dr. Virginia González, at the University of Arizona, College of Education, Tucson, AZ 85721.*

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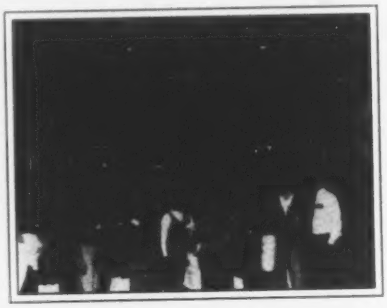
NABE '95: The Next Generation

7,500+ Attend Nation's Largest Multilingual Educational Event

by Nancy F. Zelasko, Ph.D.
NABE Deputy Director

NABE '95 -- the 24th Annual International Bilingual/Multicultural Education Conference -- attracted more than 7,500 people to Phoenix, Arizona last month. Drawing upon the most multicultural, multilingual gathering in America, NABE '95 featured a series of events demonstrating the wisdom of nurturing multiculturalism and multilingualism as a way to improve America's schools.

"We ought not waste time in the needless worry that one language threatens the integrity of another. There is no basis in our history for such a concern," stated Honorary Conference Co-Host and Arizona Senior Senator John McCain in a letter to participants. "To reject a native language as a tool for teaching as well as enriching our national heritage makes learning all the more difficult and makes us a poorer nation."



The four-day event, which included more than 200 workshops, symposia, papers and demonstrations, a major materials and educational products exhibition; and school visits to exemplary programs for language-minority students, was focused around on the theme of *Bilingual Education: The Next Generation.*

"NABE '95 demonstrated that the English-only movement -- an important part of the current nativist movement which

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NABE Announces Goal 2003

Challenges All New Teachers to be Bilingual

NABE has challenged the nation's educational system to ensure that all new teachers speak English and at least one other language by the year 2003. NABE announced this challenge and released a three-point action plan to help achieve this goal at a news conference held during the Association's 24th Annual International Bilingual/Multicultural Education Conference in Phoenix, Arizona.

"We generally expect teachers to know more than their students, *except* when it comes to learning a second language," stated NABE President José Agustín Ruiz-Escalante. "There are literally millions of language-minority children on their way to learning, or who have already mastered, English as a second language. Sadly, very, very few of their teachers can make a similar claim. This absurdity must end."

The challenge, entitled GOAL 2003, declares that by the year 2003, all newly-certified teachers should be bilingual, or able to communicate in English and at least one other language. NABE representatives said that they would pursue the following action-plan to help meet this goal: 1) write every Institution of Higher Education, State Education Agency, Local Education Agency, major education organization, Congress, and our nation's Governors explaining GOAL 2003 and urging them to adopt the goal; 2) offer technical

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

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Nancy F. Zelasko, Deputy Director
Rick López, A.D. for Legislation &Policy
Carolyn Riddick, Office Manager
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Message From The President

NABE CARES: Keepers of the Flame

by Dr. José Ruiz-Escalante

I would like to begin this message with a heartfelt "Thank You" to *all* the people who helped make the recent NABE '95 Conference such an outstanding success. Special appreciation goes to Dr. Phyllis García and the staff of the Mountain States Multifunctional Resource Center at Arizona State University for coordinating the work of the local conference planning committee. Literally hundreds of other people contributed to the success of this event, including the presenters, sponsors and exhibitors, student performers, institute coordinators, and session monitors. Last, but not least, I want to thank the staff of the NABE Office, whose commitment and competence was obvious throughout the conference. To all of you, from the bottom of my heart, *¡un millón de gracias por toda la ayuda y generosidad!* (a million thanks for all your help and generosity).

Two major NABE initiatives were announced at the conference: *NABE CARES* and *Goal 2003*. As you know, the NABE Executive Board passed a resolution at its November 1994 meeting which strongly condemned California Proposition 187 and authorized a national campaign to oppose this and similar measures. The campaign, called *NABE CARES* (Campaign Against Racism and Extremism), began at the NABE '95 conference. *NABE CARES* is a movement to mobilize our membership and our state affiliates to educate, legalize, naturalize newcomers to the U.S. and register them to vote. NABE will work with other national organizations to coordinate efforts to combat racism and to empower new American families through education, legalization, naturalization, and voter registration. An article elsewhere in this issue of *NABE NEWS* contains details on *NABE CARES*.

1994-1995 NABE Executive Board President,
José Agustín Ruiz-Escalante

NABE CARES began with a candlelight walk held immediately after the Opening Ceremonies of NABE '95. As NABE Executive Director Jim Lyons explained, the walk symbolized "bringing a bit of light to the darkness." I was excited to see how members helped each other to keep their candles lighted. To me, the lighted candle represented hope; the wind's blowing out the candles represented the forces of racism trying to kill the hope of our children. The message we sent was that the NABE membership will fight anyone trying to extinguish the ray of hope.

A second initiative unveiled at NABE '95 was *Goal 2003* -- NABE's proposal that by the year 2003, all newly-certified teachers will be bilingual in English and at least one other language (see front page story). Judging by the lack of data on teacher language competencies, it is clear that teaching our teachers languages other than English has been anything but a national priority. The United States is behind the rest of the world. In Europe, for example, the amount of time devoted to teaching other languages allows students to communicate in at least one, and often two, and sometimes even three additional languages. We must end the absurdity of expecting students to learn a second language but not requiring that their teachers also do so.

The political climate in Washington and around the country is not very favorable. Please read the *View From Washington* column in this issue for details on what is happening with bilingual education funding and English-Only proposals; then exercise your right to voice your opinions to policy-makers. We have come far in bilingual education, but we cannot rest. Many more battles need to be fought, more challenges need to be met, and more people need to be educated.

Finally, I would like to thank our affiliates in Alaska and New Mexico for the hospitality they extended me during their state conferences. I was pleased to able to attend and interact with our members. These conferences reassured me that our members are ready to fight for what they believe in -- quality bilingual education programs -- and that they will oppose any racist movements which interfere with quality educational opportunities for our children. Once again, thank you for your commitment not only to bilingual education, but also to NABE.

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The View From Washington

by Rick López, NABE Associate Director for Legislation, Policy, and Public Affairs

The Budget Wrecking Ball and English-Only

Oh, what a difference a year can make! Last year at this time, the President and Congress were enacting the most progressive K-12 education bill in history. They recognized for the first time that language-minority children represent a resource, not a liability, to our nation.

Now, the twin pincers of budget cuts and English-Only legislation squeeze not just bilingual education programs, but *all* programs serving children and the disadvantaged. If you want to know how to fight back, read on. This column will tell you what is happening on the policy front in Washington and around the country, and how you can influence these policies.

But first, let me say hello as NABE's newest staffer and inheritor of "The View from Washington" column. My contributions to the *NABE NEWS* cannot replace Jim Lyons' always-thoughtful columns. I have worked on Capitol Hill for five years and there are very few individuals who are as uniformly perceived to be as thoughtful, honest, and knowledgeable. In a town like Washington, that says a great deal.

Back to the issues. Recent actions by Congress and the states need to be taken in perspective. English-Only narrow-mindedness is nothing new. The English-Only proposals you've heard about are nothing new. They are identical to bills introduced annually for more than a decade. The reason for the increased attention to English-Only is that some of the most vocal English-Only supporters have been Republican office holders. Republicans, of course, are now the majority party in Congress. That is not to say that the English-Only "debate" is partisan, because it isn't. There are Republicans who publicly oppose English-Only, like Rep. Ileana Ros-Lehtinen (R-FL) and Sen. John McCain (R-AZ), and there are also Democrats who support English-Only.

The Budget Wrecking Ball: Rescissions

But the most immediate threat to bilingual education doesn't come from the English-Only camp; it comes from budget cutters. In the rush to tear down the size of government, federal legislators have begun to demolish education and children's welfare programs. The sweep of the budget wrecking ball is breathtaking.

The first swing took place when the House of Representatives passed a "rescission" bill, HR 1158, that removed $1.7 billion in Department of Education monies which last year's Congress had appropriated. Casualties include: $142 million from GOALS 2000 grants, complete elimination of the $482 million Safe and Drug-Free Schools program, and $148 million from Title I. The Department of Labor took even bigger hits, cancelling the entire $1.73 billion summer-jobs program.

Bilingual education also suffered. Fiscal Year 1995 rescissions, as they are officially called, eliminated four Title VII grant categories under Part A of the old law at a savings of $50 million:

- math/science grants, $24.7 million;
- developmental grants category, $10.4 million;
- family English literacy grants, $6.5 million; and
- special populations grants, $8.2 million.

With some of the savings, the House *added back* $11.5 million to transitional bilingual education grants. The result: after the net $38.5 million cut, Title VII, which had been a $195 million program, would become a $158 million program.

Cuts to Title VII programs come at a time when the Department of Education is just beginning to transition to the new grant categories enacted last year. The new categories, based on size and scope of the bilingual education program, would replace the old categories, like the ones listed above. If the House-passed rescissions bill were to be enacted, it would mean the end of continuation grants for projects receiving funding under these four terminated program categories.

The Budget Wrecking Ball: Future Cuts

If these cuts to education and children's welfare programs sound draconian, be prepared. It was just the wrecking ball's first pass. The next round of damage to federal education programs, which promises to be even bigger than the first, will likely occur when Congress reviews funding for next year, Fiscal Year 1996. The House Budget Committee just passed a resolution that would slice another $3.2 billion from the Department of Education budget over the next five years.

Committee Chairman John Kasich (R-OH) suggested that the cuts could be accomplished by eliminating $906 million in vocational educational programs, an additional $723 million from GOALS 2000, $250 million from the recently-enacted School-to-Work program championed by President Clinton, $397 million from TRIO programs, and $349 million in State Student In-

CONTINUED ON PAGE 6

centive Grants. Under his plan, bilingual education would lose $150 million over five years.

To give you a sense of the truly immense scope of the cuts, consider the damage to other social programs under the Kasich plan: legal services for the poor would be eliminated and an undefined list of "ineffective training and employment programs" would be killed. The savings from these two programs alone: $10.9 billion over five years.

Two other programs important to children and families -- the school lunch and breakfast programs and the Supplemental Nutrition Program for Women, Infants and Children (WIC) -- were also deeply cut under a bill passed by the House Economic and Educational Opportunities Committee. The programs were folded into block grants, then slashed by $6.9 billion over five years. Perhaps more importantly, the entitlement status of the school lunch and breakfast programs would be repealed. No longer would payments to states increase if a recession threw additional children into poverty.

The size of the cuts speak for themselves. To give some perspective, the entire budget of the State of Maryland is about $14 billion.

It is important to keep in mind that none of these cuts have become law *yet*. The cuts still have to be considered by the Senate and signed into law by the President. *There is still time for NABE members to make a difference.* After their sheer size, however, the most amazing thing about the cuts being proposed by the new Congress is the frightening speed with which they are being adopted. Major budget decisions, each built upon the wreckage from previous proposed cuts, are made every week.

English-Only Proposals

While budget-chopping legislation is an immediate threat, English-Only proposals, at least on the federal level, continue to loom in the background. Congressional Committees are so preoccupied with items included in the so-called "Contract with America" that they may not have an opportunity to consider other major legislation until mid-year.

It is difficult to speculate on the legislative prospects of English-Only legislation. On the one hand, recent Congressional votes point strongly towards the direction of opposing English-Only. Last Congress, an amendment to eliminate Title VII was resoundingly defeated by a vote of 334 to 58. A majority of House Republicans and all House Democrats voted against the amendment. On the other hand, it always pays to be prepared, especially in this particular political climate.

The English-Only bills currently in Congress vary greatly in intent and effect. HR 1005, introduced by Rep. Peter King (R-NY), is perhaps the most publicized and broadest. The King bill, which has 16 cosponsors, would do the following:

- make English the official language of government;
- require the government to conduct all official business in English;
- repeal the Bilingual Education Act;
- abolish the Office of Bilingual Education and Minority Languages Affairs (OBEMLA);
- devote funds previously provided to OBEMLA to deficit reduction;
- permit funds to be used for the year after enactment to support a transition to programs of English as a second language;
- repeal the bilingual assistance requirements of the Voting Rights Act; and
- require all citizenship ceremonies to be administered in English.

All of the other English-Only bills, listed below, are variations on the King bill, some including more components of the King bill than others. The bills and their sponsors include:

HR 123, Rep. Bill Emerson (R-MO), 133 cosponsors;
HR 345, Rep. Owen Pickett (D-VA), 2 cosponsors;
HR 739, Rep. Toby Roth (R-WI), 50 cosponsors;
S 175, Sen. Richard Shelby (R-AL), no cosponsors; and
S 356, Sen. Richard Shelby (R-AL), 12 cosponsors.

As many of you know, several states have copied English-Only and immigrant bashing measures from their neighboring states or the federal government. In New York, a bill introduced by State Senators Padavan, Marchi, Tully, and Volker would flout the U.S. Supreme Court's decision in *Plyles v. Doe* by denying public education to undocumented students. In Maryland, the English-Only bill that was vetoed last year by then-Governor Schaefer has resurfaced and is winding its way through the legislative process.

Arguments against English-Only are so important that they will be covered in greater detail as part of an upcoming issue of the *NABE NEWS*.

How You Can Influence the Policy Process

It may sound obvious, but the most important people right now in the development of education policies mentioned here are your elected federal officials: Representatives, Senators, and the President. After watching individuals and organizations seeking to influence federal policy for five years, I would recommend the following five-step plan for NABE members who wish to influence the outcome of federal budget cuts and the debate on English-Only.

First, get organized. Ten individuals, especially those tied together through some organization, will be more influential than two individuals. It is always a good idea for advocates of bilingual education to unite with advocates of education in general. It increases numbers.

Second, get local. The late Speaker of the House of Representatives Tip O'Neill once said, "all politics is local." When advocating for an issue, it is much more effective to contact your own elected representatives than to

FROM PAGE 5

lobby a Committee Chair or other highly-placed decision maker. For example, the Chair of the Senate Appropriations Committee that administers budget cuts is more powerful, but has little reason to pay attention to someone else's constituents. A more effective plan is to rally your own elected officials to lobby the powerful Committee Chair. An energized Congressman, committed to an issue, can do wonders.

Third, get a meeting. Face-to-face meetings are always the most effective method of communicating your thoughts about an issue to an elected official. The amount of paper that Congressional offices receive is astounding. Senator Barbara Boxer (D-CA) is reputed to receive as many as 10,000 letters per week. A letter can still be extremely valuable, but is never as valuable as a chance to explain your position in person. Remember, securing a meeting is much easier for a group of individuals representing some larger organization; the larger the group and the larger the organization, the better your chances. Senators and Congressman usually spend weekends at home in their district or State and are available to meet with local constituents at those times.

If a face-to-face meeting is not possible, letters to your elected officials are the next best thing. The same requests that would have been made in person are also useful in writing letters.

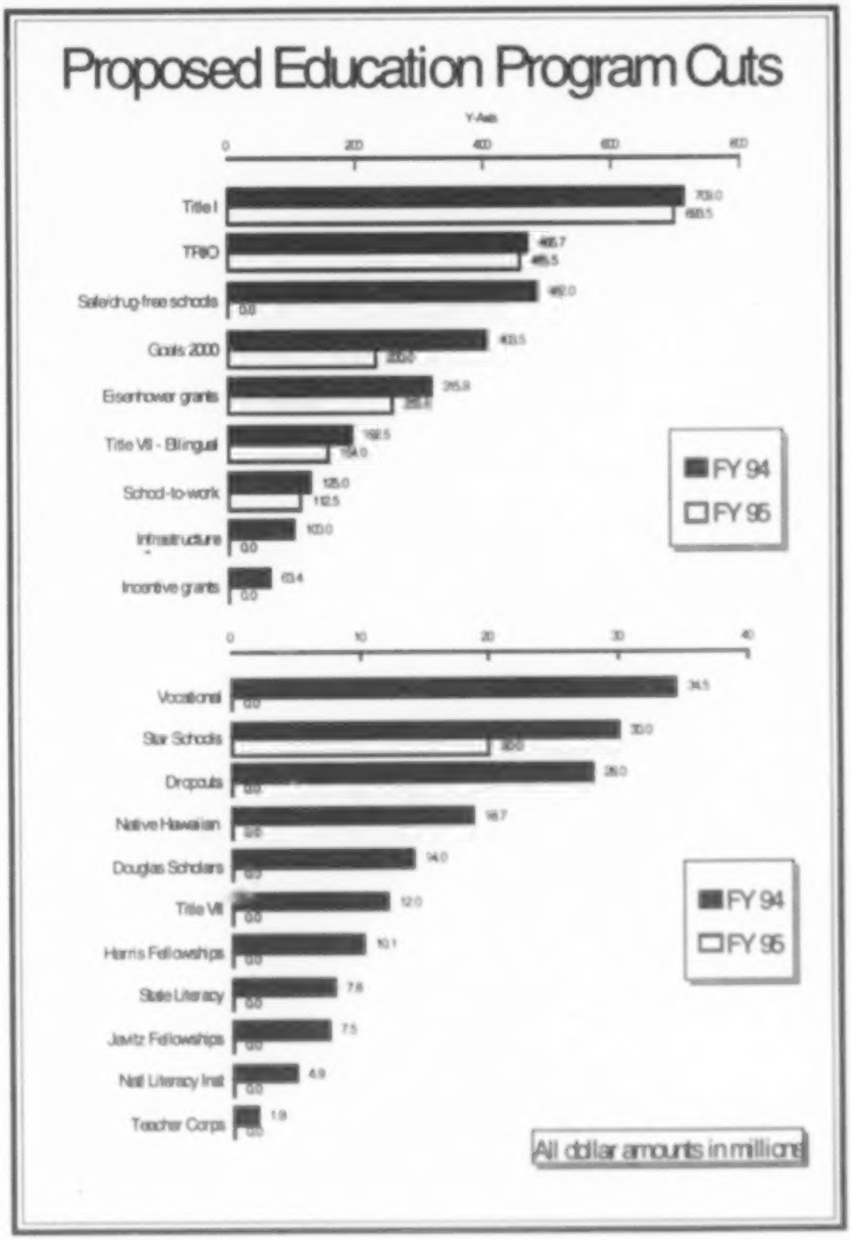
Fourth, get personal. Lawmakers are much more likely to be swayed by arguments that are grounded in personal experience; and by explanations of how a particular budget cut or policy would affect that official's own constituency. Cuts to bilingual education or English-Only restrictions, for example, can be painted in terms of lost services to children and their families. For those interested, a list of projects that might lose funding, with state-level detail, is available from OBEMLA.

Even better than a meeting in a lawmaker's office is a visit with the lawmaker to a local school or bilingual education program. The case for bilingual education becomes much more compelling when an elected official is able to see the children who personally benefit from the program.

Fifth, get it in writing. The most reliable evidence that a lawmaker has followed through on a promise of support for your cause is a letter from your elected official to the appropriate Committee Chair or other decision-maker. This is very important. The focus of most advocacy meetings with an elected officials should be to request a letter; remember to ask for a copy.

If NABE members schedule meetings with Members of Congress, please call me at the NABE office and let me know; ask for me directly at extension 106. If you send letters to Congress or to your local representatives, please mail or fax me a copy of your letter.

• NABE •


Proposed Education Program Cuts

NOMINATIONS

Candidates Nominated for 1995-97 NABE Executive Board

The NABE Nominating Committee met on February 16, 1995 at the Phoenix Civic Plaza during the NABE '95 Conference.

The following persons were nominated for the two available Member-at-Large positions:

NOMINEE	NOMINATED BY	SECONDED BY
Anthony Sancho (CA)	California	Washington
José Hernández (TX)	Texas	Louisiana
Judy Kwiat (IL)	Illinois	Colorado
Janice J. Schroeder (AK)	Alaska	New Jersey
Norma Hernández (FL)	Louisiana	Texas
Mary Jew (CA)	California	New Mexico

The committee then divided into regions to nominate for Regional Representatives. The following persons were nominated for Eastern Regional Representative:

NOMINEE	NOMINATED BY	SECONDED BY
David Groesbeck (MA)	Massachusetts	New York
Virginia V. Zanger (MA)	New Jersey	New York

The following persons were nominated for Western Regional Representative:

NOMINEE	NOMINATED BY	SECONDED BY
Hermán García (NM)	New Mexico	Alaska
Carmen Centeno (WA)	Washington	New Mexico
Estella Acosta (CA)	California	Arizona

Election ballots will be mailed to all persons who were NABE members in good standing on December 31, 1994.

2299

Navajo Code Talkers Honored at NABE '95

Created WW2 Unbreakable Code Using Navajo Language

The NABE 1995 Citizen of the Year Award was presented to the Navajo Code Talkers -- 420 Navajo marines who befuddled the Japanese by transmitting sensitive information in a code based on their native Navajo tongue. Thirty-two of the original Code Talkers participated in the ceremony on February 15, 1995.

"The Navajo Code Talkers displayed a heroism that you usually just see in the movies," stated Jim Lyons, NABE's Executive Director. "By keeping troop movements, battle plans and military information secret through a Navajo-based code, they helped to win the battle of Iwo Jima and the War in the Pacific. It was the only foolproof, unbreakable code in the history of warfare."

Formed in 1942, the Code Talkers persuaded a skeptical Marine Corps that their language could serve as the basis for an unbreakable code. Soon the Code Talkers earned both the respect and the admiration of field soldiers by skillfully and instantaneously encoding and decoding messages in the midst of battle. In contrast, mechanical contraptions sometimes took up to several hours to unravel the contents of messages and were always vulnerable to enemy codebreakers. Marines so prized the Code Talkers that the Navajos were issued bodyguards, in part to protect them from other marines who might mistake the Native Americans for Japanese soldiers.

"The irony is that the same government that recruited the Code Talkers had tried to stamp out their language and culture for over 80 years," continued Lyons. "Beginning in the 1870s, Navajo children were separated from their families, taught in off-reservation schools and forbidden from speaking their native language. In fact, Native Americans were not granted citizenship until 1924 and did not receive unrestricted voting rights until *after* World War II."

The heroism of the Code Talkers proves that in America, language and loyalty are not synonymous. Senator John McCain, himself a veteran and former POW, stated in a videotaped message, "What the Navajo Code Talkers demonstrated and continue to demonstrate is a patriotism unmatched by any that I have known. They overcame obstacles both at home and abroad that few will ever know. Yet they remained true to their purpose to serve and defend the United States of America. My friends, let these men and their deeds be an inspiration to us all."

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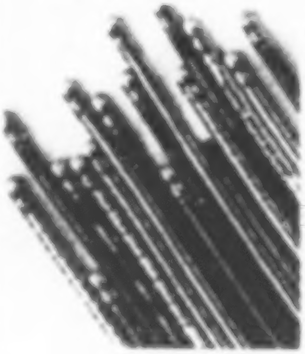

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2301 TEACHER'S DISCOVERY

NABE Opens Campaign Against Racism and Extremism

Goal is to Educate, Legalize, Naturalize, Register Newcomers

Enraged at the passage of Proposition 187 in California, which would deny state-supported education and health care to suspected undocumented immigrants, the National Association for Bilingual (NABE) has launched an effort to mobilize the 15,000+ members of NABE and its state affiliates in a campaign to educate, legalize, naturalize and register to vote newcomers to the U.S. The announcement was made at a February 15th press conference during the Association's recent annual conference in Phoenix, Arizona.

"The NABE Executive Board passed a resolution during its meeting on November 18 that strongly condemned the passage of Proposition 187 in California and conceived of a national campaign to enlist its members in opposing the law," stated NABE President José Agustin Ruiz-Escalante. "Our national campaign, which we call ***NABE CARES -- Campaign Against Racism and Extremism***, begins today."

NABE representatives explained that the campaign contained four objectives: first, legally overturn the referendum and thwart any attempted implementation; second, prevent similar enactments elsewhere in America; third, protect, defend, and fulfill the rights of students in California and the rest of the nation; and fourth, empower new American families through education, legalization, naturalization, and voter registration.

"187 threatens to choke off the vital contributions that immigrants make to our country," stated Jim Lyons, NABE Executive Director. "When asked by *Infoworld*, a high-technology trade magazine, Philippe Kahn, the Chair of computer software giant Borland International, gave his assessment of the 1994 elections: 'I'll speak from my heart. The worst part for the industry is what just happened with Proposition 187. It discourages the immigration of high-tech talent. I was illegal for four years, and I created some stuff. That is my main concern.'"

"Some of the most important participants in this year's NABE conference were immigrants and the children

CONTINUED ON PAGE 12

Immigrant Status

Perceptions v. Reality

Contrary to public perception, most immigrants living in the U.S. -- more than 85% -- are here legally. Also, most undocumented immigrants don't come to the U.S. by crossing a border illegally. Six out of ten enter the U.S. legally with student, tourist or business visas and become "illegal" when they stay in the country after their visas expire.

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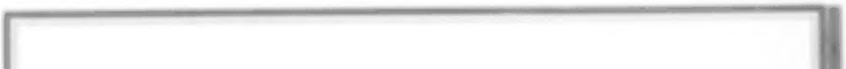
Legal Status of Foreign-Born Population, 1990

Source: Urban Institute

MOBILIZATION AGAINST PROPOSITION 187

NABE Resolution Regarding Proposition 187

The National Association for Bilingual Education condemns the passage of California Proposition 187. If implemented, Proposition 187 would deny to all undocumented immigrants in the state of California the benefits of state-supported education and health care. Education and health care are basic human services, and the United States Supreme Court has ruled that education cannot be constitutionally withheld on the basis of immigration status. If implemented, Proposition 187 would also require all California state employees to report to the Federal Immigration and Naturalization Service anyone they suspect of being an undocumented immigrant.

Proposition 187 poses grave risks to the residents of California. If implemented, the enactment would: deny families living in California the most basic and essential human services; create conditions in public health, safety and education which threaten the well-being of all Californians; create an enormous and costly new state bureaucracy to manage the active involvement of state employees in the federal function of immigration enforcement; foster suspicion and ethnic discrimination in California schools and communities; expose American citizens and legal residents to harassment on the basis of their appearance or language; and jeopardize billions of dollars of federal aid to the state which must be withheld under federal education and civil rights laws.

We, the Executive Board of Directors of the National Association for Bilingual Education, do hereby resolve to mount a national mobilization of the Association's members in response to the enactment of California Proposition 187. The mobilization will have four objectives. First, to legally overturn California Proposition 187 and to thwart any attempted implementation. Second, to prevent similar enactments elsewhere in America. Third, to protect, defend, and fulfill the rights of students and families in California and the rest of the nation. Fourth, to empower new American families through education, legalization, naturalization, and voter registration programs. The national mobilization will be an integral priority component of the Association's conferences, publications, and affiliate agendas and will be carried out in collaboration with other organizations which oppose Proposition 187 and are committed to providing essential human services to all families in America.

Editor's Note: *This resolution was adopted by the NABE Executive Board during its November 1994 meeting in Phoenix, Arizona.*

• NABE •

CARES Update: Action Items

Negative images of Hispanics in the media: The National Hispanic Media Coalition (NHMC) is organizing a boycott of ABC-TV programs between 7 and 11 p.m. on Friday, May 5, to protest the lack of positive Hispanic characters in its programming. Concerned that the lack of positive Hispanic images has contributed to the immigrant-bashing climate, NHMC is also urging peaceful picketing of local ABC-TV stations and letters to ABC-TV president Roger Iger. For info, call (213) 385-8574.

U.S. English advertisement in *TIME* magazine: On March 20, *TIME* Magazine ran an inflammatory ad equating bilingual education with child abuse. Several NABE members have told us that they have already cancelled their subscriptions in protest. To send a letter to *TIME*, write *TIME*, Rockefeller Ctr., NY, NY, 10020, or call (800) 843-TIME regarding your subscription.

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CARES

FROM PAGE 11

of immigrant families," said Lyons, "including Tish Hinojosa, the acclaimed singer-songwriter; Tou Lee Vang Yang, the Laotian native who spent six years in Thai refugee camps and who is our Bilingual Instructional Assistant of the Year; Irma Rohatgi, the 1995 Bilingual Teacher of the Year who has pioneered the use of Japanese business principles in her Houston classroom; and José Agustín Ruiz-Escalante, NABE President."

"Proposition 187 follows a longstanding and unfortunate history of immigrant-bashing in the U.S.," added Lyons. "The proposal is targeted at immigrants, but *everyone* will ultimately become a victim of the proposition's meanness and stupidity. Everyone will pay more in taxes to support a huge bureaucracy charged with ferreting out the undocumented from our schools and hospitals. In return, we get an uneducated underclass and increased public health risks from families afraid to seek medical treatment."

• NABE •

MOBILIZATION AGAINST PROPOSITION 187

Proposition 187 -- Sending the Wrong Message

by Frank Sharry

The National Immigration Forum will face considerable challenges in coming years, as immigration emerges as a prominent topic in the national political discourse. The passage last fall of California's Proposition 187 signaled the ascendance of immigration as a "wedge" issue with tremendous potency. The debate surrounding the measure, which was billed as a tool to reduce illegal immigration, also gave a preview of the nativism and bigotry which may infect future discussions of immigration issues.

Proposition 187, if implemented, will deny basic medical care and immunizations to undocumented immigrants, kick kids without immigration papers out of public schools, and require public officials to report anyone "suspected" of being in the U.S. illegally to state and federal authorities. Last August I took a three-month leave of absence from the Forum to work with Taxpayers against 187, a statewide effort organized to defeat this controversial ballot measure. I opposed it not only because it is inhumane to target children and people who need medical care, but also because these punitive measures would do nothing to reduce illegal immigration. Instead, Proposition 187 would drive undocumented immigrants further underground, throw kids out on the streets, potentially threaten public health, and create a police-state mentality in which those who look or sound different are "suspect."

Initial polling in August showed support for the measure as high as 69%, with opposition in the low 20's. By mobilizing a broad coalition to oppose the initiative, immigration advocates were able to expose its misguided approach to the problem of illegal immigration. Support for the measure gradually diminished as the public gained a greater appreciation of the complexity of the issue.

However, a barrage of television and radio ads in the final weeks of the campaign, combined with high Republican turnout and public alarm at the extreme tactics used by some pro-immigration student activists, sapped our momentum and the measure passed by a nearly 3-to-2 margin. Emboldened by the success of Proposition 187, restrictionist groups have promised to organize similar initiatives in states such as Arizona and Florida.

Although implementation of the measure has been stayed by the courts, Proposition 187 has had a significant effect already, fostering a divisive atmosphere of mistrust and suspicion. These are just a few of the many distressing incidents of discrimination that occurred in the first few weeks after the election:

- The day after the election, in Atherton, California, a school security guard stopped two American-born Latino students and, using profane language, told them "we don't have to let Mexicans in here anymore."
- In Manteca, California, police stopped two young women for jaywalking and transported them to a town 14 miles away. The women were released only after confirmation from federal immigration officials that they are legal permanent residents.
- In Stanislau County, the owner of a hotel called the police when a U.S. citizen of Mexican descent refused to show his green card while registering for a room.
- In Palm Springs, a pharmacist demanded immigration papers from a customer and refused to fill a prescription.

In addition, there have been numerous reports of sick children and pregnant women who have been afraid to seek medical attention. While supporters of Proposition 187 insisted that it would affect only undocumented immigrants, its most visible effect has been to legitimize discrimination against anyone who appears "foreign." Many people who had qualms about the approach embodied in Proposition 187 supported it anyway, believing it was important "to send a message." Proposition 187 sends the wrong message.

Frank Sharry is the Executive Director of the National Immigration Forum.

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Destiny's Gate

Notes from the Executive Director

by James J. Lyons

NABE conferences afford manifold opportunities for learning. They also provide opportunities to renew old friendships and to make new ones. NABE '95 afforded many of us the chance to meet a new friend, who is actually an old friend of the children we care about and serve. That person is singer/songwriter Tish Hinojosa.

Many months before NABE '95, I received a phone call from a gentleman in Austin, Texas by the name of Mike Crowley. He introduced himself as the agent for Tish Hinojosa. He had called to offer Tish's services to NABE.

Although I had heard a number of Tish Hinojosa's songs, I confessed to Mr. Crowley that I knew little about her. Mike promptly sent Tish's biography and a copy of her seventh and latest album, *Frontejas*, on the Rounder Records label.

From the biography, I learned that Tish is the child of Mexican immigrant parents. Along with twelve brothers and sisters, she grew up in San Antonio, Texas. I also learned that Tish, a mother of two children, had a history of community involvement ranging from support of local youth programs to championing the cause of migrant farm workers.

The bilingual songs of *Frontejas* taught me a great deal more. They revealed Tish to be an extraordinarily gifted composer and talented musician. I also realized that her music embodies a message -- our message. It is reflected in Tish's dedication note for the *Frontejas* album:

> *Frontejas* ... a sound, a language, a feeling, a place formed by the river of culture and time washing over those who contemplate and investigate. We are all pebbles shaping the current that creates tomorrow. I dedicate this recording to my fellow chicano artists whose tools and minds continue to weave our ancestor's thoughts, language and passion into a beautiful multi-colored American tapestry....

Mike Crowley made good on his initial offer. Tish agreed to perform at the Saturday night dance of NABE '95, the conference grand finale. She also agreed to help present awards to the winners of the *Coca-Cola*/NABE Student Writing Contest at the Essay Awards luncheon.

The Friday luncheon and the Saturday night dance were wondrously serendipitous. One of the Writing Contest winners, María Luisa Mijes, is also a talented musician. María Luisa plays the violin (which, in global multicultural fashion she learned through Suzuki classes) in a mariachi group at the Crockett Elementary School she attends in Houston, Texas. At the Friday Writing Contest Luncheon, María Luisa performed, without the benefit of rehearsal, with the *Mariachi Estudiantil* from the Carl Hayden High School in Phoenix.

Tish Hinojosa was so impressed with her ability that she invited María Luisa to perform with her at the Saturday night dance. The duets they performed Saturday night imparted special meaning to the theme of NABE '95: *Bilingual Education: The Next Generation...* María Luisa's and Tish's joint performance on Saturday was, for me, absolutely incredible and totally unforgettable!

This note gives me the opportunity to thank, in an ever so small way, Tish Hinojosa for her contribution to NABE '95 and her on-going gifts to people. As in the title to another of Tish's albums, I believe that NABE '95 was *Destiny's Gate* for Tish Hinojosa and NABE. Whether you attended NABE '95 or not, I strongly recommend that you buy her *Frontejas* album.

Tish has just started a major nationwide tour with musicians Santiago Jiménez, Jr., Don Walser, and Butch Hancock. A list of concert dates, venues, and phone numbers for ordering tickets to Tish Hinojosa's Border Tour appears elsewhere on this page. Don't miss the chance to see Tish perform. I personally guarantee your satisfaction!

- NABE -

TiSH HiNOJOSA'S
BorDEr Tour
TiSH HiNOJOSA
SANTiAGO JiMENEZ JR.
DON WALSER
BUTCH HANCOCK

MARCH

16	Austin, TX
Broken Spoke	(512)442-6189
17	Ft. Worth, TX
Caravan of Dreams	(817)877-3000
18	Lubbock, TX
19th St Warehouse	(806)788-0807
19	Las Cruces, NM
Univ of New Mexico	(505)646-4413
21	Phoenix, AZ
Rockin Horse	(602)949-0992
22	San Diego, CA
Coach House	(619)563-0060
23	Santa, CA
Galaxy Theater	(714)957-0600
24	San Francisco, CA
The Filmore	(415)567-2060
25	Hanford, CA
Fox Theater	(209)584-7823
26	Davis, CA
Varsity Theater	(916)758-0122
28-29	Seattle, WA
Backstage	(206)789-1184
30	Portland, OR
Alladin Theater	(503)239-4430

APRIL

1	Boulder, CO
Boulder Theater	(303)786-7030
2	Salt Lake City, UT
Capitol Theater	(801)355-2787
21	San Antonio, TX
Southwest Crafts Center	(210)224-1848
22	Houston, TX
Rockefellers	(713)523-7004
27	Minneapolis, MN
Guthrie Theater	(612)347-1100
28	Chicago, IL
Whiskey River	(312)528-3400
29	Detroit, MI
Majestic Theater	(313)833-9700
30	Columbus, OH
Capitol Theater	(614)469-1045

MAY

2	Portland, ME
State Theater	(207)773-5540
3	Vienna, VA
Barns of Wolf Trap	(703)938-2405
4	Philadelphia, PA
Theater of Living Arts	(215)922-1011
5	New York, NY
Irving Plaza	(212)777-6817
6	Providence, RI
Lupos Heartbreak Hotel	(401)351-4974
7	Northampton, MA
Pearl Street	(413)584-7771
9	Richmond, VA
Flood Zone	(804)644-0935

Bilingualism in the *NEWS*

Fluent Solutions

by Courtenay Thompson

The three second-graders -- Akaisha, Carmela and Kevin -- sit around a low table in their classroom at Alder Elementary School and intently watch their teacher.

"Tirado", reads the card she holds up before them.

"Ok, esta, what's tirado?" María Muñiz DeLaMelena asks the children. A pause.

"I don't know," Kevin Lucas says. Sitting next to him, Akaisha Prince is silent. The teacher leans toward Carmela Ventura, who shyly shakes her head.

DeLaMelena begins to spread the cards around on the table. "Todo tirado, she says. "Todo tirado." Suddenly, with a gleeful spark of recognition, Kevin shouts, "To spread! Spread out!

It's a small but significant moment in a long day of learning at Alder Elementary School in the Reynolds School District.

There, every day, 104 first- and second-graders spend half their day immersed in a Spanish-only classroom. The other half, they learn their lessons in English. But it's not a traditional 'one-way' foreign language immersion program, where English-speaking children intensively study French, Japanese or Spanish. For almost half the children in Alder's program, Spanish is not a foreign language. It's their native tongue.

Alder's dual-language program -- where both Hispanic and non-Hispanic children study in English and Spanish -- is one of only a few schools in the Portland metropolitan area to offer immersion Spanish. And it's one of just 180 schools across the country to offer the intensive second-language training known as immersion, according to the Center for Applied Linguistics in Washington, D.C.

> *Marcela Ramírez, 8,*
> *writes a composition*
> *in her native language of*
> *Spanish, while also*
> *learning to do so in English.*
> *Although she currently*
> *prefers Spanish,*
> *her mother has told her*
> *that she wants her to learn to*
> *speak English.*
> *And really, says Marcela,*
> *it's not a matter of*
> *choosing one or the other.*
> *"I want both languages, both*
> *Spanish and English,"*
> *Marcela says.*

That number is growing rapidly, says Nancy Rhodes, the center's associate director for English Language and Multicultural Education, as parents and students realize their children may need to know a second language in an increasingly global workplace. A center survey found that 22 percent of elementary schools offer second language instruction, Rhodes says. Twice as many private schools offer the program compared to public schools.

In addition, Oregon academic standards -- along with new federal benchmarks -- require students to know a second language. Under Oregon's 1991 school reform law, students must demonstrate proficiency in a second language by the 10th grade, starting in spring 1997.

And at the federal level, a committee sponsored by the U.S. Department of Education and the National Endowment for the Humanities is developing national foreign language standards for all the nation's students.

Critics contend -- and some parents worry -- that children in immersion programs may fall behind in their academic subjects because they'are struggling to learn in a foreign language.

But teachers point to research that demonstrates children are not held back academically. They may, in fact, gain certain cognitive skills, such as problem-solving and creativity, as they learn a second language.

"All the research shows kids do better," Rhode says.

Back at Alder, as the three children continue their lesson, small bursts of insight flash across language barriers.

"Mis amigos se pueden deslizar," DeLaMelena reads to the children. "What does deslizar mean?" She slices her hands downward, imitating a child going down a slide.

Carmela suddenly becomes animated, speaking quietly in Spanish. Yes, says DeLaMelena, deslizar -- to slide -- means the same as resvalar, a word Carmela regularly uses. "So this is a new word for her, too," DeLaMelena says to Kevin and Akaisha.

Jack Taylor, the principal at Alder who initiated the program last year, says it is unique because it grew out of the immediate needs of his students. In the past three years, Taylor says, the number of children enrolled in English as a second language classes at Alder has grown from 43 students to 139 this fall. Most of them speak Spanish. In response, Taylor set about making sure those students -- today more than a quarter of the 577 students at Alder -- succeed in school.

At the same time, Taylor wanted to help prepare the English-speaking students to fulfill the new second language requirements of Oregon's Educational Act for the 21st Century.

All children benefit, he says. Hispanic students get extra language support and self-esteem, Taylor says, while English speakers gain a second language.

CONTINUED ON PAGE 16

"The kids are happy," Taylor says. "The Hispanic children don't feel out of place. They feel accepted. And there's a lot of learning taking place."

Among the benefits, the principal hopes, are lower drop-out rates and more stability for students at Alder, where the families of many students have low incomes and move frequently.

Taylor has made other changes to the school as well. He hired bilingual teachers, secretaries and educational assistants, boosting the number of adult Spanish speakers from one person to 11. Of the 45 staff members, 23 are taking Spanish on their own.

He now sends out a bilingual newsletter to parents: English on the left side of the page, Spanish on the right. Report cards, too, are written in both Spanish and English.

Taylor says he's heard nothing but positive feedback from parents. At the same time, a few complaints would hardly deter him from his course.

"I want to do what's best for kids," Taylor says. "I don't care about what's best for parents. I want the kids to learn to read."

Wants daughter challenged

When Gloria G. Trabacca enrolled her daughter, Katie, in the first grade dual-language class last year, she admits she was a little worried.

"Does this slow everything down? she wondered. "Is she going to be at the same place at the end of the year as the English-speaking classes?" Katie was already a little bored in class, and Trabacca wanted her daughter to be challenged.

A year later, Trabacca's fears are gone. Katie, now 8 and a second-grader, is doing wonderfully. She has learned math and science in Spanish, her mother says, and she's doing especially well in math.

"It's surprising," Trabacca says. "They don't fall behind at all in learning."

Taylor, the principal, says children only learn to read once, usually during the first and second grades. Once they've learned to read, they are able to substitute in foreign language vocabulary and grammar.

Arlene Hillbrands teaches the English portion of the second-grade class, while María Muñiz DeLaMelena teaches the Spanish portion, including math and science. The teachers swap students at midday. Hillbrands, who has taught for 24 years, says she's pleased with the academic progress both her Spanish-speaking and English-speaking children have made.

In her classroom on a recent afternoon, children draw maps of the United States. A bilingual education assistant moves among the desks, giving extra reading and vocabulary help to both English- and Spanish-speaking children.

"All of them are making good progress," Hillbrands says. She points out one small Hispanic boy who reads at his grade level in Spanish. He also reads English, but at first grade level. "There's just that much of a lag," she says. The lag one day will disappear.

Marcela Ramírez, 8, writes in her native language, Spanish, and is learning to do so in English. Although she prefers Spanish, her mother has told her she wants her to speak English.

And really, says Marcela, it's not a matter of choosing. "I want both languages, both Spanish and English," Marcela says.

No longer "foreign" language

Lynn Thompson, a first-grade teacher at Alder, has 11 Spanish-speaking and 13 non-Spanish speaking children in her classroom. Thompson, who keeps most of the instruction in Spanish, says teaching is sometimes like an elaborate game of charades.

The children watch her closely. "Mi pájaro rojo se llama Rojito," she sings, holding up a picture of a red bird. She points to a child and sings, "Como te llamas tú? (My red bird is named Reddy. What is your name?)

"Megan!" the tow-headed child shouts.

But sometimes children can and do get confused, Thompson says. Kristina Marie Esquibel, who just enrolled in the class, admits she doesn't understand much of what her teacher says. The other students help her, though, and she follows their lead.

"It's fun," Kristina says, with a slow grin. "I understand a little bit."

Second-grader Preston Lickey understand more and more each day. He can't yet read Spanish, but he wants to.

For one, he says, a lot of his friends speak Spanish. And secondly, "I just want to see if I can learn another language."

And if one of the program's goals is to break down barriers among students, it's been successful with students such as Preston, who seems not to think of Spanish as a foreign language anymore.

"How the words sound," Preston says, "it was funny at first. Now they sound just like they should."

Reprinted with permission of ***The Oregonian****: November 19, 1994, pgs. 1, 6, 7.*

Asst./Assoc. Professor Educational Leadership

LEHIGH UNIVERSITY has a tenure track-track position in Educational Leadership to teach various graduate courses including supervision of instruction, conduct published research, and take a leadership role for an innovative program designed to train urban principals. An earned doctorate in Ed Leadership required. Prior experience in higher ed. with a publication record and doctoral dissertation supervision preferred. Leadership experience in an urban school district desirable. Salary competitive, summer employment optional. Submit letter of application, three names/addresses of references, and vita to: George P. White, College of Education, LEHIGH UNIVERSITY, 111 Research Drive, Bethlehem, PA 18015.

Minority and women candidates strongly encouraged to apply.

FROM PAGE 15

Dual Language Class Promotes Personal, Cultural Self-Esteem

María Baldovinos wants her son, José Arango, a first-grader at Alder Elementary School, to be fluent in both Spanish and English. Baldovinos, a native of Mexico who speaks Spanish at home to her four children, said she enrolled José in the dual language class so he would learn his native language alongside English.

"For José, everything was just in English" she said. "Now it's backwards. Now he's talking more in Spanish. Now he thinks in Spanish." And for José, speaking two languages is so much part of his life he doesn't even realize he's in a dual language class.

Baldovinos remembers a very different experience as a child, when she first came to California from Mexico with her mother. She said she struggled in her all English-speaking classes, skipped school and eventually dropped out. "I didn't feel good," she said. "It was so strange being in school. I didn't talk to anybody." She returned to Mexico with their family but came back to Oregon in 1985 to work in the fields picking fruit near Portland. Since then, she learned to speak English, landed a full-time job and secured a good home for her four children in Portland.

Baldovinos hopes the path isn't as difficult for José, and she sees his education as the key to his future. Learning to feel good about himself and his cultural heritage is part of the keyto that, she says. "My hope for him is to be a good person," she said.

María Muñiz DeLaMelena, who is in her first year of teaching Spanish at Alder, in the Reynolds School District, is motivated in no small part by a desire to help nurture self-esteem in her Spanish-speaking students. DeLaMelena, a native of Uruguay who came to the United States when she was 3, remembers how hard it can be to an outsider in an all English-speaking world.

She remembers her humiliation when her father was falsely accused of stealing a pair of shoes on a family shopping trip. DeLaMelena, then 6, could not explain to the security guards that her father had just purchased the shoes he was wearing at another store. Her brother finally found the receipt, but DeLaMelena hasn't forgotten the incident.

She says she can relate to the struggles of her Spanish-speaking students and their parents. "I'm finally doing what I was meant to do," DeLaMelena said.

My Family Release Scheduled for May '95

Film Tells a Generational Story of Latino Immigrants

New Line Cinema, Francis Ford Coppola and American Zoetrope are releasing *My Family*, a film by Gregory Nava (*El Norte*) that traces the multigenerational story of the Sánchez family.

Featuring one of the finest Latino acting ensembles ever cast, the film stars Jimmy Smits ("NYPD Blue," "L.A. Law"), Edward James Olmos (*American Me, Stand and Deliver*), Esai Morales (*La Bamba*), Eduardo López Rojas (*Romero*), Elpidia Carrillo (*Salvador*), Jenny Gago (*Old Gringo*), and Enrique Castillo (*Bound By Honor*).

The tale begins with one innocent, ingenuous young man setting out on what he thinks is a short trip to find his only remaining relative. It become the journey of his life. The courageous and oftentimes comic odyssey of José Sánchez takes him far from the green mountains of his Mexican village to the turbulent city of Los Angeles of the twenties. There he begins a new life, finding work, falling in love, and raising a family.

As his children and grandchildren are born and their poignant life stories are told, the strength, character, goodwill and humor of the Sánchez family are revealed, and their triumphs and tragedies define the immigrant experience in the United States.

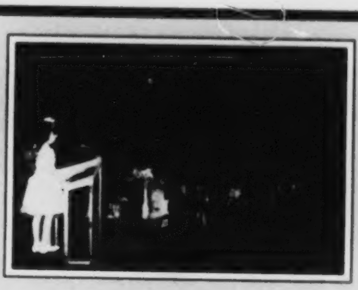
Familiar events and distinct personalities infuse the storyline that propels *My Family* across the decades. A poignant, human drama, the film celebrates the true wealth that lies beneath all families by exploring universal themes common to every household. Director Gregory Nava describes his film as "A life-affirming drama about family. I see the film as universal, intended for anyone who comes from a family. 'Familia' is at the heart of the Latino cultural experience and I wanted to capture it with all its color and life like a novel by Márquez. *My Family* is a natural extension of the director's passion for the modern-day immigrant experience and the American dream, a subject he first explored in his Academy Award-nominated, critically-acclaimed debut feature, *El Norte*.

"I'm very pleased that my company is more and more involved with Latin America and with films such as *My Family*, which explore the rich history and the vibrant culture of this country's Chicano community," said executive producer Francis Ford Coppola. "*My Family* will transcend the narrow expectations that too many 'marketing experts' define for Latino projects," he explained.

The film premiers on May 5 and will be released to movie theaters across the country. Check your local listings.

• NABE •

NABE '95 Photo Album



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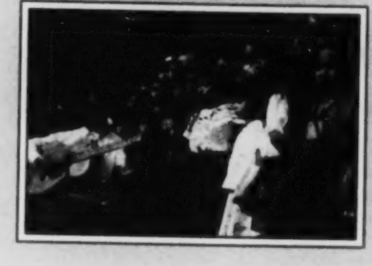

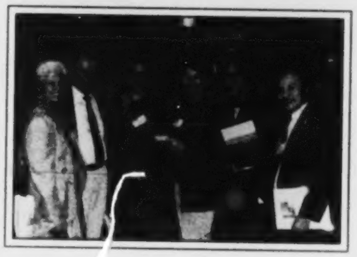

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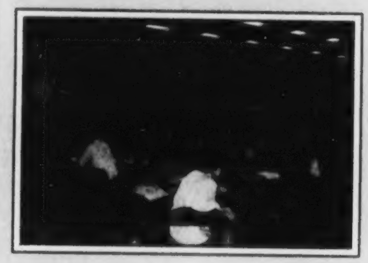

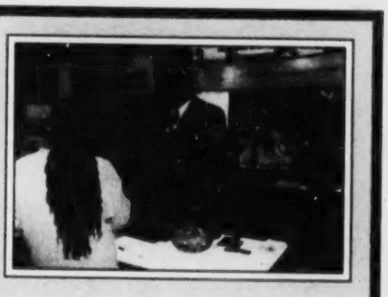

2309

NABE/Coca-Cola Nationwide Writing Contest for Bilingual Students 1995 Winning Essays

Sponsored by *Coca-Cola USA*

"Why Bilingual Education is Important to Me"

Vanessa Ann Rodríguez

Grade 4, Burleson Elementary School, San Antonio, TX
Teacher: Antonio Portillo · Principal: María del Socorro Leandro

I was born into a bilingual world. My dad was born in Guanajuato, Mexico and my mom is from San Antonio, Texas. I am proud of my bilingual heritage because I am learning to speak, read, and write in both English and Spanish.

Bilingual education is important to me because it is like having a "master key". I can help my family read the newspaper and the mail because they don't know English very well. Helping my family makes me feel important and proud to be bilingual.

Being bilingual is also important because when I grow up, I want to be a teacher. My career is very important to me. I want to help other girls and boys to become bilingual like me; I also want to be a principal so I can talk to all the parents who don't know English about their children's work in school.

The world is a very big and beautiful place. Many people speak different languages and have different cultures. I want to travel to other parts of the world to learn more languages. Bilingual education is the key that will open the doors of the world for me.

María Luisa Mijes

Grade 6, Crockett Elementary School, Houston, TX
Teacher: John Guzmán · Principal: Elida Troutman

In a society where the bright and the not so bright are given the same opportunity, I address myself to you. First of all, I was born in San Antonio, Texas. My parents were both born in Mexico and I am 11 years old now.

Although I came to school knowing only one language, I was able to impact the new world of English with the wealth of my Spanish heritage.

My first teachers at home who were my parents sent me to school fully equipped with concrete concepts which I was able to transfer in my bilingual classes.

Bilingual education began to formulate my new experiences of success in school. There was never a year in which I was not an honor roll student.

It was in Kindergarten where I was able to connect my Spanish culture to the Suzuki violin classes taught to me in school. The music and Spanish language of my ancestors facilitated my rapid progress in the rich multi-cultural experience.

Bilingual education opened a whole new spectrum of light for me. An array of rainbows through the music makes me a leader as an ambassador of my culture to the world through television and personal appearances.

CONTINUED ON PAGE 20

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I can tell you with great pride that I have sung the songs of my forefathers and serenaded through mariachi music: presidents, governors, movie stars, and our unforgettable renowned Spanish world comedian. Streams of tears flowed down his face as he heard me sing and play. This experience will forever be imprinted in the profound depths of my soul.

My rich heritage leads me through fields of challenging conquests. To be equipped with the wealth of multi-cultural experiences through music and academic success is an asset.

My serenades are a gift for your enjoyment. Your pay is the song of your soul through the simple clapping of your hands.

The molding of my life can never be reproduced, sold, or bought. My authors are unique bilingual teachers, a one of a kind school, my unique parents, and home.

Coca-Cola
Isabel Gomez
$5,000
Five-Thousand Dollars
Coca-Cola

Isabel Gómez

Grade 11, Sierra Vista High School, Baldwin Park, CA

Teacher: Charlene Fried · Principal: Marilyn Ghirelli

It was a long journey that brought me and my family to the United States. When I was a young girl, I lived happily in Mexico with my parents and eight brothers and sisters. Then, my father died and our lives changed. My brothers had to work to support my mother and the rest of us. Life became very difficult.

We always had an idea that there would be more opportunities if we crossed the border into the United States. We always shared the idea that for a hard working family like ourselves, life would be good for us there. So, my brothers crossed the border to look for work, while we stayed in Mexico. We were motivated and inspired by the love of our family.

We soon discovered that I was an excellent student who loved school, so it seemed only logical that I, too, should cross that border so that I would have the opportunity to study and pursue a career.

One month after I arrived in the United States, I started school. Since I had always loved school so much, I was excited. I thought it would be easy to make friends and learn English. To my surprise, the opposite was true. All the classes were in English. There was not a bilingual program. I thought that this must be how all the schools were in this country. I hated it! My classmates made fun of me. My teachers tried to make me feel welcome, but they couldn't communicate with me. I cried every day. I never thought life could be this sad. I wanted to return to Mexico, but I didn't want to make my mother sad, either. I lied when I wrote to her. I told her everything was fine.

Then, I went to live with another brother. I was afraid to start school, but this time, everything was different. I entered into the bilingual program where I was accepted for whom I was. I didn't have to hide or pretend or feel ashamed. I was permitted and encouraged to be myself. I learned English quickly, for I felt confident and secure. I studied other subjects in my own language, so my desire to learn new things was satisfied, too. I made real friends. I developed pride and self-confidence.

Bilingual education is important to me because in this program, I have learned a new language, and I have learned about a new culture. Most important, however, I have found myself inside this program. And, because I have found myself, I can now continue proudly with my studies and my life. I want to become a bilingual teacher. Thanks to the bilingual program, I have acquired the skills and self-confidence to accomplish my goal. As a bilingual teacher, I will be able to help and inspire others as I have been helped and inspired. I will never have to lie to my mother again, either.

FROM PAGE 19

SECOND AND THIRD PRIZE WINNERS

GRADES 3-5

SECOND PLACE
JANIE T. LEE
Grade 5
Hellgate Elementary School
Missoula, Montana
Teacher: Mr. Tou Yang
Principal: Bruce Whitehead

THIRD PLACE
HUY NGUYEN
Grade 5
Hillcrest Elementary School
Orlando, Florida
Teacher: Ms. Hoang
Principal: Elizabeth J. Begalla

GRADES 6-8

SECOND PLACE
MARTIN SERRANO
Grade 6
Philip Sheridan Elementary School
Chicago, Illinois
Teacher: Josephine Mounts
Principal: Martha Silva-Vera

THIRD PLACE
SERANA DEMIENTIEFF
Grade 8
Akula Elitnaurvik School
Kasigluk, Alaska
Teacher: Levi Hoover/John Lindquist
Principal: William Ferguson

GRADES 9-12

SECOND PLACE
TRAN MY TIEN
Grade 12
Morgan City High School
Morgan City, Louisiana
Teacher: Tang Thanh Van
Principal: Kenneth Alfred

THIRD PLACE
EDUVIGES HERNANDEZ
Grade 12
Camelback High School
Phoenix, Arizona
Teacher: Dr. Martin W. Johnson
Principal: Dr. Thomas Budde

NABE salutes the runners-up in each category of the 1995 Contest, and shares in the pride which their teachers and principals must feel in such talented bilingual students; and not just for those who were selected as winners, but for all the participants in this year's contest. Congratulations!

NABE '95 Videos:

Videos of keynote sessions at NABE '95 are available directly from AVW Audio Visual, Inc. Use this form to order your tapes directly from AVW: **DO NOT mail the form to NABE!**

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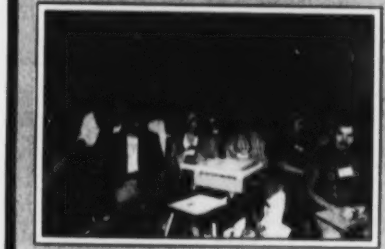

A CALL FOR PAPERS AND PRESENTATIONS

The 25th Annual Conference of the National Association for Bilingual Education will be held March 12-16, 1996 at the Orlando Convention Center in Orlando, Florida. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, including collaborative presentations which include teachers and students, which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION
Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL
Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION
Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
Special Education, Title 1, Migrant Education, HeadStart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS
Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

NABE 96

Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '96 PROGRAM COMMITTEE
NABE National Office
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1995.

Notification of acceptance or rejection will be sent by November 15, 1995.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Presentations which show a specific teaching or testing technique. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '96 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honoraria be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '96 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to videotape, audiotape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

2315

NABE '96 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 1, 1995
PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. **TITLE:** ______________________________
(limited to 15 words)

B. **NAME(S) AND AFFILIATION(S) OF PRESENTER(S):**

NABE Member?
(check one)

	Yes	No
1.		
2.		
3.		
4.		
5.		

C. **DESCRIPTION --- 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:**
(DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED)

D. **PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :**

☐ DEMONSTRATION (45 minutes) ☐ PAPER (45 minutes)

☐ SYMPOSIUM (2 hours) ☐ WORKSHOP (2 hours)

E. **LANGUAGE(S) OF PRESENTATION:** ______________________________

F. **LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:**

☐ All Language Groups

☐ Some Language Groups (specify): ______________________________

☐ One Language Group (specify): ______________________________

(COMPLETE OTHER SIDE)

2316

G. **PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:**

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic Minority Students

☐ Bilingual Education Personnel

☐ Linguistic Minority Families and Education

☐ Technology and Linguistic Minority Students

☐ Linguistic Minority Students and Other Education Programs

☐ Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

☐ Other (specify): ____________________

____

H. **SESSION SPONSOR (Check if any apply):**

☐ NABE SIG
(Name of SIG and Chairperson): ____________________

☐ NABE '96 Exhibitor
(Name of Company and Contact Person): ____________________

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I. **AUDIO-VISUAL EQUIPMENT ORDER:** All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 1, 1995 cannot be guaranteed and will be charged at a higher rate.

☐ VHS Cassette Videotape Player/Monitor ($25)
☐ Slide Projector ($10)
☐ Audio Cassette Player ($5)
☐ Microcomputer/LCD Projection to Screen ($40)
Type of computer needed: ______ IBM Compatible ______ Apple/Macintosh
Model and configuration: ____________________
☐ Other: (Specify - Information on price will be included with acceptance letter):
____

J. **CONTACT PERSON** (Mailing address of presenter to whom all correspondence should be sent):

Last name: ____________________ First name: ____________________

Affiliation: ____________________

Street: ____________________

City: ____________________ State: __________ Zip: __________

Work Telephone: (   ) ____________________ Home Telephone (   ) ____________________

Fax: (   ) ____________________

Remember to attach a list of the names and addresses of presenters if they are *NOT* members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 1, 1995 TO:
NABE '96 PROGRAM COMMITTEE
1220 L STREET, N.W. , SUITE 605
WASHINGTON, DC 20005-4018

2317

Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

This Place They Call Home: The Plight of Amerasian Youth

by Khatharya Um

For Kiet, now a student at U.C. Berkeley, the sojourn from Vietnam to one of the nation's most prestigious engineering programs has been an arduous one. Initially resettled with his family in Kentucky, Kiet recalls both the feeling of being socially cut off from the Asian communities and that of support from the small but tightly knit community of Amerasians in his cluster resettlement site. After moving to East Oakland, however, Kiet felt alienated, not just by the diversity typical of most urban areas, but particularly because of the more dispersed nature of the Amerasian population in this area.

Kiet's experience reflects that of many Amerasians who are spread out across the country in small clusters which deny them the recognition reserved for other communities. Two decades after the end of the war, these young people are still caught between two worlds, often lacking the social and educational services they need for effective resettlement.

The American exit from Vietnam in 1973 marked the termination of an involvement which began in 1954 and culminated in a war-time deployment of half a million men. Among those who sought refuge in America following the fall of Indochina to communism are the Vietnamese-born children of American servicemen and their Vietnamese families who have been subsequently resettled in the U.S. They are the living legacy of America's longest war.

Like many other aspects of Indochina in the post-war period, the Amerasian issue had been shielded from attention by the collective amnesia that gripped America in the war's aftermath, as well as by the absence of any moral obligation towards these offspring of American personnel. The care and welfare of these unfortunate children, read a paper by the U. S. Department of Defense, has never been and is not now considered an area of U. S. government responsibility.

It was only in 1985 that more extensive media coverage redirected public attention to the plight of Vietnamese Amerasians -- one of marginalization, discrimination and endemic poverty. A series of policy and legislative initiatives were introduced to promote their resettlement in America. After years of complete disregard, the unquestionable assumption now was that these children belong in their fathers' country. New policies specifically targeted to Amerasians from Vietnam were implemented, coupled with efforts to reduce some of the bureaucratic constraints which previously impeded their resettlement. As of 1993, 77,827 Amerasians and accompanying families were approved for resettlement in cluster sites across the United States. Over 10,000 additional cases are awaiting evaluation.

Much of the misunderstanding and misinformation about Amerasians is rooted in the failure to consider the complexity of the Amerasian experience, which reflects a conflagration of racial, class and ideological conflicts. Despite its long-standing contact with the French and the Americans, Vietnamese society for the most part remains very closed. Resistance to relationships with outside groups is reinforced by the fact that many of these were wartime relationships between women engaged in the lower sectors of the service economy and soldiers -- two social groups already of limited social standing. Compounding this social stigma is ideological condemnation. The socialist regime that came to power in 1975 further stigmatized families of the Amerasians for having fraternized with the enemy. As children of enemy forces, they were both socially and politically undesirable. In the words of the then-head of the Department of Social Welfare in Ho Chi Minh City, "our society does not need these bad elements." Thus, on both sides of the war, the Amerasians are reminders of a very painful chapter of history, victims which neither side is eager to embrace.

Since the ostracizing experienced by many Amerasian children was both culturally and politically rooted, their plight was less a product of a deliberate policy than that of multipolar discrimination. As researcher Lynn Blundell puts it, the Amerasians are the victims of the singular alienation reserved for half-blood outcasts born into poverty and bigotry. The social and ideological stigma has kept many of them in an unbreachable cycle of deprivation. One Amerasian recalled being publicly chastised in the classroom for having a father who dropped bombs on our people, an unrelenting torment which led him to eventually drop out of school. Relegated to a life of poverty, many were forced to forgo schooling in order to eke out their marginal subsistence: "Everyday, I left our house early to search for plastic bags to collect, clean and resell to vendors," one of them recalled. "It was messy. I had to crawl underneath houses to get them. But the people in the house would get mad and dump hot water on me. So then I would just look through the garbage piles. By the end of the day, I could earn about five piastres to give to my mother. But I was always lonely all day."

This denied childhood and the early need to struggle for survival resulted in psychological dissonance for many and

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instilled in them a distrust of people, circumstances and most importantly of their own worth. The ambivalence of being denied a father while living in a highly patrimonial society also contributed to this sense of disconnectedness.

Although the experiences vary, the issue of identification and the implications of biracialism in a relatively homogenous society appear to be of underlying importance for Amerasian youths. Some purchased a sense of belongingness by hiding their heritage. When I was a child, I always worried about my identity, one of them recalled, and when I grow up, I'm happy because I don't look like Amerasian very much and people don't know about me.

Once in America, many Vietnamese Amerasians, who were once castigated for their Americanness while in Vietnam, find themselves marginalized here for their Vietnameseness. This situation is often born out of the faulty assumption that inheritance of physical attributes necessarily entails an inheritance of cultural and linguistic ones as well. The implications are most evident in the case of foster care. Host parents frequently tend to treat their Amerasian charges with little regard for their special needs, and placement is often guided by consideration of the child's ethnic rather than cultural identification.

As with other refugee and immigrant groups, Amerasians reflect a diversity of background and experience that is frequently overlooked by the media's cursory and often sensationalized treatment of the subject, which lends itself to oversimplifications and generalizations. Contrary to popular belief, not all Amerasians are being transplanted from a life on the streets and certainly not all are coming home to a fairy tale reunion with their American families. In fact, less than two percent have experienced such a reunion.

The differences in pre-migration experience have tremendous implications for Amerasians' adjustment process. The earlier groups, resettled in the early and mid 1980s, consisted of a high percentage of unaccompanied urban-dwelling youths, many of them orphans. This may have contributed, in part, to the association of Amerasians with the term *but doi*, or "the dust of life," attributed to the homeless and social outcasts. The early arrivals were generally accompanied by few family members, which also caused them to be at higher risk than those whose families remain relatively intact.

By comparison, later arrivals tend to be older (most of them in the 17-24 age group) and have experienced greater educational disruption. While most Amerasians have had up to seven years of schooling, a high percentage of youths in this population report no formal schooling at all (13% compared to 2% for other Vietnamese). They also consist of a larger percentage of rural dwellers, a testament to the Vietnamese government's stepped-up efforts to facilitate the registration and processing of Amerasians in the peripheral areas. More rural Amerasians are expected to emigrate under current policies.

The group of Amerasians whose disenfranchisement has placed them most at risk in the post-resettlement phase are the African-Amerasians, who constitute 15 to 30 percent of the Amerasian population. The level and nature of racism which they experienced in Vietnam is best captured by the experience of an American couple who specifically requested to adopt a handicapped baby and was presented with a healthy African-Amerasian infant.

> *Once in America, many Vietnamese Amerasians , who were castigated for their Americanness in Vietnam, find themselves marginalized here for their Vietnameseness. This situation is often born out of the faulty assumption that inheritance of physical attributes necessarily entails an inheritance of cultural and linguistic ones as well.*

As a rule, social service providers have noted greater difficulty in the adjustment process of Amerasians compared to that of their Vietnamese counterparts. For many, this is the compounded result of greater educational disruption, discrimination, and the absence of cultural resources critical to social and educational progress, such as a sustained, stable family environment. School dropout (sometimes as high as 50 percent) is the overriding problem as many Amerasians are pressured into seeking early employment -- more often than not, in the lower sector of the labor market.

For many refugees from Southeast Asia, the trauma of persecution and displacement in the home countries is often exacerbated by continued marginal-ization following their resettlement in America. Many of them had looked towards America with its societal pluralism and democratic principles with the inflated anticipation of a future without discrimination. Thus the optimism that social service providers have noted in Amerasians is in fact a double-edged sword. While it speaks to the inherent strength of the group, the conflict between inflated expectations and the sobering reality is often devastating.

Adjustment problems tend to manifest themselves about a year to 18 months following resettlement, when protracted unemployment or underemployment, substandard living conditions, glacially slow academic progress and persistent discrimination deflate the initial optimism. This delayed reaction points to the need for sustained support. Unfortunately, most refugee assistance programs have an eligibility timeline of 18 months. Thus, during

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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Technology at the Turn of Two Centuries

by Dr. Dennis Sayers

At the end of the nineteenth century, telephony was the first communications technology to introduce into homes and businesses the potential of instantaneous two-way communications. Not surprisingly, today's computer networking, made possible by the linking of two widely available technologies — personal computers and the world-wide infrastructure of telephone communications — raises similar issues a hundred years later. And these are issues that have to do *not only* with mere technology but with the perception that new technologies could pose a challenge to the political and economic status quo.

During the last quarter of the nineteenth century, the rate of technological change relating to language and communication became truly vertiginous, paralleling today's explosion of computing and networking technologies. In quick succession, a string of what Carolyn Marvin, in her excellent study *(When Old Technologies were New* (1990)) has termed "proto-mass media" were introduced: the telephone, phonographic recording, the radio and the cinema. Each of these technologies would later play a major role in the development of mass communications in the twentieth century. Marvin examines in exhaustive detail the writings which appeared in the popular press and in professional journals on these nascent mass media forms.

Not surprisingly, her portrait of the spirit of those times is startlingly parallel to our own. As we prepare to enter a new century in an era of changing communications technologies, perhaps the most revealing lessons provided by history are those surrounding the appearance of the telephone and the shock waves it occasioned in the social order at the end of the nineteenth century.

One hundred years ago, the telephone was an invention that inspired both admiration and fear. On the one hand, it was cheered as ushering in a new era of world unity in which everyone — anywhere — would be connected through voice signals; on the other hand, telephony seemed to many a frighteningly too-new medium for two-way communication, and one which generated discomfiting confusion among responsible citizenry interested in safeguarding cherished traditions of "Western Civilization." As Marvin notes, "the early history of electric media is less the evolution of technical efficiencies in communication than a series of arenas for negotiating issues crucial to the conduct of social life; among them, who is inside and outside, who may speak, who may not, and who has authority and may be believed" (p. 4).

Telephone technology held the promise — and the threat — of permitting two-way communication between people from different cultures located anywhere on the planet, and on a basis dangerously approaching equal terms. Marvin details the concern and confusion which greeted the introduction of telephones in terms which evoke the partisan debates of our own times on the place of multiculturalism in schools:

> Chaotic and creative experiments ... attempted to reduce and simplify a world of expanding cultural variety to something more familiar and less threatening. That impulse fixed on one-way communication from familiar cultural, social, and geographic perimeters as a preferred strategy to two-way exchange, with its greater presumption of equality and risks of unpredictable confrontation. ... New kinds of encounters collided with old ways of determining trust and reliability, and with old notions about the world and one's place in it: about the relation of men and women, rich and poor, black and white, European and non-European, experts and publics (pp. 5-6).

Indeed, Marvin notes, "the prospect of media that made senders and receivers proximate and seemed to eliminate many of the barriers that kept them safely separated excited profound xenophobic anxiety" (pp. 200-201).

And while the utopian technologists of that time — like today's — trumpeted the dawning of an epoch with enormous potential for cross-cultural understanding and world peace in organs of the popular press, a less sanguine view was evident in professional journals. If barriers to international communication were to come tumbling down in the face of telephone technology, there was widespread concern that the new terms of intercultural discourse should be negotiated in ways which favored a particular world view. As Marvin comments, "instantaneous communication augured a universal language, usually thought to be English, and ... this distinctly Anglophile solution reflected a conviction that the provincialism of English-speaking peoples was the sensibility of the world" (p. 193).

Marvin summarizes her critical review of nineteenth century popular and professional literature on the potential impact of the telephone on society in this chilling passage:

> The capacity to reach out to the Other seemed rarely to involve any obligation to behave as a guest in the

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> Other's domain, to learn or appreciate the Other's customs, to speak his [or her] language, to share his [or her] victories and disappointments, or to change as a result of any encounter with him [or her]. For their part, peripheral Others were expected to do all these things, to communicate on terms provided by the center, and to converse with representatives of European civilization without saying much back in the course of the conversation about their own unique cultures (p. 195).

How differently Freinet, decades later, viewed the unique potential for cross-cultural understanding presented by technology-mediated global learning networks![1]

> Through inter-school networking the student acquires the custom of situating herself constantly in the place of "the other," to intuit how he will react, what he will understand, what he will think upon receiving a letter, a text, a package. This distant presence influences at each instant her behavior and her actions. We have seen, through concrete examples, that some students painstakingly seek to surpass themselves, voluntarily, in order to meet the expectations of this "other." These are the first self-evaluations, responsibilities, and social commitments that effectively combat egocentrism... (Gervilliers et al., 1968/1977, p. 41).

Through inter-school networking, students learn to see their own lives and the life of their community with new eyes when stimulated by the curiosity of distant correspondents; they also learn to take on new perspectives and to accommodate points of view other than their own. Thus, there is an enormous contrast between Freinet's approach to inter-school networking and the spirit of the times, documented by Marvin, at the turn of the nineteenth century when many regarded the telephone as a dangerously democratic innovation.

Given the bureaucratic mindset which has prevailed in schools from the latter part of the nineteenth century to the present, it is hardly surprising that schools have mirrored the larger society in their fear of "two-way" or interactive communications technologies like the telephone or modern telecommunications-based global learning networks: rather, they have given preference to "one-way" media such as broadcasting or closed-circuit radio and television and film, and more recently, computers, whose interactivity has too often been limited to serving as "surrogate teachers" and dispensing pre-packaged lessons.

History appears to be repeating itself as computers become linked in far-ranging networks at the end of the twentieth century. For example, among modern computer learning networks, I*EARN (the International Education and Resource Network), IECC (Intercultural Email Classroom Connections), and De Orilla a Orilla (Spanish for "From Shore to Shore") are three of the few electronic communities of learners that have explicit "language policies" encouraging other than English-language participation in all their projects.[2]

Indeed, many other "learning" networks have explicitly banned the use of languages other than English as the medium of exchange. The question of which language (or what mix of languages) to employ as the "coin of the realm" when teachers and students participate in today's computer-based global learning networks is too often answered, without hesitation or reflection, with a single alternative: English. And this in spite of the obvious potential of global learning networks to promote genuine intercultural learning and multilingual skills. In this sense, little appears to have changed between the turn of the last century and the coming of the next.

Endnotes

[1] See *NABE NEWS*, Volume 17, Number 3, December 15, 1993, pp. 13-32-33, for a comparison of the pedagogies of Freinet and Freire.

[2] Contact information for these three networks:

*International Education and Resource Network (I*EARN)*
345 Kear Street
Yorktown Heights, NY 10598
Phone: 914/962-5864
Email: <krbrown@igc.apc.org>

IECC - Intercultural Email Classroom Connections Lists
Subscriptions: Send email to <iecc-request@stolaf.edu> and include in the body of the message the words "subscribe IECC yourfirstname yourlastname."

Orillas: De Orilla a Orilla
(Spanish for "From Shore to Shore"). Email the Co-Directors: Kristin Brown <KRBROWN@igc.apc.org>, Enid Figueroa <EFIGUERO@orillas.upr.fred.org>, or Dennis Sayers <SAYERS@ACFcluster.nyu.edu>.

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Marvin, C. (1990). *When old technologies were new: Thinking about electric communication in the late nineteenth century*. New York: Oxford.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. (212) 998-5485.*

• NABE •

ORLANDO IN '96

Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Parents and Students as Authors: "I Wanna Make a Book"

by Nancy Jean Smith and Rita Hipolito

Every day children bring papers home with them from school; papers, papers and more papers. They are papers that have little or no meaning to the child or the parent, as evidenced by the fact that they are almost always wadded up, muddied, stepped on or ripped by the time they make it to who knows where in the child's home, and usually just as fast into the trash.

I often ask myself if this is an indicator of the worthlessness of the activity, or is possible that we are indeed spending our time on worthwhile classroom activities but the product is just not something worth keeping? The answer that always comes back to me is that the activities themselves must not be so worthwhile if the product of the activities is not valued. Why are we spending resources in such a way, and what do we tell parents and children when we throw school exercise papers in the trash on a daily basis?

This article makes a strong argument for rethinking the educational activity structure we currently have in place. Books that tell parents what their children are thinking and feeling are immediate treasures, whose worth will multiply with time. Just as worthwhile are books that parents write to and for their children -- books that let the children know about their thoughts, feelings, childhood, young adulthood, a glimpse of their humor and struggles. Would it not be truly wonderful for children to find their parents' thoughts and writing in class, school and local libraries? And likewise for parents to feel proud that their children's work is included in various book collections?

The co-author of this article, Rita Hipolito, is a wife and mother of five children, who works as an instructional aide while attending classes at her local community college to become a credentialed bilingual educator. Her life, her dreams and her aspirations for herself, her children, her family and her community are not so different from many of the other parents with whom we in bilingual education work. She has a deep understanding of the importance of history, family, parenthood, the writing process, and personal and social transformation, and expresses her understanding eloquently.

Rita speaks about many profound changes in her thinking, and the effect this has had on her life and her family, during the process of writing stories with her children. She understands at a deep level the psychogenetic process of writing, and how it can help us focus on knowing ourselves and our own humanness more completely. In sharing her understanding, she reaches out from inside herself and her family to all of us. She brings to us an awareness that writing on paper can be cathartic, healing process. She invites us to think, to dig and unbury the beauty of what we already know, to bring the treasure that lies inside all of us to light. Which stories will your children and parents be publishing today? Who will read and write about them?

"I wanna make a book"

It was an early afternoon, and three of my five children and I were at our kitchen table working on making books. We had been planning my middle son's book since dawn, when we went to the asparagus fields to research both the text of his book and the photos. It had been an early morning for all of us, yet no one wanted to stop working. We were all having such a great time inventing our various books. Chavela was on the floor looking through family pictures for her book: *Somos Primos y Vivimos Diferente*. Celia was drawing pictures of her adored father for her book: *Mi Papá Es Bueno*. We were all totally engrossed in our work, putting our thoughts down on paper and anxious to see our ideas come to life.

In the midst of all this excitement, all of a sudden my youngest son Eric, who was in kindergarten this year, came up to me and ever so innocently looked at me and said: "Mommy, I wanna make a book." Everyone just looked at him and smiled. It was such a tender moment. He truly wanted to be part of what was going on and felt that he was now read. We asked him what his book was going to be about, and so he sat down and thought about it.

He has often come back to us and asked to begin his book, still unsure of what his subject would be. But I knew it was percolating in his brain. Then, one day about a month and a half later, he asked me: "Mommy, when am I going to make my book?" This time when I asked him about it, he knew exactly what he wanted to do. "It's about my Mom, because I love my Mom."

Writing books has been a learning experience for me and my whole family. It is so beautiful watching my children write stories from their very own ideas and thoughts. The fact that they come from their own experiences is what makes them so precious. These writings are treasures that can be saved forever. These moments will never come back again; their thoughts remain recorded in the books forever.

As a mother I have undergone a tremendous experience of watching my children's books being created from beginning to end. From that experience I have learned a great deal about the writing process. When a person sits down to write, not only do they write what they are thinking but they also write their true feelings. Sometimes it

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is so difficult to speak our thoughts, but when you write you can express yourself in a much deeper way because you can take the time to reflect on your inner ideas.

We are going to continue making books. There are so many stories still waiting! I have learned that life is one grand story just waiting to be told.

Rita Hipolito has worked as a bilingual instructional aide at Holt Elementary School, Holt, California for five years. She has been involved in writing for sister class partnership with Project Orillas, and a Meet the Author project with Alma Flor Ada. Several of the books she has co-authored with her children are in the process of being published commercially. Originally from Teotitlán del Valle in Mexico, Rita is trilingual, speaking Zapoteco, Spanish and English.

Nancy Jean Smith is a Title VII Bilingual Resource Teacher with the San Joaquin County Office of Education. She spends much of her time with Spanish-speaking, migrant and farmworking families in five small school districts near Stockton, California. She also teaches at California State University, Stanislaus, in the teacher credential program. Before receiving her Masters in Bilingual Education from Eastern Michigan University, she taught for five years in Tuxtla Gutiérrez, Chiapas, Mexico.

Anyone wanting to contact Rita Hipolito or Nancy Jean Smith may do so at the following address: Rita Hipolito, C/O Nancy Jean Smith, 1949 Pontelli Court, Stockton, CA 95207. Telephone: (209) 477-8343 or (209) 468-4865.

Editor's Note: *Contributions to the* **Parental Involvement with Bilingual Education** *column should be sent to Connie Contretras-Polk, Oakland USD, 21 Crescent Ave, San Francisco, CA 94110. (415) 647-9665.*

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"Quiero hacer un libro"

Fué un atardecer, y tres de mis cinco niños y yo estábamos en la mesa de la cocina escribiendo libros. Desde la madrugada estábamos planeando el libro de mi tercer hijo. Habíamos ido al campo del espárrago a investigar el texto de su libro, y a pesar de eso nadie quería dejar de trabajar. Todos estábamos divertiéndonos y inventando varios libros. Chavela estaba sentada en el piso buscando fotos de su familia para su libro: *Somos Primos y Vivimos Diferente.* Celia estaba dibujando a su adorado Papá para su libro: *Mi Papá Es Bueno.* Estábamos envueltos en nuestro trabajo, escribiendo nuestros pensamientos y ansiosos de ver nuestras ideas realizarse.

En medio de todo el entusiasmo, de repente mi pequeñito Eric, quien está en el kinder este año, vino hacia mi con estos ojitos tan inocentes; me miró y me dijo: "Mommy, I wanna make a book." Mi hijo apenas está hablando inglés y le salió tan lindo que todos nos quedamos mirándonos unos a los otros. Fue un momento muy tierno. El quería tomar parte de lo que estaba pasando. Se sintió que lo estábamos haciendo menos. Le preguntamos acerca de que iba ser su libro. El no sabía, y se sentó a pensarlo.

Pasó el tiempo y el seguía preguntando: "¿Cuándo empezamos mi libro?" Todavía no sabía acerca de que iba escribir. Pero yo prescentía que en su mente algo estaba pasando. Un día como un mes y medio más tarde me preguntó otra vez: "¿Cuándo vamos a escribir mi libro?" Esta vez le pregunté de que se iba tratar su libro y me contestó: "Yo ya sé Mommy; voy a hacer un libro acerca de tí porque te quiero mucho."

Escribir libros fue una experiencia nueva para mí y para mis hijos. Es tan hermoso mirar un libro que mis hijos has escrito con sus propias ideas, pensamientos, palabras y sentimientos. Son valorosos porque nacen del corazón, y de sus propias experiencias que han tenido de la vida. Es un tesoro que se puede guardar para siempre. Porque estos momentos ya no volverán otra vez, así quedaron grabados en el libro.

Yo como madre tener la oportunidad de seguir paso a paso el proceso de como hacer un libro me hizo aprender y entender más sobre el proceso de la escritura. Cuando uno se sienta a escribir no sólo escribe lo que está pensando pero tambien salen los verdaderos sentimientos. A veces es tan difícil poder expresar sus pensamientos. Escribiendo nos expresamos de manera más profunda porque uno toma tiempo para reflejar en sus propias ideas.

Vamos a seguir hacienco libros; hay muchas historias que contar todavía. Aprendí que la vida es nomás un largo cuento esperando a que sea contado.

NABE Electronic Mail Info

NABE, and the *NABE NEWS,* welcome comments, letters, and unsolicited articles/submissions via electronic mail.

Send your E-mail to NABE at: NABE1@aol.com

Upcoming Events

April 7-9, 1995 - New York State Association for Bilingual Education, "Bilingual Education: The Strength of Our Nation. Rye Town Hilton, Rye Brook, New York. Contact Bernice Moro-Reyes at (718) 292-1574.

April 8-12, 1995 - National Association of Elementary School Principals Annual Convention: "Creating Our Children's Future", San Diego Convention Center, San Diego, CA. (703) 684-3345.

April 19-22, 1995 - National Head Start Association Annual Training Conference, Washington, DC. Contact National Head Start Association at (703) 739-0875.

April 20-22, 1995 - Intercultural Development Research Association Valued Youth Program National Seminar and Youth Conference, San Antonio, TX. Contact Linda Cantu at (210) 684-8180.

April 24-27, 1995 - American Indian Institute. The University of Oklahoma, 555 Constitution Street, Suite 237, Norman, OK 73072-7820. Contact (405) 325-4127.

April 29, 1995 - The Bilingual /ESL Education Association of the Metroplex Annual Spring Conference, "Bilingual Education 2000: Creating World Class Opportunities to Learn," University of North Texas, Denton, TX. Contact Dr. Irma Guadarrama or Lockie Machado, Texas Woman's University, Bilingual ESL/Program, P.O. Box 23029, Denton, TX (817) 898-2040.

April 30 - May 5, 1995 - International Reading Association Annual Convention: "Joy of Reading," Anaheim, CA. Call the International Reading Association (302) 731-1600x216.

May 8-12, 1995 - Services, Education & Redevelopment (SER)'s Annual Conference & Job Fair, San Juan, PR. Contact Joe Campos (214) 541-0616.

May 10-13, 1995 - National Association for Asian and Pacific American Education Conference: "Achieving Equity Through Changing Perspective," Toronto, Ontario, Canada. Contact Janet Lu (510) 834-9455.

May 17-18, 1995 - New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators Spring Conference. "A Silver Past Looking Toward a Golden Future - The Twenty-Fifth Annual Spring Conference." Contact Linda Mejias, 67 Kempson Place, Metuchen, NJ 08840. (908) 826-3360.

June 1-4, 1995 - National MultiCultural Institute Annual National Conference, "Creating an Inclusive Society: Challenging Personal and Institutional Barriers," Washington, DC. Contact Laura Shipler, National MultiCultural Institute, 3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2549. (202) 483-0700.

June 10-13, 1995 - National PTA, Orlando, FL. Contact Karen Angel, National PTA, 330 N. Wabash Street, Chicago, IL. 60611, (312) 670-6782.

June 22-29, 1995 - American Library Association, Chicago, IL. Contact Paul Graller, ALA, 50 E. Huron St., Chicago, IL. (312) 280-3219.

June 23-28, 1995 - American School Counselor Association Annual Conference: "The Challenge of Change in Paradigms, Processes, Programs, and Policies," New Orleans, LA. Contact Scott Swirling (800) 347-6647.

July 1-6, 1995 - National Education Association Annual Meeting, Minneapolis, MN. Contact Patricia Epps (202) 833-7769.

July 7-9, 1995 - National Council of Teachers of English International Federation Conference, New York, NY. Contact National Council of Teachers of English, 1111 West Kenyon Road, Urbana, IL 61801. (800) 369-6283.

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spawned Proposition 187 in California -- is out of step with reality," stated Jim Lyons, NABE Executive Director. "America's students are and always have been multicultural and multilingual. Research proves that bilingual education is the best way to teach these kids not just English, but also history, science and mathematics. It can also help the U.S. economy by providing a resource of multilingual trade negotiators and business people."

Keynote speakers emphasized the importance of bilingual education to the future of the United States. Noted sociologist Samuel Betances pointed out that "You cannot educate someone you cannot communicate with." He noted that when he went to school, he "learned English at the expense of his education," but that bilingual education allows students to learn English *and* receive an education. He spoke of the need to respect not only people's languages, but also people's voices.

American Indian Education Association President Lorena Zah Bahe referred to her appearance as a keynote speaker at a NABE conference as "a reaffirmation of the truth that we're all in this together." She spoke of NABE's collaboration with NIEA and other Native American education groups throughout the past and discussed plans for an American Indian Education Summit in the future.

Author Gus Lee addressed the participants as "keepers of the flame," referring to "the innate curiosity and hunger for knowledge." He spoke of the important work that bilingual educators do for their students: "What they learn from you is far greater than the contents of a lesson plan or facility in English or even about the preservation of memory or language or value. They learn from you that they are important. They learn that they matter. They learn that they are worthy. They learn that they can learn. And they learn this from someone who is serving them, and not themselves. You do not teach them for your own gain. You teach them for their validity, their own humanity."

Singer/songwriter Tish Hinojosa actively participated in NABE '95, performing at the Student Essay Awards Luncheon and on Saturday evening. She commented that "While at the NABE Conference, *Bridges* came to mind, *Puentes* (of enthusiasm, care and understanding) connecting person to person, culture to culture." One of the highlights of the conference was when Tish invited María Luisa Mijes (middle school winner of the NABE/Coca-Cola Nationwide Writing Contest for Bilingual Students) to accompany her on the violin and sing with her at Saturday night's dance.

Other conference activities described in other articles in this newsletter included the following:

- honoring the Navajo Code Talkers, a group of Native American WWII soldiers who developed the only unbreakable code in the history of warfare;
- launching *GOAL 2003*, a new challenge that *all* new teachers should be bilingual by the year 2003;
- initiating NABE's *Campaign Against Racism and Extremism* to emphasize the naturalization of immigrants; and
- granting awards to the Bilingual Teacher of the Year, Bilingual Instructional Assistant of the Year, and

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the winners of the NABE/ Coca-Cola Nationwide Bilingual Student Writing Contest.

As always, the NABE Exhibit Hall -- with more than 350 booths -- was one of the busiest places at the conference. Exhibitors and job fair employers represented offered a wide array of educational materials, products and services as well as career opportunities. NABE would like to gratefully acknowledge the NABE '95 Platinum Sponsors -- Apple Computer, Coca-Cola, Jostens Learning and Scholastic, Inc. -- for their continued generous support. Gold Sponsors were DDL Books, Houghton-Mifflin, and Macmillan/McGraw-Hill School Division. Silver Sponsors were the Education Office of the Embassy of Spain and ScottForesman. Conference Supporters included Addison-Wesley Publishing Company, Ballard & Tighe, Publishers, Fannie Mae, Fontana Unified School District, Rigby, The Riverside Publishing Company, and Southwestern Bell. As you come into contact with these companies throughout the year, express your appreciation of their support of NABE and bilingual education.

NABE '96 -- NABE's Silver Anniversary Conference -- will be held March 12-16 at the Orlando Convention Center in Orlando, Florida. Mark your calendars now!

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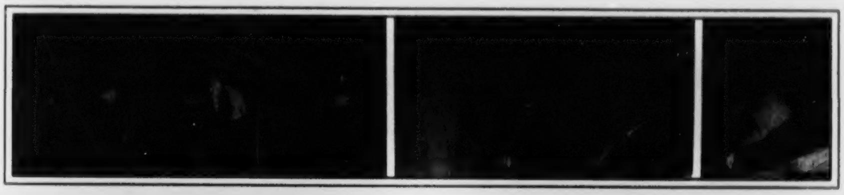

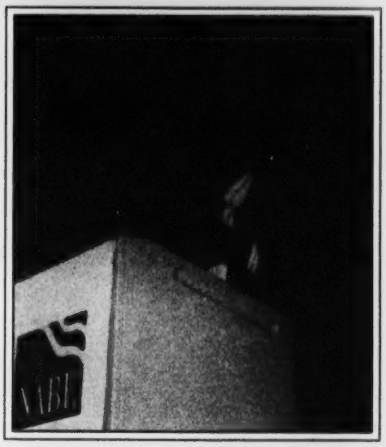

Language and Culture Retention SIG

SIG Chair: Shannon Amiotte, Crazy Horse School, SD

Language Acquisition and Retention

by Jodi Peterson

Bilingual education is often viewed as a separate entity -- a room or an activity time that is important along with art class, music class, or physical education. When one discusses the concept of language and culture retention, it must be developed with a systemic and holistic view in mind. Language should be the primary focus. Communication is the key to success in any language. Without communication skills we cannot progress or disseminate information and concepts. If we agree that language is the key to not only language but also culture retention, we must then focus our thoughts on when, where, and how language should be taught.

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Manheim Township School District is seeking elementary teachers who are PA certified, and can demonstrate native fluency in the Spanish Language. We have begun an immersion program in our kindergarten in 94-95. This program is well received and proving very exciting for the students, teachers and parents. Selection will begin soon for elementary teachers to join and contribute to this program for the 1995-1996 school year. If this sounds like a program you are excited about and would like to be a part of please contact the Personnel Office of the Manheim Township School District at P.O. Box 5134, Lancaster, PA 17606-5134, or call us at (717) 569-8231.

One of the most effective programs that I have personally viewed in action and experienced was that of a private North American school in Cali, Colombia. The school was originally developed to educate the children of North American business people who were working for American Companies in South America. As the years went by, many of the companies began to be taken over by Colombians. This meant fewer and fewer North American students and the school was opened up to individual who could financially afford the cost and who could pass the entrance exam.

The school began a Head Start program for four year olds. All of the teachers and assistants were fluent in both English and Spanish. The majority of information was given in Spanish, while English was reinforced with colors, numbers, food groups, and simple directions.

The kindergarten continued with all concepts being taught in both English and Spanish by fluent bilingual teachers and assistants. In first grade, everything was done in English unless a child needed special help or and example was needed to relate the concept for the students. As the students progressed through the grades, their teachers were less versed in Spanish. Students who needed extra help were tutored in English after school hours.

Another feature of this school was that each child was required to complete two degrees: a United States High School Diploma and a Colombian Diploma. Each grade level had two separate classes totally in Spanish. They had a language arts class and a social studies class. Due to their course load, homework was required.

How does this apply to bilingual education in the United States? Obviously our situation is different. We have a multitude of languages and our circumstances are not so clear cut. We then must consider different areas, and the major language spoken in that area. My experiences in South Dakota and currently on the Pine Ridge Reservation have been related to the concentration of Lakota Language and Culture.

If we truly believe in the importance of language and culture retention, then we must make it a priority, not a separate entity. Using a modified version of the Colombian School Model, with area-appropriate culture and language usage, I think we can develop our bilingual programs far beyond our dreams. The main focus would be to hire individuals (especially in the primary grades) who are fluent in both languages. Each area needs to develop their own competencies test for bilingual employees. The second focus is to coordinate all studies in English with that of the second language. Materials are numerous, as individual programs nationwide have been working on them for years. It then becomes just a matter of locating and using the resources available. The United States is not a melting pot but a country that needs to realize the importance of the variety of cultures that it holds within its' borders. This is especially true of the indigenous peoples of this land. An individual who is bilingual or multilingual has a much richer existence. We should encourage a sharing of heritage and instill pride in one's traditions.

Editor's Note: *Jodi Peterson is a Bilingual Curriculum Developer. To contact her, to to contact the SIG Chair, Shannon Amiotte, write care of Crazy Horse School, Pine Ridge Indian Reservation, Wanblee, SD 57577.*

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

The Hope and Promise of Bilingual Special Education: New Directions for the 1990s and Beyond

by Dr. Jaime A. Castellano

During the Institute on Bilingual Special Education held in Los Angeles, California, as part of the National Association for Bilingual Education's 23rd Annual International/ Bilingual Multicultural Education Conference, I had the privilege to be one of thirteen individuals from throughout the United States to speak concerning issues regarding bilingual special education.

I spoke of the inherent failure of special education programs in meeting the needs of the students they were designed to help, especially those identified as learning disabled. I spoke of the lack of services available to bilingual education students in the field of special education. I spoke of the inappropriate instructional pedagogy that was pervasive in special education classrooms for the learning disabled, including bilingual special education classrooms, that viewed the student as passive and incapable of higher order thinking.

I questioned the commitment of public school administrators in meeting the special education needs of students who were ethnically, culturally, and linguistically diverse. I questioned why a student identified as learning disabled as a first or second grader would graduate from high school with the same deficits.

I wondered out loud how the original intention of servicing students with learning disabilities became lost over the years in a sea of red tape and bureaucracy.

I purposefully painted a negative picture of the 300 to 400 people who sat in the audience. My intent was to shock them, to educate them, and to make them aware of the realities of special education in general and how it impacted students who were ethnically, culturally, and linguistically diverse. At this point, I must admit I was a bit nervous about how the audience would react to what I was saying, especially since sitting among them were such renowned educators and researchers as Alba Ortiz, Leonard Baca, and James Yates.

My nervousness was shortlived as the audience validated what I was saying through nods of the head, shouts of affirmation, and a willingness to share their own stories about the inherent failure of learning disabilities special education programs from their states and school districts.

Taking advantage of this captive audience, I proceeded to share with them some ideas and thoughts aimed at improving the instructional pedagogy for any student identified as learning disabled. I shared a model for differentiating curriculum for bilingual special education students which emphasized student-centered instruction and higher order thinking skills, took into account different learning styles, suggested varied instructional patterns, and considered alternative types of assessment. Unfortunately, I was unable to claim this model as mine.

The audience was quite surprised when I informed them that this model for differentiating curriculum was taught to me by Sandra Kaplan, an internationally-recognized expert in the field of gifted education, and that this model was one used with gifted education students. The looks on the faces of those individuals sitting in the audience said it all. I could sense a feeling of pride and empowerment in the conference room as people began to comment to one another. The room was abuzz. I overheard many indicating the same kind of curricular and instructional practices viewed as effective for students identified as gifted and talented could also be used with students labeled as "at risk" or learning disabled. As the presenter, I could see all those light bulbs go on. It felt wonderful.

I know it's difficult to effect change in a one hour period without sufficient and appropriate follow-up staff development opportunities. However, I hoped that I touched enough individuals so that upon returning to their home states and school districts they would have the courage to ask questions of their principals, supervisors, and superintendents.

Personally, my own paradigm shift in how I view special education and bilingual special education was challenged by some of my colleagues from Illinois who thought that I was a bit aggressive in promoting my thoughts and ideas. Special education students should have a say-so in the curriculum they are being taught. Instead of remediation and compensatory education, special education students should be afforded opportunities for academic acceleration and enrichment. Assessment should not only happen at the end of the school year in order to prepare for the annual review process; it should also be ongoing. It should be continuous and include teaching models that build on strengths while working on weaknesses. Consideration should be given to the student's preferred learning style. The Transmission Model of instruction should be thrown out the window. Special education students are not passive; the vast majority are dynamic and have much to offer their

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teacher and their peers. Students learn from one another. They should be afforded additional opportunities to generalize newly acquired skills to their everyday lives and society in general.

I dismiss the notion that some of my colleagues hold regarding special education and what should go on in those classrooms. I don't agree that the focus of instruction should rely mainly on remediation and compensation. Students learn how to read by addressing those issues as to why they can't read; not by giving them primers or primary level basal readers. This solution does not deal with the real problem. I don't agree that learning disabled students need to be labeled all their school lives. Programs should be held accountable and made to answer why the majority of students don't ever leave those "special" classes. They should not be "lifers" in special education programs.

There were times when I thought that I was the only one who held these views about special education and related bilingual issues. I have taught numerous assessment courses in bilingual education and bilingual special education at the graduate level to teachers seeking the endorsement in bilingual education. The sometimes horrific stories they would relay in class regarding special education often made me wonder what the heck was going on in our public school system. Surely, more advocates could be found at the local level, state level, and through our university systems.

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I thought I was fighting a losing battle until I attended the Special Education Institute held during the 24th Annual International Bilingual/Multicultural Education Conference sponsored by the National Association for Bilingual Education, and held in Phoenix, Arizona, this past February 14-18, 1995. Specifically, the wisdom from Drs. Leonard Baca and Richard Figueroa during their session titled: "Bilingual Special Education: Paradigms Are Everything," helped me realize that there were others who thought as I did. Their position on bilingual special education validated my thoughts and ideas, and I left feeling both relieved and excited. The paradigm shift they continually referred to is what I have been thinking and advocating for the past year. I was glad to hear it from someone else. Other researchers and educators who were part of this workshop included Erminda García, Nadine Ruiz , and Nancy Villarreal de Adler.

Baca, Escamilla, and Carjuzaa (1994) state that "reforming schools depends on a thorough understanding of the interplay between local community knowledge, as well as an understanding of the social context of the school and the ways in which social class and ethnicity interact with language and culture." With this understanding one can see that changes in the goals and procedures of special education, as well as the roles of all participants, must change during reconstruction. A modification in procedures only will not result in meaningful systematic improvements.

Baca and Valenzuela (1994) maintain that the traditional goal of special education assessment has been diagnostic; practitioners felt they needed to know the etiology and diagnostic category of a child's problem to know what type of intervention was appropriate. With the critical examination of the assumption that a disability is intrinsic to the individual, the goal of assessment now becomes advocacy oriented. In this approach, the assumption that the problem lies within the child is reviewed as a last possibility, with the immediate assumption being that the manifest problem lies in interaction between the student and the educational context.

Another goal of assessment in the restructuring approach to special education reform is to provide descriptive information about students' strengths that may form the basis for curriculum adaptation. This shift in the purpose of assessment, from legitimization of a handicapping condition to student advocacy and from diagnosis to description, implies procedural changes. No longer is the authority of a standarized test battery, administered in a formal testing situation by an unfamiliar examiner, accepted as valid. Rather, curricular adaptations by the classroom teacher, in consultation with peers or colleagues, is the first step in student assistance and assessment.

This process of "prereferral intervention" assumes that the child is able to learn in the general classroom and that modifications to the regular program, with varying levels of support, will offer the student an effective and enriching educational program. Information regarding the results of these curricular modifications is applicable to any post-referral special education assessments and, therefore, should be well documented. In this sense, curricular adaptation is an important form of diagnostic teaching, as well as critical element in the assessment process (page 6).

In a presentation at the BUENO Bilingual Special Education Institute in Bolder, Colorado, Baca (1993) as-

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serts that the following assumptions about special education and the students it serves will provide a more useful and equitable foundation for changing the bilingual special education interface:

❶ All children can learn.
❷ Early intervention in the student's native language can prevent disabilities.
❸ Native language and culture are strengths to be built upon.
❹ Students who are not succeeding in school need a gifted, rather than a remedial curriculum.
❺ Students who are either differently abled and/or culturally and linguistically diverse should be educated in inclusive environments.

These assumptions are right on target. They are proactive and they view the student as a viable learner within the context of the bilingual special education interface.

According to Freedman (1995), in the special education world we have set up, diagnosticians are the gatekeepers. With a diagnosis, the child may be eligible for special services, such as smaller classes and individual attention, together with a multitude of other methods and procedural rights. It appears, therefore, that since diagnosticians usually like to help children, there is a thrust toward diagnosing deficits. Even learning differences seem to become *ipso facto* deficits, requiring a prescription for corrective services. Surely, if any of us as adults went to such a clinic, we would come back with a label highlighting our weaknesses -- particularly if extras were riding on that label.

In order to provide services to children, we are encouraging them to believe something is wrong with them. We are creating children who are not allowed to view themselves as O.K., unique, special, or yes, even different. The medical model reigns: Every difference is diagnosable and every diagnosis needs a fix. In our rush to help, are we not forgetting the obvious? While surely there are many children who need special education, for many others, learning difficulties may be no more than learning differences. They may come and go. Learning difficulties may have thousands of causes -- none of which has a clinic elevator attached to it: hunger, lack of sleep, illness, drugs, alcohol, listening to parents' fights, having no parents, abuse, TV watching, having a job after school, not having one, playing sports too much or too little, having a boy or girl friend, not having a boy or girl friend, **LIFE.**

Ironically, our rush to diagnose and fix many children belies the notion of special education. On the one hand, we are led to believe that all children are unique and special and are assured that those with unique needs will get help. On the other hand, we often provide them with a diagnosis that sets out the "fact" that they are flawed and a prescription that attempts to erase their uniqueness. By labeling children by deficits, we minimize their strengths and coping skills. Through these diagnosis, we define children by their deficits, not their strengths. What they can't do becomes more important than what they can do. And all of this in order to get services. Why not just provide good services to all comers -- labeled or not?

In summary, public schools throughout the United States are filled with special education students who are part of a medical model of instruction. For limited English proficient students, the problem is compounded by issues of language, culture, and ethnicity. Reconstruction, reform, change, and improvement of existing programs need to occur if students are to become empowered and given the opportunity to reach their greatest heights. We should not be concerned with what they don't know. In my opinion, this is a waste of time, energy and resources. Rather, the emphasis should be on what they do know in order to build bridges to achieve greater academic, cognitive, social, and affective skills. Curriculum and instruction should serve to motivate, enrich, and accelerate the special needs student. Collaboration and cooperation should be part of the framework to bring all concerned parties together on behalf of those they serve. Students should be taught to take the initiative, set goals for themselves, and understand that there may be more than one solution to any particular problem. Parents need to become more involved, and teachers and administrators need to adopt a more proactive approach with special education, bilingualism, and related issues.

I realize that a change of this magnitude will not occur immediately. However, the more we challenge and question old practices the more forward movement we shall see.

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Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to the column editor, Dr. Jaime A. Castellano at Addison School District 4, c/o Illinois Board of Education, 222 N. Kennedy Drive, Aurora, IL 60101.*

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NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

If the Mango Tree Could Speak

by María Estela Brisk

If the Mango Tree Could Speak Video, Patricia Goudvis, producer. Watertown, MA, 1994. 58 minutes. (Spanish and English versions available.) Study guide developed by the Network of Educators on the Americas. Pp. 30.

This is a documentary film about ten children, age 12 to 15, growing up in war-torn Guatemala and El Salvador. Patricia Goudvis is a photographer who, while she was documenting the Central American conflicts, got interested in the children and their perspective on the situation.

Most of the filming takes place in rural areas. A few of the families had moved to the outskirts of larger cities, escaping the violence surrounding their villages. The filming takes place after most of the violence has stopped, but the children have lots of wrenching memories. Interwoven with scenes of the hardships of everyday life of these children are their thoughts about war, death, life among those responsible for their relatives' murders, along with normal children's interests in soccer, boys, marriage and school. Two of the children's (Sebastian and Dora) fears are still very real: the conflicts in their environments have not been fully resolved. Through them we get a better idea of what life must have been like for all of the children during the height of the war.

Poverty and loss are shared by all these children, yet each shows how different they are. While Rosario seems to be mostly interested in boys and marriage, Dora reflects on the plight of the Mayan who have moved to the city and want to hide their identity. While Chico firmly confronts the horrors of the war and carries on his life, Giovani seems at a loss away from the guerrillas. He has not been able to regain a normal life and was the least open in the interviews. The producer has carefully chosen children whose experiences differ, presenting a wide spectrum of the lives of rural children who have been so disrupted by war.

The film starts with five-minute vignettes on the four Guatemalan children. Then it moves to four children of a village in El Salvador known for its guerrilla activity. The last two Salvadoran children live in the outskirts of San Salvador. The children are filmed mostly at home with their families. The vignettes are short, crisp, and they give a clear sense of the children's personalities and lives. The epilogue contains letters from the children to the producer after she had returned to the United States.

This film presents an interesting picture of how children are affected by war and how they react. Most important, it shows that childish gaiety can mask very sad experiences. It also shows how different the education and language backgrounds of these children are. Some have gone to school regularly, others occasionally, and yet other never. Some speak Spanish as well as their Mayan language, while others speak only their Mayan language. Learning about these children is not only important in order to know about children in other parts of the world, as the producer explains in the study guide, but because many children like the ones in the film have come to the United States and are present in our classrooms. Teachers should find it useful to understand the common context of these children as well as their individual differences. The more they know about children like Diego, Sebastian and Evelyn, the better they will be able to teach them.

With respect to showing the film to students, teachers would have to use their judgment. I found one of the initial scenes, when Diego, and his family witness the excavation of the mass grave where Diego's father is buried, a little too macabre. Although very real, without that scene the film could be shown to a wider audience.

Throughout the film, there are subtle hints of the blame the United States shares for the atrocities committed by the armies of Guatemala and El Salvador. Most poignant is the scene in San José Las Flores. While the narrator expresses that "for the United States these people were the enemy," the camera zooms to show the children in the village running, playing, and climbing trees. I think that the historical background to the conflict is another different dimension of the Central American story that cannot be explained through passing comments in the movie and fewer than three hundred words in the guide.

The great aspect of the movie and the study guide is the strong focus on the children, their lives, languages, cultures, rights and effects of war. All these are very important and universal themes in the present world. To include the role of the United States, the producer (or at least the study guide) would have had to explain the Cold War era, the effects of the fear of Communism on the United States foreign policy, and other historical background.

The accompanying study guide is very useful because it gives background on the two countries. It also has separate sections about each child and important topics introduced through the children's lives: their languages, their culture, their rights, the effects of war, and their living conditions. In addition, it deals with the search for those who have disappeared and some background on the roots of the conflicts. These last two issues are indirectly related to the children and, as in the film, I think they are topics for a different film and a

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

The Relationship Between Identity, Culture, and Language

by Dr. Virginia González

In this article I want to continue our discussion about best assessment practices for language-minority students (LMS) by critically analyzing the relationship between identity, culture, and language. I believe that the assessment of any abilities or achievement areas of LMS also taps personality factors encompassing cultural values and beliefs, self-concept and self-esteem, symbolic and linguistic interpretations about cultural and natural realities, and ultimately ethnic personal and collective identities.

In previous articles in this column (see e.g., González 1993) I highlighted the subjective nature of the assessment of LMS, noting that evaluators' personalities are the major tools for interpreting behaviors and reaching assessment decisions. Factors such as the cultural and linguistic background of evaluators, and their conceptual understanding of constructs measured, will influence their perceptions of the possible existence of "learning problems" in LMS and whether they attribute their cause to internal or external factors. Ultimately, the personal and collective identities of evaluators embedded within a specific cultural/linguistic milieu will be reflected in the particular school of thought and assessment model that they defend and use as hypotheses for explaining and reaching assessment decisions with LMS.

I believe that the personal and collective identities of LMS will also be reflected in their performance on ability and achievement evaluations across developmental areas (e.g., intelligence, language, math, reading, etc.). To explain the relationship between identity and ability and achievement evaluations, I will review the concepts of macroculture and microculture, ethnic and social groups, and values from a multicultural education perspective. According to Banks and McGee Banks (1989), culture includes symbolic and conceptual representations for the social group to adapt to its environment, such as knowledge, values, beliefs, and interpretations of the meanings of the cultural products. In other words, artifacts and behaviors are cultural products that are tangible expressions of symbolic and conceptual representations of the culture. While the products *per se* are not considered culture, the symbolic interpretations of the meanings of these products are. Culture is dynamic, as any social group needs to adapt to the changing environment.

Individuals belong to social groups but are not members of culture (Banks & McGee Banks, 1989). Within a pluralistic society such as the U. S. different microcultures coexist within a macroculture generating different ethnic and social groups (the so called hyphenated Americans such as African-Americans, Asian-Americans, Hispanics or Latinos, Native-Americans, Mexican-Americans, Italians-Americans and so on). As new collective identities of different ethnic groups living in the U. S. develop, individuals continue adapting to their new social environment and, as pointed out by Banks and McGee Banks (1989), some of the elements of the macroculture can become part of the different microcultures.

Members of ethnic groups share their feelings of collective identity as they differ in their cultural characteristics with other members of the larger society (Banks & McGee Banks, 1989). According to Banks and McGee Banks (1991), some of the most important factors affecting these feelings of collective ethnic identity include language, religion, nationality, social class and socioeconomic status, educational level, racial differences, gender, exceptionality, beliefs, and values. Moreover, Banks and McGee Banks (1989) point out that values are a central cultural concept within specific ethnic and social groups that refer to ideals, guidelines to maintain common goals, ethical and aesthetical standards, and knowledge developed within specific schools of thought that have specific criteria. They identified six value orientations that define cultural orientations: (1) supernature, such as metaphysical beliefs held by religious groups, (2) nature, such as the respect for the ecosystem among Native-Americans, (3) habitat, such as the use of the human made environment by contemporary society, (4) relational, such as the importance of family support and loyalty present among Hispanics and Asian-Americans, (5) activity, such as the Protestant work ethic, and (6) time, such as the different interpretations of this concept held by Hispanics as something to enjoy freely, and by mainstream Americans as something to control and invest.Having knowledge of the different unique characteristics of individuals who are members of the different ethnic groups is an important asset for evaluators to avoid sterotyping LMS due to ignorance and lack of contact with diverse people. Evaluators need to realize that the overgeneralization of ethnic characteristics is dangerous because it can result in discrimination, mislabeling, and misdiagnosis. For instance, there is a common misconception among educators that African-Americans, Asian-Americans, and Hispanics tend to be group-oriented and have a context-dependent learning style. I believe that we need to respect individual differences and emphasize that each minority student has a unique array of internal and external interacting factors that act as additive

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layers in the formation of their personal and collective ethnic identities. For instance, age, gender, social class and socioeconomic status, educational level of parents, educators' attitudes, and so on, will affect how language-minority children develop their self-concept and self-esteem, resulting in valuing or devaluing their cultural heritage and ethnic identity. We need to remember that LMS are members of different social groups at the same time. For instance, it is a completely different experience to be a female minority from a middle-class background than it is to be a male minority from a low socioeconomic background.

Educators also need to realize the intimate connection between self-concept, self-esteem, identity and achievement levels in school. A child experiencing "learning problems" at school will also suffer from emotional problems. Trueba (1991) proposed that ethnographic research can shed some light on understanding the factors affecting the epidemic educational problems experienced by LMS in the U.S. He pointed out that language and cultural differences cannot fully explain the lack of success of LMS within the mainstream school culture. But the existence of additional structural constraints within the external social environment (e.g., prejudice, poverty, cultural conflict and discontinuity between the home and school cultures, etc.) can expand our understanding of school failure among LMS. Trueba (1991) identified three patterns that were present in within educational settings: (1) lack of meaningful participation in class activities, resulting in hostile behaviors; (2) less scholarly productivity within home and school contexts of limited English proficient students in comparison to minority fully English proficient and majority students; and (3) the presence of emotional problems in LMS experiencing "learning problems" at school such as anger, physical restlessness, pervasive anxiety, fear and confusion, deep depression, mental isolation, social distance, and panic and stress. Trueba (1991) believes that LMS suffer from emotional turmoil because of the absence of educators who can act as advocates and as mediators for changing external structural factors. When LMS children were left to fend by themselves, they internalized their "learning problems" and, by blaming themselves for their failure, emotional problems were generated.

LMS who are suffering from emotional turmoil devalue and blame themselves without realizing that they are victims of external sociohistorical factors such as oppression and discrimination, prejudices and false attributions. The role of an advocate and mentor is to prevent LMS from internalizing their "learning problems." Mentors need to stimulate LMS to develop a strong self-concept and self-esteem, and a strong ethnic personal and collective identity that will act as a powerful "shield" for avoiding learning and emotional problems.

I believe that evaluators can also act as mentors by realizing the influence of culture on the exceptionality categories they use for labeling and diagnosing LMS. Exceptionality categories are also subjective cultural products that are socially-constructed, and that are influenced by ideologies and symbolic interpretations of meanings in relation to culturally-loaded standards and goals (Banks & McGee Banks, 1989). Trueba (1991) stated, "The disabilities are the school's. Children's seeming "unpreparedness" for mainstream schooling is only a measure of the rigidity and ignorance of our school system which creates a handicap out of social and cultural differences" (p. 153). I believe that whenever there is a "learning problem" there is also a "teaching problem." Educators should be responsible for changing their attitudes and beliefs and for using high quality assessment instruments and educational programs to meet the unique needs of LMS who have an ethnic identity. Educators need to respect language and cultural differences as expressions of the ethnic personal and collective ethnic identities of their students. Educators need to stop pretending that we can acculturate LMS without creating learning and emotional problems when their languages and cultures are taken away. As stated by Oller (1994), "...Teaching can make a difference" (p. 16).

Mitchell (1992), suggest that educators are morally responsible for making the public understand the relationship between cultural values and the judgment of children's achievement and potential for learning. She beilieves the urge for accountability in education is related to mainstream American value systems that overestimate the power of standardized tests and the educational implications of scores for making comparisons with norms and predictions of individual success in real life. Moreover, she acknowledges the potential misuse of scores resulting in misdiagnosing and tracking students, driving the curriculum by "teaching-to-the-test," and the disempowering teachers by not participating in the assessment process all resulting in a disconnection between assessment and instruction.

Mitchell advocates for involving teachers in performance-based assessments such as portfolios, and including teachers and parents as informed members of interdisciplinary assessment teams. She also suggests that teachers need to encourage students to engage in self-evaluations by becoming models for students of responsible citizens who can evaluate their own behaviors. She also proposes that teachers need to engage in professional development programs for meeting the changing needs of a society that has shifted from an industrial to a technological era. Educators of contemporary technological societies need to become critical thinkers so that their students become competent problem solvers of real-life ill-structured situations.

I also believe that educators are responsible for the education of the "whole" personality of LMS. In other words, educators are responsible not only for nurturing academic knowledge, but also for stimulating emotional development in students by valuing and respecting their ethnic personal and collective identities as major fac-

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Resources for Bilingual Educators

Abuela's Weave - by Omar S. Castañeda. Illustrated by Enrique O. Sánchez. Esperanza's *Abuela*, her grandmother, is unmatched in her skill in weaving traditional Mayan tapestries. She has shared her gift with her granddaughter, and now they plan to sell their goods at the market. However, the birthmark on Abuela's face may scare customers away. So Esperanza must cope with the city streets and find buyers alone. This touching story of personal growth and family pride is illustrated with authentic Guatemalan scenery that gives life to the country's radiant landscape and bustling city streets. $5.95 Paperback, ISBN 1-880000-20-2. Publishers Group West, 4065 Hollis Street, Emeryville, CA 94662 (800) 788-3123; FAX (510) 658-1934.

Directory of Cultural Resource Education Programs - This 100-page booklet identifies advanced training opportunities related to the preservation and management of cultural resources in the United States. It contains detailed information about cultural resource management programs within the fields of anthropology, landscape preservation, and historic preservation. May be ordered from the Government Printing Office (GPO). Stock number: 024-005-011246-3. Price $6.50 per copy includes postage and handling.

Mathematics from Many Cultures - Mimosa Publications. Through bright, engaging posters and Big Books, *Mathematics from Many Cultures* helps children to explore the contributions that different cultures have made to the mathematics that we use today. At the same time, the materials highlight many of the features that make each culture unique: for example, children explore the distinctive patterns and designs of Native American art, and the ingenious method developed in Africa to construct magic squares. The materials reinforce key areas of mathematics: number, geometry, measurement, and logic helps children to see that all these areas of mathematics connect with a diversity of cultural backgrounds and experiences. In this way the materials help to make mathematics come to life. The Teacher's Notes provide a wide variety of challenging activities. Each grade level set contains: 7 posters, Big Book, 72-page Teacher's Book. Grade 4: 14125, $72. Grade 5: 14133, $72. Add shipping charge (6%). Mimosa Publications, P.O. Box 26609, San Francisco, CA 94126. 1-800-MIMOSA. FAX (415) 995-7155.

Mini-World Videos - Audio Forum. These video programs for classroom or independent learning are designed to improve English language skills by involving students in activities relevant and exciting to the young learner. The programs provide "hands-on" experience vicariously in a stimulating series of "field trips." These cultural trips range from snowboarding in Washington State, to a western rodeo, to a Halloween street party in Waikiki. Narration is clear, simple, and friendly. Practical language is presented in a realistic context. Students always have plenty to talk about in English -- after these video trips. Each program consists of one 60-min. VHS video cassette and a teacher's manual. Complete set of four programs, $179.00. Order #SV7390. Audio-Forum, Suite ES5A, 96 Broad Street, Guilford, CT 06437. (203) 453-9794. FAX (203) 453-9774.

Volando - Flying - Language Teaching System (Spanish/English - English/Spanish) Corby's International. *Volando - Flying* is the exciting migration adventure of "Guita," a little monarch caterpillar, and "Señor Cuervo," a black crow journeying to Mexico to escape an early frost and to find the great gathering of the monarch butterflies. This unique teaching program is formulated to give teachers and parents everything they need to teach conversational English or Spanish as well as primary reading in either language. *Volando* combines an on-going adventure story with 25 songs, dozens of associated games and puppet related role-playing suggestions that bring the characters to life. As students become the main characters, their own creative play furthers the learning process. The wealth of games and activities described in the 380-page teaching manual provides endless examples of interactivity between students and teachers. The program builds language skills through exposure to sounds and associated meaning in an environment of excitement and fun as students become involved in the on-going heartwarming adventure story. Throughout history people have learned effortlessly while singing songs, telling and listening to stories and playing games. *Volando* provides enough material for an entire school year of instruction, (Pre Kinder-5th grade). $545. School Program version includes: 8 Big Books, Teacher's Guide, and 10 audiotapes. Home Schooling version also available $245. Corby's International, 3625 Aspen Ct., Boulder, CO 80304. 1-800-VOLANDO. FAX (303) 449-4196.

Mathtales/Cuentos de Conceptos - Mimosa Publications. This series introduces the mathematical concepts of Operations, Measurement, and Geometry, as well as other concepts such as patterning, comparing, etc. Each set of Big Books comes with teachers' notes containing many activities and blackline masters for use with the materials. The CD-ROM packages present two of the *Mathtales* stories with exciting, interactive activities for children. All of these materials are a part of the *Moving Into Math* K-3 activity-based math program, but they can be used separately with any math program to build on children's language experiences to enhance understanding of math concepts. The English version of the

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RESOURCES

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Mathtales books for Grades K-3 can be used with LEP and ESL students. The 24 titles available in Spanish are designed for Bilingual students in Grades K-2. The CD-ROM disks are presented in both English and Spanish. Each Big Book set contains 4 Big Books and Teacher's Notes. Each small book set contains six each of the 4 titles in small book format. Each audiotape set contains four tapes: one for each title. Big Books set $68.00. Small book set $72.00. Audiotape set $32.00. Mimosa Publications, P.O. Box 26609, San Francisco, CA 94126. 1-800-MIMOSA. FAX (415) 995-7155.

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Publishers and Educational Materials Developers

Do you have a new product you want NABE members to know about?

Send a sample copy of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials received will be listed ONCE, free of charge, in the **Resources for Bilingual Educators** column.

GOAL 2003

FROM PAGE 1

assistance, including a national meeting on the issue, to help institutions learn about changes that they could make to meet GOAL 2003; and 3) issue an annual GOAL 2003 REPORT CARD identifying the institutions that have made progress toward GOAL 2003 and those that have failed.

"We believe that NABE's GOAL 2003 should be included in the National Education Goals that were proposed by the nation's Governors, adopted by Congress, and signed into law by the President," stated NABE Executive Director Jim Lyons. "The National Education Goals gave no guidance on how to measure 'improved' teacher education. NABE's GOAL 2003 helps to give the country's teachers and teacher training system one benchmark by which to measure improvement."

"Nearly three of ten teachers feel that their training has not prepared them to teach students from a variety of ethnic backgrounds," continued Lyons, drawing on a survey published by the U.S. Department of Education. "Properly preparing teachers to serve multicultural, multilingual classrooms must become a national priority."

"Judging by the lack of data on teacher language competencies, it is clear that teaching our teachers other languages has been anything but a national priority," stated Ruiz-Escalante. "The U.S. is behind the rest of the world. In Europe, the amount of time devoted to teaching foreign languages allows European students to communicate in two or more languages."

"Having bilingual teachers can help all students learn better and help prepare the nation for an increasingly multicultural, multilingual future," stated Lyons. "There is tremendous opportunity in a multicultural, multilingual society. Learning one or more additional languages gives students the ability to look at issues and ideas from multiple perspectives. It also helps the U.S. better relate to other countries both in a business and diplomatic sense. But it must all start with our teachers."

• NABE •

ASIAN

FROM PAGE 28

the critical phase when adjustment problems are most likely to surface, most refugee families find themselves without the support services they need. Frequently alienated from both the Vietnamese communities and mainstream America, "homecoming" for most Amerasians has only meant continued marginalization and isolation. Home is neither here nor there.

The obstacles faced by these young people do not necessarily preclude successful adjustment. Like their other refugee peers, Amerasians are inculcated with an intense perseverance -- a strength which, given a nurturing environment, could be translated into noteworthy achievements.

As such, the greatest challenge for educational and social service agencies is to be able to recognize, understand and value the individuals behind the statistics, with all their possibilities, constraints, and needs as well as potential. What it really takes is the courage to believe in someone who may have never learned to believe in himself. Perhaps that's what coming home is all about.

Dr. Khathrya Um is an Education Specialist at the Multifunctional Resource Center/Northern California. She is also the Vice President of the National Association for Education and Advancement of Cambodian, Laotion, and Vietnamese Americans (NAFEA).

Editor's Note: *Contributions to the* **Asian/Pacific American Education Concerns** *column should be sent to Janet Lu, MRC/NC, 1212 Broadway, Suite 400, Oakland, CA 94612. (510) 834-9458, FAX (510) 763-1490. Internet: LuJ@aol.com.*

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NABE '96
Orlando, Florida

2335

Research and Evaluation SIG

SIG Chair: Anthony R. Sancho, Southwest Research Laboratory, CA

NABE '95 Update: SIG Poster Session a Resounding Success!

by Anthony R. Sancho

The Research and Evaluation SIG sponsored an "Invited Practitioner Research Poster Session" at NABE '95, as part of the two-day "Institute on Research in Bilingual Education" which was coordinated by the National Center for Research on Cultural Diversity and Second Language Learning at the University of California at Santa Cruz.

The three-hour Poster Session featured eight presentations by well-known researcher/practitioners from around the country.

María Estela Brisk
Boston University
Conditions for Quality Bilingual Education: A Framework for Program Evaluation and Development

She grouped the conditions for quality bilingual education into three major areas: (1) school climate and organization, (2) curriculum content and delivery, and (3) instructional strategies.

Lillian Vega Castañeda
California State Univ., San Marcos
Lupe Delgado
LA County Office of Education
Annie Cabrera
LA County Office of Education
Sharon Ulanoff
California State Univ., San Marcos
Alternative To Failure: A Community-Based School Program for Latino Youth

They described a community learning Center in Los Angeles focusing on Latino students receiving intense support in academic, social, medical, and vocational areas.

Robert J. Johnson
Texas A&M University
Significant Features of Expectation Climate at Bilingual Schools

He presented key findings of case studies from three bilingual schools in Texas that focused on school climate factors related to expectations of student performance. The schools represented different settings (rural, urban and suburban), and different bilingual models (late exit, early exit, and bilingual immersion).

Rafael Lara-Alecio
Texas A&M University
Identifying the Hispanic Gifted Student

He presented the results of the initial phase of development of the Hispanic Gifted Identification Scale. The review covered the process of development and the characteristics determined appropriate for identification of Hispanic elementary-age students.

Mike Madrid
Little Lake City SD, California
Testing Language Proficiency of Bilingual Children

This session provided a method for determining Spanish as well as English speaking proficiency based on a child's natural, spontaneous language. The results of this investigation were compared with the children's Language Assessment Scales (LAS) scores.

Jane Ann Montes
Northern Illinois University
Beyond Computation In Mathematics: An Instructional Study With Third-Grade Bilingual Mexican-American Students

This study examined promising instructional approaches from bilingual education, mathematics education, and educational theory that could enable bilingual students to learn how to solve arithmetic word problems.

Cecilia Parreñas
UCLA Urban Issues Project
Ofelia Lariviere
Vejar Elementary School, CA
What Immigrant Children Write About

Through the Writer's Workshop, LEP children can express, illustrate, and write stories about their families, their friends, their traditions, and about themselves. The presenters shared interesting creative writing done by LEP students in their classrooms.

Carmen Sánchez Sadek
Educational Consultant
Integrating the Four Instructional Components of Bilingual Programs: (1) ELD; (2) Content Area Instruction; (3) SDAIE; and (4) Crosscultural Understanding and Positive Self-Esteem

In this presentation, a comprehensive grid of all components illustrated the requirements for each, as well as how to integrate all four to achieve maximum language development, academic growth, and increased self-esteem.

Editor's Note: *Anthony R. Sancho is the Associate Director of the Southwest Regional Laboratory for Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, CA 90720. (310) 598-7661.*

NABE '96
ORLANDO, FLORIDA
MARCH 12 - 14, 1996

BOOK REVIEW

FROM PAGE 40

different audience.

This film could be useful for professional development programs in those districts that receive refugee children from Central America and other parts of the world. Teachers who have these children need to realize that, although they are young and many are poorly educated, these children are mature in many other ways.

This video can also be shown to students. The study guide recommends age 12 and older. Because the film's format is in short 5 to 6 minute vignettes, it can be broken up easily. Whole lessons can be developed around each individual vignette. Refugee students themselves can profit from seeing such a film; sometimes knowing that one shares experiences with others helps deal with the burden of these experiences. Teachers must be sensitive, however, to the feelings of their families. Working with Cambodian families, for example, teachers found that many adamantly refused to share the sad memories with their children and did not understand the purpose of bringing out that part of their history in school. It would be good to share a film like this with other American children as long as teachers help students admire the courage and resilience of the protagonists, rather than just let them feel sorry for these children.

One last comment; I would have used a different title. As soon as I saw the title I thought somehow it was related to the very well known book by Sandra Cisneros, *The House on Mango Street.*

Reviewed by María Estela Brisk, Boston University, MA.

Editor's Note: *Contributions to the* **Book Review** *column as well as sample materials from publishers for review should be sent to Dr. Antonio Simoes at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430.*

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NABE '96

25TH ANNUAL
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ORLANDO, FLORIDA
MARCH 12 - 16, 1996

ASSESSMENT

FROM PAGE 42

tors influencing successful learning. Within the context of the technological society, the teachers' responsibility has extended from academic to moral issues, due to major changes in demographics and the characteristics of the family at the end of the 20th century. The socially-constructed concept of family within contemporary American macrocultures and microcultures encompasses new categories reflecting sociohistorical changes in value systems and personal and collective identities. For instance, the American family of the 1990's has diverse characteristics including working mothers, single parent low-income households, a higher rate of divorce, and step families (Hodgkinson, 1992).

In conclusion, when assessing and educating LMS, educators need to realize that language and culture are central factors forming children's personal and collective identities. Educators are morally responsible for becoming committed advocates and nurturing the ethnic identity of LMS in order to for prevent learning and emotional problems, while avoiding misdiagnoses and teaching problems associated with prejudiced value systems.

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Editor's Note: *Contributions to the* **Assessment of Language-Minority Students** *column should be sent to the column editor, Dr. Virginia González, at the University of Arizona, College of Education, Tucson, AZ 85721.*

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NABE NEWS

May 1, 1995 **National Association for Bilingual Education** **Volume 18, Number 6**

USA Today Opposes "Official English"

Editorial Brands English-Only Movement as "Fearmongering," "Disgraceful" and "Unnecessary"

"USA TODAY hopes to serve as a forum for better understanding and unity to help make the USA truly one nation."
— Allen H. Neuharth, Founder
September 15, 1982.

Will we ever get over our fear of foreign languages?

Our View: "Official English" is the latest overreaction to other languages. After 250 years, you'd think we'd learn.

Is the United States in danger of becoming a Tower of Babel?

Fearmongers peddling "official English" say it is. And they've persuaded 21 states and countless municipalities that they're right. All have made English their "official" language. Montana and South Dakota are the latest. Ten other states and Congress are weighing whether to join the parade.

Not a small accomplishment when your argument relies on fear, not fact.

In some places, official English amounts to little more than toothless pandering to anti-immigrant sentiment. In others, the laws are mean-spirited attacks on the rights of businesses to advertise as they see fit, barring non-English signs, or on services that help newcomers become full participants in society, eliminating English education programs. All give implicit license to other acts of discrimination.

And that what end? Fear of foreign speakers is older than the nation, rising in times of war, economic stress

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In Memoriam

NABE was deeply saddened by the recent tragic death of recording star Selena. At age 23, Selena Quintanilla Pérez was just beginning what promised to be as successful a career with mainstream English-language audiences as she enjoyed as a Tejano musician.

Born in Lake Jackson, near Houston, Selena began singing publicly at age 6 with her family's Tejano group. She had turned professional by age 9. In 1989, EMI signed her own band, Selena y Los Dinos. In 1993, she won a Grammy for "Selena Live." At the time of her murder, her most recent album, *Amor Prohibido* ("Forbidden Love"), had sold over 500,000 copies in the U.S., and its fourth single, "Fotos y Recuerdos" ("Photographs and Memories"), was No. 4 on the Latin charts. In all, her five albums sold an estimated 3 million copies worldwide.

One of Selena's last appearances was at the NABE '95 Conference in February in Phoenix where, thanks to the generous support of *Coca-Cola USA*, Selena performed on the opening evening of the conference for close to 3,000 conference attendees.

NABE sends its condolences to Selena's family and knows that she will be sorely missed by her fans throughout the world.

• *NABE* •

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Issue 4	02/01/95	Issue 8	08/01/95

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Message From The President

The Many Benefits of Bilingualism

by Dr. José Ruiz-Escalante

We ought to waste no time in the needless worry that one language threatens the integrity of another. There is no basis in our history for such a concern.
— Senator John McCain (R-AZ)

The United States of America is one of the most diverse countries in the world. Our country has cultural and linguistic diversity; the only problem with this cultural and linguistic diversity is that it is not seen as an advantage but rather as a disadvantage. The people of the United States need to understand that multiculturalism and multilingualism are good for our nation. There are at least three types of benefits from a multicultural and multilingual society: educational, economic, and diplomatic.

The benefits of bilingual education do not need to be defended. During the last twenty-five years, the benefits of solid bilingual education programs have demonstrated that learning academic concepts through in the native language of the students is the best vehicle for providing equal educational opportunities for students who come from homes where a language other than English is spoken. Bilingual education is not teaching the native language; it is utilizing the native language of the students to make instruction understandable. Many people misunderstand bilingual education. Some schools encourage certain students to acquire another language while they discourage another group from maintaining their native language.

It may strike you as incongruous that inside a single public school, you can walk down one hall and find teachers working hard to wash Spanish out of one group of students — often in classes stigmatized as remedial. Walk down another hall, and you can find teachers trying just as hard to iron Spanish into another group of students — usually in college prep classes. (Newman, 1994, p. 232).

1994-1995 NABE Executive Board President, José Agustín Ruiz-Escalante

There are also economic benefits from a multicultural/multilingual society. The United States has entered into a trade agreement with Mexico and Canada (NAFTA). As the United States expands the export of technology to Spanish-speaking countries, there will be a need to provide technical training in the language(s) of that country. We must remember that the language of business is the language of the customer. NAFTA is just the beginning. Our country also signed GATT, which will open other markets around the world, ones where consumers and coworkers speak a number of different languages.

Diplomacy will also benefit from a multicultural/multilingual society. Better cultural understanding can be created with other nations. We Americans will no longer be embarrassed by the blunders committed by some of our diplomats. Our school system will be graduating individuals with linguistic and cultural knowledge that will assist us in negotiating many more treaties that will benefit our country.

Speaking a language other than English is not un-American. Throughout the history of our nation, we have seen acts of patriotism using a language other than English. One of this acts of patriotism was carried out by Jimmy López, a young marine corporal from Globe, Arizona, who wrote on the wall of his prison cell: "*viva la roja, blanca y azul*" ("long live the red, white, and blue"). This young marine corporal was demonstrating his loyalty to the United States of America. As delegate Baltasar Corrada stated: "He was fully American and fully patriotic even though he wrote that inscription in Spanish, and it remained there while his captors wanted to restrain his freedom" (Corrada, p. 121).

Another excellent example of patriotism using a language other than English are the Navajo Code Talkers of World War II. The Code Talkers were formed in 1942 after convincing the Marine Corps that the Navajo language could serve as the basis for an unbreakable code. This code became the only one in the history of warfare that has never been broken. The irony of this act of patriotism was that the federal government had tried for years to eradicate the Navajo language from the Navajo nation.

There are many more cases of patriotism using a language other than English. However, many English-speaking people see speaking English as an essential human trait. To cite one egregious example, Daniel Shanahan (1989) reports that in 1904 a railroad president told a congressional hearing on the mistreatment of immigrant workers, "These workers don't suffer — they don't even speak English" (Barron, 1990, p. 1).

Supporters of the English-only movement in this country and proponents of Proposition 187 come from the same mentality. Barron (1990) explains: "

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The View From Washington

by Rick López, NABE Associate Director for Legislation, Policy, and Public Affairs

Five Good Reasons to Oppose English-Only

Given the fact that nearly 150 Members of Congress currently co-sponsor English-Only bills, I thought it would be worthwhile to review some of the reasons why English-Only should be opposed.

My arguments are by no means comprehensive. Instead, I hope that this article will stimulate your own thoughts on the dangers of English-Only which you can, in turn, convey to elected officials or include in a letter to your local newspaper's editor.

As you will see, I use the term "English-Only" to describe both legislative measures as well as the spirit of the movement. I do not use "Official English," a term that I leave to the spin doctors who try masking the true character of the English-Only movement.

Reason 1: English-Only is an Unprecedented Regulation of Self-Expression

During 219 years of American history, we have never had an official, federal language. No Congress and no President have ever combined to elevate English above all other languages.

For good reason. America was born as a nation of tolerance with a tradition of respecting diversity. There is no better example of America's tolerance of diversity than religion. America does not have an official, federal religion as many countries do. The federal government — it was believed in 1789 and is still believed today — has no business interfering with or regulating religious self-expression.

Religion is particularly relevant to English-Only. English-Only supporters argue that multilingualism will divide America. A federal language, in contrast, would unite Americans of different language and ethnic groups. Representative Toby Roth (R-WI), for instance, loves to talk about how language diversity is "balkanzing America" or "dividing Americans along linguistic and ethnic lines."

The same argument could easily be made for religion. Great differences in religious beliefs can divide Americans along religious lines and a federal religion would ensure that Americans share common values," might be the chorus. And yet we all know that no one would ever seriously suggest a federal religion. America's belief in tolerance of religious diversity is too strong, too ingrained.

Changing a 219 year old policy deserves serious consideration. Change to a 219 year old policy that involves dramatic new federal regulation of language deserves deep, deep consideration. We don't have an official federal religion, and we don't need an official federal language.

I would argue that there is little difference between religion and language. Both are intensely personal forms of self-expression. To prohibit someone from worshipping the faith of their choosing seems to us the most extreme form of federal regulation of individual behavior.

Federal regulation of language is little different. Try articulating your belief in political freedom or defending yourself in a courtroom in German, Farsi, or another language you cannot speak. Compared to your native language, it is impossible. English-Only would literally regulate how and what we can say about the things we care about.

To change a 219 year old policy deserves serious consideration. To change a 219 year old policy that involves a dramatic new federal regulation of language — an intensely personal form of self-expression like religion — deserves deep, deep consideration. To me the answer is simple: we don't have an official, federal religion, and we don't need an official, federal language.

Reason 2: The One Major Example of Federal Language Regulation Was a Disaster

America has never had a official, federal language. But there was a failed, 80-year federal attempt to regulate the languages that Native Americans chose to speak. The effort is vividly described by Diego Castellanos in *The Best of Two Worlds*.

Congress formed the Indian Peace Commission in 1867 to make permanent recommendations for the removal of Indian "hostility." The Commission's report, issued in 1868 stated that "... in the difference of language today lies two-thirds of our trouble. Schools should be established which children should be required to attend; their barbarous dialects would be blotted out and the English language substituted."

In 1879, the Commission created off-reservation boarding schools which separated Native American children from their parents and imposed a total ban on Indian languages, customs, and dress. Indian students were punished for speaking their native language by having their mouths washed out with soap.

The results were as catastrophic as they were predictable. Suppressing

CONTINUED ON PAGE 43

D I S S E R T A T I O N S

1996 Bilingual Education Outstanding Dissertations Competition

ELIGIBILITY

The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1992 and August 1, 1995. Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION

Those who wish to apply should seek application information from their professors or from:

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RECOGNITION

In effect, there will be two types of winners:

- the semifinalists — the writers of the top seven to ten abstracts from which the three finalists will be selected, and
- the three finalists — the writers of the dissertations selected by a panel of judges as first, second, and third place winners.

All semifinalists will be presented at the 25th Annual International Bilingual-Multicultural Education Conference of the National Association for Bilingual Education in Orlando, Florida, from March 12 to 16, 1996.

The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE

Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by September 8, 1995. Send them to the competition chair at the above address.

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In Pursuit of Excellence and Achievement for the Bilingual Student

by Jennifer Lynch Kichty and David Arredondo,
Johnson Elementary Bilingual School, Houston, TX

A principle that continues to guide many educators with regard to the limited English proficient student is "Children learn best in the language they know best." Over the years bilingual education has matured to offer a variety of models that help maximize student achievement. This is crucial because the learning theories supporting bilingual education call for programs that effectively address learning styles as well the student's cognitive educational development.

So often students in bilingual programs vary tremendously with regard to their own educational experiences as well as the educational background of their families. Gaps in prior education or lack of socioeconomic opportunities may or may not correspond to the status of students in monolingual classrooms. How can we address these variances in a way that offers students in bilingual programs an equal opportunity to a high quality and effective education? Johnson Elementary School, in the Aldine Independent School District in Houston, Texas, which is 70% Hispanic and 40% bilingual, has made remarkable progress by implementing a school-wide program developed by The Johns Hopkins University entitled *Success For All.*

One crucial component of the program is its emphasis upon academic success in the first grade. This is achieved not by lowering standards, but rather by restructuring the language arts period into a compact, efficient, and intense instructional unit. Students are grouped homogeneously during this time, allowing teachers to concentrate upon only one level of instructional objectives per class period. This permits more personalized attention per student and eliminates the need for unnecessary seat work. The students, however, are not "locked in" to their particular reading group. Because student achievement rates vary so greatly at this age, students are assessed every eight weeks and regrouped according to their scores. Instructional aides and support staff such as assistant principals, counselors, Chapter I teachers, as well as the music teacher and technology specialist, are utilized because the tests are administered individually.

The actual instructional approach includes strategies traditionally utilized in whole language classrooms such as poems, story retelling, dramatization, story mapping, choral reading, and partner reading. Cooperative learning is also used, specifically in the second grade and beyond. The resulting eclectic approach utilizes the best of several methodologies, thus addressing the learning styles of all students. Composition, spelling, and grammar are all integrated within the reading classroom, providing consistency with themes and vocabulary enhancing the development of cognitive schemata.

Classroom instruction is supplemented by a one-on-one tutoring program for students in need of extra assistance; they receive 30 minutes daily of intense individual tutoring which is provided by teachers, instructional aides, and support staff. A special program is also in place in which parents and community volunteers come to the school and listen to individual students read for 15-30 minutes. After-school instruction is offered for students who need extra help as well as those enrolled in the "gifted and talented" program. Teachers who work in this extended-day program receive salary supplements. Each of these program components helps to equalize opportunities for students by providing them with individualized attention that they might not receive at home.

This relentless approach to student success early-on is a major factor in preventing student failure. Students who fail first grade in traditional school settings become anxious about reading and expect to fail in the future as well. Stephen Krashen has hypothesized that we all possess an internal "affective filter" which rises when we are in an uncomfortable situation and inhibits learning (Krashen, 1982). Although his theory was developed in an attempt to understand second language acquisition, it certainly applies to any type of learning. For this reason, by policy, students in the first or second grade are not retained, and a remarkable decrease in special education referrals has been observed.

Other factors which have traditionally contributed to student failure are also addressed at Johnson Elementary. Attendance incentive programs are in place, truancy investigations are conducted promptly, and home visits are made when necessary. Parent workshops are frequently offered and address such issues as helping students with homework, becoming involved in school life, and behavior management. The lines of communication are kept open through the distribution of a weekly newsletter which is printed in English and Spanish. Most other correspondence and meetings are conducted in both languages as well, allowing for the active participation of all parents.

Because the program is administered consistently school-wide — in both regular and bilingual classrooms — teachers, parents, and students understand its structure and routines. This consistency is also helpful as students advance one grade level to the next. Their knowledge of procedures reduces the need for excessive training at the beginning of each year.

The *Success for All* reading model as implemented at Johnson Elementary has been effective. Currently groups of schools in nearby districts

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EXCELLENCE

FROM PAGE 7

are visiting Johnson and receiving further assistance on how they too can implement this remarkable program effectively. Cooperation with other schools is also a key element of the *Success for All* model. As is noted by the program creators, "Success does not come from piling on additional resources but from coordinating human resources around a well-defined goal, constantly assessing progress toward that goal and never giving up until success is achieved." The *Success for All* model is an outstanding vehicle that will undoubtedly blossom to serve the needs of not only the bilingual student but also every student regardless of current second language acquisition status.

Jennifer Kichty is a bilingual teacher at Johnson Elementary Bilingual School, Aldine ISD, Houston, TX. David Arredondo is principal of Johnson Elementary Bilingual School, Aldine ISD, Houston, TX.

• *NABE* •

USA TODAY

FROM PAGE 1

and increased immigration. Yet no calamity has occurred.

Benjamin Franklin saw it more than 250 years ago in Colonial Pennsylvania: "Few of the English understand the German language, and so cannot address them either from the press or pulpit." There were so many German speakers at the time of the Revolution that the Articles of Confederation were published in German as well as English. But German is gone.

A Marylander who sailed to New York in 1744 complained: "I never was so destitute of conversation in my life .... I heard nothing but Dutch all the way."

Sojourner Truth, born a slave in a Dutch-speaking community two centuries ago, didn't know a word of English at age 10. Without benefit of official-language laws, she became a brilliant speaker and evangelist — in English. Dutch died out.

In 1780, John Adams proposed an official academy to "purify, develop and dictate usage of" English. The Continental Congress rejected the idea as undemocratic and a threat to individual liberty — sound judgment then and sound judgment today.

It's a disgraceful tradition: New York once barred one million Yiddish-speaking *citizens* from voting. California disfranchised Chinese. Nebraska, in an anti-Kaiser frenzy, expelled German and any other foreign language from its elementary schools.

And it's unnecessary. The vast majority of immigrants are assimilating quite nicely. More than 95% of first-generation Mexican-Americans are proficient in English; by the second generation, most have totally lost their parents' native tongue. Tens of thousand of immigrants are on waiting lists for overenrolled adult English classes.

The urge to succeed drives most immigrants to learn English quickly. Laws that make the language "official" only deny our history and surrender to our fears.

USA Today, April 6, 1995, p. 12A.
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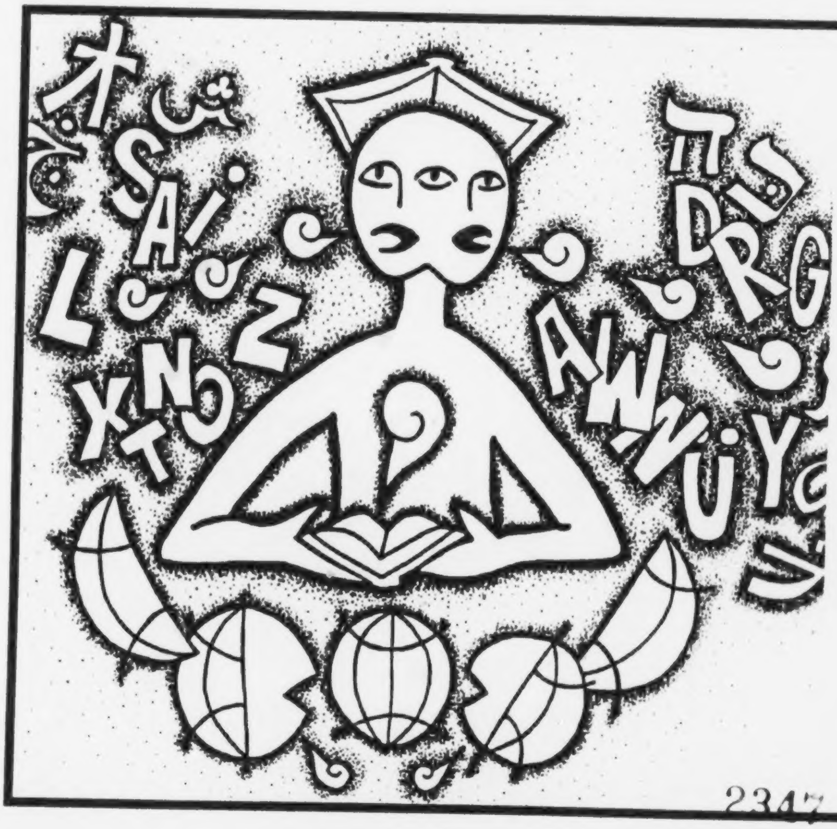

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2347

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Global Learning Networks as a Catalyst for Change: Confronting Prejudice Between "Minority" Groups[1]

by Kristin Brown and Juan Carlos Cuellar

Over forty years ago, the landmark *Brown v. Board of Education* decision by the U.S. Supreme Court declared "separate but equal" schools for African-American children unconstitutional. This decision drew public attention to the challenges of racial integration and set in motion within the U.S. educational system a search for instructional approaches to address racist and prejudicial attitudes among school children. In that charged context, the "Contact Theory"of social pyschologist Gordon Allport — that prejudice could be reduced in small mixed-race groups working interdependently to achieve a common academic goal — served to lay the theoretical basis for cooperative learning practices designed to reduce prejudice. As a result, generations of teachers and researchers have explored the potential of cooperative learning techniques as a means of prejudice reduction, of bridging centuries-old distances between different ethnic groups.

This article describes a project in which computer networking and video technologies were employed to reduce prejudice in a federally-mandated desegregated school. In today's urban schools, racism is complicated by tensions between ethnic groups. In many cases few white families are left in the inner cities and mistrust has grown among minority groups who see themselves competing for resources in a struggle against the harsh realities of urban life. This project employed a special brand of cooperative learning made possible through global learning networks, one that changes attitudes and fosters learning not only within classes, but also through dialogue between classes — across cultures, distances and differences. Sheridan Elementary is located in a predominantly African-American neighborhood in San Francisco. A few years ago a court case challenging the segregated schools in the San Francisco Unified School District and led to a Consent Decree Mandate for racial integration. As a result, immigrant students from the primarily Latino "Mission District" are bussed to Sheridan. Teachers at Sheridan face the tremendous challenge of teaching an increasingly diverse student population while at the same time counteracting negative attitudes among the different ethnic groups at their school.

Relations are most strained between the two largest groups at the school, the African-Americans and the immigrant Latinos. Placement is difficult with students of varying levels of English fluency and differing requirements for primary language instruction. At Sheridan, as at other desegregated schools in the district, the Latinos are usually placed in bilingual classes while the African-Americans are placed either in "regular" or "English Language Development" classes along with other linguistic minorities (Asians, Russians, Philipinos, and students of European descent).

The social distance between the African-American and Latino students is exacerbated at Sheridan because the school is under construction, with portable classrooms nearly filling the playground. Students have little chance to meet even during recess. The Latino students, already nervous about entering the African-American community, are not only isolated but also fearful, conscious of the resentment their presence causes in the neighborhood and in the schools. Anti-immigrant sentiment, particularly toward Mexican and Central American immigrants, has recently been fueled by the passage of Proposition 187, which seeks to deny undocumented immigrants access to social services, including schooling, and would require teachers to report any students whom they suspect are not documented.

Ms. Tracy Miller, a teacher at Sheridan, reports overhearing on the playground such negative comments from African-American children as "you can't sit here because you're Latina," and Latinos reacting with "youcan't play because the black might rub off on me." Miller feels these prejudices stem from attitudes learned at home and worsened through non-productive interactions during school hours.

In the fall of 1993, the authors of this article met to explore the role that telecommunications might play in addressing the academic and social problems in San Francisco's desegregated schools. Juan Carlos Cuellar is a bilingual resource specialist for the San Francisco Unified School District and Kristin Brown is a telecomputing consultant for California school districts and co-director of "De Orilla a Orilla," a multilingual network for intercultural learning (Figueroa, Sayers, Brown, 1990). Previous research conducted in Orillas classrooms showed that carefully designed networking projects could reverse negative attitudes toward recently-arrived Puerto Rican students among U.S.-born Latinos (Sayers, 1994). As we considered Orillas' many contacts in Puerto Rico and New York we began to envision long-distance team-teaching partnerships that held potential not only for developing literacy skills and self-

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NABE CARES
Campaign Against Racism and Extremism Update

NABE Resolution Regarding Proposition 187

The National Association for Bilingual Education condemns the passage of California Proposition 187. If implemented, Proposition 187 would deny to all undocumented immigrants in the state of California the benefits of state-supported education and health care. Education and health care are basic human services, and the United States Supreme Court has ruled that education cannot be constitutionally withheld on the basis of immigration status. If implemented, Proposition 187 would also require all California state employees to report to the Federal Immigration and Naturalization Service anyone they suspect of being an undocumented immigrant.

Proposition 187 poses grave risks to the residents of California. If implemented, the enactment would: deny families living in California the most basic and essential human services; create conditions in public health, safety and education which threaten the well-being of all Californians; create an enormous and costly new state bureaucracy to manage the active involvement of state employees in the federal function of immigration enforcement; foster suspicion and ethnic discrimination in California schools and communities; expose American citizens and legal residents to harassment on the basis of their appearance or language; and jeopardize billions of dollars of federal aid to the state which must be withheld under federal education and civil rights laws.

We, the Executive Board of Directors of the National Association for Bilingual Education, do hereby resolve to mount a national mobilization of the Association's members in response to the enactment of California Proposition 187. The mobilization will have four objectives. First, to legally overturn California Proposition 187 and to thwart any attempted implementation. Second, to prevent similar enactments elsewhere in America. Third, to protect, defend, and fulfill the rights of students and families in California and the rest of the nation. Fourth, to empower new American families through education, legalization, naturalization, and voter registration programs. The national mobilization will be an integral priority component of the Association's conferences, publications, and affiliate agendas and will be carried out in collaboration with other organizations which oppose Proposition 187 and are committed to providing essential human services to all families in America.

Editor's Note: *This resolution was adopted by the NABE Executive Board during its November 1994 meeting in Phoenix, Arizona.*

- NABE -

English-Only Bill Passed by Maryland Legislature
Governor "Inclined" to Veto

The Maryland legislature recently passed an English-Only bill. Introduced by Del. George C. Edwards (R-Garrett County), the original three-page bill called for making English the official language for state and local government functions. All public documents and oral communications at government meetings would have had to have been in English. During its deliberations, the legislature deleted the entire three pages of the bill and replaced it with one line: "English is the state language."

Governor Glendening has said he will veto the bill, believing that this type of legislation is divisive. He previously described such measures as "punitive" to non-English speaking immigrants. According to his press secretary, "The governor said that at a time when the state should be pulling together and recognizing and respecting each other's differences, this is not the time to create more divisiveness."

U.S. English has been pushing the legislation in Maryland and nationwide. There is a question as to whether a veto could be overridden by the legislature. NABE members from Maryland should contact their representatives to support the veto of this restrictionist legislation.

- NABE -

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NABE CARES
Campaign Against Racism and Extremism Update

"Proposition 187" Proposed for New York

by Margarita Contín

New York State Senator Frank Padavan (R-Queens) introduced a series of bills March 28 based on California's Proposition 187. If passed, they would deny undocumented immigrants all public services except emergency medical care. The legislation would also require police to check the legal status of any suspected undocumented immigrants and schools to employ immigration status checks.

"This legislation is our wake-up call to Washington that New York State taxpayers cannot afford and should not be asked to bear the financial burden of the reckless excesses of past congressional sessions," said Padavan.

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LA Hate Crimes Escalate

by Margarita Contín and Jon Higuera

The percentage of hate crimes targeting Latinos rose 23.5% last year in Los Angeles County, from 68 reported incidents in 1993 to 84 in 1994, according to a county Commission on Human Relations report released March 29. Commission officials ascribed the increase to anti-immigrant sentiment crystallized by the passage of Proposition 187.

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NABE '96
IN
ORLANDO, FLORIDA

Coalition Fights Bills

by Margarita Contín

A multiethnic coalition of organizations, including the Oregon Governor's Commission on Hispanic Affairs and Hispanics in Unity, is lobbying against legislation introduced by State Representative Bill Markham (R-Douglas County) in early March mirroring California's Proposition 187.

Markam alleges Oregon residents "are suffering economic hardship caused by the presence of illegal aliens" and calls for social service and medical agencies, public schools and institutions of higher education to verify legal status before providing services. His bill also establishes penalties for processing or using false documents.

The commission called the bill anti-immigrant, adding it would "jeopardize the health and well-being of all Oregonians, create a severe danger to public safety, and discriminate against those who appear to be different."

An Oregon legislature public hearing scheduled March 23 for a bill requiring proof of citizenship or legal residency to obtain a driver's license has been postponed indefinitely. Introduced by State Representative Tony Federici (D-Astoria) March 8, it was referred to committee March 9. A spokesperson for committee chairman Bob Tiernan (R-Lake Oswego) said he didn't know if the proposal would be controversial or not.

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NABE CARES OBJECTIVES

❶ Legally overturn the referendum and thwart any attempted implementation.

❷ Prevent similar enactments elsewhere in America.

❸ Protect, defend, and fulfill the rights of students in California and the rest of the nation.

❹ Empower new American families through education, legalization, naturalization, and voter registration.

esteem but also for opening the door to improved social relations between Latino and African-American students. We would match Latino classes in San Francisco with African-Latino classes in New York and Puerto Rico. In this way the San Francisco Latino students would have a chance to work closely with faraway colleagues who in many ways were like them — students who spoke the same mother tongue and shared the experience of learning English as a second language — but whose physical attributes and pride in their African heritage more closely resembled their African-American schoolmates. In so doing, we hoped to provide a bridge between the African-Americans and the Latinos, who saw one another every day at school but whose interactions were distorted by deep-seated prejudice.

At Sheridan Elementary, Tracy Miller's third/fourth grade bilingual class was paired with Anne-Marie Riveaux's third grade bilingual class at P.S. 19 in Brooklyn, New York. The teachers would stay in touch using a variety of technologies including computers and electronic mail, fax, telephone, videotapes, audiotapes, and photos. Ms. Miller's class was composed entirely of Latino students from Mexico and Central America while Ms. Riveaux's class in New York was composed predominantly of Afro-Caribbean students from the Dominican Republic, with a few students from Puerto Rico, Colombia, Ecuador, and Venezuela in the class as well. Both teachers felt that a video exchange could accomplish several goals. Videos would allow students to introduce themselves while providing an informal setting for students to draw comparisons between Latin American and Caribbean cultural traditions. Together they decided that Ms. Miller's students would create a video about indigenous celebrations of the Day of the Dead and Ms. Riveaux's students would create a video about traditional games passed down through oral traditions within their families and communities.

It was at the end of October in 1993 when Tracy Miller's class, excited about the upcoming cultural activities they had planned for El Día de Los Muertos on November 2, began planning their video. The Latino students in Ms. Miller's class realized that Ms. Riveaux' class might not know about the Day of the Dead and composed an explanation to read at the beginning of their video:

"In California the Latin American communities celebrate the Day of the Dead by making altars in cultural centers and organizing processions through the community at night. The participants carry lit candles and wear skeleton costumes representing death. Children make their own masks and designs out of *papel picado* [paper cut-outs] for the altar. We place food and whatever the dead would like on the altar."[2]

Activity in the classroom took on a new level of excitement as the students created a brightly colored altar in the corner of their classroom, covering cardboard boxes with fuschia and blue fadeless paper and cut tissue paper designs and then balancing hand-made skeleton puppets on top. On the front of the altar they prominently displayed one of the well-known Day of the Dead prints by Guadalupe Posada, a Mexican artist from the early 20th century. The print the students chose was La Catrina, the prototype of an aristocrat — a fancy lady with feathers and flowers in her hat — "a fancy dead lady", the students liked to point out, adding "because everybody dies".

This flurry of activity and excitement caught the attention of others at Sheridan and in the teachers' lounge Ms. Miller discussed the video exchange with Ms. Hornsby, an African-American teacher of a second-grade class composed predominantly of African-American students with a few Chinese and Filipino students and one Native American child. These teachers were good friends and were both interested in improving race relations at the school. Both saw an opportunity for bringing their classes together and expanding the original scope of the project in order to get the African-American students into direct, productive contact with the Latino students. They began to envision how the computer and video networking project could also act as a catalyst for change at the local level.

And so Ms. Miller's class (Room 17) formally invited the students from Ms. Hornsby's second grade class (Room 7) to see their altar and to help them film the video for the partner class. While Mr. Cuellar set up the video camera, Ms. Miller — taking advantage of a teachable moment — taught the students in Room 7 to say *ofrenda* and *pan de muerto* in Spanish. The students of Room 17 then proudly taught the students in Room 7 the words to "*Naranja Dulce*" so the two classes could sing it together on the video. As the tape rolled, Ms. Miller announced, "We are here today with Ms. Hornsby's class to talk to you about our altar. A lot of people call this *ofrenda*. In many countries in Latin American and in Mexico this is a national holiday. People don't have to go to school or work because on this day they visit the cemeteries and they decorate the graves with skeletons and candles and bread of the dead, or *pan de muerto*, which is supposed to look like a mummy. My students have brought things to the altar remembering the people they knew who have died."

At this point Ms. Miller picked up one of the items on the altar and signalled to a young girl from Mexico. Coralia jumped up and explained in Spanish that she brought a little house she made of cardboard and a little figure of a chicken because her grandfather liked to paint houses and her grandmother liked to feed chickens.

"Next Jesse will explain what he brought and Jessica will tell how they celebrate in Guatemala," Ms. Miller says as the tape continues.

Jesse: "I brought this photo of my grandfather that died. That's him. He died because he had a heart attack. Tomorrow I'm going to bring a little plastic horse for the altar because he liked to ride a horse."

Jessica: "In Guatemala they celebrate the Day of the Dead with food, water and flowers and they go to Chichicastenango where the Indians are. They go to the cemetery where the

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old people died. After that they go to the church and put food and water."

Everyone notices that this time it is not one of Ms. Miller's students who has her hand raised to speak but a student from Ms. Hornsby's class. Ms. Miller calls on Winnie saying, "Winnie Young will tell us how they remember the dead in her homeland, China". Winnie begins shyly,

"We have the same thing but it's not the same. We got two days in our family. One is to go to the cemetery to put some food and flowers. At home the people who died, we put their picture on the top of the wall and we put the food and flowers by this. The other day when we celebrate we put some paper things in the fire to burn."

The ice broken by Winnie, an African-American boy from Room 7raises his hand. Ms. Miller calls on him and Renell says his uncle has died. Renell continues:

"What we do is call all our family up and send them invitations to come over to the city of San Francisco. They come on Friday and first we do fun things together but on Saturday morning about 11 we go to the graveyard and give my uncle flowers and after that we stare at the grave and then we just leave and go have a barbecue and other good things.

I like remembering my uncle... some people don't like to remember in my family because they think it's tragic but it's a good thing to remember your family because they'll always be dead. Except for the spirit, he'll always be dead. It's a good thing to remember your family."

Everyone in the two classes at Sheridan was interested to know if Ms. Riveaux's class in New York would like their video. Soon a package arrived in the mail from New York, telling how excited the partner class was to receive the video. The video had inspired Anne-Marie Riveax's third graders to also create a class altar and discuss the universal theme of life and death.

The students in Ms. Riveaux's class had taped students playing games they had learned from their families and parents. Ms. Miller's students watched animatedly, taking delight in seeing games that they were familiar with, games that they had played in Mexico before they arrived in the U.S.

The partner teachers (now expanded to include Ms. Riveaux in New York and Ms. Miller and Ms. Hornsby in San Francisco) decided that their next joint project would be to make a book of games collected from the families in all three classes. Ms. Riveaux wrote:

"When I first introduced the idea to my students they were so excited about the idea of playing games. Little did they know that we were going to be learning so much. On openschool night, the parents showed much enthusiasm also. The children worked with parents on writing up their reports.

When they brought them in, the children came in front of the classroom and told us about their game: how to play it, their experience working with a relative on the project, and memories of when they played the game in their homeland."

Ms. Riveaux faced a difficult situation at the beginning of the year with students being moved in and out of her class so frequently that any sense of community she could create was undermined. She shared with the other teachers the value of the games project, describing it as "great community-building activity with my class." For the teachers at Sheridan, the games project provided an ideal opportunity for drawing parents' traditional knowledge into their curriculum. Ms.Hornsby was already doing a thematic unit on "Ancestors"; what better way to complement her unit than asking children, equipped with tape recorders, to interview their parents about the games they played as children, folk games passed down through countless generations? And since folk games were universal while remaining culture-specific, what more powerful way to help their students discover a common humanity across cultural differences? The hardest part at both schools was finding a place to teach one another the games they were collecting. New York City public schools are often without playgrounds, whether of asphalt or grass; Ms. Riveaux's was no exception. Sheridan was "under construction" that year. The common area at both schools turned out to be the cafeteria. The teachers at Sheridan rearranged their schedules so that they could take their classes together to the cafeteria in the mornings. They carefully assigned their students to small groups, each of which included some African-American and some Latino students. In these small groups, the students taught each other folk games, with the "expert" bilingual students doing the translating — causing their status to soar among their peers.

Ms. Hornsby's class began by showing Ms. Miller's students how to play Mancala, a game from Africa. Then Ms. Miller's class showed Ms. Hornsby's students how to play "Haciendo Cuadritos," a pencil and paper strategy game. Day after day, the students moved from cross-cultural marbles, to jacks, tops, and hopscotch, all simple, enjoyable games that didn't require much language. Here is what the students wrote about what it meant to them to share them:

"We like to learn the customs of other students. For this reason, the unit on "folk games" is perfect for our class. We share games from Nicaragua, El Salvador and Guatemala with Room 7 while they teach us games originating in Africa."

Another student wrote:

"We have learned that many of the games have something in common. In fact, we all have something in common and we all can be friends."

After participating in this project, Mario Riva expressed what he learned in this way: "In this world there is a friend for everyone!"

And the African-American students in Room 7 also knew they were doing something important while enjoying the pleasure of sharing folk games. They wrote:

"We began our games unit to help us with social studies,multiculturalism, and conflict resolution. By sharing

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games with one another we have learned that we all have *something in common — we like to have fun together!* We have all made new friends through sharing the games our parents played as children. This is a project we'd like to continue."

But their teachers knew the real question was: would their newfound friendships, based on short-term intercultural sharing, last longer than the school year? There were some signs it did. A year later, Ms. Hornsby and Ms. Miller continue to collaborate. Ms. Miller now has two African-American girls in her bilingual class (former pupils of Ms. Hornsby) since their parents insisted their children be given the opportunity to learn Spanish by studying with Spanish-speaking students. Last reports were that the girls were learning Spanish as a second language, and according to Ms. Miller, "they love it and think it's great." And for the first time ever at Sheridan Elementary, Latina girls joined the Girl Scout troop, organized by African-American and European-American mothers. Who are the new recruits? Every single girl in Ms. Miller's bilingual class this year. Perhaps Tracy Miller deserves the last word on the potential of global learning networks for reducing prejudice:

"We still need to do so much more, to integrate the classes themselves, to have afterschool programs where all students play and work together. It's a very slow process, but there was real understanding, and one thing leads to another. Some schools don't do anything. But this was a very good starting point."

Endnotes

[1] This portrait will appear in greatly expanded form in a book by Dennis Sayers, co-director of Orillas, and Jim Cummins, entitled *Brave New Schools: Challenging Cultural Illiteracy Through Global Learning Networks*, from St. Martin's Press.

[2] Many of the exchanges between the students at Sheridan and P.S. 19 took place in Spanish, but in this article will be translated into English.

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Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. (212) 998-5485. Internet: SAYERS@acfcluster.nyu.edu*

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Producing Language in Mathematics

by Phillip Martin Williamson, Englewood Public Schools, Englewood, NJ

Mathematics has traditionally been viewed as the universal language. It is assumed that math is a "Numbers Game" and that a number is a number, regardless what country a student comes from. Thus, understanding mathematics is not dependent on anything other than having a facility for math. Those researchers and teacher of mathematics who support this view would then see no problem with instructing a LEP student as if he/she were a native speaker of English. What these professionals have to ask themselves, however, is whether mathematics is derived from concepts or whether concepts develop from mathematics? Concepts are the ideas that we organize to use to advance thought and which eventually move to theories, principles, and theorems. These standardizations are necessary so that knowledge is not lost and a building process can evolve. Thought precedes language and language allows us to communicate thought. Mathematics is a language that is the result of a process that originates in our interpretive world, an world that influences our thought and mental processing.

Processing as a Part of the Mathematical Experience

Students across the country are being asked by their mathematics teachers to work out mathematics problems with the hope that they will produce "the correct" answer. Given a mathematics problem, usually contrived for classroom purposes, the expectation of the teacher is that the student will find a single response. It appears that teachers of mathematics who practice this type of pedagogy are interested only in the correct answer and anything short of the correct answer is seen as not as important. One in this group might say, "If the answer is wrong, then you did not do what was required".

Mathematics learning is often measured in terms of how many responses are correct on a given assessment; for this reason, teachers of mathematics tend to only see mathematics as an exact science that lends itself to a specific results. Typically, students are evaluated on the number of problems done correctly on an examination, indicated by the number of correct answers out of a total of possible responses. This may be an acceptable approach to mathematics education for some teachers, but it is not acceptable for those teachers who are interested in helping students of mathematics develop to their highest potential.

NCTM standards (1991) suggest that the assessment of teaching mathematics as a process involves problem solving, reasoning, and communication and should provide evidence that the teacher engages students in mathematical discourse that extends their understanding of problem solving and their capacity to reason and communicate mathematically. We as teachers of mathematics must ask our students to show their thinking by writing or discussing how they worked through a problem. The process by which results are achieved cannot be overlooked. It is the process that brings the student to understanding and as a result of this understanding, the correct answer will evolve. Process as well as the end result should be the concern of the mathematics educator.

Miller (1991) says the construction of knowledge requires active engagement in thought-provoking activities. This is not to suggest that the correct answer is not the objective. By far, getting the learner to perform an activity as accurately as possible is a paramount concern. For this reason, the thought-process a student uses to accomplish a task is of the utmost import.

Often teachers impose their way of thinking and processing information onto students. The system that we use as individual thinkers comes out of a history and background; the thinking of the individual teacher is the result of experiences and exposure that cannot always be taught.

Those experiences help the individual learner to recognize, analyze and synthesize situations, so that the appropriate applications of strategies can be employed. Not to allow as student to bring his/her background into a situation, when searching for a solution to a problem, is limiting the possibilities of not only arriving at the correct answer, but also the exploration into further depths of world realities and representations of mathematics.

A student may watch a teacher model solving a problem. The student may or may not understand what the teacher has done. The teacher then could try another explanation. It does not seem useful, however, for the teacher to use the same explanation, using the same words. It appears to me that it would better serve if the teacher were to change something in and/or about the explanation. The wording of the clarification of steps could be an approach of use. Also, using parallel situations could be of tremendous help. In addition, the use of the students experiences could aid in the learning process. If a student does not understand, the teacher could ask the question, "How would you do this problem?" The teacher could talk about the concepts and ask where this may exist in the part of the world from which the student comes. Moreover, the operations could be investigated as a possible problem; the students could help the teacher more effectively teach them by showing the teacher how they solved similar problems in their country.

Communication in Mathematics

Standards for teaching children are changing dramatically as we move into the 21 century. Educational agencies are progressively being held more responsible for what children are required to know and how they are being taught, as well as what a high school graduate

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can do upon graduation. NCTM's Standards (1989;1991) require students to communicate and encourage teachers to orchestrate discourse, which includes asking students to clarify and justify their ideas orally and in writing. NCTM believes that it is important for teachers to focus their teaching in such a way that communication and discourse find their way into the mainstream of the mathematics learning process. Teaching these skills are the responsibility of all of us who have contact with the individual learner.

Talking, writing and listening to mathematics are three dimensions that work well together. Bringing mathematics to the conversational level has many educational advantages. When students write in mathematics it gives teacher additional advantages to assess student's understanding and allows teachers to contribute to the development of student understanding during the learning process. They have the opportunity to express understanding or misunderstanding (Miller, 1991) and promote students' procedural and conceptual understanding of mathematics (Miller, 1991).

What is needed is open discussion of ideas in mathematics. Ideas need to be shared and argued. Writing ideas down and discussing them allows for an elevated opportunity for understanding. Through writing, we can challenge our students to not only know and comprehend the material that is being presented, but also to apply, analyze, synthesize and evaluate all that is disseminated.

When evaluating a written assignment in mathematics, a scoring system should be in place. It would be up to the individual teacher as to what system would be employed, but the students should have a guide of some sort. The New Jersey Department of Education has developed a scoring guide for the open-ended mathematics questions of their High School Proficiency Test. A student must demonstrate proficiency at either a high, medium or low level in order to achieve THREE, TWO, or ONE point respectively. To achieve THREE points on such a question, for example, the student must provide a satisfactory response with explanations which are plausible, reasonably clear, and reasonably correct, e.g., includes appropriate diagram (s), uses of appropriate symbols or language to communicate effectively, exhibits an understanding of the "mathematics" of the problem, uses appropriate process and/or descriptions to answer the question, and presents sensible supporting arguments. Any flaws in the response are minor.

Classroom Exercise Using Visuals

Students will explore mathematics terms and concepts with which they have an acquaintance. Each term that is written will be followed by a description made by the students; this may include a definition and/or an example. But it is of foremost importance that the students produce a written description for each concept. This list will be discussed in pairs or in a group of four. Then a video or some visual stimulus will be shown. During the video, the students will be asked to create a second list of concepts that are sighted in the visual. This will be done on a individual basis; after which the students will describe any new words that are written and a discussion in the same group will take place.

Mathematics classes should include open discussion of ideas about mathematics. Ideas need to be shared and argued. Miller (1992) talks about three types of writing in mathematics: Journal Writing, which could include brainstorming entries as well as personal feelings about the mathematics process or mathematics in general; Transactional Writing, which is public writing meant to be read by an audience; and Expository Writing, which asks students to explain, in writing, about a nonroutine problem or mathematical investigation. Writing ideas down and discussing them allows for an elevated opportunity for understanding. Through writing, we can challenge our students to not only know and comprehend the material that is being presented, but apply, analyze, synthesize and evaluate all that is disseminated. Encouraging LEP students to produce their thoughts through writing and discussing gives mathematics meaning as well as creates language that will facilitate mathematics learning.

Example Problems

Example A

If you were a whole number, that would a fraction be to you. Could a fraction be a part of you or people you know? Give some real examples.

Example B

If you were the equation: $X + 5 = 30$, what would each of these terms and the result mean to the world (your world or the world as a whole)?

Example C

Special Right Triangles: Count the number of rectangles in the windows in the classroom. Divide the sum by 5 times the square root of 3. Let this quotient be the measure of the side of a triangle opposite the 60 degree angle in a 30 - 60 -90 triangle. Make sure the group agrees on the same number of rectangles used. Then, find the measure of the other two sides. (use x, x times square root of 3, 2x).

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Contrary to Popular Opinion: English Language Proficiency and School Performance of Speakers of Other Languages in the United States

by Stephen Krashen and Jeffrey McQuillan
University of Southern California

McArthur (1993) represents statistics on English language development of persons age five and older in the United States, gathered in November 1979 and November 1989, from the Current Population Survey conducted by the United States Bureau of the Census. The purpose of this brief paper is to show that McArthur's results, while contrary to what most of the public believes, are very consistent with the results or current research in language education. Table 1 presents McArthur's sample size.

Table 1. Size of sample in McArthur, 1993

Language Spoken	Number of respondants
English	187,632,000
Other Languages	24,847,000
Spanish	14,489,000
Asian/Pacific Island	3,395,000

There are four major results:

1. **Most speakers of English as a second language say that they speak English will or very well or very well; very few say they speak no English.**

Respondants were asked to rate their English on a four-point scale: "very well", "well", "not well" and "not at all." These results are presented in Table 2, taken from McArthur's Table 5.

Table 2. Self-report of English ability among ESL speakers, 1979-89

I speak English:

	"very well or well"	"not at all"
1979	78.4%	6.3%
1989	73.8%	7.8%

Table 2 also reveals no significant decline in English speaking ability over the last decade. The results are even more remarkable when one considers that the figures undoubtedly include new arrivals, and that the number of non-English speakers has increased by about 40% over the decade (McArthur, Table 2).

(Oddly, McArthur categorized all those reported "well", "not well" and "not at all" as having "difficulty" with English. In other words, those who said they spoke English "well" were classified as having difficulty with English!

McArthur's categorization leads to different conclusions than those presented here. In the "highlights" section, she states, "Almost half of the Spanish speakers ... reported speaking English with difficulty in 1989 ..." (p. iii). In 1989, however, Spanish speakers responded differently, as shown in Table 3 at right. If one includes those responding that they spoke English "well" as having difficulty, then indeed, about half of the group are having difficulty. But if one maintains that those who say they speak English "well" are not having difficulty, then only 28.5% are having difficulty.

Of course, one can question whether such self-report represents the respondee's true competence, and whether the respondee was referring to conversational or academic language (Cummins, 1989). MacArthur cites Kominski (1989) as showing a "strong correlation between responses on the English speaking ability question and test scores of English proficiency" (p. 4), but no details are provided as to the strength of the correlation, sample size, and nature of the test, and Kominski's paper is unpublished.)

Table 3. Self-report of English ability among Spanish native speakers, 1989

I speak English:

Very well	50.5%
Well	21.0%
Not well	19.7%
Not at all	8.8%

2. **Spanish speakers are doing as well as speakers of other first languages.**

Table 4 presents data from Spanish speakers and Asian\Pacific Island samples for 1989 (results from 1979 are similar). Clearly, Spanish speakers do as well as other speakers of English as a second language (compare to Table 2.)

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Table 4. Self-report of English ability

I speak English:

First language	"very well or well"	"not at all"
Spanish	71.5%	8.8%
Asian/Pacific Isl.	72.3%	7.6%

3. **Second language acquirers are not having unusual problems in school, as compared to native speakers of English.**

Table 5, from McArthur's figure 5, presents the percentage of children, age 8 to 15, who were behind in school. In 1979, more Spanish speakers were behind, but in 1989, there was not difference between the groups. Again, we must consider that the Spanish language group must contain a substantial number of new arrivals, which suggests that this group is actually doing very well.

Table 5. Percentage of children behind in school

	1979	1989
Speak English only	24%	34.2%
Speak Spanish	35%	36.3%

In addition, McArthur reported that children with "difficulty" speaking English were less likely to be behind in 1989 that in 1979: In 1979, 52.5% of this group were behind the grade for their age, while in 1989 only 37.7% were behind, a figure only slightly larger than the one for speakers of English.

McArthur states that it is "unclear" why this is so, but mentions, as one possibility, "Changes in school policies or programs for children with difficulty speaking English" (p. 25).

(Recall that McArthur's definition of "difficulty speaking English" includes those who say they speak English "well.")

4. **The educational level of the parents is a stronger predictor of school achievement than first language.**

Table 6, from McArthur's table 12, presents the percentage of children, ages 8 to 15, below grade level in relation to parental education for 1989: The groups are nearly identical; in all cases, there is a very strong relationship between parental education and school achievement, and once again Spanish speakers perform as well as the others do.

Calculations of the percentage of 16 to 24 year olds enrolled in college appear to indicate that Spanish speakers are far behind English speakers: In 1989, 24.6% of the English speaking group were in college (McArthur's figure 6), while only 12.9% of the Spanish speaking group were in college. Data in Table 7, from McArthur's Table 16, however, shows that parental education is the crucial factor, not language (no data was available for all ESL acquirers as a group).

According to McArthur, the difference between the groups was not statistically significant. In other words, controlling for parental education, the same percentage of Spanish speakers are enrolled in college as are English speakers, and once again the relationship between parental education and school achievement is strong.

Discussion

McArthur's data shows that contrary to popular opinion, people are acquiring English at an impressive rate, that Spanish speakers are doing as well as other acquirers of English as a second language, and that speakers of English as a second language are comparable to native speakers of English in two measures of school performance (percentage behind grade level and percentage enrolled in college). In addition, the data shows that parental level of education is a strong predictor of school achievement.

These results are consistent with a great deal of empirical research and theory in language and literacy. First, it may be the case that bilingual education deserves some of the credit for the success of Spanish speaking children in school. The data on school success is consistent with the positive results reported for properly organized bilingual education programs (see e.g. Cummins, 1989; Krashen and Biber, 1988). These programs, it has been argued, help because they provide background knowledge in the first language, which helps make English input more comprehensible, and because they provide literacy development in the first language, which transfers to the second language.

Second, the effect of parental education may be due to the fact that children in the homes of better educated parents show more interest in books and have more books in the home (Morrow, 1983), and it is a firm finding that more reading leads to better literacy development in both first and second language development (Krashen, 1993).

Of course, McArthur's data does not demonstrate that these explanations are correct; all that can be claimed is that the results are consistent with them. But there is substantial independent evidence supporting bilingual edu-

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Table 6. Percentage of children below grade level

	Years of schooling of parents				
	Less than 5	5-8	9-11	Completed high school	1 year college (or more)
English	48.5	58.7	46.2	33.5	28.5
Spanish	50.4	47.7	45.3	31.9	27.6
All ESL	44.9	58.7	46.2	33.5	28.5

English = speak only English at home

Table 7. Percentage of 16 to 24 year olds enrolled in college

	Years of schooling of parents				
	Less than 5	5-8	9-11	Completed high school	1 year college (or more)
English	12.3	14.8	11.7	24.4	40.7
Spanish	9.2	18.8	7.9	23.5	34.3

cation and the effect of reading, and they deserve some consideration as possible factors explaining McArthur's results.

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July 7-9, 1995 - National Council of Teachers of English International Federation Conference, New York, NY. Contact National Council of Teachers of English, 1111 West Kenyon Road, Urbana, IL 61801. (800) 369-6283.

July 10-13, 1995- American Indian Institute National Conference on Gifted and Talented Education for Native People (3rd), Hilo, HI. Contact: (405) 325-4127.

July 12-14, 1995 - Association for Supervision and Curriculum Development Summer Series Institute: "Issues of Diversity," Atlantic City, NJ. Contact: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

July 13-16, 1995 American Association of Teachers of French Annual Convention (68th) San Antonio , TX. Contact: American Association of Teachers of French, 57 East Armory Avenue Champaign, IL 61820. (217) 333-2842.

July 16-19, 1995 - National Council of La Raza Annual Conference: "Ideas and Ideals," Dallas Convention Center, Dallas, Texas. Contact: Lizette Rosales, (202) 785-1670.

July 16-20, 1995 - National Dropout Prevention Center/Network Summer Leadership Institute, Clemson University, Clemson, SC. Contact: National Dropout Prevention Center/Network, Clemson University, 205 Martin Street, Box 345111, Clemson, SC 29634-5111. (803) 656-2599.

July 19-21, 1995 - Association for Supervision and Curriculum Development Summer Series Institute: "Organizational Change," San Francisco, CA. Contact: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

July 27-30, 1995 - American Federation of Teachers Quality Education Standards in Teachers (QUEST) Conference, Washington, DC. Contact Sally Muravchik, American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001. (202) 879-4476.

August 4-8, 1995 - American Association of Teachers of German Annual Meeting: "German in the Americas: Working Together as a Profession — Texts and Contexts," Stanford University, Stanford, CA. Contact American Association of Teachers of German, Inc. 112 Haddontowne Court, Suite 104, Cherry Hill, NJ 08034. (609) 795-5533.

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

Ethnic Identity and Indigenous Education in Latin America

by Helene Poissant

An important symbol in the development of nationhood is language. Language links together the past, culture, and history of a group. For various historical and political reasons, homogeneous, single-language nations are quite rare. For example, each year, the United States receives around one million immigrants who speak diverse languages. In Latin America there are about thirty million indigenous inhabitants who speak four hundred different dialects. Multilingualism is thus a natural way of life for millions of people, resulting in an enormous amount of language contact. However, the impression that multilingualism is rare and homogeneity is the rule is still promoted by many government policies all over the world.

Until the 1960s, the industrialized Western societies ignored the issue of language of education for subordinate minorities. Minority children were supposed to assimilate as fast as possible into the mainstream language and culture. In the United States, the passage of the Bilingual Education Act (Title VII) in 1968 recognized the right of limited English proficient (LEP) minority children to receive education through their first language in their early school years. In the United Kingdom, several native tongue teaching programs were developed in areas with high concentrations of ethnic minorities during the 1970s. There are many indications that bilingual education programs and native tongue teaching in the early school years benefit minority children and improve their academic achievement compared to minority children in mainstream programs.

As a rule, introducing education through a first language has been applied to majority children in industrialized societies. This is still rarely the case for minority children for both economic and ideological reasons. In today's post industrial society undergoing constant demographic changes, the idea that the language of instruction is equivalent to the mother tongue is even more deeply challenged. In almost all major cities, classrooms have become complex ethnolinguistic mosaics. As a consequence more and more children are developing bilingually.

The Case of Latin America

The choice of the language through which literacy is achieved is a crucial issue in multicultural and multiethnic settings such as Latin America. This choice is currently a major educational and political debate between those who believe that economic well-being is enhanced when all members of a society are able to communicate in a single language and those who defend non-economic considerations such as the link between language and cultural identity. The first point of view is promoted by an assimilationist policy of education, the second by a pluralist or multicultural approach.

In the past, domination in Latin American countries has been exerted more through exclusion from access to the dominant linguistic code than through integration. The predominant colonial ideology is summarized in the expression "Indio leido, Indio perdido" (an Indian educated is an Indian lost). The subsequent access to mass public education centered on overcoming language diversity and strengthening national identity. The aim was not to train bilingual individuals, but, rather to remove a language perceived as an impediment. During the 1980s, the concept of a "mosaic" of different linguistic and cultural communities arose and the "intercultural dimension" of bilingual education was acknowledged by many Latin American countries. Bolivia, Guatemala, Mexico, and Nicaragua recognized the multilingual and multicultural nature of their countries.

Many developing countries, which are traditionally multicultural, now advocate several forms of Vernacular-Cum-Transfer literacy models. Once the basic literacy skills are attained in the vernacular language, the curriculum transfers to a standardized language of education. The apparent goal of these programs is to maintain the multilingual mosaic of the society. Native tongue maintenance and bilingualism are considered essential to maintain a multilingual lifestyle. For example, Nicaragua's constitution stipulates several linguistic and cultural provisions to promote multiculturalism. The country recognizes as official, besides Spanish-Castilian, the languages spoken on the Atlantic Coast (Miskito, Sumo, Rama, and Creole). Moreover, groups of the Atlantic Coast have the right to instruction in their own languages.

Nicaragua

The Atlantic (Caribbean) coast of Nicaragua is inhabited by six ethnic groups. The Mestizos are in the majority and mostly speak Spanish. The other groups are Miskitos, Creoles (or Afro-Caribbeans), Sumos, Garifonos, and Ramas. Bilingual education currently exists for the Sumo, Creole, and Miskito groups. The movement toward the recognition of Indian languages and cultures started with the expansion of indigenous organizations and national liberation movements.

In 1974, the Indian movement ALPROMISU promoted language preservation. The Sandinista People's Revolution (RPS) triumphed by 1979 and the following year the "Law of Education in Languages of the Atlantic

CONTINUED ON PAGE 40

Research and Evaluation SIG: Call for Presentations

NABE '96 **Orlando, Florida** **March 12-16, 1996**

NABE's Research and Evaluation Special Interest Group (SIG) is sponsoring two 3-hour sessions at NABE '96 in Orlando. One of these sessions will be a Poster Session, similar to the one held at NABE '95. The other session will feature a dialogue between experienced researchers or graduate students or a combination of both. We are inviting interested persons to submit proposals for either session. Each presentation will be 30 minutes in length, with 20 minutes for each presentation and 10 minutes for discussion with the audience.

Name of Presenter(s): ______________________________

Affiliation: ______________________________

Address: ______________________________

Phone: ______________ Fax: ______________ E-Mail: ______________

Please indicate the type of presentation preferred.

☐ Poster Session ☐ Dialogue between researchers and graduate students

ABSTRACT: Please submit a 150 word abstract that defines the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. Emphasis is on empirical research or well-documented theoretical/practical perspectives.

DUE DATE:

JUNE 30, 1995

Return to:

Anthony Sancho, SIG Chair
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
(310) 598-7661 FAX (310) 985-9636
E-Mail asancho@cello.gina.calstate.edu

A CALL FOR PAPERS AND PRESENTATIONS

The 25th Annual Conference of the National Association for Bilingual Education will be held March 12-16, 1996 at the Orlando Convention Center in Orlando, Florida. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, including collaborative presentations which include teachers and students, which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION
Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE
Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION
Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS
School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL
Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION
Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS
Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS
Special Education, Title 1, Migrant Education, HeadStart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AND ISSUES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS
Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

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Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in program.

2. **ABSTRACT**: Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD**: Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '96 PROGRAM COMMITTEE
NABE National Office
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1995.

Notification of acceptance or rejection will be sent by November 15, 1995.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Presentations which show a specific teaching or testing technique. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation on the program.

2. It is the responsibility of the presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '96 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honoraria be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '96 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to videotape, audiotape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE '96 PRESENTATION PROPOSAL FORM

DEADLINE: JUNE 1, 1995

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. **TITLE:** ____________________

(limited to 15 words)

B. **NAME(S) AND AFFILIATION(S) OF PRESENTER(S):**

NABE Member?
(check one)

	Yes	No
1.		
2.		
3.		
4.		
5.		

C. **DESCRIPTION — 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:**
(DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED)

____

____

____

____

____

D. **PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :**

[ ] DEMONSTRATION (45 minutes)
[ ] PAPER (45 minutes)
[ ] SYMPOSIUM (2 hours)
[ ] WORKSHOP (2 hours)

E. **LANGUAGE(S) OF PRESENTATION:** ____________________

F. **LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:**

[ ] All Language Groups
[ ] Some Language Groups (specify): ____________________
[ ] One Language Group (specify): ____________________

(COMPLETE OTHER SIDE)

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G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

☐ Pedagogical Practices in Bilingual Education

☐ Pedagogical Practices in Teaching ESL

☐ Developmental Bilingual Education

☐ Educational Reform and Linguistic Minority Students

☐ Bilingual Education Personnel

☐ Linguistic Minority Families and Education

☐ Technology and Linguistic Minority Students

☐ Linguistic Minority Students and Other Education Programs

☐ Policies and Issues Affecting Bilingual Education and Linguistic Minority Americans

☐ Other (specify): ____________________

____

H. SESSION SPONSOR (Check if any apply):

☐ NABE SIG
(Name of SIG and Chairperson): ____________________

☐ NABE '96 Exhibitor
(Name of Company and Contact Person): ____________________

☐ NABE '96 Sponsor
(Name of Company and Contact Person): ____________________

I. AUDIO-VISUAL EQUIPMENT ORDER: All rooms will be equipped with an overhead projector and screen at no cost. Presenters needing other audio-visual equipment must so indicate on this form and submit payment prior to the conference. Requests for equipment made after June 1, 1995 cannot be guaranteed and will be charged at a higher rate.

☐ VHS Cassette Videotape Player/Monitor ($25)
☐ Slide Projector ($10)
☐ Audio Cassette Player ($5)
☐ Microcomputer/LCD Projection to Screen ($40)
Type of computer needed: ______ IBM Compatible ______ Apple/Macintosh
Model and configuration: ____________________
☐ Other: (Specify - Information on price will be included with acceptance letter):
____

J. CONTACT PERSON (Mailing address of presenter to whom all correspondence should be sent):

Last name: ____________________ First name: ____________________

Affiliation: ____________________

Street: ____________________

City: ____________________ State: ____________ Zip: ____________

Work Telephone: (   ) ____________________ Home Telephone (   ) ____________________

Fax: (   ) ____________________

Remember to attach a list of the names and addresses of presenters if they are *NOT* members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 1, 1995 TO:
NABE '96 PROGRAM COMMITTEE
1220 L STREET, N.W. , SUITE 605
WASHINGTON, DC 20005-4018

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Revisiting Gifted Education Opportunities for Linguistically and Culturally Diverse Students

In the November 1, 1994 issue of *NABE NEWS* (Volume 18, Number 2), I wrote an article titled: "The Identification of Gifted LEP Students: An Overview for Teachers and Administrators." Within the body of the article I outlined some strategies that local school districts could consider in their attempts to identify gifted students who are linguistically and/or culturally diverse (LCD). I further stated that current data support the need to overhaul the identification of gifted students in general, and showed that traditional methods of identification simply do not encompass, or consider, the unique backgrounds of LCD students (Castellano, 1994).

In gathering the information for this article, I came to realize that very little to no research exists on identifying gifted students who do not speak the English language. The information I was able to include in the article came from other advocates who shared the same concerns. There is however, an abundance of information on the identification of gifted students who are culturally and ethnically diverse, minus the language factor. As I was seeking to acquire more information on the identification of gifted LCD students, the Association for Supervision and Curriculum Development published their February issue (Volume 37, Number 2), of *Education Update*. The cover article was titled "Mainstreaming the Gifted." Though the article did not mention issues of bilingual gifted education it did include the names of resources pertinent to the field of gifted education.

As I was eager to acquire more information I decided to call the resources listed, which included The Gifted Development Center in Denver, Colorado; The National Research Center on the Gifted and Talented at the University of Connecticut; The Center for Talented Youth at The Johns Hopkins University; and The Center for Gifted Education at the College of William and Mary. The contacts I spoke with were very knowledgeable in the field of gifted education. They were also very supportive. However, they were unable to provide me with the kind of information I was requesting. They acknowledged the fact that, nationally, educators have overlooked non-English speaking students in programs for the gifted and talented.

More recently, I came across two excellent articles that also speak of gifted LCD populations; one was in reference to Asian and Pacific Islanders, and the other referred to Mexican-Americans. Specifically, the articles can be found in a monograph titled: *Addressing Cultural and Linguistic Diversity in Special Education: Issues and Trends*. The editor of this monograph is Shernaz B. García, and it has a copyright date of 1984, so the information is quite recent. This publication is sponsored by the Division for Culturally and Linguistically Diverse Exceptional Learners, a division of The Council for Exceptional Children. The first article is titled "Assessment of Asian and Pacific Islanders Students for Gifted Programs," and was written by Li-Rong Lilly Cheng, Kenji Ima, and Gene Labovitz. The second article is titled "Nonstandardized Instruments for the Assessment of Mexican-American Children for Gifted/Talented Programs," and was written by Jaime H. García. These articles are must reading for educators and advocates who desire to see more LCD students participate in programs for the gifted and talented.

In my attempts to advocate for more inclusionary practices for linguistically and culturally diverse students into programs for the gifted and talented I have submitted a request to the National Association for Bilingual Education's Executive Board to establish a Special Interest Group in Gifted Education. I am supported by my colleagues in Illinois and have also teamed up with Dr. Eva Díaz, Assistant Professor at the University of Connecticut's National Research Center on Gifted and Talented, as we attempt to establish a national agenda for our gifted bilingual students.

The rational for our request to establish a Special Interest Group on Gifted Education includes promoting equity and equal educational opportunities for students identified as linguistically diverse into programs for the gifted and talented, from which they have been historically excluded. For example, during the 1992-93 school year, approximately 100,000 students were served in Transitional Programs of Instruction and Transitional Bilingual Education Programs in the state of Illinois. Of this total, 190 were identified as gifted. This figure may reflect the status of gifted education opportunities for bilingual students throughout the United States — unidentified and underrepresented.

Additionally, our purpose is to educate parents, teachers, and administrators on issues of gifted education and how they can advocate for inclusionary practices to ensure that students who are ethnically, culturally, and linguistically diverse have access to local, state, and federal gifted and talented programs. We would also serve as a national clearinghouse and disseminate information to any interested party needing to make informed decisions about giftedness and its relationship to bilingual education.

Our rationale is also rooted in the need to network with teacher training

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FROM PAGE 27

institutions and related educational personnel, in addition to other national research centers on gifted education, in order to exchange information that would benefit all children, particularly those identified as linguistically diverse.

Goals of the Proposed Gifted Education Special Interest Group

1. To educate parents, teachers, and administrators on issues of gifted education and how they can advocate for inclusionary practices ensuring that students who are ethnically, culturally, and linguistically diverse have access to local, state, and federal programs.

2. To serve as a national clearinghouse to disseminate information to any interested party needing to make informed decisions about giftedness and its relationship to bilingual education.

3. To network with teacher training institutions and related educational personnel, in addition to other national research centers on gifted education, in order to exchange information that would benefit all children, particularly those identified as linguistically diverse.

4. To increase the amount of research and/or literature on the identification and education of gifted limited English proficient (LEP) students.

A National Call for Information

In an attempt to create a national clearinghouse on the identification and education of gifted students who are linguistically and culturally diverse we need your assistance. If your school offers gifted education services to your bilingual populations please take a few minutes and complete the following data sheet (on the opposite page).

Bibliography

Association for Supervision and Curriculum Development: *Education Update* (1995). Mainstreaming the gifted. Volume 17, Number 2.

Castellano, Jaime A. (1994). The identification of gifted LEP students: An overview for teachers and administrators. *NABE NEWS*, Volume 18, Number 2.

Cheng, Li-Rong L., Ima, K., and Labovitz, G. (1994). Assessment of Asian and Pacific Islanders for gifted programs. *Addressing Cultural and Linguistic Diversity in Special Education: Issues and Trends.* Division for Culturally and Linguistically Diverse Exceptional Learners, a Division of The Council for Exceptional Children.

García, Jaime H. (1994) Nonstandardized instruments for the assessment of Mexican-American children for gifted/talented programs. *Addressing Cultural and Linguistics Diversity in Special Education: Issues and Trends.* Division for Culturally and Linguistically Diverse Exceptional Learners, a Division of the Council for Exceptional Children.

• NABE •

The Informational Data survey appears on page 29 of this issue of the NABE NEWS.

Please complete and return it to the address printed at the bottom of page 29 no later than June 15, 1995.

Thank you for your assistance.

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FAX: (602) 278-1693

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Informational Data on the Identification and Education of Students Who are Linguistically and Culturally Diverse

Instructions: Please respond to the following items regarding the identification and education of gifted students who are linguistically and culturally diverse.

1. Other than English, what other languages are gifted education services provided in?
2. How many bilingual students are being serviced by gifted education programs in your school district?
3. At what grade levels does your school district provide gifted education services to your bilingual students?
4. In what areas are gifted education programs offered? i.e., math, language arts, science, reading, music, art...
5. How are gifted education program services administered? i.e., pull-out, cluster grouped, magnet school, curriculum compacting, etc.
6. How are gifted education program services funded for your district's bilingual students?
7. Who identifies your bilingual students as candidates for the gifted program?
8. What quantitative measures (norm referenced tests, achievement tests, IQ tests, etc.) are used to identify gifted bilingual students?
9. What qualitative measures (checklists, anecdotal notes, teacher judgment, parent judgment, etc) are used to identify gifted bilingual students?
10. How many years has your district provided gifted education program services to your bilingual student population?
11. What is the level of expertise in gifted education of the teachers who provide such services to your bilingual students?
12. Would you be interested in participating in the NABE Special Interest Group on Gifted Education ?
13. Would you be interested in receiving information from this survey once it has been compiled?

Contact Person

Name:____

Affiliation:______________________________________

Street Address:___________________________________

City:________________ State:__________ Zip:__________

Work Phone: ________________ Home Phone:________________

Fax:______________

Return the completed form by June 15, 1995 to:

Dr. Jaime Castellano
NABE NEWS
Column Editor
Addison School District #4
222 N. Kennedy Drive
Addison, IL 60101

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Resources for Bilingual Educators

***Bridge Across the Caribbean* - by Penny Cameron** - This is the third and newest titlte in the "Bridge Across" series. It brings together some of the fascinating tales from the Caribbean while meeting the multicultural reading needs of a diverse population. Like *Bridge Across Asia* and *Bridge Across the Americas*, *Bridge Across the Caribbean* integrates activities, exercises, and narrative in a way which makes it suitable for young adults and adults, especially those who are limited English proficient. $9.95. Catalog No. 0289-0. Dominie Press, Inc., 5945 Pacific Center Boulevard, Suite 505, San Diego, CA 92121. (800) 232-4570.

Publishers and Educational Materials Developers

Do you have a new product you want NABE members to know about?

Send two sample copies of your new material to the *NABE NEWS* Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials received will be eligible for free listing, ONCE, in the **Resources for Bilingual Educators** column, and will also be forwarded to the *NABE NEWS* Book Review column editor for potential review in a future issue of *NABE NEWS*.

***Handbook of Research on Multicultural Education* - James A. Banks and Cherry A. McGee Banks, editors** - A landmark reference source that covers, in one volume, the major theory and research on the field since its emergence in the 1960s and '70s. Written and edited by the nation's leading scholars in the field, it is an invaluable reference tool for administrators, professors, students, researchers, and educators at all levels. The handbook's 47 chapters, grouped into 11 parts, each critically discuss and summarize the reseach on a specific topic in the field of multicultural education. The handbook's purpose is to disseminate the aims and theories of multicultural education to the widest possible audience — especially now, as those who oppose the teaching of diversity in the schools are becoming more vocal in challenging the need for multicultural education. ISBN 0-02-895797-0. $75.00. Macmillan Reference Publishing, 866 Third Avenue, New York, NY 10022. (212) 702-7871.

Native American Legends - This series focuses on America's first citizens. With striking illustrations and exciting text students learn about the lifestyles and beliefs of Native Americans from six different regions. Each book also contains geographical, historical, and cultural information. A sample set contains the following titles: *Clamshell Boy, A Makah Legend* (Northwest); *Dancing Drum, A Cherokee Legend* (Great Smoky Mountains); *Ka-ha-si and the Loon, An Eskimo Legend* (Arctic); *Little Firefly, An Algonquian Legend* (Great Plains); *Turquoise Boy, A Navajo Legend* (Southwest). Sample Set: 6 books (1 each of 6 titles); TR4007, $24.95. Saddleback Educational, Inc., 3505 Cadillac Avenue, Building F-9, Costa Mesa, CA 92626. (714) 540-4010.

Profile of Effective Bilingual Teaching: Kindergarten - This video demonstrate how the two elementary teachers, Pola Espinoza and Erminda García, successfully implement effective strategies for teaching in a bilingual setting. Ms. Espinoza and Ms. García explain their pedagogical philosophy, and the video scenes show how they use the following to create success in a bilingual classroom: thematic instruction, creative classroom organization, oral language development activities, and biliteracy development activities. Lively and colorful, this video features original songs and music by José Luís Orozco. Accompanying this video is a guide providing trainers with background information and suggestions for using the video in a variety of training formats. The guides offer focus questions based on the activities presented in the video and descriptions of effective teaching strategies as used by the teachers. $25.00. NCRCDSLL, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC, 20037. For additional information, please telephone (408) 459-3351.

***Together in Our Differences: How Newcomers and Established Residents are Rebuilding America's Communities* - published by the National Immigration Forum** - This new publication highlights examples of innovative efforts which have been successul in bringing newcomers and established residents together to address common concerns and to improve the communities in which they reside. The book grew out of a project undertaken by the National Immigration Forum in 1993 to identify and analyze promising examples of newcomers/established resident collaboration in Chicago, Los Angeles, New York City and Washington, D.C. These projects demonstrate ways to promote cooperation and understanding between newly arrived immigrants and established residents, while accomplishing important community goals in the areas of housing, economic growth, education and neigh-

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

A Matter of Teaching and Scaffolding: Helping Vietnamese American Students Transition

by Dr. Mai Dao

Recently, teachers at a local elementary school, where 40 percent of the student population is Vietnamese-American but there is no Vietnamese bilingual education program, were surveyed regarding their needs. They reported that sheltered English is "not working"; "whole language" teaching has been the practice and yet many of the students are not making progress in English; these students have no basic skills [appropriate in American classrooms]; they seem to be fluent in English but they are below grade level; and the teachers requested training about strategies that work.

In a case study entitled "The Vietnamese Grapevine" (Fall 1994, Multicultural Forum), Vietnamese women students on a university campus were found not to participate in class discussions. A struggling professor was concerned about issues beyond gender and culture, and was seeking responses "not based on months of frustrating hit-or-miss classroom strategies."

It has been almost two decades since the influx of Southeast Asian refugee families into the United States. Since then, research efforts have produced a large knowledge base on language acquisition. Literature has offered discussions on the linguistic and cultural backgrounds and the education of language-minority students, and a variety of efforts have been made towards developing educational programs for students from diverse linguistic backgrounds. However, ways to address the specific educational needs of Southeast Asian-American students seem to have been overlooked. As a matter of fact, recent reports were startling reminders that teachers are still grappling with instructional strategies to help Southeast Asian-American students transition into the American academic environment. The purpose of this article is to bring forth some underlying issues and concerns, as illustrated by the following cases, and to examine other questions raised by educators.

Literature in the field essentially shows that cultural background and prior experience affect one's approach to learning. Recent trends have emphasized the importance of gaining more knowledge and understanding about the diverse cultural backgrounds of students. As a result, educators have been inundated with numerous "handbooks" and materials describing customs and cultures as well as various "tips" and recommendations as to how to teach students from diverse backgrounds. Although this process yields valuable information, we are still faced with the question of how to help the students transition from one language to another, from one culture to another, and from one environment to another (e.g., the American academic milieu).

Current practices suggest that teachers may either try adjusting their classroom instruction to help Vietnamese-American students or let them "sink or swim." The first scenario indicates a "missing link;" there seems to be an unclear existence of a theoretical framework to guide the formulation of policies or the development of sound research-based instructional approaches. The second, "sink" or "swim" scenario leads to the following question: Why are some individuals able to adapt while others manifest little capacity to do so?

Both conditions mentioned above are related to the confrontation with and the need to adapt to a modern technological society characterized by rapid and discontinuous change. It entails the ability to cope with the unfamiliar and complex requirements of this type of society. Many Southeast Asian students and families come from traditional, agricultural societies. This similar notion of helping people from agricultural societal contexts transition to the industrialized society was the crux of Vygotsky's research and theory. This very issue is also addressed in the mediated learning experience paradigm derived from studies of assessment and intervention procedures for Israeli refugee students who needed to transition to a new environment (Jensen et al., 1988). In the United States, little attention has been paid to this theoretical framework. Its value and relevance to students from diverse backgrounds are largely overlooked, but there is a growing interest. A handfull of American researchers have started to conduct studies among the Hispanic student population (e.g., California Institute of Special Education and Cultural Diversity) and among Vietnamese-American students (e.g., Dao).

Current research offers relevant methods — systematic and overt teaching of strategies — that need to considered and applied among this student population (Dao, 1991). Specifically, Vietnamese-American students have acquired certain skills developed in a different societal context (appropriate for functioning or survival within that cultural environment). Thus, the question that needs to be raised is: What pertinent skills do these students need to acquire in order to transition into and effectively function in American classrooms, in the American social context? For example, many Vietnamese-Ameri-

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can students are from rigid, traditional familial upbringing, and their educational backgrounds reflect a heavy emphasis on rote learning. Their prior experiences have not fostered the development of quick or spontaneous verbal interactive skills involved in the dynamics and within the rules of American classroom discussions. Although these students are expected to participate in discussions, little attention has been given to the fact that they need to be taught how to discuss. To the detriment of these students, and many struggling professors and teachers, the areas of scaffolding — teaching pertinent skills and strategies — is too often overlooked.

The issue goes beyond cultural sensitivity and adjustment of teaching strategies. The author's own experiences training Vietnamese-American teacher candidates indicate that, once they have been overtly taught strategies to discuss, to take initiative, and scaffolded to the point of being able to take leadership, Vietnamese-American students of both genders gradually demonstrate more confidence in verbalizing their opinions, enthusiasm and involvement in class activities.

A local middle school principal was elated to report the progress made by a number of Vietnamese-American students in mainstream core courses, even though the school had no bilingual education program to serve the large Vietnamese-American student population (35%). It is important to note thate these students had previously been taught by two recently hired Vietnamese bilingual teachers. The teachers had been providing limited English proficient students subject matter instruction in Vietnamese while the students were learning English as a second language. As the students made progress in English, the teachers phased in dual language instruction in order to foster the development of academic English proficiency as well as the maintenance of students' mother tongue which serves as a spring board for acquiring basic skills and strategies needed to succeed in the [new] American academic environment. The teachers initially provided systematic and structured modelling of learning strategies and skills in the context of the lessons, including how to work in cooperative groups, classroom protocol, how to follow the steps of the inquiry method, and so on. Next, they scaffold instruction until the students demonstrated full competence in the areas of performance. Meanwhile, the teachers provided a caring and supportive environment in which the students felt confident in demonstrating their areas of strengths while relying on clear guidance in areas they need to work on, in order to meet the demands of their classes.

Similarly, a recent study of at-risk Vietnamese-American elementary school children showed a marked increase in reading comprehension level, active participation and leadership in group discussions when the children were systematically taught reading comprehension strategies and comprehension-monitoring strategies through the use of the reciprocal teaching procedure (Dao, 1994).

Diverse cultures and languages are not the causes that hinder development and adaptation. Research has demonstrated, for instance, that students from Southeast Asian families which have maintained their languages and traditional values and talk to their children achieve high academic performance. In fact, many Southeast Asian parents often coach and guide their children in many aspects of their lives and education. We thus need to tap the students' rich experiences, global perspectives, approaches to learning, and capacities or inclinations to reflect and ponder. To help these students to become fully English proficient, we need to provide them the necessary scaffolding to take them from one level to the next, and a comprehensive and structured English instructional program that addresses all aspects of the language. To help these students to succeed in the American academic environment and eventually meet the demands of the complex, highly technological American society, we need to teach them the necessary skills and learning strategies in the context of the content areas and related activities.

In brief, this column has presented cases that remind us that after two decades of efforts, for many teachers, teaching Vietnamese-American students still seems to be a matter of trial and error; for the children, a matter of sink or swim. The main point brought forth is the issue of providing the necessary scaffolding and systematic teaching of skills and strategies pertinent to the American academic milieu and highly technological society for students from Southeast Asian backgrounds. Also suggested is a closer examination of a relevant theoretical framework based on which policies could be formulated and research-based instructional methods could be further studied.

In conclusion, the author of this article wishes to leave the readers with the following thought:

Among others, a number of successful, young Vietnamese-American professionals say that English competency is the key to success. The question is: Is it the only factor? Have they considered the education and whatever their parents did for them (and other prior learning experiences) in their countries of origin that may have provided them with "the spring board" for adaptation to the new environment? If English is the only factor contributing to success, then, why is our nation faced with the problem of such a high drop out rate among our *native* English-speakers?

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Dr. Mai Dao teaches in the Division of Teacher Education and the Division of Special Education at San Jose State University. Her research has been in the area of assessment and instruction for at-risk students form diverse cultural backgrounds.

Editor's Note: *Contributions to the* **Asian/Pacific American Education Concerns** *column should be sent to Janet Lu, MRC/NC, 1212 Broadway, Suite 400, Oakland, CA 94612. (510) 834-9458, FAX (510) 763-1490. Internet: LuJ@aol.com.*

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NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

Learner-Centered Principalship: The Principal as Teacher

by Anthony Costa

Webster, Sr., William G. (1994) *Learner-Centered Principalship: The Principal as Teacher of Teachers.* Westport, Connecticut; London: Praeger (260 pp).

William Webster has written an interesting book for future and practicing school administrators. Interesting not so much for its content, but interesting because his book stresses the learner as the true focal point of all that goes on in the school environs. As the author states in his preface, "Reviews of books on the principalship published over the last two centuries revealed much preoccupation with the management in the role of school leader. These books stressed time management, management of team building, etc.... with little or no attention to activities directly related to the reason for the schools: the learner."

The review of this book will use the following format: after giving an overview on the physical aspects of the book and the topics covered, the reviewer will select certain aspects of the book for further comment.

The chapters are well written and researched. The reading is enhanced by the use of bullets as topic headings, a summary at the conclusion of each chapter, and many figures and tables related to the content. An extensive bibliography is also provided.

The topics covered in the book include the following:

1. The Rewards, Realities, and Challenges of Learner-Centered Principalship. 2. Personal and Professional Requirements of Learner-Centered Principalship. 3. The Major Roles of Learner-Centered Principalship. 4. Principal's Authority for Learner-Centered Principalship. 5. Principals and Effective Learning Climate. 6. Student Adjustment for Maximum Learner Growth. 8. Directing the Organization of Instruction. 9. Evaluating and Teaching Teachers and Other Staff Members. and 10. Two Approaches to Educationally Sound, Legally Defensible Documentation of Teacher Effectiveness.

Webster begins his book by giving the reader an overview of the rewards, realities and challenges of a learner-centered principalship. Such rewards include, "...the power to make a difference in the lives of many learners" and "...help with the development of good teachers." The author is careful to point out that certain conditions must be present within one's school district to make a learner-centered principalship a reality.

These conditions include a demonstrated commitment to quality education, a superintendent with an instructional orientation, a bargained contract that does not interfere with attainment of learner interests, and adequate financial resources. This chapter sets the tone for the remainder of the book.

The requirements of a learner-centered principalship deal with the tried and true leadership requirements found in most books on leadership. Webster, however, couches all these characteristics in terms of the learner-centered principalship. The author has included in these characteristics yet another acronym, "CRA". Continual Reasoned Adaptation (CRA) is a problem-solving approach. CRA involves two distinct stages, reasoning and adaptation. Reasoning refers to the ability to know the learner's needs and then comparing what the school provides to meet these needs to an ideal vision of what the schools should be providing. The adaptation aspect means the application of a solution followed by reassessment. To quote the author, "It is concerned with identification of new of modified objectives, identification of specific needs, and application and reassessment of fit."

The major roles of the leaner-centered principalship are not radically different from those found in other texts. The one significant difference however is Webster's stress on the importance of the principal as the master teacher, a rôle not often highlighted enough in books dealing with administration. He makes a valid point when he states, "Principals who are perceived as knowledgeable teachers of their teachers are in a position to add the power of achieved authority of emergent leadership to the power gained from the title of principal." In too many instances the principal is viewed as an administrator rather than an educator and model of good teaching.

The chapter on organizing instruction is particularly noteworthy for many reasons. Webster attempts to make the case that poor curricular and instructional organization is the cause of many of the problems including student behavior, lack of respect for adults, parental dissatisfaction and disinterest in schools, teacher conflicts, high drop out rates and many other ills that beset our schools today. Webster makes a strong argument for the need to have principals who are thoroughly trained and conversant with and in curricular components and ways of organizing them. The author has again added a unique twist to curriculum by suggesting that "discourse" be incorporated throughout the curriculum. He views discourse as the skills of speaking, listening, writing, reading and thinking. Discourse, he believes, is the most important single area in all of education. To quote Webster, "Principals who understand thoroughly the skills of discourse as well as its manifestations in classrooms are in possession of a master referent for evaluation that tran-

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scends specific teacher methods or the changeable, voguish approaches to teaching so characteristic of the teaching profession." Webster is not afraid to speak his mind.

Webster's views on evaluating and teaching staff members follow his unique way of thinking. To do justice to Webster's approach to the topic and to let you flavor his style of writing, the following is a passage from his summary on evaluating and teaching staff members.

The literature related to teacher effectiveness reveals evidence that many principals miss the boat in judging the effectiveness of their teachers, when that effectiveness is determined by the extent to which learners learn. Instead, many principals focus on showy, teacher-centered rather than learner-centered behaviors. Other principals make the major mistake of according high evaluations to teachers because of likability, interpersonal compatibility, or even attractive classrooms. Principals must look at the products or student outcomes of teaching before they focus on the process or teacher behaviors. Principals must also look at the qualitative aspects of teaching; they must capture the ambience and tone of classroom life through rich description of what goes on in classrooms. This cannot be captured trough the quantitatively oriented rating instruments devised in district central offices. Needed are thorough anecdotal records, written by principals who are thoroughly grounded in what good teaching is.

Webster has written a book on the principalship that is both pragmatic and novel in its approach to the topic. It is pragmatic because he gives his readers may useful suggestions that can be used in schools to make teaching more effective. He believes that if effective teaching is going on, the learner is being best served. It is novel because he proposes that principals look at their schools from the perspective of the learner rather than that of the teacher. He believes that all activities, events, curricular offerings, and personnel matters including evaluation must serve the learner. To that, this reviewer says, "Amen!"

Anthony Costa is affiliated with Fairfiled University.

In Christina's Toolbox

Hoffman, Diane. (1994). *In Christina's Toolbox: En la caja de herramientas de Christina*
North Carolina: Lollipop Power Books, pp. 28.

by Rosario José Rosado

Lollipop Power books states that it is dedicated to nurturing children and publishing works that challenge stereotypes. Dianne Hoffman's unassuming book*In Christina's Toolbox: En la caja de herramientas de Christina* both goals are achieved with a subtlety that can allow readers to miss its significance and effectiveness.

In Christina's Toolbox: En la caja the herramientas de Christina is a children's book that tells the story of Christina and all of the tools in her toolbox. The title and narrative are written in both English and Spanish. The original text was written by Dianne Hoffman (1981) and the Spanish translation written by María A. Salgado (1994) was added in this recent edition. The book is simple, direct and unassuming. We are briefly introduced to Christina, and the book describes each of her tools and their uses. The descriptions are clear, and the parallel Spanish and English narratives facilitate understanding. The illustrations by Mary Heine complement the simple direct style. Christina is portrayed as an active, productive child, and the pictures serve as good visual elaborations.

The book could be useful in a number of applications. It would be equally effective for native Spanish-speaking children learning English, as for English-speaking children who are studying Spanish. It is also recommended as general reading for bicultural Latino children who live in the United States. Many families want to support the development of bilingual skills as a way of maintaining affiliation with their culture of origin. The translated sections follow each other closely and phrases that require substantial changes in word order or highlight significant differences in syntax are minimized. This allows young readers to understand the story and appreciate both languages. Older children with more sophisticated language skills would not be sufficiently challenged.

The length of *Christina's Toolbox* is sufficient to provide good basic information, while it is short enough to be read in a class period, or by parents in one sitting with their child. In addition to facilitating reading skills, it teaches young children about the basic nature and use of common household tools. Each of Christina's tools are presented through visual display and corresponding narrative description. This is then complemented with an example that serves as an effective elaboration.

The fundamental nature of this story is discrepant with negative cultural and gender stereotypes. It is important to note that this book (nor any single text) is not sufficient to combat destructive stereotypes, but it certainly can contribute to this process. Christina is presented as any child one might meet in school or in their neighborhood. Her physical features would be consistent with a number of ethnic backgrounds (African-American, African-Caribbean, or Latin American). Christina is portrayed as competent and knowledgeable. She knows how to use her tools and engages in creative and reparative projects. The simplicity and directness of this story not only facilitates the development of reading skills, but also creates a model that is distinct from contemporary gender stereotypes. There is no attempt to "sell" Christina. Her story is natural, believable and easy for children to integrate into their developing understanding of the world. This type of broad approach, as part of an overall educational environment, combats stereotypes by providing children with a view of the world that allows them to accept and integrate new ideas and perspectives.

There is one seemingly unintended characteristic that detracts from this book. The cover design has a circle where the

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

Strategies for Working with Asian/Pacific LEP Populations

by Dr. Li-Rong Lilly Cheng

This article will explore how educators can better understand the needs of Asian/Pacific Islander (API) students and provide more effective, meaningful teacher and student/family interaction. The recent influx of immigrants and refugees from Pacific Asia has resulted in large numbers of limited English proficient (LEP) students in our schools (*Time*, 1993). According to the *Statistical Abstract of the United States* (1994), these seven countries sending the most immigrants to the United States in 1992 were Mexico, Vietnam, Philippines, Dominican Republic, China, India, and Korea. Five out of the seven nations are Asian nations. Poverty and internal unrest have driven many Indians, Filipinos and other Asians to migrate to the U.S. In a period of twenty years, more than one million refugees came from Southeast Asia. How we can provide meaningful education to such a culturally/linguistically diverse population? This still remains a challenge to all of us.

Pacific Asia

Pacific Asia is used here to describe a geographical area, namely countries that surround the Pacific Ocean and are located on the rim of the Pacific. Pacific Islanders are the "invisible" group including Charmorro, Tongan, Samoan, and other islanders. Asians include Chinese, Japanese, Korean, Vietnamese, Khmer, Lao, Hmong, Indian, Malaysian, Indonesian, Filipino and other areas in Pacific Asia. Hundreds of languages are spoken in Asian. They also have diverse histories, cultures, and religious beliefs.

Kenyon Chen (1983) once remarked that many disabled ESL/LEP students have three strikes against them — limited English proficiency, poverty, and language or learning disability — which may dispose them to setback or failure. Considering the social, familial, and personal factors that influence API students' learning, many education researchers are advocating fair assessment and optimal learning environments (OLE) towards improving the quality of education (Cheng, 1994, Figueroa, 1988; Figueroa, Ruiz & Baca, 1988; Ruiz, 1989). Teachers need to examine their own world views, values, beliefs, and teaching styles in order to provide meaningful instruction and interaction(Cheng, 1989).

Hidden Agendas

Hidden agendas or curriculums exist throughout schools and in all social encounters (Taylor, 1986). In *Life In Classrooms*, Jackson (1968) defined the hidden curriculum as "The praise and the power that combine to give a distinctive flavor to classroom life . . . which each student and teacher must master if he is to make his way satisfactorily through the school". Immigrant students must reconcile their agendas to American culture as well as their teachers' personal values (Tran, 1991). Mastering hidden agendas demands that students not only understand but also share their teachers' educational values; and, at the same time, teachers need to examine their own values (Cheng, 1990, Cheng, 1991, Ripich & Creaghead, 1994).

Suggestions for Educators

LEP students need optimal learning environments OLE's (Figueroa, 1988), or optimal language learning environments, called OLLE's (Cheng, 1994). The inclusive OLE concept promotes learning and empowerment among educators, children and their families, while OLLE focuses more specifically on language learning and teaching. Because language serves as the primary tool for giving and taking information, teachers must recognize that language is contextually learned and that the school offers a *reduced* context (Cummins, 1994).

In creating OLLE, educators must start from their students' embedded language learning contexts and move gradually to reduced contexts such as that of the school classroom. The following suggestions might be helpful (Krashen, 1981, 1982):

- Promote language use in multiple school and social contexts.
- Provide low risk and low anxiety language learning contexts.
- Create experientially-relevant language activities.
- Conduct language interaction in a comprehensible process, starting from least demanding tasks and progressing towards those more cognitively challenging.
- Respect home discourse and explain carefully any hidden facets of the school agenda, express interest in students' home discourse, ask questions, and allow them to speak openly about differences and similarities between home and school experiences.
- Allow students to self-select their support systems and cooperative learning groups.
- Introduce cultural activities and organizations.
- Guide students into programs for which they have demonstrated interest.

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General Guidelines for Working with Parents

Some general guidelines for working with all parents include:

- Open communication between home and school: Invite parents to school activities, including plays, luncheons, lectures and celebrations.
- Recruit of bilingual volunteers to serve as escorts and liaisons or "social bridges" during telephone calls and transportation to and from school.
- Home visits: Expect some families to honor your visits and others to feel threatened.
- Utilize of bi-/multilingual personnel within agencies and organizations that provide services to ethnic communities.

Successful interactions with Asian families may include any number of the following components (Cheng, 1989; Hammond & Meiners, 1993; Harry, 1992; Langdon, 1992; Matsuda, 1989):

1. Be status conscious. Establish your role as an authority figure through formal introduction when possible.
2. Try to reach consensus. View compromise as a first step toward acceptance.
3. Be pragmatic. Address needs and give concrete advice.
4. Respect cultural beliefs.
5. Use an indirect approach. Take note of personal histories, allowing families to model rather than explain them when necessary. This serves as a valuable method of investigation.
6. Be patient and quiet. Consider silence a time for vital reflection.
7. Be informative. Give parents all the information they need, including costs and ways they can meet them.
8. Pay attention to nonverbal clues.
9. Create a friendly climate for parent conferences.
10. Work with reliable and resourceful interpreters.

Working Suggestions for Parents

1. Speak at home in the language which is most comfortable for you, not in one you struggle with.
2. Promote literacy by using stories; make talking and reading an integral part of every day.
3. Conduct joint activities — household chores, eating out, shopping, writing checks, etc.
4. Pay regular visits to libraries and ask for help. Children can borrow books and read to parents in English.
5. Brighten parent-child discourse and strengthen cultural pride through telling home language stories.
6. Ask older siblings to work with younger ones; encourage them to play a "teacher" role.
7. Seek to learn more about your children's schools. Follow up on teachers' invitations to observe classes in session. Attend special lunches. Ask questions.

Conclusion

The diverse needs of API/LEP students must be met. Teachers should strive to provide the most optimal learning environment for all students. **The education process should always be empowering for all.**

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Bill to Revise Bilingual Education Programs in MA Temporarily Defeated

2,000 Pack Hearing to Express Their Opposition

On April 11, the Massachusetts House of Representatives overwhelmingly rejected an amendment proposed by Edward Teague (R-Yarmouth) which would have significantly reduced the level and quality of bilingual education programs in the state. The amendment was similar to a bill introduced by Governor William F. Weld which has yet to be acted upon.

More than 2,000 people crowded into the Gardner Auditorium and/or demonstrated outside the building throughout the day as the Joint Committee on Education heard testimony on March 30. Weld's proposed legislation would limit bilingual education to students whose "skills in English are substantially less developed than their skills in their native language." It would also not allow students to spend more than three years in bilingual education programs; require at least one-third of the day to be taught in English in transitional bilingual education programs; and allow school systems to use non-bilingual instructional approaches.

The following editorial appeared in *The Boston Globe* regarding the issue.

A Wise Vote in any Language

A defeat for Gov. Weld's bilingual education proposal was a victory for Massachusetts school children. The Weld administration would do well to apply the same zeal in enforcing the existing law as it has in its efforts to dismantle it.

The governor's plan, which House Republicans tried to insert in the state budget Tuesday night, would have jeopardized opportunities for bilingual students. The governor's initiative, which could still be adopted as separate legislation, would limit bilingual education to students whose English skills are "substantially less developed that their native-language skills." However, the law was not designed simply to help students master English speaking skills but to ensure that they progress academically by learning subjects in their native language while getting the hang of English.

The Weld administration would have us believe that the state's 1971 bilingual education law, the first of its kind in the nation, has been a dismal failure. The facts do not bear this out. Before the state mandated the program, the dropout rate among bilingual students was 70 to 80 percent. Now the bilingual student dropout rate is on a par with that of native-speaking students.

Weld's attack on existing bilingual programs is fueling a misimpression that the majority of students languish in these classes for years. In reality, the average tenure in bilingual programs is three years. There is still room for improvement. Far too many bilingual courses lack rigor; native language textbooks are often substandard. State and local officials must develop mechanisms for monitoring compliance with the existing law and ensuring program quality.

But it seems that cutting costs by reducing bilingual enrollment is the administration's true aim. Over the last 12 years, while the state's overall public school population has decreased by 9 percent, the number of students whose first language is not English has nearly doubled.

In most other sectors of society, bilingualism is an asset. The House was right to resist attempts to cast it as a blight on public education.

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English title appears above the Spanish. Also, the English title is in a larger, bolder print. This likely resulted from the differences in the length of the English and Spanish translations of the title. Both versions fit in identically sized spaces. On every page the English narrative appears above the Spanish translation.

It is clear from reading the text that discrimination was not intended. But, it is possible that some people from disenfranchised backgrounds may interpret this in a negative light. This visual effect might be interpreted as an example of English-speaking culture as dominant over Spanish-speaking cultures. This would be regrettable because of the book's potential as a tool in combating destructive stereotypes. Despite the teachings of those who support culturally diverse values, some people may still reflexively judge a book by its cover. This might be addressed in subsequent printings.

In Christina's Toolbox: En la caja de herramientas the Christina is a simple, unassuming children's book that tells the story of a girl, her tools and her activities. The English and Spanish narratives are easy to follow, and it is a helpful text for children learning a second language, or facilitating reading skills in both Spanish and English. The descriptions of the tools are clear, and the illustrations complement the story well. Contemporary parents and educators who wish to create an environment that minimizes the development of cultural and gender stereotypes can find this book helpful in that endeavor.

Rodolfo Jose Rosado is affiliated with the Graduate School of Education & Allied Professions at Fairfield University.

Editor's Note: *Contributions to the* **NABE NEWS Book Review** *column, as well as sample materials from publishers for review, should be sent to Dr. Antonio Simoes at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430.*

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Coast", referred to as the Decree no. 571, was promulgated. The decree proposed a transitional form of bilingual education from the native languages to Castilian, the official language. For this reason the 1980 literacy crusade on the Nicaraguan coast was first conducted in Spanish only. Instruction in the Indian languages of the Caribbean coast was introduced only later.

MISURASATA, a group of Indian literacy teachers, became to resemble more and more a political organization, which resulted in their arrest in 1981. In 1982, a government branch opened an office on the Caribbean coast and implemented a pilot project in bilingual/bicultural education in Sumo and Miskito. Bilingual and bicultural education started officially in 1984 and was addressed to Miskito, Sumo, and Creole children attending their first four years of primary school. The bilingual programs were composed of a "technical" and a "central" team. The first one gathered untrained native speaking-teachers, while the second one gathered experienced Mestizo teachers without knowledge of the coastal languages. The latter team was responsible for the preparation of materials and curriculum.

Ecuador

The indigenous movement in Ecuador is associated with the agrarian reform that took place between 1962 and 1974. The reform aimed at a redistribution of the land and at the modernization of production. In the 1970s, for the first time the government recognized the existence of illiteracy among indigenous people, the low standard services, and the general unsuitability of current education for indigenous populations. To counteract this situation, it introduced new educational measures. In the meantime, the indigenous movement came to include cultural and educational elements in its analysis of its own condition. These converging concerns resulted in the launching of education programs, including Bilingual Primary Education and later Bilingual Intercultural Education. These programs support the maintenance and development of the mother-tongue, use Quechua as the language of instruction, and teach Castilian as a second language.

In 1980, a pan-ethnic confederation (CONAIE) was created to promote the idea of "unity in diversity" and the cultural identity of Indians. CONAIE worked with the Ministry of Education and Culture to prepare Quechua-Castilian primers for literacy teaching. In the background of important political changes that occurred in Ecuador in the 1980s, namely the changeover from military government to an elected one, the first National Literacy Program in Quechua and Castilian was launched. Different newly formed organizations discussed topics such as the training of literacy teachers and the unity of the Quechua language in its written form.

The main purpose of teaching in Quechua was for the Quechuans to recover their historical memory and cultural identity. Quechua was also conceived as the language to be used to speak and write about politics and science. Permeating these discussions was the more global concern of the definition of an ideal educational model. It was decided that this model should include attempts to resolve the three main indigenous problems: land, culture, and freedom.

Mexico

With as many as fifty-six Indian languages and over one-hundred dialects spoken, the question of Indian education in Mexico must be viewed from the perspective of the fundamental definition of the Mexican Nation-State. After the Mexican revolution, an "indigenismo" political movement favored the idea of Indian education but wavered between the adoption of an integrationist and a pluralist approach. Despite the fact that bilingual education was proclaimed by 1934, the contradictory perspectives resulted with the victory of an assimilationist education. In 1968, the crisis in the political system was accompanied by a grassroots student movement, and by the mid 1970s the debate on Indian education again became a priority.

A "new Indian profile" appeared in the Mexican social sphere in the 1970s. This development was linked with the process of temporary expatriation of Mixtec Zapotec, Chinantec, and Purepecha peasants to the Mexican urban areas (e.g. Mexico City) and to the United States. Through the migration experience, many Indians acquired an informal education in labor management and trade-unionism. Moreover, they became keenly aware of ethnic and racial discrimination and learned to behave in accordance with urban standards. By the 1980s the state recognized the failure of its assimilationist policy through the imposition of Spanish. This recognition, along with the increasing Indian mobilization, led to the transfer of control of Indian education to the Indians themselves. A General Directorate of Indian Education (DGIE), composed of experts in Indian dialects as well as professionals in Indian education, was created in 1985. An important aspect of the Directorate is that it is run entirely by members of the various Indian groups. Today it represents today more than 30,000 bilingual Indian teachers. Combined with the Directorate effort was a call from Indian intellectuals for a radical, critical assessment of the national education system. This group objected to the use of inappropriate and ethnocentric texts, cultural standardization, and the perpetuation of the socio-cultural order, and it set a series of goals to improve Indian education including extending student attendance beyond its current fifty percent, expanding bilingual preschools and primary schools, and developing more bilingual radio programs. By 1987, more than eighty percent of Mexico's languages had their own alphabets.

Attitudes and Bilingual Education

The educational reform in Latin America has had many positive effects, including the production of written material in Indian languages. However, inconsistences still exist within the Indian education system. The widespread availability of bilingual education is hindered by the increasing distance

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between intellectuals and teachers, inadequate cooperation among the different programs, and lack of information in the communities. But most important is the fact that many bilingual teachers are ambivalent about their linguistic and cultural loyalties. As a consequence, they often tend to reproduce the values and characteristics of the non-Indian schools, which are perceived of as superior. These attitudinal factors can seriously impede bilingual development and the subsequent school achievement of students.

The roots of bilingualism are to be found in several aspects of the socio-psychological mechanisms involved in language behavior, namely in the relative social status of both languages. In its additive form, bilingual development is such that both cultures and languages will bring positive elements to the child's overall development. On the other hand, a subtractive form of bilinguality develops when the two languages are competing rather than complementary; this form evolves when an ethnic minority rejects its own cultural values in favor of those of a more prestigious group. The latter situation is similar to the one currently experienced by many Latin American teachers. A positive change of attitude towards native languages thus appears necessary in order to improve the outcome of indigenous education.

The value that a child puts on language is crucial in bilingual development. This value results from the child's internalization of the social values attributed to the languages in his or her community and surrounding social network. When children value both languages to the same extent, they perceive them as interchangeable (or at least each language having definite valued domains, e.g. the home for one language and the workplace for the other). This perception will, in turn, enhance the children's overall cognitive functioning.

Language attitudes for the first and second languages should thus be a major educational concern. Attitudes towards languages intervene in children's cognitive appropriation of language and languages and, consequently, in their scholastic achievement. A bilingual education program that reinforces indigenous values is, I believe, an essential instrument in the emancipation of indigenous people. These efforts must be combined with adequate government policies and the active participation of indigenous people in the elaboration of their own educational goals.

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Helene Poissant can be contacted at Teacher's College, Columbia University.

Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Department of C. & I., Montana State University, 1500 N. 30th St., Billings, MT 59101. Phone (406) 657-2293. Internet: EDCI_REHYNER@VIXEN.EMCMT.EDU.*

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RESOURCES —— FROM PAGE 30

borhood advocacy. The book also draws conclusions from these community innovations and makes recommendations about what funders, policy makers and community leaders can do to support them. $12.95. The National Immigration Forum, 220 I Street, NE, Suite 220, Washington, DC 20002. (202) 544-0004. (202) 544-1905 FAX.

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Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

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children's use of their native languages tore Native American families asunder. When children returned from the boarding schools, they could no longer share with their families the religion, music, and customs of Indian life that had bound together Native American families and communities.

The story of the Cherokee nation is illustrative. Prior to federal intervention, the Cherokees had operated a system of 21 schools and two academies. Making extensive use of bilingual education, the Cherokee educational system produced a population nearly ninety percent literate in its native language and which was more literate in English than the Anglo settlers of Arkansas or Texas. After a hundred years of federally-run, English-Only boarding schools that displaced their own schools, the Cherokees became one of the most illiterate populations in the country.

In addition to showing the ugly potential of federal regulation of language, the story of Indian boarding schools points out three ironies in current English-Only logic. First, languages other than English, including Native American tongues, are considered "un-American" even though the first Americans did not speak English. Second, English-Only language policies, sold today as "unifying," divided families and destroyed communities.

Finally, the same federal government that spurned native languages for eighty years needed them to win World War II. Four hundred twenty Navajo "Code Talkers" served as Marines, developed an unbreakable code based on the Navajo language, and were critical to the U.S. victory in the Battle of Iwo Jima and the War in the Pacific.

Reason 3: English-Only Would Make the U.S. Less Competitive

English-Only makes little economic sense, promoting monolingualism when multilingualism is becoming an economic imperative.

Representative Peter King (R-NY), another English-Only advocate, wrote: "Efforts to promote bilingualism create divisions in American society and exclude non-English speakers from pursuing the American dream." In the mind of King and his ilk, bilingualism is a *bad thing. But bilingualism means* the ability to speak English *and* another language. Thus not promoting bilingualism can only mean the promotion of speaking *only* English.

King's views make no sense. Today the American and world economies are changing. The prosperity of the United States is becoming increasingly interconnected with that of other nations. The North American Free Trade Agreement (NAFTA) created a massive new free-trade zone that stretches from the Arctic Circle to Central America. The General Agreement on Trade and Tariffs (GATT) dwarfs NAFTA. Covering more than 120 nations, GATT lowered or eliminated trade barriers on thousands of goods and services.

One of the most common complaints of English-Only supporters is the cost of bilingual ballots and 911 operators. What English-Only supporters overlook is that Americans who speak languages other than English are also taxpayers.

NAFTA and GATT largely reflect the fact that world economies, the U.S. included, are increasingly export-driven. In the U.S., exports create more jobs, and higher-paying jobs, than any other sector of the economy. It is no accident that the fastest growing economies over the past few decades — for example, Japan, Germany, and Taiwan — have had their economic growth fueled by rapidly growing exports.

There are many examples of what happens to American businesses that fail to appreciate the importance of language in international business. "Body by Fisher" was translated into Flemish as "Corpse by Fisher" by General Motors; *Schweppes Tonic* advertised in Italy as "bathroom water". A laundry soap ad in Quebec promised users "clean genitals." "Come Alive With Pepsi" almost appeared in the Chinese version of *Readers Digest* as "Pepsi brings your ancestors back from the grave." For America, these business blunders translate into lost sales and lost American jobs.

Apple Computer represents a different, internationally attuned business. Every employee in Apple's 50-person Miami office is at least bilingual, in English and Spanish or Portuguese. They work daily to increase Apple's market share in places like Brazil, a largely untapped but rapidly growing market. Apple knows it cannot sell computers when its salespersons cannot understand the customer.

English-Only would waste an important national resource that will enable America to succeed in the new global marketplace — the 9.9 million children in the U.S. who come from homes where a language other than English is spoken. Each of these children has the potential to help American business crack into emerging markets around the globe.

If American language policy were driven by the needs of American business in the new global marketplace, such a policy would help to nurture diverse native language abilities, not destroy them. And America's language-minority children would be seen as our secret weapon.

Reason 4: English-Only Would Deny Language-Minority Taxpayers a Political Voice and Access to Government Services

One of the most common complaints of English-Only supporters is the cost of bilingual ballots and 911 operators. What English-Only supporters overlook is that Americans who speak languages other than English are also taxpayers. And if government services were closed off to everyone ex-

CONTINUED ON PAGE 44

cept English-speaking taxpayers, everyone, including native English-speaking taxpayers, could end up paying a horrible price.

As taxpayers, we are entitled to government services. There is an implicit contract when we fill out our tax forms that we will receive some form of government service in return. Moreover, we expect that government services will be available to all. Everyone should be able to turn to the police for help, participate in elections, or receive an education for their children.

Under English-Only, a taxpayer who does not speak English pays to support these services, but would be unable to access them. For example, he helps pay the salaries of a police force, but could be unable to call for help during a robbery if there is no police operator who speaks his language. Or, she would help pay for the costs of an election but could be unable to vote because the ballot is unintelligible.

Of course, it may not always be practical for schools, police or ballots to be made available in the language of every taxpayer. If a single speaker of Farsi were to live in Fargo, North Dakota, it would be unreasonable to expect that the police force have a translator. But we should expect when a sizable population of taxpayers in an area speaks a common language other than English, such as Spanish in Los Angeles, the government should ensure that Spanish-speaking taxpayers have equal access to government services. Anything less would be unfair and deny to some taxpayers services which should be available to all.

The costs of restricting access through language barriers are borne by all. We all pay if a witness to a fire is unable to effectively communicate with a 911 operator or if a person with a communicable disease is discouraged from seeking health care because doctors don't speak their language.

Reason 5: English-Only Would Deny the Proven Technique of Bilingual Education

NABE members know from personal experience the wonders that bilingual education can do for a child's self-esteem and academic achievement. But you might not know the long history of bilingual education in this country.

Rep. King has classified bilingual education as a product of the 1960s War on Poverty. Federal support for bilingual education began with Title VII in 1967, but bilingual education existed in this country for almost two hundred years before that.

Franklin and Marshall College in Lancaster, Pennsylvania, was initially chartered as a bilingual academy in 1787. Ohio officially permitted the formation of German, and later French, bilingual schools in 1839. German-English schools were run in Minnesota and Maryland at the turn of the century. And Norwegian, Italian, Czech, Dutch, and Polish were used in bilingual instruction in the early 1900s.

There are, as we are often reminded by English-Only supporters, notable success stories of turn-of-the-century relatives who learned English quickly through immersion in English-Only classes. Those individuals are rare exceptions and not the rule.

In 1890, children of foreign-born parents were three times more likely to drop out of high school than white children of native born parents. Only 13 percent of 12-year olds in New York public schools with foreign-born parents went on to high school, compared to 32 percent of white children with parents born in the U.S.

Turn-of-the-century language minority students dropped out just as students do today because English-Only immersion schooling works against the child. Students who must wait to learn math and science and history until they master English will inevitably fall behind and become discouraged. Bilingual education, in contrast, allows students to learn content areas while they learn English.

I hope some of these arguments are helpful. From time to time, I will try to update them or suggest additional thoughts as the debate over English-Only continues.

- NABE -

Language legislation and immigration reform have served in the past as weapons against those who spoke little or no English, and supporters of today's official-language laws, in their fund-raising, routinely play on fears of the English-speaking population that they will soon find themselves at the mercy of foreigners. (Barron, 1990,p.9).

NABE will continue to fight racism in any and all forms. Racism needs to be eradicated from the national philosophy. Our nation need to embrace a multicultural/multilingual philosophy that will benefit all, not just a few.

On a personal note, I would like to thank Jeff Spence who has been with NABE since 1992. Jeff has been instrumental in bringing NABE into the 20th Century and preparing us for the 21st Century. Jeff, thank you for all the hard work and for making sure that NABE is on the cutting edge of technology. Keep up the good work.

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NABE '96

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U.S. Department of Education Publishes Proposed Priorities for Research & Development Centers

Public Comment Sought

The Department of Education's Office of Educational Research and Improvement has issued proposed priorities for seven national research and development centers to carry out sustained research and development that addresses nationally significant problems and issues in education. The priorities, in their final form, are expected to shape the work of new multiyear research center grants scheduled for award in 1996.

The full text of the Notice of Proposed Priorities, which appeared in the April 10, 1995 *Federal Register*, appears below. **The deadline for comments is May 25, 1995.** NABE members are encouraged to submit comments.

DEPARTMENT OF EDUCATION, Office of Educational Research and Improvement (OERI); Educational Research and Development Centers Program

AGENCY: Department of Education.

ACTION: Notice of proposed priorities.

SUMMARY: The Secretary proposes priorities for seven national educational research and development centers that would carry out sustained research and development to address nationally significant problems and issues in education.

DATES: Comments must be received on or before May 25, 1995.

ADDRESSES: All comments concerning these proposed priorities should be addressed to Jacqueline Jenkins, U.S. Department of Education, 555 New Jersey Avenue, NW., room 510G, Washington, DC 20208-5573. Comments can be faxed to Jacqueline Jenkins at (202) 219-2030. Comments can be sent electronically (Internet mail) to Jackie_jenkins@ed.gov.

FOR FURTHER INFORMATION CONTACT: Jacqueline Jenkins, telephone: (202) 219-2079. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800—877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION: Title IX of Public Law 103-227, which authorizes the Office of Educational Research and Improvement, establishes five new national research institutes to carry out coordinated and comprehensive programs of research, development, evaluation, and dissemination designed provide research-based leadership for the improvement of education. The five institutes are:

❶ The National Institute on Student Achievement, Curriculum, and Assessment;
❷ The National Institute on the Education of At-Risk Students;
❸ The National Institute on Educational Governance, Finance, Policy-Making, and Management;
❹ The National Institute on Early Childhood Development and Education; and
❺ The National Institute on Postsecondary Education, Libraries, and Lifelong Learning.

The institutes support sustained research and development focused on significant national problems and issues in education conducted by national research and development centers. Institutions eligible to receive center awards include institutions of higher education, institutions of higher education in consort with public agencies or non-profit organizations, and interstate agencies established by compact that operate subsidiary, bodies to conduct postsecondary education research and development.

The Secretary invites comments on the seven priority topics included in this announcement. Comments may address individual center priorities or the priorities as a whole. In addition to centers addressing the proposed priorities, OERI will continue to support a Center for Research on the Education of Students Placed At-Risk, a National Reading Research Center, and a National Research Center on Gifted and Talented Children and Youth.

Through a series of meetings, regional hearings, and *Federal Register* Notices, OERI solicited advice from parents, teachers, administrators, policy-makers, business people, researchers, and others to identify the most needed research and development activities. After reviewing this advice, OERI identified the priorities proposed in this Notice. The final research and development center priorities will be published following review of the public comment and consideration of the priorities by OERI's National Educational Research Policy and Priorities Board.

Proposed Absolute Priorities

Under 34 CFR 75.105(c)(3), the Secretary proposes to give an absolute preference to applications that meet the general priority and one of the individual priorities listed below. Funding of any individual priority will depend on the availability of funds, the nature of the final priority, and the quality of applications received.

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NABE '96
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Proposed General Absolute Priority:
Each national research and development center must-
(a) Conduct a coherent, sustained program of research and development to address problems and issues of national significance in its individual priority area, using a well-conceptualized and theoretically sound framework;
(b) Contribute to the development and advancement of theory in the area of its individual priority;
(c) Conduct scientifically rigorous studies capable of generating findings that contribute substantially to understanding in the field;
(d) Conduct work of sufficient size, scope, and duration to produce definitive guidance for improvement efforts and future research;
(e) Address issues of both equity and excellence in education in its individual priority area; and
(f) Document, report, and disseminate information about its findings and other accomplishments in ways that will allow others to use that information.

Proposed Absolute Priority 1: Promoting the Cognitive and Social-Emotional Development of Young Children
Under this priority, a national research and development center must-
(a) Conduct research and development on promoting the cognitive and social-emotional development and achievement of young children, beginning at birth, especially children who are placed at risk of educational failure because of community, economic, linguistic, family or disability factors, and the general well-being of their families, and
(b) Include in its work research or development related to the following topics:

(1) The skills, knowledge, and expectations that enable families, educators, and others in the community to help young children come to school prepared to learn.

(2) Effective models and strategies that families, educators, and others can use to foster young children's learning.

(3) How various early childhood supports and services within the community can be designed and implemented to maximize young children's cognitive and social-emotional development, success in preschool, and achievement in elementary grades.

Proposed Absolute Priority 2: Improving Student Learning and Achievement
Under this priority, a national research and development center must:
(a) Conduct research and development on improving student learning and achievement; and
(b) Include in its work research or development related to the following topics:

(1) How students acquire knowledge and develop cognitive skills.

(2) The social context of learning, including the social organization of classrooms and schools.

(3) The integration of curricular changes with other efforts to improve student learning and achievement.

(4) Effective teaching in the core academic content areas.

(5) The role of student motivation and student responsibility in creating safe schools and environments conducive to learning.

(6) Effective professional development for educators.

Proposed Absolute Priority 3: Improving Student Assessment
Under this priority, a national research and development center must-
(a) Conduct research and development on improving student assessment; and
(b) Include in its work research or development related to the following topics:

(1) The development of assessments that are aligned with curriculum and instruction and can be used to improve teaching and learning.

(2) The use of assessments to improve instruction in the core content areas, particularly English language arts and mathematics, and to promote educational accountability.

(3) The technical quality (validity, reliability, fairness, and content coverage) of different types of assessments.

Proposed Absolute Priority 4: Meeting the Educational Needs of a Diverse Student Population
Under this priority, a national research and development center must:
(a) Conduct research and development on meeting the educational needs of an increasingly diverse student population, including students who are at risk of educational failure because of limited English proficiency, poverty, race, ethnicity, culture, or geographical location; and
(b) Include in its work research or development related to the following topics:

(1) Recognizing and building on the strengths of students from diverse backgrounds to help all students achieve to high academic standards.

(2) Professional development that enhances the abilities of teachers and other school personnel to help language minority students and other students at risk of educational failure achieve to high academic standards.

(3) Structuring out-of-school experiences to help students at risk of educational failure overcome obstacles and achieve school success.

(4) Working with families and community-based organizations to help students at risk of educational failure achieve to high academic standards.

(5) Ways that federal, state, and community reform efforts can be designed so that language minority students and other students at risk of educational failure learn to high standards.

Proposed Absolute Priority 5: Increasing the Effectiveness of State and Local Education Reform Efforts
Under this priority, a national research and development center must:
(a) Conduct research and development on improving the effectiveness of state and local efforts to reform elementary and secondary education; and
(b) Include in its work research or development related to the following topics:

(1) The role of challenging academic standards in efforts to reform elementary and secondary education.

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(2) The role of education policy and financing in improving learning opportunities for all students.

(3) The coherence of state, district and school-level reforms and their effects on the learning of all students.

(4) The role of incentives in the reform of elementary and secondary education.

(5) School-level strategies for improving education within the context of state and district reforms.

(6) Reforms to improve children's learning by strengthening the connections between schools and communities.

(7) Factors that influence the success of state, district, and school-level reforms, from initiation through implementation to "scaling up."

Proposed Absolute Priority 6: Improving Postsecondary Education and the Preparation of Adults for Work

Under this priority, a national research and development center must:

(a) Conduct research and development on improving postsecondary education and the preparation of adults for work and lifelong learning; and

(b) Include in its work research or development related the following topics:

(1) Effective transitions from school to work for secondary and postsecondary students.

(2) The relationships among students' access to and participation and progress in postsecondary education, their academic achievement, and their later work force participation.

(3) The improvement of postsecondary student learning and assessment.

(4) Containing costs and improving the productivity and accountability of postsecondary institutions.

(5) Articulation between secondary and postsecondary education.

Proposed Absolute Priority 7: Improving Adult Learning and Literacy

Under this priority, a national research and development center must-

(a) Conduct research and development on improving adult learning and literacy, including the acquisition of skills needed for work force participation and responsible citizenship; and

(b) Include in its work research or development related to the following topics:

(1) Adult acquisition of knowledge and development of cognitive skills.

(2) Effective methods and instructional strategies to improve adult learning, including effective use of educational technology.

(3) Effective methods for professional development of instructional staff in adult literacy.

(4) The assessment of adult learning.

Proposed Post-Award Requirements

The Secretary proposes the following post-award requirements consistent with the Educational Research, Development, Dissemination, and Improvement Act of 1994. A grantee receiving a center award must:

(a) Provide OERI with information about center projects and products and other appropriate research information so that OERI can monitor center progress and maintain its inventory off funded research projects. This information must be provided through media that include an electronic network;

(b) Conduct and evaluate research projects in conformity with the highest professional standards of research practice;

(c) Reserve five percent of each budget period's funds to support activities that fall within the center's priority area, are designed and mutually agreed to by the center and OERI, and enhance OERI's ability to carry out its mission. Such activities may include developing research agendas, conducting projects collaborating with other federally-supported entities, and engaging in research agenda setting and dissemination activities; and

(d) At the end of the award period, synthesize the findings and advances in knowledge that resulted from the Center's program of work and describe the potential impact on the improvement of American education, including any observable impact to date.

Note: This notice of proposed priorities does not solicit applications. A notice inviting applications under this competition will be published in the Federal Register concurrent with, or following, publication of the notice of the final priorities.

Invitation to Comment

Interested persons are invited to submit comments and recommendations regarding these proposed priorities. All Comments submitted in response to this notice will be available for public inspection, during and after the comment period, in Room 510G, 555 New Jersey Avenue, N.W., Washington, DC, between the hours of 8:30 am and 4:00 p.m., Monday through Friday of each week except Federal holidays.

Program Authority:

P.L 103-227, Title IX.

(Catalog of Federal Domestic Assistance Numbers 84.305, 84.306, 84.307, 84.308, and 84.309 Educational Research and Development Centers Program)

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NABE '96 UPDATES

NABE '96

March 12-16, 1995

Orlando Convention Center

Orlando, Florida

Call for '96 Papers
Final Deadline: June 1, 1995

In this issue...

NABE '96 Dissertation Contest Rules and Regulations

All entries are due by September 8, 1995

See page 6 for further details

In next issue...

NABE '96
Bilingual Teacher of the Year
and
Bilingual Instructional Assistant
of the Year
Contest Rules and Regulations

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NABE NEWS

June 15, 1995 National Association for Bilingual Education Volume 18, Number 7

SPECIAL REPORT

Congress to Demolish Federal Funding for Education

Plan Kills Title VII, Abolishes Department of Education

TITLE VII AND 150 OTHER FEDERAL EDUCATION PROGRAMS WILL BE ERADICATED WITHIN THE YEAR UNLESS YOU AND EVERY OTHER NABE MEMBER VOCIFEROUSLY AND ACTIVELY CAMPAIGN TO SAVE FEDERAL EDUCATION FUNDING.

This issue of the NABE NEWS includes a special pullout section, entitled *CALL TO ACTION ON EDUCATION FUNDING*, providing up to date information so you can fight Congressional plans to decimate federal education programs, including Title VII.

Read the pullout section beginning on page 17, copy it and give your to friends and coworkers before Congress kills education!!!

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National Standards and Language-Minority Students

by Dr. Nancy F. Zelasko, NABE Deputy Director

***Editor's Note**: The following is the text of a presentation made at the Joint National Committee on Languages' Delegate Assembly on April 28, 1995.*

The National Education Goals; Accelerated Schools; Performance Assessment; Outcomes-Based Education; the Comer Method; National Standards; Higher Order Thinking Skills; Back to Basics; Competency Testing; Authentic Assessment; Site-Based/School-Based Management; Charter Schools; Coalition of Essential Schools; Goals 2000...

Since *A Nation At Risk* was issued more than a decade ago, educators have been seeking the magic "cure" to the ills of the nation's education system. Focusing their attention on the poor performance of *all* students, the public demanded that education be "reformed" for *all* students.

Many of these reform efforts share similar features: smaller class size, increased parental involvement, empowering teachers and other school personnel to make decisions, and increased professional development. One might ask, "Is any of this new or is it simply good teaching?" One might also ask, "What has changed so that what used to work is no longer enough?"

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University of Texas-Permian Basin
4901 East University Boulevard
Odessa, TX 79762-0001
(915) 552-2139

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(716) 851-3704

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State College, PA 16803
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(907) 563-7787

Parent Representative
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18094 East Ohio, #102
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(303) 745-7116

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Deputy Director
Rick López, A.D. for Legislation &Policy
Carolyn Riddick, Office Manager
Jeff Spence, Information Systems Manager
Tony Ruiz, Conference/Publication Asst.
Celia Torres, Member Services
Mina Cousins, Member Services

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Message From The President

The NABE Family

by Dr. José Ruiz-Escalante

This has been the hardest President's Message for me to write because it is my last one and there is so much I would like to say. This column marks the end of one of the most exciting years of my professional life. The last twelve months have been a wonderful experience for me. As president of the National Association for Bilingual Education, I have had the opportunity to interact with bilingual communities all across this country of ours. Everywhere I went, both I and NABE were given a warm welcome. Our members made me feel at home, whether I was in Alaska, New Mexico, Washington state, Arizona or Texas.

NABE is the only national professional organization that represents a constituency which is truly multi-dimensional. We are multilingual, multicultural, and multi-racial; we work in multi-levels of the educational system; and we are multi-disciplinary. There are many languages and cultures in the NABE family, but this diverse membership has one thing in common: the family unit. NABE is a large family; a family that is dedicated to fighting for educational opportunities for language-minority students. We are a family that fights for the use and development of our native languages and cultures because we know the benefits that language and culture have on the academic achievement of our children and their development of English language proficiency. WE do not see differences and deficiencies; we see only similarities and strengths. We want to use these similarities to build a stronger nation and a better educated workforce for the future economic development of our country.

There are many challenges facing our family as we prepare to enter the 21st Century. These challenges must be faced head on. Proposed budget cuts and legislative initiatives addressed elsewhere in this newsletter are serious threats which require immediate action by every NABE member. The biggest challenge that we must overcome, however, is racism. The racism I am talking about is represented by the English-Only movement that is attacking bilingual education. Macedo (1994) describes the situation:

1994-1995 NABE Executive Board President, José Agustín Ruiz-Escalante

> The incessant attack on bilingual education, which is based on the claim that bilingual education tongue-ties students in their native language, not only points to a xenophobic culture that blindly negates the multilingual and multicultural nature of U.S. society but also falsifies the empirical evidence in support of bilingual education, which has been amply documented. (P. 125)

We bilingual educators know that the best medium of instruction is the student's native language; we also know that for language-minority students to succeed in this country they must acquire high levels of proficiency in the English language. Dr. Samuel Betances says it best: "Those who think that they can get along in this country without learning English are fools. But those who think that you can only learn in English are bigger fools." Bilingual educators must continue to be advocates for those people who are not able to defend themselves.

I would like to thank all the NABE staff for their dedication and hard work, including our newest staff member, Rick López. My congratulations to Mary Rendón, who just became the proud mother of a baby girl. Our staff is what makes our mission possible and makes serving the Association more enjoyable.

On a personal note, I would like to take this opportunity to express my gratitude to Dr. Nancy Zelasko, NABE's Deputy Director, for all the assistance that she has provided me during the last eleven years that I have been an active member of NABE. Nancy has been a great asset to our Association. Nancy, from the bottom of my heart, *muchísimas gracias por tu dedicación para mejorar las oportunidades educacionales de nuestra gente* (many thanks for your dedication to improving educational opportunities for our people).

Reference

Macedo, D. (1994). *Literacies of power: What Americans are not allowed to know.* Boulder, CO: Westview Press.

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PERMA-BOUND

Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Snapshots from the Pacific

by Pamela Legdesog and
Mary Anne Quiley

Come away with us to the distant shores of tropical Pacific Islands, where trade winds blow and palm trees gently sway, where ocean waves endlessly roll and lap on lagoon shores, where happy children play. Take a peek at pictures of successful interventions for culturally and linguistically diverse children.

Travel first to Ulithi Atoll, Yap State, where 100 students, grades 1-8, attend school. It is very HOT in the concrete classroom buildings, no fans and no air conditioning. Every child speaks a home language other than English, and teachers have need to be resourceful in encouraging children to read in their second language.

Teachers call reading and "artificial" activity. Children read because the teacher told them to, not out of any desire to read for pleasure or information.

A few years ago, the staff decided to build a thatched hut out of local materials at no cost. They built it out under one of the large trees on campus, where pleasant breezes could flow through the hut. Teachers named this small 12 by 12 foot structure the "Reading Hut". They stocked the shelves with used books, comics, magazines, and newspapers; materials that might "disappear" without too much harm. The only rule was "if you are in the Hut, you are reading".

Despite the teachers early misgivings, the results were positive and exciting. When you walked by, you could see students of all ages reading. And the collection of materials actually grew! Children brought books from home and left them on the shelves for others, and it became an informal lending library. Staff were also seen reading in the Hut. Everyone conceded that the Hut, with its relaxed environment, encouraged reading for pleasure and instilled a permanent love of reading.

Unfortunately, the Reading Hut was blown away during a storm, but the love of reading was not. A teacher recently reminisced about the expressions of delight on the children's faces when they were in their Reading Hut.

Another success picture comes from Yap Proper and is told by a fifth grade teacher with 40 students. Their social studies text had a unit on museums. The difficulty relating to the text. the teacher decided that the students could learn about museums first-hand by creating a Yapese Museum within their own space, time and culture. Students enthusiastically brought materials from their homes and villages that they felt reflected their culture and that would give prospective visitors to their museum an accurate picture of their daily lives. The children were thoughtful and creative in their choices. Many brought treasures, others everyday items. Space was set aside for the displays and the children wrote descriptions and explanations for a visitor's booklet. The other classes, parents and the village community were all invited to tour the museum and join in a celebration that was complete with student performances of Yapese song and dance. Museum festivities culminated in a feast reflecting all the foods from the local culture. It was unanimously agreed by children and adults that the museum was a great success. The whole community had a rich and rewarding learning experience and came to understand fully the concept of "museum".

Our next snapshot comes from Kailua, a town on the island of Oahu, Hawaii. We hope it will warm your heart. Picture a young girl from the mainland who had five unhappy school years, getting further and further behind and so discouraged and angry that she began acting out and earning a label of "emotionally impaired". As a result, she was placed in a self-contained special education class.

In the course of becoming acquainted with her teacher and classmates, she revealed that she was raised for the first six years of her life by her grandparents who spoke only Spanish. She had been labeled "learning disabled" and then finally "emotionally impaired" when the underlying situation was that she was linguistically and culturally different from her classmates. The teacher recruited her to teach Spanish to her class on a daily basis. Her lessons changed their perception of her as "dumb" to "smart" and she gained her classmates' respect for knowing two languages. She was delighted to discover that she was intelligent. She began working diligently to catch up with her peers once she understood why she had been behind.

She continued to be the Spanish expert in class, bringing in pictures and books about her native land and frequently cooking native foods for everyone for lunch. She taught the class songs and dances that her grandmother taught her. With new confidence, she participated with two classmates in a talent show, doing the Mexican Hat Dance. She made rapid gains in reading and writing English, and most significantly, she was able to return to a mainstream classroom and achieve success in her lessons. The teacher's approach of building on her strength to overcome weakness helped her to discover what a special person she really is. Her aggressive and disruptive behavior disappeared as she became immersed in the joy of learning. The difference was obvious to

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New NABE Executive Board Members Elected

Dr. Harold Chu, Chair of the NABE Election Committee, has reported the results of the 1995 election for NABE Board Members. The winning candidates in this election, their Executive Board positions and their terms of office under the Association's Bylaws are as follow:

Mary Jew	**Member-at-Large**	**1995 - 1997**
Janice Jones Schroeder	**Member-at-Large**	**1995 - 1997**
Virginia Vogel Zanger	**Eastern Regional Representative**	**1995 - 1997**
Hermán García	**Western Regional Representatitve**	**1995 - 1997**

The additional members of the NABE Executive Board who will be serving the second year of their two-year terms during 1995-1996 are:

[illegible] Escamilla	**Member-at-Large**
David Báez	**Member-at-Large**
Nga Duong	**Member-at-Large**
Joe Bernal	**Central Regional Representative**
Susan García	**Parent Representative**

Results of the Board's election of officers for 1995-1996, in accordance with the Association's Bylaws, will be reported in the next issue of *NABE NEWS.*

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Assessment of Language-Minority Students

Column Editor: Dr. Virginia González, University of Arizona

A Portfolio Assessment Approach

by Holli Schauber

This article features case study data on the portfolio approach in response to several overarching questions related to the current and potential roles of assessment in bilingual education. In so doing, its purpose is to suggest an alternative assessment system that more faithfully profiles the ways in which language-minority students use their languages in the academic context. Two overriding questions frame the article: (1) Does changing the way we assess language-minority students restructure our conceptions of what should and can be evaluated? and (2) Does broadening the selection of vehicles for evaluating these students expand the functions of assessment in bilingual education?

These questions underlie an evolving paradigmatic shift from the traditional product-oriented, skills-based assessment measures toward the more recent democratic, process-based approaches (Camp, 1990). This move reflects the growing recognition of contextualist theories in second language education, and the professional development of teachers that is increasingly being directed toward the psychosocial composition of the language-minority student (LMS). While these changes are encouraging, bilingual educators continue to struggle with the inherent mismatch between how and why bilinguals are evaluated in schools. Specifically, assessment of the LMS is ultimately concerned with English language development, thus all of the evaluative efforts are geared and limited to determining English-only skills (Cummins,1980). This dilemma has confounded the teacher's quest for an appropriate way to profile the learner's two languages using both traditional and more recent authentic assessment measures. It has equally raised questions about what the teacher's role should be in the design and implementation of a classroom-based assessment approach.

What is the Role of Conventional Assessment Measures in Bilingual Education?

The traditional norm-referenced measures play a key role in the education of bilingual students as tool of placement and classification. Assessment measures employed for classifying and placing bilingual students in appropriate instructional settings are expected to become increasingly important and prevalent in view of the projected increase in the LMS population (Hodgkinson, 1987). Bilingual programs may be a primary means of accommodating the academic needs of this anticipated population.

Bilingual education involves the utilization of two languages for all or part of the curriculum. One critical need in actualizing these programs is the accurate assessment of the academic performance and needs of bilingual students relative to dual language instruction. The task of accurately assessing the bilingual student using traditional measures is a challenging one involving several problems. Many believe that the measures used to evaluate bilingual students fall short of their expected pedagogical connection with the academic context they are intended to inform (Durán,1989). New understandings of the bilingual student from research in second language acquisition highlight the mismatch between the theory of bilingual development and the assumptions underlying the testing policies that serve LMS. Decisions made from measures tapping a limited and often pedagogically irrelevant sample of language meet only a restricted range of instructional and learner needs. Often, the evaluation is legally tied to an entry/exit policy and is limited to determining the English language proficiency of the bilingual student (Cummins, 1980). Assessment efforts are often single instance in nature and thus fail to inform instruction, further diminishing their diagnostic potency. Likewise, expanding definitions of biliteracy development as cognitive and constructive processes have influenced the introduction of and need for novel assessment approaches.

Overcoming many of these limitations means supplementing existing measures with an approach that permits closer scrutiny of the student and the instruction being provided. This requires an approach that is more pedagogically relevant, ongoing, and capable of profiling the idiosyncracies and choices of the dual language learner. Several studies suggest that more authentic assessment like the portfolio approach may confer specific advantages to bilingual instructors and LMS over the more conventional measures (Au, 1994; García, 1994; Schauber, 1992).

Portfolio Approach: Some Examples

This issue was examined in a study that looked at the implementation of portfolio assessment in four bilingual classrooms representing the second through fifth grades. The portfolio approach was described for these teachers as the ongoing collection of authentic samples of learning from within the instructional setting for assessment within that same context. It was further defined as a way of making visible those aspects of learning and language use that would not otherwise be available through traditional measures. For the bilingual learner this includes process and product data about how the

CONTINUED ON PAGE 8

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two languages are being engaged to fulfill tasks, complete assignments, make inquiries, and develop biliteracy skills (Schauber,1992).

In each situation, the teacher's implementation scheme grew out of her pedagogical and theoretical assumptions about language and literacy development and the role of assessment. The concept of learning to read that each teacher held had major implications for document collection. For purposes of this article, only data from the second and third grades will be featured.

According to the second grade teacher, Pat, reading in a bilingual class called for an interactive approach with discrete bottom-up and top-down skills practice as needed. Pat believed that students should first be evaluated in terms of their own development and then in light of others in the class. In her view, assessment served an instructional informant purpose. Building on that perspective, Pat documented student learning on three separate storymap tools of differing complexity which she designed specifically for the portfolio. These were used in conjunction with observation notes collected during in-class reading time. The contents of the portfolios were then reviewed to determine whether there was a need for more bottom-up or top-down instruction. She made a practice of more often visiting the portfolios of those students who exhibited greater need during the class. The students had an inactive role in the implementation and use of the portfolios. All of the documents in her students' portfolios were in Spanish. She embraced the potential of the portfolio assessment approach because, as she described it, "when the evidence is in front of you, you can really get a sense of what the student has accomplished...it allows you to jump back and forth from September to January and see how the student has progressed." She also viewed the portfolios as a source of empowerment for the teachers; "irrefutable authentic evidence could support a decision the teacher feels the school or the parents should make regarding the child's needs".

Similarly, the third grade teacher, Sylvia, implemented her portfolio approach on the basis of the theoretical and pedagogical conviction that reading was the core of all learning and that instruction should be based on a review and integration approach. Sylvia decided to place as much as possible in the portfolios at the end of each week and, at the culmination of the four-month observation period, she had collected an average of 119 samples of student learning per portfolio. This included collaborative efforts derived from cooperative learning activities, story summaries, reading checklists, worksheets, and compositions representing work in both Spanish and English. The students had unlimited access to the portfolios which were located on long tables on one side of the class. Sylvia made a practice of reviewing the pieces before placing them in the portfolios. She stated that "the portfolios give me the opportunity to know right away when I have to, or need to, change strategies, use other materials, and when I can keep going...We can't survive in school just giving them these tests." In each instructional situation, a profile of the bilingual using the first language exclusively or a combination of both languages was a function of the particular dual language instruction being provided or the choices afforded the students. The contents of the portfolios in this study enable us to view the reader/writer acting upon the language demands within the school habitat over an extended period of time. For Pat and Sylvia, the connections between what they know about their students and how they respond instructionally are formally harnessed through the portfolio assessment approach. Although the philosophy upon which portfolio assessment was developed remains intact, the data suggest that some of the individual components may be differentially implemented for varied purposes by using alternative formats or methods (Paulson, Paulson & Meyer, 1991).

The findings of this study, supported by the literature on portfolio assessment, suggest that attention to ten aspects of portfolio use related to implementation, content and function may augment its use with bilingual populations (Anson, 1988; Gardner, 1988; Wolf, 1989). These include: (1) involving students in the implementation and assessment of the contents of the portfolios; (2) scheduling input and review of the contents by both the teacher and students; (3) developing and using a portfolio tool to harness predetermined information; (4) individualizing portfolio contents; (5) including process information reflecting performance across the curriculum; (6) collecting documents in more than one language; (7) converting goals into documents and assessment opportunities; (8) including observation notes; (9) linking instruction to the portfolio contents; and (10) employing the portfolio as a referral profile, for public display, and as a grade transition profile.

What Can the Role of Portfolio Assessment be in Bilingual Education?

While these examples of portfolio use only touch upon the question of how to profile and evaluate the developing languages of the bilingual, they do suggest a departure point for accomplishing those goals. Rather than assess bilinguals under monolingual conditions for placement and classification purposes, the portfolio approach has the potential of being a multidimensional assessment vehicle that can eradicate the restrictions on language choice, restrictions that, according to Hudelson (1989), can have a limiting effect on the education of bilinguals. This means viewing each student's work from the perspective of his/her own bilingual and biliteracy development and discovering the role that each language plays in the fulfillment of stated instructional and learning objectives. The portfolio can begin to answer questions about what bilingual students' strategies are and what their working approaches to assignments might be, given certain linguistic demands. It gives

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Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

ESL Literacy for a Linguistic-Minority: The Deaf Experience

by Tom Holcomb and
Joy Kreeft Peyton

Technology Column Editor's Note:

Across North America, educators who work with the deaf are enrolling in graduate programs of bilingual education. They are attracted to bilingual education because they feel that the deaf are not a "handicapped" group but rather a linguistic-minority group.

These educators believe that the special learning needs of the deaf can only be met if American Sign Language (ASL) is recognized as the most appropriate language of instruction, allowing deaf young people to develop academic and cognitive skills through ASL while they acquire written and spoken English skills.

The *ERIC Digest* which follows was selected for this issue's technology column because, as we will read, many of the most promising curricular programs that employ bilingual education with the deaf make extensive use of classroom technology. Moreover, at a time when bilingual education is under renewed attack, it is vitally important that bilingual educators everywhere make common cause with our colleagues and allies in deaf education. The first step is to learn more about deaf culture and language.

Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf. (The term "deaf" is used here to refer to both deaf and hard-of-hearing people.) In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments (Allen, 1986; King & Quigley, 1985). In their writing, they often make vocabulary and structural errors that include omitting or confusing articles, prepositions, and verb tense markers, and they have difficulty with complex structures such as complements and relative clauses (Swisher, 1989).

Having limited literacy skills acts as a barrier for deaf people in the worplace. They often have had limited opportunities at school for vocational training. They also may have difficulties communicating with hearing coworkers and poor performance onwork-related reading and writing tasks. Because of thesefactors, deaf adults in the workplace often find themselves confined to low-level jobs.

This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf adults.

Reassessing Sources of Literacy Difficulties

For centuries, deafness was considered a pathological condition. Deaf people were considered mentally and educationally deficient due totheir inability to hear and in need of special education and social services to minimizeand correct those deficiencies (for a summary, see McAnally, Rose, & Quigley, 1987). However, following the ground breaking work of William Stokoe (1960) and others, there has been a growing trend away from a pathological definition of deafness (Wixtrom, 1988; Woodward, 1982). Most educators and researchers in the field of deafness now believe that deaf people share similar language backgrounds and literacy challenges with other linguistic minority groups. Their difficulties with acquiring literacy in English are considered to have linguistic, cultural, and educational rather than pathological roots (Charrow, 1981; Johnson, Lidell, & Erting, 1989; Padden & Humphries, 1988).

Linguistic Differences

One of the primary causes of difficulty with English literacy is that English is a language that deaf people have not heard or have heard only in a limited way. Thus, for them, American Sign Language (ASL) or another form of manual communication is the most accessible language because of its visual properties. As Charrow (1981) points out:

> It is not the inability to hear that causes the most persistent problems of prelingually deaf persons, but the enormous constraints that that inability puts upon the learning and use of the societal language. (p. 187)

Because deaf learners do not have access to English in its spoken form, the challenge for them of developing literacy skills is much greater, in some ways, than it is for hearing nonnative English-speakers.

Cultural Differences

A growing body of literature brings a social/cultural perspective to the literacy issues concerning deaf people. American Sign Language, the primary language of many deaf people, is now recognized by linguists as a complete, legitimate language with complex grammatical structures and extensive vocabulary. However, ASL is clearly a minority language in a majority culture that tends not to understand or respect sign language (Swisher, 1989).

Despite the legitimacy of ASL, many deaf people grow up with ambivalent attitudes toward their own language, often feeling "inferior to hearing persons" (Kannapell, 1976, p. 11). Padden

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(1987) reports that deaf people's attitudes toward ASL vary between "intense pride" and "a great deal of confusion and shame" (p. 44; quoted in Swisher, 1989). This ambivalence extends to English as well. Because of the need to communicate with the non-signing public and to function in an English-literate society, most deaf adults believe that English literacy is important. Still, many hold an equally strong belief that they are unable to master it.

Educational Deficiencies

Since the early 1500s, when educators began to realize that the "deaf and dumb" were capable of being educated, a variety of approaches have been used to develop deaf people's literacy. (For a summary, see McAnally et al., 1987. Many educators today, however, argue that these approaches have been woefully inadequate (e.g., Johnson, Liddell, & Erting, 1989). Oral/aural and phonics-based approaches, for example, have not proven effective, since for deaf learners, printed words are not connected with sounds. Forms of Manually Coded English such as SEE (Signing Exact English), developed by educators to represent English on the hands, are cumbersome to use, do not adequatelyrepresent either English or ASL (Kluwin, 1981), and have had limited success. Remedial approaches, which have focused on pattern practice, vocabulary lessons, and teaching explicitrules (Charrow, 1981), break language into parts and do not allow English to be used in the natural way that it is acquired by hearing individuals. By adulthood, many deaf learners have had years of failure and frustration with learning to read and write in English.

Current Approaches to Literacy Development

At the same time that they may experience frustration and failure, most deaf adults understand the need to be literate in English. As well as being crucial to success in the work world, written English is often the only way they have to communicate with a non-signing public. Recent, innovative educational approaches show promise for reversing the cycle of failure.

Space allows only mentioning these approaches briefly, but the references cited provide ample information about them. Some have been used so far primarily with children, but may be effective with adults as well, with appropriate modifications.

- Bilingual/bicultural approaches, which integrate ASL and English and include using videotaped stories in ASL as a precursor to writing compositions in English (Humphries, Martin, & Coye, 1989; Mozzer-Mather, 1990; Paul, 1987; Quigley & Paul, 1984)
- Whole language and writing process approaches, which focus on problem-solving skills needed in the workplace and avoid overt correction of errors and breaking language into parts (Heald-Taylor, 1989)
- Interactive writing, in which deaf learners and teachers converse in written English on teletypewriters (Lieberth, 1988; Nash & Nash, 1982), on local- and wide-area computer networks (Peyton & Batson, 1986; Ward & Rostron, 1983), and in dialogue journals (Staton, 1990; chapters in Peyton, 1990)
- Interactive videodisc, in which computerized ASL video and printed English text are used simultaneously to help deaf learners develop their English skills (Copra, 1990; Hanson & Padden, 1989)
- Closed captioned TV programs, which allow extensive exposure to English through a recreational medium (Bean & Wilson, 1989; Spanos & Smith, 1990)

Conclusion

Mastering written English is a lifelong struggle for many deaf people. Deaf adults develop literacy differently than do their hearing peers. The above instructional approaches, which (a) are student-centered, (b) require meaningful use of both ASL and English, (c) incorporate and build on the language and cultural backgrounds and actual home and workplace issues facing deaf adults, and (d) use creative visual means to teach reading and writing, promise to make the educational process more meaningful, positive, and successful for deaf learners. The use of these approaches for developing the literacy skills of deaf adults needs to be carefully documented and the degree of success determined.

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NABE CARES

Campaign Against Racism and Extremism Update

Alarmist Rhetoric re: "Immigration Disaster"

by Frank Sharry

The rising tide of nativist sentiment in America has lifted the boat of several anti-immigration opportunists. The latest is Peter Brimelow, whose new book, *Alien Nation: Common Sense About America's Immigration Disaster*, combines alarmist rhetoric with rehashed restrictionist arguments. Brimelow, a British-born naturalized citizen, is convinced that immigration is destroying America. Environmental degradation, disease, crime, poverty — name a social ill and Mr. Brimelow will point to immigration as its cause.

Brimelow comes armed with a barrage of simplistic arguments honed on the radio call-in show and lecture circuit. He has also amassed an array of misleading statistics to bolster his assertions. He is fond of repeating, for instance, the fact that 25% of federal prison inmates are foreign-born. However, he neglects to mention that this figure is largely due to the incarceration of drug smugglers and other international criminals, not immigrants. He also omits more instructive statistics which show that the percentage of immigrants in state prison populations is lower than the percentage of immigrants in the population as a whole.

Brimelow does not believe that immigration has always had such a devastating effect on our economy, culture and politics. He concedes that "the American experience with immigration has been a triumphant success." What, then, has gone so drastically wrong? Earlier generations of immigrants, Brimelow points out, "came overwhelmingly from Europe...now, immigrants are overwhelmingly visible minorities from the Third World." Concerned about the impact of these "visible minorities," he warns that "America will become a freak among the world's nations because of the unprecedented demographic mutation it is inflicting upon itself."

The outlandish style of his arguments descends to an even uglier level when he states that "current immigration policy is Adolf Hitler's posthumous revenge on America," suggesting that the U.S. admits non-white, non-European immigrants only because Americans are afraid of being called white supremacists. This kind of overblown rhetoric inflames, rather than informs, the immigration debate.

Brimelow's central complaint about immigration is that it is resulting in the erosion of American identity. But his conception of American identity is one that is, in his words, "highly specific — racially, religiously, and culturally." Brimelow does not believe in an American identity formed from diverse backgrounds and adherence to common principles of democracy, freedom, and opportunity. For Brimelow, race is destiny, and only a predominantly white, European population can sustain American culture.

Sadly, Brimelow's views are neither unique nor new. His arguments echo those made by nativists 75, 100, and 150 years ago. At one point or another in our nation's history, Germans, Irish, Poles, Italians, and Jews have all been considered members of lower races incapable of assimilation into American culture. These arguments are as wrong today as they were then.

Frank Sharry is the Executive Director of the National Immigration Forum.

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Wilson Employed Undocumented; Didn't Pay Taxes

Following media inquiries, California Governor Pete Wilson (R) admitted May 3 that he and his former wife employed an undocumented immigrant as a housekeeper and failed to pay Social Security taxes on her while he was mayor of San Diego in 1978.

Wilson admitted he and his ex-wife, Betty Hosie, hired Josefina Klag of Tijuana as a $25-a-day maid. At the time there was no legal penalty for doing so.

Wilson said he did not know Klag was undocumented, adding that he will pay the $3,000 due to cover unpaid Social Security taxes, penalties and interest.

Many credit Wilson's attacks on undocumented immigrants as the catalyst behind his reelection last fall.

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NABE '96

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ASIAN/PACIFIC AMERICAN FROM PAGE 5

everyone who knew her, and she became a source of pride and encouragement to the school.

These glimpses into Pacific children's lives are pictures showing the teachers' sensitivity to and understanding of children's needs as they encounter new cultures and languages. Through nurturing and caring, through belief in the goodness and value of each and every child and that child's ability to learn, coupled with a dedicated resolve to respect the dignity and uniqueness of the culturally and linguistically diverse children, Pacific island teachers can see their students succeed. When this happens, many more new pictures will be added to our album of triumph and mastery.

Pamela Legdesog is a Program Specialist with the Pacific Region Educational Laboratory (PREL) in Honolulu, Hawaii. Dr. Mary Anne Quigley is a Pacific Educator in Residence in PREL.

Editor's Note: *Contributions to the* **Asian/Pacific American Education Concerns** *column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94612. (510) 834-9458, FAX (510) 763-1490. E-mail: JANET_LU@arcoakland.org*

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CORRECTION

In the May 1, 1995 issue of *NABE NEWS*, reprint credit should have been given for the article entitled *Contrary to Public Opinion: English Language Proficiency and School Performance of Speakers of Other Languages in the United States* by Stephen Krashen and Jeff McQuillan. The article originally appeared in the *CABE Newsletter*, Volume 17, Number 4, January/February 1995. *NABE NEWS* regrets this omission.

Southwest Texas State University Establishes Tomás Rivera Children's Book Award

Nominations are being sought for the first Tomás Rivera Mexican-American Children's Book Award to be presented next February (1996) by the School of Education at Southwest Texas State University.

The award has been established to encourage authors, illustrators and publishers to produce books that authentically reflect the lives of Mexican-American children and young adults in the American Southwest.

The award is named for author and educator Tomás Rivera who, at the time of his death in 1984, was chancellor of the University of California at Riverside. Rivera was the author of the novel *y no se lo tragó la tierra* (*And the Earth Did Not Swallow Him*), a work that reflected his experience growing up as a migrant farm worker. He also wrote many poems, short stories and essays.

Rivera earned a bachelor's degree from SWT in 1958 and a master's in 1964. He received a doctorate from the University of Oklahoma in 1969. In 1980, he received the SWT Distinguished Alumnus Award.

The Rivera award will be presented annually to the author or author and illustrator of the most distinguished book for children or young adults that authentically reflects the lives and experiences of Mexican-Americans in the southwestern United States.

Award winners will receive a certificate and a cash award. The award-winning books may bear an embossed seal of the award.

To be eligible, authors must be United States citizens. Portrayals of Mexican-Americans should be accurate, engaging and rich in characterization, while avoiding stereotypes. The work may be fiction or non-fiction and must have been published during the previous calendar year (1995). Text and illustrations should be of the highest quality. Judges will also solicit the opinions of children on the nominated books.

Selections will be made from the books nominated. If no nominated books meets established criteria, no award will be presented.

Nominations should be sent to: The Tomás Rivera Mexican-American Children's Book Award, SWT School of Education, 601 University Drive, San Marcos, TX, 78666.

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American Indian Bilingual Education

Column Editor : Jon Reyhner, Montana State University, Billings

Nurturing Learning in Native American Students

by Jon Reyhner

Relatively few books have been written on teaching American Indian children. Dr. Robert W. Rhodes' *Nurturing Learning in American Indian Students*[1] published in 1994, is one of the most recent books on the subject. Dr. Rhodes began teaching on the Hopi Reservation in 1971, and his book focuses mainly on education on the Hopi and Navajo Reservations. Many of the chapters in this book are revisions of articles previously published in the *Journal of American Indian Education* and the *Journal of Navajo Education.*

Dr. Rhodes takes a holistic, student- and community-centered approach to learning that views students as active learners and teachers acting as facilitators/coaches. The most valuable aspect of this book lies in the philosophical stance the author takes toward schooling, which urges educators to take a bottom-up approach to schools that begins with studying their students and their community.

The book begins with a very brief history of Indian education. Chapters two through five examine traditional views on education and how they contrast with mainstream American views. On pages 24 through 27, he contrasts the Native American worldview with the school's worldview, recognizing all the while that "when ideas are presented in such abbreviated form, there is much room for misunderstanding or misinterpretation" (p. 23).

Chapters six through fifteen examine how, why, what, and from whom American Indian students learn. In these chapters, Dr. Rhodes examines research on brain dominance, learning styles, whole language, testing, motivation, discipline, and so forth. The last chapter, on "What Works", is a list of seventeen sensible recommendations for Indian educators.

Nurturing Learning in Native American Students deals well with elementary education and community issues but lacks material on secondary education, bilingual education, and teaching English as a second language. Throughout the book, Dr. Rhodes tries to move the focus of education from school subjects and curriculum to students and families.

He writes, "I am suggesting that by focusing on students, the learning process, and student needs, an interdisciplinary approach to curriculum development is more likely to be successful" (p.130). However, the shape of this new interdisciplinary curriculum remains vague and, thus, somewhat unhelpful to educators trying to build a curriculum.

I think Dr. Rhodes is too idealistic and optimistic in his expectations that teachers will all "develop their own curriculum" (p. 131). In fact, I would argue that this is a recipe for teacher burnout, especially when teachers are trying to develop native language and bilingual curriculum. Likewise, expecting the students to be a major force in the development of a total curriculum is very idealistic.

For teachers to be guides, they need a roadmap of where they and their students are going. It would seem sensible that each of our roadmaps should share some common characteristics when we are in the same general location, working with students having a common culture. It can be argued that if we all try to be cartographers, we will have little time to be educators. Likewise, if we are coaches, we will not accomplish much if there is no game with common rules that we are coaching the students to play.

Nurturing Learning in Native American Students has a limited bibliography and would benefit from the addition of descriptions of model programs that have developed in reservation community schools over the past thirty years of Indian self-determination. Such descriptions could help novice educators going through some of the frustrations of each of us trying to "reinvent the wheel."

Endnotes

[1] Sonwai Books, P.O. Box 56, Hotevilla, AZ 86030.

Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon A. Reyhner, Department of C & I., Montana State University, 1500 North 30th Street, Billings, MT 59101. (406) 657-2293. E-mail:EDCI_REHYNER@vixen.emcmt.edu*

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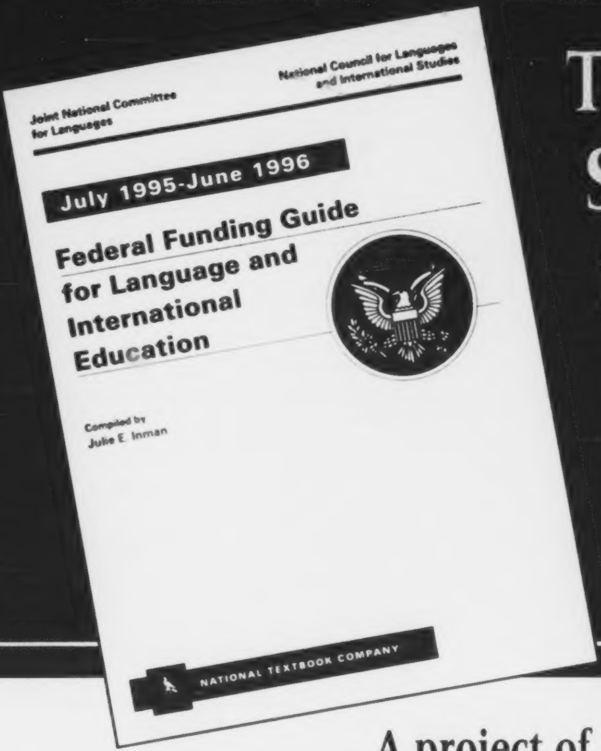

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Compiled by
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Resources for Bilingual Educators

Assessing the Needs of Bilingual Pupils: Living in Two Languages - by Deryn Hall. This book offers a means for teachers to consider why some bilingual pupils in their classroom are not making learning progress or are academically underachieving. It looks at ways of asking questions about the pupil, of collecting evidence of both learning and language development and of offering support within the classroom. It contains a model and photocopiable proformas for use within schools which should help to establish clear systems of identification of those bilingual pupils who may have special learning needs and to distinguish these from the need for language support. Multilingual Matters/Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. (215) 785-5800.

Doing Our Homework: How Schools Can Engage Hispanic Communities - by Andrea B. Bermúdez. A book published by the ERIC Clearinghouse on Rural Education and Small Schools is full of illustrations and advice on how schools can encourage Hispanic parents to become involved in their children's education. It addresses barriers to home-school partnerships; parental roles, strategies, and programs for effective home-school engagement; community-based collaborations; and future directions in parent involvement. ERIC Clearinghouse or Rural Education and Small Schools, Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325 (cite order no. AL-295-RD, 91 pages, $12 prepaid).

If the Mango Tree Could Speak - A Documentary About Children and War in Central America - Produced by Patricia Goudvis. Directed by Patricia Goudvis and William Turnley (featured in the NABE NEWS Book Reviews Column, March 15, 1995 issue). This documentary portrays ten boys and girls growing up in the midst of war in Guatemala and El Salvador. The children — ages 12 to 15 — talk about war and peace, justice, ethnic identity, friendship and marriage. In a series of touching vignettes, they share their dreams and hopes as well as their pain and loss. The children's stories are disturbing but their resilience toward the harsh reality around them bring hope. Their comments are honest, insightful, and occasionally humorous. More than anything their spirits are inspiring and their characters unforgattable. Video comes with 32 page study guide developed by the Network of Educators on the Americas. Order from: New Day Films, 22D Hollywood Avenue, Hohokus, NJ 07423, (201) 652-6590, FAX(201)652-1973. Rental: $60. Sale: $89 for public schools and libraries, $250 for colleges and universities. Add $9 for shipping. Special price for public middle and high school buildings only (districts must order at the regular price) until August 1, 1995: $35 postpaid. Order at the special price only from: Network of Educators on the Americas, P.O. Box 73038, Washington, DC 20056-3038, (202) 806-7277, FAX (202) 806-7663.

Integrating Language and Content: Lessons from Immersion - by Fred Genesee. This report presents a selective review of research findings from the extensive evaluations that have been undertaken to evaluate the effectiveness of immersion programs in Canada and the United States. It focuses on selected aspects of second language learning and discusses implications of immersion research findings for the design and development of second language programs in other school settings for other kinds of learners: for example, students learning through other forms of content-based instruction and limited-English-proficient students. The intent of this review is not to advocate immersion for all second language learners but to learn from the experiences and research findings in immersion for majority language learners. The lessons to be learned from immersion are related to the importance of (1) integrating language with content instruction, (2) classrooms that are discourse-rich, and (3) systematic planning of language along with content instruction. The National Center for Research on Cultural Diversity and Second Language Learning, 141 Kerr Hall, University of California, Santa Cruz, CA 95064. (408) 459-3500/3502.

Making a Difference for Students at Risk - Edited by Margaret C. Wang, and Maynard C. Reynolds. Editors Wang and Reynolds explore the various programs and approaches used to address the needs of at-risk children. Each chapter is written by expert contributors, followed by enlightening commentary from other education specialists on the chapter topic. This collection includes up-to-date statistics and other data to give you a clear understanding of the problems, as well as potential solutions available to educators of at-risk and inner-city students. $45.95 (hardcover) DA427-6188-X. $22.95 (paperback) DA427-6189-8. Corwin Press, P.O. Box 5084, Thousand Oaks, CA 91359.

Profile of Effective Bilingual Teaching: Kindergarten - produced by Jon Silver, is the first video in the series *Meeting the Challenge of Teaching Linguistically Diverse Students.* This video showcases kindergarten teacher Pola Espinoza and her bilingual classroom. Based on a vibrant thematic curriculum, Ms. Espinoza uses activities that require self-expression to foster language development in her students. Accompanying the video is a guide providing trainers with background information and suggestions for using the video in a variety of training formats. Original songs and music by José Luís Orozco. 26 min. $40.00. Center for Applied Linguistics, National Center for Research on Cultural Diver-

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sity and Second Language Learning, 1118 22nd Street NW, Washington, DC, 20037. For information, call (202) 429-9292.

Profile of Effective Bilingual Teaching: First Grade - produced by Jon Silver, is the second video in the series *Meeting the Challenge of Teaching Linguistically Diverse Students.* This video highlights the teaching methodologies of first grade teacher Erminda García in her bilingual classroom. Through discussion with Ms. García and examination of her teaching techniques, the viewer learns how active engagement in the learning process prepares students to meet the challenges of a multicultural, multilingual society. Accompanying the video is a guide providing trainers with background information and suggestions for using the video in a variety of training formats. Original songs and music by José Luís Orozco. 26 min. $40.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, DC, 20037. For more information, please call (202) 429-9292.

Ready-to-use Flannel Board Stories, Figures & Activities for ESL Children - by Elizabeth Krepelin, illustrated by Bonnie Mae Smith. The ready-to-use English as a second language activities program features a variety of language and holiday-based materials integrated across the entire curriculum. The guide is organized for convenient use into 23 holiday/special event-related sections, with each section presenting a flannel board story (96 full-color and 82 black-and-white flannel board figures are included), poems and songs, class graphs/math activities plus reproducible patterns, concentrations card games, and a Pledge of Allegiance book. Some of the holidays included are Labor Day, Columbus Day, Halloween, Thanksgiving, Christmas, Hanukkah, and Easter. $29.95 plus applicable tax, postage and handling. Center for Applied Research in Education, Order Processing Dept., P.O. Box 11071, Des Moines, IA 50381-1071. (800) 288-4745.

Spanish Crossword Puzzles for Beginners - by Elizabeth Reid. You'll build vocabulary through easy crosswords with pictures clues. Each puzzle averages eight useful words, increasing your confidence and giving you a sense of achievement. The Spanish/English glossary includes 160 different words that you'll master. Puzzles feature a theme, making them easy to incorporate into lesson plans, reinforcing key terminology. ISBN 1-881791-04-1, $1.95. In One EAR Publications, 29481 Manzanita, Campo, CA 91906, (619) 478-5619, FAX (619) 478-5363.

Toward the Multicultural University - Edited by Benjamin P. Bowser, Terry Jones, and Gale Auletta Young. This book moves the controversy over multiculturalism in higher education from primarily an ideological debate to practical and concrete considerations. The first part outlines the demographic and historic realities that will make some form of multicultural education necessary in the coming century. The second part provides examples of how selective aspects of North American co-cultures could be central to reforming curriculum and instruction. The final section provides practical suggestions and proposals for how to improve teaching, administration, and student outcomes in higher education by making them domestically and internationally multicultural. ISBN 0-275-94767-X, $49.95. Greenwood Publishing Group Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007. (203) 226-3571, FAX (203) 222-1502.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Assocation for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

- NABE -

SPECIAL REPORT

A Call to Action to Keep Education Off the Budget-Cutting Table

NABE is issuing a *Call to Action to Keep Education Off the Budget-Cutting Table* to all NABE members and everyone who believes that the federal government should and must invest in education. A phone call or letter to your Senator will not be enough. The threat posed to education and our students by Congressional budget-cutting plans is so profound that it demands much more.

Why the alarmism? Congress is pushing through historic, breathtaking cuts to education funding. Current Congressional plans call for elimination of the Department of Education, Title VII, and 150 other federal education programs. Schools, teachers, families, and students would lose 33 cents of every dollar the federal government spends on education. Never has any Congress even considered so dramatic a reduction in federal funding for education.

The impact of the cuts falls heaviest on the most needy and the most at-risk. For example, in addition to Title VII, the plan would eliminate Title I Concentration Grants. These Concentration Grants were created during the last reform of the Elementary and Secondary Education Act to channel more federal education dollars to where they are needed most: high concentrations of poor students. In choosing what to cut, the House Budget Committee chose to preserve basic Title I, thinly spread to nearly every school district in the country, and kill off the Concentration Grants.

Congress' fiscal arithmetic is unmistakable and obscene. 'We should balance the budget by going after the most at-risk.' A full list of targeted programs is printed in a companion article elsewhere in this section.

NABE members must join the fight to preserve a federal commitment to educating the nation's at-risk students. And our message must be to **KEEP EDUCATION OFF THE BUDGET-CUTTING TABLE**.

"Keeping education funding off the budget-cutting table" is possible for three reasons. First, the seniors' lobby for years has been successful in removing Social Security from attempts to cut spending. Their efforts can serve as a model for advocates of children and education.

Second, the logic of preserving education funding — more than any other federal program — is compelling. It makes little sense to attempt to free future generations from the mountain of federal debt by condemning both today's and tomorrow's children to a deteriorating educational system. Today's children are tomorrow's generation of leaders and workers and they cannot succeed in the future without a decent education today. The arguments for preserving federal education funding are so strong and comprehensive that a separate article devoted to this issue appears in this section.

Finally, an active campaign to keep education off the table can still work because the Congressional budget process is not yet over. There is still some time — most of the summer — to influence Congressional funding decisions.

A short synopsis of the Congressional budget process will

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President's Balanced Budget Plan Calls for Education Increases, Not Cuts

As this special report was going to press, President Clinton presented his plan for balancing the federal budget to the nation in a live telecast. President Clinton's plan, which would eliminate the deficit in ten rather than seven years as called for by Congress, would cut federal spending by $1.1 trillion and would not raise taxes.

Strengthening education is a fundamental theme of President Clinton's balanced budget proposal. In introducing the budget he stated:

"We're at the end of a new century, living in a period of rapid and profound change, and we must do everything in our power to help our people build good and decent lives for themselves and their children. These days working people can't keep up no matter how hard they work — one, two, even three jobs. Without the education to get good jobs, they can make it in today's America."

President Clinton says his budget has five fundamental priorities.

First, because our most important mission is to help people make the most of their own lives, don't cut education.

Second, balance the budget by controlling health care costs, strengthening Medicare and saving Medicaid, not by slashing health services for the elderly.

Third, cut taxes for the middle class and not the wealthy. We shouldn't cut education or Medicare to make room for a tax cut for people who don't really need it.

Fourth, cut welfare, but save enough to protect children and move able-bodied people from welfare to work.

Fifth, don't put the brakes on so fast that we risk our economic prosperity.

To reach a balanced federal budget, President Clinton proposes to cut spending in discretionary areas other than defense by an average of 20 percent, except education. The President declared: "I want to increase education, not cut it."

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SPECIAL REPORT

Ten Reasons Why Education Should Be Kept Off the Budget-Cutting Table

❶ Federal spending on education did not cause the rapid run-up in the public debt.

When Ronald Reagan took office, pledging to eliminate the public debt, it totaled less than a trillion dollars. Eight years later when George Bush took office, the public debt was more than two trillion dollars. By the time President Clinton took office, the public debt had grown to nearly three trillion dollars.[1] At the same time that the deficit was rising, federal education assistance was reduced.

In fiscal year 1981, Department of Education programs represented 2.5 percent of all federal outlays. Education spending, as a proportion of all federal spending, fell throughout the 1980's and, today, stands at 2.1 percent of federal outlays.[2]

During the Reagan Administration, the real (inflation-adjusted) level of federal support for education fell by an average of almost $2 billion a year between 1981 and 1988, for a total decline of nearly $15 billion, or 26 percent. Some politically disfavored programs lost even more; the real value of federal bilingual education assistance declined by 54 percent between 1980 and 1988.[3]

❷ Education increases national productivity and the ability to pay off the public debt.

There is no surer way to pay off our nation's public debt than by investing in education. Last year, the Council on Competitiveness rated improving K through 12 education as the number one priority for boosting U.S. competitiveness; 91 percent of its members say this should be the top priority to U.S. policy for the next five years.[4]

The National Center on the Educational Quality of the Workforce at the University of Pennsylvania recently completed a National Employer Survey which found that worker education boosted business productivity more than increased work hours or capital investments. The researchers concluded that for every 10 percent increase in education — the equivalent of a little more than one extra year of schooling — an employee's productivity increases by 8.6 percent. Productivity increases resulting from 10 percent increases in hours of work or capital stock amounted to 5.6 percent and 3.4 percent, respectively.[5]

❸ Education can remedy one of America's gravest economic problems — the widening gap between rich and poor and the nation's growing underclass.

Steven Rattner, managing director at Lazard Freres & Co., recently wrote in the *Wall Street Journal* that "Income inequality has worsened dramatically over the last 20 years and now stands at its greatest level since records have been kept. Among industrialized nations, America has the greatest division between rich and poor (and the greatest degree of deterioration over the past two decades)."[6]

This widening gap between the rich and poor in America and growth in the number of poor Americans reflects the impact of education on personal income during a period of increasing skill demands. Between 1973 and 1992, high school dropouts saw a 35% reduction in their inflation-adjusted annual income, and high school graduates saw an 18% reduction. Those with some college lost 11%, while wage earners with a college degree lost only 2.3% of their income. Only Americans with graduate degrees saw an increase (17%) in their net income after inflation, because their skills related directly to productivity in the knowledge economy.[7]

❹ The cost of public elementary and secondary education will grow substantially during the next decade. Higher costs reflect substantial growth in the student population.

Expenditures for public education are slated to grow by *almost a third* during the next 12 years from $227 billion in 1993-94 to more than $300 billion in 2005. These additional costs reflect a 14 percent growth in projected K-12 school enrollments between 1993 and 2005, amounting to nearly 7 million additional students. K-8 enrollments are projected to increase by 11 percent and grades 9-12 enrollments are slated to increase by 21 percent by 2005. Growth in student enrollment will cause the number of teachers to grow by nearly one-half million by 2005, bringing the nation's K-12 teaching force to more than 3.3 million.[8]

Postsecondary school enrollments and costs will also grow substantially during the next decade. Postsecondary enrollments are projected to increase from 14.7 million students in 1993 to nearly 16 million students in 2005.[9]

❺ Education spending strengthens the Social Security program.

Most Social Security benefits are paid to retirees not from the money they contributed to the Social Security system, but rather from the contributions of younger people who are working and paying FICA taxes. The problem is that fifty years ago there were forty-two workers for every beneficiary, whereas now there are only 3.2 workers for every beneficiary, and in 2010 there will be only 2.9. By the year 2013 Social Security will be paying out more than it takes in.[10] Education spending strengthens the financially troubled Social Security program by boosting worker productivity and wages to compensate for the growing retiree population.

❻ Cuts in federal education spending would harm poor communities and students most.

While federal education assistance represents less than 7 percent of all spending on public elementary and secondary education, poor communities and students would be particularly harmed by cuts in federal education aid. In Mississippi, the poorest state in the nation, federal assistance defrays nearly 16 percent of the cost of public education. Big city schools, which enroll about

14 percent of the nation's K-12 students and 35 percent of the country's poor students, receive about a quarter of all federal education aid. Cuts in federal education aid will harm the communities which rely upon it most — poor rural and urban communities.

Poor, linguistic and racial minority, and female students would be particularly harmed by cuts in federal education funding, especially if the cuts reflected the same programmatic priorities evident in the House budget resolution. Many, many need-based, equity-oriented programs would be eliminated under the House budget resolution (see the complete list of programs on page 23).

❼ Educationally, America remains very much a "Nation At Risk," a long, long way from achieving Goals 2000.

The educational shortcomings and problems documented in the 1983 publication *A Nation At Risk* continue to plague huge numbers of the 48 million-plus students attending U.S. public schools. Across the nation, racial and ethnic minority students are particularly victimized by the systemic inadequacies of schooling which lead to intolerably low rates of academic achievement and educational attainment.

The high economic and social costs which stem from the failure of our education system are increasing each year, creating increased demand for costly services from other public systems including criminal justice and welfare.

Although only 18 percent of the population never finished high school, this group accounts for 41 percent of state prison inmates and 47 percent of prisoners on death row. [11]

Similarly, only 5 percent of college graduates have ever participated in government assistance programs (SFDC, Supplemental Security Income, food stamps, housing assistance, or Medicaid), and only 10 percent of high school graduates have, compared to 24 percent of high school dropouts.[12]

❽ Americans oppose cutting education spending to balance the federal budget.

Last year, the CBS/New York Times Poll on Republican Contract Issues reported that even members of the public who favor a balanced budget amendment oppose cutting education spending. When supporters of a balanced budget amendment were asked if they would favor such an amendment if "balancing the federal budget required cuts in spending on education," only 22 percent said they would continue to support such an amendment; 59 percent would oppose it.[13]

❾ Public schools suffer from a backlog of physical repairs and capital improvements.

According to a 1995 General Account Office Report, the U.S. needs to spend $112 billion to repair or upgrade dangerous, substandard school facilities.[14]

$112 billion is just a fraction of the amount American taxpayers spent bailing out the savings and loan industry. If the federal government can bail out an industry like the so-called "thrift" industry, a company such as the Chrysler Corporation, or a city such as New York, why can't the government help to bail out the school systems of America whose physical plants threaten the safety and well-being of millions of school children?

❿ Maintaining federal support for education should take precedence over the "speedy" elimination of the federal deficit.

There is substantial disagreement among economists as to how fast deficit reduction should occur. Most economists agree that the a nation's debt should be viewed in terms of its proportional relationship to the nation's Gross Domestic Product (GDP), the value of a nation's output which represents a nation's ability to repay the debt.

Today the nation's public debt equals just under 52 percent of U.S. GDP, one of the lowest rates in the developed world. When Ronald Reagan took office, the public debt was about 26 percent of U.S. GDP. Throughout the 1970's the public debt was below 30 percent of U.S. GDP. The United States has lived with far higher levels of public debt. In 1945 - 1947, public debt was greater than the nation's GDP, and public debt was not less than 50 percent of U.S. GDP until 1959.[15]

Maintaining federal education assistance would slow down the pace of deficit reduction ever so slightly. Meeting the House budget resolution target of eliminating the deficit in seven years should not take precedence over ensuring that the next generation of taxpayers has the educational preparation needed to be economically and socially productive.

Endnotes

[1] Executive Office of the President, Office of Management and Budget, *Historical Tables, Budget of the United States Government, Fiscal Year 1996*, Table 7.1

[2] *Ibid*, Table 4.2

[3] Deborah. A. Verstegen and David L. Clark, "The Diminution in Federal Expenditures for Education During the Reagan Administration, *Phi Delta Kappan*, October 1988

[4] Council on Competitiveness, *Competitiveness Index 1994*, July 1994

[5] Mark Pitsch, "Workers With More Schooling Found To Be More Productive," *Education Week*, May 24, 1995, p. 18

[6] "GOP Ignores Income Inequality," *Wall Street Journal*, May 23, 1995

[7] Final Summit Report "Key to the Future: National Summit on World-Class Education for All America's Children," by Terrel H. Bell and Kent Lloyd, June 1995.

[8] U.S. Department of Education, *Projections of Education Statistics to 2005*

[9] *Ibid.*

[10] "How to Save Social Security," *The Atlantic Monthly*, June 1995.

[11] Census Bureau, *Current Population Reports*, P20-471, 1993

[12] Census Bureau, *Current Population Reports*, P70-31, 1988

[13] CBS News/*New York Times*, Republican Contract Issues Poll, December 1994.

[14] "Will Schools Ever Get Better?" *Business Week*, April 17, 1995, p. 66

[15] Executive Office of the President, Office of Management and Budget, *Historical Tables, Budget of the United States Government, Fiscal Year 1996*, Table 7.1

2406

SPECIAL REPORT

The Case for Title VII

There are many, many good federal education programs. Title I has directed much-needed resources to disadvantaged students across the country. "TRIO" programs have inspired tens of thousands of at-risk students to attend college.

There are also a few *great* federal education programs. Title VII, the Bilingual Education Act, is one. It is ironic that the one positive result of the current round of federal budget cuts is that it forces Title VII supporters, and indeed the supporters of any federal program, to reassess the program's justification. Any program has to affirmatively answer three questions to escape the Congressional budget ax:

(1) Is there a need for the program?

(2) Why should the federal government be involved? and

(3) Does the program have a good track record?

When one reviews the worthiness of Title VII, it becomes self-evident that it is truly a great program that deserves to be maintained as Congress goes through the process of hunting and killing federal education programs. Title VII is a program built on a demonstrable educational need in which the federal government has a unique interest, directed at a school-age population that is growing faster than all others and, most importantly, is a proven success.

Is There a Need for Title VII?

The need for bilingual education is vast and growing as the size of the target population, limited English proficient (LEP) children, increases. The number of LEP children will grow from under 2 million in 1982 to nearly 3.5 million in the year 2000 and will reach over 5 million in the year 2020. Not only will the size of the LEP school age population swell in the next 25 years, it will become a greater proportion of students in our schools. The number of white, non-Hispanic children, for example, will actually decrease by 3.8 million students between 1990 and 2010.

Title VII is important because it currently serves over 639,000 LEP students annually through direct services by schools, community based organizations, and institutions of higher education. Today about 1 in 4 LEP students is served through Title VII.

More importantly, the program builds the capacity of schools to serve an even larger number of children by training both teachers and teaching professionals in the latest bilingual education techniques. When left on their own, states, colleges, and universities have been unable to meet the demand for bilingual education teachers. The shortage of teachers capable of instructing limited English proficient students in 1990 was over 175,000 teachers nationwide, according to the Department of Education.

Title VII has stepped in to help fill the shortage. It has produced thousands of bilingual education teachers, through graduate fellowships, preservice and inservice training, and grants to institutions of higher education that incorporate the instruction of LEP children into mainstream teacher preparation programs. During the past 20 years, Title VII has helped more than 250 different institutions of higher education to improve their teacher preparation to address the needs of limited English proficient students. Each year, over 4,000 teachers receive training under Title VII professional development programs.

As the need for bilingual education has grown, Title VII funding has dropped sharply, worsening teacher shortages and leaving schools ill-equipped to serve LEP students. The real value of Title VII funding fell by 47 percent between 1980 and 1991, according to the Congressional Research Service.

The drop is in sharp contrast to some federal programs that experienced healthy funding increases during the 1980's. Inflation-adjusted appropriations for federal special education programs rose over 17 percent and funding for TRIO increased by more than 19 percent over the same period.

Should the Federal Government be Involved?

There is no need for a federal program that serves every need of every LEP student. States and local school districts by law have the obligation to teach *all* of the children in their charge, including limited English proficient youth. There is, however, a desperate need for federal leadership, leadership that the state and localities have been unable to offer.

School districts diverse as Missoula, Montana, Los Angeles, California, Kansas City, Missouri, and Dade County, Florida, have witnessed an explosion of language-minorities in their communities. Russian, Spanish, Chinese, and Hmong are a few of the over 180 languages that are spoken by students in today's schools. Overwhelmed by the rapid growth, school districts have floundered trying to devise local responses to national and even international trends.

Title VII has been critical in identifying and nurturing the very best bilingual education programs across the nation, permitting successful experiments to bloom into bonafide exemplary programs. The federal bilingual education program is a non-prescriptive, competitive grant program that has sparked local innovation and allowed local school districts to try out new ideas with federal funds.

Federal technical assistance centers, Multifunctional Resource Centers and Evaluation Assistance Centers, ensure that the lessons of successful bilingual education experiments spread across the country. The centers are critical to giving both new and established programs access to the latest research and information about improving teaching, curriculum, research, and evaluation. The National Clearinghouse on Bilingual Education, also supported by Title VII, makes the information collected by the centers, and other research about bilingual education, available to states and schools nationwide.

Does Title VII Have a Good Track Record?

There is no better example of Title VII's role in sparking innovation and of the success of Title VII than the experience of California's Calexico Independent School District. Calexico used Title VII grants to drive their 20-year effort to completely revamp their educational system, making bilingual education both the vehicle and object of reform. School officials call federal Title VII funding critical and "catalytic" to their efforts to transform a disadvantaged school district into a model of education success.

Calexico's students are 98 percent Hispanic and 80 percent LEP. Average family income in the community, where unemployment runs between 25 and 35 percent, is less than $12,000.

Using Title VII funding, the school district completely shifted the focus of its instructional programs: from student limitations to student strengths; from remedial programs emphasizing simple English language development to enriched programs emphasizing total academic development; and from narrow ESL programs to comprehensive bilingual programs that provide instruction in English and Spanish, the native language of 98 percent of Calexico's students.

The results are astonishing. Calexico's dropout rate, between 11 and 15 percent, is half the state average for Hispanic students. Of the 380 students in the class of 1993, 93 percent were accepted by a junior college or 4-year college or university.

While Title VII may not turn every single program it funds into a Calexico miracle, systematic evaluations of Title VII programs have concluded that Title VII, and the philosophy of bilingual education that it supports, has been successful in teaching children English and content areas like math, science, history, and social studies.

A Department of Education evaluation highlighted the success of Title VII Family English Literacy instruction programs in increasing parental involvement and improving student achievement. A study of the Family English Literacy program found it to be effective in helping reduce the adult illiteracy rate and the dropout rate, as well as helping the schools improve their services to LEP students.

Because it is a competitive grant program, experts on bilingual education and top practitioners in the field review thousands of applications to identify the nation's best for federal funding. In addition, the "best of the best" are chosen as academic excellence programs after a rigorous review, and the results and lessons disseminated through the Title VII technical assistance network.

And bilingual education does work. The prestigious National Academy of Sciences (NAS) reviewed a Department of Education study on the effectiveness of bilingual education in 1992. The NAS wrote: "Most noteworthy is the convergence of studies in suggesting, under certain conditions, the importance of primary-language instruction in second-language achievement

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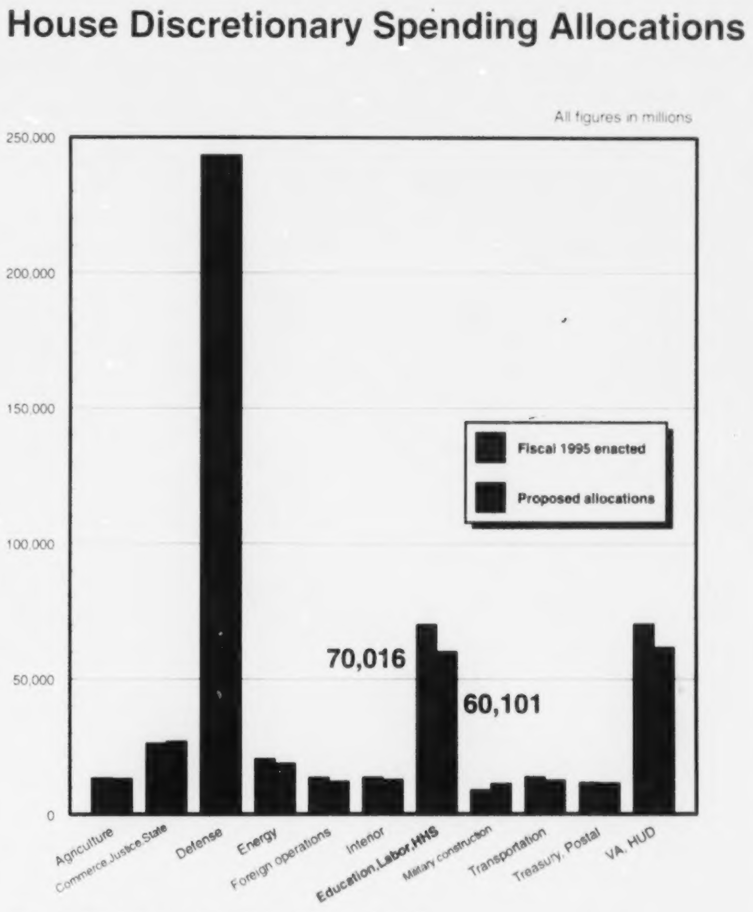
House Discretionary Spending Allocations

Sources: House Appropriations Committee, Congressional Budget Office, Congressional Quarterly

CALL TO ACTION

FROM PAGE 17

give NABE members an idea of what funding votes are taking place when. The first step was passage in mid-May of a "budget resolution" that sets broad spending targets for the federal government. In its report accompanying the budget resolution, the House Budget Committee proposed to cut $70 billion over the next 7 years from education by eliminating, shrinking, or consolidating nearly 150 education programs including Title VII, Chapter I, Safe and Drug Free Schools, TRIO, National Service, Vocational Education, and the in-school interest subsidy for federally-guaranteed student loans.

The first step in the Congressional budget process is almost over. The House and Senate must still resolve the differences between their individual budget resolutions, but the differences are small. Each body must vote on a consensus budget within a few weeks.

The second step — passage of annual appropriations bills — is the only step that really counts. The Budget Resolution specifies *how much* money has to be cut, while Appropriations bills specify *where* the cuts must come from. If NABE members follow the action steps outlined in the checklist on this page, the Appropriations Committee could decide to leave Title VII and other important education programs untouched and instead reduce funding elsewhere (e.g., transportation, defense, or energy.) A graphic sidebar in this section shows the major budget categories that the Appropriations Committee uses to fund federal programs.

Of course, the President must sign the Appropriations bills, so Congress will have to work with the President to devise a spending package both can live with. The President's influence on Congressional spending decisions has already been exerted by his veto of the "rescissions" bill, a measure that would have cut FY 1995's federal funding. The President vetoed that bill because he said that it cut education funding too much. The final budget step will be passage of a budget "reconciliation" bill that trims entitlement spending, like Social Security, and cuts taxes.

NABE members can be effective in setting national priorities. If we and others let the Congress and President know that education should be kept off the budget-cutting table, changes can be made. Keeping education funding from being cut will not be easy, but it will be the only way to keep Congress from hurting language-minority children, other students, and the nation's future.

• NABE •

TITLE VII

FROM PAGE 21

in arts and mathematics."

Perhaps the best judge of whether Title VII works is the extent to which schools have embraced bilingual education *after* the departure of federal funds. Title VII grants are designed to build a capacity within a school or school district, supply resources and offer ideas and expertise to start a bilingual education program. Once the school or school district develops the capacity to carry on the program, federal funds are phased out.

If Title VII weren't working, one would expect schools and districts to abandon bilingual education once federal funds had left. The exact opposite is true. An overwhelming majority of projects, schools and school districts elect to continue their bilingual education programs with their own funds once the federal Title VII grant has expired. This "bottom line," whether parents, educators, and school board members believe in the program enough to invest their money, may be the single truest measure of Title VII's success.

• NABE •

Checklist of Things to do to Save Education Funding

✓ **Talk with your friends and family. Share this material with them. Ask them to take a public stand for education.**

✓ **Talk with the people with whom you work, and, if you are a teacher, the parents of the children you serve. Share this material with them. Ask them to take a public stand for education.**

✓ **Talk with the leadership of institutions within your community — your schools and school boards, government agencies, businesses, churches, community-based organizations, unions, etc. Share this material with them. Ask them to take a public stand for education.**

✓ **Communicate with your Senators and Representative and their staff through letters, calls, and meetings. Share with them your commitment to federal education spending. Ask them to support federal education funding.**

✓ **Communicate with your President. Write the President to express your support for his stand in support of education funding.**

✓ **Contact the media by writing letters to the editor and calling in to radio or TV talk shows. Share with them your commitment to federal education spending. Urge the station and its listeners, or the newspaper and its readers, to support federal education funding.**

✓ **Contact local officials — including the State Education Agency, your Mayor, and City Council Members. Urge them to take a strong stand against the cuts. Share this material with them.**

Please share any written responses which you receive with the NABE office.

• NABE •

Federal Education Programs Targeted For Elimination

H.Con.Res. 67, House Budget Resolution

- Goals 2000 State and Local
- Goals 2000 National Programs
- Goals 2000 Parental Assistance
- Education for the Disadvantaged Targeted Grants
- Education for the Disadvantaged Set-Aside for BIA
- Impact Aid Payments for Federal Property
- Impact Aid 3b Payments
- Governor's Block Grant
  - (combines 6 programs to create 1 block grant)
- Eisenhower Professional Development
- Innovative Education Programs-Chapter II
- Safe and Drug-Free Schools State Grants
- Safe and Drug-Free Schools National Programs
- Safe and Drug-Free Schools Safe Schools
- Eisenhower Professional Development National Activities
- Education Infrastructure
- Inexpensive Book Distribution
- Arts in Education
- Instruction in Civics
- Christa McAuliffe Fellowships
- Magnet Schools Assistance
- Education for Homeless Children and Youth
- Women's Educational Equity
- Training and Advisory Services
- Dropout Prevention Demonstrations
- General Assistance to the Virgin Islands
- Ellender Fellowships
- Follow Through
- Education for Native Hawaiians
- Foreign Language Assistance
- Training in Early Childhood Education and Violence Counseling
- Charter Schools
- Technical Assistance for Improving ESEA Programs
  - (8 programs)
- Family and Community Endeavor Schools
- Bilingual Education Instructional Services
- Bilingual Education Support Services
- Bilingual Education Professional Development
- Immigrant Education
- National Technical Institute for the Deaf
  - (combine 3 programs into 1)
- Gallaudet University
  - (combine 4 programs into 1)
- Capital Contributions for Perkins Loans
- State Student Incentive Grants
- State Postsecondary Review Program
- Aid for Institutional Development Strengthening Institutions (over 2 years)
- Aid for Institutional Development Endowment Challenge Grants
- Aid for Institutional Development Evaluation
  - Fund for the Improvement of Postsecondary Education
- Alaska/Hawaii Native Culture and Arts
- Eisenhower Leadership program
- Minority Teacher Recruitment
- Minority Science Improvement
- Innovative Projects for Community Service
- International Education and Foreign Language Studies
  - (2 programs)
- Institute for International Public Policy
- Cooperative Education
- Law School Clinical Experience
- Urban Community Service
- Student Financial Aid Database/ Information Line
- Higher Education Assistance to Guam
- Mary McLeod Bethune Memorial Fine Arts Center
- Federal TRIO Program
  - (5 programs)
- National Early Intervention Scholarship/Partnerships
- Byrd Honors
  - (Phase out, no new scholarships)
- National Science Scholars
- National Academy of Science, Space & Technology
- Douglas Teacher Scholarships
- Olympic Scholarships
- Teacher Corps
- Women and Minority Participation in Graduate Education
- Harris Fellowships
- Javits Fellowships
- Graduate Assistance in Areas of National Need
- Faculty Development Fellowships
- Howard University Academic Program
- Howard University Endowment Program
- Howard University Research
- Howard University Hospital
- Howard University Clinical Law Center
- Howard University Construction Research
- Educational Technology
  - (3 programs)
- Star Schools
- Ready to Learn Television
- Telecommunications Demo for Mathematics
- Fund for the Improvement of Education
- Javits Gifted and Talented Education
- National Diffusion Network
- Eisenhower Regional Consortium
- 21st Century Community Learning Centers
- National Writing Project
- Civics Education
- International Education Exchange
- Fund for the Improvement and Reform of Schools and Teaching
- Territorial Teacher Training
- Public Library Services State Grants
- Public Library Services Indian and Native Hawaiian Set-Aside
- Public Library Construction State Grants
- Public Library Construction Indian & Native Hawaiian Set-Aside
- Interlibrary Cooperation State Grants
- Interlibrary Cooperation Indian and Native Hawaiian Set-Aside
- Library Literacy Programs
- College Library Technology
- Library Education and Training
- Research and Demonstrations
- Research Libraries
- Indian Education-Adult Education
- Migrant Education High School Equivalency Program
- Migrant Education College Assistance Migrant Program
- Adult Education State Grants
- Adult Education Homeless
- Adult Migrant Farm Workers & Immigrant's Education -National Program
- Vocational Education Demo Projects
- Vocational Education Federal Correctional Institutions
- Vocational Education Career Guidance & Counseling
- Vocational Education Blue Ribbon Vocational Education Programs
- Vocational Education Regional Training for Skilled Trades
- Vocational Education Business/Education/Labor Partnerships
- Vocation Education Tribal Postsecondary Institutions
- Vocation Education Tribal Economic Development
- Vocational Education Tribal Basic State Programs
- Vocational Education State Programs and Activities
- Vocation Education Single Parents, Homemakers, Single Pregnant Women
- Vocation Education Sex Equity
- Vocation Education Criminal Offenders
- Vocation Education Cooperative Demonstrations
- Vocational Education Indians Hawaiian Natives
- Vocational Education Community Based Organizations
- Vocational Education Bilingual Vocational Training
- Vocational Education-Demonstration Center for Training of Dislocated Workers
- Vocational Education Consumer and Homemaker Education
- Vocational Education-Tech Prep Education
- School-to-Work Opportunities State Grants and Local Partnerships
- School-to-Work National Programs
- Workplace Literacy
- Literacy for Incarcerated Adults
- State Literacy Resource Center
- Library Literacy

ALL ARTICLES IN THIS SPECIAL SECTION WERE CO-AUTHORED BY JAMES J. LYONS, ESQ., NABE EXECUTIVE DIRECTOR AND LEGISLATIVE & POLICY COUNSEL, AND RICK LÓPEZ, NABE ASSOCIATE DIRECTOR FOR LEGISLATION, POLICY, AND PUBLIC AFFAIRS.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

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NABE 1996
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition*. This year, NABE and its affiliate organizations will honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1996 Bilingual Teacher of the Year competition will receive a $2,500 scholarship to further his/her education and/or to use for the students in his/her class. In addition, the winner will be flown to the 1996 NABE Conference in Orlando, Florida to receive his/her award.

NOMINATIONS: **Only NABE affiliates in good standing are eligible to nominate candidates**. Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate. Nominations which do not comply with these requirements will not be considered.

QUALIFICATIONS: Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Only bilingual classroom teachers who work full-time with students and have at least three years of experience qualify. Candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to excel.

PRESENTATION OF MATERIALS: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. **Six (6) complete copies** of the following materials with no more than 24 total pages (in each copy) must be submitted:

- **Nomination Information -** a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch -** a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph -** a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the teacher's classroom should be submitted.
- **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 4-page (maximum) description of the candidate's academic preparation and participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc.
- **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of five (5) other letters of recommendation.

DEADLINE: **All nominations must be RECEIVED by November 1, 1995** at the address listed below. The winner will be notified by January 15, 1996. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, N.W. - Suite 605
Washington, DC 20005

NABE 1996 DATA SHEET
BILINGUAL TEACHER OF THE YEAR/
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR

Indicate Competition: ________ Teacher of the Year ________ Instructional Assistant of the Year

Name: ______________________________ NABE Membership ID #: __________

Position/Title: ______________________________

Years in Present Position: __________ Grade Level(s): ____________________

Languages Spoken: ______________________________

Name of School: ______________________________

School Address: ______________________________

____

School Telephone Number: ____________________ School Fax Number: __________

Name of School Principal: ______________________________

Previous Work Experience: ______________________________

____

Summary of Academic Training/Preparation

Dates	Institution Name & Address	Degree/Certificate Earned

Home Address: ______________________________

______________________________ Home Telephone Number: __________

I hereby give my permission for any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional assistant of the Year Award to be shared with persons involved in promoting this award:

______________________________ **(Signature of Candidate)**

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NABE 1996

BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1996 Bilingual Instructional Assistant of the Year competition will receive a $2,500 scholarship to further his/her education, and will be flown to the 1996 NABE Conference in Orlando, Florida to receive his/her award.

NOMINATIONS: **Only NABE affiliates in good standing are eligible to nominate candidates**. Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate.

QUALIFICATIONS: Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-kindergarten through grade twelve. Only instructional assistants who work half-time or more with students and have at least three years of experience qualify. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to excel.

PRESENTATION OF MATERIALS: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. **Six (6) complete copies** of the following materials with no more than 24 total pages (in each copy) must be submitted:

- **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch** - a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph** - a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the instructional assistant's classroom should be submitted.
- **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 4-page (maximum) statement of the candidate's academic preparation and plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences.
- **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the instructional assistant's immediate supervisor and a maximum of five (5) other letters of recommendation.

DEADLINE: **All nominations must be RECEIVED by November 1, 1995** at the address listed below. The winner will be notified by January 15, 1996. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
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At the Joint National Committee on Languages annual meeting in 1994, Rose Hayden talked about one thing that had changed: the environment in which education now takes place. She compared the ten most serious problems teachers faced in their classrooms in 1960 compared to 1990: gum-chewing as opposed to carrying weapons in school. The educational system alone cannot solve hunger, poverty, abuse, drugs and violence. And students do not leave these societal ills at the schoolhouse door. Education today takes place in a very different world and the students who are attending schools are very different.

Another feature of the reform movement is best exemplified by statements like "All children can learn," and "All students will achieve to high standards." But just who are "all" students? It seems that the education reform movement has invented a mythological, hypothetical, homogeneous student called "All" for whom new educational standards and strategies are being developed.

And today, while the "All" that most educational systems is addressing is likely to be a white, middle class child, the reality is that "All" is more likely to be a racial, ethnic, or linguistic-minority student.

Close to 10 million children, aged 5-17, are language-minority students — students who come from a home where a language other than English is spoken. That is *one in every five* students! More than 3.5 million of these students are not yet proficient enough in English to succeed academically when the language of instruction is English. While the English-speaking school population declined by 4% between 1980 and 1990, the language-minority school population increased by 38%. The pattern is likely to continue and increase over the 1990's. More and more, teachers in every classroom, in every content area, are likely to have limited English proficient or language-minority speaking students in their classrooms.

Even today, 21 years after the Supreme Court decision in *Lau v. Nichols* — which said that something special had to be done for language-minority students; that merely providing the same books and same instruction as English-speaking students had was making "a mockery of public education" — fully one-quarter of LEP students are receiving absolutely NO special program of instruction which takes into account their lack of English proficiency.

Furthermore, the majority of students who are in English as a second language or bilingual education programs are in programs which are designed to produce students who are monolingual in English; their native languages are not valued as anything more than a tool to "transition" them to English. Only a very few students enrolled in "developmental" bilingual education programs are given the opportunity to become truly bilingual. What a waste!

So what does the education reform movement mean for language-minority students? We in the field of bilingual education are encouraged by the statement that "All students should achieve to high standards." We support the concept of high, rigorous, world-class standards for ALL students. For too long, low expectations for language-minority students have led to self-fulfilling prophesies of low achievement and high drop out rates. But saying it and doing what is necessary to make it happen may be two different things.

Language-minority students, unlike any other component of "All" students, must not only master the content material to meet the high standards being proposed, they must also do so while learning a new language — English — the language of instruction in most classrooms.

While the actions of various content area groups in mentioning language-minority students in their preambles and their attempts to make their content "multicultural" are commendable, unfortunately, inclusionary statements are insufficient to drive instructional practices which are appropriate for language-minority students. Attention to the needs of language-minority students must be reflected throughout any educational reform strategy. It is not fair to hold language-minority students responsible for achieving the standards if they must do so under conditions that render success virtually impossible.

I recently participated as a respondent on a panel where representatives of the Science, Math, History, and English language arts standards projects were invited to address the issue of "National K-12 Content Standards in the US: Where do ESOL Students Stand?" I was amazed that during their "dog and pony" show recitations of "these are our standards" not one of the presenters discussed the implications for students who do not speak English.

The April 12, 1995 issue of *Education Week* contained a 72-page special section on Standards. A review of the various standards projects does reveal one common feature which is both encouraging and discouraging at the same time. Virtually all the standards steer away from the idea of having only to know facts and figures; they require students not only to identify, but also to be able to explain how and why, discuss, relate, evaluate, to apply, make connections, demonstrate, describe, take and defend positions, advocate, differentiate, distinguish, compare, express opinions, predict, analyze, verify and interpret, generalize, use, formulate, investigate, deduce, plan, and *articulate*.

All of these standards and benchmarks are admirable. After all, the ability to *use* skills and knowledge should be the ultimate goal of education. But how can a language-minority student hope to successfully explain, describe, express opinions, and articulate in a language they have yet to master? How can a language-minority student acquire the content material he/she will be required to compare, analyze, interpret, and evaluate if he/she does not understand the language of instruction?

When it comes to the content standards themselves — the skills and knowledge considered essential to each

CONTINUED ON PAGE 36

Upcoming Events

July 1-3, 1995 - National Education Association (NEA), Minneapolis, MN. Contact Larry Hughes or Joyce Castro, CEPI, 18840 U.S. 19 N., Suite 415, Clearwater, FL 34624, (813) 530-0405.

July 7-9, 1995 - National Council of Teachers of English (NCTE) and the International Federation for the Teaching of English (IFTE) "Reconstructing Language and Learning for the 21st Century: Connecting with Our Classrooms," New York University, New York, NY. Contact NCTE-Professional Development Services, 1111 West Kenyon Road, Urbana, IL 61801-1096. (217) 328-3870, ext. 203.

July 13-16, 1995 - American Association of Teachers of French (AAFT), San Antonio, Texas. Contact Fred M. Jenkins, AAFT, 57 E. Armory Avenue, Champaign, IL 61820, (217) 333-2842.

July 16-20, 1995 - National Dropout Prevention Center/Network Summer Leadership Institute, Clemson University, Clemson, SC. Contact John Peters, National Dropout Prevention Center/Network, Clemson University, 205 Martin Street, Box 345111, Clemson, SC 29634, (803) 656-2599.

July 17-27, 1995 - TESOL Teacher Partnership Institute. Professional development in effective teaching strategies for K-6 level. Contact National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011. (515) 294-6699.

July 27-30, 1995 - American Federation of Teachers, QUEST Conference, Washington, D.C. Contact Diane Calvert, Bostrom Corp., 808 17th Street, N.W., Washington, DC 20006-3950, (202) 223-9669.

August 1-6, 1995 - American Federation of Teachers (Biennial Conference), Cincinnati, OH. Contact Diane Calvert, Bostrom Corp., 808 17th Street, N.W., Washington, DC 20006-3950, (202) 223-9669.

August 7-11, 1995 - American Association of Teachers of Spanish and Portuguese Annual Meeting, San Diego, CA. Contact Lynn Sandstedt, American Association of Teachers of Spanish and Portuguese, Gunter Hall, Room 106, University of Northern Colorado, Greely, CO 80639, (303) 351-1090.

August 11-15, 1995 - American Psychological Association (APA), New York, NY. Contact Candy Won, APA, 750 First Street, N.E., Washington, DC 20002, (202) 336-5565.

August 11-18, 1995 - TESOL New Technologies in the Foreign Language Classroom Institute. Professional development in effective use of technology in the foreign language classroom. Contact National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011, (512) 294-6699.

August 16-19, 1995 - National Council of La Raza 27th Annual Conference, "Ideas and Ideals," Hyatt Regency/Dallas Convention Center, Dallas, Texas. Contact NCLR, 1111 19th Street, NW, Suite 1000, Washington, DC 20036, (202) 785-1670.

August 17-20, 1995 - Rural Sociological Society Annual Meeting: "Restructuring Rural Society and Rural Sociology," Arlington, VA. Contact Peggy Cook, Rural Sociological Society, Department of Sociology, Montana State University, Bozeman, MT 59717, (202) 219-0520.

September 6-11, 1995 - National Association for Family and Community Education Conference. Contact Hazel Gardner (303) 359-2332.

September 29-30, 1995 - Wisconsin Association for Bilingual Education Annual Conference, Greenbay, Wisconsin. Holiday Inn City Center, Green Bay, Wisconsin. Contact Ivy Santiago-Covert (414) 475-8711.

September 28-30, 1995 - Latin American Studies Association 19th International Congress and Exhibition, Washington, DC. Contact Reed Reading, LASA, 946 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260. (412) 648-7929.

September 28-30, 1995 - International Reading Association Plains Regional Conference (22th): Everyone Has a Story to Tell," Des Moines Convention Center, Des Moines, IL. International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139. Contact George Holland, 17003 Mountain Ridge Road, Dubuque, IA 52002, (319) 556-3310.

October 3-8, 1995 - National Rural Education Association Annual Convention, Salt Lake City, UT. Contact Joe Newlin, National Rural Education Association, 230 Education Building, Colorado State University, Fort Collins, CO 80523-0001, (303) 491-7022.

October 5-7, 1995 - National Council of Teachers of Mathematics Regional Conference, University of Tennessee Conference Center. Contact Barbara Thode, National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091-1593, (703) 620-9840.

NABE's
Silver Anniversary
Conference
March 12-16, 1996
Orlando, Florida

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This article originally appeared as ERIC Digest, ED353861, issued by the National Clearinghouse on Literacy Education, July 1992.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003. Phone: (212) 998-5485.*

• NABE •

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Send your E-mail to NABE at:
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NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

Experiencing Diversity: Toward Educational Equity

by Dr. Carole Berotte Joseph

Pignatelli, Frank and Pflaum, Susanna W. (Eds.) 1994. *Experiencing Diversity: Toward Educational Equity*. California: Corwin Press, Inc. pp. 207.

Pignatelli and Pflaum have presented the second annual Bank Street College of Education Yearbook, *Thought and Practice*, as a text consisting of eleven (11) chapters on diversity and equity. The preface, which makes the reader eager to read cover to cover, is very well done. The contributors include well-known, progressive thinkers such as Stanley Aronowitz, Herb Rosenfeld, Colin Greer, Herbert Kohl and several Bank Street faculty and includes other co-contributors: public school teachers, administrators, and graduate students, who reflect and act on their practices. The issues discussed are current and cutting edge. They include community and school politics; vouchers and privatization; school reform; exemplary participatory education; bilingual education; and equity in math education; as well as specific multicultural education discussions around one of the most complicated of issues — sexual orientation. At the same time, these chapters do not trivialize the issues. The themes actually reflect the dialogue, action, and reflection which are an integral part of the Bank Street philosophy and process.

Chapter 1, which deals with community education, alerts us to the roles that the public schools must play in the life of the community and concludes by calling for participatory school reform.

In Chapter 2, Stanley Aronowitz focuses on the political implications of the current debates about the nature and direction of school knowledge; the impact of the educational right and left vs. the political right and left.

In Chapter 3, Steve Goodman shares the experiences and processes involved in doing a documentary about the inequality of education with students in a Bronx school district. This process demonstrates the power of an education that is really multicultural. Students discussed, researched, took action, reflected and produced a social documentary.

In Chapter 4, John Wolfe reviews issues of mainstreaming in special education and challenges us to redefine the criteria by which we measure success. Exemplary models of inclusion are cited. Given the criticisms he had of some definitions of mainstreaming, I believe he could have influenced us by encouraging the use of the term "general" education instead of "regular" when referring to non-special education. He points out that, unfortunately, "Goals 2000" does not even discuss exceptional children. Enough said for exclusion!

Chapter 5, which focuses on bilingual education, provides a quick historical overview with scarce and outdated sources. The author, Olga Romero, presents the discussion at a very introductory level as evidenced by the "old" research cited. This chapter could have treated bilingualism and bilingual education somewhat differently. While it is true that bilingual education can be more politically charged than general education in some places, it is and has been successful in many communities. None of these efforts were discussed. This chapter is, regrettably, the weakest of all the chapters.

Chapter 6 deals with probably the most complicated of biases and that is sexual orientation. Elaine Wickens and Steven Schultz present real human experiences through the anecdotes of teachers and children. Gay families are given a real voice and school personnel are shown grappling with these issues. It was very well done.

Chapter 7, by Barbara Dubitsky and three graduate students, discusses math and equity issues and the various efforts made at Bank Street in the teaching of math. The special leadership program described focuses on teachers' understanding of how they learn math so that they in turn become empowered to teach math well.

Chapter 8, by David Penberg, describes the experiences of the very promising New York State Liberty Partnership program (1989-93) whereby the Governor of New York State had promised to pay for the college education (or at least a good part of it) of any high school graduate who participated in this program. He laments the fact that this collaborative program could not continue due to a lack of funding.

Herbert Kohl discusses the problems with the terms equity and excellence in Chapter 9. He also provides an overview of the history of standardized group testing and the establishment of English and Math standards which later evolved into the notion that intelligence could be related to academic achievement. He states that "an equitable curriculum must affirm all people as creators of culture and honor the multiplicity of human efforts to come to terms with living on earth" (p. 161). From a philosophical standpoint, this is the strongest chapter in the text.

In Chapter 10, Herb Rosenfeld discusses the need to make a paradigm shift and to dream, if one is interested in building a new school or in restructuring a present one. The processes involved and the need to collaborate with various constituencies cannot be emphasized enough. Again, this was a *real* experience in planning a *real* high school in New York City. The delibera-

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tions and successes of this process as well as the challenges and faux pas are reflected upon and shared with us. This is very informative for those interested in creating new schools.

Chapter 11 by anthropologist Nancy Barnes makes a strong argument for the use of "positioned ethnography" as a tool which can serve the interest of those interested in progressive school change. Issues of power and culture exist in research. She struggles with the fact that collaborative and participatory research projects which involve all participants from the conception and design stages are still a challenge. She offers three perspectives from which to consider ethnographic research in schools.

Experiencing Diversity is an important contribution to the understanding and interpretation of an education that is multicultural, in spite of the fact that there seems to be many more typographical errors in the center chapters than in other places. Perhaps the editors can correct this at the next printing. It is important for another reason and that is its approach. It is clear throughout this book that the authors are convinced that real change is a process, takes time and commitment and does occur provided that the participants are continually learning, dialoguing and reflecting upon their practices. In its entirety, it is informative and thought-provoking. It is required reading for all those who work so hard to make *real* change in our *schools.*

Dr. Carole Berotte Joseph is the Director of Haitian Bilingual Education Technical Assistance Center at The City College, City University of New York.

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T is for Tortilla - A Southwestern Alphabet Book

by Dr. Alfredo Benevides

Alpers, Jody. (1994). Fry-Innovations, Roswell, NM. 30pp.

T is for Tortilla, is a short alphabet book intended for children who know very little of the Southwest. Jody Alpers, the author, has done a credible job in putting together a very attractive and informative little book which is tastefully illustrated by Celeste Johnson. The colorful illustrations, a strong point, are authentic in ethnic and geographic detail.

The book begins with the 'A' ('A' is for adobe — uh-DOH-bee), and continues all the way through the letter 'Z'. With few exceptions, the Spanish pronunciations are fairly accurate, although there are a few that definitely have a more non-native pronunciation. For example, Ms. Alpers says that the word burro is pronounced as 'boor-oh'; the more native-like pronunciation is 'boo-roh'. Also, Ms. Alpers notes that piñata is pronounced as 'pen-ya-tuh'. It should be 'peen-ya-tah'. The difference between the short 'e' sound in English and the 'i' sound in Spanish and also the 'a' and 'u' sound is significant enough to warrant correction. The pronunciation should also change for the word "adobe". The first syllable should be 'ah' and not 'uh'. On another note, I was somewhat disappointed in the author's choice of representation for the letter 'I'. The author writes that 'I' is for Indian. This is not a good choice since it demeans Native Americans by relegating them to a "thing" status. Perhaps the author was attempting to find a word beginning with the letter 'I', that would somehow fit with a Southwestern theme. If this were the case, 'I' could be for "iguana" or "insect". If all else fails, 'I' could stand for "ice" — there is very little ice in the desert.

These small exceptions should not detract from the excellent text which Ms. Alpers has assembled. Easy to read and follow, it should hold the interest of elementary-age children.

Dr. Alfredo Benavides is affiliated with Arizona State University.

Editor's Note: *Reviews for publication in the* **Book Review** *column should be sent directly to Dr. Antonio Simoes at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250. Materials from publishers should be sent to the NABE NEWS editor, and should be clearly marked BOOK REVIEW MATERIALS; two complete sets of materials must be submitted.*

•NABE•

Improving Access to High Quality Teaching and Learning for Linguistically and Culturally Diverse Students

by Gilbert N. García

Changes in the landscape of American schools will continue to accelerate for the next decade as a result of the increasing diversity of the student population at all grade levels. The unprecedented thrust of local school reform efforts and of numerous state-initiated reform plans are adding to the evident dynamics of change. Other major forces driving systemic educational reform are new Federal school improvement legislation such as *Goals 2000, Educate America Act and the Improving America's Schools Act.* As a result, many school districts have begun to develop frameworks to improve teaching and learning for all students. But, the deliberations have heightened the realization that schools must also ensure that they effectively serve particular student populations. Language-minority students who are at risk of educational failure are one such group. These students represent one of the most compelling challenges schools face, especially for schools that are not prepared to serve them appropriately.

Schools can build their capacity to effectively serve students who are at-risk of educational failure by synchronizing their school reform efforts with changes in the makeup of their student populations. But the first step toward success in this arena would appear to depend on an understanding of the need to recognize major problem areas regarding the education of the students at risk of educational failure; the need to develop research-based solutions to the problems; and the need to use the results of the school-based investigations to improve teaching and learning environments for these, and all, students.

Problem Area: **Many language-minority/limited English proficient students are not provided high quality instruction.**

Language-minority/limited English proficient students (LM/LEP) are a heterogenous group. They may, for example, represent one or many language groups at one school site, at any given grade level, or in a classroom. They may be native-born or recent immigrants with limited or no formal education. Moreover, they may come to school with varying degrees of proficiency in English or their native language. They may also present themselves with a much more limited knowledge of academic subject matter than their English proficient peers. This is especially the case for students not schooled in their native countries.

A major challenge for schools — especially for schools serving large numbers of LM/LEP students — is how to provide them full access to the same high quality content knowledge as that provided to their English proficient peers. Previous research has identified some ways to help schools assess what these students know and how to design high quality instruction in all-inclusive settings. But, these efforts are still in their infancy, and much more information is needed. Accordingly, carefully designed research to document the most effective diagnostic and prescriptive methods to identify what LM/LEP students know is imperative. Equally important, the findings from this research need to be made available to practitioners to directly inform their efforts to include these students in the whole school's mainstream instructional program.

Problem Area: **LM/LEP students are frequently tested on academic content and skills they have not been taught.**

Many LM/LEP students do not have full access to core content and English instruction. One reason is that many schools do not have the resources to adequately assess what these students have been taught. Consequently, some LM/LEP students are routinely excluded from assessments because they do not know enough English to take tests in English. Others are excluded because they are being taught at such basic skills levels that they are not prepared to take the tests which their English proficient peers normally take.

Previous research has identified some of the conditions necessary to teach LM/LEP students high quality subject matter and English. It has also identified some of the conditions necessary to include these students in assessments. But, the scholastic achievement of most LM/LEP students is still not being assessed in a systematic fashion and much information is needed to help schools adequately teach and test all LM/LEP students. Accordingly, carefully designed research to document the most effective diagnostic methods to identify what LM/LEP students are learning is imperative. The results would also help practitioners to reliably gauge the effects of instruction on student learning and to maintain the alignment of content instruction with assessments. Finally, there is a need for innovative research to describe the school and community conditions that influence teaching and learning. We know, for example, that most of these conditions are beyond the control of students. But, we have yet to determine how much of an influence they have on school climate.

Problem Area: **Instruction for LM/LEP students should be coordinated with instruction provided across all grade levels to all other students.**

Schools have generally provided English and subject matter instruction to LM/LEP students under special programs and in separate and relatively homogenous classrooms. A major drawback of this approach is the tendency

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for schools to provide LM/LEP students with bilingual instruction in one school or classroom, but not in another. This is particularly evident in schools that depend mostly on "soft money" to fund these special programs. Equally problematic situations are created when the quality of the instruction for LM/LEP students is not adequately sustained across grade levels. Previous research has also documented that many schools do not adequately coordinate these services with the "regular" all-English services.

Schools are clearly in need of research-based guidance to design and implement high quality services for LM/LEP students that are integrally linked with the overall academic school program. Accordingly, carefully designed research to develop coordination and quality control strategies are imperative. The results would be especially useful to practitioners who need to understand the complex cognitive and social demands of key transition points for students in order to sustain effective instruction across all grades. The data would also help program managers to plan and coordinate educational services across feeder and receiving schools for all students.

Problem Area: **Teacher training programs are frequently not aligned with the educational goals and objectives of programs serving LM/LEP students.**

LM/LEP students are frequently taught by teachers who are not licensed to do so or who have not been adequately trained to teach LM/LEP students. A major reason for the persistence of the problem is the lack of adequate numbers of well-trained teachers in relation to the growing numbers and needs of LM/LEP students they must serve. Another reason is the lack of resources to adequately train existing pools of teachers and school staff. The problem is compounded by an inadequate number of university-based training programs designed especially to prepare such teachers.

One major consequence of the above is the limited availability of experienced teachers and school support staff who have the capacity to provide effective instruction to LM/LEP students. Accordingly, we need carefully designed research to identify effective professional development strategies. Similar investigations are needed to help practitioners substantively link teacher training programs to the designs of programs serving LM/LEP students. The results of these initiatives would help practitioners improve the professional abilities of all school staff and build the capacity of teacher training institutions to prepare the next generation of educators.

Problem Area: **Efforts to improve teaching and learning for LM/LEP students should be linked to efforts to improve school management policies and practices.**

An increasing number of schools are managed well enough to provide positive learning environments for most students. But the largest majority have been successful in improving the school climate and the efficiency of their operations only to varying and limited degrees. Previous research indicates that many of the schools serving large numbers of LM/LEP students are poorly managed and, consequently, they provide these students with severely limited access to high quality instruction. Systemic improvement efforts in many of these schools, moreover, lack uniformity and coherence because they lack a substantive research base upon which to design needed reforms. Accordingly, carefully designed analyses of the most significant features of systemic school reform are needed. Practitioners must understand the implications of this information for improving the management policies and practices of schools serving LM/LEP students. The results would help school managers link their improvement initiatives with efforts to increase access to high quality teaching and learning opportunities for all students, but especially for LM/LEP students.

[**Note**: For discussion purposes, multiple references are used in the text to refer to the same students: "at-risk of educational failure"; "language-minority"; limited English proficient"; "linguistically and culturally diverse."]

Gilbert N. García is an Education Research Analyst in the National Institute on the Education of At-risk Students, one of five national education institutes in the Office of Educational Research and Improvement, U.S. Department of Education. Comments herein are his and do not represent the views of ED. For more information, contact him at 202-219-2144. His internet address is: gil_garcia@ed.gov

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Parental Involvement in Bilingual Education

Column Editor: Connie Contreras-Polk, Webster Academy, Oakland USD, CA

Mommy Cried Last Night

by Yazmin E. Kuball

As a mother, I cried tears of sadness, desperation, and guilt remembering my son's tears and desperate cry that morning when I dropped him off at school. "Mommy please don't leave me, take me with you!" he whimpered. After only one month in kindergarten I saw him lose his self-confidence, self-concept as a writer, self-esteem, etc. His words were; "I can't write, please do it for me because I can't do it right, I don't know how..." I watched a wonderful child's inner-self die.

Let me go back a couple of years. As a teacher myself, I knew the importance of a hands-on, experiential, creative preschool experience for my firstborn. Since I was not working full-time, I took time in choosing the right pre-school environment for him. He would come home excited, with many stories to tell. He could not wait until we reached the car to show me his art creations and sing new songs he had learned. During preschool, he developed into a creative child with skills in problem solving, critical thinking, writing, and reading readiness. At home, he would enthusiastically write to his grandma, cousins, and Santa Claus using developmentally appropriate writing. He would read back his detailed, creative writing to me and I would transcribe his work. He believed in his self-image as an author and would borrow my typewriter to write stories. He had learned how to print his name by signing his letters and learned his numbers and how to add through playful activities. He read books that he had memorized to his dad before bedtime and could express his thoughts clearly both orally and in writing, in addition to painting, cooking, woodworking, and playing. All this by age four.

The big moment finally arrived. He was five and ready for kindergarten. My first mistake was blindly enrolling my son in a school after listening to other parents' referrals and suggestions. I was working full-time and did not have time to observe teachers in their classrooms at this new school. I spoke to a few teachers after school but somehow asked the wrong questions. I was easily influenced by the school's high test scores as are many other parents.

I never would have thought there were such differences in teaching strategies and programs. My outgoing son became extremely introverted during the first few weeks of school. He no longer shared stories, adventures, or creative pieces of work. His folder came home with stacks of dittos where he had traced the letter 'A' and numeral '1' all week. The program was not individualized at all — week after week this child was put through the agony of tracing meaningless letters, numbers, and his name — all skills which he already possessed.

I went to speak to his teacher about his reluctance to come to school, his not communicating through writing anymore, his not wanting to read to his dad anymore, his overall lack of enthusiasm. The classroom was far from being child-centered. Bulletin boards were all teacher-made. There were no pieces of creative children's work displayed. Only one board had a few writing samples from children, a meaningless sentence which had been copied off the board. Only papers that displayed a big red 100% were lucky enough to be displayed. There were no blocks for children to construct with, no easels for children to paint on, no reading center for children to read in, no dramatic play center for children to role play and act out situations in their lives. There was no room for children to move freely. They were to sit at their desks tracing symbols quietly all day. When I asked the teacher about the use of creative writing, her response was, "They can't write! Writing is only writing if someone else can read it. If they can't spell, I can't read it. If I can't read it, they can't write." These were the messages she transmitted to my child. How dare she!

Christmas was coming near. My son, who had always written his own list of wishes to Santa Claus, cried frantically one night. He begged me to write his letter for him. I told him that Santa only reads children's letters. He cried, "But he won't be able to read mine because I can't write." How sad. All my work and all of the preschool teachers' energy in making him a strong writer flushed down the drain by one person in such a short period of time.

For months, I have felt such guilt for putting him through this, but I kept expecting it to get better. I was foolish to listen to relatives and friends saying, "We all learned through skill-based instruction and we turned out fine." I thought that I could make up for what was missing at school by providing the experiences at home. However, children idolize their teachers and her control over his mind was strong. I could not counteract her influence on him. I started remembering my own schooling experience with a little more detail. Yes, I learned to read and write in a skill-based program. On the other hand, I have never been comfortable with my writing ability and rarely picked up a book to read for pleasure.

Today when I picked him up from school, he was quiet as usual. Through questioning, I came to find out that his teacher also had no awareness of appropriate discipline practices. My son reluctantly told me that during rest period she had taken his mat away and made him lay down on a small note size piece of paper. This was because he could not lay still on his mat. How can anyone humiliate a child like that? What five year old can

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discipline (or that students should know and be able to do) — they must utilize the skills and knowledge language-minority students bring to the classroom and must respect and reflect the diversity of languages and cultures present. For example, an early draft of the history/social studies standards contained a standard about the colonial days in America which asked students to discuss how early immigrants dealt with the "burden" of speaking a language other than English. I need not tell you how NABE reacted to that one!

More importantly, standards are meaningless if students do not have access to the curriculum. Just how much would you learn if all instruction were given in Chinese? Opportunity to learn or access standards are essential to guarantee equal educational opportunity for language-minority students. Opportunity to learn for language-minority students means, among many things, that:

❶ Native language skills are developed to the fullest to promote both academic and second language acquisition;

❷ Content area instruction is intelligible and comprehensible — you can't learn if you don't understand the language of instruction. Therefore, to the extent possible (and it is much more possible than most people think), the native language should be used for instruction;

❸ There is opportunity for students to learn English in a developmentally and linguistically appropriate manner and that they acquire both basic interpersonal communication skills and cognitive academic language proficiency;

❹ Students learn in an environment that respects and uses the native languages and cultures they bring to the schools; and

❺ Language-minority students are taught by fully qualified, certified, appropriately trained teachers.

There are also important issues with regard to performance standards — how competent a student demonstration must be to indicate attainment of the content standards (how well they must know and do the skills and knowledge of the content standards). For language-minority students, *any* assessment instrument is, in reality, a test of their English language proficiency. You never know if a student got the wrong answer because he/she really didn't know the content or if he/she either didn't understand the question or could not correctly phrase the answer in English.

Assessment, therefore, becomes a critical issue, regardless of the language of instruction. Language-minority students must have the opportunity to demonstrate what they know without the interference of their level of English language proficiency. This means that non-language skills and knowledge assessment should be given in the native language whenever possible. Alternative assessment techniques must be used as well. Finally, language-minority students should not be exempted from assessments, as is the practice in many districts, because then no one is accountable for them. If *all* students are to achieve to high standards, then the system must be accountable for *all* students.

In addition to demanding that content, opportunity to learn, and performance standards address the needs and strengths of language-minority students, NABE has one additional initiative which it believes would contribute greatly to the improvement of educational opportunities for *all* children. It is called "Goal 2003" and it is simply that "by the year 2003, all newly-certified teachers should be bilingual, or able to communicate in English and at least one other language." We generally expect teachers to know more than their students, *except* when it comes to learning a second language. Nearly three of ten teachers feel that their training has not prepared them to teach students from a variety of ethnic backgrounds. Having bilingual teachers can help *all* students learn better and help prepare the nation for an increasingly multicultural, multilingual future. NABE plans to 1) write every IHE, SEA, LEA, and major education organization, Congress, and our nation's Governors explaining Goal 2003 and urging them to adopt the goal; 2) offer technical assistance, including a national meeting on the issue, to help institutions learn about changes they can make to meet Goal 2003; and 3) issue an annual Goal 2003 Report Card identifying the institutions that have made progress toward Goal 2003 and those that have failed. NABE would appreciate the support of all JNCL member organizations in this endeavor.

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Addison School District 4, Aurora, IL

Affirmative Action: Does It Exist for Minorities In Positions of Educational Administration?

by Dr. Jaime A. Castellano

On Monday, May 15, 1995, *USA Today* published a special report on affirmative action. Its headline read: *Workforce Moves Steadily toward Diversity*, and was followed by a statement which indicated that since the 1964 Civil Rights Act was enacted, U.S. society has changed enormously. So has the workplace, where affirmative action — an effort by businesses to recruit women and minorities — has become a way of life. In many respects the workforce has changed. In some cases, percentage gains are large, but the number of minorities remain small. In others, the rise in importance of minorities is pervasive.

Each month, the Census Bureau surveys 60,000 households for the Bureau of Labor Statistics. According to their research, the percentage of the total number of female, Black and Hispanic educational administrators employed in 1994 was 79%. Specifically, 62% were female, 12% were Black, and 5% were Hispanic. When compared with 1984, Hispanics experienced, the largest gains. The number of Hispanics holding a position as an educational administrator increased by 11.4%, implying that in 1984, approximately 2.2% of all administrators were Hispanic. From 1984-1994 females experienced an increase of 42% and Blacks experienced an increase of 14%.

Changing demographic trends have accelerated the need for recruiting, preparing, and placing minority candidates in administrative positions. More and more minorities will become the majority in large urban districts and in some suburban districts. If, at the same time, racism fades, then nonminority school districts may also seek the services of minority administrators. The long-standing practice of assigning minority administrators to schools primarily serving minorities, which reflected a racist orientation, may yield to a pattern of assignments that represents a pluralistic perspective. Together, the demographic trends and hopeful social conditions ensure an increasing demand for minority administrators (Valverde and Brown, 1988).

Is affirmative action working in the public school systems across the United States on behalf of minority administrative candidates? Or are these positions still controlled by the "Good Old Boy Network," a group of White middle class men who have historically hired their own? If you speak to qualified minority candidates who are looking to break into the administrative ranks you probably can guess what their response would be. Many minority administrators will tell you that the "Network" is as strong as ever.

I feel very fortunate that I have been able to successfully serve as a public school administrator for the past six years. Did the Good Old Boys let me in to meet some affirmative action quota, or was I simply the best candidate for the job? I would like to think the latter is true. However, I also know that in many "off the record" conversations with a number of my White colleagues, the gender or ethnic background of candidates is a real issue. I know I have lost jobs because of my name and the color of my skin. I could see it in the eyes of the interviewers the second I walked in for the interview. Their facial expressions, body language, and their inability to make eye contact gave them away. But you know what? This did not discourage me; it made me more determined than ever to secure an administrative position.

I applied for more than 60 jobs before I was hired in 1989 as an assistant principal in a district with a minority student population of approximately 75%. My two years with this particular district was the best experience I could ever have received as a novice administrator. To this day I am thankful to Mr. Jack Pool for having the faith and the vision to hire me as his assistant. My career in this profession has skyrocketed to the point that I can now counsel and advise other minority candidates, as well as white candidates, who want to become administrators.

The number of women and minorities in the positions of authority in workplace is beginning to increase. In the field of educational administration women appear to have a stronghold, and are making considerable gains, with more and more securing the top level position of superintendent. Nationwide, the same is not true or Hispanics and Blacks. However, regionally, Hispanic administrators appear to have made an impact in the Southwest, particularly in the state of Texas. But when you compare their total to the total number of administrators, and the Hispanic student enrollment, they are still underrepresented.

Currently, the government's role in preventing workplace discrimination and the fairness of affirmative action are being questioned. Republicans and Democrats are talking about scaling back or eliminating affirmative action rules. Employers say they're ready to take up the slack if government support wanes. They say they are true believers in a rainbow workforce because diversity is good for business. (Jones, 1995).

In summary, is it appropriate to hire Black and Hispanic educational

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PARENTS

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lay still for any extended period of time? He begged me not to say anything because it would only make her mad. **MAKE HER MAD?** Needless to say, the image of my sweet and sensitive first-born having to lay on a piece of notebook paper in front of all his little friends and his outcry that morning begging me not to leave him was enough to make me cry myself to sleep. Speaking to the principal the next morning was of no help. She backed the teacher's method of discipline and did not agree that it was a form of emotional abuse.

Seeing his feelings of helplessness brought back a lot of my own terrifying school experiences. As a youngster I was raised speaking Spanish in my home. My parents spoke little or no English, but enrolled me in an English only kindergarten. I still vividly recall the feelings of loneliness and confusion from that entire year. In a game played weekly in class, students would say something and get a balloon to take home. I could not understand why I never got one. I thought the teacher did not like me. Looking back, I know now that they got a balloon if they read the word printed on it. I did not even know how to speak the language, much less read it. I remember one day trying to communicate to the teacher my need to use the restroom. She could not understand me. Tears rolled down my face in despair. Other children would not play with me for they could not understand me, nor I them. Every year that followed got to be more difficult. I was just learning to speak English as students in my class were learning to read. I seemed to always be several years behind them. The students in my class considered me to be dumb. I began hating reading, writing and anything to do with it. Teachers lost patience with me. It was not until college when I actually picked up a book to read for pleasure. I will never forget these experiences; I hope to save my children from them.

I took a week and went searching for a new school for my son. This time I asked many questions on teaching strategies, discipline practices... I observed the teacher interacting with children and walked through the classrooms to review the classroom environment. I made sure that my son's culture would be respected and seen as an asset to the class.

I am sharing my painful experiences in hopes that other parents will not make the same mistake I did. I urge all parents to take time to study the people who will become your child's surrogate parents; I also reach out to teachers, asking them to be sensitive to their students' emotional, physical, and social needs. Please keep up with new research concerning multicultural and developmentally appropriate programs. Remember to always treat your students in the same manner you would like your own children to be treated by their teachers.

Yazmin E. Kuball is a teacher living in Woodland Hills, CA.

Editor's Note: *Contributions to the* **Parental Involvement with Bilingual Education** *column should be sent to Connie Contreras-Polk, Oakland USD, 21 Crescent Avenue, San Francisco, CA 94110. (415) 647-9665.*

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Bilingual/Multicultural Language Specialist

The Bilingual/Multicultural Education Department is currently recruiting for a Bilingual/Multicultural Language Specialist. Education: Enrolled in a doctoral program in Education or closely related field with emphasis in Bilingual/Multicultural Education. Candidates in the final stages of a doctoral program will be considered. An earned doctorate is required for promotion and/or tenure.

Knowledge of language and literacy development in a bilingual context. Ability to teach graduate courses in bilingual/multicultural education methodology, including second language development. Ability to teach courses in the elementary teaching credential program. Proficiency in Cantonese or a Southeast Asian languages required. Substantial knowledge of an experience with students from diverse cultures.

Submit a letter of interest, resume, placement office file (or transcripts, 3 names and phone numbers of people who can attest to professional qualifications, and evidence of successful teaching). A department application will be required and will be sent following receipt of the letter of interest. Screening of applications will begin on May 1, 1995, and will remain open until filled. Only complete applications will be considered. Address application materials to: Duane E. Campbell, Chair, Position, Bilingual/Multicultural Education Department, 6000 J Street, Education 435D, Sacramento, CA 95819-6079. (916) 278-5942; FAX (916) 278-5904.

ADMINISTRATION

FROM PAGE 37

administrators to parallel the ethnic diversity of particular school communities? Or should we be color blind and hire the best qualified candidate? Quotas are illegal. Numerical goals are OK. What should be understood is this: companies, including the educational arena, need to make good faith efforts to employ women and people of color. And I hope that administrative positions will go to candidates who are the most qualified. There appear to be many similarities to "Catch 22" — how can ethnic minorities prove their worth in leadership positions when they are not given an opportunity? What do you think?

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Editor's Note: *Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to the column editor, Dr. Jaime A. Castellano at Addison School District4, c/o Illinois Board of Education, 222 N. Kennedy Drive, Aurora, IL 60101. (708) 628-2730.*

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teachers and students a chance to indicate what causes struggle and where the process breaks down.

Conclusion

The arguments for alternative assessment are strong and compelling. Changing this aspect of the educational enterprise for bilingual students holds potential for affecting not just how bilingual students are assessed, but also what is assessed, and how it informs instruction and curriculum design. Moving beyond assessing isolated competencies in artificial situations is likely to promote greater recognition of the link between assessment, instruction, and learning. Thus, the portfolio approach may be particularly valuable for language-minority students evaluated from a monolingual perspective with measures having little connection to the bilingual classroom. Portfolios are receptive to documents reflective of the language choices made by students and permit teachers to profile and evaluate dual language students on the basis of the instruction provided. Expanding the range of purposes and vehicles for evaluating language-minority students increases educators' opportunities for harnessing valuable information about them.

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Holli Schauber is Assistant Professor of ESL/Literacy in the Division of Teacher Education at the University of Cincinnati.

Editor's Note: *Contributions to the* **Assessment of Language Minority Students** *column should be sent to column editor, Dr. Virginia González, at the University of Arizona, College of Education, Tucson, AZ 85721. Phone (520) 621-7825, FAX (520) 621-2909. E-mail: virginia@ccit.arizona.edu.*

• NABE •

Lecturer in Bilingual/Multicultural Education

The Bilingual/Multicultural Education Department is currently recruiting for a lecturer in Bilingual/Multicultural Education. Education: Graduate study, MA and beyond in Education or closely related field with emphasis in Bilingual/Multicultural Education. Extensive public school experience will substitute for doctoral preparation for this position. Candidates in the final stages of a doctoral program will be considered. An earned doctorate is required for promotion and tenure if converted to tenure track.

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Submit a letter of interest, resume, placement office file (or transcripts, names and phone numbers of three references who can speak to your professional qualifications, and evidence of successful teaching). A department application will be required and will be sent following receipt of the letter of interest. Screening of applications will begin May 1, 1995, and will remain open until filled. Only complete applications will be considered.

Address application materials to: Duane Campbell, Chair, Bilingual/Multicultural Education Department, 6000 J Street, Education 435D, Sacramento, CA 95819-6079.
(916) 278-5942; FAX (916) 278-5904.

ANNOUNCEMENTS

NABE Special Report: How to Keep Educational Funding off the Budget-Cutting Table

found in this issue beginning on page 17

In this issue:

Contest Guidelines for NABE's
Bilingual Teacher of the Year
and
Bilingual Instructional Assistant
of the Year

In next issue:

Guidelines for NABE's
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NABE NEWS

August 1, 1995 | National Association for Bilingual Education | Volume 18, Number 8

English Plus Bill Introduced in Congress

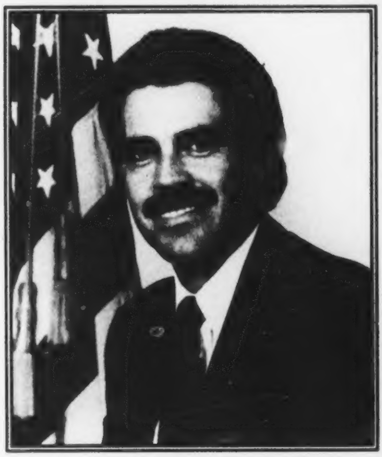
by Joy Yang
and Rick López

Culminating three months of work and planning, Representative José Serrano (D-NY) introduced the English-Plus Resolution in the U.S. House of Representatives on July 13, 1995. The Resolution expresses Congressional findings on the benefits of speaking other languages, in addition to English, and lays out broad policy goals to further the acquisition of English and other languages in the United States.

The resolution, H. Con. Res. 83, is the first of its kind ever introduced in Congress and is in sharp contrast to several English-Only bills introduced which would make English the official, federal language of the US. Already 32 Representatives, including Members of the Congressional Hispanic Caucus, Congressional Black Caucus and the Congressional Asian Pacific American Caucus, among others, have cosponsored the legislation. Congressional hearings on the English Plus bill, as well as hearings on English-Only measures, have not yet been scheduled.

"Opponents of multilingualism claim that the knowledge of various languages would divide the country," stated bill sponsor Rep. Serrano, during a news conference announcing introduction of the bill. "On the contrary, multilingualism creates bridges among people from various cultures." This legislation "highlights the importance of bilingualism for this country's future prosperity and denounces the efforts by some who erroneously try to discourage the knowledge of multiple languages," added Rep. Ileana Ros-Lehtinen (R-FL), a bill cosponsor.

NABE, in conjunction with the National Council of La Raza, the Mexican American Legal Defense and Educational Fund, the National Puerto Rican Coalition, Inc. and others, played a central role in helping Representative Serrano and Members of Congress to draft the Resolution.


Representative José Serrano, D-NY

"H. Con. Res. 83 shows the maturation of the English Plus movement," stated Jim Lyons, NABE Executive Director, "by highlighting the power-

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House Approves Huge Cuts in Education Spending

Bilingual Educators Must Act Now!

The House has already acted, and the Senate is poised to act, on massive education cuts; but there is still time to act to influence federal legislators and the President! This issue of the NABE NEWS contains a new budget update including:

- A status report on education funding and the next steps in the budget process;
- A list of things you can do in August and September to save education funding;
- Detailed tables of education program cuts and a state-by-state impact analysis of the Congressional budget blueprint; and
- The House vote on the Labor-HHS-Education Appropriations bill.

The Budget Update begins on page 23.

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Issue 4	02/01/96	Issue 8	08/01/96

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School of Education
University of Colorado at Denver
P.O. Box 173364
Denver, CO 80217-3364
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(617) 353-3260

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Western Regional Representative
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College of Education
New Mexico State University
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(505) 646-2115

Parent Representative
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18094 East Ohio, #102
Aurora, CO 80012
(303) 745-7116

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NABE NATIONAL OFFICE
1220 L Street, N.W., Suite 605
Washington, DC 20005
E-Mail: NABE1@aol.com
PHONE (202) 898-1829
FAX (202) 789-2866

James J. Lyons, Executive Director
Nancy F. Zelasko, Deputy Director
Rick López, A.D. for Legislation & Policy
Carolyn Riddick, Office Manager
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Message From The President

Who is NABE?

by Dr. Kathy Escamilla

In July of 1993, I wrote about the great honor that had been given me when I was elected NABE President. The year was truly a remarkable one for me personally and professionally. It confirmed what I had known and felt for a long time — that NABE is the most vibrant, visionary and important professional education organization in our country today! Now, in July of 1995, I have been given the honor of once again being elected NABE President. I start the first column of my second term as President with a promise to our membership to continue to advance the goals of NABE, and advocate for equitable and excellent educational opportunities for language-minority students and their families. I want to also congratulate David Báez who was elected as NABE Vice President for 1995-96, and Mary Jew who was elected Secretary-Treasurer for 1995-96.

At our recent Board meeting in Dallas, we welcomed one new member to the Executive Board and celebrated the re-election of two other board members. New to the Board is Dr. Hermán García from Las Cruces, New Mexico, who is the new Western Regional Representative. Re-elected as Members-at-Large are Mary Jew of California and Janice Jones Schroeder of Alaska. I look forward to working with them and other members of the Board during the next year. At this board meeting, the Board also acknowledged the hard work and commitment of out-going President Dr. José Ruiz-Escalante. Everyone on the Board and the NABE staff thanks José for his leadership and devotion to NABE during his year as President. While José is leaving the NABE Board, he has made a commitment to continue to be actively involved with NABE — we look forward to that. We will need his help and the help of all our members if we are to move the field of bilingual education forward.

1995-1996 NABE Executive Board President, Kathy Escamilla

At our recent board meeting we also voted to reaffirm our commitment to three basic NABE goals in the coming term. These are:

- To continue our advocacy work on behalf of language-minority students and their families;
- To engage in fundraising and other activities designed to enable NABE to continue to grow as a professional organization and to implement fully the NABE CARES campaign and GOAL 2003; and
- To continue to develop NABE as a strong professional organization.

The achievement of the ambitious goals we have set for ourselves requires that we broaden our definition of who NABE is. As I talk to people in the field, I often hear high compliments for the work of NABE, particularly the work of the Executive Office staff in Washington, DC. The compliments are often followed by remarks such as, "I'm so glad you are taking care of us. You do such great work." Fellow NABE members, NABE is NOT just the Board or the Executive Office Staff. NABE is our membership — it is YOU! It is everyone who cares about equity and excellence for language-minority children and their families. As we know, there are many current challenges to bilingual education and to the language-minority communities in our country. Only the active and sustained involvement of the larger NABE community will enable us to overcome these challenges. The larger NABE voice must be heard in Washington right now — **today** — if we are to survive, let alone thrive.

Throughout the summer, the NABE office has kept our membership well informed of proposed budget cuts and plans to eliminate many crucial and successful federally-funded education programs. Through our Action Alerts and newsletters you have seen NABE's commitment to fight these cuts as well as our commitment to fight, not just for bilingual education, but for the entire field of education. We are entering into a critical phase of the process of deciding which programs are to be saved and which are to be eliminated and, at NABE, we have concluded that education, in general, is too important to our national interest and our future to be cut. Therefore, we urge all of you to write to your Congresspersons and to the White House and simply say NO to any cuts in education. A bumper sticker recently seen by one of our board members in New Mexico said, "Education cuts don't heal." It is this message — the overall importance of education — that we must immediately impress upon our Congress and President Clinton.

NABE will continue to keep you informed of events in Washington. However, information is only valuable if we do something with it. Without your letters and calls, it is doubtful that we will be able to save many of the educational programs that have a history of success, and that have made

CONTINUED ON PAGE 30

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Language-Minority Student Achievement and Program Effectiveness Studies Support Native Language Development

by Dr. Wayne P. Thomas and Dr. Virginia P. Collier

This series of studies, conducted as collaborative research with the bilingual/ESL school staff in each of four school district sites in various regions of the US, focuses on the length of time needed to be academically successful in a second language and the student, program, and instructional variables that influence language minority students' academic achievement. The research extends the analyses by Collier and Thomas (Collier, 1987, 1988, 1989, 1992; Collier & Thomas, 1988, 1989, 1991, 1992; Thomas, 1992, 1993, 1994) in the field of language minority education. The sample consists of approximately 24,000 language minority student records per school year, with from six to ten years of data including language minority student background variables and student academic achievement as measured by standardized tests, performance assessment measures, grade point average, and high school courses in which enrolled. Data collection included all pertinent data available in each school district in machine-readable form (gathered from all central administrative student records, central testing databases, and bilingual/ESL program databases), as well as any additional data that the school staff decided to collect to answer questions they wanted answered. Interviews with school staff have provided additional information regarding the sociocultural context of schooling and programmatic variations.

> *For students who are schooled in the U.S. from Kindergarten on, the elementary school program with the most success in language-minority students' long-term academic achievement, as measured by standardized tests across all the subject areas, is two-way developmental bilingual education.*

Data analysis of the study has consisted of the use of relational database computer programs to match all historical records of student background variables and educational program treatment variables with outcomes measures, over at least a six-year period. Then a variety of statistical analyses, including descriptive statistical analyses and hierarchical multiple linear regression, have been conducted to assess relationships between and among various student and program variables, and student outcomes. The interpretation of the analyses have taken into consideration the sociocultural contexts in which the language minority student functions, through collaborative analyses of the data conducted with school staff. One of the study's goals is to analyze general patterns that emerge in program differences and student achievement across school district areas.

Some Preliminary Findings

For students who are schooled in the U.S. from Kindergarten on, the elementary school program with the most success in language minority students' long-term academic achievement, as measured by standardized tests across all the subject areas, is two-way developmental bilingual education. As a group, students in this program maintain grade-level skills in their first language at least through sixth grade and reach the 50th percentile or NCE in their second language generally after 4-5 years of schooling in both languages. They also generally sustain these gains when they reach secondary level.

Program Characteristics

1. Integrated schooling, with English speakers and language minority students learning each others' languages;
2. Perception among staff, students, and parents that it is a "gifted and talented" program, leading to high expectations for student performance;
3. Equal status of the two languages achieved, creating self-confidence among language minority students;
4. Healthy parent involvement among both language minority and English-speaking parents, for closer home-school cooperation;
5. Continuous support for staff development emphasizing: whole language, natural language acquisition through all content areas, cooperative learning, interactive and discovery learning, cognitive complexity for all proficiency levels.

Students in well-taught bilingual classes that continue through at least sixth grade, with substantial cognitive and academic development of first language, are also able to reach the 50th percentile or NCE and maintain their academic performance at secondary level.

Other significant program differences at elementary school level for students schooled in the US are "traditional" vs. "current" approaches to language teaching. Students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge; students achieve significantly better in programs that teach language through cognitively complex content, taught through problem-solving, discovery learning in highly interactive classroom activities. ESL

Continued on page 12

ENGLISH PLUS —— FROM PAGE 1

ful arguments in favor bilingualism and multilingualism and demonstrates that the English-Only advocates are not the only ones with a strong base of support in the Congress." The full text of the legislation follows.

NABE members are urged to write their Representatives and Senators and ask them to cosponsor the English Plus bill. Congressional addresses and phone numbers are printed in the *Budget Update* section of this issue.

Joy Yang is an intern with NABE; Rick López is NABE Associate Director for Legislation, Policy and Public Affairs.

— NABE —

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Full Text of House Concurrent Resolution 83

104th CONGRESS, 1st Session
H. CON. RES. 83
Entitled, the 'English Plus Resolution'.
IN THE HOUSE OF REPRESENTATIVES
July 13, 1995

CONCURRENT RESOLUTION

Entitled, the 'English Plus Resolution'.

Whereas English is the primary language of the United States, and all members of the society recognize the importance of English to national life and individual accomplishment;

Whereas many residents of the United States speak native languages other than English, including many languages indigenous to this country, and these linguistic resources should be conserved and developed;

Whereas this Nation was founded on a commitment to democratic principles, and not on racial, ethnic, or religious homogeneity, and has drawn strength from a diversity of languages and cultures and from a respect for individual liberties;

Whereas multilingualism, or the ability to speak languages in addition to English, is a tremendous resource to the United States because such ability enhances American competitiveness in global markets by permitting improved communication and cross-cultural understanding between producers and suppliers, vendors and clients, and retailers and consumers;

Whereas multilingualism improves United States diplomatic efforts by fostering enhanced communication and greater understanding between nations;

Whereas multilingualism has historically been an essential element of national security, including the use of Native American languages in the development of coded communications during World War II, the Korean War, and the Vietnam War;

Whereas multilingualism promotes greater cross-cultural understanding between different racial and ethnic groups in the United States;

Whereas there is no threat to the status of English in the United States, a language that is spoken by 94 percent of United States residents, according to the 1990 United States Census, and there is no need to designate any official United States language or to adopt similar restrictionist legislation;

Whereas 'English-only' measures, or proposals to designate English as the sole official language of the United States, would violate traditions of cultural pluralism, divide communities along ethnic lines, jeopardize the provision of law enforcement, public health, education, and other vital services to those whose English is limited, impair government efficiency, and undercut the national interest by hindering the development of language, violate international human rights treaties to which the United States is a signatory, and contradict the spirit of the 1923 Supreme Court case Meyer v. Nebraska, wherein the Court declared that 'The protection of the Constitution extends to all; to those who speak other languages as well as to those born with English on the tongue':

Now, therefore, be it Resolved by the House of Representatives (the Senate concurring), That the United States Government should pursue policies that—

(1) encourage all residents of this country to become fully proficient in English by expanding educational opportunities;

(2) conserve and develop the Nation's linguistic resources by encouraging all residents of this country to learn or maintain skills in a language other then English;

(3) assist Native Americans, Native Alaskans, Native Hawaiians, and other peoples indigenous to the United States, in their efforts to prevent the extinction of their languages and cultures;

(4) continue to provide services in languages other than English as needed to facilitate access to essential functions of government, promote public health and safety, ensure due process, promote equal educational opportunity, and protect fundamental rights; and

(5) recognize the importance of multilingualism to vital American interests and individual rights, and oppose 'English-only' measures and similar language restrictionist measures.

*****

2434

NABE Board Elects New Officers

At its July 15 meeting in Dallas, the NABE Executive Board elected officers for the 1995-96 term. They are: president Kathy Escamilla of Denver, vice-president David Báez of Buffalo, and secretary/treasurer Mary Jew of San Francisco. The election took place during the NABE board meeting in Dallas, TX on July 15.

President Kathy Escamilla is Assistant Professor at the University of Colorado, Denver. As president, Escamilla will employ her extensive experience as teacher, administrator, and researcher. In addition to teaching in bilingual and migrant education programs, she has been Bilingual Education Director of the Tucson Unified School District (1983-1988), Assistant Professor at the University of Arizona (1988-1990) and Research Associate at the BUENO Center at the University of Colorado, Boulder (1990-1992). She is a member of both the Colorado Association for Bilingual Education (CABE) and the Arizona Association for Bilingual Education (AABE). She served as president of AABE from 1989-1990. This is Escamilla's second term as president of NABE, previously holding the office from 1993-1994. Escamilla has a Ph.D. in Education/Bilingual Education from the University of California, Los Angeles.

Vice President David Báez is Director of Bilingual Education and Foreign Languages in the Buffalo, NY, Public Schools. Báez brings considerable experience in bilingual education, instruction, and administration to the office of vice president. His background includes the N.Y. State Council of Educational Associations (1990-1994), Adjunct Instructor for a Bilingual Teacher Education Program (1993-1994), Assistant Principal at Grover Cleveland H.S., Evaluator/Consultant for the N.Y. State Education Department (1989), and Bilingual Program Coordinator and Bilingual Teacher (1977-1981). He has served as President, 1st and 2nd Vice-President, and Secretary of the N.Y. State Association for Bilingual Education (NYSABE). Báez has a B.A. in Secondary Education/Spanish from the State University of New York at Albany.

Secretary/Treasurer Mary Jew is Program Administrator for Bilingual Education in the San Francisco Unified School District, CA. She has notable expertise in administration having been Coordinator of Bilingual Education, San Mateo County Office of Education, CA; Program Specialist with Stockton Unified, CA; grades K-12, Program Manager, Title VII Project, Oakland Unified School District; and Lecturer in Teacher Education, San Francisco State University. She has formerly held the NABE Executive board positions of Vice President (1993-1994) and Secretary/Treasurer (1994-1995). Jew is in the process of obtaining an Ed.D. from the University of San Francisco.

The new officers will serve until their term expires on May 31, 1996.

« NABE »

NABE's Executive Board Officers for 1995-1996
From left to right: Secretary/Treasurer Mary Jew, President Kathy Escamilla, and Vice President David Báez

This photograph taken with the Apple Computer QuickTake digital camera

Virginia Vogel Zanger, the elected NABE Board Eastern Regional Representative for 1995-1997, had to resign her position due to personal reasons. In accordance with NABE's Bylaws, the Executive Board has appointed a replacement for her. The new Eastern Regional Representative is Dr. María Estela Brisk, an Associate Professor at Boston University.

Diversity Adds to a School's Strength

ED Town Meeting Audience Learns Linguistic Diversity is "Opportunity"

by Joy Belin

Recognizing how the demographics of America's student population have changed in recent years, reflecting more ethnic and linguistic diversity, the US Department of Education May Satellite Town Meeting discussed how schools can reach out to students with unique backgrounds and include them in an overall culture of excellence. As the audience learned, the number of public school students whose home language is not English has been growing dramatically — by about 10 percent each years for the last 10 years. At present, close to 3 million out of a total of 45 million children enrolled in American public schools speak a language other than English with their families.

Led by Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin, the program looked at how diversity presents both a challenge for schools and an opportunity to energize reform efforts. Members of the studio audience shared some of the successful strategies being used in Washington, D.C. public schools to teach a diverse student population. "In a given school, you might find 30 different languages," said Elena Izquierdo, Director of the Language Minority Affairs Branch of D.C. schools. "One of the key ways to incorporate this diversity is offering a lot of support and training for all personnel and making sure that schools are responsive to the needs of the student population."

The importance of setting high standards of achievement for students from all backgrounds was a major theme of the program. "High achievement and language diversity go together," said guest panelist Bill Rojas, Superintendent of San Francisco Public Schools. "Our flagship high school — Lowell — with a predominantly minority student population is one of the top academic schools in the nation."

Huong Tran Nguyen, the 1994 Disney American Outstanding Teacher, reiterated the importance of high expectations in a live satellite uplink from Long Beach, California. Ms. Nguyen's students are from Eastern Europe, India, South America, Southeast Asia, and the Pacific Islands. "I let them know that they need to be shooting for the moon, and then, if they miss, they'll still be landing among stars."

The importance of involving families of diverse students in their children's learning was also discussed in the program. Panelist Darrell Donelson, an elementary school principal from Dearborn, Michigan, has printed the school handbook in both English and Arabic in order to reach the Arabic families of 80 percent of his students. Panelist Cheryl Chow, a member of the City Council in Seattle, Washington, has led efforts to organize a city-wide parent summit to support parents in their central role in education. Some workshops will be bilingual so the entire community can be reached.

A taped report on Balderas Elementary School in Fresno, California provided another model of a successful parent involvement strategy. In a community where 98 percent of the students belong to ethnic minorities, Balderas involves nearly 80 percent of its parents in monthly education workshops. School notices are sent home in four languages: English, Spanish, Hmong and Khmer.

The need to help students from diverse backgrounds make a smooth transition into the working world was also addressed in the Town Meeting. Panelist Barbara Clark, manager of community development at the Liberty Medical Center in Baltimore, Maryland, coordinates a program to encourage high school dropouts to continue their education so they can find good jobs. Students are paired with mentors who are recruited from local businesses and who provide job shadowing experiences.

Also on the panel was Elaine Griffin, the 1995 National Teacher of the Year, who teaches in the remote village of Chiniak, Alaska. She summed up the positive focus on the Town Meeting: "I like to think of diversity in the schools as being similar to an orchestra. The more instruments you have, the more beautiful the music is. I think we should value the diversity we have as one of our biggest strengths."

Joy Belin is affiliated with the U.S. Department of Education.

Reprinted with permission from US Department of Education Community Update, #25, June 1995.

Editor's Note: *A packet of materials is available on successful strategies for diverse student populations. To request the materials, or for more information, write to: GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Avenue, S.W., Washington, D.C., 20202.*

- NABE -

Campaign Against Racism and Extremism Update:
NABE CARES

9th Circuit Panel Upholds Injunction Against Proposition 187

by Joseph Torres

A 9th Circuit Court panel July 14 unanimously upheld a preliminary injunction denying California Governor Pete Wilson from implementing Proposition 187, an initiative that would deny social services, education and most health care to undocumented immigrants.

"This is yet one more rejection of Governor Wilson's legal strategy in this case," said Thomas Saenz, an attorney for the Mexican American Legal Defense and Education Fund (MALDEF). "Proposition 187's numerous constitutional problems will prevent it from ever being implemented."

The case, *Gregorio T. v. Wilson*, was filed by MALDEF, the American Civil Liberties Union Foundation of Southern California and others last November. It states that Proposition 187 violates the federal government's exclusive power to regulate immigration under the supremacy clause of the U.S. Constitution and the 14th Amendment's due process provision.

On Dec. 14, federal judge Mariana Pfaelzer granted the preliminary injunction that prevented most of Proposition 187's provisions from being implemented, which the state appealed. The case is scheduled to go to trial this fall. However, a motion for summary judgement is scheduled for July 26.

"We've said all along that the state overstepped its boundary on this," said Vibiana Andrade, MALDEF's immigrant's rights program director.

On July 5, the panel rejected the Ku Klux Klan's petition to file a friend-of-the-court brief on behalf of the state.

Said Andrade, "It was telling, scary and sad that the Klan sought to intervene on the side of the state of California."

Reprinted with permission from the Hispanic Link Weekly Report, July 24, 1995.

Immigrants Rights Groups Protest Federal Exclusions at U.S. Capitol

by Tom Herz

About 200 immigrants marched on the U.S. Capitol July 9 to protest recent federal legislation they see as unfair and perpetuating negative stereotypes.

One measure they singled out as discriminatory was denying legal immigrants their right to federal benefits such as Supplemental Security income, educational benefits, Medicaid, and preventive health services.

Another Republican proposal sponsored by Sen. Alan Simpson (R-Wyo.) would deny benefits to legal immigrants and their families after they become U.S. citizens. The legislation would combine immigrants' income with that of their sponsor for 10 years, disqualifying many immigrants from benefits for five years after they become naturalized, a practice known as deeming.

The march and rally were organized by nine organizations, including the Latino Civil Rights Task Force of Washington, D.C., and the National Council of La Raza.

Reprinted with permission from the Hispanic Link Weekly Report, July 24, 1995.

Citizenship Day Spurs Naturalization

by Patricia Guadalupe

More than 10,000 Latino immigrants participated in the first-ever National Citizenship Day July 8 held in eight cities across the country, including New York, Chicago, Miami, Houston, and Puerto Rico.

Some 7,000 completed naturalization applications will be sent to the U.S. Immigration and Naturalization Service as a result, according to Congressional Hispanic Caucus chairman Ed Pastor (D-Ariz). CHC sponsored the event.

Twelve CHC members and hundreds of volunteers provided "one-stop shopping" workshops, from fingerprinting to helping fill out forms.

The INS has reported a 66% increase in naturalization applications over last year. It projects that more than a million applications will be processed by the end of 1995.

Pastor told Weekly Report the increase is directly attributable to current anti-immigrant proposals in Congress, spurring older Latinos who were once politically inactive to become involved.

"They spent a lifetime here paying taxes and raising children and now they see they disagree with a lot of things that are happening in this country. They know that the only

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Campaign Against Racism and Extremism Update:
NABE CARES

Let's Find An Alternative to Big Brother

by Raúl Yzaguirre

My family has lived in what is now the United States for 17 consecutive generations; six generations of Yzaguirres have been American citizens by birth. I have been privileged for the past 20 years to serve my country and community as the head of a prominent civil rights organization. I have met with Presidents, dined with Cabinet Members and Senators, and have broken bread with captains of industry.

And yet, like each of my forebears, my status as an American is questioned on an almost daily basis. Every time someone mispronounces my (admittedly unusual) name, asks when I came to this country, questions my nationality, comments on my speech accent, or even "compliments" me on my English, I get "the feeling." I find it difficult to explain to those who haven't had it — a combination of anger and frustration, fear and humiliation, sadness and regret.

Each generation of Yzaguirres has known "the feeling." My great-great grandfather knew it; he became an American citizen through conquest, and had both his old property rights previously guaranteed by the Constitution of Mexico, and his new right to vote guaranteed by the Constitution of the United States, ignored. My maternal grandfather knew it, when in the 1920s he barely avoided a lynching for violating a curfew that applied solely to Mexican Americans, and later in the 1930s when he escaped deportation because of his Mexican origin. My father knew it, though he too was one of the "lucky ones" who escaped massive "harassment" in the 1950s. I knew it even as a youth, when I was counselled to carry an ID Card at all times "for my own protection" to prove I was an American.

My entire professional career reflects an attempt to assure that my children and my grandchildren would be spared "the feeling;" today, in the 1990s, the U.S. teeters on the brink of institutionalizing it. A well-motivated desire to find a simple solution to the problem of illegal immigration, combined with the seductive allure of new technology, has led to calls for a sweeping new policy which requires that all Americans be approved by a government computer before being permitted to work. This is not a new debate; the National Council of La Raza (NCLR) has questioned the wisdom of such schemes for two decades. But anti-immigrant hysteria in this country has grown to levels which parallel the 1930s and 1950s, when thousands of my forebears' friends, relatives, and neighbors — citizen and noncitizen alike — were unlucky enough to be "repatriated" back to Mexico, a country in which many had never before set foot. In the midst of this hysteria, the facts unearthed from our research and the arguments stemming from our analyses have been dismissed, and our motives challenged by some.

So NCLR retained the services of an eminently qualified consultant, one thoroughly familiar with the issues but with no axe to grind, to carry out an exhaustive analysis of the issue. I think the results speak for themselves. As the debate moves forward, these new "Big Brother" verification schemes will be exposed as inaccurate, ineffective, discriminatory, costly, and subject to abuse.

Under this system, those who have the misfortune to have their names mis-spelled in computer records, or have their records mixed with someone else's, will lose job opportunities. Who among us hasn't been assigned debts that were not ours by a credit bureau computer, or had our records "lost" by a government agency, or even been told that, as far as the computer is concerned, we were no longer alive? Who among us doesn't fear the unwarranted disclosure of sensitive or personal data by a massive web of inter-connected data bases? The emerging public exposure of these verification schemes will graphically illustrate for every American "the feeling" that I, and every other Latino knows so well.

The question of immigration control is a serious one; it deserves earnest analysis and thoughtful consideration. It does not deserve a simplistic and dangerously flawed "magic bullet" which will divert attention and resources away from less intrusive, less dangerous, less discriminatory, less costly, and ultimately more effective alternatives.

To obtain a copy of NCLR's report, "Racing Toward 'Big Brother': Computer Verification, National ID Cards and Immigration Control," contact its Publications Department at (202) 785-1670.

Raúl Yzaguirre is president of the National Council of La Raza.

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CITIZENSHIP

FROM PAGE 10

way they can have a voice is to be able to vote," he said.

The INS also participated. Spokesman Dan Kane said it represents a shift in policy.

"The Latino community throughout this country over the past 30 to 40 years has viewed INS as an immigration and deportation service, but we're trying to get the "N" back in INS. It's one of our top priorities right now."

In Washington, DC, INS commissioner Doris Meissner swore in 63 new citizens representing 33 different countries.

Plans are underway to hold more citizenship drives.

Reprinted with permission from the Hispanic Link Weekly Report, July 24, 1995.

Acquisition of Academic Second Language: How Long?

How long does it take groups of students to reach the 50th NCE or percentile on standardized tests (including performance assessment) in their second language (L2)?

When schooled in L2 in the U.S.:	
Students with at least 2-3 years of L1 schooling in home country	**5-7 years**
Students with no schooling in L1	**7-10 years or more**
When schooled bilingually in L1 and L2:	
Students when tested in L1:	**on/above grade level**
Students when tested in L2:	**4-7 years**

(This includes both language minority and language majority students.)
(Collier, 1987, 1988, 1989, '92; Collier & Thomas, 1988, 1989, 1991, 1992; Thomas & Collier, 1995)

pullout in the early grades, taught traditionally, is the least successful program model for students' long-term academic success. During Grades K-3, there is little difference between programs, but significant differences appear as students continue in the mainstream at secondary level.

For students entering U.S. schools at secondary level, when first language instructional support cannot be provided, the following program characteristics can make a significant differences in academic achievement for at least 50 percent of entering English language learners: (1) Second language taught through academic content; (2) Conscious focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities; (3) Continuous support for staff development emphasizing: activation of students' prior knowledge, respect for students' home language and culture, cooperative learning, interactive and discovery learning, intense and meaningful cognitive/academic development, ongoing assessment using multiple measures.

Further publications on this series of studies: Report by Lynn Schnaiberg, *Education Week*, September or October, 1995; research monograph to be written by Thomas & Collier and published by the National Clearinghouse for Bilingual Education (NCBE), late Fall, 1995; articles in *Bilingual Research Journal* and *TESOL Quaterly* and other educational journals in 1996. The theoretical explanations for our findings are published in V.P. Collier, 1995 NJTESOL-BE monograph (call 1-800-953-2375 to order); August 1995 NCBE paper; and Georgetown University Round Table 1995 paper, to be published in conference proceedings in December, 1995.

Wayne Thomas and Virginia Collier are affiliated with the George Mason University in Fairfax, Virginia.

- NABE -

GRANT OPPORTUNITY ALERT

ALTERNATIVES TO EXPULSION

Under the authority of the Safe and Drug Free Schools Act, the United States Department of Education is conducting a grants competition for public and private nonprofit organizations, including local educational agencies, institutions of higher education, and community-based organizations to establish, expand, and improve model alternatives to expulsion programs. These grants must be used to provide educational services to expelled students.

Aproximately 10 grants will be awarded in FY 1995 for a period not to exceed two years. Contingent upon availability of funds, the Secretary of Education may make additional awards in FY 1996 from the rank order of applicants established from this competition.

Detailed information is available in the June 21 or 22 edition of the *Federal Register*. Applications are available from the U.S. Department of Education and may be obtained by calling Bill Mattocks at (202) 260-2826.

Job Announcement

Faculty/Chair of Education Department

Minimum Qualifications: Doctorate Degree (Ph.D./Ed.D.); minimum 3 years of experience in College or University Setting; 3 years experience as Teacher Trainer; must possess Teaching Credentials (California Credential preferred); bilingual skills (English/Spanish); 4-6 years K-12 teaching experience (at least 3 years in Elementary); must be fluent in English and Spanish.
Duties: Advise and counsel students in Education and Liberal Studies Career Ladder Programs; supervise faculty in Education and Liberal Studies Career Ladder Program; perform classroom and administrative evaluation of faculty members; participate in academic committees; participate in the screening and selection of faculty; establish Credential Office; recommend courses and scheduling of courses; teach appropriate courses in respective degree programs; participate in the recruitment of students; establish screening and selection process for CLAD, BCLAD students; work closely with Commission on Teacher Credentialing and other institutions; perform other duties as assigned.
Status: Full Time. **Salary Range:** Negotiable.
Position Available: Immediately. **Closing Date:** Open until filled.
Interested Applicants: Qualified candidates should include: Letter of interest, resume, 2 Letters of recommendations from previous employers, list of five references of previous employment (address & telephone).
Mail to: Education Chair Search Committee, The National Hispanic University, 14271 Story Road, San Jose, CA 95127-3823.

BEST COPY AVAILABLE

Teaching Literacy to Bilingual Children: Effective Practices for Use by Monolingual and Bilingual Teachers

A Position Paper

by the Massachusetts Reading Association
and the Massachusetts Association for Bilingual Education

In schools throughout the United States, the number of children who speak English as a second language is rising sharply. While the student population in kindergarten through grade 12 increased between the years 1985-1991 by only 4.5%, the enrollment of bilingual students has increased by 51.3% during the same time period.[1] In many cases, bilingual children and students with limited English proficiency are not instructed in bilingual settings. Rather, for a variety of reasons, they find themselves placed in classrooms with monolingual teachers and monolingual instruction. It was recently reported that 50% of all students who have been labeled limited-English-proficient are in classrooms where no special services are provided for them.[2] Unfortunately, many of the teachers these children depend on to learn have had little background in teaching bilingual children and are unfamiliar with issues of bilingualism and biliteracy.

In this paper, we address the educational needs of children who speak English as a second language and consider the issues that are critical in providing these children beneficial classroom environments. While the particular focus of this paper is effective instruction of bilingual children who are placed in classrooms with monolingual teachers, it is important to note at the outset that we affirm the importance of bilingual programs for students who cannot yet perform ordinary class work in English, and that we do not advocate the premature exit of children out of bilingual education programs, or the denial of the need for bilingual programs altogether. Throughout the paper, we use the terms "bilingual children," "bilingual learners," and "bilingual students" to refer to any children whose first language is not English, regardless of their level of fluency in either language, and whether or not they are currently enrolled in bilingual education programs.

We hope the information presented in this paper will provide a starting point for those who are just now beginning to explore issues of bilingualism and biliteracy and an effective summary for those who are more knowledgeable.

1. Children who are bilingual and biliterate demonstrate enhanced cognitive abilities in some areas.

Since the beginning of this century, various studies have investigated the relationship between intelligence and bilingualism. Early studies tied the poor performance of immigrant children to a "language handicap" that was presumed to result from exposure to two languages.[3] Recent research with bilinguals in the United States and elsewhere has not only soundly disproved the cognitive deficit myth, but has also provided evidence that there are cognitive benefits associated with bilingualism and biliteracy. For example, studies suggest that when compared with monolinguals, bilingual individuals have greater mental flexibility,[4] greater metalinguistic awareness,[5] and more complex analytical strategies in their approach to language operations.[6] Cognitive benefits are most likely to develop in situations in which both the first language and English have perceived social and economic value.[7] The cognitive advantages emerge when both languages are strong.

In schools and classrooms where this evidence is used to shape instructional programs, the following characteristics and practices are often observed:

- Native languages are valued socially and academically in the classroom and school communities. This is evident in multilingual displays throughout the school, including, for example, multilingual posters, bulletin boards, notices, and books.
- Students are encouraged to use their first languages at home and at school to support the development of English.
- Literacy is developed and maintained in both the first language and also in English.

2. Knowing how to read and write in the first language supports the development of reading and writing in English.

There is extensive research with learners of English as a second language to document the correlation between levels of native language literacy and acquisition and development of English literacy.[8] Programs which provide students opportunities to develop and refine their first language literacy skills also build a foundation for success in second language literacy. As students gain increased knowledge of English and it becomes more automatic, they also become more efficient in applying first language literacy strategies.[9] It is particularly interesting to note that this holds true even when languages have different writing systems.[10]

When the development of the native language is neglected in favor of instruction in English, the native language ceases to have a positive influ-

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ence on the process of English literacy and language learning. Further, researchers note that students who have not had the opportunity to develop literacy in their first language often experience learning problems similar to students who have been described as "slow learners."[11] Researchers conclude that developing and reinforcing both the first language and English establishes a strong foundation for English literacy and may prevent the occurrence of learning difficulties.

In English-speaking classrooms where these principles are implemented, the following practices are often observed:

- The use of the native language is encouraged and allowed regardless of the ability level in English. Native language use does not replace English, but serves as a bridge to its development.
- Reading, writing, and speaking activities focus on developing higher order thinking skills as well as "basic" skills.
- Cooperative grouping is a frequent organizational practice. Collaboration permits students with varying levels of literacy and language proficiency to gain from and contribute to each other's learning.
- The classroom library contains books in the first languages of the children as well as in English.
- Support is secured from three bilingual resources: parents, bilingual teachers and older bilingual students. Parents read and write with their children in the native language and in English, if they are fluent. They monitor completion of homework tasks and encourage discussion of events at school. Bilingual teachers share their expertise and their resources to support students and teachers in monolingual classrooms. Older and younger students who speak the same language join together in cross-age pairs to complete literacy-related projects and activities. Parents and bilingual teachers may also assist in identifying and securing appropriate first language materials for English-speaking classrooms.
- Literacy portfolios include entries in both languages. Students' literacy ability is evaluated as a composite of their performances in one or both languages.

3. When students are allowed to use their first language, performance in reading and writing in English is enhanced, particularly in the development of concept knowledge and critical thinking.

Four major variables influence students' tendency to use the first lan-

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Spanish Diplomas Offered in November

The Ministry of Education and Science of Spain has announced that the next examinations for the "Diplomas de Español como Lengua Extranjera" (DELEs) will be offered on November 18, 1995. The exams are developed at the University of Salamanca by a panel of experts in the teaching of Spanish as a foreign language. The three levels of examinations are: "Inicial," "Básico," and "Superior." Only the "Básico" and "Superior" exams will be offered in November.

The DELEs measure the four skills of reading, writing, listening, and speaking. Reading comprehension and written expression take two hours, listening comprehension takes 30-45 minutes, grammar and vocabulary take one hour, and the person-to-person oral interview takes 15 minutes.

Examiners are native Spanish-speakers with expertise in language studies appointed by the Instituto Cervantes, who will assess the candidate's oral proficiency locally. The remaining parts of the exam are sent to the University of Salamanca to be scored and marked. An achievement level of 70 percent is required on all sections for the Diploma to be granted. Candidates receive a diploma stating the level reached, stamped with the apostille of The Hague, a seal that authenticates the document internationally.

The exams will be given in the following cities: Albuquerque, NM; Bloomington, IN; Boston, MA; Chicago, IL; Downington, PA; Houston, TX; Los Angeles, CA; San Francisco, CA; and Washington, D.C. Deadline for registration is October 18.

Forms from previous exams are available. For further information write to: DELE Services, Embassy of Spain - Education Office, 2375 Pennsylvania Avenue, NW, Washington, D.C. 20037. (202) 728-2335. FAX (202) 728-2313.

NABE
1996 NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

Sponsored by The Coca-Cola Company and Apple Computer, Inc.

The National Association for Bilingual Education (NABE) is proud to announce the 1996 Nationwide Writing Contest for Bilingual Students, sponsored by *The Coca-Cola Company* and Apple Computer, Inc. This is the 16th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic: *Why Bilingual Education is Important to Me.* Each nationwide **first place winner**, together with his/her parents and bilingual teacher, will win a trip to the 25th Annual NABE Conference in Orlando, Florida, March 12-16, including round-trip airfare and two days per diem.

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 1995

TOPIC: *WHY BILINGUAL EDUCATION IS IMPORTANT TO ME*

PRIZES/AWARDS: The following prizes will be awarded:

- **National First Place Winner in Each Category: $5,000 scholarship and an Apple Macintosh color computer**. The winner, with his/her parents and bilingual teacher, will be flown to the NABE Conference in Orlando, Florida, where they will be honored at a special awards ceremony.
- **National Second Place Winner in Each Category: $2,500 scholarship.**
- **National Third Place Winner in Each Category: $1,000 scholarship.**

ELIGIBILITY: Participation is limited to native speakers of languages other than English who are currently enrolled in a bilingual education program where content instruction is provided in both English and the student's native language. Previous winners are not eligible to participate.

CRITERIA: Each essay will be judged on (1) development of the theme, (2) originality, (3) content and clarity of expression and (4) grammar and mechanics.

RULES: The rules of the contest are:

- **Language:** All essays must be written in English. However, all First Place winners must be prepared to present their essays bilingually at the Awards Ceremony.
- **Subject:** All essays must address the theme, *Why Bilingual Education is Important to Me*, to be eligible for consideration.
- **Length:** The length of the essay MUST be:

Elementary, Grades 3-5:	150-200 Words
Middle/Jr. High, Grades 6-8:	250-350 Words
High School, Grades 9-12:	350-500 Words

(**Teachers, please note:** The number of words **MUST** be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 17, 1996), which will be counted as one word. Essays without the number of words recorded will not be read.)

- **Application form:** An application form, containing the name of the contestant, his/her native language, home address with zip code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. **Names should not appear on the essay.** Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

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✍ **Format:** The essay must be handwritten IN INK or preferably, for high school students, typed, DOUBLE-SPACED.

✍ **Submissions:** **A maximum of three essays per grade category will be accepted from the same school.** A cover letter on school stationery signed by the principal should accompany the submissions.

✍ **Only entries which comply with these rules will be considered.**

JUDGING: A Panel of Judges selected by the Houston Independent School District will determine the first, second, and third place national winners in each grade category. Send essays to:

NABE '96 Nationwide Writing Contest
Houston Independent School District
Office of School Operations
3830 Richmond Avenue, Houston, Texas 77027
(713) 892-6800

DATES TO REMEMBER:

✉ Entries must be postmarked **no later than November 1, 1995.**

☎ Winners will be notified **no later than February 1, 1996.**

NABE 1996 Nationwide Writing Contest for Bilingual Students

Application Form

Attach a copy of this form to each essay.
Names should not appear on the essay.
A maximum of three essays per grade category will be accepted from the same school.
A cover letter on school stationery, signed by the principal, should accompany the submissions.

Name of Contestant: ____________________

Grade: ________ **Native Language:** ____________________

Home Address: ____________________

City: ____________ **State:** ______ **Zip:** ________

Home Phone: (____) ____________

Name of School: ____________________

Bilingual Teacher: ____________ **School Principal:** ____________

School Address: ____________________

City: ____________ **State:** ______ **Zip:** ________

School Phone: (____) ____________ **School Fax Number:** (____) ____________

Name of School District: ____________________

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Asian/Pacific American Education Concerns

Column Editors: **Ji-Mei Chang, San Jose State University, CA, and**
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

The Influence of Number Language Characteristics on Mathematics Understanding and Performance

by Irene T. Miura and
Yukari Okamoto

A recent good-humored exchange of stereotypes between American-born and foreign-born Asian American community college students in California produced the following: "American-borns: They can't do math... Foreign-born: They look down on you because they can do math better (Nakao, 1995)." Are these stereotypes based on factual information? International use of a common written number system, the Arabic numerals, allows for cross-national comparisons, and Asian children's superiority in mathematics achievement has been well-documented by the results of these comparisons (Byrne, 1989; Husen, 1967; Lapointe, Mead, & Phillips, 1989; McKnight, Crosswhite, Dossey, Kifer, Swafford, Travers, & Cooney, 1987; Stevenson, Lee, Chen, Stigler, Hsu, & Kitamura, 1990) and in cross-national studies of mathematics performance (e.g., Fuson & Kwon, 1992; Miura, Okamoto, Kim, Steere, & Fayol, 1993; Song & Ginsburg, 1987; Stevenson et al., 1990). But does the mathematics performance of Asian American children reflect that of children in Asia? The answer is a qualified, yes — at least for first generation Asian American students.

The California Assessment Program (CAP) data from 1979-80 showed impressive differences when students were grouped by languages spoken (Sells, 1982). At the third- and sixth-grade levels, children who spoke English only scored at the 54th and 57th percentiles in mathematics. Children speaking English fluently, but also speaking Chinese scored at the 99th and 96th percentiles; those fluent in English but also speaking Japanese scored at the 97th and 94th percentiles in mathematics. However, this performance does not appear to be due solely to the cognitive advantages that bilingualism provides; those fluent in English and also speaking Spanish scored at the 16th and 14th percentiles in the third and sixth grades (Sells, 1982). Asian/Pacific Islanders as a group score higher than all other groups on the Mathematics section of the Scholastic Aptitude Test (SAT-Math), and significantly greater numbers of English as a Second Language Asian/Pacific Islander students are taking the examination (Arbeiter, 1984; Ramist & Arbeiter, 1984a; 1984b). In 1981, for example, 28% of the Asian/Pacific Islanders who took the test checked "English is not my best language." By contrast, for each of the other identified ethnic groups, less than 10% in that year indicated that English was not their best language. Careful examination of the Asian/Pacific Islanders' SAT-Math scores also shows that those who checked "English is not my best language" scored higher than those for whom English was the best language.

A primary factor differentiating American-born and foreign-born Asian Americans is language, and it may be that language is contributing, at least in part, to the superior mathematics performance of Asian language speakers. While Asian social support for mathematics learning (e.g., societal and familial emphasis placed on the importance of mathematics) and effective teaching strategies (e.g., carefully crafted lessons, the use of errors to teach, and the focus on one or two problems in a 40-45 minute class period) cannot be discounted (Stevenson et al., 1990; Stigler & Perry, 1988), the language of mathematics may serve to mediate their influence on achievement in this domain. As part of an ongoing research project examining language supports for mathematics understanding and performance, we and our colleagues have collected and analyzed data on children's cognitive representation of number and its relation to place-value understanding and mathematics achievement (Miura & Okamoto, 1989; Miura, Kim, Chang, & Okamoto, 1988; Miura et al., 1993).

Numbers cannot be separated from language, and children from Asia share a common numerical language structure. Asian languages that have their roots in ancient Chinese (among them Chinese, Japanese, and Korean) are organized so that numerical names are congruent with the traditional Base 10 numeration system. In this system, the value of a given digit in a multidigit numeral depends on the face value of the digit (0 through 9) and on its position in the numeral; the value of each position increases by powers of 10 from right to left. In learning the counting sequence, children must memorize a base sequence of counting words. Higher numbers of the sequence are generated according to a set of rules (Gelman & Gallistel, 1978), and in the Base 10 system, higher numbers of the sequence are generated by multiples of 10. Understanding place value, the meaning assigned to individual digits in a multi-digit numeral, is a crucial step in children's construction of number concepts (NCTM, 1989).

The spoken numerals in Western languages (e.g., eleven and twenty in English) may lack the elements of tens and ones that are contained in them. Also, the order of spoken and written numerals may not agree (e.g., sixteen for 16 in English). In the Asian lan-

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guages previously mentioned, 11 is spoken as ten-one, 20 as two-ten(s), and 16 as ten-six. The spoken numeral in these languages corresponds exactly to its written form. Thus, while English-speaking children must memorize the numerical names between one and nineteen, as well as the decade names, Asian children need only to memorize the number names from one to ten; from that point on, they can easily generate the remaining numbers using the Base 10 system (Miller, Smith, Zhu, & Zhang, 1995).

Number Names in Four Languages

English	French	Chinese	Japanese
one	un, une	yi	ichi
two	deux	er	ni
three	trois	san	san
four	quatre	si	shi
five	cinq	wu	go
six	six	liu	roku
seven	sept	qi	shichi
eight	huit	ba	hachi
nine	neuf	jiu	ku
ten	dix	shi	juu
eleven	onze	shi-yi	juu-ichi
twelve	douze	shi-er	juu-ni
thirteen	treize	shi-san	juu-san
fourteen	quatorze	shi-si	juush
fifteen	quinze	shi-wu	juu-go
sixteen	seize	shi-liu	juu-roku
seventeen	dix-sept	shi-qi	juu-shichi
eighteen	dix-huit	shi-ba	juu-hachi
nineteen	dix-neuf	shi-jiu	juu-ku
twenty	vingt	er-shi	ni-juu
twenty-one	vingt et un	er-shi-yi	ni-juu-ichi
twenty-two	vingt-deux	er-shi-er	ni-juu-ni
thirty	trente	san-shi	san-juu
forty	quarante	si-shi	shi-juu

These variations in the number naming systems were expected to influence children's cognitive representation of number (Miura, 1987; Miura et al, 1988), and it was further hypothesized that children whose cognitive representation of number reflected the Base 10 system would have a better understanding of place-value concepts (Miura & Okamoto, 1989; Miura et al, 1993). To test these ideas, Asian- and non-Asian-language-speaking first graders were shown a written numeral on a card, asked to read it aloud, and then to construct the numeral using commercially available Base 10 blocks. These blocks are made so that 10 unit blocks are equivalent to 1 ten block, a bar that is marked into 10 segments. In a study conducted in the United States, France, Sweden, Japan, Korea, and the People's Republic of China, we found that Asian-language speakers showed a clear, initial preference for using a canonical Base 10 construction to represent numbers concretely, (e.g., using 4 ten blocks and 2 unit blocks to represent 42) whereas non-Asian-language speakers were more likely to represent numbers using a collection of units (e.g., 42 unit blocks for 42) (16). In a second cross-national comparison, U.S., French, Swedish, Japanese, and Korean children were also tested on their understanding of place-value concepts prior to classroom instruction in place value (Miura et al., 1993). Children's performance on the cognitive representation of number tasks was similar to that found in the previous study. On five tasks assessing place-value understanding, Korean and Japanese first graders showed significantly greater understanding of these concepts than did U.S., French, and Swedish children. Only 17% of the children in the United States and 4% in France were able to answer all five questions correctly. By contrast, 42% of the children in Japan and 54% in Korea completed all five tasks correctly; all of the first graders in Japan and Korea answered at least one problem correctly. Regression analyses showed that 58% of the variance in place-value understanding was accounted for by the initial preference for using a canonical Base 10 construction to represent numbers. Complete descriptions of the procedure for examining cognitive representation of number and the tasks assessing place-value understanding can be found in Miura et al. (1993).

These findings support the proposition that language (specifically, the number counting system) may contribute to differences in mathematics performance between Asian-language and non-Asian-language speakers. This may also be a factor accounting for the anecdotal reports of variations in mathematics performance between American-born and foreign-born Asian Americans. In addition, the research suggests that it may be beneficial for concepts in the domain of mathematics, especially the early teaching of number concepts, to be reinforced in the primary or first language when that language is of Asian origin.

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RESOLUTIONS

At the General Membership Meeting held in conjunction with the NABE '95 Conference, the NABE membership approved three resolutions. The resolutions and the action taken on each by the NABE Executive Board at its recent meeting are printed below.

Resolution 3B

Whereas, the phrase "foreign languages" is used in public schools, as well as institutions of higher education, to categorize the study of non-English languages, and

Whereas, the phrase "foreign languages" does not traditionally encompass the indigenous languages of the Americas, and

Whereas, it is important that Native American languages be recognized as the equals of other world languages to ensure their survival as viable transmitters of their respective cultures, therefore be it

Resolved, that NABE encourage its members, as well as its member organizations, to advocate in their respective spheres of influence for the replacement of the phrase "foreign languages" with the more inclusive phrase "world languages"; be it further

Resolved, that the NABE Executive Board transmit this resolution to the Goals 2000 Committee to encourage them to change the Standard entitled "Foreign Languages" to read "World Languages."

NABE Executive Board Action: The NABE Board instructed staff to use this phrase whenever possible in NABE publications; and to send a copy of this resolution to the Goals 2000 committee.

Resolution 5A

Whereas, it is important to recognize that early childhood spans the years from birth to eight, and

Whereas, language acquisition is an intrinsic part of early childhood education, therefore be it

Resolved, that NABE emphasize and inform the membership about developmental, cultural and linguistically appropriate instructional practices, be it further

Resolved, that future NABE Conferences feature keynote speaker(s) as well as workshops related to early childhood instructional issues.

NABE Executive Board Action: The Board instructed the *NABE NEWS* editor to offer the editorship of a regular column on bilingual early childhood education to Mary Contie; the Board noted that staff has already made arrangements with the SIG and NAEYC to hold an Early Childhood Education Institute at NABE '96; and, finally, the Board noted since there are a limited number of keynote sessions at each conference, NABE will make every effort to feature a speaker on Early Childhood Education, but cannot guarantee a keynote spot.

Resolution 7A

Whereas, Latinos are the fastest growing population with the largest age group under 18 years of age, and

Whereas, Latinos are quickly becoming the largest disadvantaged group in the United States, and

Whereas, there is a need to recognize the wealth of cultural, linguistic and familial strengths of Latinos, and

Whereas, the public school systems are failing to adequately serve all children, especially Latino children, and

Whereas, a multilingual/multicultural population will help the United States participate in a global economy, and

Whereas, NABE members have participated in the planning/development of the National Latino Children's Agenda (NLCA), therefore be it

Resolved, that the NABE be the first national professional association to formally endorse the principles of the NLCA.

NABE Executive Board Action: The Executive Director has already communicated NABE's support of this effort. Mary Contie attended a NLCA meeting in June as the NABE representative. Central Regional Representative Joe Bernal has been appointed official NABE liaison to NCLA.

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Irene T. Miura is affiliated with San Jose State University, San Jose CA; Yukari Okamoto is affiliated with the University of California - Santa Barbara.

Editor's Note: *Contributions to the* **Asian/Pacific American Education Concerns** *column should be sent to Janet Lu, MRC/NC, 1212 Broadway, Suite 400, Oakland, CA 94612. (510) 834-9458. Janet_Lu@arcoakland.org*

- NABE -

WANTED: *NABE NEWS* Column Editors

NABE NEWS is seeking editors for two regular columns, concerning exemplary practices in bilingual education and parental involvement in bilingual education. These are to be practice-oriented columns, containing information of use to parents, teachers and other instructional personnel working with language minority students and should reflect the diversity of the field.

Each column editor will be responsible for securing an article for each of the eight yearly issues of the newsletter; editing the article as necessary; and submitting it in accordance with the publication schedule to the NABE Office in Washington, DC. All articles need not be written by the editor; however, the editor should possess the ability to write an original article whenever necessary.

Anyone interested in becoming the editor of either column should send a letter of interest along with a sample of their writing to Dr. Nancy F. Zelasko, Editor, *NABE NEWS*, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018 no later than October 1, 1995.

The columns will begin with the November 1, 1995 issue.

Grading LEP Students: Developing Sound Practice

By Dr. Adela Solís

Grading and report cards are the tools by which school districts have traditionally communicated the results of student evaluation to parents, students and other interested parties. Several national surveys by the Educational Research Service in the 1970s and 1980s indicate that virtually all school districts in the country use report cards to report achievement (Robinson and Carver, 1989). In the 1980s, grades, typically letter grades, were the most widely used marks used to express teachers' judgement of achievement.

An ongoing question among educators of limited-English-proficient (LEP) students is whether or not this system of grading is appropriate for evaluating LEP students. Many educators feel strongly that the system is not consistent with the structure and content of bilingual education and English as a second language (ESL) programs. Others feel that since LEP students are subject to the same accountability as other students, they should be assessed through the same procedures.

Grading policies of states and school districts, by and large, do not address how grading should be applied to special student populations, such as LEP students (*From the Classroom*, 1991). The most that some school districts have done is to state in policy handbooks that school campuses may develop their own procedures for assessing LEP students (San Antonio ISD, 1994).

Although they need guidance, educators of LEP students do have some idea of what is needed. They want to adapt required grading so that the marks LEP students receive actually represent what they know and can do within the curricular program that serves them. Teachers also have indicated a need for a system that can provide a view of LEP student achievement within the mainstream program that shows growth relative to native English speaker achievement, as this level of achievement is a target that schools have set for LEP students as they push them toward state standards.

Some Current Efforts

The Evaluation Assistance Center (EAC) East at the Intercultural Development Research Association (IDRA) has provided information and assistance to several states that have begun to conceptualize grading alternatives for LEP students. Several groups have brainstormed suggestions meant to provide some immediate solution to the problem. However, they agree that more in-depth and strategic thought is needed to make assessment practices more relevant and responsive to LEP students. There is also agreement that strong policy is need to support practices. Education agencies in the southeastern states of Georgia, Mississippi, Alabama, North Carolina, South Carolina, Tennessee and Florida began work in 1990 through the Georgetown University Evaluation Assistance Center East (Mississippi Department of Education, 1991). Based on specific concerns, they generated possible and actual grading options (see box below) that are serving as the springboard for other ideas.

In 1994 and 1995, with the help of the EAC East at IDRA, one state in the original group drafted procedures for secondary ESL students based on their specific concerns and the ideas that surfaced in 1990 (Mississippi State Department of Education, 1994). What was developed can serve as a model for other states (see box).

Strengthening Current Efforts

These grading options are viable adaptations to the traditional system. However, to be more effective, these

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GRADING OPTIONS IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAMS

Underlying concerns

Strict adherence to a letter grade has been inappropriate for LEP students. It is inconsistent and does not account for what they are learning. Current grading systems post situations in which students may get all failing grades or all passing grades. All failing grades indicate that perhaps the school is not providing appropriate instruction. All passing grades may not match, and may actually contradict, results of other standardized achievements tests LEP students take. These situations pose both practical and legal problems.

Options

Designate on the report card that the student is not fully proficient in English by writing "ESOL" or by adding an asterisk (*) to the grade. This can be followed by a description of the student's English language proficiency level.

Assign a grade and follow it with explanatory comments.

Use "satisfactory" or "unsatisfactory" instead of assigning a letter grade.

Indicate whether the student is "at," "above" or "below" expectations with regard to learning objectives instead of assigning a letter grade. Follow with a narrative explaining the rating.

Describe progress in narrative form.

Develop a plan similar to an individualized education plan (IEP) and assign a grade relevant to plan objectives.

Issue an "ESOL" grade if the student is enrolled in an ESOL program.

Issue two report cards: one for progress in the BE/ESL program and another for progress in the regular classroom (use in a K-8 bilingual program).

ANNOUNCEMENT

Title VII Program Director Wins Teaching Excellence Award

Robert Gallegos is the 1995 winner of the Westhafer Award for Excellence in Teaching, the highest faculty honor given by New Mexico State University in Las Cruces. A professor of curriculum and instruction, Gallegos coordinates the elementary education student-teaching program and directs the Title VII Bilingual Doctoral Fellowship Program in the College of Education. A native of Cuba, he earned his Ph.D. in education from the University of New Mexico.

TEACHING OPPORTUNITIES

Are you interested in teaching in sunny Southern California?

Bilingual Education:
Spanish (K-8)
Must be eligible for appropriate California Credential

Starting Salary
$27,000 - $52,362
plus fringe benefits

Call or write:
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School District
Dr. Sharon P. McGehee
Personnel Services
950 West "D" Street
Ontario, CA 91762
(909) 983-9501

GRADING LEP STUDENTS

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options need to be formalized. Districts can do at least three things to accomplish this.

First, districts should revise current policies (or develop new ones) that embrace assessment procedures relevant to this special population of students and that delineate specific grading procedures. School districts with precise and well-documented grading policies have a solid foundation on which to build (Robinson and Carver, 1989). It is important to underscore this point because many school systems do not seem to have specific policies. Also, there are districts that seem to think that one student evaluation system suffices for both mainstream and special populations.

Second, where there is appropriate policy, teachers' implementation of grading procedures should be uniform and faithful to policy.

Third, districts should align grading to the principles guiding the instruction of LEP in their specific schools.

Revising or Developing New Policy

The lack of responsive practice in many schools may be the result of no clear policy for grading LEP students. What is needed, then, is well thought out and articulated policy to formally guide change in grading procedures. The literature on grading dating back to the 1950s reveals plenty of expert thinking about mainstream classroom grading that can be revisited (for example, Bolmeier, 1951). One of the main recommendations contained in the literature is that the grading system should coincide well with the educational program (Robinson and Carver, 1989).

D.R. Walling describes characteristics of effective report cards generally found in the literature as follows (1975):

- The report card should show the basis for evaluation. This includes goals, objectives, skills and all other criteria, such as deportment, effort, promptness and attitudes that were measured to obtain the evaluation of the student.
- The report card should show the student's performance – performance in terms of the ability and some absolute degree of quality. The report card should be direct and clearly stated.
- The report card should provide options for teacher and class differences, including space for written comments when needed.

Other sources also describe an ideal grading system as one that does the following (Robinson and Carver, 1984):

- Communicates all the important information about pupils' achievement and behavior;
- Ensures that the meaning of the symbols used and the basis for assigning such symbols is clearly understood by both parents and students; and
- Ensures that all teachers teaching at the same education level in a school or district have the same marking philosophy.

These guidelines are intended to increase the meaning of grades in general, but they are sufficiently flexible to employ in grading the LEP student. Furthermore, they remind us that grades need to be closely aligned with the program of instruction and that the assignment of grades must be as objective as possible.

Fidelity in the Implementation of Grading Policy

Having a policy on grading that embraces LEP student needs is important because policies, by definition, express philosophy and expected action that applies uniformly to all schools. The existence of policy can eliminate isolated efforts and can create coherent and widespread action to benefit all students.

Of course, the benefit of having policy is only hypothetical. Its implementation can be assured, however, if there are accompanying sanctions attached and, most importantly, if there is specific guidance made available for

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FY 1996 [illegible]

Full House Approves Massive Cuts in Education Aid

Title VII Decimated: More Than 50 Federal Ed Programs Killed

by James J. Lyons, Esq., NABE Executive Director and
Rick López, NABE Associate Director for Legislation, Policy & Public Affairs

Before adjourning for its August recess, the full House of Representatives voted 219 - 208 to cut education spending in the coming fiscal year by nearly $4 billion, the largest reduction of federal education aid in history. The cuts are contained in H.R. 2127, the Labor-HHS-Education Appropriations bill for Fiscal Year (FY) 1996.

Bilingual Education Support Services and Professional Development Programs (Subparts 2 and 3 of the Bilingual Education Act), the comprehensive regional assistance centers newly authorized by the Improving America's Schools Act of 1994, and nearly four dozen other education programs were eliminated altogether by the spending bill. Title VII grants to school districts were slashed from the post-rescission FY '95 level of $117 million to $53 million. (See sidebars for how Members of Congress voted on bill and chart on the cut's impact.)

Rep. Bonilla Intervenes to Keep Bilingual Education Alive

Powerful Members of Congress, who have bought in to English-Only arguments, had pushed to completely eliminate federal bilingual education funding. It was only through the intervention of Representative Henry Bonilla (R-TX) that Title VII retained $53 million of last year's $156 million in funding. As a Member of the key House Subcommittee on Labor-HHS-Education Appropriations, Rep. Bonilla lobbied the Subcommittee Chairman and the House Republican Leadership, and succeeded in keeping federal bilingual education alive.

Representative Henry Bonilla, R-TX

Rep. Bonilla's interest in the program stems from his experience of as a representative of a U.S.-Mexico border Congressional district, one of the largest in the nation. NABE staff worked with Rep. Bonilla's staff and NABE's Texas members to provide the Representative information on the benefits of the program and the impact of cuts on Texas and the nation. Rep. Bonilla's assistance will be important in upcoming stages of the federal funding process.

The Senate Acts Next

The Senate Appropriations Subcommittee on Labor-HHS-Education is scheduled to mark-up its version of the FY '96 appropriations bill the week after Labor Day, following the August congressional recess. Full Appropriations Committee action is expected almost immediately after Subcommittee mark-up, and the full Senate is likely to act on the Labor-HHS-Education appropriations bill by late September. As was the case on the House side, there will likely be few changes to funding levels for bilingual education and other education programs after the Subcommittee has made its recommendations.

The good news is that the Senate Subcommittee has a budget allocation which is $1.5 billion larger than the House Subcommittee. Keep in mind, however, that supporters of labor and health programs will also be looking to the extra $1.5 billion to repair some of the damage done by the House bill.

Once the Senate has passed its version of the appropriations bill, Members of the House and Senate Appropriations Committees will have to meet in late September in a "Conference Committee" to resolve differences between the House and Senate versions.

The Power of the President's Veto Pen

The President has said that he will not accept the drastic cuts in Labor-HHS-Education funding approved by the House and will veto any bill that does not significantly restore funds available to those three Departments. Appropriations measures, unlike the non-binding budget resolutions adopted earlier this year by both houses of Congress, must be signed by the President before they become law.

So the President can, potentially, force Congress to increase funding for education and bilingual education by vetoing the Labor-HHS-Education funding bill in early October. It will depend on what he demands to be included in a funding bill before he signs it and how much political leverage he has at the time. NABE members will recall that the President vetoed and then signed the rescissions bill, which cut funding for a variety of this year's federal programs, after Congress relented to his demand that a list of education programs be restored. Bilingual education, cut by $38.5 million in

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CUTS APPROVED BY HOUSE

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the rescissions bill, was *not* included on the President's list.

What You Can Do and When It Must Be Done

An accompanying article, located on the following page and titled "Things You Can Do in August and September to Save Education Funding," offers several suggestions as to how you can help to educate and mobilize public opinion against these drastic cuts in education funding.

The House Bill v. Last Year

	1995*	'96 House	Bill Difference
Department of Labor	**$9.4 billion**	**$8.3 billion**	**-1.1 billion**
Adult training	$997 million	$830 million	-$167 million
Youth training	$127 million	$127 million	$0
Summer youth employment	$185 million	$0	-$185 million
Dislocated worker assistance	$1.2 billion	$850 million	-$379 million
Job Corps	$1.1 billion	$1.1 billion	+$32 million
School-to-work programs	$123 million	$95 million	-$28 million
OSHA	$312 million	$264 million	-$49 million
Mine Safety and Health	$201 million	$185 million	-$16 million
Bureau of Labor Statistics	$352 million	$347 million	-5 million
Dept. of Health and Human Services	**$29.2 billion**	**$28.2 billion**	**-$1 billion**
Health centers activities	$757 million	$834 million	+$77 million
National Health Service Corps	$120 million	$120 million	$0
Healthy Start	$105 million	$50 million	-$55 million
AIDS education	$16 million	$0	-$16 million
Ryan White AIDS program	$633 million	$656 million	+$23 million
Family planning	$193 million	$193 million	$0
Childhood immunization	$465 million	$475 million	+$10 million
Disease control	$2.1 billion	$2.1 billion	+$39 million
National Institutes of Health	$11.3 billion	$11.9 billion	+642 million
Mental Health	$439 million	$356 million	-$83 million
Substance abuse treatment	$1.4 billion	$1.2 billion	-$208 million
Substance abuse prevention	$239 million	$0	-$239 million
Head Start	$3.5 billion	$3.4 billion	-$137 million
Youth gang substance abuse	$10 million	$0	-$10 million
Child abuse state grants	$23 million	$23 million	$0
Family violence	$33 million	$33 million	$0
Community-based centers	$31 million	$0	-$31 million
Department of Education	**$24.4 billion**	**$20.6 billion**	**-$3.8 billion**
GOALS 2000	$494 million	$95 million	-$399 million
Title I	$6.7 billion	$5.6 billion	-$1.1 billion
Safe and drug free schools	$466 million	$200 million	-$266 million
School improvement programs	$1.3 billion	$842 million	-$486 million
Bilingual and Immigrant Education	$207 million	$103 million	-104$ million
Title VII student services	***$117 million***	***$53 million***	***-$64 million***
Title VII support services	***$14 million***	***$0***	***-$14 million***
Title VII professional development	***$25 million***	***$0***	***-$25 million***
Emergency Immigrant Education	***$50 million***	***$50 million***	***$0***
Special Education	$3.3 billion	$3.1 billion	-$160 million
Vocational Education	$1.1 billion	$804 million	-$300 million
Adult Education	$279 million	$254 million	-$25 million
Pell Grants	$6.2 billion	$5.7 billion	-$520 million
Federal Perkins Loans	$176 million	$20 million	-$156 million
Student financial assistance	$7.6 billion	$6.9 billion	-$735 million
Graduate fellowships	$44 million	$27 million	-$17 million
Howard University	$205 million	$170 million	-$34 million
Gallaudet University	$80 million	$72 million	-$8 million
Educational research	$167 million	$187 million	+$20 million
Related Agencies	**$4.3 billion**	**$4 billion**	**-$267 million**
VISTA	$48 million	$26 million	-$21 million
Foster grandparents program	$68 million	$58 million	-$10 million
Corporation for Public Broadcasting	$315 million	$240 million	-$75 million
National Labor Relations Board	$176 million	$123 million	-$53 million
Scorekeeping adjustments	-$190 million	-$356 million	-$166 million
TOTAL	**$67.2 billion**	**-$6.1 billion**	**-$6.3 billion**

*Revised to include cuts from FY1995 Rescissions bill

To be most effective, contacts to your Senators must take place by the first week of September, the date of the Senate Appropriations Subcommittee consideration of the Labor-HHS-Education funding bill. Every Senator, Republican or Democrat, is important and should be contacted. Ask them to write a letter to Chairman Arlen Specter, Subcommittee Chairman, specifically requesting funding for bilingual education. Their letters to Subcommittee Chairman Specter are proof-positive of their support for bilingual education.

Contacts to House Members and Senators should continue through the month of September. The full Senate must pass the bill and may be called upon to vote on floor amendments increasing or cutting spending for individual programs. And although the House has already voted on the appropriations measure, members of the House and Senate will revisit their decisions in conference committee.

The single most important participant in the appropriations process is the President. If the President receives enough letters, phone calls, and public pressure from educators and members of language-minority communities, we believe that he will insist that Congress restore funding for bilingual education and other programs before he signs the bill. So make a letter or a call to the White House your first priority!

Addresses, phone numbers and other important information that you can use in your personal campaign are included elsewhere in this budget report. Please send copies of your letter(s) and any replies which you receive, as well as any questions you may have, to Rick López at NABE (202) 898-1829 or fax (202) 789-2866. Regularly updated information on federal budget cuts is available 24 hours a day by calling the NABE office and asking to be connected with (or during after-hours, dialing directly) extension 777.

FY 1996 BUDGET UPDATE

Things You Can do in August and September to Save Education Funding

- √ **Schedule an appointment to meet with your Representative/Senators while they are home during the August recess.** Members of Congress take off the month of August to spend time in their districts. If you can't organize a group visit with other educators or parents, go by yourself. If you can't schedule an hour, meet for 10 minutes. If you can't meet with the Representative/Senator, meet with a member of their staff.
- √ **Meet with the editorial board of your local newspaper or TV station.** Editorial boards are set up to receive groups. Organize a small team of leaders and schedule an appointment this month. Request an editorial urging Congress to keep education, including bilingual education, off the budget cutting table, and give them real stories about the impact of federal education budget cuts on students and families in your communities. Call the NABE office if you need materials. Do not be afraid to take this important step.
- √ **Start a letter writing campaign.** Mobilize your networks to write as many letters as they can, or have them call in. Push your Representatives and Senators to become vocal in their opposition to education funding cuts.
- √ **Recruit bilingual education spokespersons, including current and former students**, to put a human face on federal education budget cuts. Forward their stories to NABE.
- √ **Ask your school board and local government officials what they will have to do make up for federal education budget cuts.** Ask them what services they will cut or what taxes they will raise. Use the information to buttress your arguments.
- √ **Write the President urging him to hang tough and veto any spending bill that cuts education, especially bilingual education.** The President initially vetoed the Rescissions bill but later sacrificed bilingual education funding. Don't let this happen again.
- √ **Refer to the "To Do" list in last month's *NABE NEWS* for more ideas.**
- √ **Let us know what you plan to do and what you accomplish** so we can tell others around the country. Send us copies of your letters, the replies, and any newspaper stories.

Key addresses:

Senator _____	Representative ___	The President
U.S. Senate	U.S. House of Rep.	The White House
Wash., DC 20510	Wash., DC 20515	Wash., DC 20500
(202) 224-3121	(202) 225-3121	(202) 456-1111
		President@whitehouse.gov

If you need help or further information, call the NABE legislative hotline at (202) 898-1829, ext. 777, or Rick López, NABE's Associate Director for legislation, policy, and public affairs, at ext. 106.

August 4, 1995 Vote on HR 2127, the FY 1996 Labor-HHS-Education Appropriations Bill

YES VOTES (FAVOR EDUCATION CUTS) - 219

Allard
Archer
Armey
Bachus
Baker (CA)
Baker (LA)
Ballenger
Barr
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Collins (GA)
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Dornan
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Dunn
Ehlers
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Emerson
English
Ensign
Everett
Ewing
Fawell
Fields (TX)
Foley
Forbes
Fowler
Fox
Franks (NJ)
Frelinghuysen
Frisa
Funderburk
Gallegly
Ganske
Gekas
Geren
Gilchrest
Gillmor
Gilman
Gingrich
Goodlatte
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Goss
Graham
Greenwood
Gutknecht
Hall (TX)
Hancock
Hansen
Hastert
Hastings (WA)
Hayes
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Johnson (CT)
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Lewis (CA)
Lewis (KY)
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Miller (FL)
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Norwood
Nussle
Oxley
Packard
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Portman
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Radanovich
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Regula
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Roberts
Rogers
Rohrabacher
Ros-Lehtinen
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Saxton
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Schaefer
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Smith (MI)
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Stump
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Tauzin
Taylor (NC)
Thomas
Thornberry
Tiahrt
Upton
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Weldon (FL)
Weldon (PA)
Weller
White
Whitfield
Wicker
Wolf
Young (FL)
Zeliff

CONTINUED ON NEXT PAGE

August 4, 1995 Vote on HR 2127

NO VOTES (OPPOSE EDUCATION CUTS) - 208

Abercrombie
Ackerman
Baesler
Baldacci
Barcia
Barrett (WI)
Becerra
Beilenson
Bentsen
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Bevill
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Bonior
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Brewster
Browder
Brown (CA)
Brown (FL)
Brown (OH)
Bryant (TX)
Cardin
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Coleman
Collins (MI)
Collins (IL)
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Conyers
Costello
Coyne
Cramer
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DeFazio
delaGarza
DeLauro
Dellums
Deutsch
Dicks
Dingell
Dixon
Doggett
Dooley
Doyle
Durbin
Edwards
Engel
Eshoo
Evans
Farr
Fattah
Fazio
Fields (LA)
Flake
Flanagan
Foglietta
Ford
Frank (MA)
Franks (CT)
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Gibbons
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Gunderson
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Hall (OH)
Hamilton
Harman
Hastings (FL)
Hefner
Heineman
Hilliard
Hinchey
Holden
Horn
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Hoyer
Jackson-Lee
Jacobs
Jefferson
E.B. Johnson
Johnson (SD)
Johnston
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Kelly
Kennedy (MA)
Kennedy (RI)
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Kildee
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Levin
Lewis (GA)
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Lipinski
LoBiondo
Lofgren
Lowey
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McCarthy
McDermott
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McKinney
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Rangel
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Rivers
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Roybal-Allard
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Sabo
Sanders
Sawyer
Schroeder
Schumer
Scott
Serrano
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Slaughter
Spratt
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Stenholm
Stokes
Studds
Stupak
Tanner
Taylor (MS)
Tejeda
Thompson
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Torkildsen
Torres
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Traficant
Tucker
Velazquez
Vento
Visclosky
Volkmer
Ward
Waters
Watt (NC)
Waxman
Wilson
Wise
Woolsey
Wyden
Wynn
Zimmer

[NOT VOTING (8) -- Andrews, Moakley, Filner, Reynolds, Thurman, Williams, Yates, Young (AK)]

Dramatic Differences Between Dem & Repub Ed Priorities

The vote on HR 2127 highlights dramatic differences between the fiscal priorities of the Congressional Republican Leadership and those of President Clinton.

Republican leaders propose to eliminate the federal deficit over a seven year period while reducing federal corporate and individual income taxes by nearly $245 billion. Republican budget proposals include increases for defense spending and major cuts for domestic spending including Medicare.

President Clinton has offered a ten-year deficit elimination plan which calls for smaller cuts in domestic spending from programs like Medicare, reductions in defense spending, and tax cuts about a third of the size proposed by the Republican Leadership. Education spending under the President's deficit elimination plan is slated to increase by $40 billion over the next 10 years.

The $4 billion education spending cut included in HR 2127 is the first annual installment of the Republican Leadership's plan to cut $36 billion from education and training programs over the next seven years. Projections of how much each state would lose in federal education and training funding over the next seven years, based on the difference between the funding increases proposed by the President and the funding cuts passed by the House, according to the Department of Education are listed at right.

Alabama	$1.06 billion
Alaska	$210 million
Arizona	$970 million
Arkansas	$610 million
California	$6.26 billion
Colorado	$740 million
Connecticut	$480 million
Delaware	$150 million
Florida	$2.49 billion
Georgia	$1.38 billion
Hawaii	$190 million
Idaho	$270 million
Illinois	$2.53 billion
Indiana	$1.2 billion
Iowa	$670 million
Kansas	$590 million
Kentucky	$980 million
Louisiana	$1.39 billion
Maine	$260 million
Maryland	$800 million
Massachusetts	$1.29 billion
Michigan	$2.34 billion
Minnesota	$1 billion
Mississippi	$890 million
Missouri	$1.16 billion
Montana	$280 million
Nebraska	$370 million
Nevada	$200 million
New Hampshire	$220 million
New Jersey	$1.22 billion
New Mexico	$500 million
New York	$5.21 billion
North Carolina	$1.23 billion
North Dakota	$240 million
Ohio	$2.52 billion
Oklahoma	$930 million
Oregon	$670 million
Pennsylvania	$2.7 billion
Rhode Island	$250 million
South Carolina	$790 million
South Dakota	$260 million
Tennessee	$1.11 billion
Texas	$4.28 billion
Utah	$510 million
Vermont	$180 million
Virginia	$1.13 billion
Washington	$1.02 billion
West Virginia	$510 million
Wisconsin	$1.12 billion
Wyoming	$170 million
Washington DC	$720 million

- NABE -

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Technology as a Tool for Urban Classrooms

by Gary Burnett

By 1992, according to a study by the Council of Chief State School Officers, more than 3.5 million computers were in U.S. elementary and secondary schools—a ratio of one computer for every 13 students. In addition, 99 percent of all schools across the country reported that they provide their students with some access to computers (cited in West, 1993).

The technological transformation of education in the United States has not been as extensive as these numbers might suggest,however. The same study found that, despite the substantial presence of technology in the schools,many students have yet to gain more than minimal access to it, often using computers no more than once a year.

Moreover, the methods and purposes of computer use often differ radically from school to school and from district to district: sometimes computer use enhances learning for all students and sometimes it simply confers a new technological sheen on the low-level programs that have long been a staple of education in the United States. In some cases, they are present in the schools but are not being used for any clear purpose at all. If, as many have claimed, computer literacy has become as indispensable for success as literacy itself, then students have a great deal to gain schools implement educational technology programs.

Educational technology comes in many forms, from pre-packaged games to word processing and graphics packages, complex multimedia systems, and telecommunications networks such as the Internet. Students and teachers may be introduced to technology via stand-alone computers in the classroom, or via vast systems that can connect them to users both across the country and around the world.

Faced with this wide range of possibilities in educational technology, educators wishing to bring computers into their schools must decide not only what kind of program to implement, but also the place that technology will occupy in their schools. They must:

- clarify the role of computers as a pedagogical tool;
- define its relationship to existing curricula; and
- establish the level of human and financial investment they are willing to make.

The people involved in making these decisions for urban schools can be quite diverse—administrators, teachers, and/or parents, among others. This digest provides an overview of computer use, and presents a few general guidelines for these decision-makers to use when implementing a technology program.

Characteristics of Good Technology Programs

Whatever kind of technological programs educators decide to develop, the primary consideration should be the purpose of using the technology. Jordan and Follman (1993) outline anumber of characteristics of good technology programs. They should:

- emphasize cooperative learning models, allowing heterogeneous groupings of students to work together collaboratively;
- emphasize higher-level problem-solving skills while also reinforcing basic skills;
- support interactions between students and teachers rather than use computers as "teaching machines" to supplant the teacher;
- create interactive learning environments built around real-world problems; and
- be adaptable to a variety of learning styles.

In addition, as Cole and Griffin (1987) point out, it is essential that programs be designed to ensure equitable and substantial access for all students, and function as an integral part of a well-planned pedagogy.

Educators planning to introduce technology programs into their schools must also consider a number of practical matters in order for these programs to be successful. As Fulton puts it, technology requires that schools be willing to make substantial investments in time, resources, and support (1993, p. 3). On the most obvious level, for example, someone in the school must know how to install the equipment and keep it working properly. Further, as a 1990 study by the Center for Technology in Education (cited in Fulton, 1993) found, even when teachers are not skeptical about the appropriateness of educational technology and are willing to learn, they can take as long as five or six years to become sufficiently comfortable with computers to able to use them effectively in their classrooms. Schools must be able to invest in long-term inservice training, including both formal and informal training, as well as time for teachers to simply "mess around" with the computers.

Two Successful Programs

Some characteristics and potentials of educational technology can be seen clearly in the two programs discussed below. Both already have a long history of success in urban schools.

De Orilla a Orilla
(from Shore to Shore)

ORILLAS, as it is known, has been described as a class-to-class collaboration designed by partner teachers (Say-

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ers, 1991, p. 679). Begun in 1985, it started as a small telecommunications network linking a handful of Mexican, Puerto Rican, and Anglo elementary and secondary teachers from California and New England. By 1990, it had grown into a much larger network of more than 60 teachers and their students, who speak and write in languages including English, French, Spanish, and various Caribbean Creoles. Participants in the program use electronic mail to develop team-taught collaborative projects between classrooms in the United States, Puerto Rico, Argentina, Canada, and Mexico.

Aimed specifically at immigrant and language minority students, ORILLAS uses word processing, electronic mail, and electronic publishing to strengthen students' native- and English-language proficiency and academic achievement. It also attempts to maintain strong ties between immigrant students and their cultural heritage (Sayers, 1991; Sayers & Brown, 1991).

Like other projects using telecommunications networks, ORILLAS emphasizes teacher-student interaction, as well as cooperative and collaborative learning among widely dispersed and heterogeneous groups of students. In addition, through email, it encourages students to focus on using higher-level skills in a real-world context.

Project Headlight

Where ORILLAS crosses national and cultural boundaries, Project Headlight, also begun in 1985, attempts to infuse a single school—Boston's Hennigan School, an elementary school with a predominantly minority student body—with technology.

Thanks to substantial support from Massachusetts Institute of Technology's Media Laboratory, Hennigan School's computer-student ratio is unusually high, and each participating student spends a significant portion of each day at a terminal as part of homeroom activities.

The best known—and most widely documented—program to emerge from Hennigan School is LEGO/Logo, in which students use the Logo programming language and the LEGO building bricks to design and produce functioning robots.

Because they are developed and implemented by the students themselves, all of Project Headlight's activities, includingLEGO/Logo, encourage a wide range of learning styles. If students are to design their own projects successfully, they must be able to both apply basic skills and draw upon higher-order skills.

Project Headlight has also developed programs in which students in the lower grades are mentored by their older peers; in these, the older students not only act as technical consultants to their younger proteges, but also design and produce their own assessment mechanisms for testing their achievement. By using older students as mentors, Project Headlight emphasizes cooperative learning and collaboration, and encourages the development of a community of learners (Harel & Papert, 1991).

Adapting Programs for Schools

Project Headlight, with its innovative and exhaustive approach to educational technology is, unfortunately, the exception rather than the rule among urban schools. Many more projects designed for urban and minority students are currently limited to remedial drill-and-practice applications and unimaginative Computer-Assisted-Instruction (CAI) packages (Owens, 1993). For one thing, few urban schools can count on the financial and technological backing of a partner like MIT.

Programs do not, however, have to be as extensive as Project Headlight in order to be effective. Individual components of Hennigan School's project—the mentoring of younger by older students or the LEGO/Logo programs—can be adapted at a relatively low cost. And a project like ORILLAS can have a considerable impact for an investment of between $200 and $300 per year per classroom (DeVillar & Faltis, 1991). In addition, many cities and states have already built substantial infrastructures to support school efforts in developing educational technology programs; for instance, New York has built a city-wide telecommunications network—NYCENET—which is easily available to all teachers and students in the city, and is linked with the Internet. Further, many private sources provide support for schools' efforts—AT&T's "Learning Network," which links geographically distant classrooms together based on similar curricula, is one example (Martinelli-Zaun, 1993).

Conclusion

As Fine suggests, it is no longer a question of IF school systems will make increased use of technology, but WHEN and HOWthey will do so (1991, p. 9). In addition, as Hamm and Adams (1992) have emphasized, technology alone cannot solve all problems faced by schools in the United States; nevertheless, if schools either do not invest in technology at all or invest only in low-level remedial programs, they will leave their students ill-prepared for an increasingly technological future.

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palm Beach Elementary School, West Palm Beach, FL

We Must Help Each Other to Succeed

by Susan Vilches

I read with much interest Dr. Jaime Castellano's most recent article on minority educational administrators, as I have often thought about the issue myself. My career as an educator spans twenty years; during that time I have observed and participated in the development and growth of bilingual education programs. During the 1970's, a large number of minority educators' careers began in such programs; the majority still remain as administrators of bilingual programs. Why has the mobility of minority educators into administrative positions in other programs gone so slowly?

In a recent article in *Education Digest*, June Gordon cited several reasons why minorities do not enter the teaching profession:

- low graduation rates
- negative experiences as a student in school
- lack of academic encouragement
- lack of teacher development regarding working with culturally diverse students
- poor university outreach to minority students
- inability to pay college tuition
- low pay
- assignments to work in large, urban schools
- view of teaching as a career which is not respected

There are many more reasons; but the most important reason that minorities do not go into teaching is that minorities are looking for something where they will be valued. Sadly, it is obvious that minorities do not feel they will be valued as teachers and, consequently, teaching is not viewed as an attractive career. Why enter a field in which they themselves have experienced so much disappointment and discouragement? This is one reason why there are so few minority educational administrators: because so few enter the teaching profession at all.

What about affirmative action? Has this helped minorities advance into educational administrative positions? To quote from Max J. Castro's article in *VISTA*, "Affirmative action has not helped Hispanics as much as the country perceives... there continues to be significant discrimination against minorities... when African-Americans and Hispanics compete with non-Hispanic whites with the same credentials, whites usually land the jobs." All I say about affirmative action is to watch what happens in the state of California with Glenn Custred and Tom Wood's California Civil Rights Initiative (CCRI) in which all state hiring, education and contracting based on ethnicity, race and/or gender will be eliminated. As a result of the CCRI, politicians are jumping onto the elimination of affirmative action programs bandwagon.

I have read and heard much about mentoring and networking. Yet, there is a critical lack of mentoring and networking with and, especially among, minorities. We must ourselves identify minority teachers with the potential and desire to become educational administrators and help them along the rocky — sometimes boulder-strewn — path. Networks have to be initiated by minorities to identify resources. Coalitions must be maintained in order to sustain a support system which is crucial to our own ability to open doors for other minority educators. We have to lend each other a helping hand by providing encouragement and mutual support; identifying and creating opportunities for professional development; and informing each other about, as well as providing, job opportunities.

In several cities, minority educators have established a professional minority educational administrators' network/organization — many of them as an outgrowth of bilingual education programs. Contact one of them and join! Become active and supportive! If an organization does not exist in your area, contact an established network to find out how *you* can start one there.

There is a wonderful saying that the greatest journey starts with but a single step. I encourage you to please take that first step and help each other achieve her/his professional educational goals. By assisting each other we are helping to shape the educational future of our children and maybe, just maybe, more of them will want to become teachers and educational administrators. Here is a suggestion: Let's take that first step — get together at the NABE '96 Conference in Orlando!

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Susan Vilches is the Bilingual Department Chairperson of the East Aurora High School in Aurora, IL.

Editor's Note: ***NABE NEWS*** *wishes to congratulate Dr. Jaime Castellano on his new position as principal of Palmetto Elementary School in West Palm Beach, Florida. Contributions to the* **Administration of Bilingual Education Programs** *column should be sent to Dr. Castellano at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.*

-NABE-

Upcoming Events

September 6-11, 1995 - National Association for Family and Community Education Annual Conference: "Spirit of the Family." Performing Arts Center, Williams Center, 100 E. Second Street, Tulsa, OK 74103. Call Hazel Gardner (303) 359-2332.

September 10-12, 1995 - National Center for Research on Evaluation, Standards, and Student Testing (CRESTT) Annual Conference. University of California at Los Angeles, Sunset Village, 330 De Neve Drive, Los Angeles, CA 90024. Contact Ronald Dietel or Kim Hurst (310) 206-1532.

September 15 - October 15 - Hispanic Heritage Month.

September 15, 1995 - National Hispanic Heritage Awards. Held at the National Building Museum, Washington, DC. (210) 223-8510.

September 27 - October 1, 1995 - United States Department of Education National Meeting on Alcohol and Other Drug Prevention in Higher Education, Washington, DC. Contact Cathy Mion (800) 676-1730.

September 27-29, 1995 - The 1995 National Symposium on Refugees, San Antonio, Texas. Contact Juan Antonio Flores, Texas Office of Immigration and Refugee Affairs, 9101 Burnet Road, Suite 216, Austin, TX 78758, (512) 873-2400.

September 28-30, 1995 - International Reading Association Plains Regional Conference, "Everyone Has a Story to Tell." Des Moines Convention Center, Des Moines, IL. Contact George Holland (319) 556-3310.

September 29-30, 1995 - Wisconsin Association for Bilingual Education, 1995 Annual State Conference, Green Bay, Wisconsin. Contact Toni Griego Jones (414) 963-4058.

September 28-30, 1995 - Latin American Studies Association, 19th International Congress and Exhibition, Washington, DC. Call (410) 997-0763.

October 3-8, 1995 - National Rural Education Association Annual Convention, Red Lion Hotel, Salt Lake City, UT. Contact Joe Newlin (303) 491-7022.

October 5-7, 1995 - National Council of Teacher of Mathematics Regional Conference, University of Tennessee Conference Center. Contact Barbara Thode (703) 620-9840.

October 19-21, 1995 - "Research and Practice in Immersion Education: Looking Back and Looking Forward," Minneapolis, Minnesota. Sponsored by the University of Minnesota and the Minnesota Council on Teaching of Languages and Cultures. Contact Shirley Mueffelman (612) 625-3850.

October 18-21, 1995 - American Council on Education Annual Conference, "Constructing the Next American Dream." Contact American Council on Education (202) 939-9395.

October 23-27, 1995 - American Association of School Personnel Administrators, Washington, DC. Contact A.A.SPA, 3336 Bradshaw Road, Suite 250, Sacramento, CA 95827, (916) 362-0300.

October 28-30, 1995 - New York State Teachers of English to Speakers of Other Languages, Uniondale, NY. Contact Linda Ann O'Malley at NYSTESOL (516) 877-1260.

October 29, 1995 - "Para Educator Conference" sponsored by the California Association for Bilingual Education (CABE), Pasadena Convention Center in Pasadena, California. Contact Katherine Kemper at (909) 984-6201.

– NABE –

President ——— FROM PAGE 3

such as difference over the past decades. In short, our success in stopping the proposed drastic educational cuts depends on your involvement as self-advocates! Please take an active role in assuring that the proposed cuts in education do not become a reality. I look forward to working with you and all of our colleagues in the education community to ensure that educational opportunities for all children, particularly language-minority children, continue to progress, not regress.

– NABE –

NABE '96

25TH ANNUAL
INTERNATIONAL
BILINGUAL/MULTICULTURAL
EDUCATION
CONFERENCE

ORLANDO, FLORIDA
MARCH 12 - 16, 1996

REGISTRATION INFORMATION

NABE has begun to accept names for the 1996 Conference registration materials mailing list. To receive registration materials, call NABE at (202) 898-1829; ask for Mina or Celia. All current NABE members and all 1995 conference attendees will **automatically** receive '96 registration materials.

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Meet the NABE Interns

Three outstanding college seniors joined the NABE staff as interns this summer through the University of California, San Diego Academic Internship Program and The Washington Center's Minority Leaders Fellowship Program. At NABE, Tomás Martínez, Charlotte Ochiqui, and Joy Yang have had the opportunity to participate first-hand in the development of national policy regarding the education of language minority students.

Charlotte Ochiqui is a senior at the University of California, San Diego (UCSD) who will be graduating next June with a Bachelor of Arts degree in Political Science and a double minor in Law and Society and Spanish Literature. "Growing up in a low-income Mexican family, I learned that a good education is essential for a successful and productive life," she stated. "Having been a bilingual education student during my elementary schooling, I recognize the importance of bilingual programs in the education of students who are limited-English-proficient. I was raised in a predominantly Spanish-speaking household where TV programs, the radio station, and everyday communication with friends and relatives were in Spanish. Bilingual classes helped me bridge the gap between my native language and school instruction in English. These programs incorporate linguistically and culturally diverse students into the mainstream of America's learning institutions."

The NABE internship program has created a unique learning experience for Charlotte. "I wanted to gain hands-on experience in public policy analysis to compliment my formal education. I was also interested in experiencing policy implementation at a national level."

"NABE offered me an opportunity to research and develop techniques to further the Latino educational agenda. I hope to leave this internship with the necessary skills to promote bilingual education programs in my community."

Charlotte plans to further her education by pursuing a law degree and aspires to become an advocate for the Latino community. Her academic curriculum has focused on civil rights legislation and how public policy in the United States affects underrepresented communities at the local, state, and national level.

Charlotte's interest in the Latino community extends beyond academics. She has worked for two years at her alma mater, Sweetwater High School, as a counselor-aide for UCSD's Early Academic Outreach Program. There, she advises students about continuing their education and helps them explore opportunities offered by higher education.

Intern Joy Yang's interest in working with NABE stems from her commitment to making education more equitable for everyone. At NABE, Joy attends meetings with policy makers, researches policies in bilingual education, and is compiling a brief on English-Plus.

Joy attributes her achievements to her family's continued emphasis on education in everyday life. "Education is not just taught at school, it's about everyday learning," stated Joy. "It's about being culturally sensitive, forming meaningful social relationships, and getting rid of social barriers that prevent people from attaining social justice."

Born in Culver City, California and raised in Los Angeles, Joy feels "fortunate to have been brought up in a culturally and linguistically diverse household." Joy's mother and father are natives of El Salvador and Taiwan respectively. "Through my parents' examples of tolerance and love, I have learned to be respectful of all cultures," said Joy.

Although both of Joy's parents spoke their native languages with her before she started elementary school, she quickly adapted to the dominant English-speaking school system and spoke only English at school and home. Racism was reinforced by labels and racial stereotypes that classified students as 'smart,' 'average,' or 'poor.'

"In elementary school I was placed in a 'gifted' program along with my twin sister and three Caucasian boys. Because I look more 'Asian,' I was labeled as 'smart' and 'hard-working,'" said Joy. She received a great deal of teacher and peer support that other ethnic minority students labeled as 'poor' were denied.

"In high school and college, I became more aware of my own culture as well as other cultures," stated Joy. Today, she is proficient in spoken and written English and Spanish and understands and speaks a little Mandarin. "By implementing multicultural education in the schools, we can combat racial stereotypes and provide all students with the opportunity to learn to appreciate all cultures," said Joy.

Last fall, Joy tutored Carlos, a Chicano fifth grader, and did field work on multicultural education at La Jolla Elementary School. She found that she and Carlos had similar educational experiences. Both had very supportive parents and both spoke only English at school. "The school system needs to be reformed to meet the needs of bilingual and multilingual students who have not been provided with a quality education that promotes cultural diversity."

Joy will be entering her fourth year at the University of California, San Diego with a sociology major and minors in Latin American studies and law and society. She is actively involved in intramural sports and her church organizations and works part time with the UCSD Police Department as a Community Service Officer dispatcher.

Tomás Martínez is a twenty-one

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year old senior majoring in Chicano/Mexican-American Studies at The University of Arizona. While at NABE, Tomás has had the opportunity to expose himself to a variety of policy development tasks. His tasks span a broad range of areas, from covering congressional committee hearings to assisting with the NABE newsletter.

Tomás came to NABE this summer from Tucson, Arizona. He was raised in an area where drugs and gangs run rampant. While once a part of a gang, Tomás has changed his views. He now works with children as a chess coach at the neighborhood elementary school from which he graduated.

Education is one of his main concerns. "Education is the key: students need to know that their cultures, histories, and languages are a vital part of who they are — they are important and beneficial," stated Tomás. He enjoys tremendous satisfaction from helping children learn about who they are. While growing up, Tomás was rarely exposed to his Mexican heritage in the schools he attended. He believes this is one of the causes of the gang and drug problems in his community, as well as in other minority neighborhoods.

"Within the school system, children are not taught about their ethnic histories, they are taught mainly about white European histories. Children need to see a reflection of themselves in their schools curriculum." As a Chicano/Mexican-American Studies major, Tomás intends to go on and get a doctoral degree in history or Chicano studies, and then teach Chicano studies at the university level.

Tomás enjoys participating in and doing many things. "I like doing things that challenge my mind; for example, I love playing chess. Chess is my game, it requires strategic planning and intense concentration." He also enjoys challenging his body physically through numerous athletic activities. "Sports are extremely important in my life. I have always been interested in athletic activities. There is not a day that goes by that I am not doing something athletically oriented." Whether it be weight lifting or running a few miles, Tomás loves to have the athletic component in his daily routine.

"I'm excited to be interning with NABE; this placement could not fit better with my particular interests. This will be a great opportunity for me to experience Washington D.C., especially in the area of public policy. I will get a wealth of knowledge and valuable work experience interning for NABE this summer."

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All photos accompanying this article taken with the Apple Computer QuickTake digital camera.

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- development of multimedia presentations
- collaboration with other national education or civil rights organizations
- administrative duties

Policy interns and fellows must have a commitment to linguistic and cultural diversity and social justice, excellent writing and communication skills, the ability to work in teams, and strong computer skills.

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The Relationship Between Chinese Literacy and Bilingual Teacher Attitudes

by Lucy Tse, Gay Yuen Wong, and Tom Cook

Bilingual education theory is based on research showing that literacy in the primary language transfers to a second language (Cummins, 1989). However, many educators are still not convinced that first language literacy is important for bilingual classrooms. This belief is especially pronounced when non-Roman script languages, such as Korean, Khmer, and Chinese are involved.

The authors conducted a study of attitudes among Chinese bilingual educators to determine whether their attitudes were informed by theory or were related, instead, to their own ability to read and write in Chinese. The hypothesis was that the more literate teachers were in Chinese, the more they would believe literacy in Chinese was important for language-minority students. Although such beliefs may not be based on theory, they are widespread and influence whether or not children in bilingual programs are taught to read and write in Chinese.

Methodology and Results

Surveys were sent to Chinese bilingual teachers in California who had one or more of the following California teaching credentials or certificates: the Bilingual Emphasis, the Bilingual Specialist, or a Certificate of Competence. There were 116 respondents. Of these, 105 were Cantonese-speakers and 11 Mandarin. Sixty-seven were born overseas and 49 were born in the United States.

The study asked the respondents to rate themselves concerning their levels of proficiency in reading and writing Chinese. These answers were then compared to their beliefs about the importance of Chinese literacy to the efficacy of a bilingual teacher. Respondents were asked: "In order to be an effective Chinese bilingual teacher, how important, in your opinion, is academic proficiency/literacy in Chinese?"

The responses were first compared to the educators' self-reported levels of reading proficiency. On a scale of 1 to 4 (1 = Not at all, 2 = Not well, 3 = Well, 4 = Very well), the means for the following groups were, Very well = 3.49, Well = 3.17, Not well = 2.14, Not at all = 2.34. Visual inspection revealed that responses to the top two categories (very important and somewhat important) were nearly equivalent; similarly, differences between the bottom two categories (not very important and not necessary) were also small. These categories were, therefore, combined to allow statistical analysis. The difference between the two groups was highly significant (chi square = 15.16, df=1 , p < .0001, Yates Corrected). (See Table 1).

> *"In order to be an effective Chinese bilingual teacher, how important is academic proficiency/literacy in Chinese?" The more literate the teachers were in Chinese, the more they believed that literacy in Chinese was important. Possibly, those with less Chinese literacy may simply not appreciate the impact Chinese literacy has had on the development of literacy in English.*

Second, responses to the same question were compared to self-reported levels of writing proficiency. On a scale of 1 to 4 (1 = Not at all, 2 = Not well, 3 = Well, 4 = Very well), the means for the following groups were, Very well = 3.47, Well = 3.09, Not well = 2.65, Not at all = 2.30. As was done for the previous analysis, the categories of "very important" and "somewhat important" were combined and the categories of "not very important" and "not necessary" were combined. The difference between the two groups was highly significant (chi square = 6.50, df = 1, p < .01, Yates Corrected). (See Table 2).

Discussion

There is evidence that despite the differences in writing systems, developing literacy in Chinese has a positive impact on the development of literacy in English, supporting the hypothesis that Cummins' Common Underlying Proficiency hypothesis is universal. Hoover (1983) reported that more literacy in Cantonese predicted, for some measures, better English literacy for limited English proficient children and in no case did it predict less English literacy. This result is consistent with findings showing that the reading process is fundamentally similar in both languages (Chang, Hung, and Tzeng, 1992) and that vocabulary development from reading occurs in similar ways in both Chinese and English (Shu, Anderson, and Zhang, 1993).

The data collected from this survey suggests that educators' attitudes toward the importance of Chinese literacy as it pertains to their effectiveness as bilingual teachers are heavily influenced by their abilities to read and write Chinese. The more literate the teachers were in Chinese, the more they believed literacy in Chinese was important. Possibly, those with less Chinese literacy may simply not appreciate the impact Chinese literacy has had on the development of literacy in English.

Acknowledgement

We would like to thank Steve Krashen for his suggestions on this

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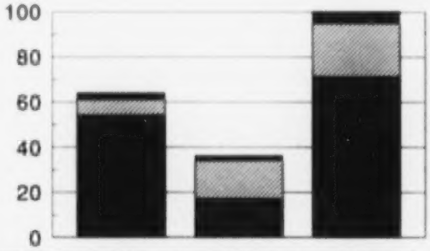
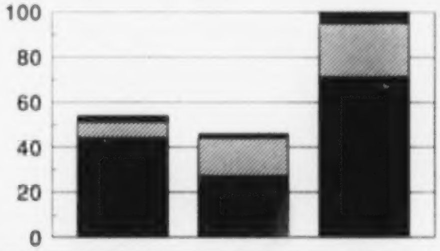
Table 1.
Importance of Having Academic Proficiency in L1 and Respondents' Reading Proficiency



Chinese Reading Proficiency	Very well	Not well	Overall
Very/Somewhat necessary ■	54	17	71
Not very/Not necessary ▨	7	17	24
No answer ■	3	2	5
TOTALS	64	36	100

Table 2.
Importance of Having Academic Proficiency in L1 and Respondents' Writing Proficiency



Chinese Writing Proficiency	Very well	Not well	Overall
Very/Somewhat necessary ■	44	27	71
Not very/Not necessary ▨	7	17	24
No answer ■	3	2	5
TOTALS	54	46	100

article, and Steve and Jeff McQuillan for their statistical assistance.

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Gay Yuen Wong is affiliated with the California State University - Los Angeles. Lucy Tse and Tom Cook are affiliated with the University of Southern California.

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Hispanic Magazine Poll Results

When asked in the July 1995 issue of *Hispanic Magazine,*

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Readers responded:
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(total response:1,668 calls)

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Directory of Two-Way Bilingual Programs in the United States - Revised 1995 - by D. Christian & A. Whitcher. This edition of the directory contains updated information from programs profiled in the previous three directories, plus profiles of 20 new programs. Profiles contain detailed information about each program, including program size and composition, location and contact persons, subjects taught in each language, and assessment tools used in the evaluation process. Note: This volume replaces and expands the *Directory of Two-Way Bilingual Programs in the United States, 1991-92*, and the annual supplements for 1992-93 and 1993-94. $30.00 + 10% shipping and handling. Center for Applied Linguistics/NCRCDSLL, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

Magic Links - by Dr. Jacqueline Kiraithe-Córdova and Dr. Linda Northcutt González. This program includes a comprehensive teacher's guide, teacher/student big book and a cassette tape. The teacher's guide, an easy to use three-ring binder, is full of creative activities for situational language usage, both oral and written. The big book empowers teachers to develop appropriate activities for grades 3-adult. The authors become your personal trainers by way of the cassette tape that answers all of your questions about how and when to transition students successfully. Complete program for Grades 3 - Adult: $94.95 includes: Big Book, Teacher's Guide (manual), Training Cassette Tape. Send orders to: Bilingual Resources, 1040 Plover Avenue, Miami Springs, FL 33166, (305) 884-6128, FAX (305) 884-3898.

"This Question Is Just Too, Too Easy!" Perspectives from the Classroom on Accountability in Science - by Beth Warren and Ann Rosebery. This research report (RR 14) explores the issue of student argumentation as a means of promoting greater comprehension of science. The authors describe and analyze a collaborative inquiry approach to science that emphasizes authentic involvement of language minority students as they take on the role of practicing scientists while planning and conducting their own experiments. The authors describe how learning occurs through socially and culturally shaped, meaning-making activities. They use excerpts of student classroom discourse to demonstrate how student argumentation can provide new perspectives in the science classroom. 1995. 19 pp. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

Two-Way Bilingual Education: Students Learning Through Two Languages - by Donna Christian. This educational practice report (EPR 12) outlines the goals and rationale of two-way bilingual programs and discusses how they are enacted in the classroom. While the goals of two-way bilingual programs generally remain constant, the methods in which they are realized depend largely on local conditions, demographics, and/or community attitudes. As a result, each program may teach language by content area, by time frame, or by person. Research is based on case studies and recently revised, comprehensive directory also published by the Center. 1994. 18 pp. $4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

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-NABE-

guage: English proficiency; personality; topic familiarity; and beliefs about second language methodology.[12] Students who are just beginning to acquire English are likely to profit most from using their first language. As students develop fluency and confidence, they typically use more and more English. There are some exceptions to this: beginners who are more "daring" and generally greater risk-takers in the use of English may choose to use their first language less than older or more self-conscious learners.

With regard to topic familiarity, evidence suggests that when the topic is one that students have experienced in their native language and culture, they are better able to develop their ideas in the native language in preparation for writing or sharing their ideas in English. On the other hand, if the topic is familiar to students only in an American context, and students have little or no basis for understanding the ideas in their first language, they are likely to find it easier to share their ideas orally or in writing in English.[13]

Because of the variety of factors involved, flexibility is recommended in the use of the native language. Its use should be neither required nor forbidden. Even in cases where the classroom teacher does not speak the child's first language, allowing students to use their first language has proven effective.[14] In such circumstances, however, it is important that there is trust and respect between the teacher and students.

In classrooms where the native language is used to support the development of reading and writing, the following practices are often observed:

- Students may work by themselves or with peers who share the same native language and use the first language to explore and relate background knowledge and to share their understanding of and response to the text.[15]
- Students may respond to literature through journal-writing and other activities in the native language. This practice allows students to focus attention oncomprehension of the selection, rather than on production in English. It provides teachers with a clearer picture of students' comprehension.[16] In cases where teachers do not speak the child's first language, they might seek assistance from a bilingual teacher or an older student in translating the child's written work.
- Throughout each of the stages of writing process, students are encouraged to use the native language: for discussing ideas and planning;[17] for translating key words to "get a stronger impression and association of ideas;"[18] and for composing the first draft.
- While reading in English, students may simultaneously listen to the text in the first language. Referred to as "reverse subtitles," this practice is similar to the experience of watching a foreign film where viewers receive the text orally in the second language and visually in the first language. In the case of reading, students receive the print visually in the second language, and orally in the first language. Studies suggest that this practice enhances students' comprehension of the English text.[19]

4. In learning English as a second language, writing develops along with reading, listening and speaking.

Evidence suggests that bilingual children develop literacy skills in the same ways as native speakers. Therefore, they, too, benefit from having role models who demonstrate and value writing, as well as from having room to experiment with language in an environment in which they are encouraged to take risks and practice writing.[20] Just as native English speakers are encouraged to experiment with writing at very early ages, bilingual children should be encouraged and given opportunities to write in the earliest stages of English acquisition and development.[21] The frequently-observed practice of delaying or controlling writing instruction until students can speak English proficiently may actually inhibit literacy learning for bilingual learners.[22] Examination of the writing of bilingual learners shows that these students readily apply what they know about writing in their native language and make use of their knowledge of the systems of English to hypothesize about writing in English. As they learn more about the written code of English, their growing control of the language is reflected in their writing.[23] In classrooms where these principles are implemented, the following practices are often observed:

- Students have daily opportunities to read and write meaningful text in either or both languages.
- Early writing attempts, such as drawing pictures, copying labels or phrases from around the classroom, and approximated spellings are evident in the students' writing folders.
- Students engage in draft writing and have varied opportunities such as mini-lessons or writing conferences with the teacher and/or peers to talk about their writing and to develop the strategies and skills of the writing process.
- Students have regular opportunities to share their writing orally or in the form of published books on display in the classroom.

5. Authentic situations facilitate writing development in both first and second languages. Authentic situations are defined as those that offer students opportunities to use writing in ways that are meaningful and purposeful to them.

Several researchers and theorists have examined contexts that promote writing development of second language learners and have concluded that the most effective environments are those

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that offer frequent opportunities for students to use writing to communicate meaningfully and purposefully.[24] In such contexts, writing is treated as an act of communication rather than as an opportunity to acquire and practice the forms of language. Studies indicate that when writing is taught within meaningful contexts, even students just beginning to learn English can express themselves effectively in writing.[25] The mechanics of language are not ignored in such circumstances; rather, the teacher uses the writing sample that the student has drafted to demonstrate the purpose and use of the conventions of written English.

In addition, when writing is integrated throughout the curriculum, children have opportunities to become familiar with diverse genres. The creation of different texts for different purposes contributes to the child's developing understanding of language and literacy.[26] For example, letter writing may follow a field trip experience, thanking the hosts of the event; report writing often emerges from a unit of study in social studies or science; biography writing may grow out of an author study in the literature class.

In classrooms where these principles are implemented, the following practices are often observed:

- Students engage in interactive dialogue writing with each other and with their teacher.
- Students engage in writing across the curriculum and for a variety of purposes, for example, composing a shopping list for a cooking activity, a letter or thank-you-note related to a school event, a response to a book, or written directions for a school visitor.
- Writing folders include samples of students' work in various stages of the writing process, including first drafts, pieces that have been revised and edited, and pieces that have been published.
- In pairs or in small groups, students engage in conferences about their writing.
- Students use the computer to compose writing drafts, write letters to their pen pals or to publish a classroom newspaper.
- Classroom displays of published pieces include books published in students' first languages as well as in English.
- The classroom lending library contains student-authored books in students' first languages as well as in English.

6. Bilingualism does not explain the underachievement of language minority students. It is important that teachers and specialists search for underlying causes of learning difficulty, including educational, cognitive, linguistic, sociopolitical, and affective factors.

Throughout the United States, there is alarming evidence of the over-identification of linguistically and culturally-diverse children as learning disabled.[27] The misidentification is believed to occur for several reasons,[28] including a climate of racial and cultural prejudice and a lack of cultural congruity in curriculum and instruction. Of particular concern, however, is the widespread belief that bilingual children who experience learning difficulties are disadvantaged by bilingualism, itself. That is, teachers and specialists sometimes conclude that bilingualism "confuses" or interferes with students' academic success. This assumption has been refuted by several studies which provide evidence that there are, in fact, cognitive advantages associated with bilingualism.[29]

When bilingual students experience difficulty learning to read and write, it is critical that teachers and specialists explore the full range of possible reasons underlying the difficulty, beginning first with an examination of the appropriateness of instruction, itself, as well as the possibility of speech and language deficits in both languages, hearing impairment, visual impairment or psychological and emotional difficulties.

In classrooms where these principles are implemented, the following practices are often observed:

- In order to obtain valid and trustworthy results, assessment is conducted in both the native language and English, since any underlying learning difficulties would be evident in both languages. Identification of a particular weakness in English only suggests that the difficulty is related to language knowledge rather than a cognitive deficit.
- Assessment is conducted in contexts and situations that are familiar to the student and that represent typical classroom tasks and situations.
- In addition to assessing factors within the student, assessment also includes an evaluation of the quality of instruction that the child has been offered and the opportunities for learning that have been provided to the student.

7. Any form of assessment of bilingual children experiencing learning difficulties will be more valid if it includes an evaluation of literacy performance in both the native language and in English. A composite of strengths in both languages will provide the most accurate representation of the student's current level of intellectual functioning and potential for learning.

Research on assessment of bilingual students is still in its infancy, and experts are only now beginning to understand the complexities of displaying and documenting literacy knowledge of bilingual learners. Even at this early stage, however, there are some points that have become quite clear. First, there is widespread agreement that the language proficiency demonstrated in face-to-face communication differs from the proficiency required in

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many test contexts.[30] Thus, when students are confronted with an assessment of literacy in English only, their performance may be a measure of their linguistic competence rather than their literacy knowledge.[31] Second, the nature of the assessment task, itself, may lead to misrepresentation of students' cognitive and literacy abilities. To perform as expected on assessment tasks, students "have to first understand the social and cultural context of assessment situations, the modes of thinking expected, and the ways in which language is used in an assessment context."[32] Third, English literacy tests are often dominated by content that reflects the prior learning experiences of mainstream children and excludes the learning experiences of those who have grown up in a different cultural and linguistic environment.[33] In this case, performance may be more dependent on background knowledge and experience than on reading comprehension strategies.

In classrooms where this evidence is acknowledged, the following practices are often observed:

- Assessment tasks are familiar to students, emerging from routine literacy experiences.
- Assessment tasks are completed in both the first language and in English, providing students the opportunity to demonstrate knowledge and concepts in either language.
- Assessment tasks are conducted using text that represents the culture and experiences of the student.
- Assessment occurs repeatedly across settings and contexts, permitting students to demonstrate the full range of literacy strategies that they possess. For example, students may be asked to read and respond orally, in writing, or in collaboration with another student. As well, students are asked to read and respond across different curricular areas, including mathematics, social studies, science and literature, permitting them to build on their strengths in different disciplines and domains to display their literacy knowledge.

8. Regardless of levels of literacy and language proficiency, parents effectively support their children's literacy learning in many different ways.

In many schools, parents' level of interest and participation in their child's academic success is measured by attendance and participation in school-based functions and events. Yet, parents who are linguistically and culturally-different from the school community are often unfamiliar with or intimidated by such events, and as a result, they often have low rates of attendance and participation. The narrow definition of parental involvement as participation in the school building has led many teachers and administrators to believe that parents are not interested in and unconcerned about their children's school learning. Studies, however, disprove this belief. Evidence indicates that, regardless of levels of literacy and language proficiency in English, parents care deeply about their children's success in school, and, given a collaborative environment with the school, effectively support their children at home in many different ways.[34] For example, they instill high aspirations for education and a sense of family pride and honor,[35] and they create conducive home learning environments through regular supervision of homework, reading in the home language, or telling stories that relate cultural traditions and values.[36] They also attempt to influence children's behavior and performance in school, reminding them to "pay attention, study hard and learn everything possible."[37]

A review of current research on bilingualism and biliteracy suggests that when teachers understand the role of the first language in literacy learning and build on it as a foundation for the development of English literacy, children who speak English as a second language experience greater success in school.

Practices that are recommended to help parents, regardless of their levels of literacy or language proficiency in English, to support their children's academic success include:

- Implementation of systematic and routine homework schedules that enable parents to know what to expect of children on a daily basis and how to monitor their children's completion of assignments.
- Publication of a multilingual school newsletter which provides suggestions for ways parents can support their children's development of reading and writing at home and in school. It is beneficial to explain not just what parents might do (for example, read to children), but also, to describe procedures that are particularly helpful (for example, suggest three or four key strategies and some recommended books).
- Preparation of school messages in the first languages of the parents. In addition, encourage children who are able to read the messages with their parents, explaining the nature and purpose of school events.
- Encouraging children to accompany their parents to

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school meetings, giving them a tour of the school and introducing them to their teachers and friends.

- Inviting parents to participate in classroom activities, sharing information about their family life and traditions or providing demonstrations of culturally-important arts and crafts.
- Encouraging parents to nurture oral and written uses of the native language at home.

Summary

A review of current research on bilingualism and biliteracy suggests that when teachers understand the role of the first language in literacy learning and build on it as a foundation for the development of English literacy, children who speak English as a second language experience greater success in school. The Massachusetts Reading Association and the Massachusetts Association for Bilingual Education hope that this paper, in combination with the references that follow, provide administrators and teachers information that will help them to meet the diverse needs of the children in the classrooms of today and the classrooms of tomorrow.

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NABE NEWS Book Reviews

Column Editor: Dr. Antonio Simoes, Fairfield University, CT

Changing Childhood Prejudice: The Caring Work of the Schools

by Virginia M. Tong

Florence H. Davidson & Miriam M. Davidson. *Changing Childhood Prejudice: The Caring Work of the Schools*, Westport; Bergin & Garvey, 1994. xxiii + 223 pp.

Davidson and Davidson have written a text about a timely topic which not only represents a much needed addition to the literature on childhood moral development, but also proposes suggestions for a paradigm change. Their research reveals that childhood prejudice is associated with cognitive immaturity. That is, it stems from children's inability to reason about and value the concept of respect for others' cultures. The implications of this finding are important for educators because they indicate that through an understanding of how children view themselves, how they think, and how their moral judgement is stimulated, children can gradually be taught to recognize the fallacies in their thinking and prejudiced assumptions. The authors suggest that the implications of the research can be integrated into comprehensive programs of moral and anti-prejudice education requiring modification to those existing instructional programs. Although "change in a naturally conservative institution, such as a school, cannot be underestimated," (pp. xv) the authors acknowledge that it must inevitably take place. The emotional scars of prejudice borne by our children are consequences which are difficult to reverse, affecting their lives and those with whom they interact. Modifying the curriculum translates into a primary emphasis by schools on creating a caring and empathic educational atmosphere that facilitates academic learning and positive self-esteem as well as moral advancement. In addition to the research base, at the core of the programmatic changes suggested by the authors is the effective schools research of James Comer (1979) which suggests that motivation for learning depends primarily on human relationships.

In the focal point of this text, co-author Florence Davidson compared children's prejudices with their stages of moral judgment. The design of her study included two parts: 1) a survey of 154 students in several urban and suburban Boston schools which found the presence of an inverse correlation between moral stage development and prejudice; and 2) a long-term study of 22 students followed from fifth-grade through the rest of their public school years. To elicit perceptions about various ethnic groups, Davidson used a combination of a Parchesi-like board game called "Comments" and private interviews. Indeed, an integral part of the book describes the case study findings of 10 of the 22 students, providing a perceptive observation about how children think — information that would not be discernible from a purely statistical analysis. This case-study approach lends cohesion to the book and is one of its strengths that serves as the basis for recommendations for the design and implementation of a moral education curriculum in schools. From these case studies, we are able to gain a realistic picture of the pervasive effects of prejudice on students. They offer much insight into the complex causes of prejudice and hindered moral growth.

This text begins with an overview of what is presently known about moral development and prejudice in childhood before describing research that ties the two areas together. The chapters are organized in a logical sequence which assists the reader in appreciating the complexity of childhood preconception. Chapter One looks at the cognitive roots of prejudice and some of the cognitive moral problems that prevent young children from reasoning about it. Chapter Two addresses the emotional and social learning aspects of prejudice. Chapter Three delineates the results of the author's study which connects predisposition and stages of moral development. Chapters Four and Five address a child's moral stage as it relates to prejudicial feelings. Chapters Six, Seven, and Eight offer educational strategies for reducing prejudice. These suggestions are offered with a sense of hopefulness, and respond to issues raised in earlier chapters. In addition to providing guidance for the moral development curriculum, the strategies also address the training of teachers and other adult mentors. In essence, the training program would be similar to the preparation for mutual support that counselors, school psychologists, special education teachers, and social workers undertake. These concluding chapters also examine the efforts of schools that are already engaged in creating a racially and culturally conscious atmosphere.

In summary, Davidson and Davidson have written a well-researched and well-organized manuscript that lays the groundwork for an exchange of ideas and information on the cognitive, emotional, and social roots and effects of childhood prejudice. The authors draw from an impressive number of sources to explain the complicated issues involved in changing childhood preconceptions. Their exploratory discussions on childhood moral development are clear, and increase the reader's understanding of this area of study. It is the stated intention of the authors that the information presented in their book draw attention to the serious issue of childhood bias.

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Gary Burnett works for the ERIC Clearinghouse on Urban Education at Columbia University, NY.

Editor's Note: *Contributions to the* **Technology and Language-Minority Students** *column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003 (212) 998-5485. E-mail: SAYERS@acfcluster.nyu.edu*

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schools to follow. Written specifications, such as in the form of a policy handbook, can enhance fidelity even more. Fidelity is particularly important when good sound policies are in place, as this heightens the opportunity of LEP students to be assessed fairly.

Aligning Grades to LEP Student Instruction

While it is true that mainstream and LEP students have to meet the same state curricular requirements, the curricula and instructional approaches are not exactly the same. Also, the time expectations for meeting goals are different. These variations have implications for grading.

Consider these specific characteristics of ESL and bilingual education instruction. While LEP students must learn the same things mainstream students do, their instruction has added components.

For example, there is an oral language development component. Oral skills are pre-requisite building blocks to their literacy development and, thus, should be part of grading. The instruction of LEP students is paced to students' needs and there is more modeling, expansion and repetition. In this context, the learning of concepts and skills is slower, and quantitatively less of them are mastered in one grading period. Grading should take this adaptation into consideration.

ESL methods, such as sheltered English, focus on teaching learning strategies to make content better understood. It is believed that the degree of content learning success is related to the mastery of learning strategies, thus assessment of learning strategies needs to occur and be assigned some mark. Content learning also may occur in the student's primary language. In this case, assessment must occur in this language and the assigning of grades relevant to this learning has to convey the use of another language.

In programs for LEP students, the affective aspect of learning is given special attention. Particularly, instructional strategies are used that develop a positive self concept. Student self-concept, then, would need to be rated and

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graded.

Finally, the integration of culture in the classroom is central in bilingual and ESL programs. Here, students learn through culturally relevant materials. They also study U.S. culture and develop a deeper awareness of their own culture and how it influences their education. Because academic success is dependent on these understandings, these too would need to be rated and graded.

The system we use to indicate achievement in our schools must reflect the realities of the LEP program. Grades summarize the teacher's ultimate judgement of what the LEP student has accomplished, i.e., what he or she knows and can do. This judgement should be based on the curricula and methods to which they have been exposed.

Effects of Current Grading System

There have been many heated discussion throughout the years about the relevancy and appropriateness of grades and grading, not just within special programs but within the mainstream as well. Despite the rhetoric, we find ourselves in the 1990s still facing widespread required use of grades. The persistence of grades, as with other educational practices, may be a result of educators' and the community's difficulty in letting go of the past, and thus doing things simply because of a "that's the way we've always done it" attitude. History alone, though, cannot continue to dictate what we do in schools because, alongside the tradition of grades, exists a long list of serious problems which negatively affect LEP and other minority students. The literature on promotion and retention of language minority students, to which IDRA has contributed significantly, documents some of the effects of poor grades, failing grades, lack of grades. Dr. Alicia Sosa, in calling for advocacy in testing and grade retention, identifies these adverse student effects: no advancement in English and content skills; low motivation; in-grade retention (there seems to be a disproportionate number of minority, LEP students being retained); disproportionate numbers of over-aged students in many classes as a result of retention; and high dropout rates among minority, LEP students, as result of retention (1993).

Dr. José A. Cárdenas documents Texas state regulations permitting school actions based on district grading systems that have been outright unfair (1985a; 1985b). There are disproportionate numbers of LEP students who have been categorized as "poor performers" based on grades. Also, the regulations in no way checked for the soundness of grading procedures or for the soundness (quality) of the teachers' instruction.

Conclusion and Need for Input

Despite the documented irrelevance and negative effects of grades, they are still with us. Unfortunately, there is relatively little published material that provides guidance in making the required assignment of grades more equitable to LEP students. IDRA is working to build the knowledge base in this area with the intention to help states in the EAC East region complete their efforts initiated in the past few years.

Our position is that traditional grading practices, if they must exist, should be relevant and sound and be developed to help all LEP students throughout the country. Information will be shared through publications and at conferences by both IDRA and the respective state departments. To expand this particular knowledge base, we, at IDRA, are asking for assistance from our readers. We ask that material, both of practical and scholarly nature be sent to IDRA in care of the Evaluation Assistance Center.

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Grading Options for Secondary ESL Students

Underlying concerns

There is an inconsistency in grade assignments and lack of grading options. At the present time, high school students often do not receive grades or Carnegie units and therefore are unable to meet grade promotion requirements. LEP students' achievement is frequently not tracked from class to class, school to school, or district to district.

Options

Develop a separate procedure for grading and reporting progress that is consistent with district policy and is appropriate for evaluating student progress in both course content and English language development. Continue to use this procedure until the student has attained intermediate English proficiency as defined in the district's Informal Language Assessment measure.

Do not give failing grades during the students' progress from beginning to intermediate language proficiency.

Ensure that grades reflect: (a) knowledge of academic course content, (b) knowledge of English, and (c) progress in achieving proficiency. These are three important indicators of progress. Maintain records (evidence) of these.

Use a dual reporting system in which the regular district report card manually, by modifying the computer information, or by inserting the specific ESOL grade information into the report card.

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TEACHING LITERACY

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Dr. Adela Solís is a senior education associate in the IDRA Division of Professional Development.

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BOOK REVIEW

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Further, it is their hope that the urgency for change becomes apparent, and that this book be the catalyst for change.

Virginia Tong is in the Master of Arts in TESOL program at Hunter College of CUNY, NY.

Editor's Note: *Reviews for publication in the* **Book Review** *column should be sent to Dr. Antonio Simóes at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430, (203) 254-4250. Materials from publishers should be sent to the NABE NEWS editor, and should be clearly marked BOOK REVIEW MATERIALS; two complete sets of materials must be submitted.*

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US Department of Education Releases Book about the Grant Process

ED's Grants Division wrote this booklet for individuals and institu-tions seeking a discretionary grant from ED, for those who have already received a grant, and for persons who are simply interested in knowing more about the discretionary grant-making process. In it, you'll discover:

- How you can learn more about grant opportunities that are available to you.
- Forms you'll need when applying for a grant and how to get them.
- What happens to an application once ED receives it.
- How you can become an application reviewer.
- And more.

If you've already received a grant from ED, you'll find answers to questions such as:

- What do I need to do in order to do my project "right"?
- As a grant recipient, who in ED should I be talking to (and how often)?
- What reports (on my project) will be required and where can I get help completing them correctly?

You can find this easy-to-read booklet on our Web and gopher sites at:

http://www.ed.gov/pubs/KnowAbtGrants/

gopher.ed.gov —>
U.S. Department of Education/OERI Publications/ —>
ED/OERI Publications - Full Text/ —> What Should I Know About ED Grants?/

Excerpts from Chapter 2 of "What Should I Know About ED Grants? — Let's Get Started"

The process of making a federal grant begins long before an applicant or recipient ever sends a piece of paper to the government. Federal grants have their origin in the legislative process of the Congress and the regulatory process of the federal agencies. Even then, it would not be possible for a federal agency such as the Department of Education to make grants without setting up a structure for their orderly administration. This chapter presents the big picture of the way that discretionary grant programs are set up in the Department; it gives you a better idea where grants come from and how you can learn more about the grant opportunities that are available to you.

What is a discretionary grant?

Unlike a formula grant, which the Department awards to all eligible parties based on a predetermined formula, a discretionary grant is one that the Department awards on the basis of a competitive process. The Department reviews applications competitively in light of the legislative and regulatory requirements established for a program. This process of competitive review affords the Department discretion in determining which applications best address the program requirements and are therefore most worthy of funding.

How does ED set up discretionary grant programs?

Congress establishes discretionary grant programs through authorizing legislation and appropriations legislation. The Department the usually writes program regulations based on the authorizing legislation, which describe how the programs are to be administered.

After these program regulations are published in final form, the Department can solicit applications and award grants.

Who runs ED discretionary grant programs?

The Department is composed of six broad areas of responsibility for program administration, called Principal Offices. Each is responsible for overseeing a portion of the programs established by the Congress and administered by the Department. The Principal Offices are:

- Office of Bilingual Educationand Minority Languages Affairs (OBEMLA)
- Office of Educational Research and Improvement (OERI)
- Office of Elementary and Secondary Education (OESE)
- Office of Postsecondary Education (OPE)
- Office of Special Education and Rehabilitative Services (OSERS)
- Office of Vocational and Adult Education (OVAE)

The Principal Offices are further subdivided into program offices which administer the Department's discretionary grant programs on a daily basis. The program office conducts the review of applications and makes recommendations for funding to the Grants Division of the Grants and Contracts Service, which then negotiates and awards the grants. Administering grant awards is a joint undertaking of the Grants Division and the program offices.

How do I find out about ED discretionary grant programs?

There are different means by which you can get information about the discretionary grant programs at the Department of Education:

- To get a general overview of the Department's programs, youcan write or phone the Department to get a copy of the Guide to U.S. Department of Education Programs (the Guide) mentioned in the previous chapter. This publication describes the vari-

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ous discretionary grant programs and gives a telephone contact number for each program, which you can call for further information. You can also get this document in electronic format, as described below.

- The Department publishes an Application Notice in the *Federal Register* to inform potential applicants of each new discretionary grant competition. An Application Notice invites applications for one or more competitions, gives basic program and funding information on each competition, and informs potential applicants when and where they may obtain applications. Program offices often publish an Application Notice for each individual program, but they are encouraged to include their notices in the departmental Combined Application Notice (CAN), generally published in the spring. The CAN lists most of the discretionary grant competitions planned for the coming year, with application deadlines and other basic information.
- If you have a modem or access to a modem, you can read the Guide and other information about Department of Education grant programs by dialing the Department's ED Board. You can search and download text files, read application notices posted there, and search for types of discretionary grant funding by Principal Office and type of program. [Information about contacting the ED Board or about obtaining the *Federal Register* is given in the section,'Other Information'.]

How do I apply for funding from an ED discretionary grant program?

Contact the program office responsible for the program that interests you and request an application package. Follow the application instructions in the package, which generally require you to complete certain standard forms and send them, along with a narrative description of the proposed project and an estimated budget, to the Department by a certain date.

Please note that some program offices publish their application forms in the *Federal Register* along with their application notices. In those cases you may simply photocopy the forms directly from the *Federal Register* pages and do not need to get the forms from the program office.

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NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

MEMBERSHIP APPLICATION

❶ Membership Type *(check one only)*

☐ **$48 Individual Membership**

$30 Discounted Individual Membership

- ☐ *Parent:* **must not** be professional educator and **must** have a child currently enrolled in a bilingual education program. A letter written on school stationery from either the teacher or a school administrator must accompany the NABE membership application.
- ☐ *College/University Student:* **must not** be professional educator and **must** be enrolled on **full-time** basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
- ☐ *Paraprofessional:* **Must** be working as an instructional aide in a public school system. A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.

☐ **$43 Combined Membership** Name of Affiliate: ______________________

☐ **$125 Institutional Membership**

☐ **$1000 Lifetime Membership**

Memberships are valid for one year from the date of processing, and include one year subscription to NABE publications (except Lifetime, which is valid for life of member and includes lifetime subscription). Organizational membership is non-voting; all other memberships are voting. All memberships are non-transferrable and may not be cancelled. Membership dues are non-refundable.

Name and Address Information

❷
☐ Mr.
☐ Mrs.
☐ Ms.
☐ Dr.
____
Last *First* *Middle*

❸ **Preferred Mailing Address:** ☐ **Business** ☐ **Home**

Business Address

Position: ______________________
Division: ______________________
Organization: ______________________
Street Address: ______________________
City: ______________ State: __________ Zip: __________
Phone: (______) ______________ Ext. __________
Fax: (______) ______________ E-Mail: ______________

Home Address

Street Address: ______________________
City: ______________ State: __________ Zip: __________
Phone: (______) ______________

❹ I am involved with bilingual education as *(check one)*

☐ Administrator
☐ College Instructor
☐ Consultant
☐ Full-Time Student
☐ Paraprofessional
☐ Parent/Community member
☐ Publisher Staff
☐ School Board Member
☐ Teacher
☐ Other

❺ I work in this type of organization *(check one)*

☐ Commercial organization
☐ College/university
☐ Local school district
☐ State education agency
☐ Other

❻ I usually work with this level of student *(check one)*

☐ Early childhood
☐ Elementary
☐ Secondary
☐ Higher education
☐ Adult

❼ I want to participate in the following Special Interest Group *(check one)*

☐ Adult/Vocational Education
☐ Asian & Pacific Islanders
☐ Critical Pedagogy
☐ Early Childhood Education
☐ Elementary Education
☐ ESL in Bilingual Education
☐ Gifted Education
☐ Global Education
☐ Higher Education
☐ Instructional Technology
☐ Language/Culture Retention
☐ Language Policy
☐ Parent & Community
☐ Policy Makers
☐ Professional Development
☐ Research & Evaluation
☐ Secondary Education
☐ Special Education

❽ Payment Information

$________ Membership dues

$________ Contribution to help NABE counter the English-only movement

$______ **TOTAL DUE**

☐ Check or money order Check#____________
☐ MasterCard ☐ VISA ExpirationDate:______/______

☐☐☐☐--☐☐☐☐--☐☐☐☐--☐☐☐☐

☐ **Automatic Renewal:** Check this box if: you are paying by credit card, and you want NABE to automatically renew your membership annually, charging your credit card the standard renewal amount. This permission will remain in effect until you cancel it in writing.

❾ **SIGNATURE:**__________________________ **DATE:**___/___/___

❿ **Mail to:** NABE, 1220 L STREET NW, SUITE 605, WASHINGTON, DC 20005-4018

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ANNOUNCEMENTS

Special Budget Update begins on page 23 of this issue

Action is needed now to save bilingual education!

In this issue:

Guidelines for NABE's Nationwide Writing Contest for Bilingual Students

NABE has two new Special Interest Groups (SIGs): Gifted Education, and Professional Development. A complete listing of NABE SIGs, SIG Chairpersons, and contact information will be printed in the next issue of *NABE NEWS.*

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